Teaching English Through Animation: The Case of Aspect

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The present study aims at demonstrating animation as a new practical instrument that makes learning easier by applying simple but powerful principles of visual learning. Lexical aspect, which has come into focus for this study, is an inherent property of a semantic eventuality, whereas grammatical aspect is a property of a syntactic or morphological realization. In this experiment, the role of animation as a visual aide, in facilitating the learning of different lexical aspects has been investigated. Forty students, both female (n = 21) and male (n = 19), participated in this experiment who were selected based on their performance on OPT (Oxford Placement Test). They were divided into a control group and an experimental group. In the experimental group animation was implemented to help students learn different aspects easier through a visual and context-rich situation in which students are not expected to mentally animate the content that is sometimes a dynamic subject matter. In the control group only the course book was taught. The results obtained through several T-tests were used to bring out the differences between the two groups. The role of gender differences and age differences were also investigated in this study. The findings of this study suggested that animation was quite powerful when used to teach some of these aspects, i.e. States, Activities, while failed to suit some other aspects, i.e. Achievements, Accomplishments. It was further found that male and female students didn't demonstrate any significant difference in benefitting from animation. Keywords: Animation, Visual aids, Lexical and Grammatical aspect