

## ANIMATED VIDEOS FOR ENLIVENING VOCABULARY ACQUISITION AMONG THE FIRST GENERATION YOUNG LEARNERS

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### ABSTRACT

The present study aims at developing English vocabulary acquisition and word gallery of ESL students in India with the aid of technology-based learning. The animation videos always excite young learners and incorporating them in the language classroom has proven to be useful. Basic everyday vocabulary has been taught to the ESL students from the low profile of socio-economic development who is the first generation learners, who are the first learners in their family to learn the English language as their second language. The study used a constructivist approach as the theory of the research and used a one-group pretest-posttest design on 23 students from Vellore district, Tamilnadu, India. The results of the study ascertain that technology-mediated learning using animations help young learners to improve vocabulary acquisition.

**Keywords:** Animation, Technology, Young learners, ESL, Socio-economic, and Teaching

### Introduction

The current scenario of the world itself is changing from physical to online classrooms, at this age and seasons of time, the challenges laid before the language teachers of the Government schools and Government aided schools become more perplexing. On the other hand, teaching young learners who are the first generation learners who could not expect family assistance in learning and socio-economically backward who could not help themselves with extra classes are exposed to the minimal learning English language outside the classroom. After the basic learning of alphabets, learning words and building vocabulary and its meaning come next in line with the learning of the English language. The study also traces the socio-economic status that affects the learning of the children. The socio-economic aspect may be perceived as a combination of social and economic factors which would motivate or demotivate learning. The present study is related to the Government primary school students whose exposure to the English language is feeble since they are exposed only to the rote method of learning which is passive. Vocabulary is generally known to be a list or collection of words of a particular language. Vocabulary plays a pivotal role to acquire and communicate a particular language. Words are supposed to communicate knowledge. Enriching vocabulary has an important role to play in the academic achievements of students along with the acquisition of the language. Chapter 6 of *The Cambridge Guide to Teaching English to Speakers of Other Languages* (2001) concludes that “Vocabulary teaching and learning is central to the theory and practice of ELT. Words have a central place in culture and learning words is seen by many as the main task in learning another language” (47). Hence learners must be acquainted with an adequate amount of words in the second language.

### 1.1 Purpose of the Study

Forrest (1993) in his article “Technology and the Language Classroom: Available Technology” states that “... the new technologies offer a yet unrivalled range of possibilities for student-centred language study” (317). The important purpose of the study is to improvise English vocabulary among the primary students of a government school who are deprived of learning the English language on an interesting and integrated basis of learning. The socio-economic factor of students and government schools provide the least exposure to the English language. Another purpose is to enliven the act of acquiring another language. Blended learning could directly relate to the acquisition of new words in a second language which could be used on an everyday basis.

An article by Manyak and Bauer (2009) titled “English Learners: English Vocabulary Instruction for English Learners” states that “English vocabulary knowledge of young children who do not grow up in English speaking homes may be more limited than that of monolingual English speakers and that this limitation may negatively affect EL’s [English Learner’s] long-term academic achievement”(174). The students undertaken for the study do not grow up both in English speaking homes nor English speaking school and hence need special attention and innovation in English language teaching.

## 1.2 Research Hypothesis

The hypothesis formulated for the study is an audio-visual approach that enlivens the act of learning and teaching, introducing students to simple everyday vocabulary and drawing their interest in acquiring a second language. Special attention is required for primary children in motivating them to acquire the English language.

## 1.3 Profile of the Learners

Twenty-three students comprising both boys and girls studying fourth grade between the age group 08-09 from Government Adi Dravida Welfare Elementary School, Alamelumangapuram, Vellore-9 constitute the sample group of the experimental study. The specific age group or grade selected for the study is following the Critical Period Hypothesis (CPH) of acquiring language which is between 5 and puberty. Students of this age are energetic, open and readily acquire the English language. If the seed of the English language is sown in them at this age it would possibly develop and grow successively. Specifically, Government school has been focused to emphasize on the need for attention to enrich English learning.

## 1.4 Definition of Terms

In this section, the operational terms used for the study have been defined and justified with their functional purpose.

