

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

There are two very well celebrated sayings that are ‘A picture is worth a thousand words’ and ‘Actions speak louder than words’. If we look at the first quotation through the glasses of ELT, it means it is better to use pictures than using mere words to teach some aspects of English. And the second one means it is better to use (show) actions or gestures than mere explanation about something in English through a heap of words. But what if we merge the concepts of two quotations into one? If we teach English through moving pictures i.e. animations, it can be much more effective than teaching English traditionally i.e. through the use of words, pictures and gestures only. Thus, in this research, the researcher tries to find out the effectiveness of animation in teaching English.

#### **1.1.1 Introduction to Teaching English**

Language is basic need of humans for communication. It is mastered in two ways: naturally (by acquiring) and artificially (by learning). English is one of the major languages of the world in terms of use and wide coverage. It is the international language of the world as a lingua franca. It is spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. So, the people from all over the world are trying to master it through both of the ways as stated above i.e. by acquiring and by learning. Acquiring English naturally is more effective than learning it artificially. Thus, several researches are being done on how to make learning more like acquiring. Generally, English language teaching is an attempt to make non-native speakers of

English native like in all aspects and skills through the use of different approaches, methods and techniques.

### **1.1.2 Aids and Materials Used in Teaching English**

Simply speaking, any materials, programs or machines that can be used to help the teacher present his/her lesson better are known as teaching aids and materials.

According to Sharma and Phyak (2006), “The term ‘teaching material’ or ‘teaching aids’ suggests in the first instance, things brought into the classroom, like wall charts, slides, films, etc. – something extra, which helps the teacher to do his/her job better” (p.298). Teaching aids and materials make class lively. They give students the impression of real world in class and suggest the implication of the theories taught in the classroom. It saves the time of students and teachers.

Generally the common teaching aids and materials that are used for teaching other disciplines are helpful in teaching English as well. But there are some teaching aids and materials which are much more helpful in teaching specially English only.

### **1.1.3 Importance of Aids and Materials in Teaching English**

Teaching aids and materials are designed to help teachers to save their time and effort and to arouse interest on the part of the students. The importance of teaching aids and materials in a language classroom can be explained as follows:

- Teaching aids and materials have a comprehensive function.
- By using teaching aids and materials, we can teach abstract concept like anger and beauty. While teaching the abstract concepts like anger and beauty, we can show an angry face and a picture of a beautiful girl.
- The real objects, which are possible to bring into the classroom best serve comprehensive function. If we have no real objects to teach students we can show the picture or photographs of the distance object, place and things.

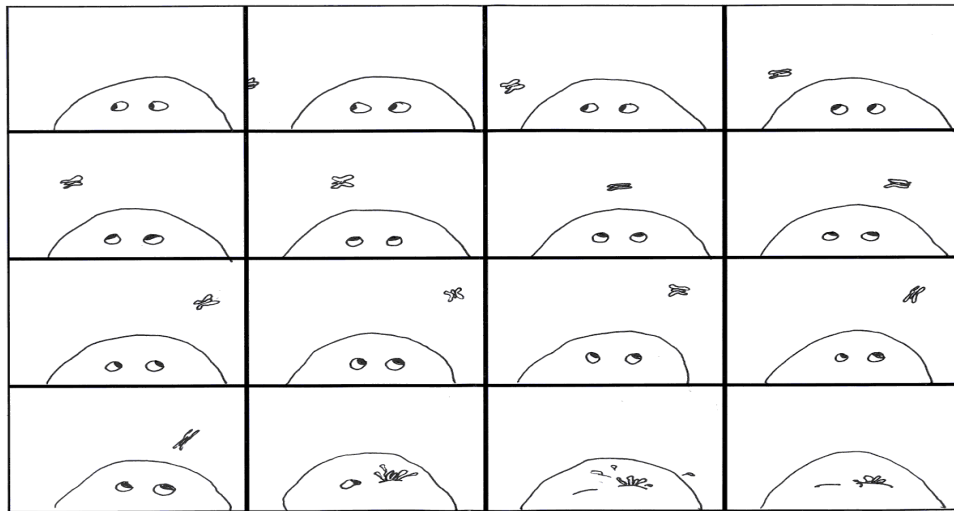
- We can take the students away from the classroom to teach and talk about objects of the world with the help of teaching aids and materials.
- We can give the students first hand data information by using aids and materials.
- Teaching aids and materials help to make the classroom lively and brighten up the classroom.
- Teaching aids and materials arouse the interest on the part of the students.
- Teaching aids and materials are helpful to motivate the students.
- They are helpful to save the time and effort of the teacher.
- They bring the learner's world into the classroom.
- They are helpful in teaching English grammar, vocabulary and language functions.
- They enhance the students' knowledge about the lives and cultures other than their own.
- They are important to entertain the students.
- They can help the teacher to improve his own grasp of the foreign language and to prepare more effective lessons.

#### **1.1.4 Introduction to Animation**

Etymologically, the word animate comes from the Latin verb animare, meaning, "to make alive or to fill with breath". But in general words, animating something means giving life to it. The easiest way to make something look alive is to make it move.

