

The Impact of Cartoons for Learning English

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Abstract

There are many ways for learning a new language. In addition, we give examples of how to improving grammar, listening, reading, speaking skills by watching cartoons. In this article, we discuss the impact of cartoons in learning English.

Keywords: useful ways of learning language, the benefits of cartoons, listening , reading, speaking, grammar.

Introduction

It is known that in these days, the most percentage of language learners are facing difficulty in developing their skills. In the above, we wrote about many ways of studying a language and now, we give information about the influence of cartoons in improving language skills. English language learning in primary schools is still not optimal. This is because English is not given explicitly. This factor makes children's interest in learning English decrease. Therefore, teachers are required to make English learning more fun and attract children's attention by adding a variety of learning media in the teaching and learning process. This research is a Classroom Action Research, which is research conducted in the classroom with an emphasis on improving or enhancing learning processes and practices. Cartoons bring positive benefits to child development in a variety linguistic, cognitive, social –emotional and physical levels. Children improve their language, develop their sensory perceptions, and understand more emotions, discover the most important values and dance with their favourite characters. Learning English from cartoons can also significantly improve several skills. As an example, grammar, listening, reading, speaking skills.

The task of teaching English to second language learners, especially the young ones, demands a pedagogical approach that is expected to assist the young learner in overcoming The task of teaching English to second language learners, especially the young both linguistic and communicative hurdle.[1] Many scholars subscribe to the hypothesis that there is a special period for learning second languages and that when such a period is over, it is difficult to gain proficiency in that language.[2] Furthermore, there is evidence that adolescents are much quicker and more efficient learners than children, the consequence being that children need special learning aids in acquiring necessary communicative skills in second language.

Language instruction over the alternative approaches at primary school level. However, most of the work done in the field understudy have concentrated on games, pictures, songs used for teaching children. Therefore, it was deemed necessary to determine the effectiveness of animated cartoons Word Girl in teaching English grammar to pupils in a private school in comparison to the dorminant use of traditional teaching methods in the same school context Research Questions.



Using cartoons Although certain aspects of listening have been studied by scientific linguists, psychologists and teachers, the ability of primary schoolchildren to listen is still among the few unexplored problems of linguistics and is not yet fully implemented in the context of English teaching. The underlying cause, as N.I. Gez reasons, is that “listening has so far been regarded as a by-product of speaking; consequently, work on it is episodic and is based on voice messages presented by the teacher in a form that is most acceptable for a particular class and, as a rule, very far from speech perception in natural conditions”. [3] For English classrooms to young learners is often questioned. Is it an appropriate and meaningful way to teach listening skills? Educators and researchers always argue about the relevance of this method for educational program. This paper mentions that educators can collaborate cartoons according to subject plan. This article aims to claim that using cartoons for English classrooms to young learners can be an alternative and effective way to teach listening understanding. On the other hand, the article intends to show the impact of cartoons on teaching foreign language. Names of the cartoons which are beneficial to use in different grades for young learners to improve their listening skills are discussed in this paper. The result of the survey shows that using cartoons to teach listening skills is highly effective. It leads to improvement of students’ results while using it consecutively. It was known that cartoons are often encouraging, motivating for young peoples. It also helps to make educational process balanced and make students involved. Although accurate aspects of listening have been studied by scientific linguists, psychologists and teachers, the ability of primary school children to listen is still among the few unexplored problems of linguistics and is not yet fully implemented in the context of English teaching. The underlying cause, as N.I. Gez reasons, is that “listening has so far been regarded as a by-product of speaking; consequently, work on it is episodic and is based on voice messages presented by the teacher in a form that is most acceptable for a detached class and, as a rule, very far from speech perception in natural conditions”.

Learning to read is not only a social necessity, but also an academic dictate. How well a child reads often determines how successful he is in school and fits into the society. A child who cannot read may find it difficult to understand and interpret his environment, including his school subjects. Teaching reading using cartoons showed improvement in pupils’ achievement over teaching reading using the conventional methods. Some of the teachers used in the experiment commented that cartoons made “learning too easy” to the extent that some youngsters completed a whole week’s task in one evening.

This study has shown that there was progressing in reading achievement when pupils were taught with cartoons than when they were taught reading without them. Cartoons have the strengths of visual attractiveness, motivating reading and engraving learning, which can be harnessed. Since reading was found to be the key that unlocks the world of books and literature, and considering that teaching reading with cartoons was found effective in enhancing reading achievement, it is hereby recommended that teaching reading with cartoons should be introduced in the primary school curriculum and teachers should be encouraged to use them.

One of the benefit of the method which is using of cartoons in English class would enhance the speaking and listening skills of students at a primary school in a rural area of a Southern province of Vietnam. The study also explores students’ perceptions of the use of cartoons as an instructional tool for English instructional purposes.



Southern province of Vietnam. The study also explores students' perceptions of the use of cartoons as an instructional tool for English learning purposes. The results of this research confirm the pedagogical values of cartoons as a source of authentic language input which could support young students' development of language skills. Therefore, English teachers should take into consideration the following factors when using cartoons for English lessons. First, teachers should make use of cartoons as effective learning materials to better engage students in English class. However, cartoons should be carefully selected to achieve learning purposes. Due attention should be paid to the quality of the cartoons to ascertain that they are well integrated into the content of the text book or language learning programs. Also, choice of cartoons should take into account students' language level and interest. More importantly, language teachers should be trained both technologically and pedagogically in order to optimize the benefits of this source of authentic language input in language education. The results of this research confirm the pedagogical values of cartoons as a source of authentic language input which could support young students' development of language skills. Therefore, English teachers should take into consideration the following factors when using cartoons for English lessons. First, teachers should make use of cartoons as effective learning materials to better engage students in English class. However, cartoons should be carefully selected to achieve learning purposes. Due attention should be paid to the quality of the cartoons to ascertain that they are well integrated into the content of the text book or language learning programs. Also, choice of cartoons should take into account students' language level and interest. More importantly, language teachers should be trained both technologically and pedagogically in order to optimize the benefits of this source of authentic language input in language education.

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