AL-AASAR Journal
Quarterly Research Journal
www. al-aasar.com

Vol. 2, No. 2 (2025)
Online ISSN: 3006-693X
Print ISSN: 3006-6921

ANIMATION AS EDUCATIONAL TOOL: PRIMARY LEVEL LANGUAGE LEARNING IN PAKISTAN DISTRICT OKARA

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Abstract:
Using animation in learning primary school subjects has both streamlined teaching and brought in more fun. Using digital materials, providing education becomes simpler, students are more inspired in the subject, learning is enhanced, factual accuracy improves and achieving better grades becomes more common. For this reason, this paper examines the impact of animation in various subjects in primary education. This research used fuzzy statistics to monitor and analyze student success in Mathematics, Language and Science after an animation experiment was introduced in their teaching.

Keywords:
Teaching, Learning, Education, ICT, Animation

Introduction:

Primary education happens at the start of a student's education. Most children start primary or elementary education between the ages of 5 and 6 and remain for about 5 to 7 years. Education in these schools focuses on reading, writing, math and learning how to function well with others. In this country, primary education is compulsory for each child from age 5 to 13 through 5 years of schooling ending in grade 5. At primary school, children are taught the basic abilities that will help them in the future, including reading, writing, arithmetic and a general sense of their surroundings. Our study aims to compare animated movies with other ways of teaching vocabulary using pictures and written information.

In their study, Kocak and Goktas opted for cartoons since children are attracted to them. Most of the time, going to the dictionary to learn new vocabulary doesn't work using phrases and words. Because of this, inventive techniques for teaching technology are required. Cartoons are important for entertaining children all over Pakistan. Even though their main aim is amusement, we must consider how they influence young students' feelings and skills with language. Almost all these words aren't learned by simply searching them in any dictionary. As a result, a new system for presenting words is required. In Pakistan, classrooms have not seen much use of multimedia for several reasons. These challenges are the high expense of technology, inadequate number of teachers and workers who know computers and shortages of other equipment. Not all teachers are enthusiastic about using technology.

In 2012, Gilakjani shared three explanations for using multimedia in teaching. All students have distinct learning methods which is why multimedia covers them all, ensuring every student is addressed. Even weak or slow learners will find that having strong vocabulary in English increases their interest in the subject. Introducing computers to classrooms has made

communication much easier than it used to be. The use of computers for communication in the classroom is growing more common today. CMC which stands for computer-mediated communication, is about people communicating in computer networks. Communication and the distribution of information are included in it, thanks to communication networks (Pearson et al., 2011).

Their research aims to understand how animation films used in classroom affect elementary school students' decision to engage in storytelling activities and their storytelling abilities. The results from this research will likely aid in teaching easy English vocabulary. The research addresses these concerns.

- Is vocabulary learning at school improved by watching animated films?
- Should we use animated movies to assist students when teaching vocabulary?

Literature review:

Thanks to British rule, English was taught in schools, making mastering vocabulary the key part of studying a new language in Pakistan. Using movies and animated graphics is one of the best and fastest ways to learn English vocabulary. AM uses activities related to real life to help students improve their communication skills and now multimedia is being used in classrooms more widely. School children can now use modern technology to get to resources easily. Many students feel very interested in multimedia. For this reason, teachers must find innovative ways to teach that use advanced technology. Just a fraction of advancements from the computer revolution, Animation is considered an elaborate area of high technology (Islam & Turk, 2014,) The multimedia helps learners engage using their ears, their eyes, their thoughts and their actions.

Most instructors still use the method of teaching from a board while speaking to students in a typical classroom. Most of the time in a classroom, students' attention is directed by the instructor's talk and the diagram put up on the blackboard. To get a better understanding of how a system works from static diagrams, students must often imagine the diagrams in motion themselves. You don't have to do anything to grasp the ideas when stories involve animation. Animation does nothing to force viewers to do anything; it is just presented to people. People can mentally animate to a good degree if they have strong spatial skills and understand mechanics (Hegarty & Kriz, 2008). Communication is better for any teacher/student relationship if the teacher makes the material in class pleasureable (Easingwood, 2000). Nowadays, classroom teachers are relying on animation to achieve this. Scientists have supported these observations in several studies. In his study, Mayer (2008) examined how well two groups, low and high in their experience, could learn a specific physics system using either a diagram alone or a combination of diagram and text. While high-knowledge learners understood systems easily using diagrams, low-knowledge learners did much better on retention tests when both text and diagrams were provided. Animation lets you present the aspects of a problem in clear and simple terms Younger & Narayanan (2008).