Animation is a graphic representation of drawings to show movement within those drawings. A series of drawings are linked together and usually photographed by a camera. The drawings have been slightly changed between individualized frames so when they are played back in rapid succession (24 frames per second) there appears to be seamless movement within the drawings.

The phenomenon is illustrated in the series of still pictures given below.



Source: <http://pakrobotics.com/wordpress/wp-content/uploads/2009/02/butterfly-frames.gif>

#### 1.1.4.1 What is Animation?

Several scholars have defined animation differently. Some of their technical definitions are as follows:

‘Animation is the illusion of motion that is created by displaying a series of images or frames, each one slightly different from the last, over a brief period of time’ (<http://it.bloomu.edu/vthc/ImageReadyAnimationsintro>).

Animation is about creating illusion. It is the art of making still drawings appear to move on film. Nothing is real, nothing exists as it does in live drama - yet we are able to relate to animation characters as if they were real, and we can believe in the world where these characters live (<http://www.wikipedia.org>).

Motion pictures created by recording a series of still images—drawings, objects, or people in various positions of incremental movement—that when played back no longer appear individually as static images but combine to produce the illusion of unbroken motion. The term animation applies to creations on film, video, or computers, and even to motion toys, which usually consist of a series of drawings

or photographs on paper that are viewed with a mechanical device or by flipping through a hand-held sequence of images (for example, a pad of paper can be used to create an animated flipbook of drawings). The term cartoon is sometimes used to describe short animated works (under ten minutes) that are humorous in nature (Furniss, 2009).

In a nutshell, animation is about creating illusion. It is a graphic representation of drawings to show movement within those drawings. It is very difficult to make artificial objects look very lifelike just by making them move, because the motion of an object is very complex and difficult to model.

#### **1.1.4.2 History of Animation**

The concept of animation entered our country recently. But it was invented and used as one of the best medium for entertainment and teaching in some of the developed countries of the world. The brief history of evolution of animation is as follows:

Pioneers of animation include Winsor McCay of the United States and Emile Cohl and Georges Melies of France. Some consider McCay's Sinking of the Lusitania from 1918 as the first animated feature film. Early animations, which started appearing before 1910, consisted of simple drawings photographed one at a time. It was extremely labor intensive as there were literally hundreds of drawings per minute of film. The development of celluloid around 1913 quickly made animation easier to manage. Instead of numerous drawings, the animator now could make a complex background and/or foreground and sandwich moving characters in between several other pieces of celluloid, which is transparent except from where drawings are painted on it. This made it unnecessary to repeatedly draw the background as it remained static and only the characters moved. It also created an illusion of depth, especially if foreground elements were placed in the frames.

Walt Disney took animation to a new level. He was the first animator to add sound to his movie cartoons with the premiere of Steamboat Willie in 1928. In 1937, he produced the first full length animated feature film, Snow White and the Seven Dwarfs. With the introduction of computers, animation took on a whole new meaning. Many feature films of today have animation incorporated into them for special effects. A film like Star Wars by George Lucas would rely heavily on computer animation for many of its special effects. Toy Story, produced by Walt Disney Productions and Pixar Animation Studios, became the first full length feature film animated entirely on computers when it was released in 1995. With the advent of personal computers; it has now become possible for the average person to create animations (<http://www.fi.edu/fellows/fellow5/may99/History/history.html>).

#### **1.1.4.3 Uses of Animation**

Today's world is a digital one and there is massive use of animation in every discipline. The uses of animation are growing day by day with everyday explosion of knowledge and inventions in the planet. To determine some certain hard and fast uses of animation is difficult to deal with they can generally be categorized as follows:

##### **a. Cartoons**

The most common use of animation, and perhaps the origin of it, is cartoons. Cartoons appear all the time on television and the cinema and can be used for entertainment, advertising, presentations and many more applications that are only limited by the imagination of the designer. The most important factor about making cartoons on a computer is reusability and flexibility. The system that will actually do the animation needs to be such that all the actions that are going to be performed can be repeated easily, without much fuss from the side of the animator. Speed here is not of real importance, as once the sequence is complete;

it can be recorded on film or video, frame by frame and played back at an acceptable speed.

### **b. Simulation**

Many times it is much cheaper to train people to use certain machines on a virtual environment (i.e. on a computer simulation), than to actually train them on the machines themselves. Simulations of all types that use animation are supposed to respond to real-time stimuli, and hence the events that will take place are non-deterministic. The response to real-time stimuli requires a fast response and the non-determinism, requires a fast system to deal with it. This means that speed is the most important factor in simulation systems.

### **c. Scientific Visualization**

Graphical visualization is very common in all areas of science. The usual form that it takes is x-y plots and when things get more complicated three dimensional graphs are used. However, there are many cases that something is more complex to be visualized in a three dimensional plot, even if that has been enhanced with some other effect (e.g. colour). Here is where animation comes in. Data is represented in multiple images (frames) which differ a little from each other, and displayed one after the other to give the illusion of motion. This adds a fourth dimension and increases the information conveyed. Speed here is again the most important factor, as huge sets of data might have to be displayed in real-time. Someone might argue, that results may be filmed and played back, but that depends on how often the sequence has to be recalculated. For example, it might take a few days or weeks to generate an animation of a fractal, which zooms in slowly, and it might be distressing to realize that it has zoomed in at the wrong place.

