

**THE IMPACT OF ANIMATION PROGRAM ON ARABIC
LEARNING VOCABULARY RECALL AMONG PRIMARY
SCHOOL PUPELS: A CASE STUDY AT A SELECTED
ISLAMIC PRIMARY SCHOOL, GOMBAK**

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ABSTRACT

An effective way of learning language vocabulary requires various types of teaching and strategies . The animated cartoon or films can accelerate enjoyment and interest for student to expand their Arabic vocabulary recall. This research aimed to investigate the effectiveness of the usage of animation program in Arabic language learning on vocabulary recall and basic verbal skills among the first year pupels in a selected Islamic Primary School in the district of Gombak, Selangor. To achieve the objectives of the study, the researchers adopted the experimental approach via control and experimental groups. Two classes of similar academic level were selected comprising 40 students, with 20 students in each class. In the control group, picture animations were used, while the control group involved normal and traditional teaching strategies. The study was carried out during the second term of the school year 2016. The vocabulary recall tests consisted of twenty (20) words whilst the verbal skills test consisted of six (6) sentences. Descriptive analyses was done on the data. The results showed that level of effectiveness of the usage of animation program in achieving the objectives of this study. In the light of those findings, the study urged the usage of animation programs in Arabic language learning for primary school students to enhance the learning of vocabulary and basic verbal skills, not as an alternative but as an additional technique. It was also suggested that further researches be done on how to maximise the usage of animation programs in Arabic Language Learning in primary school and what kind of animation programs would be most effective in Arabic language learning amongst primary school students.

Keywords: effectiveness, animation, vocabulary recall, verbal skills.

INTRODUCTION

Learning vocabulary or words can enhance language communication and skills. Vocabulary is the most important factor in academic achievement for a second or foreign language learners (Laufer, B.

(1997). Without vocabulary building, it is difficult for students to learn grammar, speech, listening, and writing etc. Studies show that without an adequate knowledge of relevant vocabulary; the students will have difficulty in performing the tasks required for them in school (Harley, 1996). While many researchers accept the importance of vocabulary learning in language proficiency and academic achievement, their ideas about how vocabulary should be learned have varied widely because remembering and recalling a large amount of vocabulary is not an easy task. It is relatively difficult to learn new words, to keep those words in mind and recall them when needed (Tozcu, A., & Coady, J. 2004). Through the multimedia technology, animation programs are an innovation that creates an atmosphere which is capable of aiding student's achievements in learning a foreign language. Wood (2001), mentioned that as a tool, the animated images can increase students' focus span since the animated images are interactive and arouse all the five senses. While trying to understand the meaning of words associated to the scenes that they watch on the screen, students are also exposed to the pronunciation and written form of words simultaneously. To learn words from animated images in real life context is considered to make the learning process much easier for the students (Yüksel & Tanrıverdi, 2009). Animation allows real-motion scenes, and provides interactive tools. Vocabulary learning would be an interesting and exciting activity for the students in the language learning process. Thus, this study aims at determining the effectiveness of using animation in Arabic Language Learning on primary school students.

One of the most difficult aspects of teaching Arabic Language is vocabulary recall and acquisition of basic verbal skills. The teaching techniques and learning materials play an important role in helping students to acquire the skills. At times using the classical teaching techniques and learning materials has become ineffective in ensuring the acquisition of the skills. In this twenty first century, learning materials are not limited to textbooks and activity books only, but should also include those based on the information technology such as computers, internet, LCDs, CD-ROMs, digital cameras and etc. This includes animation which can be used effectively. In Al-Amin Gombak Islamic Primary School, vocabulary recall and acquisition of verbal skills is a major concern in Arabic Language Learning. Over the years, teachers have been given various trainings in second language teaching

techniques. Workshops has been organised to improve their skills in producing various learning materials. Quite a big sum has been invested in organising those trainings and workshops. Yet, the level of vocabulary recall and the acquisition of verbal skills still remains an issue that requires further attention. Although each class is equipped with a HD television that can be connected to a laptop via a USB cable, animation programs have yet to be used by the teachers in teaching Arabic Language. Hence, this research aims to provide some findings that will motivate the teachers to use animation in their teachings. This research is guided by two research questions namely:

- 1) How do the students perform on the vocabulary recall and basic verbal skills after watching animation programs?
- 2) What are the students' perceptions towards the use of animation programs in learning Arabic language?

