

---

## Effectiveness of Teaching English Poems through Animated Films in Relation to Certain Variables

---

Jayana Sohanraj Nagar & Dr. M. K. Yagnik

Research Scholar, Department of Education, Sardar Patel University, Vallabh Vidya Nagar, Anand, Gujarat, India.

Email Id: [jyananagar@gmail.com](mailto:jyananagar@gmail.com)

Former Head, Department of Education, Sardar Patel University, Vallabh Vidya Nagar, Anand, Gujarat, India

### Abstract

*The study described here is among the first of its kind to investigate systematically the effect of teaching English poems through animations. The study was carried out on 9<sup>th</sup> grade students of two schools of Ahmedabad. The students were taught English Poems with Experimental approach with animated video method. Further, the scores of the Achievement test of both the schools were compared. The findings showed a good comparison of impact of animation-video on teaching English poems on both the schools.*

### Keywords

Animation, Animated Video, English Poems, Auditory Learning Style.

### 1. Introduction

Literature belonging to any language is based on four skills and they are reading, writing, listening and speaking. Language is an efficient mode of communication apart from other mode. But when the listener becomes unable to perceive the perception of the speaker's idea. This creates bewilderment for

both sides. So, it is sometime required to portray words in to images with motions. It is always on demand in the field of language learning to seek new and better methods of teaching. In this era of high tech world multimedia can play a vital role in teaching learning process. Students are motivated to study with full attention and concentration with this multimedia, ITC, and audio –visual ads. The computer information that can be represented through audio, video, animation and traditional media is called Multimedia.

### 2. Emergence of the Problem

Based on the notion of teaching, animation films transfer students from the theoretical to applied knowledge and from hypothetical situation to real life situations. In this research paper, researcher tries to explore whether Animated Films can be effective in teaching English poem with respect to certain variable

### 3. Statement of the problem

*Effectiveness of Teaching English Poems  
through Animated  
Films in relation to Certain Variables*

#### **4. Animation Films**

According to Wikipedia, Etymologically, Animation word has been taken from Latin word “*animātiō*,” which refers to "the act of bringing to life" and other latin word “*animō*” means "to animate" or "give life to".

According to [www.filmsite.org](http://www.filmsite.org), Animated Films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Usually, each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession at 24 frames per second.

#### **5. Effect of Animation Technique in Education**

Educational animation is a powerful tool fostering learning process. Since the advent of powerful graphic oriented computer the popularity of animation in teaching - learning process has increased has increased tremendously. Previously to make educational animation was tough and also was time consuming, but now many types of softwares available with which animation can be

prepared by the educators without any help by the animation experts.

#### **6. Effect of Animation in Literature Learning**

Animation is a pictorial, artistic and graphical way of expression. There are many reasons for the introduction of animation in literature. Some believes that animation helps the learner to understand the concepts more easily. Animation can helps to fulfill the cognitive demands of the learner. It also motivates the learner for learning. Animation creates a real world of the imaginary concepts of the books.

#### **7. Animation Technique in English Learning**

Actually due to the disadvantages of traditional learning, a new approach ‘blended learning’ has been developed. The objective of blended learning is to explore the prospects of mixing of media in education system. Learning with animation is theoretically based on dual-coding theory. As it is described by Pavio (2006) the dual-coding states that processing language knowledge in both verbal and visual channels make learning effective. Animation functions by addressing all 5 senses and its interactivity can contribute to students’ autonomous learning. These features mentioned above results in permanent learning

as well. As it is stated by Boswood, students learn by experiencing language knowledge. Joy and learning combine when using animation and the education environment turns into “edutainment” (Boswood, 1997: 202).

### **8. Objective of the Study**

- (a) To measure the effectiveness of animated films for teaching English poems.
- (b) To study the effectiveness of the animated films on achievement of students of Govt.School and Private School.
- (c) To study the effectiveness of the animated films on achievement of in relation to gender.