The uses of scientific visualization can be classified into two main categories: analysis and teaching. Both of these are described below:

### **i. Analysis and Understanding**

Very frequently, scientists have large sets of data (often in the form of lists of numbers) that need to be understood and often a theory needs to be formulated that explains their relationship. It would be very difficult to go through these lists manually or otherwise and make any sense out of them, unless some graphical technique is used for the initial approach. If the data set is massive, a short (or long) animation of the data can give the scientists a first idea of how to approach the situation.

### **ii. Teaching and Communicating**

One of the most difficult aspects of teaching is communicating ideas effectively. When this becomes too difficult using the classical teaching tools (speech, blackboard etc.) animation can be used to convey information. From its nature, an animation sequence contains much more information than a single image or page of text. Animation is very "pleasing to the eye", which makes it the perfect tool for learning.

### **1.1.5 Uses of Animation in Teaching English**

Numerous teaching aids and materials are used in teaching English. They can generally be categorized as display, audio-visual, visual, audio and audio-visual materials as given above. Animation is a new concept which comes under audio-visual material. There are several uses of animation in teaching English. Some of them are as follows:

- for teaching action verbs
- for showing (teaching) stories
- for teaching prepositions



- for demonstrating concrete nouns
- for demonstrating abstract nouns
- for teaching numbers
- for teaching adjectives like colours
- for teaching adverbs
- for teaching transformation

More than this, animation can be used in almost every sectors of English language teaching.

### **1.1.6 Action Research**

Research is carried on at various levels of complexity. It may be a simple descriptive study to a complex and more generalizable investigation.

In the field of research, action research is a new innovation, propounded by Kurt Lewin (1946) for the first time. It emerged to fulfill the gap between theoretical research and applied research. It is a research conducted by the practitioners to find out and solve the difficulty of subjects as well as for the feedback of their activities. The essential impetus for carrying out an action research is to change the system. It is a cyclical process. It is carried out by the practitioner rather than by outside researcher. While carrying out the action research, researchers focus their attention on the problems, which are seen in every day teaching program. They aim to solve those problems by applying research findings. At the same time they need to use the related theoretical knowledge to guide their research. In other words, the main aims of the action research are to improve the current state of affair within the educational context in which research is being carried out.

#### **1.1.6.1 What is Action Research?**

Action research includes two words: 'Action' and 'Research'. In general sense, 'action' refers to the new activities that teachers or researchers do in the classroom

to solve the problem and 'research' refers to the search of something or exploring new knowledge and idea. It is carried out to identify areas of concern, develop and test alternatives and experiment with new approaches. Any discipline concerns with two aspects viz. theoretical and practical aspects. Theoretical research is limited to produce theories whereas applied research concerns with solution of the practical problem. In this regard, applied research is more fruitful than theoretical research to solve the practical problems. But there is a gap between theory and practice. So, to fulfill the gap between theory and practice, this action research emerged in the field of research.

In the same way, Nunan (1992) writes, "Especially action research is small scale intervention in the functioning of real world and a close examination of the effects of such intervention." (p.9). It is carried out to improve or solve the immediate problems; it is collaborative in nature and always aims at changing themes or the existing situations.

Similarly, Burns (1999) writes, "The approach is only action research when it is collaborative though it is important that the action research of the group is achieved through the critically examined action of individual group member" (p.13).

According to Best and Kahn(2008), Action research is focused on immediate application, not on the development of theory or on generalization of applications. It has placed its emphasis on a problem here and now and local setting. Its findings are to be evaluated in terms of local applicability, not universal validity (p.21).

On the basis of above mentioned definitions, we can say that action research has emerged to fulfil the gap between theory and practice. It is carried out by the practitioners. It is concerned with the identification and solution of problems in a specific context and the aim of action research is to improve the current state of affairs.

### **1.1.6.2 Processes of Action Research**

While doing action research, the researcher has to follow some steps. Various writers have given various steps to be followed in action research. Norton (2009) has referred to simple five-step process remembered by acronym ITDEM will help us to get started action research. The processes stated by him are as follows:

Step 1: Identifying a problem

Step 2: Thinking of ways to tackle the problem

Step 3: Doing it

Step 4: Evaluating it (actual research findings)

Step 5: Modifying future practices ( p. 70)

As suggested by Nunan (1992, p. 19), the stages of action research are:

Step 1: Initiation

In the first step, the researcher or practitioner outlines a problem of classroom teaching. S/He observes the problems of the students in brief. It is a starting point of action research. Here, the researcher gains knowledge by reading books and article.

Step 2: Preliminary investigation

In this step, data is collected through the closer inspection of situation. So the researcher collects the concrete information about the problem which is going on in the classroom. S/he collects the data through detailed observation. For example, actual classroom setting is taken to collect data.

Step 3: Hypothesis

In the third step, assumptions are formed based on the data collected from observation. In other words, the researcher forms hypothesis of the research.

