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Teaching Vocabulary to Preschool Children via Educational Cartoons
Case Study of Event School

*Thesis submitted to the Department of English in partial fulfillment of the requirements for
the Degree of Master in Language and Communication*

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Statement of Originality

We, **Aya BELBARI** and **Ikram MEZOUAGH**, hereby declare that the thesis entitled Teaching Vocabulary to Preschool Children via Educational Cartoons is our own original work. This thesis is the result of our independent investigation and research, and has not been submitted, in whole or in part, for any other degree or qualification at any other university or institution. We further declare that this work contains no plagiarized material and does not include any previously published works unless duly cited. We affirm that all sources of information used in this thesis have been appropriately acknowledged, and all necessary permissions have been obtained where required.

Signature: Aya BELBARI and Ikram MEZOUAGH

Date: 2024/2025

Dedications

To the cherished memory of my favorite and closest person that I lost last year,
whose absence is deeply felt, yet whose influence remains in every step I take and his love
and guidance continue to inspire me every day; my father.

To my beloved family,
for being my source of strength, love, support and encouragement along my research journey.

To my dear friends,
for always believing in me and lifting me up.

And to whom my heart is full of joy and respect,
whose presence has filled my days with joy, boundless inspiration and understanding that
have been a guiding force throughout this work.

Aya Belbari

This work is dedicated to my wonderful family, my mother and her endless love and encouragements who shaped who I am today, my father and his wisdom and guidance that has inspired me , my brother who has always been of great support and confidence, and my sister who bring joy and laughter into my life. I also want to dedicate this work to my friends who have long stood by my side providing support and motivation. Finally to all my teachers for their amazing support that have inspired me to pursue my goals , their pieces of advice, their ability to make learning so attractive, full of fun and engagement; have left a deeper and lasting impact to my life and thanks al lot for having been a guiding light in our journey .

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Abstract

This study explores the role of educational cartoons in enhancing English vocabulary acquisition among preschool children at Event School in Relizane, Algeria. It adopts a qualitative approach through structured classroom observations and semi-structured teacher interviews. The aim is to investigate how cartoons support vocabulary learning, sustain children's engagement, and accommodate diverse learning styles. The observation results reveal that cartoons have a positive influence on children's vocabulary use, attention, and motivation, while interview responses highlight teachers' perspectives on the benefits and challenges of using audiovisual materials. Data were analyzed through thematic interpretation and descriptive analyses. The findings support the use of educational cartoons as effective teaching tools in early childhood language education. The study concludes with recommendations for educators and parents on the appropriate selection and integration of cartoons in language instruction. These results contribute to the broader understanding of multimedia-assisted language learning and its applicability in preschool settings.

Key Terms: Educational Cartoons, Interactions of children, Preschool Children, and Vocabulary.

List of Abbreviations

R: Receptive

P: Productive

MLT: Multisensory Learning Theory

SCT: Sociocultural Theory

ZPD: Zone of Proximal Development

CLT: Communicative Language Teaching

SLT: Social Learning Theory

DCT: Dual Coding Theory

ICT: Information and communication Technologies

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General Introduction

General Introduction

Statement of the problem

Cartoons are tools that teach children in an engagement and dynamic environment. While watching and entertaining themselves, this source has a great potential to serve as a learning tool. It captures the interest of young audience through an emotional attachment to the characters and makes learning personal. It is highly motivating and helps children to be much more actively stuck to the content. It serves as structured educational tools for vocabulary learning among preschool children especially within the context of Algerian private institutions. Although cartoons show positive engagement and help children with remembering vocabulary during the learning process, their overall effectiveness and how to implement them in education remain unclear. This gap in research highlights the need to examine how educational cartoons may be effectively used to support vocabulary learning in preschool settings.

Significance of study

The purpose of this study is to explore educational cartoons as a means for vocabulary enrichment of preschoolers. Through analyzing the use and reinforcement of these words in the animations, the study aims to show the powerful role these tools play in creating more engaging and interactive best practices in language learning. It can offer teachers new ideas on how to stimulate language learning as an effective tool with young children. By focusing on culturally and contextually relevant materials to bridge the gap between entertainment and education in the integration of modern audiovisual aids for vocabulary instruction.