LITERATURE REVIEWS

The literatures are explored from the previous research related to vocabulary, verbal skills, and animation.

Vocabulary

The word 'vocabulary' originated from the middle of 16th century, denoting a list of words with definitions or translations. It was derived from a Medieval Latin word 'vocabularius' and from the Latin word, 'vocabulum'. According to Merriam-Webster dictionary, vocabulary is "a list or collection of words or words and phrases usually alphabetically arranged and explained or defined". In the LearnersDictionary.com, vocabulary means "the words that make up a language or all of the words known and used by a person".

Vocabulary can also be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby (1995) defined vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". Ur (1998) stated: "Vocabulary can be defined, roughly, as the words we teach in the foreign language". More specifically, we use vocabulary to refer to "the kind of words that students must know in order to understand increasingly demanding text with comprehension" (Kamil & Hiebert, 2005).

Importance of Vocabulary

According to Zimmerman, cited by Coady and Huckin (1998), “vocabulary is central to language and of critical importance to the typical language learning”. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Linse (2005) as well as Harmon, Wood, & Keser, (2009) stated that learners’ vocabulary development is an important aspect of their language development.

In terms of second language learning, researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), Nation (2011), Yunus and Krishnan (2018) and others have realised that the acquisition of vocabulary is essential for a successful second language use and plays an important role in the formation of complete spoken and written texts. When introduced into the L2 classroom, students need a “very concrete vocabulary that connects with objects they can handle or see” (Cameron 2001: 81). They usually learn the vocabulary incidentally, through use, but intentional learning tends to be more effective and efficient. In fact, second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and largest obstacle for L2 readers to overcome (Huckin, 1995). Vocabulary has also been acknowledged as L2 learners’ greatest single source of problems (Meara, 1980). Oxford (1990) claimed that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether foreign or one’s mother tongue, because of tens of thousands of different meanings”. Knowing a word involves more than knowing a word’s definition (Johnson & Pearson, 1984; Nagy & Scott, 2000).

Some experts divide vocabulary into two types: active and passive vocabulary. According to Harmer (1991), an active vocabulary refers to the words the students have been taught and they are expected to be able to use them. Meanwhile, a passive vocabulary refers to the words which students will recognize when they come across those words, but they might not be able to pronounce them. Haycraft, as quoted by Hatch and Brown (1995), identified two types of vocabulary known as receptive and productive vocabulary. Stuart Webb, 2009, defined receptive vocabulary as a vocabulary that learners recognize when they see or meet in reading a text but do not use it either in speech or writing. Productive vocabulary involves what is needed in receptive

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vocabulary but includes the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because learners can produce words to express their thoughts to others.

Expressive and receptive vocabulary, grammar and syntax, and verbal memory are related skills that reflect a common factor in language skills development in children as a unitary construct (MacDonald, 2013 MacDonald, M. C. (2013). Mat Taib Pa in his writings 'Issues of Arabic language teaching and literary studies at the institute of higher learning' (2008: 51) notes that since ancient times the mastery of Arabic speaking skills among students is extremely weak, even though they are from the specialization of the language itself . This is because most of them are weak in mastering vocabulary, morphology, syntax and language style. Hence, they will lose their confidence to speak the language best. This issue is clearly mentioned by Ismail Ibrahim (1994: 12) in his study entitled 'Studies and learning of Arabic in Malaysian schools and centers'. The major factor that contributes to a student's inability to communicate fluently and clearly is the lack of vocabulary (Gan, 2012). Other factors are the use of inaccurate vocabulary in speech, the use of unnecessary vocabulary in speech and not using the vocabulary that should be in the structure of the sentence (Azani, Azman & Mat Taib, 2012).