#### Step 4: Intervention

Now, the teacher comes up with a new strategy in teaching by intervening current system. The researcher interrupts regular ongoing classroom activities and introduces a new treatment to bring change in the current state of affairs.

#### Step 5: Evaluation

In this step, the researcher evaluates whether the students behaviour is improved before and after the treatment and intervention.

#### Step 6: Dissemination

After evaluating the students' behaviour the researcher presents his/her findings of research in a workshop or at conference. The researcher shares the ideas about the findings of the study by presenting paper at the language conference.

#### Step 7: Follow up

The teacher goes on finding out other strategies. The findings of the research are followed up by practitioners. They adopt new ideas to change their teaching learning activities.

In the same way, Richards (2010) has stated the following procedures of action research:

- Planning
- Action
- Observation
- Reflection

The teacher (or a group of teachers):

- Selects an issue or concern to examine in more detail (e.g. the teacher's use of question)
- Selects a suitable procedure for collecting information about the issue ( e.g., recording classroom lessons)

- Collects the information, analyzes it, and decides what change might be necessary in his or her teaching.
- Develops an action plan to help bring about the desired change in classroom behavior (e.g., a plan to reduce the frequency with which the teacher answers questions)
- Observes the effects of the plan on teaching behavior (e.g., by recording a lesson and analyzing the teacher's questioning behavior) and reflects on its significance.
- Initiates a second action cycle, if necessary (p.175)

On the basis of the above mentioned steps of action research, we conclude that initiation, preliminary investigation, hypothesis, intervention, evaluation, dissemination and follow up are some defining processes of action research.

### **1.1.6.3 Characteristics of Action Research**

Action research is carried out to bring changes in the existing situation. It is mostly carried out by the practitioners to improve their current practices and to find out the solution for their immediate classroom problems. Many scholars have defined action research in different ways. They have no any uniform definition of action research and thus the characteristics, to some extent, vary from one to another definition. Although action research is becoming very significant in language education, it has been defined in a number of ways.

Kember (2002) has listed seven major characteristics of action research. They are as follows:

- Social practice
- Aimed towards improvement
- Cyclical
- Systematic enquiry
- Reflective

- Participative
- Determined by the practitioners (as cited in Norton, 2009, p p.54-56).

In the same way, according to Mckernan (1991), characteristics of action research are:

- It is collaborative
- Seeks to understand particular complex social situations.
- Seeks to understand the process of change with in social systems.
- Makes for practical problem solving action as work as expanding scientific knowledge.
- Focuses on those problems that are of immediate concern to practitioners.
- It is participatory.
- It includes evaluation and reflection (as cited in Cohen et al. 2007, p.299).

According to Richards (2010) , action research has the following characteristics:

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
- It can be carried out by an individual teacher or in collaboration with other teacher (p.171).

On the basis of the above mentioned characteristics, we can state some characteristics of action research as follows:

- It is carried out by the practitioners.
- It is collaborative.
- It aims at bringing change.
- It is practical.
- It has a participatory nature.

- It is a cyclical process.

#### **1.1.6.4 Purpose and Benefits of Action Research**

The day- to -day activities of teaching normally constitute a sufficiently demanding workload for most teachers, so an appropriate question is, why add research to a teacher's workload? Advocates of action research suggest that this concern reflects a misunderstanding of action research. Because action research is research based on teaching, it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. It also seeks to re define the role of the teacher by giving teachers the means to set their own agenda for improvement and by shifting the responsibility for change or improvement from an outsider ( a school board, a principal, a supervisor, a researcher) to teachers themselves.

As Sagor (1992) comments, "By changing the role of the teachers, we can profoundly change the teaching and learning process in our schools" (as cited in Richards 2010, p.173).

According to Norton (2009) "The fundamental purposes of action research is to systematically investigate one's teaching/learning facilitation practice, with the dual aim of improving that practice and contributing to theoretical knowledge in order to benefit student learning" (p. 59).

Similarly, Best and Kahn (2008) state "The purpose of action research is to improve school practices and at the same time to improve those who try to improve the practices: to combine the research processes, habits of thinking, ability to work harmoniously with others, and professional spirit (p.21).

On the basis of the above definitions, the purpose of action research is to improve teaching /learning process in our schools. The teachers who have carried out action research often report significant changes to their understanding of teaching.

## **1.2 Review of the Related Literature**

Several researchers have tried to focus on the technical aspects of educating in the English language in their study. I have reviewed some of their work as follows:

Limbu (2002) carried out a research on “Effects of Animated Films on the Development of Spoken Fluency in the Young Children” to find out how far the animated films are effective in developing spoken fluency in the young children. She found that animated films serve the high motivation factor to develop spoken fluency in the young children.

Adhikari (2008) conducted a research on “Effectiveness of Using Computers in Teaching Vocabulary”. His objective of the study was to find out the fundamental differences between using computer in teaching vocabulary and teaching vocabulary by traditional method. He found that using computer in teaching vocabulary was more effective than teaching vocabulary by traditional methods.

