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**Use of Animation Films as a tool in Second Language Classroom to
Enhance English Language Productive skills**

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Abstract:

The objectives of this research are to find out whether using animation film is effective in English language classroom or not and to know how far is the effectiveness of using animation film to enhance productive skills. Related to the object of the research, the researcher used experimental method. The research was conducted at Saraswati Vidyalaya School, Jambusar, Gujarat. The population in this research is the upper primary students of Saraswati Vidyalaya School. The total number of population was 30 students. The sample were VIII- i class as the experiment group which consist of 30 students, and VIII- d class as the control group which consist of 30 students. The writer used t-test in order to check whether the use of animation film is effective to enhance productive skills. The result of her research showed that using animation film medium is effective to improve students' productive skills. It can be proved by the pre test to post test mean of the students' writing skill of the class which are not taught with animation film (50.36 to 57.95). The students' writing skill of the class which are taught by animation film shows significant improvement (50.45 to 67.95). From the t-test result, it can be seen that the class which is taught by animation film medium get higher score (11.2) than the class which is not taught by animation film medium (5.88). It indicates that by using animation film medium, the students can improve their productive skill effectively.

Introduction

Language is a medium of any type of communication. Emotions, feelings, views, thoughts, beliefs, ideas can be expressed only through the language. It is a language that makes us different from animals. Each country has many languages and dialects. In short, there are many languages and dialects spoken in the world. Some languages like English, Hindi, Chinese, etc., are spoken by million people, whereas some languages such as Liki, Ongota, Tanema, Njerep are spoken less around in thousands (Nishanthi, 2018).

Further, Nishanthi (2018) mentioned that when we glance at the present world, we come to know that English as a language has gained its place in all the fields. Hence, we cannot ignore English and have to accept its importance in current scenarios and are learned and spoken widely in the world.

English nowadays is considered the most dominant language and is known as a global or international language. As a language, it is widely accepted and used in most countries of the world. Hence, all types of international communications or transactions such as business, education, corporate, sports, movies,



agriculture are done in English (Nagpal, n.d.).

Latha said (2018) that English plays all in all a multi-dimensional function in everyday life. It is utilized as a mode of correspondence in clinical, instructive areas, transport stations, private areas, aviation routes, railroad stations, banks, and so forth. English is a link language and is utilized in business and trade both at local and worldwide levels.

Students who go out of the country for education and career will be serene if they are good at communication skills. We know about the present scenario that students are prime learners of English as it helps in planning their profession and achieve their goals. On the off chance that the students can communicate in English, they would have the certainty to confront the vast majority of the difficult individual, which ends up being a decent encounter for them to apply the equivalent to confront interviews (Latha, 2018).

English Language Teaching In Gujarat

On 1st May 1960, Gujarat state separated from Mumbai, Maharashtra. Gujarat became the independent state of India. In the beginning, there was biased for the English language due to patriotic feelings. It means the people of Gujarat are considered unpatriotic to talk in English. On 26th May 1960, the Chief Minister of Gujarat arranged a conference to decide the status of English in Gujarat.

Later, the L. R. Desai committee was appointed by Gujarat's government to study the need for English in Gujarat. Initially, Gujarat state had adopted a unique education system in which English was taught in Gujarati Medium School from standard 8th and an optional subject at 10th board level. This practice had adverse output in different ways as psychological problems were faced by students and their lack of curiosity in English learning.

According to Chauhan (2013), English was started to teach from primary in several states of India. Hence, English was taught as an optional subject secondary and higher secondary and in graduation also. English during that time taught as Grammar Translation Method. Finally, English was made an optional subject in the 5th, 6th, and 7th standard. That directed two groups of learners: one who had studied English for three years and second those who did not study as a subject.



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According to Chauhan (2013), from 2004, the functional syllabus of English introduced at secondary and higher secondary in Gujarat was introduced in 8th and 11th standard in 2004, 9th and 12th and 10th standard 2005. Towards the end of the 20th century, English entered Gujarat as prominent in Gujarat.

