



# The Proficiency in English among Primary School Children: Teaching Through Animation.

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## **Abstract:**

Animated characters have become popular with students, and every day, the animation is becoming easier to do; both in the classroom and at home. However, with the simplification of the process, some educators are a little undecided on the use of animation in teaching. It was proved that animation has an impact on learner's motivation. In addition, using audio visual has helped students acquire more vocabulary than with a traditional method, as learners found it more amusing and interesting. Due, animation should be used as an educational tool to learn vocabulary, because of its effectiveness and motivational features. These researchers also highlight the importance of animation in teaching because they help understand abstract concepts. Also, it may play a pivotal role in making learning permanent. Finally, they emphasize the importance of animation to visualize knowledge.

**Keywords:** Animation, Proficiency, English, Primary School Children.

## **Introduction:**

The word "animation" stems from the Latin "animationem" (nominative "animatio"), noun of action from past participle stem of "animare", meaning "the action of imparting life". The primary meaning of the English word is "liveliness" and has been in use much longer than the meaning of "moving image medium. Animation provides an interactive platform that encourages learners to give captivating, engaging class presentations. Forget about your students dozing off at the back of the class while their classmates stand at the front of the class reading a boring piece of paper! The animation is a perfect way to motivate students to put more effort in their presentations, creating slide shows, visual explanations of ideas and visually connecting with their audience, an important skill for the future. one of the best advantages of animation in teaching is that it is an interactive system that can be incorporated for different subjects of various locations. Whether working at home, in class or a library, if a learner can access valuable animated videos they can be encouraged to learn and improve. This also offers them the opportunity to advance at their pace. Besides providing independent learning, animations offer a pleasant and calm learning environment. Most learners find it difficult to express themselves and conventional forms of art like drawing and painting, although fun for some students, can feel strenuous and distressing for those who lack a lot of innate artistic talent. However, the best thing about animation is that already created characters can be put into already pre-illustrated environments.

Learners will still maintain their creativeness by selecting everything from the plot to the speech bubbles. Some sites are particularly designed for use in schools, with class management tools built in for educators. Animation engages all senses thus making ideal for a diverse range of learning types. The majority of gaps in teaching can be sealed with these captivating tools. Properly designed, well implemented animated videos that are sustained by other teaching/learning tools have the capacity to motivate and improve learning potential for students.

### **Animated Tools:**

- **Traditional animation**

Traditional animation (also called cell animation or hand-drawn animation) was the process used for most animated films of the 20th century. The individual frames of a traditionally animated film are photographs of drawings, first drawn on paper. To create the illusion of movement, each drawing differs slightly from the one before it. The animators' drawings are traced or photocopied onto transparent acetate sheets called cells, which are filled in with paints in assigned colours or tones on the side opposite the line drawings. The completed character cells are photographed one-by-one against a painted background by a rostrum camera onto motion picture film.

- **Full animation**

Full animation refers to the process of producing high-quality traditionally animated films that regularly use detailed drawings and plausible movement, having a smooth animation. Fully animated films can be made in a variety of styles, from more realistically animated works like those produced by the Walt Disney studio (The Little Mermaid, Beauty and the Beast, Aladdin, The Lion King) to the more 'cartoon' styles of the Warner Bros. animation studio. Many of the Disney animated features are examples of full animation, as are non-Disney works, The Secret of NIMH (US, 1982), The Iron Giant (US, 1999), and Nocturna (Spain, 2007). Fully animated films are animated at 24 frames per second, with a combination of animation on ones and twos, meaning that drawings can be held for one frame out of 24 or two frames out of 24.

- **Limited animation**

Limited animation involves the use of less detailed or more stylized drawings and methods of movement usually a choppy or "Skippy" movement animation. Limited animation uses fewer drawings per second, thereby limiting the fluidity of the animation. This is a more economic technique. Pioneered by the artists at the American studio America, limited animation can be used as a method of stylized artistic expression, as in Gerald McBoing-Boing (US, 1951), Yellow Submarine (UK, 1968), and certain anime produced in Japan. Its primary use, however, has been in producing cost-effective animated content for media for television (the work of Hanna-Barbera, Filmation, and other TV animation studios) and later the Internet (web cartoons).

- **Rotoscoping**

Rotoscoping is a technique patented by Max Fleischer in 1917 where animators trace live-action movement, frame by frame. The source film can be directly copied from actors' outlines into animated drawings, as in The Lord of the Rings (US, 1978), or used in a stylized and expressive manner, as in Waking Life (US, 2001) and A Scanner Darkly (US, 2006). Some other examples are Fire and Ice (US, 1983), Heavy Metal (1981), and Aku no Hana (2013).