Adhikari (2009) carried out a research on “Use of Cassettes and CDs in Teaching Spelling and Pronunciation”. The objective of the study was to find out the usage of the electronic devices to teach spelling and pronunciation. He found out that cassette and CDs were more useful materials in comparison to the teacher’s voice to teaching spelling and pronunciation.

Giri (2009) had carried out a research on “Effectiveness of Teaching Pronunciation Through Electronic Dictionary”. His objective was to find out the effectiveness of electronic dictionary in teaching pronunciation. He found that



teaching pronunciation through electronic dictionary was better and more effective than teaching pronunciation without using it.

Gohiwar (2009) carried out a research on “Effectiveness of Using Power Point in Teaching English Tenses”. The objective of the research was to find out the effectiveness of using power point in teaching English tenses. The researcher found that the use of power point was more effective to facilitate the students to learn tenses than normal class situation.

Paneru (2009) conducted a research on “Use of Computer for Teaching English Grammar”. The objective of the research was to find out the effectiveness of using computer in teaching grammatical items. The researcher found that teaching grammar in computer was more fruitful than teaching without it.

Chaudhari (2010) carried out a research on “Use of Internet as a Language Learning Tool”. The objective of the study was to find out the extent to which the students use internet as a language learning tool. He found that majority of the students use internet as a language learning tool.

There are several researches which focused on effectiveness of uses of technology in teaching English as studied above. Among them I found only one attempt has been made in order to find effectiveness of teaching through animated stories by Limbu (2002) to develop children’s spoken fluency. But it does not deal with effectiveness of teaching English through self learning animated software which is the point of researcher here.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the effectiveness of animation in teaching English.
- ii. To suggest some pedagogical implications on the basis of the findings of the study

### **1.4 Significance of the Study**

Since the study focuses on finding out the effectiveness of animation in teaching English, it will be significant in many ways for different people and organizations. The study will benefit English language teachers, (English) syllabus designers, scholars of ELT, self learning animated software designers (like Midas Education Pvt. Ltd., Dorling Kindersley, etc.) and the students who have their interest on doing research on effectiveness of multimedia teaching aids and materials.

## **CHAPTER TWO**

### **METHODOLOGY**

The chapter on methodology briefly describes the methods and procedures adopted to carry out the research. The population, tools for data collection, process of data collection, and their preparation, administration and other procedures are described below. The following methodology was adopted to fulfill the objectives of the study.

#### **2.1 Sources of Data**

I used both primary and secondary sources to collect the data. The primary sources were used for the collection of the data and secondary sources were used to facilitate the research.

##### **2.1.1 Primary Sources of Data**

The primary data was collected from the students of grade two of Shree Rastriya Higher Secondary School, Balchaur, Kailali, a private boarding school by administering progressive tests, pre-test and post-test. Thus the students of the class were the primary sources.

##### **2.1.2 Secondary Sources of Data**

In addition to the primary source, I consulted the books, theses, articles, journals, dictionaries, encyclopedias, etc. related to the research work in order to facilitate the study. Some of them were as follows:

Nunan, (1992), Sharma and Phyak (2006), Cohen et.al (2007), Panlook, (2008), Norton (2009), Wikipedia, Microsoft Encarta, Encyclopedia Britannica, NELTA Journals, Various Cites of internet, The syllabus of Grammar and English for class two private schools prescribed by Government of Nepal, Text book of General

English and Grammar of class two according to syllabus of private schools prescribed by Government of Nepal.

## **2.2 Tools for Data Collection**

The tools for the data collection were test items. The test paper included the test items in the soft-wares themselves and teacher made items like short questions, fill in the blank items, matching items, etc. The pre-test included both subjective and objective test items. The inclusion of objective test items only, subjective test items only or mixture of both in progressive tests dependent on the nature of the lessons to be evaluated.

## **2.3 Process of Data Collection**

The researcher followed the following processes while collecting data:

- a. At first, the researcher visited the Principal of Rastriya Higher Secondary School and sought consent to carry out the research on the students of class two in teaching English.
- b. Then, the researcher constructed a pre-test and a post- test. After that, she applied the pre-test to find out the proficiency of the students in the English language before conducting the actual action research.
- c. Then, the researcher made a lesson plan before every day teaching. After that she taught according to the lesson plan every day. After teaching, the researcher found out students' understanding and test their understanding immediately through the test paper.
- d. She also prepared a progressive test and assessed the progress of the students on every fifth day. She did not teach the students on the day of progressive test.

## **2.4 Limitations of the Study**

The study was limited in the following ways:

- The study was limited to one of the private English medium schools of Kailali district only.
- The study was bounded to only two classes of Rastriya Higher Secondary School, Balchaur, Kailali.
- The population of the study was limited to 25 students only.
- The study was focused on story (comprehension), preposition, vocabulary, and action verbs only.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from the primary sources. The main objective of the study was to find out the effectiveness of animation in teaching English following the text book of English, which is prescribed for grade two.

To fulfill this purpose, the researcher tabulated and analyzed the data as follows:

- Holistic comparison of average scores of all the tests
- Comparison of test scores and their average scores between the pre- test and the post – test, the first progressive test and the second progressive test ,the second progressive test and the third progressive test and the fourth progressive test and the fourth progressive test
- Analysis and interpretation of item wise correct and incorrect responses on four progressive tests and the pre- test and the post – test

#### **3.1 Holistic Comparison of the Average Scores of all the Tests**

In this section the average scores of the pre-test, four progressive tests and the post-test are given.

