TEACHING ENGLISH THROUGH ANIMATION 1215 – Anju Kumari Upadhyay, 2011

TEACHING ENGLISH THROUGH ANIMATION

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
Anju Kumari Upadhyay

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068-03-17 **Anju Kumari Upadhyay**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Anju Kumari Upadhyay** has prepared this thesis entitled **Teaching English Through Animation** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068-03-17

_____

Mrs. Hima Rawal (Guide)
Teaching Assistant
Department of English Education
Faculty of Education
T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee':

Signature

Dr. Chandreshwar Mishra _____
Professor and Head — Chairperson
Department of English Education
T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan _____
Reader — Member
Department of English Education
T.U., Kirtipur

Mrs. Hima Rawal (Guide) _____
Teaching Assistant — Member
Department of English Education
T.U., Kirtipur

Date: 2068-03-19

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee':

Signature

Dr. Chandreshwar Mishra _____

Professor and Head — Chairperson

Department of English Education

T.U., Kirtipur

Dr. Jai Raj Awasthi _____

Professor — Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Mrs. Hima Rawal (Guide) _____

Teaching Assistant — Member

Department of English Education

T.U., Kirtipur

Date: 2068-03-21

DEDICATION

Dedicated

to my parents, brothers, sisters, friends, relatives and teachers

ACKNOWLEDGEMENTS

I would like to express my deep and sincere gratitude to my thesis supervisor **Mrs. Hima Rawal,** one of the youngest and ever enthusiastic teaching assistants of Department of English Education for her ever encouraging guidance, encouragement, co-operation and constructive suggestions. I am deeply indebted to her continuous help during my research work. I feel very lucky to have worked under her guidance and supervision. I can say that without her help this work would have been incomplete.

I would also like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education. T.U., Kritipur, for his valuable suggestions and inspiring ideas for this study.

My sincere gratitude goes to **Prof. Dr. Jai Raj Awasthi** for his ever encouraging suggestion and kind co-operation.

I will ever be grateful to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Dr. Tapasi Bhattacharya, Dr. Anju Giri, Mr. Vishnu Singh Rai, Dr. Laxmi Bahadur Maharjan, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Naupane, Mrs. Saraswati Dawadi,** and other members of the Department of English Education for their guidance, kind co-operation and valuable suggestions.

I am very much grateful to **Mrs. Madhavi Khanal**, Librarian of the Department of English Education.

I am very much grateful to Krishna Deuba, Dhan kshetri and Basu Dev Jnawali for their help. I want to thank my friends and family members for their continuous encouragement, inspiration and lovely environment to complete this thesis.

My acknowledgement would be lame if I miss the students and teachers of Rastriya Higher Secondary School, Baliya, Kailali, who helped me to collect the data. Finally, I am grateful to **Rajiv Maharjan** (Friend's Computer Service) for his Computer work.

Anju Kumari Upadhyay

ABSTRACT

The thesis entitled "Teaching English Through Animation" was an attempt to find out the effectiveness of animation in teaching English in case of primary level (class two) students in a private English boarding school of Kailali district. The study also aimed to suggest some pedagogical implications which will add something to the existing body of knowledge in ELT. To achieve the objectives of research twenty-five students of class two of Rastriya Higher Secondary School, Baliya, Kailali, were selected purposively. For this purpose, I analysed and interpreted pre-test, post-test, progressive tests as well. I used both primary and secondary sources of the data. The primary sources of the data were the twenty-five students of the school and secondary sources of the data that I used were Midas Edukit, Dorling Kindersley Series, Junior Kinder Garten, Nunan, (1992), Sharma and Phyak (2006), Norton (2009) and grade two English text book. In course of analyzing and interpreting the data, I found that the use of animation in teaching English was effective in the classroom in the case of class two students of Rastriya Higher Secondary School, Baliya, Kailali.

The study consists of four chapters. The first chapter contains the general background, literature review, objectives, and significance of the study. The second chapter deals with the methodology which further contains the sources of data, tools for data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data that was obtained from the field. And the fourth chapter includes findings of the study and some recommendations related to the study.

LIST OF CONTENTS

		Page
Declaration		*i*
Recommendation for Acceptance		*ii*
Recommendation for Evaluation		*iii*
Evaluation and Approval		*iv*
Dedication		*v*
Acknowledgements		*vi*
Abstract		*vii*
Table of Contents		*viii*
List of Tables		*xi*
CHAPTER ONE: INTRODUCTION		**1-18**
1.1	General Background	1
	1.1.1 Introduction to Teaching English	1
	1.1.2 Aids and Materials used in Teaching English	2
	1.1.3 Importance of Aids and Materials in Teaching English	2
	1.1.4 Introduction to Animation	3
	1.1.4.1 What is Animation?	4
	1.1.4.2 History of Animation	5
	1.1.4.3 Uses of Animation	6
	1.1.5 Uses of Animation in Teaching English	8
	1.1.6 Action Research	9
	1.1.6.1 What is Action Research?	9
	1.1.6.2 Processes of Action Research	11
	1.1.6.3 Characteristics of Action Research	13
	1.1.6.4 Purpose and Benefits of Action Research	15
1.2	Review of the Related Literature	16
1.3	Objectives of the Study	18

1.4 Significance of the Study 18

CHAPTER TWO: METHODOLOGY 19-21

2.1 Sources of Data 19

2.1.1 Primary Sources of Data 19

2.1.2 Secondary Sources of Data 19

2.2 Tools for Data Collection 20

2.3 Process of Data Collection 20

2.4 Limitations of the Study 21

CHAPTER THREE: ANALYSIS AND INTERPRETATION 22-29

3.1 Holistic Comparison of the Average Scores of all Tests 22

3.2 Comparison of Test Scores 23

3.2.1 Comparison Between Average Scores of the Pre - test and the Post – test 23

3.2.2 Comparison Between Average Scores of the First and Second Progressive Tests 24

3.2.3 Comparison Between Average Scores of the Second and Third Progressive Tests 24

3.2.4 Comparison Between Average Scores of the Third and Fourth Progressive Tests 25

3.3 Analysis of Item wise Correct and Incorrect Responses on four Progressive Tests and Pre-Test and Post - Test 25

3.3.1 Item wise Analysis of the Pre-test 25

3.3.2 Item wise Analysis of the Post-test 27

3.3.3 Item wise Analysis of the First Progressive Test 28

3.3.4 Item wise Analysis of the Second Progressive Test 29

3.3.5 Item wise Analysis of the Third Progressive Test 30

3.3.6 Item wise Analysis of the Fourth Progressive Test 30

CHAPTER FOUR: FINDINGS AND RECOMMENDATION **32-34**

4.1 Findings 32

4.2 Recommendations 34

REFERENCES **35-36**

APPENDIX

LIST OF TABLES

		Page
Table No. 1:	Holistic Comparison of the Average Scores of all Tests	22
Table No. 2:	Comparison Between Average Scores of the Pre - test and the Post – test	23
Table No. 3:	Comparison Between Average Scores of the First and Second Progressive Tests	24
Table No. 4:	Comparison Between Average Scores of the Second and Third Progressive Tests	24
Table No. 5:	Comparison Between Average Scores of the Third and Fourth Progressive Tests	25
Table No. 6:	Item Wise Analysis of the Pre-test	26
Table No. 7:	Item Wise Analysis of the Post-test	27
Table No. 8:	Item Wise Analysis of the First Progressive Test	28
Table No. 9:	Item Wise Analysis of the Second Progressive Test	29
Table No. 10:	Item Wise Analysis of the Third Progressive Test	30
Table No. 11:	Item Wise Analysis of the fourth Progressive Test	31