Verbal Skills

Verbal skills refer to the extent to which a person can approach words, sentences, written texts verbs, adjectives, as well as, the extent to which he/she can comprehend meanings, produce synonyms and antonyms, know the meaning and use of words, complete sentences with words omitted based on the word context and have a critical view towards a written speech. Speaking which requires verbal skills, is not merely producing correct pronunciations, accurate grammars and vocabularies, but also fluency, which is speaking without pauses and the ability to keep going without hesitation. Gurbuz (2011:54) comments that "fluency" in everyday life often refers to "oral proficiency" in a given language be it native or foreign. In brief, if accuracy is to know what to say, fluency is to know how to say it.

Importance of Verbal Skills

Speaking (verbal) skill reflects people's traits and personalities. This is

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in accordance to Hedge's definition (2000: 261) of speaking: "A skill by which interlocutors are judged while first impressions are being formed." It is also important because sending and receiving of messages is done through it. Verbal communication is the beginning of the communication process, followed by nonverbal communication that validates or contradicts the verbal communication. Besides being used daily in schools, offices, malls, library, public places or anywhere else, it is also used in business, technology, tourism, public relations, social media etc. on a variety of topics from updates to new policies and procedures. To be able to speak competently is a 'complex task' (Hedge, 2000: 261). Hence, developing speaking skills for students might be a complex task as well. For that reason, teachers should be aware of this phenomenon. Being completely trapped within situations that allow certain particular issues, whilst rejecting to consider other issues, will make the designed speaking activities tend to be slightly imbalance.

An essential component of second-language learning is helping students (a) understand what is being said (input) and (b) formulate appropriate verbal utterances (output). In acquiring second-language, learners benefit from explicit and intentional opportunities to learn how a second language functions and how to become an increasingly proficient user of the target language. Verbal communication also has the power of influence. What someone says can have a deep affect on his subordinates.

Animation

The word 'animation' is derived from the Latin word "anima", which means "having breath or spirit". It refers to a process whereby an object that is essentially static, but looks alive or the object is designed in such a way so as to create an apparently spontaneous lifelike movement. According to Merriam-Webster dictionary, an animation is "a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another, would create the appearance of movement. Morrison, Tversky and Betrancourt (2000) stated that animations are "any application which generates a series of frames, so that each frame appears as an alteration of the previous one". As for Henry and Laura (2010), they refer animation as "a rapid display of a

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sequence of static images that create the illusion of movement”. This optical illusion is often called perception of motion, persistence of vision, illusion of motion, or short-range apparent motion. Animated Cartoon, according to Webster’s New World Dictionary (1991), is a motion picture made by photographing a series of drawings, each showing a stage of movement slightly changed from the one before, so that the figures in them seem to move when the drawings are projected in rapid succession.

Animation in Education

Many researches has been done to find new and better ways to educate the young. It has been suggested that children tend to learn better when they are having fun. Generally, animation plays an important role in attracting student's interest besides helping teachers to motivate students towards a more fun learning environment. This is supported by (Aminordin, 2007); who stated that animation is an effective way to attract attention and has the potential to make learning more exciting and fun. Animations are able to support students’ cognitive processes that ultimately result in them understanding the subject matter. It can be used to demonstrate things and concepts visually and precisely. It can be used to show how things come together and work together. Further studies by Baharuddin et al. (2003) stated that interactive multimedia materials that have visual graphics, texts, music, videos and animations, are capable of increasing the rate of acceptance of a subject to be learned, as much as 30% compared to the traditional learning materials. It allows students to utilize more sense in collecting information.

Besides, the process of understanding will indirectly accelerate and improve (Ko, S & Rossen, S., 2008). Hence, the information will be retained longer in their memory (Paivio, 2006). Learning with animation is theoretically based on the dual-coding theory. As described by Paivio (2006), the dual-coding theory stated that language knowledge processing is in both verbal and visual channels which make learning more effective. The animation functions by addressing all 5 senses and its interactivity can contribute to students’ autonomous learning. These features mentioned above results in permanent learning as well. Banez (2009:33-35) recognized the power of using animation in the educational process, where a form of entertainment could be designed and used as an educational tool. He also noticed that

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animation tools made teaching easier for teachers and helped them think of more creative activities in teaching children. It also became easier for children to retain the lesson as it was both fun and educational.

