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**The Role of Educational Cartoons in Enhancing Children's English Vocabulary Acquisition in Algerian Private Schools.**

**Case Study: Bridge Way World Elementary School of English in TiziOuzou**

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**Promotion:**

**N° d'ordre:**

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**Dedication:**

I dedicatethishumble workto:

MysweetFamily:

MyfatherAREZKI

MymotherOUIZA

My brothers: AMAR,AHMED,andSALIM

Mysisters:SALOUA, ANISSA, KAMELIA, MELKHEIR, RIMA, SAFIA, her husband

GHANI and her sons:AMARandRAFIK

To my fiancé: AHCENE and his family

To all my friends

## *Acknowledgement*s

**Abstract**

*The present research attempts to investigate the Algerian English language teachers' use of educational cartoons in their English classes to enhance children's English vocabulary learning in the Bridge Way World School in TiziOuzou town.In other words,this study aims at exploring the relation between the use of educational cartoons and vocabulary development for young learners in Algerian elementary English private schools. The investigation is based on the Mixed Methods Research.It combines qualitative and quantitative methods to collect and analyze the data.To collect the necessary information, we have used a questionnaire addressed to learners and classroom observation.The analysis of the results obtained from the two research tools are based on the Cognitive Multimedia Learning Theory (Mayer, 2001).We have used the learners' questionnaire to explore the learners' attitudes towards the use of educational cartoons in teaching new vocabulary items,and their perception about the usefulness of this technique to teach English vocabulary and to check its effectiveness on learners' understanding of the new vocabulary.In addition, classroom observation sessions have been set in order to obtain more direct, real and accurate data on what is going on when explaining and practicing new words with and without educational cartoons .In general,this study describes the process of using educational cartoons and the extent to which learners may benefit from it when their teachers rely on it in their classes. The results obtained from this investigation show that the integration of educational cartoons in teaching new English vocabulary helps children to improve their lexical knowledge.*
*Key Terms: Educational Cartoons, Vocabulary, Cognitive Multimedia Learning Theory*

**List of Abbreviations**

- B.W.W.S: Bridge Way World (School of English in TiziOuzou)

- CA: Content Analysis

- CMLT: CognitiveMultimediaLearningTheory

- EFL: English as a Foreign Language

- FL: Foreign Language

- ICT: Information and Communication Technologies

- MMU: MoloudMammeri University of TiziOuzou

- NEG: New England   Group

- QCA:QualitativeContentAnalysis

- QQCA:QuantitativeContentAnalysis

- SPSS: Statistical Package for Social Sciences

- TEFL: Teaching English as a Foreign Language

- TL: Target Language

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# General Introduction

**General Introduction:**

**Statement of the Problem**

English is an international language used by many countries around the world. Many people use English for international communication and as a source of knowledge, mainly in Science and Technology. It is clear that a constant effort is required to understand, produce and manipulate the target language. Teaching English as a foreign language is sometimes a hard job to perform because of the number of impediments the teacher may encounter, especially when the learners are young ones. The difficulties that teachers meet in EFL contexts are most of the time the lack of motivation of the learners to learn English since they are not exposed to hear and practice it.English is very important to conduct communication everywhere and all the time. The English language consists of four skills: listening, speaking, reading and writing. Vocabulary is one component of those skills. One cannot express his idea if his/her vocabulary is limited. It is hard to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning. Thus, teaching vocabulary earlier is better than teaching it later. Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, and writing. It means that limited vocabulary impairs personal ability in using language. Thus, it shows how important vocabulary is.

Vocabulary is taught at the elementary level. In fact the learners master simple vocabularies like names of animal, clothes, things in the classroom… etc. They only have little vocabulary, they do not have spirit to learn new vocabularies and the teacher rarely uses suitable and attractive media to teach vocabulary. To take up this challenge, teachers must permanently have recourse to different multimedia resources such as songs, games and other animations to enhance the learners' desire to learn the language. At the

international level, many works have been conducted by different scholars and researchers on the use of multimedia resources such as animated cartoons in teaching EFL young learners .Among these researchers,we can find Neuman`s work in(1990),Zamon(2006),Jones(2004).There are also many researches conducted at the national level,  conducted on the use of multimedia resources in teaching young EFL learners, but at present, there is no research conducted on the role of educational cartoons in enhancing children's English vocabulary acquisition, especially in the department of English at MMU of TiziOuzou.

Animated Cartoons have been shown to have advantages and are effective in learning vocabulary in various ways. Cartoons bring relaxation and fun for learners. This can be simply accounted for by the fact that they help learners learn and retain new words and structures more easily. Second, cartoons usually involve friendly participation and they keep learners interested. In the same line, it is possible to say that the vocabulary of cartoons brings real world context and real life situations and enhances then students' use of the English language in a flexible and communicative way. In an effort to supplement a lesson plan in the English language teaching classroom in the English course, teachers often turn to educational cartoons. This justification for using such animations in the classroom has been well demonstrated as benefiting students in a variety of ways. (NDOYE Mareme,2005).

Titi (2007) asserts that *"a cartoon movie is a moving diagram or cartoon that are made up of a sequence of images displayed one after the other"*. That is, cartoon refer to the moving of images in a successful way so that the characters appear as being real. This makes it a very useful tool to raise interest and generate young learners' motivation. By using this medium, the students will be pleased to learn English vocabulary, can make the message clear, save the teacher energy, motivate the student to learn, can increase the quantity of

teaching and learning.Many researchers have shown the suitability of educational and animated Cartoons to the learning environment when it comes to educating children (Faloye, 2010). Fantasy and colourful pictures that are presented in teaching materials such as animated cartoons attract the interest of the young learner and reinforce the learning of abstract items in second languageinstruction (Arikan, 2009). Using animated cartoons can help young learners feel amused in learning situations, so mixing enjoyment and education can be helpful and motivating for them to learn English vocabulary.

Indeed, Cognitive Multimedia learning is a theory of learning which has been popularized by the work of Richard Mayer(2005) and others who argue that multimedia supports the way that the human brain learns. They suggest that multimedia learning occurs when we built mental representations from words and pictures(Mayer. 2005a). Educational cartoons are multimedia resources. One has to notice that many experienced textbook and methodology manuals writers have argued that educational cartoons are not just fruitless and time-filling activities; they are rather activities endowed with great educational values. This is why a great number of writers are today inclined to believe that songs and games should be treated as central not peripheral to the Foreign Language Teaching (Mayer, 2005a).

**Aims and Significance of the Study**

Our research tries to provide an answer to the relevance of integrating educational cartoons in teaching English language vocabulary. In addition, our study seeks to find out the extent to which these multimedia tools enhance children's English vocabulary acquisitionat the level of Bridge Way World School of English in TiziOuzou. Finally, since educational cartoons are means used by instructors to teach young learners, it is pertinent to investigate the learners' attitudes towards teaching and learning English via educational cartoons.

**Research Questions and Hypotheses**

Considering educational cartoons as a pertinent tool for teaching and learning the English language, we have addressed the following questions:

**1/** Does watching educational cartoons enhance children's learning of English vocabulary in Bridge Way World School of English?

**2/** Does the use of cartoon movies motivate children to learn English vocabulary in Bridge Way World School of English?

**Hypotheses**

**H1-** watching educational cartoons enhance children's English vocabulary acquisition in Bridge Way World School of English?

**H2-** the use of cartoon movies motivates children to learn English vocabulary in Bridge Way World School of English?

**ResearchTools and Methodology**

This research is conducted following a descriptive mixed method research that combines between qualitative and quantitative tools for data collection. Therefore in order to carry out this research, a descriptive case study method is adopted for gathering data; that is, two research tools that consist of classroom observation and a questionnaire for learners of English at Bridge Way Word School of English. Concerning the data analysis, two techniques are used, descriptive statistical data analysis (SPSS) for the quantitative data and qualitative content analysis for the qualitative ones.This research has relied on Mayer's Cognitive Multimedia Learning Theory(2001) and the Cognitive Approach to Multimedia Learning as a theoretical framework.

**The Structure of the Study**

The structure of this dissertation adheres to the traditional complex model. It is divided into a General Introduction, four chapters, and a General Conclusion.

Each chapter consists of an introduction, a body, and a conclusion. The General Introduction presents a scope of the research and the procedure to follow in order to fulfil this study.Then, the first chapter consists of review of literature concerning the subject of the study and the concepts related to it, providing different definitions and  mentioning several works made by different authors and researchers on this topic in order to better understand and having a good command of the topic.In addition,this chapter covers the theoretical framework; which is selected to conduct this research study.

The second chapter is for the field work and methodology,which introduces details about the procedure of data collection and data analysis.The third chapter shows the results of the collected data from the two research tools, which are designed for young English language learners at the level of the private school Bridge Way World in TiziOuzou. The findings are and shown in the qualitative and quantitative features.The fourth chapter discusses the findings of the findings of the results gathered from the research techniques to find an answer for our research questions and hypotheses.Finally, a general conclusion makes end to this research.

# Chapter One:

# Review of the Literature

**Introduction**

This chapter is a review of the literature on the use of audio visual media mainly educational cartoons in the field of English language teaching and learning. Therefore, it aims at investigating the role of educational cartoons in language acquisition, mainly vocabulary skill among elementary English as foreign language learners. The first section provides an overview of multimedia in teaching and learning foreign languages. The second section deals with educational cartoons in relation to the vocabulary skill acquisition, supplying some definitions and concepts introduced by different authors. Finally, the third section accounts for the main approaches that discuss learning language via educational cartoons as an audiovisual media and their impact on the human mind. These approaches are the fundamental theoretical framework for our investigation to find out about the role that educational cartoons have for English as a foreign language learners atB.W.W School of English.

**I.1. Multimedia in Teaching and Learning Foreign Languages**

**I.1.1. An Overview on Teaching and Learning Foreign Languages**

Teaching and Learning are considered as two activities that complete each other. (Zampa.V, 2008).That is, the teaching process cannot be separated from learning process since where the former is involved, the latter occurs as a result of the preceding task. For that reason, teaching and learning create a platform that permits the presentation as well as the receiving of a given foreign language successfully and effectively. In this respect, Tomlinson, B (1998) defines learning as a psychological occurrence that involves retaining information relevant to foreign language acquisition. In addition, Cristison, M, and Murray, E, D, (2001) refer to learning as a process through which changes of knowledge are brought on the learner's cognitive construct as a result of the assimilation and comprehension of information. Contrary to the past where teaching and learning foreign

languages are based on different methods and approaches like the oral-situational, structural and natural approaches, in recent years, language learning and teaching has undergone a significant paradigm shift. Since people face different situations in their real life, they have found it necessary to adapt to those situations prevailing at any given time. Therefore, various communication based approaches are established and used to allow the learners to communicate in the target language (TL).

