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**The Impact of Animated Cartoons on Enhancing
Vocabulary Acquisition and Listening
Comprehension Skill**
The Case of Second Year Al Zahra Middle School, Laghouat

**Dissertation Submitted to the Department of English in Partial Fulfillment
of the Requirement for the Degree of 'Masters' in Literature and Civilization**

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Dedication

I would like to dedicate my work:

First, to my mother, FATNA BENT DJELLOUL RAHMANIA who has sacrificed everything in her life for us. My father, MOHAMMED MOHAMMED BEDJ who is my good example in life. To all my dearest brothers and sisters, for their infinite love; ILYES, MUSTAPHA, WASSILA, AMINA, RAZIKA, ABDELMADJID who have been supporting and encouraging me. To my uncle RAHMANIA ABDELKADER for his unforgettable help. To my dear husband BACHIR and my lovely children MOHAMMED and KHADIDJA. Big Appreciations go to my mother- in- law KAIMA LADHEM. To my sincere friends and to all those who have lightened my way towards success.

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Abstract

In Algeria, an Arabic speaking country where English is taught as a foreign language, middle school learners and their teachers confront a variety of difficulties related to EFL learner's lack oral performance. This research aims to investigate the impact and the effectiveness of using animated cartoons program in learning English vocabulary among 2nd year middle school and how these programs facilitate the acquisition of new vocabularies through watching them. In this study and through teaching and learning processes, the motivation derived from visual aids of cartoons has been explored as a means to ameliorate the teaching and learning of English as Foreign Language in the Algerian context. To reach such an aim, we administer a questionnaire of number of statements to students of 2nd year middle school classes. The results reveal that animated cartoons constitute positive impacts on EFL beginners' listening, speaking, reading and writing abilities, it also develops their oral production; this indeed creates and motivates the learners and draws a less-stressful classroom atmosphere.

List of abbreviations

- LC**..... listening comprehension
- EFL**..... English as Foreign Language
- ELT**English Language Teaching

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GENERAL INTRODUCTION

Background of the Study

Learning English as Foreign language can be a tool of acquiring knowledge, culture, thoughts and perspectives of other people's nations. Any language indeed is essential in every aspect of human daily life. It is used to inform a person of what it is desired, felt and to understand the world. Learning English language, in the other hand, is not only for the acquisition of knowledge or culture of people who spoke it, but to gain the ability to get along in the day to day situations of ordinary life. We may spend hours, days, months and years to reach a level that would allow us to speak it fluently, and this was indeed the fact that most of the past 20 years generations spent to do so. However, the recent years witnessed an advancement concerning the use of technology that brought easier ways to master any foreign language through Internet or television.

One of the programs on TV that helps the learners to master English Language is "The Animated Cartoons". The children are attracted by the colors, songs and easy social language used on these programs, and this will directly affect their skills and improve their language.

Identification of Problem:

EFL learners do not find it easy to acquire new language because learning English as a Foreign Language makes learners feel bored and they may get lost in this process. To enhance the English language skills reading, writing and listening, there are several ways to go though, in which teachers are in search of guiding tools to do so.

This research helps the teachers ameliorate the level of their learners through an interesting and more motivating way in the process of language learning which is cartoons. Moreover, learners will be more interested in the acquisition of the language skills. They rely

on activities about what they watched to pull the learners into the lecture subject and enrich their vocabularies in order to know which context they should use them in.

Aim of the Study

The purpose of this research is to investigate the impact of using animated cartoons through teaching vocabulary and thus it enhances the acquisition of the English Language. On the other hand, how animated cartoons can motivate EFL learners to use and remember different terms in different contexts.

Research Questions:

This research is based on 3 main questions:

- 1- What are the impacts of animated cartoons on listening skill development of vocabulary acquisition in EFL classes?
- 2- To what extent is the use of Animated Cartoons beneficial for EFL students of Algerian middle schools?
- 3- How can cartoons be helpful to enhance EFL students English Language vocabularies?

Structure of the Dissertation:

This paper is divided into three main chapters; the first chapter is concerned with listening comprehension, we try to illustrate the role of listening skills in acquiring new vocabularies in EFL classroom, its objectives and how it is important for learners.

The second chapter deals with animated cartoons and how the integration of cartoons can help to motivate EFL to learn English language and foster EFL students speaking abilities.

Moving on to the third chapter, which is devoted to data collection analysis based on the result of a questionnaire centers a number of students and recommendations on using animated cartoons to improve learner's vocabulary knowledge.

CHAPTER ONE

The Theoretical Background of the Study

Chapter one: The Theoretical Background of the Study

1.1 Introduction

1.2 What is Listening

1.2.1 Listening Comprehension

1.2.3 Definitions of Listening Comprehension

1.3 The Process of Listening Comprehension

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1.4.1 Five Ways to Encourage Active Listening

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1.1 Introduction

Research, recently, in the domain of teaching English as a Foreign Language has indicated the importance of listening. Despite these recent advancements, important research questions remain to be answered.

The listeners are usually addressed by a serious problem which is the rapid vanishing of the content of what they listen to. Many language learners confront an obstacle while listening, many speakers can be followed with some ease, however they cannot do so when it comes to remembering.

Media is considered as one of the most variables that can impact the adequacy of teaching and learning activities of listening. For the most part, the utilize of the innovation as a teaching help is accurately pointed at expanding teaching process to be more motivating and engaging for students

The researchers are attempting to utilize this genre of media in listening activity by using cartoon movement clips to assist the learners improve their capacity in listening skill.

Renukadevi, D. said: “ Listening is the most essential part of spoken communication as it is crucial in providing the content and meaningful response. In mastering a language for communicative purpose, listening plays a vital role, as it assist the language learners to master pronunciation, word stress, vocabulary, and syntax and the understanding of messages conveyed can be based solely on tone of voice, pitch and accent; and this is only made possible when we listen”.

What is Listening?

In all spoken languages in the world, listening is usually the first language skill that we learn.

The first language skill is Listening, then they come the rest skills which are:

1- Speaking

2- Reading

3- Writing

According to Oxford Living Dictionaries:

“ To listen is to give attention to sound or action. When listening, one is hearing what others are saying, and trying to understand what it means. The act of listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback.”

There is no precise definition can be given to listening, however, it can be defined as follows:

- Listening is an important skill that is needed for communication in people’s daily lives.

Listening is an integral part of language learning since it gives the verbal input that acts as the platform for language acquisition and provides learners to communicate in spoken interaction.

- Listening is getting language through the ears. It includes recognizing the sounds of discourse and handling them into words and sentences.

Through listening, and to receive single sounds, we use our ears; sounds such as (rhythm, letters, stress and pauses) and to change over these into messages that cruel something to us, we utilize our brain.

In another definition,

Listening in any spoken language requires concentration and consideration. It could be an aptitude that a few people need to work at more intensively than others.

Speaking English language fluently and easily needs to ameliorate strong listening skills, since it is not only a helpful skill to understand what people are saying. In addition, it helps to speak clearly to other people. It also provides us to learn how to pronounce words properly, where to place stress in words and sentences and how to use intonation. All these factors make the discourse easier for other people listening to us to understand.

1.2.1 Listening Comprehension

It can be defined as a process, a complicated one, and if we want to study it, we have to understand how that process works.

Variety of studies in language learning has shown that listening comprehension plays a major role in the learning process. In spite of its importance, listening has been ignored in foreign language learning, teaching, and research. Mendelsohn (1994) defines listening comprehension as:

“ The ability to understand the spoken language of native speakers.”

In the other hands, Rost, (1994) defines it:

“ Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners’ language knowledge”.

According to Kurita (2012)

“ Learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners’ self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with natives.”

1.2.2 Definitions of Listening Comprehension

There are different definitions of the term “listening comprehension.”

Nadig, 2013 cited

“ Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences”.

According to Hamouda (2013)

“ Listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.”

1.2 The process of Listening Comprehension

Studies about different listening strategies are being done. One issue is whether, while processing input, listeners are focusing on the linguistic forms of the message, the words and grammar, or whether they are focusing on the meanings, using world knowledge, in the text.

Richards (1996) inquired this and found that

“ When learners paid attention to the linguistic forms, this process interfered with their comprehension of the content.”