Animation in Language Learning

Based on the findings from a research done by Baharuddin Aris, Mohd. Bilai Ali, Norah Md. Noor, Mohd. Nihra, Haruzuan Mohd. Said & Noor Azean Atan (2003), the use of animation in learning Arabic language can create a more cheerful learning environment. This may be due to the animation which is complete with suitable pictures, videos, sounds and songs, and manage to create a fun and attractive learning environment for students. Results of a study conducted by Lin and Tseng (2012), showed that there were significant differences between three groups of 88 students of junior high school in northern Taiwan who had to learn difficult words in English language. Those who studied through texts and video animations outdid those who used texts and images, or texts only. Another study by Che Hat, N et al (2013), aimed at identifying the effectiveness of the use of animation in learning the Arabic language among diploma students at Universiti Sultan Zainal Abidin (UniSZA), Terengganu, Malaysia.

The results obtained showed that the use of animation in learning sessions helped to increase the students' performances in learning the Arabic language. This study supports the idea that animation applications can be integrated in learning a language not as an alternative but as a teaching aid that contributes positively to students' achievements, classroom learning and students' motivations. Results from a study on the effectiveness of using Animated Pictures Program in learning English vocabulary amongst 64 Fifth Grade students in the Gaza (Najah Mohammed Wafi, 2013), reflected the effectiveness of using animated pictures in developing receptive and productive vocabulary. Another research on the Effectiveness of teaching Vocabulary by using Cartoon Film towards Vocabulary Mastery EFL Students, has highlighted that the cartoon film is effective for teaching vocabulary for young learners in English language (Fathul Munir 2016).

Research Methodology

The two programs entitled "Food" and "Bath Time" from the series of

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Little Pim Arabic 2009, Little Pim Corporation, which consisted of two motion pictures that are made from a series of drawings, photographs and video clips of objects that simulates movement by minuscule progressive changes in each frame. These programs were used in two periods of teaching.

Population And Sample Of The Research

The population were year one students from an Islamic Primary School who were seven years of age. They were purposely chosen since they have just started school with a lower basic language-proficiency level and have not been exposed to learning of Arabic language through animation. After a discussion with the Vice Principal, the researcher then chose two classes of students as samples of the study. One class was selected to be the experimental group whilst the other class the control group. The selection was based on the feasibility of the usage of the animation program during the specific period allocated to the class chosen as the experimental group. Both the experimental and control group consisted of 20 students, with a total of 40 students. These selected students' academic levels were within the same range. This was determined from the test that was done prior to the duration of the program, which was used as a pre-test. In order to eliminate gender variable, the students were chosen randomly irrespective of their gender.

Context And Setting

In this study, the main context is the classroom where teaching and learning took place is explained. This is to ensure that the environment for both experimental and control groups were the same. All classrooms in the school were equipped with an HD television that can be connected to a laptop via a USB cable. Every two teachers were provided with a laptop. Hence, this would eliminate any unfamiliarity that might arise when the devices were being used. Finally, to avoid the occurrence of any major problems, an arrangement was made with the teachers prior to the teaching and learning so that the routines and procedures of normal teaching and learning will be maintained.

Methods of Data Collection

The two methods of data collection for this research are:

i. Experimental design

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This research used the experimental design method. The animation program was used in the experimental group, in addition to the normal teaching techniques, whilst the control group was only exposed to the normal teaching techniques. The program titles shown to the experimental group were the “Food” and “Bath Time” animations from the series of Little Pim Arabic 2009, by Little Pim Corporation. Each program was to be carried out over a span of one week or 3 days of lessons. The first program that was implemented was “Food”.

In the same week, the control group underwent the normal learning of the same topic with an emphasis on the same words. The teacher was free to use any technique other than animation. After the teaching and learning session, the twenty selected students of each group were tested individually; this was considered the post-test. Their marks were recorded and tabled accordingly. They were then interviewed to answer some questionnaires orally. The whole procedure was repeated for the next animation program i.e. the “Bath Time” clip.