Significance of study:

Current research is proving that using animation improves academic performance for students at primary level. But, there are subjects where this idea doesn't hold up. The goal of this study is to deal with this challenge. Animated material was analyzed in a study involving lessons in Mathematics, Science and Language. It reveals the range of enhancement and the variations in students' results from taking subjects with animation instructional material at the elementary level. The results will also support investigating difficulties related to teaching

and learning through animation. The investigation will also clarify the planning and development challenges of animations used in primary education.

Research Hypothesis:

There is research that shows that animation can boost learning for students. Animation encourages people to be involved in the experience (Mayer, 2008). Animation used in education will keep students interested and inspire them to learn more. Animation helps make the information from the course easier to remember. Besides, it can support the reduction of students' mental effort by breaking down a tough subject into smaller pieces (Schontz & Rasch, 2008). For this reason, animation instructional material should positively affect the performance of all students on the specific subjects. As a result of this, the research proposes the following hypotheses:

- Animated videos will support students whether they are being taught history, chemistry or math.
- An H1 finding is that animation does not have the same effect on students learning different subjects.

Research Methodology:

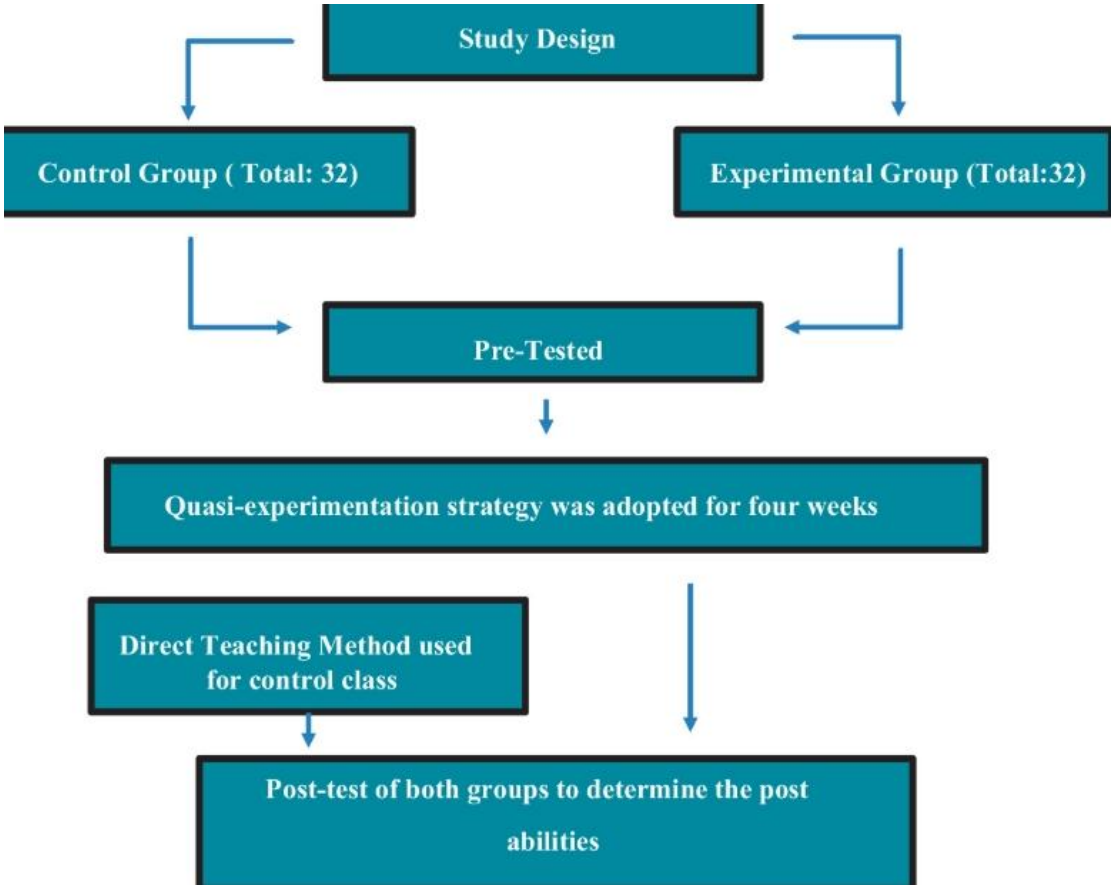
The purpose of the current research is to see how animated cartoons can help children learn language. It constituted an exploratory research design. A combination of methods was used to gather, study and explain the data. Analysis was done with qualitative tools for cartoon data and quantitative methods for findings from teachers and students. The research looked at the animated cartoons shown on Pakistani TV stations. Even so, this study only made use of one cartoon show: Chota Bheem. Also, the groups of 100 teachers and 100 students at primary level were randomly selected for this study. Students and teachers from govt. Schools in OKARA district were chosen for this study. Same numbers of men and women were obtained through using proportionate random sampling. However, instead, the content analysis of 50 episodes from Chota Bheem cartoons was performed using purposive sampling. Teachers and students completed questionnaires to provide the data. A set of 45 questions was used, in which participants were asked about their favorite cartoons, how regularly they watch them and the value of cartoons in a learner's academic life. Validity and reliability of the questionnaire were maintained when testing the pilot. Student and teacher questionnaires bypassed antia's alpha level by 83 and 79, respectively. When reliability was achieved, questionnaires were handed out to the study's participants. I used content analysis to examine the data from cartoon programs. For this reason, processed data was gathered through descriptive statistics in order to record how often, how many and how much people chose each alternative. The investigation only covered govt. and private schools in district OKARA.

