The Role of Using Animation Movies in Teaching-Learning English Language for EFL Learners

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Abstract

The goal of this study is to revel the role and the important of using animation movies in English classroom. In order to reach the goal of the present study, the following hypothesis has been provided that according to statistically significant,there is no differences between the mean degrees of the two groups (experimental group and control group). The experimental group was taught according to using animation movies and the control group who taught according to traditional method. The study has been selected 61 students from second year class/ English department/ College of Education for Human Science/ University of Diyala for the year 2018-2019. The sample has been divided intow groups, 30 students for the experimental group and 31 for control one. The two groups are the same according to a statistical manipulation of a number of variable like education, age, and parents. Pretest and posttest are designed and the validity of the tests and lesson plan have been obtained. The result of the test shows that, there are statistically differences for the both groups and the best scores was for the benefit of the experimental group in the post test.

The researcher concludes that using animation movies in the English class room are more fruitful and more effective for promoting the learners to learn English language.

Key words: Role, Animation, Movies.

I. Introduction:

Undoubtedly one of the universal languages, is English language.Almost all parts of the world have been used English language. The need of English as a world language has been an unprecedented phenomenon in the world history. No other language has so far been a world language. The English number of users has shown colossal outgrowth all over the world. Crystal (1995), remarks that the first tread in the lead of English as a world language was in the 16th century.

In modern life, there are many techniques in teaching-learning English language for EFL learners. One of these techniques is using animation movies.Through watching filmsit become great fun way to improve English language for EFL learners. Syllabus and textbooks are good for learning grammar or vocabulary, but nothing is best than hearing or listening to real native English. Through watching these kinds of films, one can hear to native English actors using the language in a normal way. According toPransky (2001), the usage of

technology in learners' lives has increased so much that the learners of contemporary reign should fittingly be callednet-generation or digital-natives.

Thepresent study purpose is to show the role of usinganimation movies as a new technique to enhance the performance of learners to learn English language.

Section one

1.1**The Problem and its Significance**

The learning of English Language play a vital role in EFL classroom.In modern time however, many researchers have become more interested in using varieties of techniques in learning English as a foreign language. One of these techniques is using animation movies in English classroom in order to improve the learners' competence in learning English language.

The research has beenaccomplished to provide overwhelming prove that a large amount of new words development occurs as a result in using such techniques.

Ellis (1995),thought in the outlook that, the case had notsignificantly changed. But unhappily students sometimes do not use context ideain good waydue to their poor vocabulary store and week vocabulary capacity. Almost Iraqi learners have been learning for at least 6 years from their primary school, but they cannot able to explain themselves fluently and adequately in English or get idea what people say in easily way.
In fact,using the traditional technique in teaching English, may be the problem. More important one needs to know many English words in order to use English in better way. Recently, studies shown that using internet and computer can help students to read and understandin good way. The more words students know, the better they can interpret and understand whattheyread.

2**Aim.**

The aim of the present research is to suggest innovative and more efficient techniques in learning English language as a foreign language in order to enhance the learners to learn English.

1.3 Hypothesis:

It assumed that there is nosignificant statistically differences between the mean scores of the experimental group who was taught by using animation movies for learning English language and that of the control group who was taught according to traditional way in the post test.

1.4**Value of the Study:**

The study is wished to be of some values for some reasons:

1-It may help EFL teachers to use computer and internet while teaching English language instead of using traditional way.

2-It may give motivation to the learners in watching animation movies to improve their English language.

3-It may help the learners to remember words more effectively by hearing native speakers in movies.

1.5 Limits:

The participants in this study were from the second – year students /morning class at the Department of English, College of Basic Education University of Diyala, between the ages of 19-23.during the academic year (2018-2019).

1.6 Definition of Basic Term:

Animation movie: animated movies are ones in which singlespaintings, drawings, or source name are photographed frame by frame. Animated movies are not a drastic-defined genre faction, but rather a movie technique, although they often include kind-like elements. According to Wikipedia, animation is a method of making a film from plenty still images. The pictures are lays together one after another, and then played at a same speed to give the delusion of movement.