The achievement test was used to measure the students’ achievement on vocabulary recall and verbal skills for both groups. The vocabulary consisted of 16 words. Students were to answer the questions when the pictures were shown to them. There are 4 categories of responses. They are:

- 1 Correct word but wrong pronunciation
- 2 Correct single word answer
- 3 Full sentence answer but wrong grammar
- 4 Correct Full Sentence answer

ii. Interview

An interview was conducted on selected students (how many?). This was to assess the students’ perceptions (perceptions or their learning experience?) towards the use of animation program in learning the Arabic language. The interview was done in the most relaxing way so as not to create pressure to the students.

Ethical issues

The main ethical consideration in a case study research is protecting the confidentiality and anonymity of the participants. Stake (2003), highlighted the privileged position of the case study researcher when he says: “Qualitative researchers are guests in the private spaces of the

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world. Their manners should be good and their code of ethics strict. The confidentiality and anonymity of the participants were protected by not revealing their names and classes they were in. In maintaining good manners and code of ethics, the researcher first seek permission to meet the Principal of the school. After obtaining permission to conduct the research in the school, the researcher was directed to the Vice Principal for a detailed discussion about the suitable classes and their timetables. Finally, the researcher met up with the teachers and discussed about the teaching techniques.

Data Analyses Procedures

To analyse the effectiveness of the animation programs, a column chart of the scores for each word was drawn. Next, the median, mode and mean were calculated for the scores of each word. The researcher then chose the mean as a comparison of the performances between the experimental and control groups. A descriptive analysis was done on the achievement of vocabulary recall and verbal skill of each word. The researcher then made a line chart of the distribution of mean score of all 16 words to compare the achievement between experimental and control groups. A pie chart was then drawn to see the overall achievement.

To analyse the perception of the participants towards the use of animation programs in learning the Arabic language, the researcher only did a verbal interview because the participants were only seven year's old and some have not acquired good reading abilities. The students' responses were tabulated into a table with only 3 categorised: D = Disagree, NS = Not Sure, A = Agree. The discussion was done based on simple percentages calculated from the findings.

Data Analysis

The data obtained were analysed using simple descriptive statistical analysis. Students' Performance on Vocabulary Recall and basic Verbal Skills, after watching animated cartoon pograms.

Research Question 1: *How did the students perform on the vocabulary recall and basic verbal skills, after watching animated cartoon programs?* In order to answer the research question above, students of both the control and experimental groups were tested individually on the recall and the related verbal skills of all the 16 words. The scores

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for the recall and basic verbal skills of each word, of both the control and experimental groups were tabulated in the form of column charts. The mean score for each word were then calculated and tabled. The tables and the analyses are as below.

**Comparison of Achievement Between Experimental And Control Group
Figure 1: Distribution of mean score of all 16 words**