1.3 Teaching listening comprehension

Developing listening comprehension skills is one of the serious recent educational problems in the field of foreign language acquisition. Understanding how EFL listening comprehension works, indeed, have a serious impact on language pedagogy.

Ellis (1990) summarizes

“ Learners achieve control through meaning focused instruction. In order to develop control, the learner needs to practice in 'real operating conditions.’”

Rost (1990) however, is more specific about the nature of the development of the listening

comprehension and proposes that:

“ Instruction in listening should aim to present learners with challenging listening texts and pedagogic tasks and to induce the learner to resolve points of non-understanding (1990) ”.

In another words, we should increase the input of language the learner can process and the range of situations which can be dealt with. In addition, Rost notes that:

“The development of listening ability will be to some extent quantitative, involving increasing knowledge and to some extent qualitative, involving the appropriate selection of responses.

The development of knowledge and language are both necessary conditions for the development of LC’.

Nunan (1991) too, says of the language used in the classroom that if we are to study language in use then we must study real language designed to serve some communicative purpose.

1.4.1 Five (5) ways to encourage active listening

1. Preview the book prior to reading. Make predictions based on the title and cover.
2. Take talk breaks during a book to explain your thinking or review what might be happening in the story.
3. Revisit parts that may be confusing or pages that you feel might need more explanation.
4. Discuss unknown vocabulary in the book.
5. Ask comprehension questions after reading the book. Talk about the characters, the problem and solution, and their thoughts about the book

1.4 A typology of listening comprehension tasks

1.5.1 Pre listening activities

To prepare students for the listening comprehension task, there are many ways that the teacher may prepare during the pre-listening activities:

- The teacher should check his/her pupils' background knowledge of the chosen topic and linguistic content of the text.
- Students should be provided with the background knowledge necessary for their comprehension of the listening passage.
- Explain any given information which may be important to understand the passage.
- Students' readiness of the type of text they will be provided with, the role they will play, and the aims for which they will be listening.

1.5.2 While listening activities

During this step of listening, students do the activities while or immediately after the time they are listening, since the activities are related to the text. If students are to complete a written task during or immediately after listening, the teacher should allow them to read through it before listening. In the other hands, Students have to give all attention to the listening task because the primary goal is comprehension, not production that is why we should not give importance to writing. Moreover, obliging the students to write while listening may distract them from this primary goal. Tasks have to be organized so that they guide listeners through the text. Before the listening activity begins, the students need to review questions they will answer orally or in writing after or while listening.

1.5.3 Post listening activities

Comprehension may be evaluated after listening, within a particular task in order to limit the whole progress in listening. In this step, the teacher has to determine if the tasks used were suitable for the listening target. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

1.5 The goals of listening comprehension lessons

According to Paulston and Bruder (1976, as cited in Pourhosein Gilakjani & Ahmadi, 2011), listening comprehension lessons have certain goals and all teachers and learners should be aware of these goals. They are as follows:

1. Listening comprehension lessons should be carefully and gradually planned. Listening activities progress from simple to more complex while learners get in language proficiency.
2. Listening comprehension lessons should demand active student participation. Student participation is his/her written answer to the listening comprehension material and immediate feedback on performance that can keep students' concern and motivation.
3. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. These two factors are very important in recalling and can be done by giving the students the writing task before listening to the material.
4. Listening comprehension lessons should focus on conscious memory task. One of the aims of listening is to reinforce learners' recall to increase their memory capacity. 'Listening is receiving, receiving needs thinking, and thinking needs memory. It is impossible to separate listening, thinking, and remembering.
5. The focus of listening comprehension lessons is on teaching not testing. The aim of checking learners' responses is just feedback that is a way of helping learners to know how they did and how they are advancing.

1.6 The importance of listening in communicative language teaching

Listening is the most important part of communication as it is a key in preparing an actual and meaningful response. Especially in learning a language for communicative purpose, listening plays a necessary role, as it provide the language learner to acquire vocabulary, pronunciation, word stress and syntax and the comprehension of messages conveyed can be based entirely on tone of voice, pitch and accent; and this could be done only in the process of listening. We will never get any development unless we understand the input correctly. Furthermore, without listening skill, no communication can be achieved. Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. Unlike the other language skills, listening is seemed much difficult by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering, evaluating, and responding. However, with the appearance of communicative language-teaching, the learning and teaching of listening started to receive more attention. In the other hands, listening is not yet integrated into the curriculum and needs to be given more attention in a language learning setting.

1.7.1 Teaching Foreign Language Listening

Foreign language teaching commonly focuses on the product of listening since comprehension is the essential demanding issue. (Vandergrift 2011:66) asserts: While an exclusive focus on the product of listening allows teachers to verify comprehension, the answer (correct or incorrect) does not help listeners gain an insight into the processes underlying successful comprehension, which is a characteristic of successful listeners. Furthermore, He adds, an exclusive interest in the right answer often creates a high level of anxiety, since an interest in the correct answer is often associated with evaluation. Therefore, focusing on a growing body of research that examines a process approach to the teaching of

EFL listening, it will be argued that an emphasis on the process of listening through regular classroom practice, unencumbered by the threat of evaluation. (Vandergrift 2011:81).

1.7.1 English Language Teaching: (ELT) in Algeria

The involvement of English as a foreign language appeared after the independence, because at that time English started to be seen as the language of the world. “ English as a foreign language started to gain ground in Algeria, it is regarded as a means to facilitate a constant communication with the world (Naouel 2013). In order not to be contradicted with the Arabic and the Islamic Algerian identity, the process of Arabization appeared to restore Arabic language its real status in the Algerian society. Because of this process, Arabic was declared as the national language and the language of instruction for all subjects except sciences and medical courses, in primary, middle, and secondary schools in the 1970’s, and after in university by the 1980’s.

1.7 Listening comprehension and vocabulary acquisition

Throughout the past twenty years, listening comprehension activities have become useful thanks to their application in computer-based materials. Researchers fight to understand how multimedia can improve listening comprehension and vocabulary acquisition.

In listening, a major role is played by vocabulary, particularly for a foreign language learner. In the listening skill, we must pay attention to the size of the new vocabulary to which learners are confronted. Brown and Yule (1983) mention that, learners start looking for the meaning of a word and lose the thread of speech. That is why they should train to go on listening and to accept the fact that it is not necessary to understand every word because good listeners, according to Brown and Yule, encourage speakers and liberate the conversation.

Therefore, when teaching the listening skill, it is notable to plan sessions aimed at practicing to sub-skills of reaching the meaning of unknown words from the context using the suitable strategy. Hung (1998) informed that listening passages with known words are easier

for learners to understand, even if the theme is unknown to them. His research represented that knowing the meaning of the words might arise students learning interest and lead to a positive impact in listening ability.

1.8 The Algerian Middle School Syllabi and Textbooks

Although there is plenty of English language teaching tools covering many aspects of English language teaching and learning in Algeria neither the teachers nor the students can dismiss the textbook which always remains a necessary tool for language instruction .In Algeria, there are four Middle School textbooks: Spotlight on English One, Spotlight on English Two, Spotlight on English Three and On the Move.

1.9.1 Spotlight on English: Book Two

Is the official second year textbook in the Middle School. It consists of five files. Each file includes three sequences. Each sequence is made of 'Listen and Speak', 'Discover the Language', and finally 'Self-assessment'. As the sections of textbook, they are 'Listen and Speak', 'Discover the language', 'Learn about culture', 'Check', 'Project', and 'Self-assessment'.

The first section is made of three rubrics:

'Pronunciation and Spelling' which is designed to help the learners to improve their spelling and pronunciation.

'Practice' which relates to revision and consolidation of language items learned in the previous rubric and finally 'Go Forward' which is a matter of reading activity.

The second section intends to enable the learners to discover new language items through reading and conversation. Its rubrics are: 'Reading Passage', 'Practice', and 'Reminder'. In the last rubric the learners are asked to learn inductively like finding out rules through many texts, the fourth section that is 'Check' is made up of activities through which the teachers can assess their students' performance. As to the fifth section, its aim is to call on the students to carry out a project. The last section 'Self-assessment' is made up of a grid that allows the learners assess their own work.

