

## **Use of Animation Films for Young Learners to Teach English**

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### **Abstract**

The paper explores the possibilities of innovations in the upper primary English language classrooms in India and Gujarat. After the ICT revolution in the first decade of the 21st century, ELT in India also went through a radical change and use of ICT and multi-media have entered now in almost all the Indian classrooms at all levels. The technology has enabled the teacher of English for innovations and more interesting language inputs but the gap between the available ICT tools and the expertise to use them effectively is also very vast and can also be observed in the schools of India. The paper, therefore, is a serious effort to bridge this gap by preparing a task based program using animation movies in English based on Indian stories, Indian myths and Indian culture. On one hand the Indianness of the animation videos will select to makes it interesting while on the other hand animation movies in English provide a rich exposure to the English language learners. This paper give theoretical background related to use of Animation films in language classroom.

**Keywords:** ELT, ESL, Animation films, ICT

### **Introduction**

Teaching a language means teaching the four language skills to the learners, i.e. speaking, listening, reading and writing. It is observed that in the language teaching programs the productive skills are speaking and writing while receptive skills are reading and writing. English was taught as one of the languages as a part of three language formula. English education in Gujarat has been made compulsory from the primary level; even though the students fail to produce the language in real world. ELT has invented many methods, approaches and techniques to teach English in an effective way. Using technology in language classroom is one of the techniques of teaching and learning English. Researcher will use animation films as tool to enhance English language skills in the present study.

As a result of rapid improvement in science, technology and media, foreign and second language learning and teaching has gained much improvement in the recent years. Especially, the function

of language classes has changed drastically. Their potential to provide comprehensible input, which according to Krashen (1982) ,subconscious language acquisition , has increased immensely with the provision of such technical devices such as TV, LCD, Projector ,laptop ,DVD player and video materials in language classroom. Out of all these, particularly, the use of videos and TV has grown rapidly due to the increased focus on communicative aspects of language use. (Cakir, 2006).

Indian television has managed to the shape the Indian movies, news channel, serials and animated movies and cartoons. Animation can create images that appear real to the viewer. No a days, many cartoons are well known and watched by young learners. Some examples are Chhota Bheem, Tom and Jerry, Krishna, Doremon, Motu Patlu etc. Despite, the popularity of animated cartoons, the influence of such cartoons on young learners has not been examined.

Visual aid has an important function that the teacher can use in teaching and learning process. It also gives the students an opportunity to extend their ability and explore their talent. For example, by using English songs, films, comics and other mediums makes learning English is more fun. One of the medias that can be used in teaching and learning is film especially animation film.

### **Review of Related Literature**

Before many years the teachers used grammar translation method for teaching English in schools. It was more focus on structure rather than language function. Traditional method was not an effective approach to teaching English languages to the ESL learners.

Now a day's teachers have started more emphasis on language function than the structure. With the advent of multimedia and other Internet Technologies, language teachers have been benefited enormously. The availability of these technologies help teachers utilizes different sources with little or no barriers.

Especially, the application of audio-video materials in language classroom has helped teachers in enabling their learners experience life like situation and practice language in various functions. With technological advancement it has been easier now to produce multimedia content and use them in the classroom.

Several researchers have conducted similar studies in this area, Luo (2003) conducted the research on college freshmen for one semester and the findings showed that using DVD films not only reduced learner's anxiety but also motivated them to learn English. Moreover, it also enhanced the students listening skill. Lee (2009) used feature films as instructional tools on Applied English major students which lasted for one semester, and the result presented that the feature films assisted the learners in improving listening and speaking skills. Other researchers carried out in 2003, presented similar findings: using films, cartoons or movies could improve learners listening in at all levels. Zhuang (2007) used English cartoons movies in teaching fifth graders in elementary school. The findings were: 1. the experimental group's learning achievement with cartoon movies was better than the control groups. 2. Students in the experimental group thought the cartoon movies benefited their listening. In addition, Filiz (2009) used a case study to propose several ways to find out the effectiveness of using cartoons on

learning. The findings of the study indicated that cartoons are as effective in remedying students' understanding and developing children's scientific ideas.

One of them is a study by Sri Romadoni (2010) in her thesis entitled "The Use Of Pinocchio Cartoon Film To Improve Students Narrative Text Writing Skill (The Case of Year VIII Students of SMP 37 Semarang) English Department, Faculty of Language and Art, Semarang State University. The result of the study was that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35. It is suggested that teachers use cartoon film as an alternative media for teaching narratives.

Herron and Seay (1991) conducted research on using videos in listening comprehension for EFL students. He worked with intermediate students and divided them into two groups, experimental and controlled group. The experimental group had the regular class activities plus exposure to the radio tapes. The study has provided evidence that the experiments group performed significantly better on the final tests of listening comprehension with both the video and the audio whereas in control group there were no strategy training occurred.

Heron, et al. (1995) came to the following conclusion that.....

"Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit student to hear native speakers interacting in everyday conversational situation and to practice important linguistic structures. Unlike audio cassettes video's visual dimension is thought to reduce ambiguities present in native speaker voices and a motivate students to want to learn the foreign language" (Herron, et al., 1995, p. 775)

## Review of Previous Studies

### Study one

**Investigator:** Taher Behrami and Tam Shy Sim (2012)

**Title:** Audio visual .News, Cartoons and Films as sources of authentic language Input and language Proficiency Enhancement

**Objectives:** Discovering the effectiveness of exposure the news, cartoons and films as three different types of authentic audio-visual program on improving the language proficiency of low language learners.

