

## **Role of Animated Movies in Developing the Listening Skills of ESL Students**

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### **ABSTRACT:**

*The study highlights the importance and usefulness of animated movies to develop listening skills of the students in ESL class. The research was carried out on 20 students of English Certificate class at National University of Modern Languages, Lahore Campus. The research is quantitative in paradigm and quasi experimental design was adopted. Data was collected from students' pretests and posttests for analysis. Results from the analysis of tests show clear difference in the understanding of the students in listening skills. The results support the notion that listening in ESL class can be developed through animated clips and it is an effective technique.*

**Key-words:** *Listening, ESL, animated movies*

### **1. INTRODUCTION**

Listening skill is neglected the most in our institutions in Pakistan. It is presumed that listening is something natural; there is no need to learn it. Teachers have misconception that students already know it. Our students cannot easily understand modern English spoken at natural speed. Listening is a process that involves not only our ears but minds also. Listening requires a lot of practice and it should be regular, frequent, graded and interesting. Sometimes students get bored with certain teaching atmosphere. Using animated movies in the class to teach listening is very helpful (Krishnan & Yunus, 2018). Student always like and enjoy animated movies. So, if they are used in the classroom, students pay more attention to their learning indirectly.

#### **1.1 Objectives**

The study has following objectives:

- To analyze the usefulness of using animated movies to enhance students' understanding of language in academic settings in Pakistan.
- To examine whether watching animated movies in classroom can develop students' listening skills in Pakistan.

## **1.2 Research Questions**

The study sought answers to the following questions:

- Can students' understanding of language in academic settings in Pakistan be enhanced through using animated movies?
- Can watching animated movies in classroom develop students' listening skills in Pakistan?

## **1.3 Delimitation**

Present study is delimited to test only listening skills of ESL learners in Pakistani context. It does not explore impact of animated movies on students' speaking, reading and writing skills.

## **1.4 Significance**

Present study is significant for ESL/EFL teachers and students because it is first study on the significance of animated movies for developing listening skills in Pakistani context. It will be helpful to develop educational material for teachers and students engaged in learning English as a foreign/second language.

## **LITERATURE REVIEW**

Many researches have been conducted to see the usefulness of movies in the EFL classes. Movies as they provide the learners with genuine input can be regarded as authentic material (Mishan, 2005). This input enables the students to connect traditional classroom teaching with the real world (Gebhard, 2006). Krashen (1985) opines, listening gives a natural input which enables the learners to acquire a language without their consciousness to learn a language. There are many studies on the use of videos in developing particular language skills, especially listening comprehension. Herron and Seay, as is mentioned by Ismaili (2013) conducted research on the students of intermediate class in 1991 by using video in listening comprehension for EFL students. It was an experimental research which concluded that video is lauded for contextualizing language 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, Morris, Secules, & Curtis, 1995).

Another similar research was conducted by Weyers (1999) with an authentic soap opera to measure students' listening comprehension. It was an experimental research which was conducted for 8 weeks in two second-semester Spanish classes at the University of New Mexico. The Experiment resulted in suggestion that telenovelas in increasing the students' listening comprehension skills are a valuable source.

Luo (2004) examined the influence of DVD movies on students' listening comprehension. He used nine films in the class curriculum during the school year. In Addition to main materials DVDs, he also designed certain activities as describing pictures, story-telling and open-ended questions for group discussion on topics taken from the movies. The class used caption-on and caption-off activities designed by researcher for practicing listening skills. The result showed that students' listening comprehension really improved with the use of DVD movies in the class.

Movies enable the listener to visualize the events, characters, story and words in the context (Meskill, 1996). A proficient listener can:

- i. recognize speech sounds, in isolation as well as in combination
- ii. compare sounds with mother tongue sounds
- iii. draw meanings of words in context and grammatical structures
- iv. meanings from stress and intonation patterns
- v. speaker's mood and theme in a discourse
- vi. anticipate words and structures from the context for understanding speech at a normal conversational speed
- vii. infer the meaning of an unfamiliar word from the context

Scholars define visualization as the ability to build mental pictures or images while watching listening or reading (Ismaili, 2013). It means when we listen, we infer the meanings on the basis of background knowledge that we relate with the situation. This inspires to why English teachers should be more innovative, motivating and it supports the use of movies in English classes. In the light of researches done in the past, present study was conducted to see either it is useful in our scenario in Pakistan where situation of the classrooms is different.