According to the Free Dictionary, is the art or process of making movies with drawing, computer graphics of static objects, including all techniques.

II.   Theoretical background

On(1991) twoexpertsresearchesHerron and Seay had writea research on how can use video for EFL students in listening comprehension . The research conducted on the undergraduate level of students and treated them as two group, experimental and controlled group. The experimental classes group was treated   with listening to the authentic radio tapes,whereas the controlled group treated according to the traditional methodclass . The study has declared the clue that the experimental group rendition significantly best on the final tests of listening comprehension with the two (video and the audio) than did the control group in which no strategy training signed.

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

PezdekLehrer, and Simon (1984) have also believed to the point that movies can play vital role inrebound the information and enhance memory in learning English language.

2.1 Using Animation movies in the classroom

the main purpose for using animation movies in the classroom is to enable the students to picture or to visualize the characters, events, story and words, and narration in the movie. According to Draper (2012) visualization is very important prerequisite for a good reader. Draper concluded the main points for process and visualization:

1.Adept readers utilizes images to deep themselves in rich detail they read. The detail endowsdimension and depth to reading, entering the reader more deeply, making the text more memorably.

2.The images arise from the five senses like emotions, and are moored in the knowledge of the readers' background.

3.Adept readers purposefully and spontaneously make mental images through and after they read.

4.Adept readers keep and adapt their images as they continue to read. Images are redacts to in united new information disclosed through the text and new explanation as they are create by the reader.

5.Adept readersarticulate and understandhow making images improve their comprehension. Draper, (2012).

It is very necessary for English teachers to use movies while they teach English language and they should be more motivating, innovative and support the use of different types of movies in English classroom.

2.2 Learning New Words Strategies through watching animation movies with Application of New Words Motivation

The present study aims primarily with the contributing to the qualityof the process of teaching and learning by using and watching animation films to help our students toincrease their visualization skills is a better way to developtheir comprehension. It give students the caliber to become more lovelorn in their reading and use their images to proposeconclusions, make explanation of the text, and remember all the information and elements from the text (Keene&Simmerman, 1997).

According to Keene &Simmerman, (1997) visualization is the caliber to regain mentalimages or pictures through reading. It is clear that our own visualization, when show the script, would largely depend upon our earlier information and linking with the topic. Animation movies give a huge opportunity for students to gain background understanding to combine with their understanding about the topic. Movies features help the studentsattach to new knowledge they may not had background in it and adapt their thoughts, new images, and emotions to the text.

2.3Advantages of using Animation movies

One of the advantages of using animation movies in learning English language is that, visual images stimulate students' memory and attention directly, whereas the words which are written can do this obliquely. Movies are mostsensoryexperience than reading….as well as verbal language, there is also music, color, sound, and movement.

The students become more sensitize and interest in following the class carefully, when using movie-based experimental activities. Films-class experiences make best student-teacher and student-student discussions. Films keep students' attention and gaintheir interest. The advantage of utilization the films in teaching and learning is definite.Kusumarasdyati, (2004) remarks that using filmsin EFL classroom is an effect part of the curriculum. This is based on the fact that films give exposures to native language used in authentic setting and in the cultural context which the FLisspoken.

III.   Methodology and Procedures

3.1 The Experimental Design

For the design, it is essential to select an appropriate design to scanting whether or not the getting results will be valid, accurate and objective. The experimental design earmarked in the present study to reach its aim is the pre-test-post-test non-equivalent groups design. Gravetter and Forzano (2012: 282) remark that this kind of design is a best one. WhileKrysik and Finn (2013: 238) clear up that this type is the most equivalent design is used in educational research.

In order tofind the effectiveness of learning English language through animation movies it has been applied the multiple intelligences activities for the experimental group,whereas the control group treats in the same traditional way. Both the groups are pre-tested, and then the experimental group is taught through watching animation moviestheory. The post-test was planned for the two groups and then the results were calculated.