Research Questions and Hypotheses

This study attempts to answer the following questions:

1. How do educational cartoons support vocabulary learning of preschool children?
2. To what extent do educational cartoons engage preschool children's attention during vocabulary learning?
3. How do the visual, verbal, and non-verbal features of educational cartoons contribute to vocabulary understanding of preschool children?

Hypotheses

1. Educational cartoons support vocabulary learning for preschool children.
2. Educational cartoons engage preschool children's attention during vocabulary learning.
3. The visual, verbal, and non-verbal elements in educational cartoons help vocabulary attainment of preschool children.

Research Tools and Methodology

This study uses a qualitative method to determine the effectiveness of the educational cartoon materials in vocabulary learning for preschool children. Classroom observation and teachers' interviews are used to collect data. They comprise preschool children and their teachers who are already familiar with educational cartoons selected through a purposive sampling technique. Children's engagement and vocabulary acquisition will be documented using a structured observation checklist, and teachers' opinions through an interview. The data will be analyzed qualitatively using a thematic analysis for both data tools. For observation some descriptive quantitative data were used to visually support qualitative themes ensuring ethical considerations.

The Structure of the Study

The present thesis is divided into three main chapters. The first chapter establishes the theoretical framework by exploring key concepts such as vocabulary acquisition for preschool children, the educational benefits of cartoons, and the role of audio-visual aids in supporting vocabulary learning. It also includes a literature review to shed light on the effectiveness of cartoons as a teaching tool. The second chapter focuses on research methodology, data analysis, and interpretation. It explores study conducted with preschool children at Event School in Relizane, using classroom observations and interviews with teachers. The collected data is analyzed qualitatively to measure how these influence vocabulary acquisition. The third chapter provides recommendations and practical applications based on the findings.

Chapter One:

Review of

Literature

Chapter one: Review of Literature

Introduction

This chapter reviews the literature of using audio-visual aids, mainly educational cartoons, to vocabulary teaching to preschoolers. It investigates the acquisition of language skills, mainly vocabulary, for preschool children through educational cartoons. The first section includes an overview of vocabulary development for these learners. The second section is about educational cartoons as a teaching tool. The third section deals with the role audio-visual aids have on young children. The last section provides different techniques and strategies in vocabulary teaching via educational cartoons and their challenges.

2. Vocabulary Enhancement for Preschool Children

2.1. Definition of Vocabulary

Vocabulary is the set of words that make up a language, as Richard (2002) asserts: “Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write” (p. 255). It is an essential aspect in mastering English, as it allows effective communication between individuals. There are various definitions of vocabulary offered by scholars, The Ninth Collegiate Dictionary website describes vocabulary as “an interconnected group of nonverbal symbols, signs, and gestures used for communication or expression, especially in fields like art and skill” (Benmoussat, 2013). According to the Longman Dictionary of Contemporary English (1995), vocabulary includes all the words that someone knows, learns, or uses. Barani and Seyyedrezaie (2013) further define vocabulary as a fundamental component of language and communication, comprising all the words an individual knows and uses.

Vocabulary is more than just memorizing words; it is about understanding their meanings. Hatch and Brown (1995) describe vocabulary as a list or set of words specific to a language or a group of words that individual speakers might use. Researchers emphasize the importance of vocabulary in language teaching and learning, considering it as a significant source of information that builds students’ background knowledge. Furthermore, the crucial role of vocabulary in effective communication and language proficiency cannot be overlooked. Wilkins, as cited in Thornbury (2002), famously stated: “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (p. 13). This focus attention on vocabulary’s crucial role in achieving effective communication and mastering a language.

2.2. Types of Vocabulary

Prominent researchers agreed in dividing vocabulary into productive and receptive one (Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014). However, the enhancement of one type of vocabulary can facilitate another.

2.2.1. Receptive Vocabulary

Receptive (R) vocabulary, which is also called passive knowledge, is a set of words that one can understand through reading and listening or the number of words a person is able to

comprehend whether hearing them spoken or reading them in context (Blachowicz&Fisher, 2005). It is crucial for understanding conversations, texts, and other forms of communication.