### **9. Hypothesis of the Study**

- (a) There is no significant difference between the scores of the achievement test of the Rameshwar Higher Secondary School and Jetapur RMSA Govt.SecomdarySchool.
- (b) There is no significant difference between the scores of the achievement test of the boys and girls of Jetapur RMSA Govt.SecondarySchool.

- (c) There is no significant difference between the scores of the achievement test of the boys and girls of Rameshwar Higher Secondary School.

### **10. Methodology**

The nature of study was experimental in nature with experimental group only. Posttest design was executed in the present study. IX standard Students were taught in both the schools. Animated Films were shown to students to teach English Poems and achievement test was administered as a post-test to find out the effectiveness of animated films for teaching English poems.

#### **(a) Population of the Study**

All the standard IX students of Grant in Aid and Govt. Schools of Ahmedabad of Gujarat

#### **(b) Variables of the Study**

**Dependent Variable** for this study is Effectiveness of Animation Film. It is measured by the scores obtained in the achievement test administered on the sample.

The **Independent Variables** for this study are mentioned below:

**Table: - 7.1**

Sr. No.	Independent Variables	Level	
1	Gender	Boys	Girls
2	Type of School	Govt.	Granted In Aid

**(c) Sample of the Study**

The present study was carried out with STD IX students. The population consisted of STD IX students of Rameshwar Higher Secondary School, Naroda, Ahmedabad of Gujarat and RMSA Govt. Secondary School, Jetapur, Taluka Viramgam, Ahmedabad of Gujarat

**(d) Delimitation of the Study**

**(i)** The study is limited to two schools i.e. Rameshwar Higher Secondary School and Jetapur RMSA Govt. School of Ahmedabad only.

**(ii)** A self standardised Achievement test is used for research, so limitations of tools are limitations for study also.

**(iii)** The study is limited to Ahmedabad only.

**(e) Tools used in the Study**

**(i) Lesson Plans based on Animated Films Method**

The lesson plan of all the poems in which researcher is going to teach the students with Animated Film based teaching

are prepared by the researcher. The components included in preparing Animated Film based learning lesson plans were Classroom Environment, Group size, instructional Objectives and time Management.

**(ii) Animated Films for Animation based Learning Model**

Researcher developed an animated film for the selected poem through Adobe Flash CS 5 animation software and after necessary editing by ELT experts, Final films was prepared for teaching.

**(iii) Achievement Test**

The investigator constructs the achievement test for English Poem and after necessary modifications as suggested by the experts, the final Test was administered as post-test on students after the animated video.

**(e) Method and Procedure**

The investigator selected two schools of Ahmedabad District i.e., Rameshwar Higher Secondary School and Jetapur Govt. Secondary School for better comparison. The sampling procedure was followed systematically. The students were taught by Experimental method. A animated video of the specific poem was played and repeated for better understanding with poem extracts in front of students. Total Sample for study consists of 30 from each schools of STD IX. After the teaching, students were instructed to give a small exam in the form of achievement test based on same poem taught instantly.

**(f) Data Collection Tools**

The score obtained in Achievement test was analysed with statistical technique such as t-test and necessary findings were formulated. Accordingly, suggestions were recommended.

**11. Results and Discussions**

The data have been statistically analysed by SPSS package (Ver – 21). The mean score of Achievement Test of sample was found to be 24.72 which equals to nearly 50% scoring in Test i.e. sample have average level of effectiveness by Animated Video on English Poem Teaching. 46.78% of the total students' scored below average and 53.21% of the total students' scored above average. The data collected by the investigator were analyzed by using the statistical technique like 't' test, correlation analysis and regression analysis. After testing the hypotheses, obtained findings are noted.

**H<sub>01</sub>** There is no significant difference between the scores of the achievement test of the Rameshwar Higher Secondary School and RMSA Govt. Secondary School, Jetapur.