**I.1.2. Audiovisual aids in foreign language learning**

In the past decades, the field of technology has known a great development. Many technological tools have been created and developed over the time and reaches the field of foreign language teaching and learning. These new technologies are integrated in the field of teaching and learning of English as a second or foreign language at different levels. Among the educational tools that can be used to help the young learners in their learning process is the utilization of animated cartoons as a pedagogical means. (Brown, H. D, 1993. Cited in Chang, M. M. and Lehman, J. D, 2002: 82). That is, integrating educational animated cartoons into the classroom for the sake of teaching and learning foreign languages.

**I.1.3. Definition of animated cartoon**

Animated Cartoon is defined by Aşçioğlu (2001) as "a humor art which takes its essence from drawings and can be created by facilitating the technical possibilities of the visual art". It is also defined by Evrekli and Balm (2010) "as illustrations that make students involve in the process actively; provide environment in which they can express their knowledge freely; bring out their misinformation and possible alternative concepts"The Persian Journal Iranian Farsi (2004) defines Cartoons as "a movie made by using animation instead of live actors, especially a humorous film intended for children". Cartoons can also be described as the making of movies by filming a sequence of slightly

varying drawings or modes so that they appear to move and change when the sequence is shown. Cartoons have been and continue to be an important part of our social culture; expressive, comedic, and sometimes political cartoons charm all audience-both children and adults. Cartoon comes from the Italian word "cartone" which means "large paper". In short, it can be concluded that cartoon films are movies that tell us a story by making use of different characters and animation of real places and persons being used in the cartoon .It helps people to learn everything like human, social and animal. (The Persian Journal of Iranian Farsi,2004).

## I.1.4. The characteristics of educational animated cartoon in Foreign Language Learning

Teaching and learning foreign languages through educational cartoons is one of the techniques that permit teachers to develop and improve their students' language skills in EFL classes. Keogh &Naylor, (1999) have provided extensive background on the nature and significant features of Concept Educational Cartoons. They account for their potential value as well as their implications of using them in foreign language learning. They are based on everyday situations, so students who are less confident are likely to be more comfortable and more likely to engage with them. These everyday situations enable students across different geographical and cultural groups to learn using educational cartoons successfully and effectively. The background text is written in students' language, so they can be used independently by learners if the teacher feels that this is appropriate. This extends the range of ways that teachers can choose to use Concept Cartoons in their classrooms. The speech bubbles include common misconception, some teachers are concerned with raising misconceptions that may make students more likely to believe them, but research indicates that this does not happen in practice and that concept cartoons can be a very effective tool to challenge misconceptions. That is, a way to make the

ambiguous concepts or ideas more comprehensible. It helps students to develop their analytical skills through making abstract concepts more likely to be perceived and understood by the mind. The concept Cartoon can stimulate argumentation and promote change in professional practice, that is, real concepts that educational cartoons make use, stimulate learners to understand abstract concepts and ideas, ask questions about things, find new ideas and share them,( Keogh &Naylor, 1999).

Educational cartoons are very efficient in raising interest and stimulate young learners for more motivation. By using cartoon movie, the teacher is supposed to make the lesson more easily. Cartoon movie is funny, interesting, thinkable and effective media to get the young learner's interest to be involved in the process of learning among FL classes (Keogh& Naylor, 1999).

## I.1.5.The Importance of Educational Cartoons in FL acquisition

Today's students and classrooms are becoming more diverse and unique each day. The emergence of information and communication technology (ICT) has made it possible for teachers and students to collaborate with each other in diverse ways. Indeed,  with the recent improvement in educational technologies, the process of language learning has become more engaging by means of educational cartoons which are believed to add fun to classrooms where students feel more relaxed. It is important that students discover fun and enjoyable aspects of the course and participate actively. The use of visual aids such as animated cartoons can provide more meaningful learning for them by creating discussion environment, draw their attention and also create a more comfortable learning environment (Heitzmann, 1998). Cartoons are effective tools which are used in order to teach and educate in addition they are funny and can easily be detected by children.  It has great importance in education.Cartoon visual aids, motivate students and create the opportunity to discussion. Cartoons help children to communicate in a way which is not complicated.

The warmth and the charm of a cartoon, and the comfort, which is laughing and smiling have given make the desired message by utilizing relaxation easier to facilitate insertion into the memory (Özer, 2005). Therefore, the function of the cartoon which presses firmly on the ground of getting the students to instruct and to think increases the effect of cartoon in education (Özer, 1998).

**I.1.6. The Role of Educational Cartoons in Learning EFL Vocabulary:**

Employing cartoons and movies in order to progress the reception of new vocabulary is paid more attention by many learners and researchers. Moreover, so many researchers believe that cartoons and movies seem to provide a full context for new vocabulary learning. It is also believed that viewers are, generally, quite motivated to understand what are shown and said in the movie (Dadan, 2004). Vocabulary learning and acquisition is considered as one of the most significant skills in learning a second/foreign language because it has an effective role in developing second language skills such as speaking and reading, and plays a great rolein both English as a foreign language learners and teachers. According to Wilkins (1972:111) *"without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed"*. Besides, Harmer (1992: 153) shares the same idea that:*"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh. Any ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used"*. Therefore, if learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others. Even if cartoons are common in our books and schools in recent year, it has been effective on education which does not depend on memorization. As a result of this effect, the importance of cartoons in instruction has been emphasized by the acquisition expression*"students will perceive the message in the cartoon"* in the field of

visual reading and visual presentation. In this sense, many scholars such as Keogh &Naylor (1999); Stephenson &Warwick (2002) emphasize the importance of cartoons in terms of education, mainly vocabulary acquisition. Consequently, the benefits of educational cartoons in vocabulary acquisition can be summarized in the following points:

Educational (animated) cartoons motivate the students to learn vocabulary and to create an interesting atmosphere of teaching and learning. Keogh& Naylor (1999)

Films and TV show are an integral part of students' lives, so it makes perfect sense to bring them into the language classroom. Donaghy (2014).

Animations may help students learn faster and easier. Hegarty and Sims (1994:12).

The information coded both visually and verbally is more likely to be remembered than when each is coded alone .So, animation doubles the chance of information being stored and as a result retrieved easily.Goetz and Fritz (1993).

Learners are able to create a deeper understanding of words when they establish connections between words and pictures than from words aloneMayer. (2001: 4-5).

## I. 2. Approaches to Multimedia and Language Acquisition

Different perspectives have discussed the issue of multimedia presentation in relation to language teaching and learning. Their main focus is mainly on the way that the human mind and sensory aspects interact and respond to the input that is provided for learners of English language in the classrooms. It is impossible to avoid the trails of multimedia benefits on modern education. The new educational technologies such as multimedia must be guided by research-based theory of how students learn. Fortunately, advances in cognitive psychology provide the starting point for such theories. One of the most important avenues of cognitive psychology is to understand how technology such as multimedia can be used to foster student's learning. Mainly,in English language classrooms (Richard, E. Mayer &Roxana. Moreno).

**I.2.1. Mayer's Cognitive Multimedia Learning Theory (CMLT) (2001)**

Multimedia learning theory is cognitive theory of learning which has been popularized by the work of Richard. E. Mayer and otherscholars who argue that multimedia support the way that human brain learns. They assert that people learn more deeply from words and pictures than from words alone, which are referred to as multimedia principle (Mayer. 2005a). Multimedia researchers generally define multimedia as the combination of text and picture.They suggest that multimedia learning occurs when we build mental representations from words and pictures (Mayer, 2005b). The words can be spoken or written and the pictures can be any form of graphical imagery including illustrations, photos, animations, or videos. That is, cognitive multimedia learning theory seeks to find out how sensory aspects and human psychology react,function and construct knowledge with reference to multimedia presentations.

From this theory, Mayer, R (2001) claims that multimedia have an impact on learning and the educational process by presenting information through visual forms. He also puts insight on the manner by which multimedia learning is conducted by stating: "*An educational multimedia includes communication through utilization of words and graphics that will promote the learning skill*" (Mayer. 2001:21).Cognitive multimedia based on three main principles:

**a- Dual channel (auditoryand visual)**: means that the human cognitive system consists of two distinct channels for representing and manipulating knowledge; a visual pictorial channel and an auditory- verbal channel. That is, pictures enter the cognitive system through the eyes and may be processed as pictorial representation in the visual-pictorial channel (Baddeley, 1986, 1999; Pavio, 1986).

**b- Limited capacity Assumption**: claims that each channel on the human cognitive system has a limited capacity for holding and manipulating knowledge (Baddeley, 1986, 1999; Sweller, 1999)

**c- Active processing assumption**: asserts that meaningful learning occurs when learners engage in active processing within the channels, including, selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and appropriate prior knowledge. Therefore, the human mind can generate, construct and produce meaningful knowledge (Mayer, 2002: 91). The interaction of the human mind starting with the dual channel until the construction of new knowledge has been illustrated as follows:

Multimedia          Sensory              working                              long-term

Presentation    memory    memorymemory
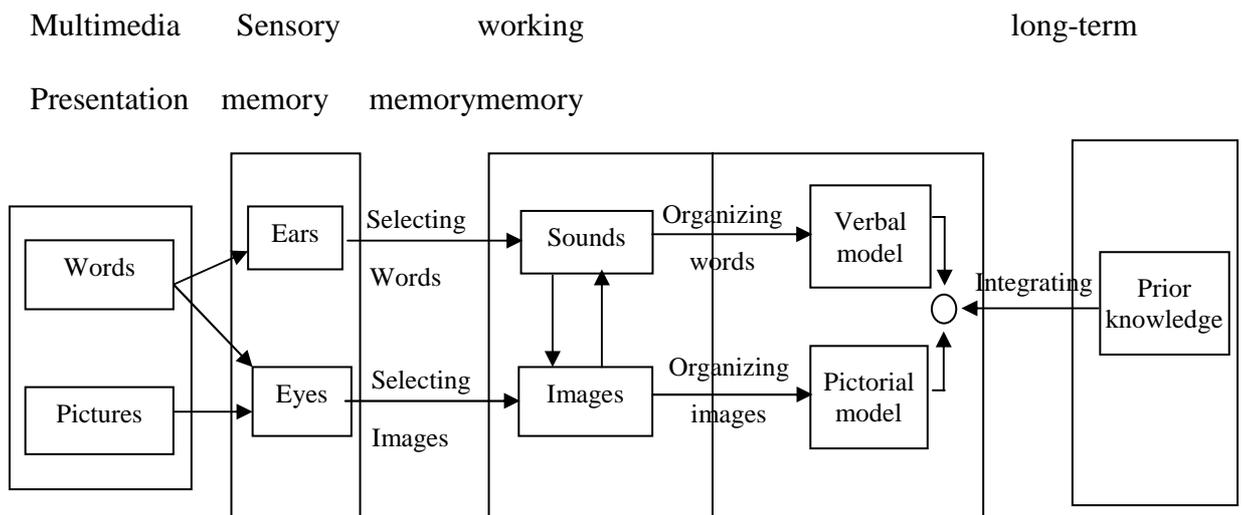


**Figure 1: A Framework for a Cognitive Multimedia Learning by Mayer, R.E (2002: 92)**

From the figure above, it is shown that knowledge construction process is made by receiving words and pictures by the ears and the eyes (dual, channel) as first means. That is, the learner assimilates the new information through selecting some words in the world channel,organizes them, and integrates them with the visual material and the verbal channel, organizes them, and then integrates them with the visual material and prior knowledge. In addition, the learner can assimilate information by selecting some images in

the visual channel, organizes them and then integrates them with the verbal material and prior knowledge (limited capacity) at this level. The cognitive process of integrating occurs when pictorial and verbal representations stand in the learner's working memory (Mayer, 2002: 91).