R vocabulary is an essential aspect of language learning, as it enables learners to understand words they encounter through reading or listening. According to Nation (2001), R vocabulary includes words that learners can recognize and comprehend, even if they do not use them in speech or writing.

2.2.2 Productive Vocabulary

Productive (P) vocabulary, also referred to as active knowledge, is a set of words that one can understand, pronounce, and use either in speech or writing. According to Carter and McCarthy (1988) “Productive vocabulary is made up of words that learners can recall and use when they speak or write.”(p.4). It is fundamental in conversations, essays, or various forms of interaction.

P vocabulary is important for expressing one’s ideas and emotions. Webb (2005) mentions: “Productive vocabulary can be regarded as a process of active word use, as learners can generate words to express their thoughts and feelings, which are understood by others.” (p.680). Schmitt (1999) argues that translating the meaning of foreign words into the students’ L1 can be regarded as an active since students have to produce the meanings of words.

Table1: What is involved in knowing a word (Nation’s, 2001, p.27)

Form	Spoken Written Word parts	R: can the learner recognize the spoken form of the word and what does the word sound like? P: can the learner pronounce the word correctly? R: can the learner recognize the written form of the word? P: can the learners spell and write the word? R: can the learners recognize known parts of the word? P: can the learner produce appropriate inflected and derived forms of the words?
Meaning	Form and Meaning Concepts and Referents Associations	R: can the learner recall the appropriate meaning for this word form? P: can the learner produce the appropriate word form to express this meaning? R: can the learner understand a range of uses of the word and its central concept? P: Can the learner use the word to refer to a range of items and what items can the concept refer to? R: can the learner produce common associations for this word and what other words does this word make us think of? P: can the learner recall this word when presented with related ideas? What other words could we use instead of this one?
Use	Grammatical functions	R: Can the learner recognize correct uses of the word in context? In what patterns does the word occur? P: Can the learner use this word in the correct grammatical patterns?

	Collocations	In what patterns must we use this word? R: Can the learner recognize other words that may occur with this word? What words or types of words occur with this one? P: Can the learner produce other word with other words? What words or types of words must we use with this one?
	Constraints on use	R: Can the learner tell if the word is common, formal, infrequent, etc? Where, when and how often would we expect to meet this word? P: Can the learner use the word at appropriate times and different situations? Where, when and how often can we use this word?

The table above demonstrates that understanding a word involves knowledge of both its receptive and productive aspects. As illustrated, "R" represents receptive knowledge, while "P" indicates productive knowledge, with each aspect being explained in relation to the word's form, meaning, and use.

2.3 Importance of Vocabulary Development for Preschoolers

Vocabulary knowledge is a crucial component of language acquisition. Biemiller (2001) emphasizes that vocabulary development is essential for academic success, particularly in early education. A broad vocabulary enhances a student's ability to understand complex ideas. Vocabulary plays a vital role in both educational settings (schools, preschools, universities...) and everyday life.

A rich vocabulary is key to successful EFL and ESL learning, as shown in studies by Laufer and Nation (1999), Maximo (2000), Nation (2001), Gu (2003), and Read (2000). Nation (2001) highlights that vocabulary knowledge is linked to all aspects of language learning, supporting both communication and language use. Since language revolves around communication, frequent use naturally expands vocabulary. Carter and McCarthy (1988) state: "A rich vocabulary helps learners express themselves clearly and effectively and is one of the most important aspects of language proficiency."

Vocabulary development begins early, long before children learn to read. Biemiller (2003) states: "Vocabulary development in the early years is a strong predictor of later reading comprehension, which is critical for academic success." Children exposed to more spoken words and conversations at home and in their communities enter school with a vocabulary advantage. Early experiences significantly influence vocabulary growth (Hoff, 2006; Shonkoff & Phillips, 2000). Individual differences in vocabulary at ages 3 and 4 tend to persist into school and later life (Bornstein et al.). Dickinson (2011) notes that the achievement gap established by age 4 remains stable over time. Moreover, Marchman and Fernald (2008) found that vocabulary size at age 2 predicts language skills at age 8. Several factors influence vocabulary development, including phonological memory, gender, socio-economic status, and the quality of the language-learning environment.