Shah (2012) mentioned that Gujarat saw positive changes in the approach of the people as well as in policies maker of the Government; these changes reflected were in the textbooks, and the Government of Gujarat made compulsory English subjects from v standard.

In his research, Chauhan (2013) pointed out that in 2007 government had decided to pass English compulsory in SSC if they want to do further study in higher education. It was taken initiative by the government so that students can get advantages in higher education and future employment.

Rationale of the study

English is used as the second language in a country such as India throughout the world with English's spread and growth. Technology plays essential role in English Language Teaching now- a- day. Since various approaches and innovations are being applied to assess the efficacy of the teaching and the learning process, the number of English learners is growing. It has been there for a long time to use authentic materials in the form of films, radio, videos, and television. Technologies have proven to be effective in substituting conventional education.

No question animated movies are entertainment, education, and information forms. We ought to urge ESL learners to watch animation films because it provides a better platform to enhance language proficiency and linguistic abilities. English is known as the 2nd language for India, and that is the reason Indian feels more difficulties in productive skills. Thus, they can enhance the English skills while watching animated films. By watching animation films; they know the correct sound of the word and improve their communications. It has been observed that commercial Animation films are more interesting for children and have been more successful in attracting the learners' attention.



Objectives of the study

The study tries to answer the following questions through its data and the conceptual elaborations:

1. To pick animated films for receptive English and efficient skills of high primary ESL students.
2. To prepare tasks to enhance productive skills of the English language based on selected animation films.
3. To validate the tasks by ascertaining their effectiveness.
4. To try out the program on the target group.
5. To know the opinion of ESL learners towards learning through animation films.
6. Studies on the usefulness of animated films to improve ESL primary school students' sensitive and active English-language skills.

Variables

Independent variable

This study's autonomous variables were the delivery of the materials through commercial animation films to enhance English language skills (LSRW).

Dependent variable

The dependent variables in this study were the pre-test & post-test scores that measured the effect of the materials on English language skills concerning speaking and writing skills. It was followed by series of tests and questionnaires to observe the development in the process.

Hypotheses

The given null-hypotheses guided the study:

H₀₁: There will be no significant difference in the **mean scores** of the Pre-test and Post-test of the **Control group concerning Productive skills.**

H₀₂: There will be no significant difference in the **mean scores** of the Pre-test and Post-test of the **Experimental group concerning Productive skills.**



Delimitation of the study

The study focused on commercial animation movies' effectiveness in teaching ESL students English language productive skills at the upper primary level. This study has the following limitations.

- The Upper- Primary level comprises three standards sixth, seventh and eighth. This study, however, was limited to Gujarati Medium School students of the eighth standard.
- The study utilized only the commercial animation films based on Indian culture and ethos.

Research Design and Methodology

A researcher checked the assumptions mentioned above in a controlled context to observe commercial animated films' efficacy for developing English language skills at the top primary level. As Seliger and Shohamy (1989) pointed out, "Experimental experiments are carefully designed to control and identify variables. Experiments are usually often conducted to examine the force of the relationship amongst variables.

There are different forms of analysis, including experimental, study and analytical design, etc. Every research design can be grouped into different categories. Herbert W. And Elana S. Seliger. (1989) involves four different study designs, such as community design, factorial design, and virtually experimental design. Pravit (1999) shows three different types of experiments research design such as (1) pre-experimental, (2) Quasi-experimental & (3) True-experimental.

To satisfy the requirements, the present analysis is of true experimental nature to assess the intervention program's efficacy, i.e., two groups of experimental pre- and sub-test researchers (Control & Experimental). The design is presented under.

	Pre-test	Treatments	Post-test
Experimental group	X1	T	X2
Control group	Y1		Y2



Population

The population may be assumed to be a category from which the test is taken as the Present study was carried out in Gujarati medium school Shree SaraswatiVidyamandir, Jambusar (Gujarat). The researcher selected Upper primary level students for the experiment. The researcher selected H.S.Shah High school, Jambusar, as a control group. The School was selected by convenient sampling technique.