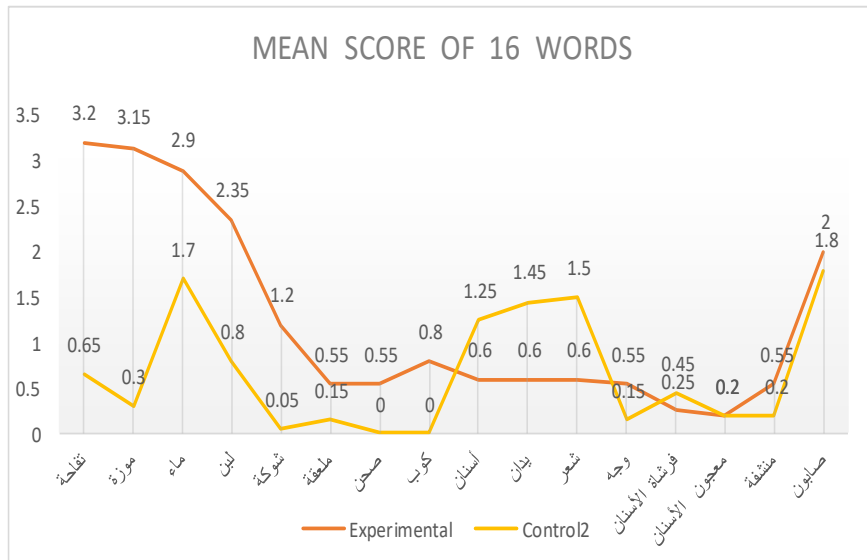
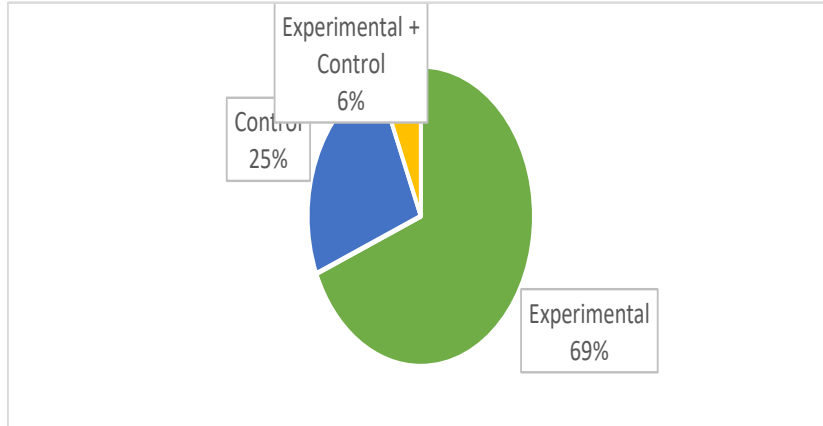


Figure 1 above shows the distribution of the mean score for the recall and the verbal skill of all the sixteen (16) words that were tested. Out of the sixteen (16) words, the mean score for the recall and the verbal skill of eleven (11) words, is higher for the experimental group compared to the control group. As for the remaining 5 words, the mean score for the recall and the verbal skill of 4 words is higher for the control group compared to the experimental group. The mean score for the recall and the verbal skill of the remaining one word is the same for both the control and experimental groups.

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Figure 2: Summary of mean score



In order to summarise the achievement between experimental and the control group, a pie chart was drawn as in Figure 2. 69% represents the mean score of the 11 words that the experimental group achieved higher than the control group. 25% represents the mean score of the 4 words that the control group achieved higher than the experimental group. As for the remaining 6% it is a shared achievement for both groups. It can be seen that there is a significant difference of 44% between the mean scores achieved by the experimental and control groups.

In conclusion, the above findings show that after watching animated programs, the students' performance on the vocabulary recall and basic verbal skills was better than those who did not watch the programs.

Research Question 2: What are the students' perceptions towards the use of animation programs in learning the Arabic language?

Table 1: Students' perceptions towards the use of animation programs

No	Items	D	NS	A
1	I enjoyed watching the animation programs.	20%	20%	60%
2	The animation programs were interesting.	60%	40%	0%
3	The animation programs helped me to understand the lessons.	20%	40%	40%
4	I want to watch the animation programs again.	20%	40%	40%
5	I want my teacher to always use animation programs in our Arabic class.	20%	60%	20%
		28%	40%	32%

D = Disagree, NS = Not Sure, A = Agree

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The above table 1, discusses the students' perceptions towards the use of animation programs in learning the Arabic language. From the table, looking at items no 1 and 2, 60% of the students agreed that they enjoyed watching the animation programs. but none (0%) agreed that it was interesting. This seems to contradict. It could be that the students have a different understanding of the word "enjoy" and "interesting" or that, "enjoying something" does not have to synchronise with it being "interesting". As for item no 3, there is a tie between those who were not sure whether the animation programs helped them to understand the lessons (40%), and those who agreed it did (40%). From the 60% who enjoyed watching the animation programs in item 1, only 40% wanted to watch it again as seen in item no 4. The remaining 20% were not sure and joined the other 20%, making them 40%. Interestingly, although earlier, 60% of the students agreed that they enjoyed watching the animation programs, 60% of the students were not sure if they wanted their teachers to always use animation programs in their Arabic classes. The overall result is, whilst 32% agree with using animation programs in learning the Arabic language, and 28% disagree, the remaining 40% are not sure.