'Spotlight on English Book Two' shows that 'Listen and Speak' rubric in 'Sequence One' starts with a presentation of the language forms mainly in a dialogue between two persons; 'Sally and Steve' (spotlight on English: Book Two: 8). According to Harmer, such a beginning is the step where the teacher presents a situation, which contextualizes the language to be taught. (Harmer, 2001:80). That is to say that the students are presented the language items to be learned within a context. Nevertheless, it should be mentioned that this 'Listen and speak' rubric does not start in a manner that activates the students' previous knowledge and understand better.

1.9 Conclusion

To conclude, language learning is impossible without listening skills, as it can be said. This is because there is no communication where there is no human interaction. In addition, listening is essential not only in language learning but also for learning other subjects. However even today, with all the technological development in the field of education, learners face problems with listening. The main reasons are: they spend too little time to improve their listening skills; the inappropriate strategies tested on them in a learning setting may be an important reason for their poor listening comprehension. The problems are also caused from the listening material and physical settings.

To acquire high level listening skills, more exposure is given to the learners with variety of listening comprehension. Knowing the context of a listening text and the purpose for listening greatly reduce the burden of comprehension. Teachers should play an important role in teaching learners strategies and how to apply them into the listening task. They can help students develop sound strategies for comprehension through a process approach to teach listening. These are some suggestions to overcome the challenges in listening as well as to upgrade the listening skills of students.

The importance of English as a universal language and the development of technology and educational reform are key-determinants for new advancements in English language teaching and learning. The present chapter has tried to analyze and describe the Algerian educational situation of ELT with reference to second year middle level on one hand; and outline the different sources of input.

CHAPTER TWO

Animated cartoons

CHAPTER TWO: Animated cartoons

2.1 Introduction

2.2 Animated Cartoons

2.2.1 Definition

2.2.2 Background of Animated Cartoons

2.3 Types of Animated Cartoons

2.3.1 Traditional Animation

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2.4 Advantages of using Animated Cartoons in the field of Teaching

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2.6 The impact of using Animated Pictures on learners' attitudes

2.7 Animated Cartoons as an aid of memorization

2.8 Animated Cartoons as an aid of Imagination and Creativity

2.9 Conclusion

2.1 Introduction

The domain of education is provided with limitless opportunities by the technology thanks to its fast moving. Through the huge interest about computers, strategies of innovative have been coordinated to English Language learning situations. These teaching strategies provide us with different capacities for educational environments.

Coriano (2001, p.163) says, “ Computers have potential advantages to both the teachers and the students. Learning with computers can be one of the effective ways to help students in the vocabulary learning process.”

(Sun and Dong, 2004) agree that:

“Animation is considered as one small part of the computer revolution, which is a very important part of high technology.”

Through the help of developed methods and strategies that interactive media provides, language-learning situations can be more colorful, persuading and at the same time more supportive for students in the process of vocabulary learning. To learn new vocabulary, could be difficult with such a bulk of words just by looking up a word or a term in dictionaries. Thus, it is necessary to introduce words using new strategies. This new method uses animated pictures to present new words and new vocabulary.

We focus in this study on the benefits of using technology in the classroom and how it can increase student engagement and motivation; however teachers must use it effectively as a tool and not simply as a means to engage students.

Furthermore, this chapter aims at determining the effectiveness of using animated pictures in English language vocabulary learning compared with the traditional method.

2.2 Animated cartoon

2.2.1 Definition

There are several meanings that can define the word animation, according to Wikipedia it can be defined as: ‘a method in which figures are manipulated to appear as moving images.

As it is defined in Wikipedia:

“ In traditional animation, images are drawn or painted by hand on transparent celluloid sheets to be photographed and exhibited on film.”

Many researchers have given definitions of animated pictures, and they are all extremely similar. However, differences arise because of different priorities.

Gonzales (1996, p. 27) proposed a definition of animated pictures as “a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task” .

Vasari and Haugh (1922, p. 83) also define animated pictures as" An art or technique of producing images on a surface usually paper by means of marks in graphite ink, chalk, charcoal or cartoon. It is often a preliminary stage to work in other media".

Baek and Layne (1988, p. 132) define them as “The process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to show motion”.

2.2.2 Background of animated cartoons:

According to Wikipedia, The expression animation was first known approximately 4000 years ago in the Egyptian burial chamber mural showing wrestlers in action.

Tobin and Joseph (2004) added:

“ 5.000 years-old earthen bowl found in Iran in Shohr-Sokta has five images of a goat painted along the sides. This has been claimed to be an example of early animation; however

the equipment existed to show the images in motion, such a series of images cannot be called animation in the true sense of the word.”

Looke (1992: 60) states:

“ The development of animation celluloid around 1913 quickly made animation easier to manage instead of using these simple drawings.”

Mosley (1985:12) in the other hands records

“Walt Disney took the first step in padding movements, sounds like backgrounds and foregrounds to the animation itself.”

2.3 Types of Animated Cartoons

Animation could be a complicated occupation; however it was more complicated and long before the invention of computers and technology improvement. There are several types of animated cartoons, which can be watched by the students; however, we will mention the three major types of animation. These sorts can be utilized in technology education and graphic communication classes:

2.3.1 Traditional Animation

Thomas and Lisa (2003) state:

“ This type of animation is called cell animation because it is the individual frames of a traditionally animated film and photographs of drawings, which are first drawn on paper.”

The only process that was used at that time for the 20th century animated movies was the traditional animation. It is considered as the oldest type of animation. All the cartoons we used to watch like Looney Tunes, Bug Bunny, Mickey Mouse, Duck Tales, they all were made using this technique. In addition to that, particularly in this type of animation, animators used to draw everything on paper by hands. They used to make millions of drawings and each drawing was slightly different than other. So when you view them in sequence it makes an illusion of animation. And “Cell” was the specific paper used for drawing. For that reason this

technique was called Cell Animation.

At the end of the drawing it is used to be photographed using platform camera which is designed particularly to be used in television production and film-making to animate a still picture or object.

2.3.2 Stop motion animation

The movement of the objects from a place to another in animation is called stop motion. An illusion of movement is made by this change in position. Stop-motion was a savior for film directors, before the modern era of animation began. This type of animation was utilized in several films to show magic happens or the impossible scenes back then to create or shoot.

2.3.3 Computer Animation

Thanks to the innovation of computers, computer animation emerged to facilitate animation making. It means the digital pictures, which can be digitally created. It focuses on manipulation of images in which characters and objects move and interact.

Moreover, Bancroft and Keane (2006, p.87) define computer animation as:

“A program, which uses animation software to create and copy individual frames. Animation software programs, such as Mice or Animor, are known for their usability.”

In his type, in other words, computers do everything. Animators have been opened up for Unimaginable choices. Everything takes place in computers right from drawing characters and scenes to animate them.

2.1 Advantages of using animated cartoons in the field of teaching:

There are many advantages of including animation in teaching process. Using animated pictures in this field provides the teachers with practical possibilities more than static pictures. Here are just a few advantages of working with Animation:

- **Saving time and effort:** Animation can decrease time and help for better learning, comparing to traditional methods. Stoney and Oliver (1998) cite that computers can save efforts from painting, shading, and calculations for appropriate and consistent lightening effects instead of the animator.

- **Visual attributes:** Kobayashi (1986), Rieber (1996), Goetz and Fritz (1993) mention that information coded both visually and verbally is more likely to be remembered than when each is coded alone. That is to say that animation increases the opportunity, which is being stored about information and, hence, regained easily. In addition, Wang (1994, p.18) adds that animation provides and increases capacity to present information regarding a continuity of motion.

In another way, the most important element that can strengthen the information in the students' mind is the movement element in animation film. Furthermore, Animation serves viewers with two different visual attributes: images and motion .For scientific learning, images and motions are both essential for understanding and memorization.

- **Makes learning faster:** Animation gives the students chance to learn faster and easier. Besides, for teachers and students, it is an excellent tool to deal with difficult subjects such as science and mathematics.

- **Using sounds and music effects:** One major advantage is the use of sound or music and particularly, according to the teacher's intelligence in how and where should be used in the plan. These sounds can be used to support the images and the events in the animation.

- **More creative fun/ satisfying tool:** William and Fisher (2002, p.324) notice that many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities. Moreover, Armstrong (1966, p.69) adds that multimedia has the ability of capturing the attention of a generation who has grown up with technology. It plays an increasing role in their lives and education. Waters (2007, p.34) also cites that using animation films helps students to develop listening, speaking and reading skills. This strategy provides an environment with native speakers, real texts and thousands of real- life images. The new vocabulary is introduced by the teacher through using films by defining them with objects, pictures and events. Thus, students acquire the new vocabulary and the language by linking them to objects and events from the real world around them.

