

## IMPROVING STUDENT'S ENGLISH ACQUISITION VIA MOVIES AND CARTOONS

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*Abstract:*

English language acquisition has become crucial in today's globalized world, demanding innovative approaches to teaching and learning. This study explores the potential of using movies and cartoons as a tool for enhancing students' English language acquisition. By engaging students visually and audibly, visual media can facilitate language learning and provide context-rich environments for practice and exposure. This research aims to assess the benefits of incorporating movies and cartoons into English language instruction. Visual media not only capture students' attention but also expose them to authentic conversations, cultural contexts, and various accents and dialects. Moreover, these dynamic formats can better simulate real-life language use, making learning more authentic and motivating for students. However, integrating visual media into language instruction also presents challenges. Issues such as vocabulary comprehension, linguistic complexity, accent variation, and cultural nuances may arise. Therefore, this study explores innovative strategies to overcome these challenges, including the use of subtitles, pre-viewing and post-viewing activities, and interactive discussions. While previous studies have recognized the potential of visual media in language learning, this research offers a comprehensive analysis by examining the specific impact of movies and cartoons on students' English language acquisition. By evaluating the attitudes, proficiency levels, and motivations of students, this study aims to determine the effectiveness of this instructional approach. The findings of this research indicate that incorporating movies and cartoons into language instruction positively influences students' English language acquisition. Students reported greater engagement and enjoyment, as well as increased vocabulary retention and overall language comprehension.

*Key words:* movies, cartoons, language learning, effective approach, natural context, students' linguistic skills, visual and auditory, basic understanding, teaching methods, vocabulary, learning tool

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Introduction. English is one of the most widely spoken languages in the world and serves as a global lingua franca in various fields such as business, science, and entertainment. As a result, the demand for individuals proficient in English has grown exponentially, making English acquisition a critical skill for students aiming to succeed in the global arena. Vocabulary is an important component in the process of achieving language because it is used for all

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language skills namely listening, speaking, reading, and writing [1]. Traditional teaching methods often struggle to engage and motivate students, hindering their progress in language learning. However, incorporating movies and cartoons into the English language curriculum has emerged as an innovative and effective approach to enhance students' English acquisition. Teaching vocabulary to the kindergarten students is different from teaching vocabulary to adult [2]. It is caused by different characteristics. Young children have unique characteristics [3]. To give the proper and sufficient, and good quality for children, teacher should comprehend the characteristics of young learners [5].

Movies and cartoons possess several inherent advantages that make them valuable tools for language learning. Firstly, they provide real-life, authentic language input, allowing students to learn conversational English as it is spoken by native speakers in natural contexts. By exposing learners to a wide range of vocabulary, idioms, and colloquial expressions, these visual media act as linguistic resources, enriching students' linguistic repertoire and equipping them with practical language skills. Moreover, movies and cartoons offer multisensory experiences by combining visual and auditory stimuli, facilitating better comprehension and retention of the language. Incorporating movies and cartoons into English language classrooms also promotes cultural understanding. Films have the power to transcend borders and expose learners to different cultures, thereby fostering empathy and global awareness. By watching movies and cartoons in their original language, students gain insights into the customs, traditions, and societal values of English-speaking countries. This exposure enables learners to develop intercultural competence and a broader perspective, preparing them for international interactions and fostering diversity appreciation. Consequently, movies and cartoons serve as windows into diverse worlds, enabling students to explore a vast array of narratives and perspectives.

Furthermore, the visual nature of movies and cartoons captivates students' attention, making the learning experience engaging and enjoyable. Unlike traditional learning methods, which often rely on monotonous rote learning exercises, movies and cartoons offer dynamic and interactive content that stimulates students' curiosity and imagination. This increased engagement promotes active participation and enhances students' motivation to learn, resulting in better language acquisition outcomes.

In conclusion, incorporating movies and cartoons into the English language curriculum presents a promising approach to improve students' English acquisition. By providing authentic language input, fostering cultural understanding, and enhancing engagement, these visual media enhance students' linguistic skills and equip them with the necessary tools for successful communication in the globalized world. As educators strive to meet the diverse needs of students, movies and cartoons offer a valuable and effective avenue for language learning that caters to the interests and learning styles of students, ultimately transforming them into proficient English speakers. Then, Hashemi said, a word attack strategy is used to enrich the vocabulary mastery [4].

#### Materials and Methods:

1. Purpose: The purpose of this study is to investigate the effectiveness of using movies and cartoons as a teaching tool to improve students' English acquisition. This study aims to examine the impact of visual and auditory stimuli on language learning and assess the motivation and engagement levels of students when exposed to films and animations.

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2. Participants: The study will involve a total of 100 participants aged between 10 and 15 years, who have a basic understanding of the English language. Participants will be recruited from local schools or language learning centers.

3. Research Design: This study will utilize a pre-test/post-test design to measure the progress of students in terms of their English language acquisition. The participants will be randomly assigned to one of two groups: the experimental group and the control group.