As already stated, one of the aims of the study is to promote vocabulary learning. The term ‘Enliven’ as it is generally known, is to make livelier, cheerful or interesting, which serves the same purpose in the study, in enlivening the acquisition of English vocabulary through the use of animation which would excite children. This study believes that learning a new language could be livelier and interesting if an appropriate methodology is used.

The tool used for instruction is ‘Animated Cartoon Videos’. The purpose of the tool being chosen is for the position it holds in children’s heart. Cartoons have always been a favourite part of children’s recreation in which they closely associate themselves. Cartoon dubbing voices enunciate clearly that children can understand and acquire accurate pronunciation. Cartoons also focus on social interactions that have some real-life conversations and phrases. They also use words that are simple and repetitive. There are few cartoons made to learn new words which are projected in a fun way learning process. Children spend time watching animated cartoons on television or other media. The actions demonstrated by the cartoons would help children internally construct the meaning of the new word. Thus it enables them to understand the meaning of new words without being translated into their mother tongue. Animations can help learners to understand complex ideas with much ease than being explained by other modes of teaching. The process of teaching and learning could get a whole new experience when animations are used during the process. Both the teacher and the students would find it more comfortable to explain or understand a topic when it is visualized in animated cartoons.

## 2.0 Literature Review

An assortment of reviews of researches related to the field of the present study helps in understanding the context and importance of the study, thereby evolving a critical analysis of literature reviewed and drawing implications for the research work.

### 2.1 Importance of vocabulary

Many writers and researchers have widely acclaimed the importance of vocabulary in second language acquisition. Vocabulary is the set of words in a language. It has occupied an important position as a useful and fundamental instrument for communication. Smith (1969) in a journal states the importance of vocabulary as, “... a person who knows the words, though not the best order in which to arrange them, will usually succeed better in communicating than a person who knows the word order and not the words” (531). Similarly, Wessels (2011) writes “vocabulary knowledge is essential for student’s academic success” (46). Vocabulary is important not only in academics but also in attaining success in their career-oriented purpose. For a second language learner, this becomes challenging. Thus Wessels suggests that “... effective vocabulary instruction must be a goal of all educators...” (46). Government school students use their first language as their medium of learning who had been instructed in their first language, hence the second language teaching and learning demands a still more effective environment to gain efficiency in the target language.

### 2.2 Presenting Vocabulary

Methods or medium in presenting vocabulary and motivating primary children are the essential preliminary tasks of an instructor. The three major steps in presenting vocabulary according to Thornbury in his work How to

Teach Vocabulary (2006) are Translation, Illustration and Explanation. Developing these three diverse forces into a simple unified force leads to the use of dynamic animations for teaching English language and vocabulary. Ainsworth (2008) in her article “How to do Animations Influence Learning?” summarizes the advantages and disadvantages of learning through animations. She presents a descriptive study and acknowledges that animations induce expressive characteristics and makes learning effective.

The advancement in technology and media has enabled many researchers to incorporate innovative techniques to bring about an innovation in the teaching and learning of the English language and vocabulary.

Lin (2009) published a study in the *Jaltcall* journal “Learning Action verbs with Animation”. He opted to investigate whether dynamic animations facilitate the learning of action verbs. He selected 70 participants from eighth-grade students and divided them into three groups. He supplied each group with dynamic animation, static animation and only the text respectively. A pre-test and two post-tests were conducted. The findings of the experiment supported Audio-visual (AV) aided learning suggesting it to be useful to illustrate unfamiliar concepts in vocabulary lessons.

Barani, Omid and Seyyed (2010) presented their study on “The Effect of Application of Picture into Picture Audio-Visual Aids on Vocabulary Learning of Young Iranian EFL Learners”. They aimed to evaluate the effect of audio-visual aids on vocabulary learning to EFL learners. To derive their evaluation, they selected two groups of 20 participants and provided one group with AV aids and the other with the traditional method. The result of the post-test favoured the experimental group which underwent learning, watching and listening through AV aids.