Table (1) the Experimental Design

Group	Pre	Treatment	Post
Experimental group	**Pre-test**	**Animation movies**	**Post-test**
Control group	**Pre-test**	**Traditional way**	**Post-test**

3.2 Population and Sample 3

The present study is limited to the third -year students at English Department / College of Education for Human Sciences /Diyala University during the academic year 2018-2019.Since the population of the study is limited, they are all regarded a sample of the present study. The sample selected (61) male and female students. In order to get a valid result, the researcher has equated the sample according to four variables. The students' age, the fathers' education level, the mothers' education level and the performance of students in pre-test.

Table (2) the number of sample before and after excluding the repeaters

Group	Section	No.	Repeater	Final No.
EG	A	34	4	30
CG	B	33	2	31

3.3 The Teaching Material

The material has been taken for both the section (A-B) called passages focus that was taken from their subject (comprehension), which they were two different passages.

1-Section A: The Lost World

2-Secction B:Treqsure Island

3.4 The Students' Achievement on the Pretest

An autonomic t-test formula has been applied to compare theaverage scores of the EG and CG on the pretest. As shown in Table(3)the mean score of the CG is 72.714, while, the mean score of the EG is 73.980. The calculated t-value is found to be 0.306 at 58 degree of freedom and 0.05 level of significance, which it shows that there are no statistically significant differences between the achievement of the two groups in the pretest. This emphasize that the participants assigned to EG and CG are not initially different but unisonous.

Table(3) The Mean Standard Deviation and TT-value of the Subject's achievement on the Pretest

Group	No.	M	SD	df	T-value		Level of significance
					Calculated	Tabulated	
EG	30	73.980	1.950	58			
CG	31	72.714	1.410		0.306	2.01	0.05

3.5 Construction of the Achievement Post-Test

The achievement test aims in this study is to investigate the impact of using animation movies on the learners of the experimental group as compared with the achievement of the control one. Many resources in determinate the test.

Table (4) the achievement score of the both groups on learners

Group	N	X	Std. Dev.	df.	Computed	Tablet
Experimental	31	43.407	14.2	65	7.938	2.000
Control	30	34.246	16.7			

3.6 Validity of the Test

Validity may be the most important fathomed in evaluation of the test. Validity means the grade to which the test measures what is showed to measure. One test cannot be valid for allclumpsand all purposes. According to Bachman (1990), "Validity….. is concerned with identifying the factors that produce the reliable variance in test scores" (p. 239). A valid test is ever more reliable, but a reliable test is not needful valid. The extent to which the inferences or decisions we make on the basis of test scores are meaningful, appropriate and useful" (p. 25). An examiner or paper setter should be aware of the students'skills and abilities   which are being tested. Preparing Tests for native speakers of language, it is not necessary valid for EFL learners.

3.7 Reliability

According to Els et al. (1984), "Reliability is a measure of the degree to which 'a test internally consistent and consistent over time'". When a test is reliable, it means the test should gives the same results if it is conducted on

different situations or when it is prepared by different teachers. Reliability is connoted with fixity of result of the same individual.

IV.   Finding and Conclusion

The use of animation films inside the English classes can be a great positive consolidation for the benefit of the learners, and also can help in promoting their learning in fast way and also their proficiency.Macwan (2015) adds that using films inside the classroom for learning English language has no parallel. Films have a significant impact on the psyche of the learners as they have the power to arousal, stimulate, trauma, entertain and render the fans powerless to resist the enticements of the silver screen. Macwan also remarks that "movies….. exercise an appeal on the collective imagination of youth across countries and cultures" (p.93).

Thus, the result revels that learners in the experimental group have scoured a higher level if compared with those of control group. In fact the learners of excremental group showed that, they are more effective and alive love than those of the control one. It also observed that the learners in experimental group are more interested in learning English more than the control group and this due to animation movies.

The study concluded that using animation movies in English classroom are more effective mode for learning English since they supply entertainment and rollover pleasure to the learning process. The main goal of this research is to show the role and the important of using such technique.

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