A strong vocabulary allows preschoolers to express themselves, communicate effectively, and develop social-emotional skills. Torgesen et al. (2006) assert: "Vocabulary development is essential for comprehension, and children who lack sufficient vocabulary struggle with

reading comprehension later.” Additionally, vocabulary supports cognitive development by helping children connect words with ideas, solve problems, and build new understandings. Hirsch (2003) states: “Children with larger vocabularies are better equipped to think critically, reason abstractly, and engage with academic content.”

Vocabulary is also a strong predictor of reading and literacy skills. Children with larger vocabularies demonstrate better reading comprehension. Cunningham and Stanovich (1997) affirm: “Vocabulary knowledge plays a critical role in literacy development and is one of the best predictors of future academic achievement.” An expanded vocabulary not only prepares preschoolers academically but also strengthens their ability to navigate social situations and interact with others. Thus, vocabulary development is fundamental for all students in the early grades (National Research Council, 1998).

3. Educational Cartoons as a Teaching Tool

3.1 Definition of Cartoons

Cartoons are defined according to the Oxford Advanced Learner Dictionary (1948) as: “Cartoons are amusing drawings in newspapers or magazines that satirically comment on current events.” In addition, John A. Lent (1994) describes cartoons as a “form of visual communication that uses humor, satire, and fantasy to convey meaning and tell stories.” Thomas Inge (1994) states that cartoons “combine visual and textual elements to convey humor, satire, irony, or social commentary, often using exaggeration and absurdity.” Lapierre (2013) defines them as “texts based on drawing, usually depicting humorous situations with captions.” Richard Marschall (1997) says cartoons use drawings, images, and text to convey humor, satire, and social commentary. Jerry Robinson (1974) describes them as a form of visual art using humor and irony to convey meaning.

According to The Oxford Advanced Learner Dictionary (1948) Cartoons are also known as animated cartoons. They are seen as films made by photographing a series of changing drawings to create the illusion of movement. AudioVisual.net (2000) similarly describes them as films that give the illusion of movement when photographed in rapid sequence. Walter Benjamin (1936) views them as a form of visual art using movement and fantasy. Seymour Reit (1947) defines them as a series of drawings or paintings photographed in sequence. Bob Thomas (1958) says they use animation to bring drawings or objects to life. Chuck Jones (1962) considers them a form of visual storytelling, while John Canemaker (1987) and Michael Barrier (1999) define them as using a sequence of drawings to tell a story.

3.2 The Historical Background of Cartoons

Cartoons have evolved over many stages, starting with cave murals. Pech Merle cave in France suggests cartoons date back over 30,000 years. Tobin Joseph (2004) mentions a 5,000-year-old earthen bowl found in Iran with goat images, claimed as early animation, though not true animation. Lukes (1992) states that the development of animation celluloid around 1913 made animation easier. Cartoons began in Vienna in 1833 with Josef Plateau and Simon Von Stampfer’s Phantascope. In 1834, William George Horner invented the Zoetrope, an advanced

version. In 1868, John Branes Lynnette made the flip book, though Pierre Hubert Desvignes was the true inventor. In 1908, Emile Cohl created Fantasmagorie, the first true cartoon.

Winsor McCay produced Little Nemo (1911), Gertie the Dinosaur (1914), and Sinking of Lusitania (1918). In 1923, Walt Disney opened his studio, producing Alice's Wonderland and Alice Comedy Series. In 1928, Disney's Steamboat Willie introduced synchronized sound. In 1932, Disney produced the first colored film, Trees and Flowers, which won an Oscar. In 1937, Disney released Snow White and the Seven Dwarfs, the first full-length animated film in English. In 1938, Hanna and Barbera produced Tom and Jerry. Cartoons grew with new companies, techniques, with digital drawing in The Simpsons advancing the industry.