- **Live-action/animation**

Live-action/animation is a technique combining hand-drawn characters into live action shots or live action actors into animated shots. One of the earlier uses was in Koko the Clown when Koko was drawn over live action footage.

- **Stop-motion animation**

Stop-motion animation is used to describe animation created by physically manipulating real-world objects and photographing them one frame of film at a time to create the illusion of movement. There are many different types of stop-motion animation, usually named after the medium used to create the animation. Computer software is widely available to create this type of animation; traditional stop motion animation is usually less expensive but more time-consuming to produce than current computer animation.

- **Puppet animation** typically involves stop-motion puppet figures interacting in a constructed environment, in contrast to real-world interaction in model animation. The puppets generally have an armature inside of them to keep them still and steady to constrain their motion to particular joints. Examples include *The Tale of the Fox* (France, 1937), *The Nightmare Before Christmas* (US, 1993), *Corpse Bride* (US, 2005), *Coraline* (US, 2009), the films of Jiří Trnka and the adult animated sketch-comedy television series *Robot Chicken* (US, 2005–present).
- **Clay animation**, or Plasticine animation (often called claymation, which, however, is a trademarked name), uses figures made of clay or a similar malleable material to create stop-motion animation. The figures may have an armature or wire frame inside, similar to the related puppet animation (below), that can be manipulated to pose the figures. Alternatively, the figures may be made entirely of clay, in the films of Bruce Bickford, where clay creatures morph into a variety of different shapes.

- **Computer animation:**

Animation is a method in which pictures are manipulated to appear as moving images. In traditional animation, images are drawn or painted by hand on transparent celluloid sheets to be photographed and exhibited on film. Today, most animations are made with computer-generated imagery (CGI). Computer animation can be very detailed 3D animation, while 2D computer animation can be used for stylistic reasons, low bandwidth or faster real-time renderings. Other common animation methods apply a stop motion technique to two and three-dimensional objects like paper cutouts, puppets or clay figures. Computer animation encompasses a variety of techniques, the unifying factor being that the animation is created digitally on a computer. 2D animation techniques tend to focus on image manipulation while 3D techniques usually build virtual worlds in which characters and objects move and interact. 3D animation can create images that seem real to the viewer.

- **2D animation**

2D animation figures are created or edited on the computer using 2D bitmap graphics and 2D vector graphics. This includes automated computerized versions of traditional animation techniques, interpolated morphing, onion skinning and interpolated rotoscoping.

2D animation has many applications, including analog computer animation, Flash animation, and PowerPoint animation. Cinema graphs are still photographs in the form of an animated GIF file of which part is animated.

- **3D animation**

3D animation is digitally modelled and manipulated by an animator. The animator usually starts by creating a 3D polygon mesh to manipulate. A mesh typically includes many vertices that are connected by edges and faces, which give the visual appearance of form to a 3D object or 3D environment. Sometimes, the mesh is given an internal digital skeletal structure called an armature that can be used to control the mesh by weighting the vertices. This process is called rigging and can be used in conjunction with key frames to create movement.

Other techniques can be applied, mathematical functions (e.g., gravity, particle simulations), simulated fur or hair, and effects, fire and water simulations. These techniques fall under the category of 3D dynamics.

**NEED AND IMPORTANCE:**

It is the pioneering work in the field of education to improve all – round development of the child. It is applied in the field of education for guidance, suggestion and counselling for the development of the personality of the child.

1. It enable the pupil acquire the knowledge of subject matter.
2. To enable the pupil appreciate pieces of good English.
3. To develop interest towards English language.
4. To enable the pupil speak English correctly.
5. To enable the pupils to acquire the necessary linguistic competence required in various life situations.

**Design of the study :****Tool :**

The investigator selected a problem and framed the questionnaire as the tool to investigate the hypothesis to draw the inferences.

**Method of Investigation :**The present investigation falls under survey method and it deals with making a survey to the opinions of teachers about the The Proficiency In English Among Primary School Children: Teaching Through Animation, at Rajahmahendravaram.