Arikan and Taraf (2010) produced their work on “contextualising Young Learners’ English Lessons with Cartoons: Focus on Grammar and Vocabulary”. Their experimental study with pre-test and post-test design over control and experimental group taught with the traditional method for the control group and the experimental group who were exposed to learning through cartoons *The Simpsons*. It paved the ways to examine the effectiveness of cartoons in teaching English to young Turkish learners. They concluded with the results that the experimental group with cartoon aided teaching outperformed the other, indicating the effect of cartoons in learning grammar and vocabulary.

Kayaoğlu, Raşide and Zeynep (2011) conducted “A Small Scale Experimental study: Using Animations to Learn Vocabulary” in Turkey. An analysis was made to bring the difference between learning vocabulary through animations and the traditional paper-based method. The Synthesis from their experiment showed a significant increase in the scores of animations aided learning group. Thus it implies that using animations contribute to academic achievements in learning vocabulary.

Kittidachanupap, Jatsada, Neunghanthai and Suphakit (2012) presented a paper on “Development of Animation Media for Learning English Vocabulary for Children”. The paper aimed at using educational media to accelerate learning. Their experimental method proved that the animation aided learning help receiving higher score, thus the study concludes that animation media is a beneficial teaching material enabling learners to enjoy classes producing good academic results.

Maria (2012) in her Master thesis worked on “Usage of Multimedia Visual Aids in the English Language Classroom: A case study at Margarita Salas Secondary School (Majadahonda)”. The study pointed out the disadvantages of unfamiliar and infrequent use of visual aids by teachers and integrated the effects of AV aids in the classroom. To examine the situation in the teaching centre, she prepared a different questionnaire for teachers and first-year seminary students and trained second-year seminary students of about 27 participants with AV aids. Her data proves that teachers do not use visual aids due to time constraint and the data of first-year students showed their dissatisfaction over the traditional teaching method. While the results of second-year participants showed the beneficial aspect of AV aids with enhancement in the learning process.

Lin and T-seng (2012) conducted a study on “Videos and Animations for Vocabulary Learning: A study on Difficult Words”. He attempted to investigate whether videos produce better results than the picture in teaching and learning difficult English words. He selected three groups for text-only, text and picture, and text and video respectively, comprising 88 students. They were targeted with 10 difficult words, his study produced a result in which the students in the video group outperformed the other two groups.

Yazar and Gokce (2012) conducted “A Research of Audio Visual Educational Aids on the Creativity Levels of 4-14 Years Old Children as a process in Primary Education”. Their study explored the positive and negative

effects on the creativity level of children by using AV educational aids. Their research derived a conclusion that the AV aids make learning permanent, as they include more senses. The use of computer and projector creates an interactive environment and widens imaginations. The results showed that the students who intervened with AV educational aids had increased their success levels.

Król (2013) published a paper “On the Use of Animated Cartoons in Teaching English to Children with Disorders and Disabilities,” her research focused on using animated cartoons to young learners with special needs. The research has been conducted in Polish Integrated primary school. Krol examined the influence of video on children’s vocabulary attainment in second-grade students with special needs (without visual and hearing impairment). She adopted Quasi-Experimental Method. Students were made to watch a popular educational DVD programme Magic English the study findings indicated that video-based context is an effective technique for teaching vocabulary.

Gea (2013) in a journal published the study “Learning and Teaching of English in a Foreign Language Classroom of Primary Education through Current Songs and Cartoons”. She used three songs and three episode of the familiar cartoon – Dora the Explorer, Pocoyo and Peppa Pig. Her main objective was to teach English entertainingly by this means motivating primary students in learning and acquiring a second language. Her study emerged with the conclusions that cartoons and songs motivate and help children learn new vocabulary, expressions and accents.

Wafi (2013) prepared a thesis on “The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza”. The work observed that the innovative methods and materials provided by multimedia supported students to increase their vocabulary learning process. The experiment consisting of 64 students split into control and the experimental group proved that the experimental group performed well revealing that animated pictures provide better learning opportunities and situations to learn than the traditional methods.