Furthermore, Coyner and Mccann (2004, p.223) state that learning outside the traditional room using technologies like animations and movies through computers encourage students to learn.

- **More useful and household record:** King (2010, p.16) points out that teachers, doctors and businessmen/women benefit from using animation to explain difficult topics. In addition, learners can take the animation films to their houses. They can think deeply about them and repeat them many times.

- **Instant, easy, photo sharing:** King (2010, p.15) states that: "You don't have to address an envelope, find a stamp or truck off the post office or delivery drop box. You can send the animation film by attaching it through e-mail. It is not just sending a film through an email, it is also convenient".

2.2 The advantages of using animated pictures in teaching EFL learners:

There are many advantages of watching cartoons in foreign language classroom. Unlike other tools that are audiovisual, watching cartoon film as source of a reliable language helps the teachers to engage students, attract their attention, create a stable atmosphere to present information, and it has the possibility to improve critical thinking processes and discussion skills.

Sarko (2008) states that exposure to authentic language would serve learners to practice language not only in the classroom, however also in outside where they can utilize language.

According to students, animated pictures can increase their mastery of various subject matter. Within a series of lessons and units, teachers and learners can use a simple animation program to create animated and visual representations of many notions.

And here are some advantages:

- **Facilitating and understanding of subjects:**

Lin, Chen and Dwyer (2006, p.203) state that the use of animation in presenting a subject matter that requires visuals to complement the text in facilitating understanding of subject matter knowledge under a specific and limited condition has a superior effect.

- **Enhancing listening comprehension:**

Learners who received authentic pictures taken from authentic videos and students who watched cartoons increased listening comprehension.

- **Enhancing and facilitating immediate and delayed achievement in the EFL classroom:**

Lin, Chen and Dawyer (2006, p.203) state in their action research that computers generated animations are more effective than static visual in assisting students' retention of the more difficult and complex knowledge than they received from instruction.

2.3 The impact of using animation on learner's attitudes:

Clark (1983:22-23) argues that learners may have a positive attitude toward medium because of the novelty in the classroom. On the other hand, most researchers agree that students have a positive attitude through animation (Balajthy, 1988; Kulik & Kulik, 1986; Kulik, et al., 1980) reported that negative student reactions toward computer-based instruction, which the researchers attributed to "poor lab conditions". And an "unfortunate change in instructors midway through the course. More typical are Mikulecky, et al.'s, and findings that students' attitudes toward computer-assisted instruction were strongly positive.

2.4 The animated cartoons as an aid of memorization

Among the most effective and pleased way to acquire English is through watching kids' programs or animated cartoons in English and it is not only for little learners, also for adults and students for all ages.

In addition, there is no such aid that can make teaching interesting as a cartoon. So, cartoon visual aids, motivates the students and creates the opportunity to discussion that will be a part which is memorable. The warmth and the charm of the cartoon, and the comfort, which laughing and smiling have given the desired message by using relaxation easier to facilitate insertion into the memory (Özer, 2005).

- In animated cartoons, the words are pronounced slowly and clearly since they're programs designed for children with a relatively simple level of language.
- Sometimes there are a few complicated words; however what they mean is explained within the episode.
- In cartoons for small children, there are various repetitions that help with memorization.
- Cartoon is effective to communicate with the students. It makes the students memorize the messages related with the targets. Communicating with the cartoon is an easy way that is not complex.
- They are fun, not just for children but for the parents as well. The comprehension of words and dialogue.
- They are generally short in length, not exceeding 30 minutes. This is ideal, considering the short attention span of our little ones.

2.5 Animated cartoons as an aid of imagination and creativity

Younger children learn new sounds, shapes and colors with the help of cartoons; they also get in contact with music in a different way, moreover, the animated cartoons improve the children's imagination through watching by inspiring them to dance and talk in a new, imaginative language only known to them.

Watching cartoons helps to increase children's imagination and creativity. The child will be able to think of new ideas inspired by certain cartoons and come up with new stories or artwork based on the cartoons he watches.

Additionally, Cartoons can expose children to different languages, thus helping them in developing their linguistic abilities. Allowing them to watch cartoons in their native tongue, for example, can help them learn the language better. By watching different cartoons kids can also improve their pronunciation and their manner of talking.

2.6 Conclusion

This chapter indicated that vocabulary could be improved by applying animated pictures program within EFL classes. It highlighted the students' importance of considering the animated pictures strategy in improving the achievement, and their positive attitudes toward (EFL). It is clear that the animation strategy is a powerful one that enhances learning in all fields. Moreover, it is an influential strategy that helps developing language skills. This chapter has total agreement on the beneficial role the animated cartoons play in developing language skills.

CHAPTER THREE

Data Collection And Analysis

CHAPTER THREE: Data Collection And Analysis

3.1 Introduction.....	
3.2 The Aim of the Questionnaire.....	
3.3 The Description of the Questionnaire.....	
3.4 The analysis of the Questionnaire.....	
3.5 Conclusion.....	

3.1 Introduction

This study shows the importance of using animated cartoons as a method in teaching listening and new vocabularies, and how their use impact the students' listening and learning process in EFL classroom. This study proves that teaching new vocabularies via cartoons does not affect their enhancement of listening but their mind activity as well, in which they would be able to understand, memorize and remember the new items and their appropriate use in an interesting and joyful way.

Furthermore, in this experimental work, we attempt to gather a number of data through questions in a form of questionnaire and activities. Then we devote a group of second year pupils in the middle school, we ask them to participate in this survey by doing the given questions and activities in order to discover the impact of using animated cartoons to improve their listening comprehension and vocabulary acquisition, and how it facilitates the learning process if it is included within the learning curriculum.

3.2 Aim of the questionnaire

The structured questionnaire has been conducted to see how EFL second year pupils in the middle school consider the use of animated cartoons as an enhancement of their vocabulary acquisition. It tends to study their reaction towards using animated cartoons in ameliorating listening and vocabulary acquisition.

3.3 The Description of the questionnaire

The current questionnaire describes how the pupils' relation is with new vocabulary in term of understanding and remembering difficult words. In addition to the involvement of using animated cartoons as a method to facilitate these difficulties.

The Sample:

The study deals with group of pupils from second year of middle school who are registered in the school year 2019-2020. The size of the sample is about pupils. The sample has been chosen because of the following reasons:

- They can be motivated to interact within cartoons.
- They are in need to learn vocabulary as much as possible.
- They have the ability to learn new words if they are well introduced.

Participants:

In this test questionnaire, we devote a number (25) of pupils in middle school. It took place in Al Zahra Middle School and it lasted two months of observation. It started from January 12th, 2019 until March 12th, 2020. The reason of targeting this category is because of the fact that pupils of this level usually find difficulties to recognize the meanings of new introduced words within the contexts.