**Table No. 1**  
**Holistic Comparison of the Average Scores of all the Tests**

Tests	Full Marks	Average Marks	Average Percentage
Pre-Test	50	14.04	28.08
Ist Progressive T	20	12	60
2 <sup>nd</sup> Progressive T	20	15.24	76.2
3 <sup>rd</sup> Progressive T	20	17.36	86.8
4 <sup>th</sup> Progressive T	20	17.64	88.2
Post- Test	50	33.32	66.64

As the table shows, the full marks of the pre-test and the post-test was 50. In the pre-test, the average marks of the students was 14.04. The average percentage was 28.08. The full marks of each progressive tests were 20. In the first progressive test, the average scores was 12 and the average percentage was 60. In the second progressive test, the average scores was 15.24 and the average percentage was 76.2 In the third progressive test, the average scores of the students was 17.36 and the average percentage was 86.8. In the fourth progressive test , the average scores was 17.64 and the average percentage was 88.2. In the same way, in the post-test the average scores was 33.2 and the average percentage was 66.64.

### 3.2 Comparison of Test Scores

In this section, the comparison between average scores of the students and their average percentage is given.

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

**Table No. 2**

#### **Comparison Between Average Scores of the Pre - test and the Post – test**

Tests	Pre-Test	Post-Test
Full Marks	50	50
Average Marks	14.04	33.32
Average Percentage	28.08	66.64

As the above table shows, the average score of the students in the pre - test was 14 .04 out of 50. In this test average score was 14.04 and average percentage of the student was 28.08. In the post – test the average score of the students was 33.32. In this test the students’ average percentage of the score was 66.4. The average score of the post – test was increased by 38.56 percent in comparison to the pre - test.

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

**Table No. 3**  
**Comparison Between Average Scores of the First and Second Progressive Tests**

Tests	First Progressive Test	Second Progressive Test
Full Marks	20	20
Average Marks	12	15.24
Average Percentage	60	76.2

As the above table shows, the average score of the students in the first progressive test

was 12 out of 20. In this test the average percentage of the student was 60.

In the second progressive test the average score of the students was 15.24. In this test the average percent of the students score was 76.2.

The average score of the second progressive test was increased by 16.2 percent in comparison to the first progressive test.

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

**Table No. 4**  
**Comparison Between Average Scores of Second and Third Progressive Tests**

Tests	Second Progressive Test	Third Progressive Test
Full Marks	20	20
Average Marks	15.24	17.36
Average Percentage	76.2	86.8

As the above table shows, in the second progressive test the average score of the students was 15.24. In this test the average percent of the students' score was 76.2.



In the third progressive test the average score of the students was 17.36. In this test the average percent of the students' score was 86.6. The average score of the third progressive test was increased by 10.6 percent in comparison to the second progressive test.

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

**Table No. 5**  
**Comparison Between Average Scores of the Third and Fourth Progressive Tests**

Tests	Third Progressive Test	Fourth Progressive Test
Full Marks	20	20
Average Marks	17.36	17.64
Average Percentage	86.8	88.2

As the above table shows, in the third progressive test the average score of the students was 17.36. In this test the average percent of the students' score was 86.6. In the fourth progressive test the average score of the students was 17.64. In this test the average percentage of the student was 88.2. The average score of the fourth progressive test was increased by 1.4 percent in comparison to the third progressive test.

### **3.3 Analysis of Item wise Correct and Incorrect Responses on all Tests**

#### **3.3.1 Item wise Analysis of the Pre-test**

The researcher has divided the whole research into four items, which are comprehension, vocabulary, action verbs and prepositions. For the pre-test and the post – test, the researcher has divided the comprehension item into four parts carrying 5 marks each, which are question answers, fill in the blanks, true false and rearrange. There is only one division under vocabulary item i.e. writing words with pictures, so it carries 10 marks. The researcher has divided action verbs into writing action verbs with pictures and writing action verbs without pictures and

they both carry 5 marks each. And, the researcher has divided prepositions into writing prepositions with pictures and writing prepositions without pictures and they carry 5 marks each. Every division had 5 questions and every question carried one mark except vocabulary. Vocabulary division carries 10 questions with one mark each.

**Table No. 6**  
**Item wise Analysis of the Pre-test**

S.N	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	Question answers	5	46	36.8	79	63.2	125
		Fill in the blanks	5	46	36.8	79	63.2	125
		True false	5	55	44	70	56	125
		Rearrange	5	8	6.4	117	93.6	125
2.	Vocabulary	Writing words with pictures	10	71	28.4	179	71.6	250
3.	Action Verbs	Fill action verbs in the blanks without pictures	5	50	40	75	60	125
		Fill action verbs in the blanks with pictures	5	23	18.4	102	81.6	125
4.	Preposition	Fill preposition in the blanks without pictures	5	29	23.2	96	76.8	125
		Fill preposition in the blanks with pictures	5	23	18.4	102	81.6	125
5.	Total		50	352		899		1250

As the table shows, the highest percentage of correct responses was 44 in true false under the comprehension item. The lowest percentage of the correct responses was 6.4 in rearrange division under comprehension item.