### I.2.2. The Cognitive Approach to Multimedia Learning

After many years of inquiry on the cognitive approach, researchers established three main principles underlying the cognitive approach in relation to language learning via multimedia .These principles explain the relevance of multimedia resources in language acquisition, mainly foreign languages.

### I.2.2.1 .Allan Pavio's 'The Dual-Coding Theory' (1971)

The Dual Coding Theory developed by Allan Pavio (1971) is a theory of cognition according to which human process and present verbal and nonverbal information in separate, related systems which are:

**1- a verbal system:** specialized for dealing directly with language.

**2- a nonverbal system:** (imagery) specialized for dealing with non-linguistic objects and events.

The two systems are assumed to be composed for internal representational units, called logogens and imagens that are activated when one reorganizes, manipulates, or just thinks about words or things. The representations are modality specific, so that we have different logogens and imagens corresponding to the visual, auditory, and haptic (feel) and motor properties of language and objects. The representations are connected to sensory input and response output systems as well as to each other, so that they can function independently or cooperatively to mediate nonverbal and verbal behaviour. Therefore, integrating different resources such as video animation assists learners' comprehension and promotes the conceptualization of meaning (Clark and Pavio, 1991; Sadoki and Pavio, 2001).

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**I.2. 2.2.Stephen Krashen's 'The Importance of the Input' (1981)**

The Input Hypothesis states that people acquire languages by understanding messages. That is, by providing learning with relevant and intelligible information. Krashen (1981) emphasized a simple exposure to comprehensible input. In other words, second language learners are provided with new information that goes beyond their competence in order to acquire the new knowledge (Krashen, 1985). Referring to language acquisition; Mayer. R (2001: 12) reports that: "*according to the information acquisition view, learning involves adding information to one's memory*". Thus, using multimedia resources such as animated cartoons to present language to receivers, the input can be understood easily by the learners, because these resources present a help for foreign and second language learners (Mayer. R. 2001: 12).

**I.2.2.3. Mark Johnson's 'The Image Schemas Theory' (1987)**

The image Schemas Theory is another component of Cognitive Multimedia Learning Theory developed by the cognitivists. It is defined as a dynamic analog representation of spatial relations and movements in space (Gibbs and Colston, 1995: 349). The image Schemas is also defined by Johnson (1978) as a recurring dynamic pattern of our perceptual interactions and motor programs that give coherences and structure to our experience. That is, knowledge can be acquired through different patterns of human perception of things, information and objects. Thus acquiring language via different modes of representation such us animation enables foreign language learners to perceive the new input (knowledge) in a comprehensible and multimodal presentation through which meaning is communicated via a set of modes.

**I.2.3. Audiovisual Media and Multimedia Communication**

In the past decades teaching foreign language consisted in providing learner with an input (new knowledge) through a mono –mode of presentation. That is, texts were the main tool

to teach and learn foreign and second languages. Today with the development of technology, education has become multimodal and teaching is done with various digital tools such as audiovisual media. Audiovisual media refer to the use of objects, figures, gestures… and verbal explanations in order to convey meaning (Nation, 1990). It is the integration and interaction among these different media that create new systems and new research challenges and opportunities that allow learners to acquire a new knowledge.

As it is mentioned above, Audiovisual refers to the use of a variety of modes to transmit meaning. This makes communication multimodal. That is to say, meaning making is achieved through the use of different modes (linguistic and non-linguistic). This reflects a theory in Social Semiotics called "The Theory of Multimodality" which is a new approach to communication started by a group of scholars called " The New London Group"(NLG,1996) who based their studies on the work of Halliday. M, (1986). They assert that multimodality consists in a combination of modes or different aspects of communication, like sounds, words, colours, pictures, and moving images to fulfil communicative purpose and provide meaning making (Halliday, 1978).

Kress and Van Leewan (2001) explain the idea that communication occurs across a set of modes that are considered as the semiotic channel we use to compose a text.Therefore; this forms a multimodal presentation of information and knowledge. Thus, audio-visual media consist in the diffusion of these modes to achieve communication and promote the learning of foreign languages.

In the context of English Language Teaching, various models are used to assist both teachers and learners. Hence, modes or representations fall into two main categories: linguistic and no linguistic modes. The former refers to the use of language. That is to say, using linguistic verbal signs and printed texts to show information to learners. The latter

involves using meaningful resources like sounds, graphics, pictures, and moving images to communicate message (Kress& Van Leewan, 2001).

### I.2.4. Multimedia Representation and Multimodal Composition:

Multimedia and multimodal are two interrelated concepts. Lauer, C (2009) explains the difference of multimodal and multimedia by referring to both modes and media.According to him, modes are semiotic resources for presenting and composing a text.However; media are the tools and materials like books, audios, videos, and drawings which enable the diffusion of the text formed through semiotic modes.Therefore,multimedia consists in the diffusion of those modes to achieve and promote learning FLS.

In the context of EL teaching and learning,various models are used to assist both teachers and learners.Hence modes of representation fall into two main categories: the linguistic mode,which refers to the use of language to communicate meanings;and non-linguistic mode, which involves the visual mode like sounds, pictures, moving images,to communicate meaningful messages.Therefore,providing multimodal tools in the classroom helps English language learners to acquire a new knowledge through different aspects of representation as well as developing their language skills.

### I.3. Multimedia and Language Skills

Learning a second or a foreign language needs some skills and components to be mastered. Among these skills and components, vocabulary is one of the most crucial ones in language learning without which communication is not possible. Harmer (2001: 246) argues that *"if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh"*(2001: 246)

### I.3.1. Definition of vocabulary

In the Longman dictionary of contemporary English, vocabulary is defined as "*all the words that someone knows or uses in the target language*" (2003: 1843). According to Diamond and Guntlohn (2006:1), *"vocabulary is the knowledge of words and their meaning"*. It refers to words we use to communicate in oral and print language. Vocabulary is the starting step to acquire any language. It is also defined as the meaning-carrier of language that the learner and the speaker of the language need to comprehend and deploy in the four skills of language (listening, speaking, writing and reading). (Schmitt, 2004; Hedge, 2000; Nation, 2001).In addition, Hatch and Brown (1995)saythat vocabulary refers to the lexis and its meaning that the speaker processes to communicate. This vocabulary allows performing several functions in different context situations, either formal or informal and having a contribution about various topics.

### I.3.2. Types of vocabulary

### I.3.2.1. Receptive vocabulary

Receptive vocabulary is usually applied by students in listening and reading materials. It deals with words the learners recognize and understand in a given context that help them to remember the meaning of words, but which they cannot produce. It is the vocabulary that learners recognize in listening to texts, but do not use it in speaking and writing (Stuart Webb, 2009).

### I.3.2.2. Productive vocabulary

Productive vocabulary is used in speaking and written expression by the students. The words that learners recognize and understand well enough and can pronounce correctly and use them effectively in both speaking and writing. It involves the ability to speak or write at any given time. Therefore, productive vocabulary can be viewed as an active process, as

the learners are able to produce the words in order to express their thoughts when communicating with others (Stuart Webb, 2006).

According to Redman (2002:2) there are some topics for intermediate level and for elementary school, one of them refers to the world around the learner. This topic is divided into five sub topics:

a. The physical world for example: oceans, mountains, deserts, hurricane and so on.

b. Weather; for example: showers, cloudy, fog, and so on.

c. Using the land for instance: plants, agriculture, horticulture, etc.

d. Animals and insects; Example: lion, wild, spider, rabbit, and so on.

e. Countries, nationalities and language: Example: Sweden, Italy Spain, Arabic and so on.

It can be concluded from the description above, that the young learners study simple vocabulary in their environment in order to know about the environment. In addition to the knowledge of words, Vocabulary knowledge demands the ability to use them in the appropriate context. Thus, when a pupil is able to recognize and use a word in different contexts, speak and write the word well, she or he has the knowledge and meaning of that word.

**I.3.3. Teaching vocabulary:**

There are many reasons for teaching vocabulary. As proposed by Nation (1990:2), vocabulary is related to useful words that can give the learners useful skills. As stated by McCarthy (1990:156) highlighting the importance of vocabulary; *"No matter how well the student learns grammar, no matter how the successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way.''*

### I.3. 4 . Techniques in Teaching Vocabulary

In teaching vocabulary, it is necessary to consider some elements as suggested by Ur (1996:60) that facilitate foreign language vocabulary learning:

### I.3.4.1. Drawing Pictures

It is an easy and quick technique that can be used by teacher to introduce vocabulary for young learners especially the new ones. Drawing is a funny medium to explain word concepts, and ideas .The teacher can even ask the students to have their own drawing that further reinforces their understanding of concepts.

### I.3.4.2. Using synonyms and antonyms

Synonyms are items that mean the same thing, or nearly the same thing, whereas, antonyms are items that mean the opposite meaning of a given item. A synonym or an opposite of a word can be used by the teacher to help the students to understand the different uses of meaning, especially when the synonym is better known or the students are more familiar with it than the word being taught.

### I.3.4.3. Choosing actual objects and showing models

It is a very useful technique to teach vocabulary to beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen chalk, table, chair, flowers…etc can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings.

### I.3.4.4. Using Definitions:

Teachers can rely on monolingual dictionaries to provide the students with the word's definition. Harmer declares that word's definition only supply the students with a little

information about the word. Therefore it does not effectively convey new concepts (Harmer, 2007).

**Conclusion**

The focus of this chapter has been on the cognitive approach to multimedia learning and the use of visual aids in teaching English language vocabulary. Besides, it has shown the way teachers help their learners to get the meaning of new vocabulary items through audio-visual practices and multimodal interaction in the classroom. Looking beyond language raises many questions about the efficiency of using multimodal tools such as educational cartoons in learning English vocabulary for EFL young learners .This chapter has also reviewed the transition from traditional English vocabulary teaching to the multimodal one, which highlights more the role of audio and visual representations in teaching vocabulary. Finally, it has stressed the techniques used to teach vocabulary relying on the use of educational cartoons to facilitate learners' vocabulary learning.