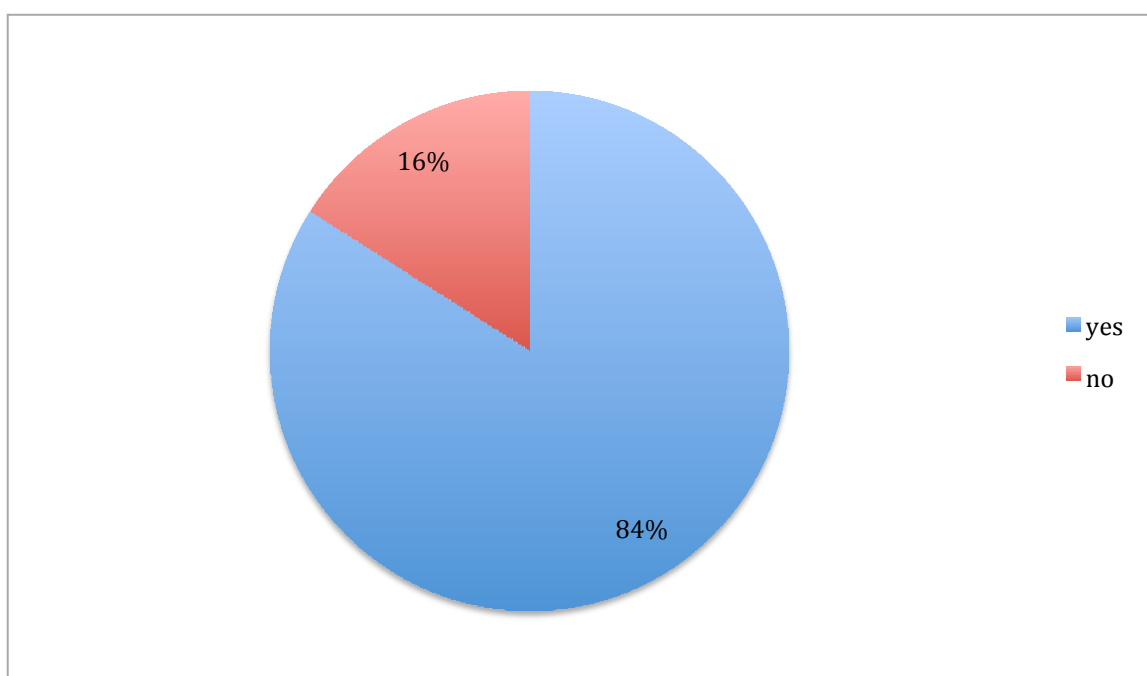
3.4 The Analysis of the questionnaire

It's based on the number and percentage of the answers of the participants with a critical and analysis, the results can be shown below.

Table 3.1: Pupils who like English language

Answers	Number	Percentage
Yes	21	84%
No	4	16%

Figure 3.1: pupils who like English language

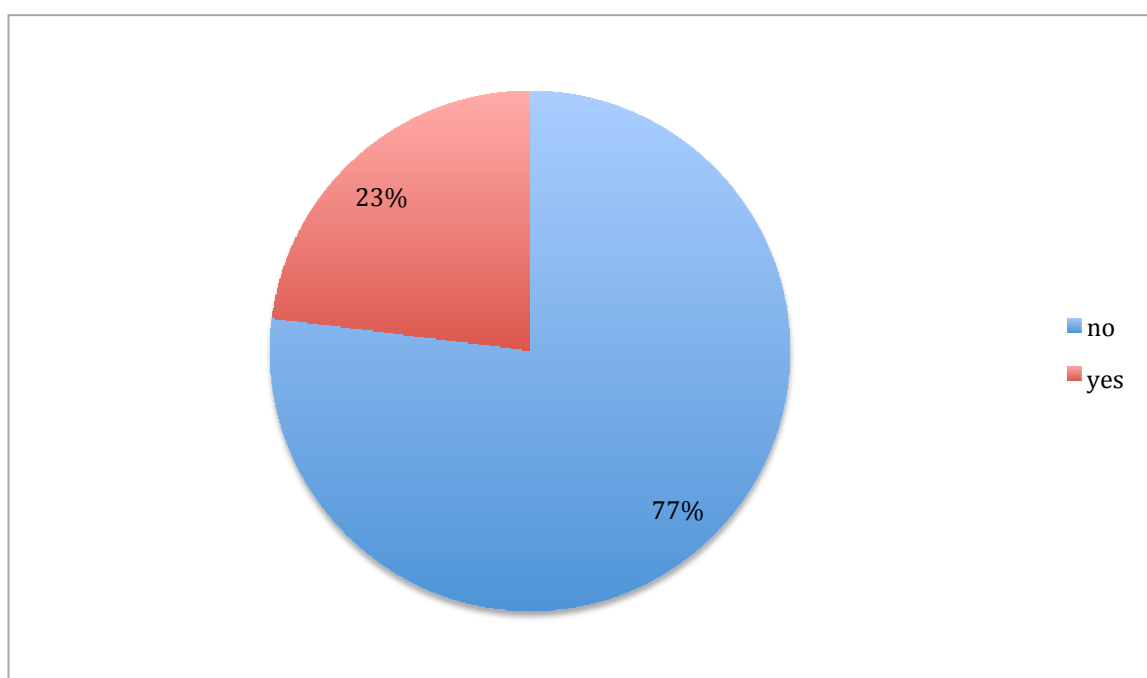


In this part, 84 % of participants consider that English language is easy to be learned comparing to other foreign languages as French because; even they started studying it since their primary school, they still do not use in their ordinary and daily conversations or discussions. Meanwhile, the rest of them, 16% do not like it, and the reason of this result refers to the fact that the learners do not have an opportunity to study it well.

Table 3.2: Pupils watching cartoons in English

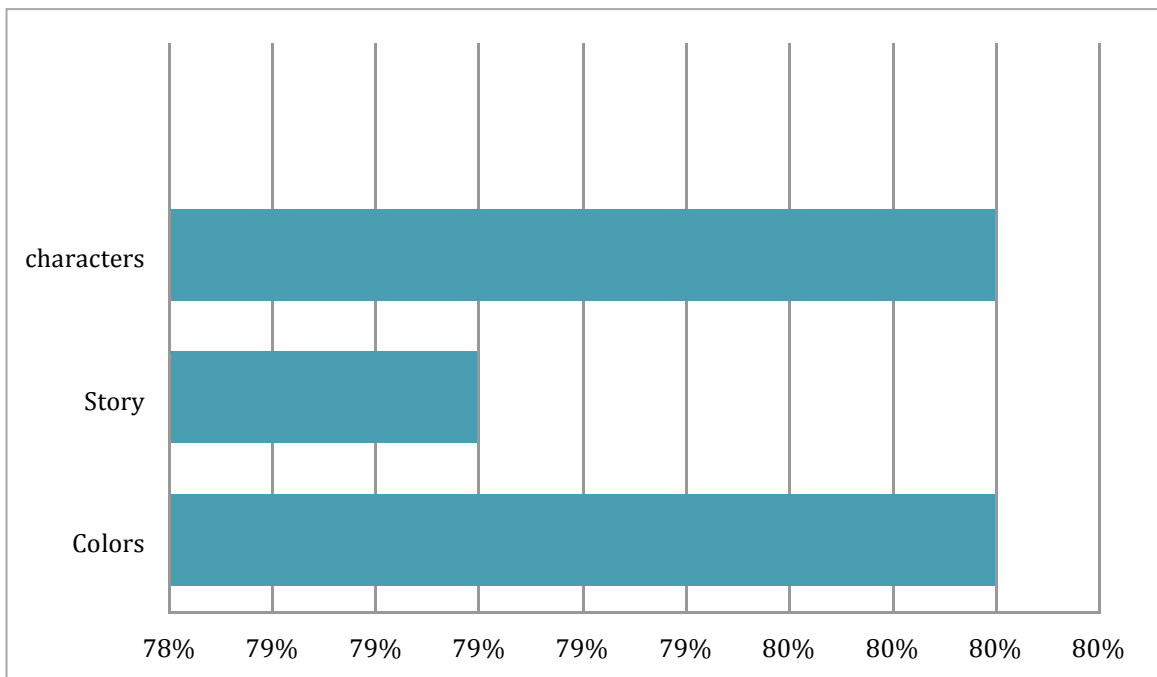
Answers	Number	Percentage
Yes	6	23%
No	19	77%

Figure 3.2: Pupils watching cartoons in English



The result above, clarifies that 77 % of the students watch cartoons in Arabic language since it is their mother tongue, moreover they say that it is not available in the channels they watch. However, 23% of the participants watch animated cartoons in English, they even use the internet to download series and episodes of cartoons in English unlike the other part who have a lack of using internet or they do not even have it at home.