**Methods:** In this study 60 low learners were selected based on language proficiency test. These 60 students divided in three groups one, two and three randomly. This experiment lasted for ten days. First group of the samples had exposure to a selected audio-visual material from news. Second group had exposure to a cartoon and third group had exposure from various films. At the end of the study another language proficiency test was administered to all three groups to find out which group could gain significant language proficiency improvement. Post-test were also conducted.

**Findings:** The first group on failed to improve language proficiency but second group (cartoon) participants improvement was more significant than third (film) group. Researchers concluded that cartoon and films are better sources to improve language proficiency.

### Study two

**Investigator:** Rosadalima, Pipit Rahayu and Eripuddin (Indonesia)

**Title:** Improving students speaking skills through animation movie at sixth grade

**Objective:** To explore effectiveness of movie as media to improve speaking skill

**Method:** This study used classroom action research (CAI) as the method. It is an approach to improve the quality of education by one or more researchers. The participants of this study were sixth grade students of elementary school. For data collection researchers used tools like field note, observation, test, interview and video.

**Findings:** Using animation films improved students speaking skills. Learners can participates actively in learning process if teacher use animation films in the classroom.

### Study Three

**Investigators:** Girija N Srinivasalu - Karnataka

**Title:** Using cartoons as effective tools in teaching learning process of social sciences

**Objectives:** To investigate use of cartoon for teaching history at 8<sup>th</sup> standard.

**Method:** It was an experimental study carried out in one school. There were 50 participants in this study and they categorized in two group experimental and control group. The control group taught in a traditional way of teaching, the same topic taught to the experimental group by cartoon based teaching and learning package. The questions paper was prepared both groups at the end of the study.

#### **Findings:**

- There is no significant difference mean score of post-test of the control group.
- There is significant difference post-test mean score of experimental group.

### Study Four

**Investigator:** Rana.D.P. (2016) - Gujarat

**Title:** Effectiveness of Animation Movies for Children to Enhance English Language Skills of the ESL Learners at the Upper-Primary Level

**Objectives:** To study the effectiveness of the animation movies to enhance productive skills of English language of ESL learners at upper primary level.

**Method:** It was an experimental study carried out in one Gujarati medium school. There were 30 participants in this study and they categorized in two group experimental and control group. The control group taught in a traditional way of teaching, the same topic taught to the experimental group by using cartoon based teaching and learning material. The pre-test and post-test conducted on both groups to check achievement of students in productive skills (writing and speaking).

**Findings:**

- In terms of enhancement of the productive skills in English of ESL learners, the data analysis indicated that students can enhance their productive skills in English with the help of animated movies.
- Animation movies are one of the tools in English language classroom at upper primary level that can be used effectively.

**Animation Films**

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997:50). Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It teaches students about history, science, human behavior and any other subjects.

**2.8 Benefits of Using Animated Cartoons**

Over the last two decades, many scholars have concluded the benefits of merging DVD (digital video disc) animated cartoons into teaching including:

1. They provide learners authentic language: Just like textbooks incorporate the menus from restaurants or the timetable of trains or buses into teaching; videos could also bring in the authentic language into teaching. Because most of the stories in the videos (DVDs) are adapted from real life stories, the dialogues are all from daily language (Leung & Jenks, 2005).
2. They improve students' listening ability: According to Flowerdrew and Miller (2005), using videos (DVDs) can be a passive activity and can benefit the listeners.
3. They enable students to be familiar with the social environment of the target language: Leung and Jenks (2005) also indicated that language usage is part of culture and vice versa. Putting culture concept into language teaching by using the life style, behavior, the values of target language could provide a sense of reality.

Based on the facts showed above, authentic videos (DVDs) could be a helpful teaching tool for English teachers, besides they could improve learners' English ability.

## **Young Learners**

In this section, the researcher explores the possible definitions and the characteristics of young learners in addition to a literature review of teaching English to young learners in ESL classroom.

### **Definition of Young Learners**

According to Brumfit (2001:V.) Young learners as "children in the early stages of their schooling, up to the age of 13 or 14". Phillips (1993:5) defines young learners as "children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Cameron (2008) defines young children, those between (5 and 12) years of age.

### **Characteristics of young learners**

Brumfit (1997) gives following characteristics of young learners are

1. Young learners tend to be keen and enthusiastic learners.
2. Young learners need physical moments and activity.
3. As a group they are totally differ from secondary or adult learners.

Halliwell (1992) also characterize young learners as

1. Young learners learn indirectly rather than directly.
2. Young learners take good pleasure in finding and creating fun in what they do.
3. Young learner words are full of imagination and fantasy.

Clark (1990) also gives characteristics of young learners are

1. Young learners got bored easily so teachers had better to bring interesting and fun activities in classroom.
2. They are very egocentric.
3. Young learners are less shy than older learners.
4. Young learners are still developing skills.

## **Conclusion**

To sum up we can say that above reviewed the literature associated with the use of animation films in language classroom to enhance English language skills of ESL learners. It can be said that teachers can use it as a tool for teaching English.

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