**Table: - 12.1**

**Means Scores, SD, t value of the students of Rameshwar Higher Secondary School and RMSA Govt. Secondary School**

Variable	N	M	SD	t- value	Level of Significance
Rameshwar School	35	15.49	2.17	5.360	Significant
RMSA Govt. School	40	12.35	2.07		

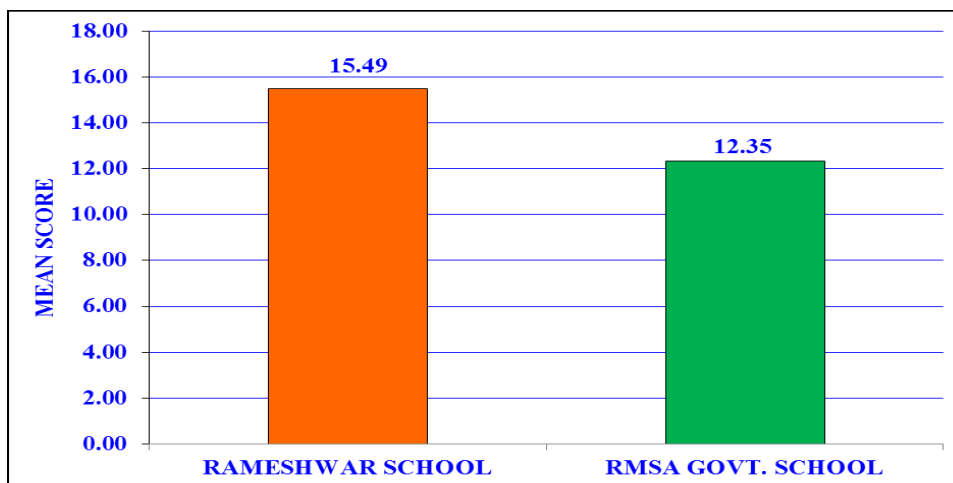
**t-value is not significant at 0.05 level of significance**

It is inferred from the above table that while making the comparison between Rameshwar Higher Secondary School and RMSA Govt. Secondary School, it was found that there exists **significant difference** between

Rameshwar Higher Secondary School and RMSA Govt. Secondary School regarding Effectiveness of Animated Films on English Poems Teaching.

**Graphical Representation of Mean Scores of Effectiveness of Animated Films on English Poems**

**of students of Rameshwar Higher Secondary School and RMSA Govt. Secondary School**



**H<sub>02</sub>** There is no significant difference between the scores of the achievement test of the boys and girls of RMSA Govt. Secondary School, Jetapur.

**Table: - 12.2**

**Means Scores, SD, t value of the students of  
Boys and Girls of RMSA Govt.Secondary School**

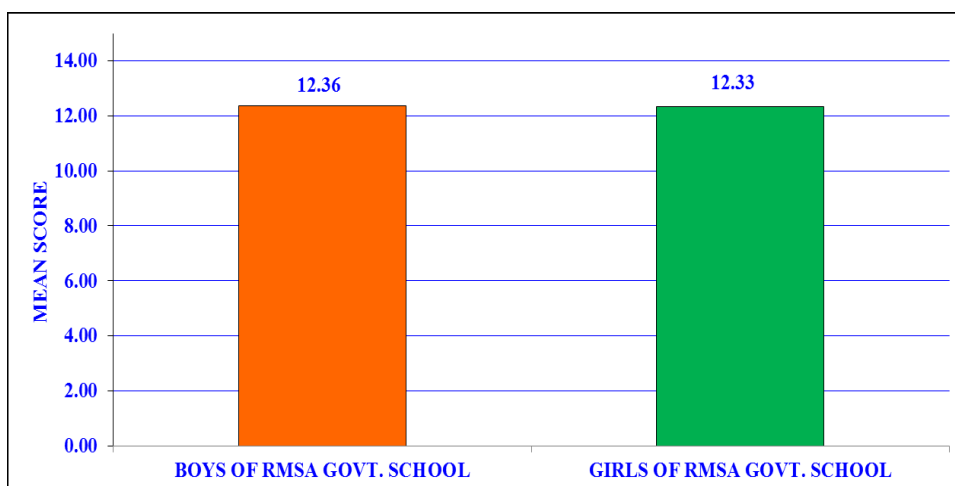
Variable	N	M	SD	t- value	Level of Significance
<b>Boys of RMSA Govt.School</b>	22	12.36	3.20	0.033	Not Significant
<b>Girls of RMSA Govt.School</b>	18	12.33	2.52		