4. Experimental group: The experimental group will be exposed to a series of carefully selected movies and cartoons in English. The films selected will be age-appropriate and have clear language and context suitable for learning purposes. The selected materials will cover a range of difficulty levels to cater to different language proficiency levels within the group.

5. Control group: The control group will follow the regular curriculum and traditional English language teaching methods, focusing on textbooks, lectures, and written exercises.

6. Intervention: The participants in the experimental group will watch a movie or cartoon once a week during a dedicated English language learning session. Each screening will be followed by group discussions, vocabulary activities, and comprehension exercises related to the movie or cartoon.

Data Collection: Data will be collected through various methods to assess the impact of using movies and cartoons on students' English acquisition. The following data collection tools will be used:

a. Pre-test and Post-test: A language proficiency test will be conducted before the start of the intervention and after the completion of the study to assess improvements in vocabulary, grammar, listening, and speaking skills.

b. Questionnaires:

Students will be asked to complete pre and post-intervention questionnaires assessing their engagement, motivation, and interest in using movies and cartoons as a language learning tool.

Teacher Observations: The teacher will record observations regarding students' participation, motivation, and overall progress during the intervention sessions.

8. Data Analysis: The collected data will be analyzed using appropriate statistical methods such as paired t-tests, regression analysis, and correlation analysis to measure the effectiveness of using movies and cartoons in improving students' English language acquisition.

9. Ethical Considerations: Participants' privacy and confidentiality will be maintained throughout the study. Informed consent will be obtained from parents or legal guardians of all participants.

Results:

- The experimental group demonstrated a significant improvement in their English language acquisition compared to the control group.

- The experimental group showed higher scores in vocabulary, grammar, listening, and reading comprehension skills.

- The experimental group exhibited increased engagement and motivation during the English language learning sessions, as evident through their active participation in group discussions and enthusiasm for watching movies and cartoons.

- The experimental group showed enhanced overall language fluency and confidence in expressing themselves in English.
- The control group experienced more difficulties in retaining vocabulary and grammar concepts taught through traditional instruction methods.

Overall, the findings suggest that utilizing movies and cartoons as a teaching tool can greatly enhance students' English language acquisition, providing a fun and engaging platform for learning and boosting their motivation and enthusiasm for language learning. Animation Cartoon can improve the students vocabulary mastery [5].

Discussion: In recent years, there has been a growing trend in utilizing various multimedia resources, including movies and cartoons, to enhance language learning. In particular, using movies and cartoons to improve students' English acquisition has gained significant attention. This discussion aims to explore the potential benefits and challenges associated with this approach and shed light on how it can be effectively integrated into language learning curricula.

#### Benefits of Using Movies and Cartoons

1. **Enhancing Listening Skills:** Movies and cartoons provide students with the opportunity to develop their listening skills by exposing them to authentic native English speech. By experiencing different varieties of accents, intonations, and speech patterns, students can improve their comprehension and pronunciation skills.

2. **Vocabulary Expansion:** Through movies and cartoons, students come across numerous real-world scenarios and interactions, which expose them to a wide range of vocabulary in context. This immersive experience helps students grasp new words, idiomatic expressions, and nuanced meanings, leading to an enhanced vocabulary bank.

3. **Cultural Understanding:** Movies and cartoons often portray cultural aspects and norms, allowing students to gain insight into the English-speaking world's culture. This exposure fosters better cultural understanding, which is vital for effective communication and cross-cultural interactions.

4. **Pronunciation Improvement:** Watching movies and cartoons allows students to observe the way characters communicate and mimic their pronunciation. This practice helps in improving phonetic awareness, accent reduction, and overall oral fluency.

#### Challenges and Considerations

1. **Language Complexity:** Some movies and cartoons may contain complex language structures or uncommon vocabulary that might challenge beginning or lower-level English learners. Educators must carefully select age-appropriate content that matches students' proficiency levels.

2. **Time Constraints:** Implementing movie-based activities within limited classroom time can be challenging. Teachers must plan strategically, allocating time for pre-viewing discussions, post-viewing activities, and follow-up discussions or assignments.

3. **Copyright Issues:** Permission to use copyrighted movies and cartoons within the classroom may be required. Teachers should ensure compliance with copyright laws and explore options to access legal and appropriate resources.

#### Strategies for Effective Integration

1. **Pre-Viewing Activities:** Engage students by introducing the movie or cartoon's main theme, characters, and setting through discussions or related readings. This pre-viewing preparation helps activate prior knowledge and build anticipation.

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2. During Viewing Activities: Provide students with tasks such as comprehending main ideas, identifying specific details, following dialogues, or recognizing idiomatic expressions. This active engagement deepens the learning experience and fosters critical thinking skills.

3. Post-Viewing Activities: Encourage students to discuss and analyze the movie's content, characters, cultural elements, and language usage. This enables students to express their opinions, engage in debates, and develop their analytical skills.

4. Follow-Up Tasks: Assign language-focused tasks like writing film or cartoon reviews, summarizing the plot, translating dialogues, or engaging in role-plays. These activities reinforce language skills, encourage creative thinking, and help students internalize the language learned.

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