**Selection of Items:** A large number of items are prepared by the investigator according to the aims and objectives of the study. The items are prepared to measure the opinions of teachers towards”The Proficiency in English among Primary School Children: Teaching through Animation. The items are prepared by collecting information from Open book examinations. Thus the final forms of items are prepared. There are 100 items; these items are supplemented by a careful study related literature and informer meeting with experience lecturers, readers and professors. Thus the items are finalized, listed and re-arranged. Finally 100 items are retained after having relevance and grammatical fitness.

**Hypothesis:**

- There is no significant difference between less than 8 years and above 8years students of primary schools to develop proficiency in English through animation among students.
- There is no significant difference between boys and girls students of primary schools to develop proficiency in English through animation among students.
- There is no significant difference between rural and urban school students of primary schools to develop proficiency in English through animation among students.

- **Sampling process:**

“A sample is a small proportion of a population selected for observation and analysis”. It is a collection consist icons of a part of subset of the objects individual of population which is selected for the express purpose of representing the population. The investigator used survey method for collecting data. In the present investigation random sample method is used to collect the data.

- **Statistical Analysis:**

The collected data was analyzed using statistics to verify the hypothesis and to find out the trend of bring distribution of each variable by following techniques such as Mean, SD, t-values and reliability and validity coefficient etc.,

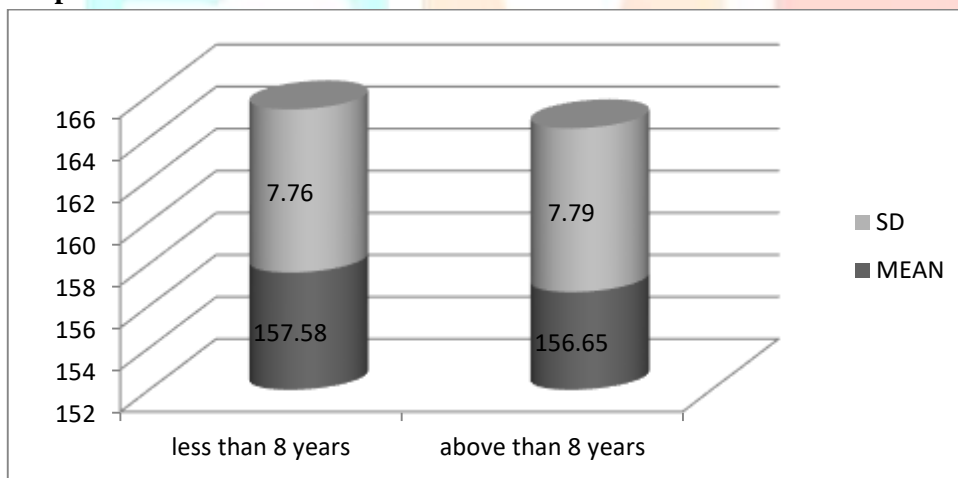
- **Verification of hypothesis – 1**

There is no significant difference between less than 8 years and above 8 years students of primary schools to develop proficiency in English through animation among students.



VARIABLES	MEAN	SD	N	CR (‘t’ value)	REMARKS
Less than 8 years	157.58	7.56	57	0.63	Not Significant Difference
Above than 8 years	156.65	7.79	43		

- From the above table the C.R. value is 0.63 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted. Hence there is no significance difference between less than 8 years and above than 8 years students of primary schools in respect of their adjustment differences. It means less than 8 years and above than 8 students do not differ in attitudes of proficiency in English through animation in primary school.
- Analysis:**  
It seems the less than 8 years and above than 8 years students are having good awareness about developing proficiency in English through animation among students.
- Graph – 1**



- Verification of hypothesis – 2**  
There is no significant difference between Rural and Urban students of primary schools to develop proficiency in English through animation among students.