Research Design:

An experimental and observational approach is being used in the present study. There were experiment and control groups in the experiment as the students were divided. For the experimental group, the course was taught by using animation material. In the same way, the classic "teacher speaks and writes on the board" command method was used in the control group. The difference in performance between the students of the groups was studied. The involvement of students in the research, hardships they faced while learning and their reaction to being taught were analyzed and recorded.

Study Design and Participants:

They used an experimental method, according to Allen (2017), putting students in an experimental and a control group. Animated films gave those in the experimental group the ability to learn new vocabulary. Everything else staying the same, participants in the control group learned new words much like normal. In a school in Okara, a convenient sampling method was applied to select 64 students from 1 to 5th grade. After that, the data were split among the students into control and experimental groups. The assignment of students to the treatment groups was done by means of quasi experimentation (inferred from Dornyei, 2007). This approach was suitable because the experimental environment allowed no random assignment. The data came from using two readily available classes as experiments and control classes. With the agreement of the college heads, Experiment class has been treated for 1 month. However, the control class was taught like usual, with the regular teacher using direct instruction.



Sampling procedure:

The present study applied the cluster sampling method. A total of two schools were chosen at random for this research, considering the fact that their student populations had varying locations, educational attainment, financial situations and amounts of technology backing. At the selected school, experiments were performed during grades two, four and six. In all the classes, students were separated into two groups—control and experimental—using a simple random sampling approach.

Data collection process:

Using Salkind's (2010) suggestion, the study employed pr-test and post-test items to determine how much vocabulary the students knew. The exam is a type of test that uses nouns, verbs, adjectives and adverbs as its four types of words. A test was conducted before watching the cartoon movie to see what vocabulary the students remembered. To know how much the students had learned, the teacher gave them a test after the cartoon.

Conclusion:

By using animation and other computer-mediated communication tools, educators can give learners a special educational experience. Animation can make complex ideas more understandable, boost student interest, motivate them to learn and help them pay attention to specific subjects while learning smoothly. Animated applications give students a chance to take part in making educational content and trigger them to learn more effectively, while also making a positive difference to students in numerous subjects. How well students' performance improves depends a lot on making the animation appropriate and covering the lessons correctly in class.

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