Figure 3.3: Pupils and Their Favorite Cartoons



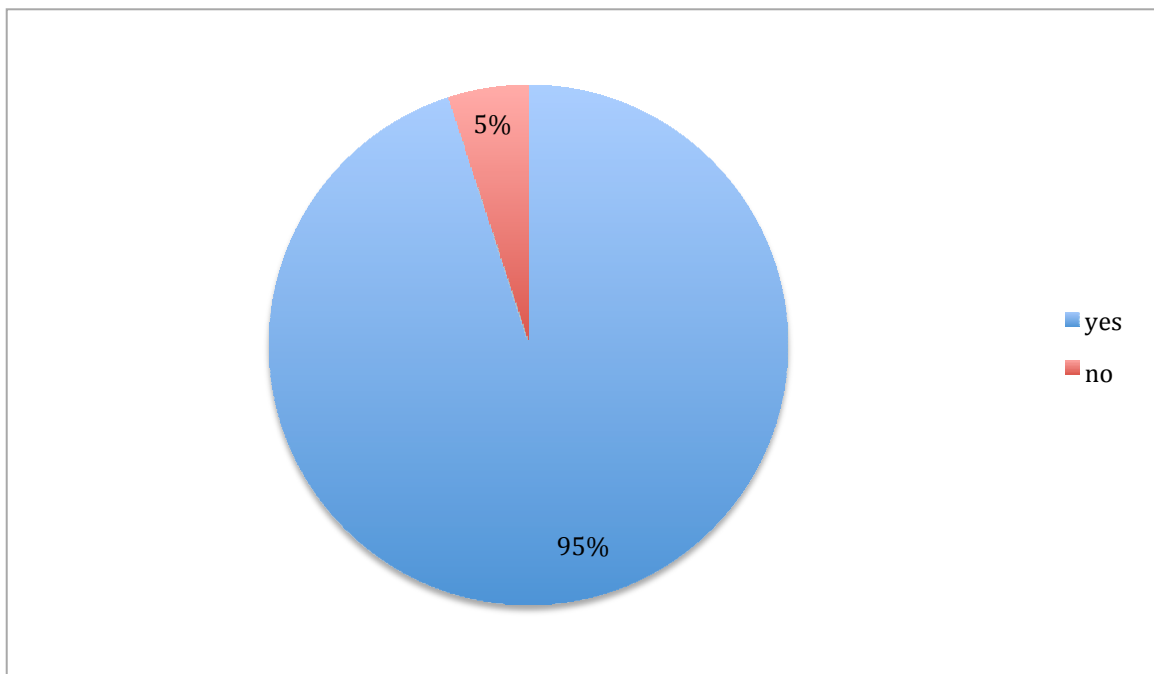
In this item 80% of the participants estimate that they prefer watching animated cartoons because of colors, they indeed attract the pupils' attention, since they are still children. Researches proved that colors effect positively the emotions of the child and make him pleased. 76% prefer watching cartons for the story because it provides them with various lessons among them, as an example, the friendship, confidence ... etc.

And for the 80% of the cartoon characters, because the characters are adopted for the cognitive level of the child desires and needs. As we find sometimes, that some children try to imitate some characters that they consider them as heroes.

Table 3.4: Understanding the vocabulary easily through a cartoon

Answers	Numbers	Percentage
Yes	23	95%
No	2	5%

Figure 3.4: Understanding the Vocabulary Easily through a Cartoon

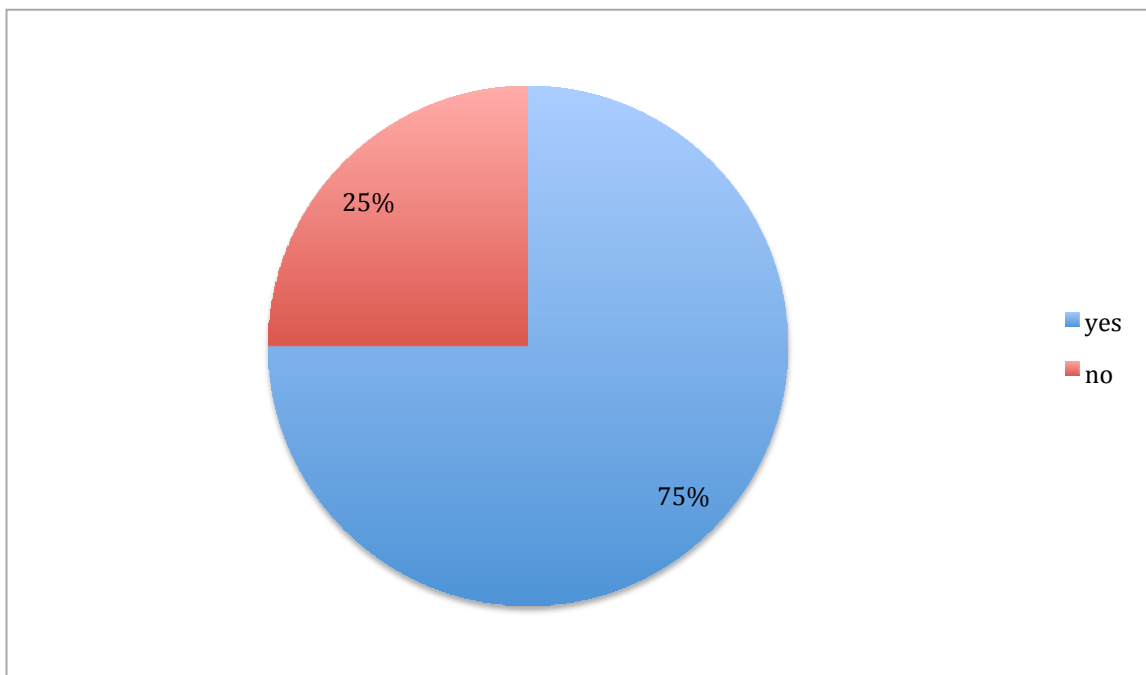


Concerning this question, the result shown that 95% are agreed with understanding new vocabularies through watching animated cartoons that explains the importance of vocabulary in learning. However, 5% of participants consider that vocabulary which is presented in the cartoon does not have the importance to require since they do not often watch cartoons in English. In this way, we can say that watching a cartoon is considered as a great support for understanding and comprehension.

Table 3.5: Pupils with Difficulties in Remembering New words when watching Cartoons

Answers	Number	Percentage
Yes	18	75%
No	7	25%

Figure 3.5: Pupils With Difficulties in Remembering New Words when watching Cartoons

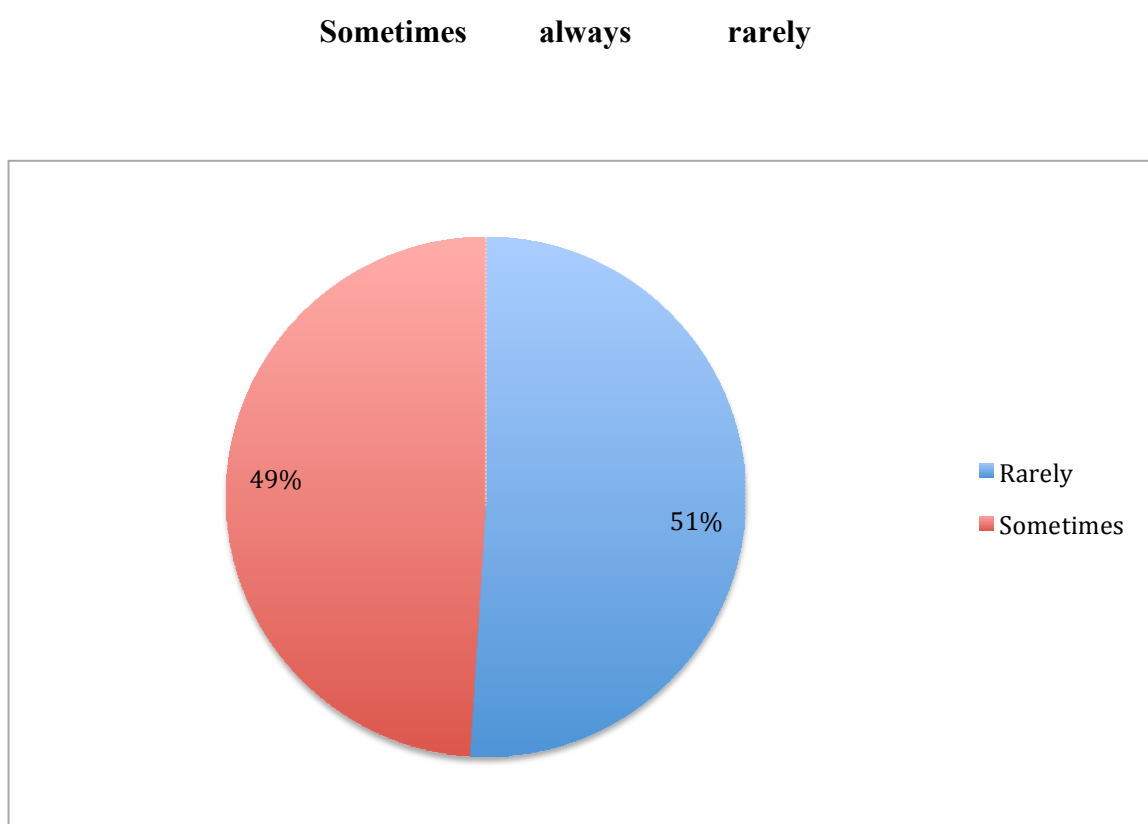


Concerning this question, 75% of participants consider that new words are not easy to be remembered because they do not use them in their ordinary and daily conversations or discussions. Meanwhile, the rest of them, 25 % do not face problems in remembering new words. The reason of this result refers to the fact that the students have a good memory and they practice and interact in different contexts and communications.