# Chapter Two:

# Research Design

**Introduction**

This methodological chapter called "The Research Design'' deals with the role of educational cartoons in enhancing the way children learn the English language vocabulary. It is based on descriptive research method using the mixed method research which consists of both the qualitative and quantitative research methods. It describes the two research techniques used for the data collection and the data analysis. It also provides information about the place of investigation and the sampling of the population who participated in this work.

**II.1. Descriptive Research Method**

Descriptive research method is a technique used for gathering information about a given subject of variable for the purpose of description and interpretation. (Aggarawal. Y. P cited in Salaria, N, 2012).It is also defined as a method that allows collecting both qualitative and quantitative data. In fact, descriptive method does not consist in one type research method; Therefore, Jackson, S. L (2013:20) in his book entitled ''Research Methods'' accounts for three types of methods: observational method, case study method, and survey method. For this present investigation, we opt for descriptive case study method; it is a way of gathering both qualitative and quantitative information.

**II.1.1. Descriptive Case Study Method**

According to Sturman (1997: 61) "[a] *case study is a general term for the exploration of an individual, group or phenomenon*". Therefore, a case study is a comprehensive description of an individual case and its analysis; i.e., the characterization of the case and the events, as well as a description of the discovery process of these features that is the process of research itself. It is also defined by Simons (2009:21) as follows "*Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular*

*project, policy, institution, program or system in 'real life' "*. She also emphasizes that a case study should not be seen as a method in and of itself. Rather, it is a design frame that may incorporate a number of methods. In our research, we opt to use a classroom observation and a questionnaire as data gathering tools.

### II.1.2. Qualitative, Quantitative and Mixed Method Research

Investigating a given research question about a given topic related to social sciences requires data to analyze. Qualitative and quantitative methods are research tools used for gathering and interpreting the findings. The qualitative research gathers information that is not numerical. It is typically descriptive and explanatory. The quantitative method deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an attention to explain, predict, and control a phenomenon (Leedy, 1993). That is, breaking down the data into specific categories. Topics vary in the quality and the quantity of the gathered data. Some research topics can only have either qualitative or quantitative data, while others combine both of them, and result will be a mixed method. In the case of our investigating we opted for the mixed research in the process data collection and analysis in The Bridge Way World school of English (B.W.W.S) in Tizi-Ouzou.

### II.2.The Place of Investigation

In order to answer the research questions and test the advanced hypotheses related to the role of educational cartoons in enhancing children's acquiring English language vocabulary, we have chosen The Bridge Way World School of English (B.W.W.S) in TiziOuzou as a setting of our investigation in this research. The Bridge Way World school of English was started in September 2014 and it provides lessons for three main categories of learners:a- Basic User; it falls into ($A_1$) beginners and ($A_2$) elementary users; b-

Independent User; which includes (B$_1$), intermediate, and (B$_2$) Upper Intermediate users, the last category c- Proficient User; it falls into (C$_1$) Advanced and (C$_2$) Proficient English Users. Each group has a limited number that do not exceed (14) learners per group. The (B.W.W) school of English provides two types of activities; first; classroom activities which include presentations, debates, games, video shows, and role play are given to be performed. Second, outside activities, which include trips that are organized in relation to social programs for the sake of learning English. Statistics in this private school show that the number of English language learners is nearly about two hundred (200) English language learners combining the three categories and levels. To reach the requirements of our study, we he have selected the elementary users (A2) category of English language learners at the B.W.W school of English in TiziOuzou to be the sampling for our investigation.

**II.2.1. TheParticipants**

In order to gather the data, we have chosen to work with one group of  English as a foreign language  learners which is the (Basic User (A2)), and teachers of English language at B.W.W School of English in order to investigate their points in relation to teaching and learning English via multimedia resources, mainly animated cartoons.

**II.2.1.1 The Learners:**

Among the whole group of learners of English  in B.W.W. We have selected a sample of (1) students belonging to the first category named 'Basic Users of English'. As we mentioned, this category contains two levels of English achievements: (A1) Beginning English Learner, and (A$_2$) Elementary English learners. Learners of English in (A2) are supposed to watch certain educational cartoons, make conversations in English, write and understand simple written texts and understand some vocabulary.

**II.2.1.2. TheTeachers:**

The second group of participants is the English language teachers at B.W. W. school of English. One teacher is involved in the present research. It should be mentioned that this English language teacher does not provide specific English courses, but teaches different types of English lessons such as; speaking, reading ,and general English. The reason behind this choice is to find out whether the use of educational cartoons helps children in acquiring new vocabulary items.

**II.3. The Data Collection Tools**

To carry out this research, we opted for a mixed method research which consists of two research tools for collecting data. Classroom observation using a checklist is the main tool. We designed a checklist to construct a complex integrated picture about how educational cartoons help children acquire new English vocabulary; and a questionnaire addressed to young English language learners at B.W.W. school of English in Tizi-Ouzou

**II.3.1. The Classroom Observation**

  Classroom observation is conducted using a checklist to examine the process of using educational cartoons in teaching young learners of English language. According to Merriam (2009), classroom observation provides the researcher with an immediate, direct view of the events. It provides accurate data since the researcher attends more than one session and observes all the instructional vocabulary phases. This study allows us to discover if the teachers use educational animated cartoons when they introduce new English lexical items to their learners Moreover; The observation will help us to know the extent to which these audio-visual aids enhance children's' vocabulary learning. It is conducted in The Bridge Way World school of English in TiziOuzou. The classroom observation was conducted from  October 14th , 2017 until November, 18th 2017 .We have

attended seven (07) sessions at this private school which means 14 hours in total .(see appendix3)

**II.3.2. The Questionnaire:**

According to C.R. Kothari, a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. It is handed to respondents who are expected to read and understand the questions and write down the reply in the space provided. The respondents have to answer the questions on their own. (Research Methodology: Methods and Techniques, second revised edit. C.R. Kothari**). Brace. I (2008: 2**)defines a questionnaire as a set of written questions that can "*be used in many different situations and with many different data gathering media*". That is to say, a questionnaire is an important data collection tool that allows the researcher to collect both qualitative and quantitative data. It can be handed to people directly or can be administered via mail or other social networks when the participants are geographically distributed. Questionnaires provide the same items for all participants within the research and allow the researcher to gather as much as possible of data in a short period of time. (Barce, I. 2008).

**II.3.2.1. The Learners' Questionnaire**

The learners' questionnaire seeks to gather information about the learners' learning environment, and their opinions about the use of educational cartoons in helping them to learn new words. Twelve questionnaires have been handed to twelve learners' from The B.W.W. School of English, they have been introduced first in English and then in French so that the learners understand what is intended from them and that they answer it as appropriately as possible because of their level of proficiency in English. The learners were requested to answer the questionnaire by ticking the appropriate answer. It was also explained that they could ask any question in the language of their choice; whenever they

do not understand a question. The questionnaire consists of seven (07) open and close-ended questions included in three sections (see appendix1).

## II.4. Data Analysis Techniques

### II.4.1. Statistical Data Analysis (SPSS.version23)

The close ended questions of the learners' questionnaire and the observation checklist provide quantitative data. Therefore; this type of data is analyzed basing on statistical numerical analysis. That is, the data is transformed into histograms, tables of percentages, and numbers relying on Statistical Package of Social Sciences computer software (SPSS). The SPSS is defined by landau, S&Everit, B. S, 2004: 11)as follows: "*It is a package of programs for manipulating, analyzing, and presenting data*". Thus, in order to calculate the quantitative data, the software (SPSS) consists of two main steps which are: "variable view" in which parameters are adjusted by providing the necessary information about the statistical data. The second step is called "data view" in which the information of each question is figured through numbers that are considered by the software as a code to process the analysis.

### II.4.2. Content Analysis

Content Analysis is a technique for data analysis. It covers different areas of communication such as interviews, discourses, observations, video types, and written texts. (Murray, 2000). Hence, content analysis can be either qualitative or quantitative. In the present research, content analysis is used to discover the use of educational cartoons in English as a foreign language teaching and the extent to which this tool enhances EFL learners' vocabulary acquisition.

### II.4.2.1. Qualitative and Quantitative Content Analysis

The data obtained from the questionnaire, which are related to the opinions and attitudes (open-ended questions) of the learners' questionnaire, are analyzed relying on the content of the participants answers. That is, some respondents' answers are similar; therefore, those answers are analyzed by using quantitative content analysis shown via diagrams. However, the content of the classroom observation items is interpreted inductively using qualitative content analysis of texts to sort out a general idea of the observation.

### Conclusion:

This chapter has provided a general view about the design in which our research is based .It starts by highlighting the type of research, which is descriptive, conducted with qualitative, quantitative and the mixed method research. Then it provided general information about the place of investigation and the participants, who took part in the study.In addition, it mentioned the research tools that we used in gathering data, as well as the technique used to analyze it.

# Chapter Three:

# Presentation of the Findings

**Introduction**

This chapter is devoted to the findings of the study. It presents the results achieved through questionnaire administrated to both teachers and learners and classroom observation in which the reliability and visibility of the research tools are estimated.It is organized into two sections .Section one is devoted to the analysis of the learners' questionnaire.Section two deals with the results of the classroom observation made inthe Bridge Way World School of English.

**III.1. Presentation of the Results of Classroom Observation Sessions**

During the observation sessions, from $14^{th}$ October to $10^{th}$ November,we have noticed that the teaching of vocabulary is not settled by its own.It is taught within other language aspectssuch as:reading, pronunciation,and grammar. Before handing the direct observation, we have discussed with the teacher the major points of the lesson,such as; the lesson objectives, the selection of the vocabulary to be taught, and the teaching aids to be applied to be easy for us to emphasize on the observation objectives .In order to obtain the essential information,we prepared an observation checklist (see appendix 3).

**A.Do teachers teach new vocabulary during the English language classroom?**

During our observation , we have noticed that the teacher often introduces new words in teaching and presenting English as a foreign language .While presenting new vocabulary items , the teacher always puts the new word in the appropriate situation in which learners can discover its different uses. They also ask the learners to practice the new words after explaining and translating them.

**B.Do teachers use the audio-visual method as anauthentic material to teach vocabulary?**

Noticeably, the teacher uses different available kinds of audio and visual materials such as animations, colors to serve the teaching/ learning process. Besides, the blackboard, he

uses pictures, real objects, book pictures, computer.He uses them to warm up learners and enhance their understanding of new words, and to practice what is already learned.

**C. Do teachers encourage learners to think in the target language?**

During the observation period, we have noticed that the teachers request the learners to use the target language when addressing to him and while discussing between each other. This is done by encouraging them to use less the mother language during the class. For instance; the teacher asks the learners to make conversations using the new acquired vocabulary.

**D. Do teachers use cartoons during the learning process to teach vocabulary?**

From our observation, we have observed that cartoons are frequently displayed, especially because the learners are young ones. The aim is to provide a relevant learning environment and help learners to discover funny and enjoyable aspects of the course and they participate actively.