Haque (2013) in her article experimented on “Using Cartoons for English Language Teaching in Bangladesh: Progress, Problems and Possibilities” states that as a monolingual country, Bangladesh uses only Bangla as a mode of instruction at schools. Thus she attempted a study to find the progress, problems and possibilities of using animated cartoons in teaching and learning English. She selected 20 teachers from various schools of varied ages from 24 to 34. A semi-structured interview for the participants was taken which revealed that 90% of the participants felt there was no significant progress, 80% supported a view that Bangladesh teachers lack knowledge of using cartoons and 100% of possibilities for using cartoons. The study promises and proposes an immense possibility and various advantages in using cartoons for English language teaching.

Alqudah and Abdallah (2013) researched “Basis English Language Tools for Beginners: Using Animations and Audio.” Their paper examined the usefulness of Computer Assisted Language Learning (CALL). They emphasized the use of animations and audios as their major concept. They took experts from the English language centre from Malaysia for their study. They conducted quantitative research employing open-ended interviews. The data collected proved that animation and audio are important concepts for beginners to learn the English language.

Faloye and Oladunni (2013) presented a paper on “The Effect of Animated Cartoons on Teaching English Grammar: A study on St. Louis Nursery and Primary School, Iker- Ekiti, Nigeria”. The experiment that they performed employed an animated cartoon called Word Girl to prove the effectiveness of cartoons in teaching. The existing results of the study endowed with evidence to the significant improvement in the students of the experimental group who were aided with cartoon teaching than the traditional method of the control group.

Shahrebabaki (2014) submitted a paper “An Investigation on the Effectiveness of Using Movie Clips in Teaching English Language Idioms.” Among the control and experimental groups who were aided with traditional and movie clips method of learning, participants who were trained with movie clips had better results with the increased average in post-test than in pre-test where they were tested with MCQ on standard idioms.

Islam, Arif, Kabriul, and Shamshuddin (2014) performed an experimental study on “Child Education Through Animation: An Experimental Study”. The paper aimed at creating a high and realistic learning environment with the help of Information and Communication Technology (ICT). They carried out experiments on three different groups aiding one group with traditional teaching, the second with only visual materials and the third group with blended learning of visual aids assisted with teachers. They proposed the view with substantial results that

proved blended learning improves the performance of students and gives them a better understanding, effective and interactive learning experience.

### 2.3 Critical Analysis of the Study

All the above-mentioned studies prove animation aided teaching and learning to be effective and positive in the acquisition of the English language.

Among the above-mentioned studies, the work of Krol (2013) has a different case condition. The study proves to be effective on children with various disorders and disabilities (exceptional: hearing and learning impairment). Thus the study promises positive outcome for students even with special needs. Another study conducted by Shahrehabaki (2014) have used movie clips to teach English idioms and proved it to be successful. Similarly, animated cartoons used in the present study are imaginary characters unlike real humans, yet they produce a more explicable representation of words which would produce the analogous effect in learning English language vocabulary.

The previous studies such as the experiment of Lin (2012), Barani (2012), Arikan (2010), Wafi (2013), Kayaoglu (2011) and kittidachanupap (2012) prove that vocabulary can be enhanced through the use of technologies and animations, consequently, blended learning and teaching in ESL and EFL Classrooms enhances the acquisition of the second language. Most of the studies included in this chapters have attempted their experiment on primary level children, with the experimental and control group and a few studies have used three groups. They also used pre-test and post-test methodology for evaluating. The scores of the students and the data of all the research mentioned in the review facilitate learning through 'Audio-visual aided animated cartoons' with the assistance of a computer, projector and other modern technology.

### 3.0 Methodology

A research methodology merely means a system of methods used in a particular area of study or activity. However, J.C Jones (1992) in his work Design Methods observes that "Methodology should not be a fixed track to a fixed destination but a conversation about everything that could [be made of] happen" (73). In this chapter, the researcher discusses the approach and method used for the current experimental research.

#### 3.1 Approach

The approach used for the present study is the 'Audio-visual Approach'. It can be traced back to the seventeenth century where John Amos Comenius, a Bohemian educator introduced pictures as teaching aids. Another landmark that marked this method as a successful teaching method is the employment of pictures and other visual aids in the U.S armed forces during world war - II. Later the successive advancement in technology paved the way to develop this method from pictures to motion pictures, animated videos, projection etc., as an effective instructional medium to be incorporated in the teaching of a second language. This rapid development assisted in the evolution and revolution in the field of English language teaching.