Table 3.6: The Frequency of Dealing with Cartoons in the Class by the Teacher

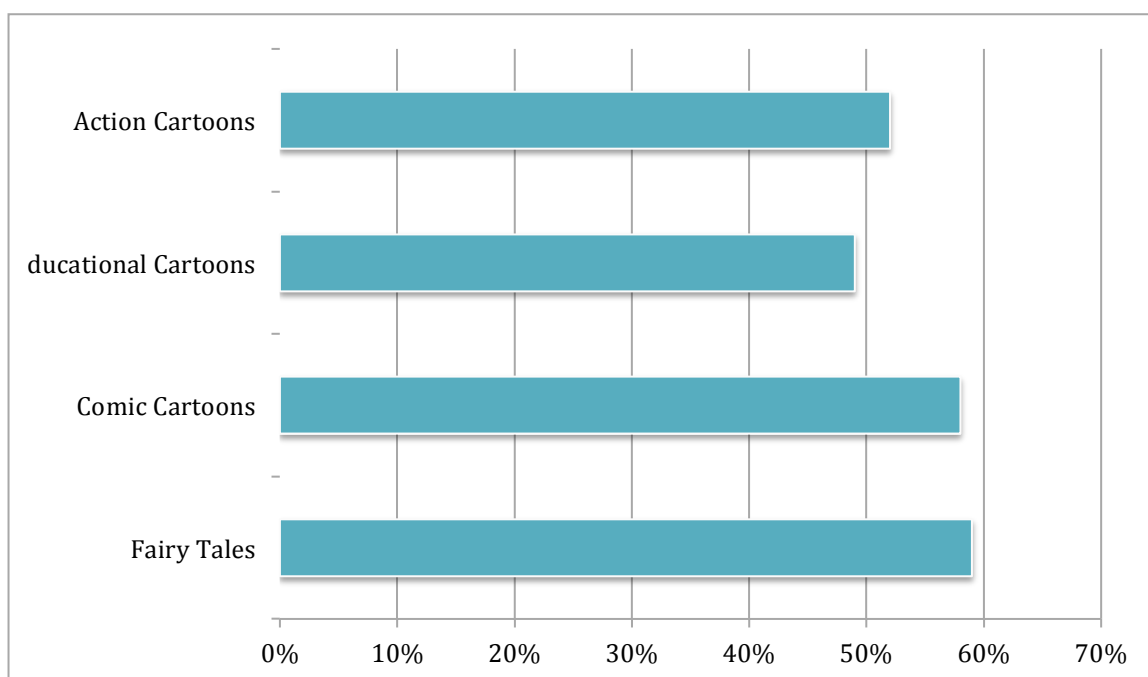
Answers	Number	Percentage
Always	0	0%
Sometimes	12	49%
Rarely	13	51%

Figure 3.6: The Frequency of Dealing with Cartoons in the Class by the Teacher



In this item 51% of the participants estimate that the use of animated cartoons is rare in teaching, because teaching this type needs more time and more different activities, and since the syllabus is charged, the teacher cannot use cartoons always. The other participants (49%) consider the use of animated cartoons takes a part of times because they see that the use of cartoon does not have the enough time. That is to say, it is useless.

Figure 3.7: Types of cartoons according to what the students watch



Fairy tales 59%

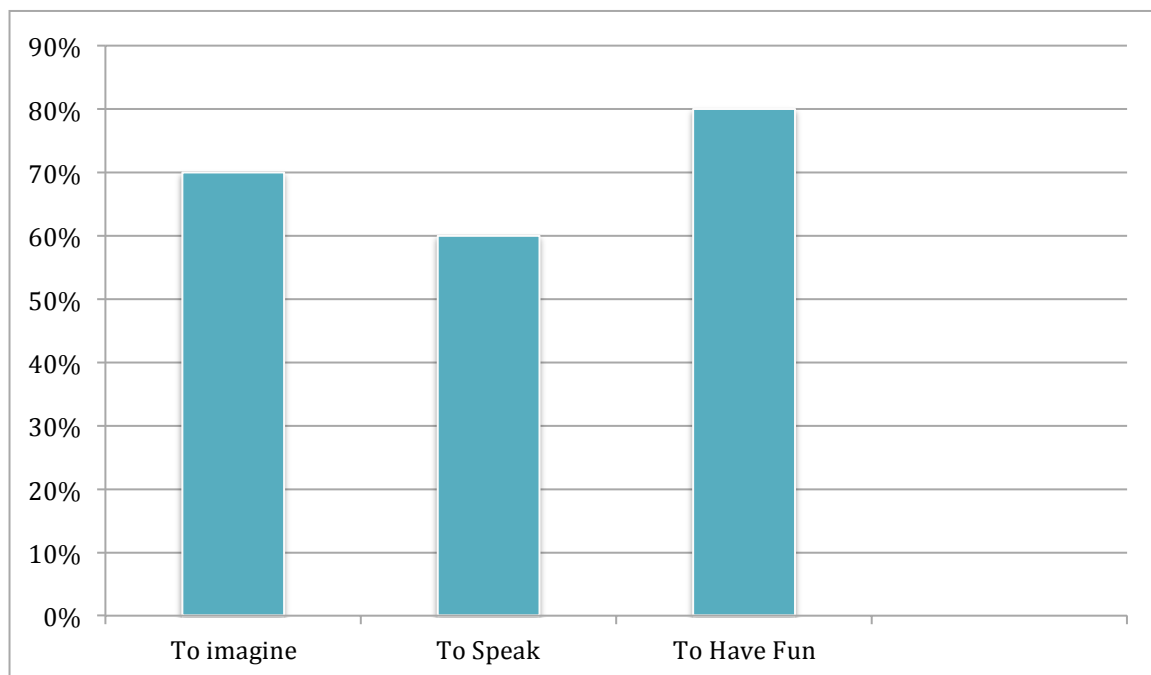
Comic cartons 58%

Educational cartoons 49%

Action cartoons 52%

In this question, the pupils are provided by 4 choices. Yet it is obvious that not of the majority of them affirm that “comic cartoons” takes the great part of pupils interest. They consider that it is the only way which can make them more excited to discover more vocabulary for the first time. The second type, which is “Educational cartoons”, took an important place in learning. We can notice that from the graph above. However, it is close to “fairy tales” more than “action cartoons”, since the majority of participants are girls, and they obviously prefer watching “fairy tales” than “action cartoons”.

Figure 3.8: what animated cartoons allow the pupils to do



To imagine the rest of story 70%

To speak English 60%

To have fun and joy 80%

The result of this question shows that 70% of participants consider cartoon as a helpful aid to imagine the rest of a story. While 60% think that animated pictures help them to enhance their English speaking skill. On the other hands, 80% watch cartoons for having fun in their free time.

Analysis of the activities about the story of “Princess Rose and the Golden Bird”



Activity one: to test their auditory memory

Answers	Number	Percentage
Correct	15	60%
Wrong	10	40%

Table 3.1: results for evaluating Activity one

In this activity, the majority of participants 60% succeeded in doing it, because using animated pictures as an aid of memorization helps the pupils to learn as new vocabulary as much as they can. Whereas 40% of them proved that there are differences between the pupils capacities and competences in acquiring new knowledge.

Activity two: to test their visual memory

Answers	Number	percentage
Correct	8	35%
Wrong	17	65%

Table 3.2: Result for the evaluation of Activity Two

In this activity we remark that 35% of pupils found the correct answers since this activity used the subtitle as a support. However, the rest 65% of pupils answers were wrong since they were attracted by the cartoon and its pictures more than the content or subtitles. Hence, this proves that the visual effect of cartoons has an impact on the memorization more than the pictures only.