The highest percentage of incorrect responses was 93.6 in rearrange division under comprehension item. The lowest percentage of the incorrect responses was 56 in true false under the comprehension item.

### 3.3.2 Item wise Analysis of the Post-test

**Table No. 7**

**Item wise Analysis of the Post-test**

S.N.	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	Question answers	5	84	67.2	41	32.8	125
		Fill in the blanks	5	79	63.2	46	36.8	125
		True false	5	81	64.8	44	35.2	125
		Rearrange	5	50	40	75	60	125
2.	Vocabulary	Writing words with pictures	10	184	73.6	66	26.4	250
3.	Action Verbs	Fill action verbs in the blanks without pictures	5	77	61.6	48	38.4	125
		Fill action verbs in the blanks with pictures	5	92	73.6	33	26.4	125
4.	Preposition	Fill preposition in the blanks without pictures	5	79	63.2	46	36.8	125
		Fill preposition in the blanks with pictures	5	107	85.6	18	14.4	125
5.	Total		50	833		417		1250

As the table shows, the highest percentage of correct responses was 85.6 in writing prepositions with picture under the preposition item. The lowest percentage of the correct responses was 40 in rearrange division under comprehension item.

The highest percentage of incorrect responses was 60 in rearrange division under comprehension item. The lowest percentage of the incorrect responses was 14.4 in preposition with picture under the preposition item.

### 3.3.3 Item wise Analysis of the First Progressive Test

Before each progressive test the researcher taught the students for four days using animations. The researcher taught comprehension with its respective animations for the first day. On the second day, she taught them prepositions with their respective animations. On the third day, she taught action verbs with their respective animations and on the fourth day, she taught them vocabulary with their respective animations. So, for progressive tests she did not need to ask questions to the students with pictures. Thus, for the first progressive test she designed five questions (question answers) under comprehension item carrying one mark each, five questions (fill in the blanks) under preposition item carrying 5 marks each, five questions (fill in the blanks) under action verb item carrying 5 marks each and five questions (writing words) under vocabulary item carrying 5 marks each.

**Table No. 8**

#### **Item wise Analysis of the First Progressive Test**

S. N.	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	Question answers	5	64	51.2	61	48.8	125
2.	Preposition	Fill in the blanks	5	85	68	40	32	125
3.	Action Verb	Fill in the blanks	5	90	72	35	28	125
4.	Vocabulary	Writing words	5	61	48.8	64	51.2	125
Total			20	300		200		500

As the table shows, the highest percentage of the correct responses was 72 in (fill in the blanks) under action verb item. The lowest percentage of the correct responses was 48.8 in (writing words) under vocabulary item.

The highest percentage of the incorrect responses was 51.2 in (writing words) under vocabulary item. The lowest percentage of the incorrect responses was 28 in (fill in the blanks) under action verb item.

### 3.3.4 Item wise Analysis of the Second Progressive Test

For the second progressive test, the researcher designed five questions (true false) under comprehension item carrying one mark each, the question type and division of the marks of other items is same as the first progressive test.

**Table No. 9**

**Item wise Analysis of the Second Progressive Test**

S. N.	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	True false	5	97	77.6	28	22.4	125
2.	Preposition	Fill in the blanks	5	97	77.6	28	22.4	125
3.	Action Verb	Fill in the blanks	5	99	79.2	26	20.8	125
4.	Vocabulary	Writing words	5	87	69.6	38	30.4	125
5.	Total		20	380		120		500

As the table shows, the highest percentage of the correct responses was 79.2 in (fill in the blanks) under action verb item. The lowest percentage of the correct responses was 69.6 in (writing words) under vocabulary item. The highest percentage of the incorrect responses was 30.4 in (writing words) under vocabulary item. The lowest percentage of the incorrect responses was 20.8 in (fill in the blanks) under action verb item.

### 3.3.5 Item wise Analysis of the Third Progressive Test

For the third progressive test, the researcher designed five questions (rearrange) under comprehension item carrying one mark each, the question type and division of the marks of other items is same as the first progressive test.

**Table No. 10**

**Item wise Analysis of the Third Progressive Test**

S.N.	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	Rearrange	5	107	85.6	18	14.4	125
2.	Preposition	Fill in the blanks	5	114	91.2	11	8.8	125
3.	Action Verb	Fill in the blanks	5	106	84.8	19	15.2	125
4.	Vocabulary	Writing words	5	107	85.6	18	14.4	125
5.	Total		20	434		66		500

As the table shows, the highest percentage of the correct responses was 91.2 in (fill in the blanks) under preposition item. The lowest percentage of the correct responses was 84.8 in (fill in the blanks) under action verb item.

The highest percentage of the incorrect responses was 15.2 in (fill in the blanks) under action verb item. The lowest percentage of the incorrect responses was 8.8 in (fill in the blanks) under preposition item.