The primary role of the Audio-visual approach is improving comprehension and retention and to enhance the presentation of lessons. Audio-visual materials claim to make learning more permanent since they demand the working and attention of multi-senses in learners. Muller (1995) in his article An Audio-visual Approach to Modern Language Teaching states that "A beautiful picture flashed on the screen while a new word or expression is introduced will make an impression...lasting much longer than a mere association of words..." (237). Although Muller states about pictures, the developed digital technology provides space for learners to listen and acquire the accurate pronunciation and usage of English vocabulary.

#### 3.2 Theory of Learning

The integration of technology-assisted pedagogy, Audio-visual approach in the current study equips the Constructivism Theory of learning. This theory relates to the work by Jean Piaget and John Dewey. The ultimate aim or specialization of this theory is replacing the passive learning process with the learner's internal construction of meaning. It is a student-centred approach where the teacher act as a facilitator and guide. Learners enjoy learning by being actively involved, thinking and understanding instead of being passive listeners on rote memorization.

The present study uses Audio-visual aids in which the researcher presents the animated cartoon videos which enable each learner to construct the meaning of the word individually in his mind through the actions of cartoons. This provides an internal construction of meaning with the help of his first language. The learners relate their internally constructed meaning to the English vocabulary – a new word displayed on the screen. The

dubbing voice in the videos gives students the exact pronunciation. Thus a teacher acts only as a facilitator and guide for their learning.

### **3.3 Design of the study**

#### **Objectives**

The objectives of the Audio-visual method, in general, is to enliven learning among the students, thereby presenting a visual and audio treat that increases their concentration, interest and greater retention of the learned materials.

The specific objectives of the method related to the study are

- To develop speaking skills through introducing everyday vocabulary.
- To motivate and hold the attention of students in vernacular medium to learn the English language enthusiastically.
- To enhance self-constructive meaning and understanding in students.
- To enliven the learning experience of students using animated cartoon videos as teaching aids.
- To satisfy the EPIC generation who would like to and will be made to Experience, Participate, Imagine and Connect with their regular life.

#### **Syllabus**

The syllabus for the present study is designed for improving the vocabulary of primary students. Since the approach is student-centred, special attention is given to designing a syllabus for students studying in the vernacular medium that simple everyday vocabulary is taught to initiate learning of new words and to include those words in their daily conversation which can improve language and communication skills.

#### **Types of Learning and Teaching Activities**

The research uses educational animated cartoon videos which would demonstrate the meanings of the new words. The educational animated cartoon videos present words with pronunciation and words being spelt for better learning. The practice techniques employed generally consist of guided repetition with activities like word search, code crackers, gap filling and oral practice including chorus and pair repetition along with writing practices.

#### **Learner Roles**

The learners are made to watch, listen and respond to questions while the video is being played. They write down the words displayed on the screen and repeat after the recorded voice in the video to grasp the pronunciation and construct the meaning.

#### **Teacher Roles**

The teacher takes up the role of facilitator and monitor. Teacher primarily needs to download the educational animated cartoon videos that are effective and suitable for the target student and the designed syllabus. The teacher should be well acquainted with the handling of technology. The teacher asks questions to facilitate students for better understanding.

#### **Role of Instructional Materials**

The instructional materials used in the current study are technology-based. Among several animated cartoons, videos the researcher has chosen Magic Box: 100 opposites – part 1, 2, Endless Academy and other animated videos to enliven the learning of vocabulary to the primary students. Educational videos mentioned above are downloaded and presented in the classroom using a laptop, projector and screen. The animated cartoons demonstrate meaning through a situation that acts as an example to make learners understand the meaning of the word without the researcher explaining it. The display of letters spelt helps the learner to reduce spelling mistakes and increase accurate pronunciation.