Activity three: to test their listening comprehension

Answers	Number	percentage
Correct	2	8%
Wrong	23	92%

Table 3.3: Results of evaluating Activity Three

In this activity we arrive to the heart of our research, which is the listening comprehension skill and how it would improve the vocabulary acquisition through watching cartoons.

We were stupefied about the results because we corrected the papers of the participants and we identified a majority of 92% who did not give correct answers. This lack of motivation consolidated our choice to the importance use of animated cartoons in EFL class.

3.5 Conclusion

Through experiments and after a deep discussion and dealing with a number of pupils in this chapter, and founded results of questionnaire, we conclude that animated cartoons have an importance that took a huge place to improve the students' listening skills and acquire new vocabularies. We proved the effectiveness of this method according to participants' answers and we realized that animated cartoons are very useful. It is indeed that cartoons have enhanced their vocabulary in all generally fields and in speaking specifically. In other words we confirmed the first hypothesis which states that the cartoons impact students' vocabulary improvement.

GENERAL CONCLUSION

In the Algerian middle schools, the majority of EFL learners are not able to speak or communicate in English language; this could be a result of the lack of time given to speaking skills, teaching and learning, on the other hands teachers in EFL classes devote their teaching time to work on listening and reading activities. Knowing that the aim of any language teaching is to enable learners to communicate with people in the target language.

This study has focused on exploring the effectiveness of the cartoons on motivating EFL beginner students to speak English in the Algerian context. The aim of this paper is to propose to EFL teachers some techniques that are likely practical to help them integrate efficiently cartoons as visual aids in EFL teaching and learning so as to increase and develop speaking skills. Researchers focus their study on the use of animated cartoon in language acquisition in several ways. They tried to show the advantages of cartoon in teaching EFL by emphasizing the development of language skills; the impact of technology in learning language.

This study is divided into three chapters. The first chapter is concerned with the theoretical part of listening comprehension and vocabulary acquisition in which we tackled in what is meant by listening and what strategies can listening contain. Then we linked it with the teacher and illustrated the role of teacher in teaching listening in EFL classroom, and how listening is important for the pupils. The second chapter deals with animated cartoons. The research explains how the teacher can introduce his lesson to his students including some methods among them “animated pictures” to impact the learning process besides to the reliance on watching them during the process in order to motivate and attract pupils more to learn. Moving on to the third chapter, which is devoted to data analysis. It is based on the results of a questionnaire, centered a number of second year pupils of middle school. The questionnaire aimed at checking the student’s perception towards cartoons, the possible problems they may face when using them, and recommendations on using English animated cartoons for improving learners’ vocabulary knowledge.

The study results confirm that the use of animated cartoons in teaching listening comprehension may indeed contribute in both teaching and learning process. That is to say, animated cartoons are really helpful and effective as a method in learning vocabulary and they attract students to learn, understand and engrave new words' whether hidden or apparent, and make them interact easily with classmates in different contexts inside and outside the classroom as well.

To fulfill this research, we have adopted a qualitative and quantitative data collection approach. The sample of our study includes students of second year middle school. As methods of collecting data, we used questionnaire and class observation. Obviously after investigation, the results show that in teaching EFL classes, almost all the EFL teachers use only course books with pictures to teach in EFL class. Therefore, a problem of teaching materials becomes important because most of our middle schools lack of audio visual materials. In addition, most of English teachers have not received suitable teaching. In order to solve the problems that undermine the acquisition and learning of language in middle schools, some recommendations have to be made. The government and all educational authorities should employ EFL teachers who have received the appropriate training which can enable them to teach effectively.

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APPENDICES

Pupils' Questionnaire:

1- Do you like english

Yes No

2- Do you like watching cartoons in English?

Yes No

3- What do you prefer in watching the cartoons?

The colors The story the characters

4- Do you understand the vocabulary easily through a cartoon?

Yes No

5- Do you have problems to remember the new words when you watch a cartoon?

Yes No

6- How often does your teacher use cartoons in the class?

Always

Sometimes

Rarely

7- What kind of cartoons do you usually watch?

Fairy tales comic cartoon Educational cartoon

Action cartoons

8- The cartoons allow you to

Imagine the rest of the story to speak English to have fun and joy

Activity about the cartoon “ Princess Rose and the Golden Bird”

Full name:.....

Class: 2nd year MS

Session from: 10h – 11h

Activity one: Reorder the following sentences (from 1 to 8) according to the story you watch:

a	A witch learned about her and decided to curse her	
b	A prince helps her with rose he made by her red hair and her tears	
c	The witch cursed her again and picked up every rose in the kingdom	
d	Every evening she sings and everyone in the kingdom fell asleep	
e	Princess Rose asked the Golden bird to help her and he said “ black hair in a water rose”	
f	The witch exploded into thousands of pieces and the princess got married with the prince	
g	Once upon a time there was a Princess called Rose because she likes roses	
h	The witch turned her hair into black and the people started to see nightmares instead of sweet dreams	

Activity two: Choose the correct answer:

1- Princess Rose sings for her people

To work in the farmers

To sleep well and have sweet dreams

To listen to her songs

2- What did the witch do to Princess Rose?

She helped her to sing

She cursed her hair and turned into black

She plant roses in the kingdom

3- What did the prince make with the hair?

He made a red hair again

He made a red rose with the tears and a red hair

He made a white rose with the hair

Activity three: Tick the correct answer

Princess Rose has a white bird	Yes	No
The witch cursed Princess Rose and turned her hair into black	Yes	No
The Princess sings with her Golden Bird	Yes	No
The prince helped the Princess by her hair and tears	Yes	No
The witch picked up all the roses in the kingdom	Yes	No
Everyone in the kingdom loved the prince	Yes	No

المخلص

في الجزائر ، البلد الناطق باللغة العربية حيث يتم تدريس اللغة الإنجليزية كلغة أجنبية ، يواجه متعلمي المدارس الإعدادية ومعلميهم مجموعة متنوعة من الصعوبات المتعلقة بنقص الأداء الشفهي لمتعلم اللغة الإنجليزية كلغة أجنبية. يهدف هذا البحث إلى معرفة تأثير وفعالية استخدام برنامج الرسوم المتحركة في تعلم مفردات اللغة الإنجليزية بين الصف الثاني المتوسط بالمدرسة وكيف تسهل هذه البرامج اكتساب مفردات جديدة من خلال مشاهدتها. في هذه الدراسة ، ومن خلال عمليات التدريس والتعلم ، تم استكشاف الدافع المستمد من المساعدات المرئية للرسوم المتحركة كوسيلة لتحسين تعليم وتعلم اللغة الإنجليزية كلغة أجنبية في السياق الجزائري. للوصول إلى هذا الهدف ، نقوم بإدارة استبيان لعدد من العبارات لطلاب الصف الثاني بالمدرسة الإعدادية. تظهر النتائج أن الرسوم المتحركة تشكل تأثيرات إيجابية على قدرات الاستماع والتحدث والقراءة والكتابة لدى المبتدئين في اللغة الإنجليزية كلغة أجنبية ، كما أنها تطور إنتاجهم الشفهي ، وهذا في الواقع يخلق ويحفز المتعلمين ويخلق جَوًّا أقل توترًا في الفصل الدراسي.

Résumé

En Algérie, pays arabophone où l'anglais est enseigné comme langue étrangère, les élèves du collège et leurs enseignants sont confrontés à diverses difficultés liées au manque de performances orales des apprenants EFL. Cette recherche vise à étudier l'impact et l'efficacité de l'utilisation du programme de dessins animés dans l'apprentissage du vocabulaire anglais au collège de 2e année et comment ces programmes facilitent l'acquisition de nouveaux vocabulaires en les regardant. Dans cette étude, et à travers des processus d'enseignement et d'apprentissage, la motivation dérivée des aides visuelles des dessins animés a été explorée comme un moyen d'améliorer l'enseignement et l'apprentissage de l'anglais comme langue étrangère dans le contexte algérien. Pour atteindre cet objectif, nous administrons un questionnaire de nombre d'énoncés aux élèves des classes intermédiaires de 2ème année. Les résultats révèlent que les dessins animés constituent des impacts positifs sur les capacités d'écoute, de parole, de lecture et d'écriture des débutants en EFL, ils développent également leur production orale, cela crée et motive en effet les apprenants et dessine une atmosphère de classe moins stressante.