Sample

As part of this experimental research, the researcher selected the 8th standard randomly from all Upper primary levels' available standards. 40 Students were selected by random sampling technique for the experimental group. Twenty-two were a woman, and eighteen were male. The mother tongue of all the participants was Gujarati. They study English as Second Language with Gujarati as the medium of instruction. Another 40 students have been chosen for the control group as a study. Of these, there were twenty-three women and Seventeen males.

A random sample for data collection was possible to test hypotheses. To test the data, a simple sample was available. Simple Random Sampling is a type of probability sampling technique. This method is selected solely by accident, and it is equally probable for any member of the population to be included. The study participants were motivated by the fact that they belonged to an entire community with a shared mother tongue and education history.

No. of Participants			
Experimental group		Control group	
Girls	Boys	Girls	Boys
22	18	23	17

Research Procedure and Tools for Data Collection

The tools for the study were prepared under the guidance of English Language Teaching experts from H M Patel Institute of English Training and Research. The following tools had been used for the study.



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- Questionnaire (Teachers)
- Pre-test
- Interview
- Intervention
- Observation Questionnaire
- Post-test
- Feedback form

Units	Name of Animation films	Duration	Number of Tasks
One	The Woodcutter- Chhota Bheem	9:47	13
Two	Teachers Day Celebration- Chhota Bheem	2:15	10
Three	Chutki's wish- Chhota Bheem	11:49	12
Four	Monsters Party- Chhota Bheem	11:47	12
Five	Krishna and Horror Cave	7:43	10
Six	Boat Race- Chhota Bheem	12:55	11
Seven	Damodara Lila- Little Krishna	10:20	10
Eight	Ninja Hathhori	9:55	12
Nine	Bheem vs Hercules	10:47	9
Ten	Akbar Birbal- The field of Gold	9:45	10
Eleven	Disco Dandiya- Chhota Bheem	12:40	10
Twelve	The whirlwind Demon- Little Krishna	7:48	10
Thirteen	The action Adventure	8:47	10
Fourteen	A matter of Devotion	9:40	12
		Total	151



The Experiment and Schedule

The researcher started the implementation on 1st July 2019 to 16th September 2019. The experiment lasted for 80 hours. The researcher spent 90 Minutes every day with Participants. Throughout the treatment, students were given proper instruction and guidance, and evaluation by the researcher. One by one, all the prepared tasks were given to the student for practice.

Analysis and Interpretation of the Data

H₀₁: There will be no significant difference in the **mean scores** of the Pre-test and Post-test of the **Control group concerning Productive skills.**

To test the above stated hypotheses; Mean and t value of the pre-test and the post-test scores of speaking and writing skills on the experimental group were calculated which is shown in the table given below.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	6.20	40	1.528	.242
Post-test	5.80	40	1.285	.203

The table shows that the mean score of Productive skills of the pre-test is 6.65with SD 1.528. The mean score of post-test Productive skills is 5.80with SD 1.285. The difference between pre & post-test mean values is 0.40In addition, a pre & post-test correlation review was carried out to verify the criteria for a T-test.

Table 4.24 Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test of Productive skills	.400	1.562	.247	.351	1.349	1.599	39	.118

The T value derived from the calculation of the mean pre & post-test scores is 1,599. The mean of the paired difference is 0.400 with SD is 1.562. The details also reveal that the P value (Sig 2 tailed) or value of significance is 0.118 which is greater than 0.05 ($p > 0.05$). The analysis displays that there was no significant difference among the mean scores of the pre & post-test of control group in productive skills at 5% level. Hence, there is no significant difference which leads to the **acceptance of the sixth null hypothesis at the 5% level of significant. ($t = 1.599$; $p = 0.118 > 0.05$)**. Therefore, the outcome from the analysis could establish that there is no significant difference between the mean scores of pre & post -test of control group students with respect to productive skills because they were not part of treatment program based on Commercial Animation films.

Ho2: there will be no significant difference between in the **mean scores** of the Pre & Post-test of **Experimental group with respect to Productive skills.**

The pre & post-test outcomes for productive skills (speaking & writing) of the experimental group had been evaluated by means of a T-test paired study, which assessed the material effects on improving the skills of speaking and writing.