Discussion of The Main Findings

The first research question is "How did the students perform on the Vocabulary Recall and Basic Verbal Skills tests, after watching the animation programs? To answer that, the researcher carried out the vocabulary recall and verbal skill tests on the selected 16 words. Out of the 16 words, the experimental group's mean scores for 11 words (69%) were higher than the control group.

Whereas, the control group's mean scores that were higher than the experimental group was for only 4 words (25%). This means that the performance of the students who watched the animation programs, is better than those who did not watch the programs. With a significant difference of 44% between the mean scores of both groups, it also means that the level of acceptance of vocabulary after watching the animation programs is very good. This is in line with studies by Baharuddin et al. (2003) which stated that interactive multimedia materials that have visual graphics, texts, music, videos and animations, are capable of increasing the rate of acceptance of a subject to be learned, as much as 30% compared to the traditional learning materials. One form of media is animation. Paivio (2006),

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agrees to that by saying that with animation, the information will be retained longer in the students' memory.

Hence, in using animation, the vocabulary retain is longer, making vocabulary recall easier. A study on the effectiveness of using Animated Pictures Program in learning English vocabulary amongst 64 Fifth Grade students in the Gaza (Najah Mohammed Wafi, 2013) further proved that animation is effective in developing receptive and productive vocabulary. Animated cartoons included authentic language input which considered as primary tool for second language learning process (Abuzahar, Farrah & Zalloum 2016).

The results from this research also denote that the acquisition of verbal skills is in line with the acquisition of vocabulary. This is supported by researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) who mentioned that in terms of second language learning, the acquisition of vocabulary is essential for a successful second language use and plays an important role in the formation of complete spoken and written texts.

The second research question is "What are the students' perceptions towards the use of animation programs in learning Arabic language?" From table 1, 60% of the students agreed that they enjoyed watching the animation programs. This is in line with studies made by (Aminordin, 2007); who stated that animation is an effective way to attract attention and has the potential to make learning more exciting and fun. This may be due to the fact that animation has suitable pictures, videos, sounds and songs, and manage to create a fun and attractive learning environment for students. In brief, animation plays an important role in attracting student's interest besides helping teachers to motivate students towards a more fun learning environment. Based on the findings from a research done by Baharuddin Aris, Mohd. Bilai Ali, Norah Md. Noor, Mohd. Nihra, Haruzuan Mohd. Said & Noor Azean Atan (2003), the use of animation in learning Arabic language can create a more cheerful learning environment. 40% of the students agreed that the animation programs helped them to understand the lessons. As usual, some parts of the lesson may have been abstract. This is in accordance with the study which states that abstract concepts can be visualized through

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animation (Baharudin et al. (2000). Hence, an explanation of a skill or concept can be easily understood and remembered by students. A substantial 32% agree that animation programs should be used in learning the Arabic language.

Conclusion

It can be concluded that students who watched the animated cartoon programs, were better in recalling the vocabulary of the 16 selected words and in responding correctly verbally, than those who learnt through regular methods. The findings of the study were consistent with the literature on the use of animations programs to help language learners in vocabulary recall and basic verbal skills.

Recommendations

For Teachers of Arabic Language. Teachers can adapt and adopt the animation programs and come out with lesson plans based on the syllabus. Teachers will have to be creative and innovative in teaching Arabic Language.

For Media Production Companies. Arabic animation programs that are suitable for primary school learners are scarce in Malaysia. Malaysian produced animations would be very useful tools for teachers. It would improve the teaching of Arabic language to children of primary schools if there are ample animation programs to choose from.

For the Ministry of Education. Arabic language should be given a high status in the education policy in Malaysia.. The status should be the same as English Language. With this being implemented, Arabic language would then be spoken and heard in all aspects of life. This will enhance the vocabulary recall and verbal skills of not only students but all Muslims and non-Muslims alike who endeavour to learn and speak Arabic language.

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