## **2. METHODOLOGY**

### **2.1 Research Design**

It is quantitative exploratory research. Quasi experimental design was adopted to carry out the research which took place for eight weeks. Students were divided randomly into two groups: experimental and controlled. Experimental group was exposed to treatment through animated movies and a control group was taught conventional method. After making these groups a pre-test was conducted. Students were given different activities in the class daily. Each class session was for 90 minutes' duration.

### **2.2 Sample**

The participants in this study were students of English Certificate Class, at National University of Modern Languages, Lahore campus. Sample of 20 students (session Fall 2018),

male and female, from different backgrounds and of pre-intermediate level participated in the study.

### **2.3 Data Collection**

Data for analysis was collected from students' pre and post-tests. More over their certain class activities (listen and write, comprehension, listen and complete the information, fill in the blanks, choose the right options, listen for specific information) along with quizzes were also marked and analyzed.

### **2.4 Procedure**

A few animated movies i-e *Lion King 1* (1994) by Walt Disney, *Spirit: Stallion of the Cimarron* (2002) by Dream Works Animation, *Kung Fu Panda 1* (2008) by Dream Works Animation, *The Grufflo* (2009) by Magic Light Pictures, *Tangled* (2010) by Walt Disney, *Frozen* (2013) by Walt Disney were selected for the class in both audio and video forms. Experimental group watched these movies which were followed by different activities like fill in the blanks, complete the dialogue, pick the correct word, answer the questions, listen and write etc based on these movies. The controlled group used the common procedure and activities for the in-class listening from the audios of the same movies. Teacher in traditional class, gave students a short list of vocabulary based on words and phrases used in the book in order to prepare them for better understanding of the story before beginning the activity. The students of experimental group were not provided any such list and they inferred meanings.

Controlled group started the class activities traditionally. Teacher played the cassette and students listened and then discussed with teacher. Experimental group watched segments of ten-to fifteen-minute video material. Teacher stopped occasionally to check comprehension as the students watched movie. During this time students had "while-watching" questions, whose purpose was not only to check comprehension but also to force students to better concentrate on the movie. After watching movies, the experimental group solved certain activities mentioned above in the research design. After eight weeks treatment to the experimental group a post-test was conducted for both the groups.

## **3. DATA ANALYSIS**

### **3.1 Results**

Tables 1 and 2 below show the marks obtained by the students of both controlled and experimental groups in pre-tests and posts-tests.

**Table 1:** *Results of pre and post -test of controlled group*

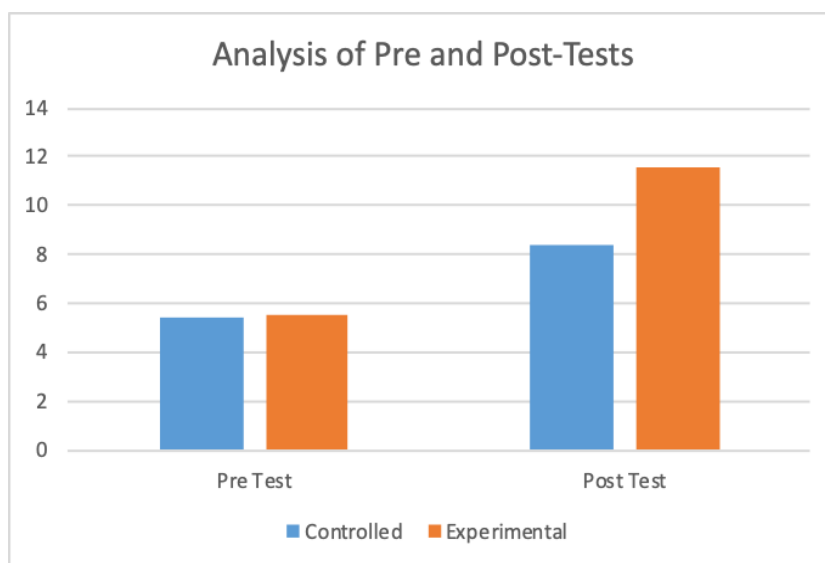
<b>Sr.</b>	<b>Students</b>	<b>Pre-Test (20)</b>	<b>Post –Test (20)</b>
1	Student 1	6	10
2	Student 2	5	9
3	Student 3	5	8
4	Student 4	7	11
5	Student 5	6	9
6	Student 6	8	10
7	Student 7	4	6
8	Student 8	5	8
9	Student 9	3	5
10	Student 10	5	8
<b>Average Points</b>		<b>5.4</b>	<b>8.4</b>