**t-value is not significant at 0.05 level of significance**

It is inferred from the above table that while making the comparison between Boys of RMSA Govt.SecondarySchool andGirls of RMSA Govt.Secondary School, it was found that there exists **no significant difference**

between Boys and Girls of RMSA Govt.Secondary School regarding Effectiveness of Animated Films on English Poems Teaching.

**Graphical Representation of Mean Scores of  
Effectiveness of Animated Films on English Poems  
ofBoys and Girls of RMSA Govt.Secondary School**



**H<sub>03</sub>** There is no significant difference between the scores of the achievement test of the boys and girls of Rameshwar Higher Secondary School.

**Table: - 12.3**

**Means Scores, SD, t value of the students of  
Boys and Girls of Rameshwar Higher Secondary School**

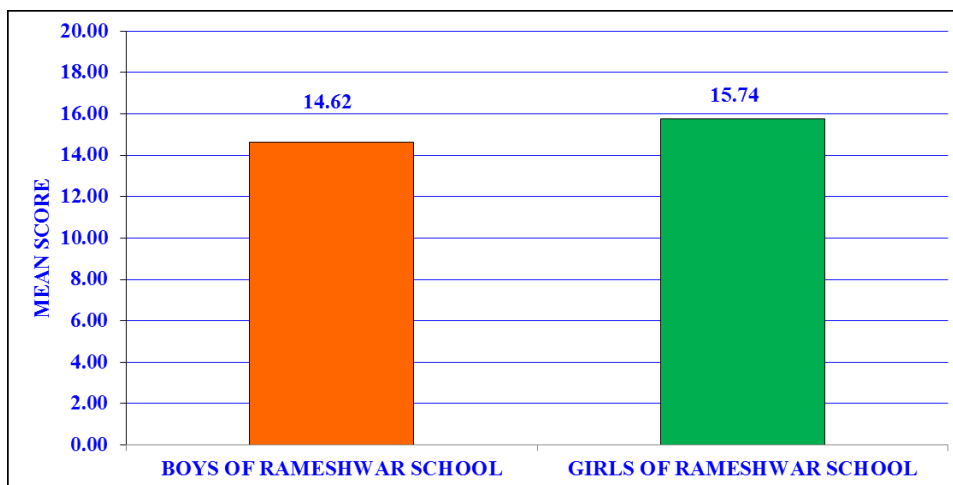
Variable	N	M	SD	t- value	Level of Significance
Boys of Rameshwar School	08	14.62	2.87	1.031	Not Significant
Girls of Rameshwar School	27	15.74	1.91		

**t-value is not significant at 0.05 level of significance**

It is inferred from the above table that while making the comparison between Boys and Girls of Rameshwar Higher Secondary School , it was found that there exists **no significant**

**difference** between Boys and Girls of Rameshwar Higher Secondary School regarding Effectiveness of Animated Films on English Poems Teaching.

**Graphical Representation of Mean Scores of  
Effectiveness of Animated Films on English Poems  
Boys of and Girls of Rameshwar Higher Secondary School**





## 12. Recommendations of the study

From the light of the findings of the present study, the investigator would like to recommend the following.