**E. Do teachers give the learners tasks to complete at the end of each cartoon to check their comprehension?**

As we noticed during the observation period, the teacher always give the learners tasks to complete at the end of each cartoon display, for example, he gives them tasks in which they are asked to complete blanks with the new acquired words, or to join pictures to the related words, this aims at helping the learners remember the new vocabulary and to check their understanding.

**F. Do teachers remind the learners about the previous lesson to check their understanding and assimilation of knowledge at the beginning of each lesson?**

It is observed that the teacher occasionally remind the learners about what they did or learned during the previous lessons, while doing that he asks them about the meaning of

some words, their synonyms…etc. For instance, one time he took a pen and asked the learners about its color.

**G. Do the cartoons displayed contain a relevant input that helps the learners to acquire new words?**

During the observation period, we have noticed the teacher's frequent use of different kinds of cartoons related to vocabulary acquisition, among these cartoons we find:The Five Senses,The Professions, and The A.B.C song…etc. This strategy is used whether for explaining new words or practicing them.

**H.Does the type of animated cartoons displayed containsinformation that is relevant to the learners' age?**

As we have noticed during our observation, the teacher frequently uses cartoons in a mixed way, that is, different cartoons are displayed and are related to topics that are relevant to the learners' age.For example some cartoons are: The Poor Mum, Parts of the body…etc.

**I.Are the learners motivated to learn about Englishvocabulary via cartoons?**

Noticeably, most of the learners are motivated to learn the English vocabulary throughcartoons. It is concluded from our discussion with them that cartoons are an effective tool for learning new words. It makes it easier to memorize the message .In addition, cartoons enable them to participate more in the class without getting bored,and will provide the lesson with a funny atmosphere.

**J.Do the learners learn English vocabulary by heart?**

As it is observed, the learners have the tendency to learn new English words via cartoons and concrete objects such as pictures and colors. Meanwhile, they occasionally learn new vocabulary items by heart; they do so only when the words are difficult to remember or complicated. For instance, on time the teacher asked the learners about the

meaning of the word 'Fire-fighter', one learner answered by saying: 'pompier' in French; then she asked him to write the word on the whiteboard, he wrote it wrongly. In this case, the learner acquired the word by heart.

**K. Are the cartoons displayed dual coded?**

During our observation, we noticed that all the displayed cartoons are dual coded, that is, they contain both verbal systems such as sounds (words' articulations, songs' melodies…); and nonverbal systems such as pictures (colors, gestures, postures…).

**L. Do the learners interact with the teacher using the new acquired vocabulary?**

The learners use the new learned words when addressing to their teacher or someone else in the classroom. They always try to form sentences without the help of their teacher. For instance, when someone gets into the classroom, the learners try to speak with him using the acquired words and expressions. For instance, one time when I entered to the classroom, the learners greeted me by saying: "good afternoon Miss, how are you?" Here the learners practiced what they have learned.

**III.2. Presentation of the Results of the Learners' Questionnaire**

**III.2.1. Section One: the Use of Educational Cartoons and Visual Aids to teach Vocabulary**

**Q1:** Do your teachers use cartoons during the process of English vocabulary learning?

**Do your teachers use cartoons during the process of English vocabulary learning?**

0%

100%

- yes
- no
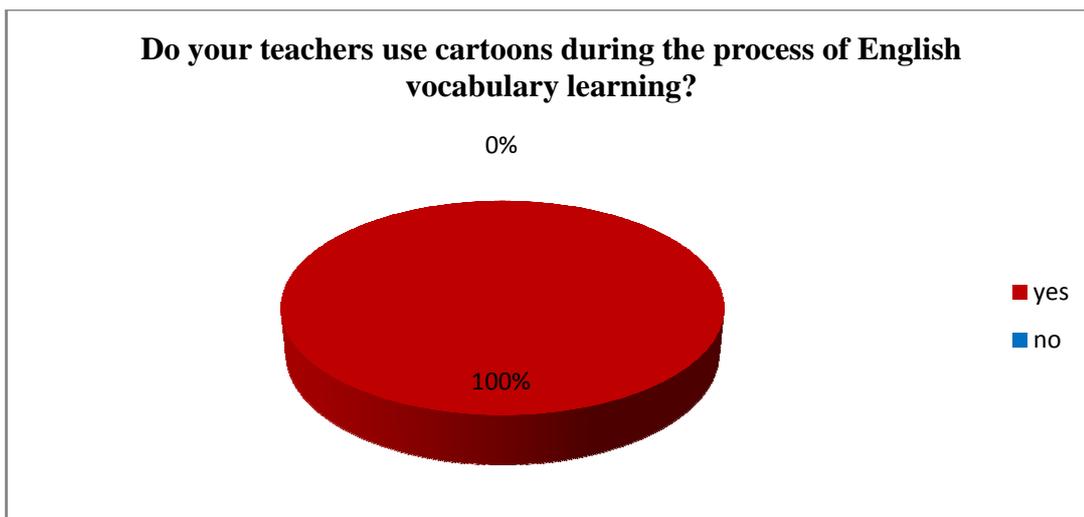
**Diagram 1: the use of cartoons in learning:**

The results obtained from the second question confirm that cartoons are always used during the process of English vocabulary learning for the purpose of assisting and supporting the learners' learning.

**Section Two: The importance of using Educational Cartoons in English Vocabulary Learning**

**Q2:**Do you think that it is important to integrate cartoons during the process of English Vocabulary Learning?



Do you think that is important to integrate cartoons in the process of ...

66,67%

25,00%

8,33%

Yes, very important    Quite important    No, not important
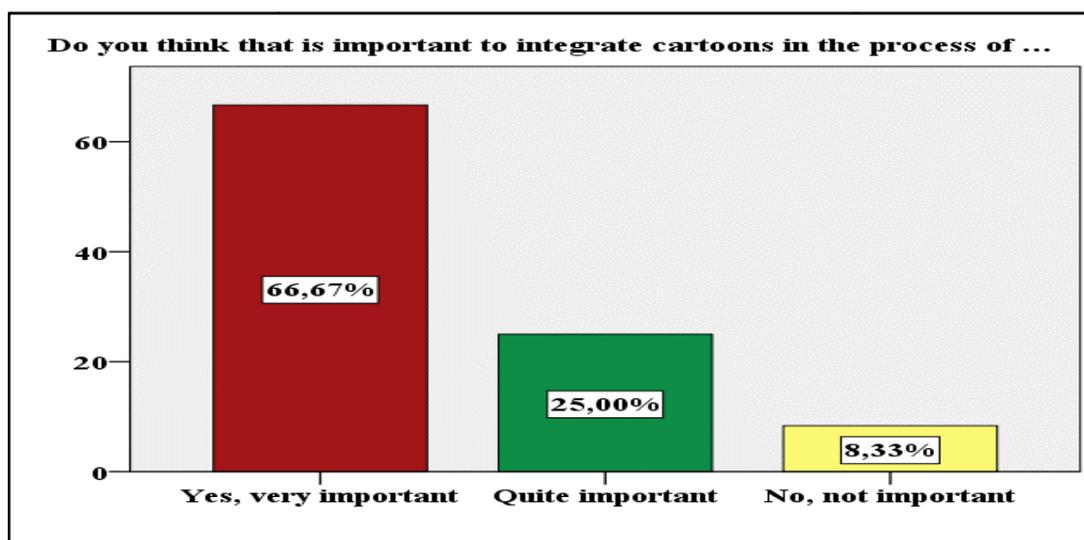
**Diagram 2: Learners' opinions about the importance of integrating cartoons in FL Learning**

More than half of the respondents (66,67%)answer that it is very important  to integrate cartoons during the process of English vocabulary learning .However,(25% ) of English learners (children) assert that these tools are quite important, Meanwhile, (8,33%) that is, only one learner who denied the importance of integrating cartoons in learning English vocabulary.

**Q3:**Do your teachers usually use pictures slides during the lesson to support the explanations of the lesson?
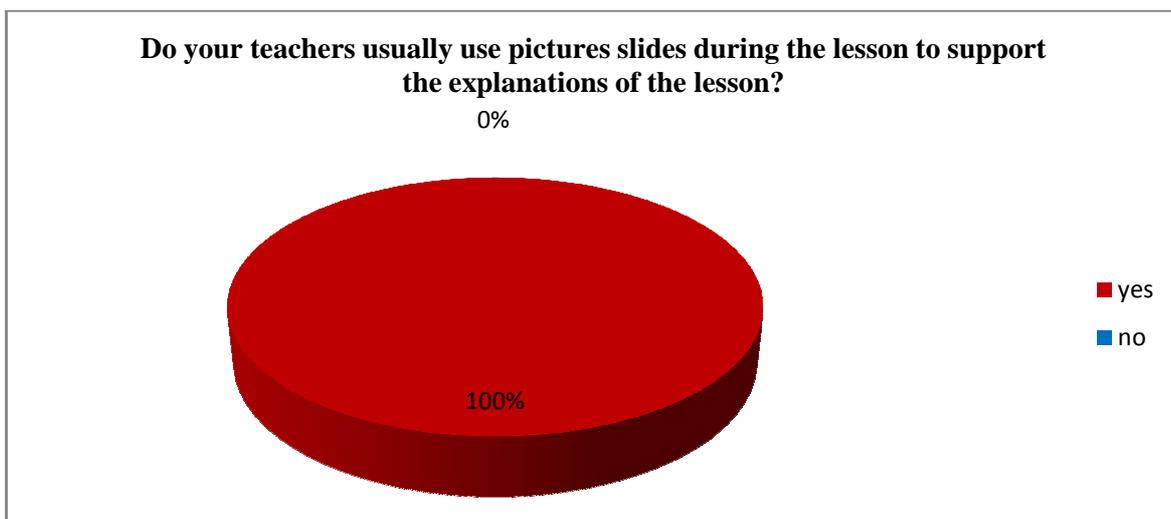


Diagram 3: The frequency of using visuals in the classroom

While there is no one who says that the teachers do not use pictures to support the explanation of the lesson, all the respondents (100%) confirm that their teachers make use of pictures slides to help them understand the lesson better.