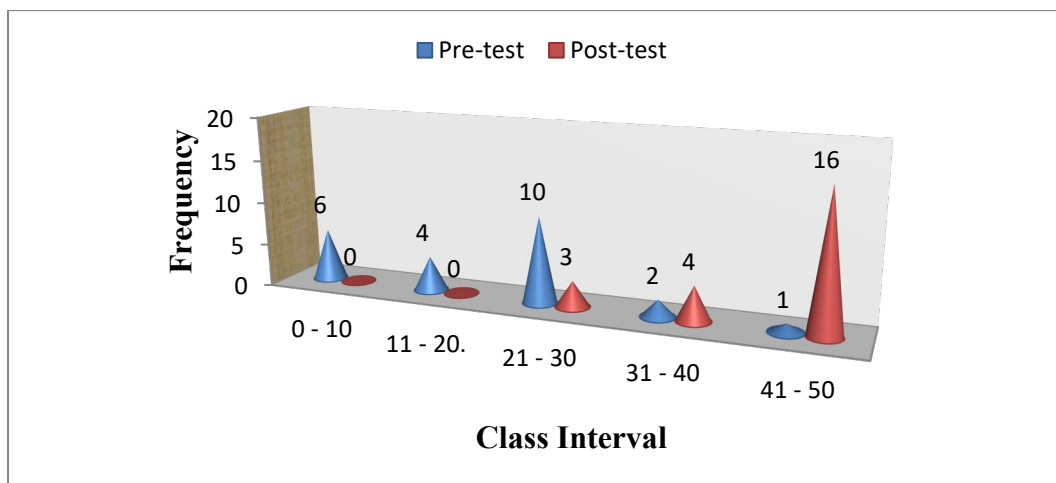
### **3.4 Procedure**

The following steps were taken to research the present study, the learners were given simple game exercise like 'Dumb – Man' to seek the attention and concentration of the learners. To know the pre-existing knowledge of the learners in English, they were given an exercise, where they were made to write English alphabets. The researcher presented alphabet song through Audio-visual method using animated cartoon ABC song and repeated the exercise of English alphabets. Since they were vernacular medium students with the least exposure to the English language, few words were taught in the traditional method and a pre-test was conducted. The pre-test was designed in the model of a traditional test conducted in the school. The researcher skimmed through various cartoon videos and two videos were chosen as mentioned before. Only a few words from these videos

were selected to be taught to the learners which were considered to be apt and necessary for their level of understanding by the researcher. Students were made to watch the videos that are mentioned. To facilitate their understanding and learning the researcher asked few questions. After every session students were given simple small group works and pair works to develop collaborative learning and developing writing skills. Before beginning each session a quick revision practice was given to the learners by the researcher. It included chorus repetition, exercises like word search, code crackers, pair work based on the vocabulary taught already. One exercise from the above was given every day. The process was repeated until the duration of the experiment for about two weeks. Since the learners were actively involved and learned with much interest and rapid attention, the researcher extended the daily vocabulary to learn. The researcher designed the post-test questions different from the pre-test ones. The post-test was designed based on holistic development based on Bloom's taxonomy of learning.

#### 4 Data Analysis

Data analysis is a clear presentation of results that enables to conclude the validity of the experiment. The collected data are analyzed and interpreted with graphical representation thus presenting the accurate results of the tests conducted in the experimental method. The data analysis was done in two levels. The first level was aimed to find the arithmetic mean deviation and the second level was done using a T-test. The researcher conducted a single-group pretest-posttest experimental design to obtain the standard data for evaluating the experiment conducted on the research. The scores of the pre-test and the post-test conducted to the students are collected and evaluated by the researcher to analyse student's understanding based on their performance in the test. The Mean of the post-test is 41.15 and the Mean of the pre-test is 10.173. The Mean of both tests is calculated by taking into account the individual scores of the learners.



Graphical Representation of Difference in Pre-test and Post-test Scores

The blue cones in the bar represent the pre-test and the red cones represent the post-test respectively. The class interval of the scores of the pre and post-tests are placed on the X-axis in the graph while the frequency that is the number of students who secured within the respected class interval is plotted in the Y-axis. The bar diagram reveals the graphical difference between the scores of the pre and post-tests, six students secured between the class interval 0 – 10 in pre-test while none of the students in post-test similarly, four and none between 11 – 20, ten and three between 21 – 30, two and four between 31 – 40, and finally, one and sixteen between 41 – 50 in pre and post-tests respectively.