**Table 2:** *Results of pre and post -test of experimental group*

<b>Sr.</b>	<b>Students</b>	<b>Pre-Test (20)</b>	<b>Post –Test (20)</b>
1	Student 1	5	13
2	Student 2	7	16
3	Student 3	7	14
4	Student 4	6	10
5	Student 5	4	8
6	Student 6	3	9
7	Student 7	5	10
8	Student 8	8	12
9	Student 9	6	14
10	Student 10	4	10
<b>Average Points</b>		<b>5.5</b>	<b>11.6</b>

### 3.2 Discussion

Table 1 shows marks obtained by the students of controlled group in the pre and post-tests while Table 2 shows marks obtained by the students of Experimental group in the pre and post-tests. Comparative analysis of both the tables as presented in Figure 1 is as:



**Figure 1:** Analysis of Pre and Post tests

- In the pre-test, controlled group scored 5.4 average points whereas the experimental group scored 5.5 average points. Both the groups are same in their performance as the difference in the average points is not much as **0.1**.
- In the post-test, controlled group scored 8.4 average points whereas the experimental group scored 11.6 average points. The difference in their performance is very clear from their average points which is **3.2**.
- The performance of students in controlled group after treatment raised from 0.1 to 3.2.

## 4. CONCLUSION

The results of the study clearly show the effectiveness and usefulness of the animated movies in the listening skills class room in Pakistan also. Animated movies are a source of entertainment and fun; and students loved to watch them in class room. They learned in a very friendly and pleasant environment and did not feel stressed and bored. The post-test shows that conventionally adopted ways of teaching gave an average result in the

improvement of listening skill while designed teaching method of developing listening skill through animated movies gave a better result.

### **5.1 Recommendations and Suggestions**

The study was a small-scale research to see the usefulness of animated movies to develop listening skills in ESL classrooms in Pakistan. Every teacher can not be expert in movie-based instruction for teaching listening skills. It needs interest and a lot of time to prepare certain activities based on movies to be played in class room. It requires proper training sessions for the teachers to use animated movies otherwise the objectives to develop listening skills can not be achieved. Research can be done to check their usefulness regarding other language skills.

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## APPENDICES

### Pre-test English Certificate

Total Marks: 20

Time allowed: 15 mins

#### Q#1: Listen and answer the statements in yes or no.

Sr	Statements	Yes	No
1	Penguin reached in Japan		
2	It was sun there in the Shanghai		
3	Penguin met an old friend there		
4	If chimpanzees smile it means they are hungry		
5	Skipper went for a swim		
6	Skipper can take care of himself		
7	Skipper lost his memory		
8	Skipper needed a tourism guide		
9	Alix and skipper were enemies		
10	Skipper belonged to New York		
11	Other penguins were worried about skipper		
12	skipper lived in the central park zoo		
12	Everybody has to weep		
13	They have a lot of choices		
14	Skipper's song was a distraction		
15	Penguins were evil.		

#### Q#2: Listen and fill in the blanks.

- 1) I have arrived in \_\_\_\_\_ on a super-secret solo mission.
- 2) You hurt with your \_\_\_\_\_ skipper.



- 3) Now you will forget everything, most importantly how to \_\_\_\_\_.
- 4) It's \_\_\_\_\_ time let's move.
- 5) Skipper can take care of \_\_\_\_\_.

### Post-test English Certificate

Total Marks: 20

Time allowed: 15 mins

#### **Q#1 Listen and complete the sentence by picking up the right answer from the given options.**

- 1) Bear was dreaming about a \_\_\_\_\_  
i) Bear            ii) A man        iii) A girl        iv) A summer
- 2) The girl was feeling \_\_\_\_\_.  
i) Lonely        ii) Hungry        iii) Thirsty        iv) Cold
- 3) You look in that dress beautiful as your \_\_\_\_\_ did.  
i) Brother        ii) Sister        iii) Mother        iv) Friend
- 4) Your mother would be so \_\_\_\_\_.  
i) Proud        ii) Disappointed        iii) Happy        iv) Sad
- 5) Once you love someone they stay in your \_\_\_\_\_ forever.  
i) Soul        ii) Body        iii) Heart        iv) Mind

#### **Q#2: Listen and answer the statements in yes or no.**

Sr	Statements	Yes	No
1	Spirits were trying to tell them something		
2	Villagers say it was a miracle		
3	Bear was dreaming about Nida		
4	Amulet was a major hurdle in the marriage of Nida		
5	Keny was a friend of Nida		
6	Keny was a selfish man		
7	Keny refused to help Nida.		
8	Coda was the father of Keny		
9	Nida, Coda, and Keny were in the pine forest		
10	Nida failed to get her amulet back		
11	Nida loved water badly		
12	Keny avoided Coda in the presence of Nida		
13	Keny was once a human		
14	Keny wanted to be a human again		
15	Nida was happy at her marriage		