**III.1.2. Section Three: The Learners' Opinions about the Use of Cartoons in English Vocabulary Learning**

**Q4:**Do you prefer to use educational cartoons to learn English vocabulary or learning lists of synonyms and antonyms?
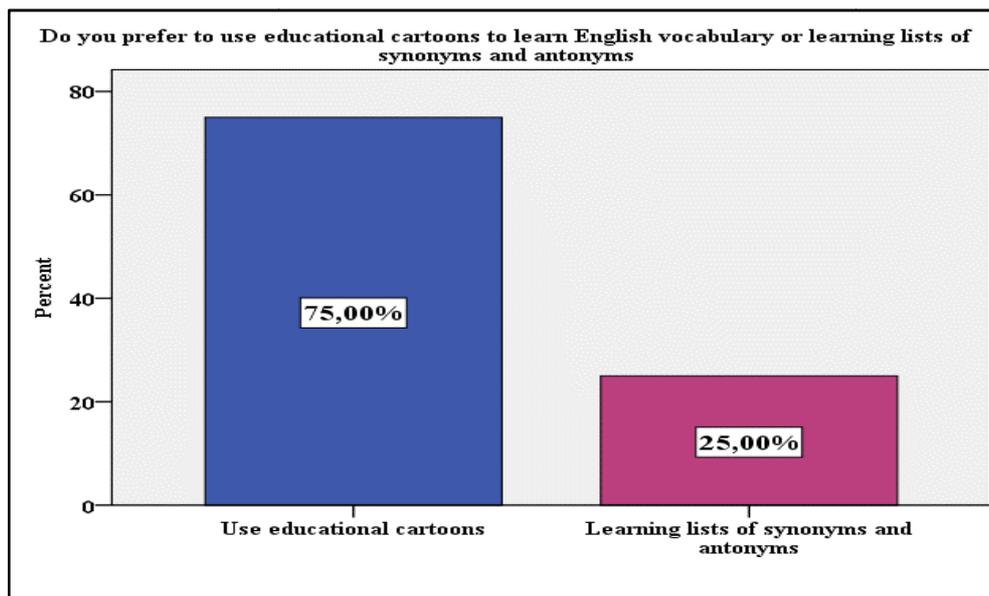
**Diagram 4: The frequency of using visuals in the language classroom**

The diagram above shows that most of English learners (75, 00%) of the category (A2) at B.W.W.school manifest in the acquisition of English via educational cartoons. However, only (25,00%)of the participants say that they prefer to learn English vocabulary through lists of synonyms and antonyms.

**Q5**:Do you think that the use of visuals in the language classroom helps you to learn English vocabulary easily?
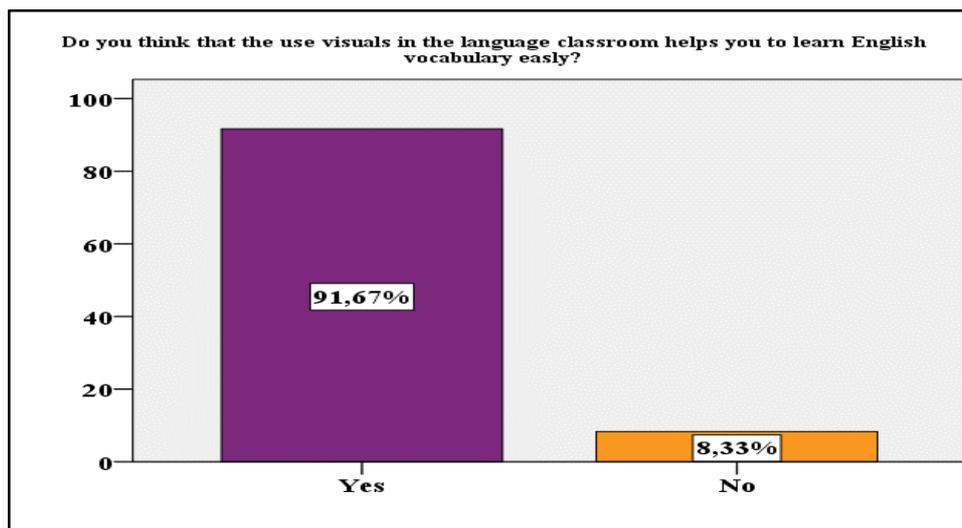


**Diagram 5: The Usefulness of Visuals in Vocabulary Learning**

As it is shown in the diagram above, we notice that most of the learners (91,67%) have a positive opinion towards the use of visual aids as a learning tool to enhance their English vocabulary learning.Whereas,only(8,33%) deny the importance of this tool in vocabulary learning.

**Q6:** As a learner of English, does the use of educational cartoons motivate you to learn English vocabulary?
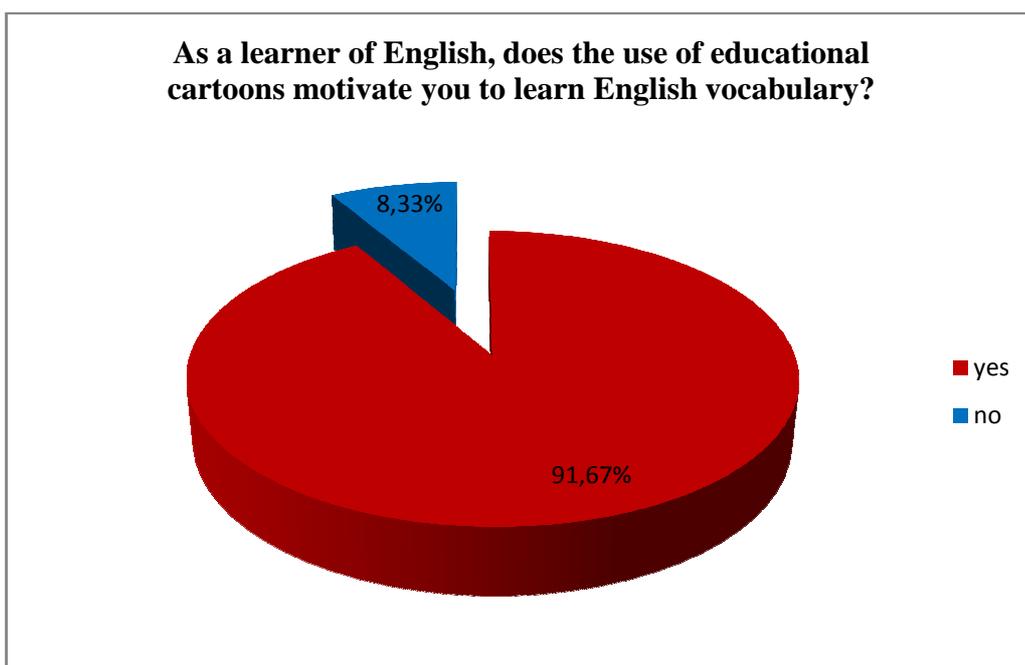


**Diagram 6: The Role of Cartoons in Raising Learners' Motivation**

As it is shown in the pie chart above,the majority of English language learners in B.W.W.S are motivated to learn new English words via educational cartoons. There is,(92%) that stand for (12) participants.For the rest of the group (8%)say that they are not motivated to learn English vocabulary through educational cartoons.

**Q7:** Do you understand and remember English vocabulary better when:

a) Watching educational cartoons.

b) Reading lists of words and finding their synonyms and antonyms.

Do you understand and remember English vocabulary better when:
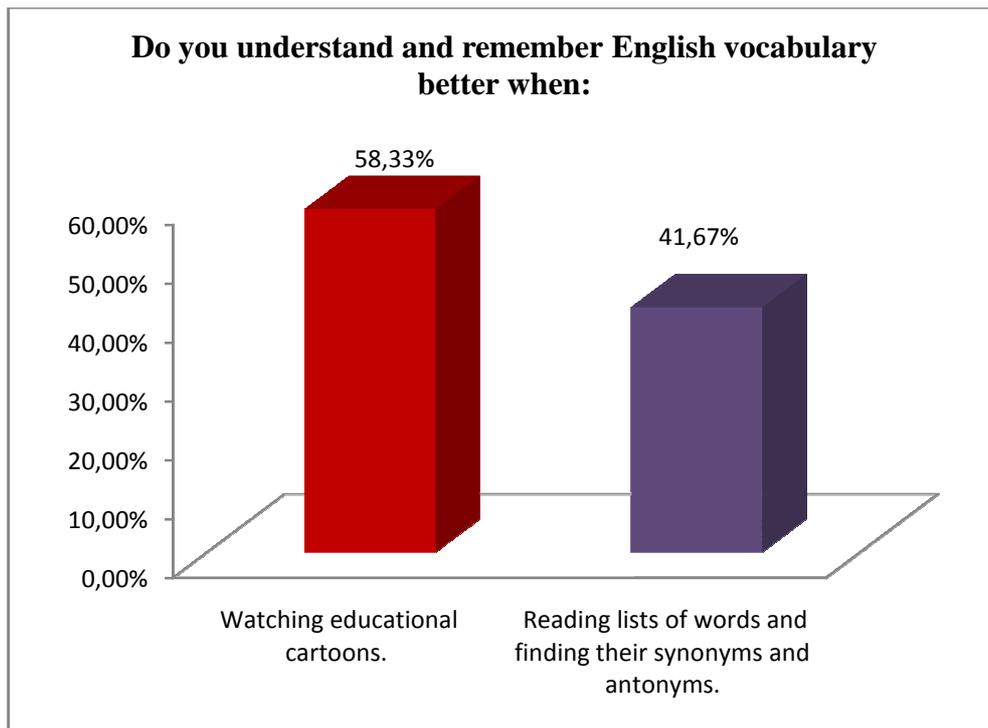
**Diagram 7: The Best Way for Remembering the English vocabulary**

The diagram above shows that more than half of the respondents (58, 33%) argue that they understand and remember new English words when they watch educational cartoons. While the rest of the group (41, 67%) that stands for (5) stands that they understand and remember new English vocabulary when reading lists of words and find their synonyms and antonyms.

**Conclusion**

This chapter has presented the findings obtained from the learners' questionnaire and the classroom observation. Theresults of the learners questionnaire have provided accurate data on how new vocabulary is presented and practiced, and what techniques are used.The findings obtained from the questionnaire to young learners at The Bridge Way World School of English show that teachers use different educational cartoons during the process of English vocabulary teaching and this promotes their learners understanding as well as their motivation to learn English vocabulary via cartoons. The collected data from the classroom observation suit the learners' questionnaire. These results are discussed in the next chapter in the light of multimedia learning theories.

# Chapter Four:

# Discussion of the Findings

**Introduction**

This chapter is devoted to the discussion of the main results obtained from two research techniques: the questionnaire and the classroom observation. The results are, in fact, discussed and interpreted in relation to multimedia learning theories and they aim at answering the research questions and check the accuracy of the advanced hypotheses. It is divided into two parts. Part one is devoted to vocabulary learning and learners' opinions about the use of educational cartoons in teaching vocabulary. It discusses the results obtained from the learners' questionnaire. Part two deals with multimedia and teaching English vocabulary in B.W.W.S. It discusses the results obtained from the classroom observation relying on concepts seen in the review of the literature.