The scores of the Pre-test and Post-test were analysed using paired *t*-test and the values are *t* is -12.397, *df* of 22, the *p*-value is 2.123e-11. The alternative hypothesis was maintained, the true difference in means is not equal to 0, and 95 percent of interval confidence were -26.54314 -18.93512. The mean of the differences show results of -22.73913.

#### 5 Findings of the Study

The aims and objectives of the study with the methodology followed for the research has been reported in the findings of the study. The findings of the study supports that the animated videos has high impact on the vocabulary accusation in the young first generation learners.

### 5.1 Findings from the test scores

The findings from the test scores reveal that the P-value is less than the level of significant value. Hence it is concluded that there is a significant difference between the Pre-test and Post-test. Thus the post-test scores reveal significant differences from the pre-test.

### 5.2 Findings from Classroom Observations

Classroom observations throw light on the significance of the study and its impact on students and teachers of Government Adi Dravida Welfare Elementary school, Alamelumangapuram, Vellore-9.

The initial classroom exercise of making students write English alphabets illustrated the knowledge and exposure of learners in the English language. The exercise was repeated after the display of the animated alphabet video which showed the improvement in their remembering the alphabets with both small and capital letters in sequence. The headmaster and teachers of the school found the method interesting and they wished to include other grade students in this experiment. Along with fourth grade, third-grade students were allowed to watch and learn new words from the animated cartoon videos.

Among normal students, there was an IED (Individual with Educational Disabilities) student, who was otherwise inactive in class, active and responding to a few questions asked by the researcher during the course of instruction. The researcher intended to teach only thirty everyday vocabularies but the interest and attention of students encouraged the researcher to increase the number to forty.

### 5.2 Implications of the study

The findings from the study imply that animated cartoon videos could be used to enliven learning of vocabulary in the Government school primary students who are provided with very minimal exposure to English both in school and family. It also implies that it makes teaching effective and reduces the stress of learning and teaching. However, it demands certain sacrifices from the teachers as they need to spend time collecting, downloading, organizing the teaching materials and setting up the technologies to present the lesson. Implementing these technology-based audio-visual aids would be feasible in any institution and for any grade students. The review of literature conducted for the study shows similarities with the current research, but the research proves significant for the participants chosen for the study are first generation learners from regional background in the south Tamil Nadu.

### 5.3 Limitations of the Study

This study is limited to fourth-grade students and first-level learners of the second language from a Government school in North Tamilnadu. And the videos displayed were confined to the appropriateness of the sample selection in Tamil medium. The study concentrates on teaching simple everyday vocabulary only.

### 5.4 Suggestions for Further Research

The study aims at bringing invention and innovation to English language teaching. Teachers could make animated cartoon clips for their prescribed lessons. This study could be used to enhance the pronunciation of the English language. The researcher used few educational cartoon videos, the study could be done with several other cartoon videos. The study could be conducted on IED students and other students with physical disabilities (except visual and hearing impairment).

## 6. Conclusion

“Teaching of English at Primary Level in Government Schools” a synthesis report by Dutta and Bala, NCERT (2012), admits that teaching vocabulary “In all the states, new words in English were introduced through Direct Approach Method i.e. a teacher gave the meaning of new words in mother tongue before giving the meaning in English” (37). As ‘Change is the law of nature’ changes in teaching methodology is inevitable for the students who grow up with technology. Using animated cartoon audio-visual aid would organize a new effective method of teaching and terminate the need for translation which evokes more concentration on the English language.

The synthesis report also states that “...speaking English in the classroom was hardly noticeable” (43). Under these circumstances, special attention should be given to government students who struggle more than others to acquire and learn a second language when they step into the seminary level. With the advancement in technology, learners could be enlivened and motivated in acquiring the English language with comprehensive pronunciation through the employment of blended learning. Thus, the study presents a conclusion that this method would influence and enliven the act of learning among primary students.



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