### 3.3.6 Item wise Analysis of the Fourth Progressive Test

For the fourth progressive test, the researcher designed five questions (question answer) under comprehension item carrying one mark each, ten questions (fill in the blanks) under preposition item carrying 0.5 marks each, five questions (fill in the blanks) under action verb item carrying 5 marks each, five questions (making sentences) under vocabulary item carrying 5 marks each.

**Table No. 11**

**Item wise Analysis of the Fourth Progressive test**

S. N.	Items	Items in detail	No. of Items	Correct		Incorrect		Total
				No.	%	No.	%	
1.	Comprehension	Question answer	5	98	78.4	27	21.6	125
2.	Preposition	Fill in the blanks	10	248	99.2	2	0.8	250
3.	Action Verb	Fill in the blanks	5	123	98.4	2	1.6	125
4.	Vocabulary	Making sentences	5	96	76.8	29	23.2	125
5.	Total		25	565		60		625

As the table shows, the highest percentage of the correct responses was 99.2 in (fill in the blanks) under preposition item. The lowest percentage of the correct responses was 76.8 in (making sentences) under vocabulary item.

The highest percentage of the incorrect responses was 23.2 in (making sentences) under vocabulary item. The lowest percentage of the incorrect responses was 0.8 in (fill in the blanks) under preposition item.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The study focused on the effectiveness of animation in teaching English. In this study, the researcher selected four different teaching items (comprehension, preposition, action verbs and vocabulary) and students of grade two of Rastriya Higher Secondary School were selected as a sample for this research work. In course of analyzing teaching English through animation, the researcher used a pre-test, four progressive tests and a post-test. During the period of teaching, she found the students' progress and better performance on the given tasks after they were taught through animation. The students had become active and curious to learn while teaching in the classroom through animation. They participated actively in the classroom activities and test examinations.

#### **4.1 Findings**

On the basis of analysis and interpretation of data, the following findings have been made.

- i. After analyzing the test results of the pre-test, the progressive tests and the post test, it was found that teaching English through animation is more fruitful than teaching without it.
- ii. After analyzing and comparing the test result of the pre-test and the post – test, it was found that the average score of the post – test was increased by 38.56 percent in comparison to the pre - test.
- iii. After comparing the test results of four progressive tests it was again found that teaching English through animation gave better results than teaching without using animations. The average score of all the students was increased by 16.2 percent in the second progressive test in comparison to first progressive test . Similarly, in the third progressive test the average score of all the students was increased by 10.6 percent in comparison to the



average score of the second progressive test. In the same way the average score of the fourth progressive test was increased by 1.4 percent in comparison to that of the third progressive test.

- iv. Comparing the progress of the four progressive tests, it was found that the increasing rate of the average scores kept on decreasing gradually.
- v. In comparison to the test items in terms of the correct responses of the pre-test and the post - test it was found that the students increased their correct responses by 53.6% in preposition item, 45.6% in vocabulary, 38.4% in action verbs and 27.8% in comprehension. Thus, it can be concluded that teaching preposition is the most suitable item through animation.
- v. In comparison of the test item types of the pre-test and the post – test in terms of incorrect responses it was found that the rearrange test item type is the most difficult one. In the pre – test and the post – test rearrange item type got highest percentage of incorrect responses i.e. 93.6 and 60 respectively.
- vi. After comparing the difference of the average percentage of the correct and incorrect responses of the progressive tests, it was found in the first progressive test that the average percentage of correct responses was 60 and the average percentage of incorrect responses was 40. The difference between the average correct and incorrect responses was 20%. In the second progressive test, the average percentage of correct responses was 76 and the average percentage of incorrect responses was 24. The difference between the average correct and incorrect responses was 52%. In the third progressive test the average percentage of correct responses was 86.8 and the average percentage of incorrect responses was 13.2. The difference between the average correct and incorrect responses was 73.6%. Similarly, in the fourth progressive test the average percentage of correct responses was 88.2 and the average percentage of incorrect responses was 11.8. The difference between the average correct and incorrect responses was 76.4%.

- vii. After comparing the difference of the average correct and incorrect responses of every progressive test it was found that the difference gradually increased which means the number of correct responses gradually increased whereas the number of incorrect responses gradually decreased.
- viii. Based on the observation of the researcher it was found that the students took part in the teaching learning activities very actively and enthusiastically.
- ix. Through the use of the animation in class the class of the researcher became full of entertainment.

## **4.2 Recommendations**

On the basis of the above findings, the following recommendations and pedagogical implications have been made.

- i. Since teaching through animation gives more fruitful result than teaching without using it the teachers are recommended to use animation in teaching (English) as far as practicable.
- ii. From the research it was found that teaching through animation is better than teaching without using it. So, the course designers are recommended to include animations as teaching aids and materials in the (English) courses.
- iii. To cope with the upcoming technological world, the education planners are recommended to plan the (English) courses including animation.
- iv. Since the finding of the research shows that preposition is the best item to be taught through animation, teachers are advised to use animation while teaching preposition to get better result.
- v. The teachers are recommended to use animation in the (English) classes because animation provides entertainment to the students and they take part in the teaching and learning activity actively.

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