(a) It is understood from the findings that significant differences between the achievement level of Rameshwar Higher Secondary School than Jetapur RMSA Govt. Secondary School. It is observed that students at Jetapur Govt Secondary School have a lower level of understanding of English due to non-familiarisation with English Animated video. So, it is recommended more and more English interactive animated and audio video should be used to make them more familiar with the language and in turn better improvement of English subject.

(b) It is understood from the findings that no significant differences between both the gender of Jetapur, RMSA Govt. Secondary School but the average score of 12.35 of both gender is very low. The achievement level of both the gender in RMSA Govt. Secondary School is also nearly equal. But still there is a need in improvement for both the genders. The students should be exposed with the available multimedia aids for English Subject Teaching for development of understanding of English Subject.

(c) It is understood from the findings that no significant differences between both the gender of Rameshwar Higher Secondary School but the average score of 15.49 of both gender is very avg. The achievement level of both the gender in Rameshwar Higher Secondary School is just an average but still there is a need to improve much more. The students should be exposed with more animated videos and they should be made comfortable with multimedia aids for better improvement in English subject.

(d) The Board should enforce the use of interactive animated video for teaching English subject.

(e) The govt. should provide ample fund for purchase of multimedia equipment for teaching through animated videos.

(f) The students should be motivated to watch English animated video for entertainment also at home.

(g) The academic foundation of the student should be made stronger by teaching them with Animation videos from primary schooling itself.

## 13. Conclusion

The findings showed that there is a statistically significant difference in scores of achievement tests between the students of both the schools. It is clear from the tests scores that Rameshwar Higher Secondary School outperformed Jetapur RMSA Govt. Secondary School group indicating that animation-based technique contributed to students' English Poem Understanding at Rameshwar Higher Secondary School better than RMSA Govt. Secondary School.

However, there is not a significant difference on the basis of gender in each school for effectiveness of animated films on teaching English Poem.

At the end of the animation application, students became aware of its contribution to their English Literature knowledge. They wanted to see such kind of films more often since these films attract students' attention and motivated them for learning. It appears that there is a need for further research to fully investigate the efficacy of using animations in English Poem Learning with a larger sample. The use of animation can be extended to the other language skills as well, including grammar. It is concluded that animations may assist students in learning vocabulary but it is important to know how and where to decide using them. Animation should not be allowed

to monopolize the whole session. On the contrary, it should be considered as a motivator and powerful tool that aids learning process.

## References

- [1] Chanlin, L. (2000). *Attributes of Animation for Learning Scientific knowledge*. Journal of Instructional Psychology, Vol.2, No. 4, pp.228.
- [2] Devi, V. A. (2005). *Using Animation for Teaching Phrasal Verbs: A Brief Indian Experiment*. Language in India, Retrieved from <http://www.languageinindia.com/aug2005/animationanitha1.html>
- [3] Harmer, J. (2001). *The Practice of English Language Teaching*. China: Longman.
- [4] King, S. (2000). *Animations as Learning Tools in Authentic Science Materials*. Boston, Mass.: Heinle and Heinle.
- [5] Koroghian, C. & James, D. (2005). *The Effect of Audio and Animation Multimedia Audio*. Journal of Education Multimedia and Hypermedia, vol.13, no.1, p.23.
- [6] Koyoglu, M. & Akbas, R. (2011). *A Small Scale Experimental Study: Using Animations to Learn Vocabulary*. The Turkish



Online Journal of Educational Technology,  
vol.10, no.2, pp.15-30.

[7] Lan, K. & Kun, H.(2006). Story Animation: Helping Students Build Connection Between Words and Pictures in Multimedia Learning. *ELT Weekly*,vol. 99, no. 2411, p.18-40.

[8] Prasad, U. (2003). *Animations for Education*.The Modern Language Journal, vol. 65, no.5, pp. 43-53.

[9] Richard, K. (2004). *Animation and Learning*. Curtin University of Technology.

[10] Thomson, Lisa R. "Animation as Education."retrieved from <http://ezinearticles.com/?Animation-As-Education&id=4431941>.