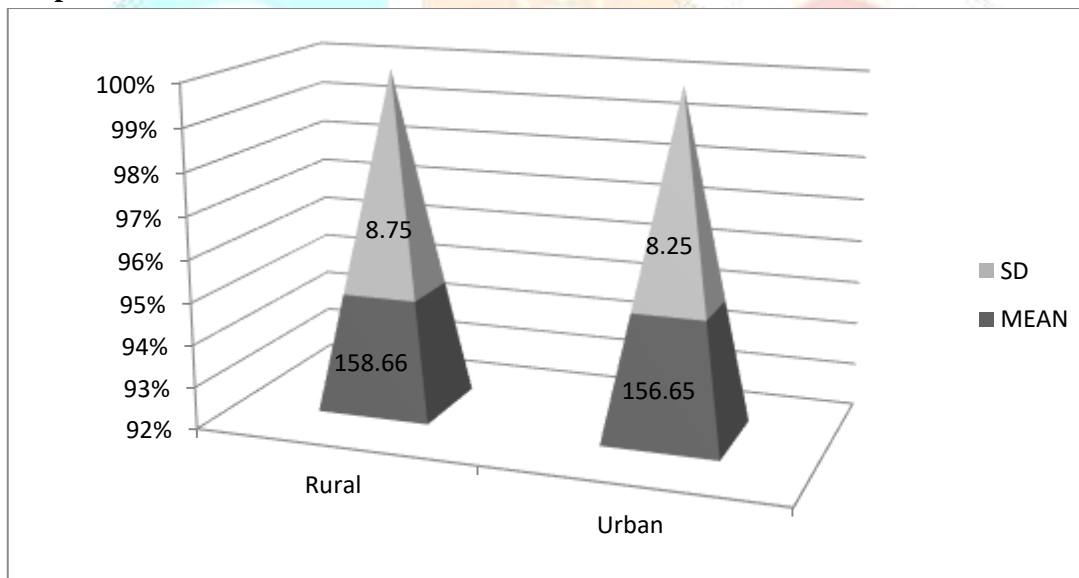
VARIABLES	MEAN	SD	N	CR (‘t’ value)	REMARKS
Rural	158.66	8.75	54	1.18	Not Significant Difference
Urban	156.65	8.25	46		

- From the above table the C.R. value is 1.18 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted. Hence there is no significance difference between Rural and Urban students of primary schools in respect of their adjustment differences. It means Rural and Urban students do not differ in attitudes of proficiency in English through animation in primary school.

- Analysis:**

It seems the Rural and Urban students are having good awareness about developing proficiency in English through animation among students.

- Graph – 2**



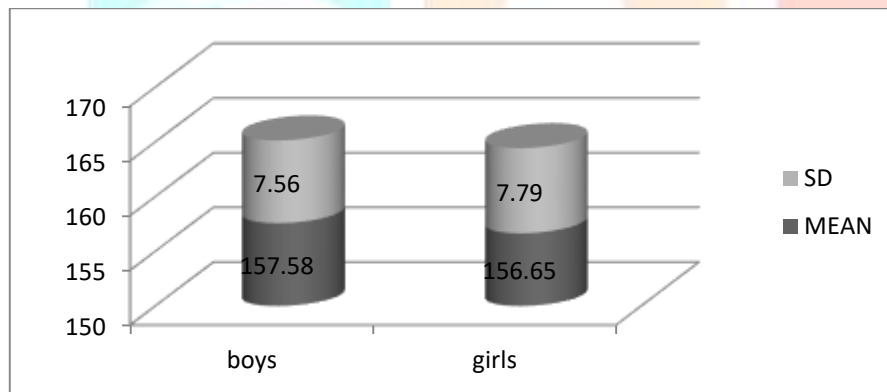
- Verification of hypothesis – 3**

There is no significant difference between boys and girls students of primary schools to develop proficiency in English through animation among students.

VARIABLES	MEAN	SD	N	CR (‘t’ value)	REMARKS
boys	157.58	7.56	54	0.60	Not Significant Difference
girls	156.65	7.79	46		

- From the above table the C.R. value is 0.63 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted. Hence there is no significance difference between boys and girls years students of primary schools in respect of their adjustment differences. It means boys and girls do not differ in attitudes of proficiency in English through animation in primary school.
- Analysis:**  
It seems the boys and girls students are having good awareness about developing proficiency in English through animation among students.

Graph – 3



- It is found that there is no significant difference between less than 8 years and above 8 years students of primary schools to develop proficiency in English through animation among students.
- It is found that there is no significant difference between boys and girls students of primary schools to develop proficiency in English through animation among students. It is found that there is no significant difference between rural and urban school students of primary schools to develop proficiency in English through animation among students.

**Suggestions:**

- Similar studies can be concluding on teachers, parents and administrators.
- These types of studies can be conducted by taking number of colleges throughout Andhra Pradesh.
- Studies like into consideration different variables.
- Studies may be undertaken with more simple and more geographical area.

**Suggestions for further investigation:**

- The teacher's opinions and parents opinions may be gathered to find out the D.Ed trainee teachers towards animation.

- Separate studies at primary and higher levels of education to find out the secondary school teachers towards animation teachings skills.
- The study need to conduct to primary schools, secondary schools, and high schools.

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