Table Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	6.53	40	1.519	.240
Post-test	10.48	40	2.396	.379

The table displays that the mean scores of Productive skills of the pre-test are 6.53 with an SD of 1.519. The mean score of post-test Productive skills is 10.48 with an SD of 1.285. The difference in the mean scores of pre & post test is 3.95. Furthermore, a pre & post-test correlation review was carried out to verify the criteria for a T-test. The table below shows the correlation among pre & post-test outcomes.

Table 4.27 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Post-test	-3.950	2.218	.351	-4.659	-3.241	-11.262	39	.000

The T-value derived from the study of the average pre-test & post-test scores is -11.262. The mean of the paired difference is -3.950 with SD 2.218. The data show that the P-value (tailed Sig 2) or meaning value is 0,000 and less than 0.05 ($p < 0.05$). It is also shown by data. The analysis displays that the difference among the mean pre & post-test scores of the experimental group in productive skills at the level of 5 percent was highly significant. Hence, there is a significant difference which leads to the **rejecting of the seventh null**



hypothesis at the 5% level of significant. ($t = -11.262$; $p = 0.00 < 0.05$). The results of the study will also shows that there is a substantial change among the mean pre-& post test scores of students in the experimental group with regard to productive skills since they were part of the Commercial Animation film-based treatment program.

Findings of the study

The study was an effort to evaluate efficacy of commercial animation films to teach English linguistics skills of 8th standard ESL learners of Gujarati medium school of Gujarat. The key results of the analysis are as follows:

- Animation films were one of the instruments used by high school students in the language classroom.
- The data analyzes showed that students are capable to improve their productive skills in English through animated films in terms of improving the ESL students' English skills in production.
- The data analysis showed that, with the aid of animated movies, students can improve their receptive skills in English in terms of improving their receptive skills in English of ESL learners.
- Taking animated movies as a tool to develop the skills of students in English as a second language can make this teaching process more exciting and successful.
- The learners reacted more positively and with greater confidence to improve their L2 better compared to conventional teaching methods with the help of animated films and their program.
- Animated films stimulate learners to develop their productive skills in English language.
- Films with animation are supports for teachers in the process of education. Animated films can be a really good tool to demonstrate what teachers want to teach. It can generate interest of the topic which is either difficult or not interesting.
- The use of animated films is effective for the students having high motivation. A study generated the facts that animated movies can turn the boring and less important topic alive and interesting.
- Animation videos provide authentic materials in the language classroom.



5.5 Recommendations

The researcher proposes the following recommendations in the light of the main results.

- **Curriculum designers are recommended:**
 - To integrate commercial animation films in the Gujarat primary, secondary and higher secondary institutions in the educational process.
 - To provide a syllabus in school with different tasks based on animation films to enhance English language skills.
 - - To provide schools with sufficient facilities for using animated films in language classrooms such as the Projectors, speakers, computers, and special space.
 - To give training to teachers of design tasks and using technology in the language classroom.
- **The teachers of English shall be instructed to:**
 - The transition from conventional approaches to modern techniques, such as commercial animated movies, establishes a new environment for language learning.
 - Use modern facilities in language classrooms that enhance students' contribution and interaction in the language classroom.
 - Teachers should change their duties to help learners acquire a language, from dominating in the class to becoming facilitators.

5.6 Suggestions for Further Researches

Education in India and Gujarat needs much more research that can help improve more strategies, methods, approaches, and techniques to teach English in the language classroom. The researcher suggests the following titles for further studies.

- Effectiveness of secondary level animation films – A comparative analysis.
- Effectiveness of animated films for secondary English teaching
- The Efficacy of animation films to teach English at the higher secondary level



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Conclusion

In conclusion, the research was necessary to determine the effectiveness of commercial animation films in teaching English. Animated films are very useful for change the learning and teaching atmosphere. Animated films are among the best language learning resources. It has a positive effect on learners as well as on tutors.