

# **A Comparative Study on the Effectiveness of Using Animations versus Miming In Teaching Action Verbs in English as a Second Language: Sri Lanka**

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Due to globalization, fluency in English as a Second Language (ESL) is regarded as an important factor in today's society. As a result, ESL-learning countries tend to focus more on developing learners' English knowledge through various methods that deviate from traditional teaching approaches to increase learners' interest and motivation in the learning process. Although a substantial amount of research has been conducted on the effectiveness of using various teaching tools other than the traditional teaching method, a few studies have focused on explicitly determining the most suitable method for teaching different parts of a language. ESL students find verbs difficult, confusing, and difficult to remember when it comes to English language learning. Thus, the research focused on using two effective methods used in previous studies and determining which method was more effective; miming and animation for teaching action verbs to ESL learners. This paper is about experimenting with a group consisting of 50 grade 06 students at Ambaraluwa Maha Vidyalaya in Sri Lanka to find answers to research questions. A group of 25 students were taught action verbs using animation whereas the other 25 were taught using miming. Data was collected using pre-and post-tests, and statistical analysis will be performed using SPSS 27. An ANOVA was performed to determine whether there is a statistically significant difference in the accurate performance of the two methods. The findings of the study revealed that students were more interested in using animation than miming.

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