**IV.1. Discussion of the Results of the Classroom Observation and the Questionnaire**

**IV.1.1.The Use of Educational Cartoons in English Language classrooms**

The results obtained in the previous chapter show that educational cartoons are implemented and used as a part of English language instruction in B.W.W School of English in TiziOuzou.We noticed that the teacher under investigation frequently uses audio-visual aids in teaching new vocabulary items. Different types of cartoons are used during the process of English vocabulary teaching. For instance, 'The Poor Mum' is an educative cartoon.Besides the use of the white board, the teacher uses images, drawings, videos and real objects to warm up the learners to improve their understanding of new words .For instance, the data show is frequently used to display for learners how words are written and articulated. This idea was addressed by Brown, H. D (1993), who highlights that *"among pedagogical techniques that can help accomplish the ultimate goal of communication language teaching is the utilization of technology such as films, videos, and computers"*. That is, teaching and learning foreign languages through technology mediated tools such as films is one of the techniques by which teachers get their students to

develop and improve their language skills during the process of teaching and learning EFL classes. Therefore, implementing such media tools into English language classrooms at B.W.W presents to EFL learners concrete and authentic language and allow teachers to contextualize and concretize the meaning of concepts to the learners. That is, teachers can provide explanations and illustrations easily to their learners.

**IV.1.2.The Use of Educational Cartoons and Audio-visual aids to teach English Vocabulary**

From the results(100%) that stands for all the learners under investigation assert that their teacher uses a range of educational cartoons and other tools to assist them during the process of English vocabulary learning like visuals, audio-visuals, and other resources that provide explanation by teachers and understanding by learners That is, using multimedia resources such as educational cartoons are a useful strategy for developing more competencies in pronunciation and vocabulary acquisition, as well as the conceptualization of meaning. In this respect (Kim, D and Gilman, D.A. 2008) claim that using multimedia means stand as a pertinent technique to enhance learners' English vocabulary.

From our observation, we noticed that the teacher under investigation introduce new words in teaching English language; they use some verbal and nonverbal techniques like word definitions, pictures slides …etc. They present new words by putting them in an appropriate situation so that the learners can get easily the meaning .For example, during a class, the teacher asked the learners:" what is profession? "; when the learners did not recognize the meaning of the word, the teacher gave them the definition and general information about the word. She would say: "it is the work that we do in our life in order to gain money" and then, by using a data show, she displayed to them some pictures of people putting on their work outfits. It is also observed that the teacher encourages the learners to use the target language in the classroom, whether when addressing to their

teacher or when addressing to their classmates, that is teachers provide explanations and illustrations and the learners get the meaning and understand the message easily. This implies that using only linguistic mode to convey and explain concepts for learners is not sufficient because including other modes like pictures and videos can replace a whole linguistic text. Therefore, *'a picture is worth a thousand words.'* (English idiom).

The educational cartoons used at the B.W.W School of English to teach young learners are dual –coded, this means that they contain both verbal and nonverbal systems. The former means that the cartoons contain sounds such as voice tone, songs' melodies, and articulation of words…etc. The latter is that the contain visuals like pictures, colors, gestures…etc. The combination of both systems result in a multimodal communication that that helps learners acquire or revise vocabulary within a speaking practice combined with the use of visuals. The target vocabulary then is used in a meaningful way by being put in context which is more likely to be retained. As a result, an enjoyable interesting and relaxing environment for learning is created. From this, elementary English learners at B.W.W are more engaged in learning English and able to understand input through the combination of modes like sounds and images. Hence from Mayer's point of view 'Cognitive Multimedia Theory' (2001*)," people learn better from words and pictures, rather than from words alone"*. That is, learning happens through receiving information via dual channels, which is constituted from both words (dual) and pictures (visual). Consequently, providing learners with a multimodal composition of a language presents a kind of scaffolding and assist their cognitive functions towards the acquisition of that language simply because modalities and media complete and coordinate the diffusion of the intended message for learners. We also noticed that the learners became active and try to use the vocabulary they learned when taking part in a conversation. This means that learners enjoy taking part in their learning process. In this respect, Mayer and Sims (1994)

emphasized the role of visuals in learning vocabulary by claiming that learners make connections between verbal and visual representations, this will enhance their vocabulary learning.

**IV.1.3 .The Importance of Educational Cartoons in English Vocabulary Teaching**

The findings in the previous chapter showed the teaching and learning English using educational cartoons give the opportunity to the learners to conduct English language lessons in a successful way, providing the necessary explanations about different concepts, in addition to the development of the learners' speaking skills in English in terms of new vocabulary learning. That is, (66%) of the learners argue for the importance of using educational cartoons in the process of English vocabulary learning to help them store new words in their minds, mainly because the teachers have noticed that their students remember well the words through the use of visual aids, they are giving their students something they can associate with that concept. Later when they try to remember it, what they have to do is to bring up the image or the sound their teacher already used. During our observation period, it happened that the teacher asked the learners to clap their hands, the learners responded by asking about the meaning of the word (clap) used by the teacher, then the teacher explained to them by making the gesture of clapping her hands, in this case the teacher provided the learners with a concrete explanation of the vocabulary item. Gibbs&Colston(1995) state: *"Image Schemas exist across all perceptual modalities, something that must hold for there to be any sensor motor coordination in our experience. As such, image schemas are at once visual, auditory, kinesthetic, and tactile"*.

(25%) of the learners see that their teachers' use of educational cartoons in the classroom is quite important by answering that they are able to learn new words by heart though lists of synonyms and antonyms. That is, although cartoons is an can help them in learning about the English vocabulary, it is not necessary to integrate them in the process of English

language learning, since they are able to memorize and remember these words verbally. Meanwhile, only (8,33%) that stands for only one learner who denied the importance of integrating educational cartoons in the process of English vocabulary teaching.

**IV.1.4. Learners' Opinion about the use of Audio-visual Aids in Vocabulary Learning**

The findings in this research revealed that the majority of the English language learners at B.W.W School of English assert that they prefer their teachers use audio and visual representation when introducing and explaining new words in English. This means that the teachers of English use a set of modes when teaching the English vocabulary, that is to say, they enjoy learning with the new strategies and methods of teaching that breakdown the routine of the old techniques of teaching and learning using only books and mono-modes of presentation of the input. In addition, in second language learning, using visual aids is an essential teaching strategy in English as a foreign language classroom. Scot and Ytreberg (1990) state that *"words are not enough; most activities for young learner should include movement and involve the sense. The teacher will need to have plenty of objects and pictures"*. (p. 5). As a result, visual materials bring the teaching to mind in the future, they enhance the children's credibility, they also make teaching clear. Young learners have more interest in learning new words when they are involved. A benefit of visual aids is their function as educational tools for learning more effectively. English books usually have their visual aids, such as pictures but teachers should use other visual aids. This benefits the children and helps them retain more information.

As revealed in the previous chapter (58, 33%) of the participants still remember better the acquired vocabulary when displayed via educational cartoons. When the teacher introduces new words accompanied with its visual or audio representation, the learners recall those new words easily. That is to say, the audio-visual aids that the teacher makes use of play a central role in the storage of information at the level of the learners'

memories. That is, language is perceived first of all through two main perceptual channels: verbal and pictorial; then the input is understood; and once the input is comprehended and integrated into the working memory, the new information is retained at the level of the long-term memory. Finally, knowledge is available at the level of the brain; English learners could achieve communication and interaction using the suitable acquired vocabulary to express meaningful messages. Meanwhile, as it is shown in (diagram 7), (41, 67%) of the target learners prefer to learn new English words via other means than educational cartoons. They tend to use other ways like reading lists of words and finding their equivalents and antonyms. From this, we can say that it depends on the words, if there are words that learners knows before; they may remember them but the new words need more practice to be learned and remembered .

## IV.1.5. Multimedia and Learners' Intrinsic Motivation

The analysis of our results shows that young English language learners demonstrate different characteristics inside the classroom, while the lessons are presented with multimedia learning. Among those characteristics, learners possess intrinsic motivation through which elementary English learners do not need external motivation, which stimulates them to learn English words; that is, they could motivate themselves to learn about the English vocabulary. Thereby, as it is shown in (diagram 6), (91, 67%) of the target learners assert that they are motivated to learn new vocabulary items via educational cartoons. This implies that the learners prefer to acquire the English new words by seeing and hearing those items rather than by reading or hearing them only. This means that the learners are aware of the role of visual aids in facilitating and creating a good learning atmosphere. Consequently, possessing such characteristics, elementary English language learners have the ability to be active participants and being spontaneous and fluent in expressing their ideas inside the classroom. Thus, as Boster, F.G et al (2002) claim,

teaching English language with multiple presentation in the classroom pave the way to the learners to reach different stages like having the ability to overcome and achieve many personal satisfactory goals such as being interactive, motivated, self-confident, and self-esteem. In addition cartoon films offer a fun and meaningful teaching and learning experience. Putrani&Mina (2015). (8,33%) of the learners do not give great importance to learning via educational cartoons(visual aids), for them there are other tools that may help them in acquiring new vocabularies. However, Neuman&Koshiren (1992) state that captioned video with sound provide a semantically enriched context where the visual and the audio lend to the printed words on the screen. That is, learning vocabulary through audiovisual aids that contain both sounds and pictures that explain the meaning of the concept. As a result, it has been confirmed that educational cartoons have a positive influence on children's English vocabulary acquisition in the Bridge Way World School of English in TiziOuzou.

(100%) of the target participants assert that their teachers use audio-visual resources such as pictures slides, videos, songs …etc during the learning process, this is done in order to help them understand better the lesson. So teachers create visual effects that invite the learners to follow and stay focused on the presented input. Thus acquiring a foreign language via different modes of representation enable learners to perceive the new input in a comprehensible and multimodal way of representation through which meaning is communicated via a set of modes. Iftani (2015:1) states that an inspiring English teacher is the one who could implement the teaching techniques strategies and skills which is changing students' learning style.

During our observation period, we noticed that the teacher has prepared some tasks for the learners, they were asked for example; to label pictures which are related to the presented vocabulary, to join pictures to their equivalent words …etc. Those tasks aim at

either teaching new words or practicing what learners already know. In addition, the learners acquire their vocabulary via the displayed cartoons or the shownpictures. For instance, once the teacher asked the learners "what is a tree?", the learners raised their hands to answer and when she selected the one who would respond, the learner proposed to draw its shape on the whiteboard, in this case the learner's answer was correct since his answer relied on the visual aid that his teacher used when she taught to him the word. In Zhang (2009) words, learners prefer the future of vocabulary in the process of applying them in contexts and do not like learning vocabulary only by rote memorization (parrot like learning). Meanwhile, some learners have the tendency to learn their English vocabularies by heart (repetition). For example, once again the teacher took a pencil and asked about its meaning of. Some students answered by saying "pen". In this case, the learners mixed up between the name of a pen and that of a pencil, mainly because those learners to learn their vocabularies by heart. Hence, we noticed that most of the time, those learners forget the meaning of what they have learned. In this respect Godman (1987) argues that visuals were more easily understood by learners of all ages.

As we observed during our observation, at the beginning of each lesson the teacher asks some questions in order to remind the learners about what they have done during the previous lesson. Some questions as: "what did we do in the last session?", "what are the words we have seen in the previous lesson?". For instance, one time before starting the new lesson; the teacher asked the learners about the words they have dealt with during the previous week, and then after the learners answered, using the data show, she displayed to them a list of pictures accompanied with their equivalent words, which refer to the vocabulary introduced in the previous lesson. It is also observed that the type of the cartoons used for teaching vocabulary at B.W.W. School of English contains a relevant content that young learners can grasp easily. Some cartoons are related to things that a

child is able to learn during his childhood, like parts of the body, names of animals…etc. For instance, one time the teacher asked the learners about the names of animals they know. At the beginning no one has answered, but when she displayed on the TV some pictures of animals, the atmosphere has completely changed. The learners tried to observe closer the pictures and have discussed with each other. This created an enjoyable and interesting environment for learning the new input. After that, when she asked about the animals which are in danger of extinction, everyone has tried to speak and participate. In this case the learners' behavior has completely changed from passive to active learners just after the integration of the visual aids. As a result, visual aids such as educational cartons have a positive effect on teaching EFL for young learners in terms of making the learning process attractive and dynamic. Indeed, it is found from the collected data that educational cartoons boost the learners' interest and motivation to learn their vocabulary successfully in terms of their desire and behavior to work with audio visual resources inside the classroom. In this respect, Arsyad, (2001) states that, among the functions of audio-visual media is 'the attentive function'. By using audio-visual media in learning process, students' spirit increasing while they listen to the explanation and they become more concentrated in the lesson.

Finally, audio-visual representation has a positive effect on teaching EFL learners' vocabulary in terms of making the learning more realistic, enjoyable and attractive. The learners are dynamic, more interested to participate and show their learning capacities. Indeed, it is found from the collected data that educational cartoons boost the learners' interest and motivation to learn their vocabulary successfully in terms of their high desire to work with audio-visual resources in the classroom.

**Conclusion**

In this chapter, we discussed the main results of the analysis of the findings about the role of educational cartoons in enhancing children's English vocabulary acquisition. Thus, we adopted a framework, which constituted of two approaches to multimedia learning, which are tackled in the literature review; that is, Mayer's cognitive theory (2001) and a cognitive approach to multimedia learning. Hence, the analysis of the finding shows that educational cartoons have influence on the English learners' vocabulary acquisition. Therefore, these results confirm our hypotheses about the effect of educational cartoons on learners' English vocabulary acquisition. Thereby, our research highlights that learning English as a foreign language is able to occur through using different methods and strategies to assist both teachers and learners in the process of teaching and learning that target language (TL).

# General Conclusion

Vocabulary learning is one of the challenges that EFL learner faces, especially beginners. Because vocabulary is very important in learning a language, many researchers investigate the possible factors that may help in facilitating vocabulary learning. Studies have shown that pleasantand motivating atmosphere can greatly contribute in helping learners to enhance their vocabulary learning process. Moreover, one of the techniques that creates funny, relaxing and attractive learning situation for young learners is by using educational cartoons.

This research aimed at investigating the use of educationalcartoons in the Algerian private school of English to enhance children's English vocabulary acquisition. It also aims at exploring the effectiveness of integrating audiovisual aids in learning vocabulary. It focuses on the description and the analysis of the teachers' use of picture slides, images, songs, videos, and real objects in the classroom to teach their learners new English words.

Using the Cognitive Multimedia Learning Theory, this study has tried to shed slight on the importance of teachers' use of audiovisual aids in teaching English vocabulary, especially for young learners, as well as its importance inenhancing learners' learning process. For this aim, we hypothesized that the useof educational cartoons enhances children's English vocabulary acquisition. Hence, teachers' use of these audiovisual resources helps learners to memorize the exact meaning of the vocabulary being taught, especially its articulation. We also hypothesized that the use of educational cartoons motivates children to learn the English vocabulary in Bridge Way World Elementary School of English in TiziOuzou. Hence, the results of our research show that students under investigation are motivated to learner aboutthe English vocabulary via educational cartoons.

Our work targets two main objectives. The first objective is to discover if meaning is communicated through educational cartoons.The second objective is investigating what

makes audiovisual representation useful in learning new vocabulary for young learners in B.W.WSchool of English in TiziOuzou.

To conduct the investigation, we have adopted the Mixed Method Research. We combined qualitative and quantitative methods of data collection and data analysis. The data have been obtained from a questionnaire addressed to twelve (12) learners and seven (7) sessions of classroom observation in theB.W.W. School of English in TiziOuzou. For the questionnaire part, we used SPSS in order to facilitate the analysis of the questionnaire's data, and for the qualitative part, we interpreted and explained the classroom observation by adopting the cognitive multimedia learning theory.

The cognitive multimedia learning analysis of the classroom observation revealed that all the teachers of English under investigation use different types of cartoons as a resource for English language teaching, especially vocabulary. Their use of audiovisual resources such as videos, picture slides, cartoon animations and real objects is purposefully to make the message comprehensible and memorable for young learners. The analysis also shows that teachers regularly present new words in every lesson; this means that they are aware of the significance of vocabulary in FLT.

The analysis of the learners' questionnaire demonstrates that the majority of the learners understand more and are motivated to learn the English language vocabulary via educational cartoons. The findings showed that most of the learners save information in their memories thanks to the teachers' use of audiovisual resources such as educational cartoons. Additionally, learners completely support integrating educational cartoons in English language learning ingenerating and vocabulary in particular. Moreover, cartoons create an enjoyable learning environment. Besides, the use of different types of representation in teaching vocabulary increases the intrinsic motivation of the learners.

When they develop interest towards what theylearn, they engage themselves in the activity of vocabulary learning, which assists them to learn meaningfully.

It is obvious that the use of multimedia can raise the motivation of students to learn English. It is important to note that in the multimedia-enhanced intervention in this study, teachers guided students to acquire new words via English cartoons experience a taste of success in learning English through educational cartoons. According to the data collection in this research, it is certain thatcartoons can facilitate the way of lifelong learning for students; something that students can achieve when they are on their own. But more importantly, education should optimize the effectiveness ofusing multimedia, mainly audiovisual resources in teaching and learning.

To sum up, after the investigation we found that English language teachers use different audiovisual aids to facilitate the teaching of vocabulary. After the analysis provided data concerning the use and the role of educational cartoons in English vocabulary acquisition, we can say that the two advanced hypotheses are confirmed. The results assert that educational cartoons are an effective and helpful technique to teach English language vocabulary, especially for young learners. For instance this research can be replicated using another methodological investigation like experimental design, participants interviewing to study more about teaching foreign languages' vocabulary via educational cartoons and how learners react to such environmental study. Or,investigating other topics like language comprehension and intrinsic motivation in relation to multimedia resources.

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# Appendices

**Appendix1: Learners' Questionnaire**

Dear Student,

You are kindly requested to fill in this questionnaire. Your answers are very important for the validity of the research we are undertaking. The questionnaire will not be marked and is anonymous. Choose one answer in the multiple choice questions by ticking off the appropriate answer.

**Section one: The use of Educational Cartoons and visual aids to teach vocabulary**

1) Do your teachers use cartoons during the process of English vocabulary learning?

a. yes

b. No

**Section Two:The Importance of using Educational Cartoons in English Vocabulary Learning**

2) Do you think that it is important to integrate cartoons in the process of English vocabularylearning?

a. Yes, very important

b. Quite important

c.No,not important

3) Do your teachers usually use pictures slides during the lessons to support theexplanations of the lesson?

a.Yes

b.No

**SectionThree: Learners' Attitudes towards the Use of Cartoons in English Vocabulary Learning**

5) As a learner of English, does the use of educational cartoons motivate you to learn English Vocabulary?

a. Yes

b. No

4) Do you prefer to use educational cartoons to learn English vocabulary or learning lists of synonyms and antonyms?

a) Use educational cartoons

b) Learn lists of synonyms and antonyms

5) Do you think that the use of visuals in the language classroom helps you to learn English vocabulary easily?

  a. Yes

  b. No

7) Dou you understand and remember English vocabulary better when:

  a. Watching educational cartoons

  b. Reading lists of words and finding their synonyms and antonyms

Thank you very much for your participation in this questionnaire

**Appendix 2: Le Questionnaire :**

Vous êtes priés de remplir ce questionnaire, vos réponses sont très importantes pour la validité de la recherche que nous menons .Le questionnaire ne sera pas marque et est anonyme. Choisissez une réponse et répondez aux questions a choix multiple en cochant la réponse appropriée.

1) Est-ce que vos enseignants utilisent des dessins animés éducatifs dans le processusd'apprentissage du vocabulaire anglais ?

a-Oui

b-Non


2) Est-ce que vous pensez qu'il est important d'intégrer les dessins animés dans le processus d'apprentissage du vocabulaire anglais ?

a-Oui, très important

b-Assez important

c-Non, pas important

3) Les enseignants utilisent ils habituellement limage pendant les leçons pour sentir les explications de la leçon ?

a-Oui

b-Non


4)Préférez-vous utiliser des dessins animés éducatifs pour apprendre le vocabulaire anglais ou bien apprendre des listes des synonymes et antonymes ?

……………………………………………………………………………………………

……………………………………………………………………………………

5)Pensez-vous que l'utilisation de matériels visuelles en classe vous aide à apprendre le vocabulaire anglais facilement ?

a-Oui

 b-Non

6)Comme un apprenant de l'anglais ;Est-ce que l'utilisation des dessins animés éducatifs vous motivent a apprendre le vocabulaire anglais ?

a-Oui

b-Non


7)Est-ce que vous comprenez et vous souvenez mieux du vocabulaire anglais quand :

a-Vous regardez des caricatures éducatives.

b- Vous lisez des liste des mots et trouver leurs synonyme et antonymes.

**Appendix 3: Classroom Observation Check-list**

| Items to beobserved | FREQUENCY | | | | |
|---|---|---|---|---|---|
| | Always | Often | Some-Times | Rarely | Never |
| Teachers teach new vocabulary during the English language classroom. | | | | | |
| Teachers use audiovisual method as an authentic material to teach vocabulary | | | | | |
| Watching animated cartoons help learners to speak in the English language | | | | | |
| Teachers use cartoons during the learning process to teach vocabulary | | | | | |
| Teachers give learners tasks to complete (e.g.; labelling a picture, filling in blanks) at the end of each cartoon to check comprehension. | | | | | |
| At the beginning of each lesson, the teacher reminds the learner about the previous lesson to check their understanding and assimilation of knowledge. | | | | | |
| The cartoons displayed contain a relevant | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| input that helps learners to acquire new words. | | | | | |
| The type of animated cartoons displayed contain information that are relevant to the learners age | | | | | |
| Learners are motivated to learn about English vocabulary via cartoons | | | | | |
| Learners learn new English vocabulary by heart. | | | | | |
| The cartoons displayed are dual-coded(contain verbal and nonverbal systems | | | | | |
| Learners interact with the teacher using the new acquired vocabulary. | | | | | |

The numbers presented in the table refer to the number of the use of the selected items during each course in terms of frequency.