3.3 Theories Supporting Cartoon Based Learning

Multisensory instruction engages more than one sense at a time, using sight, hearing, movement, and touch to help children connect with what they are learning. Robert Bjork (1994) said: "Multisensory experiences can lead to more robust and durable memories, as they engage multiple sensory systems and promote the formation of multiple memory traces." Richard Mayer (2009) found multimedia learning as being effective when combining visual and auditory elements, promoting deeper understanding. The Multisensory Learning Theory (MLT) suggests that individuals learn better when presented with multiple sensory inputs, enhancing learning, retention, and recall. Elizabeth Phelps (2004) stated: "The brain's ability to integrate information from multiple senses is critical for learning and memory, and this integration can lead to more efficient and effective learning."

The MLT is based on several key principles:

- **Multisensory integration:** Integrating multiple sensory modalities enhances learning and memory. According to J. P. Das (2009): "The integration of information from multiple senses is critical for learning and memory, and difficulties with multisensory processing can contribute to learning disabilities."
- **Simultaneous processing:** The simultaneous activation of multiple sensory pathways facilitates more efficient information processing.
- **Individualized instruction:** Multisensory instruction can be tailored to individual learners' needs. The MLT, supported by research in neuroscience, cognitive psychology, and education, proves to be effective. Doris Johnson (2001) stated: "Multisensory instruction can improve reading outcomes, phonemic awareness, and decoding skills, especially for learners with reading difficulties." Lynn Dunnagan (2005) noted that it benefits students with learning disabilities by compensating for processing deficits and promoting effective learning.

The benefits of multisensory instruction for learners of all ages and abilities include:

- **Improved learning outcomes:** Multisensory instruction develops learning outcomes through retention and recall, supporting deeper and longer-lasting understanding.

- **Increased engagement:** By engaging multiple senses, multisensory instruction boosts learner motivation and involvement, creating a more enjoyable and effective learning experience.
- **Better accommodation of learning styles:** Multisensory instruction meets various learning styles, making it more inclusive and adaptable approach for diverse learners.

Overall, the MLT is valuable for understanding how learners process information and guiding educators in creating more effective instructional materials and activities.

MULTISENSORY LEARNING

What is Multisensory Learning?

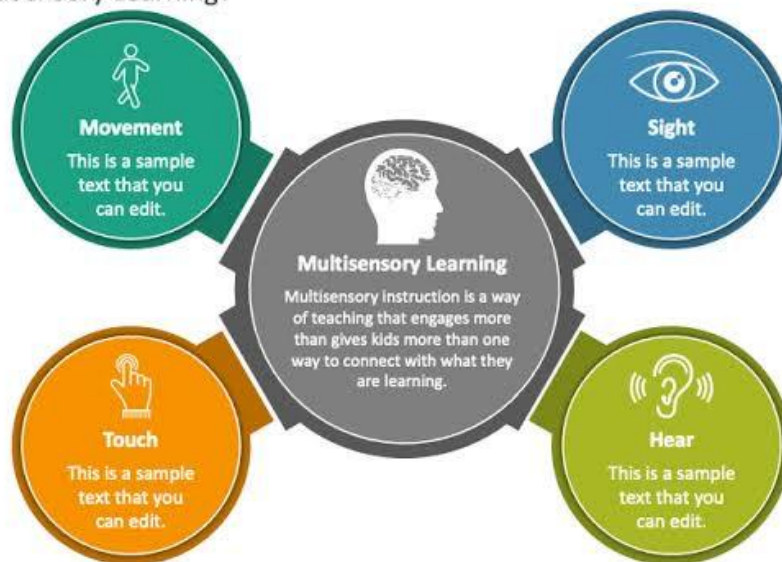


Fig01: The Multisensory Learning

The picture above presents the multisensory as an instructional approach that enhances engagement by incorporating multiple senses such as sight, hearing, touch, and movement. This method helps learners connect with information in diverse ways, making learning more effective and accessible.

3.3.2 The Engagement Learning

The Engagement Learning is a two-decade-old concept related to Education Technology, still valid today. According to Richard Mayer (2009) “Engagement is a critical factor in learning, as it determines the extent to which learners attend to and process instructional information.” James Paul Gee (2003) said: “Engagement is a key aspect of learning, as it involves the learner’s emotional, cognitive, and social investment in the learning process.”

The theory emerged from experiences in electronic and distance education (Kearsley, 1997; Shneiderman, 1994, 1998; Shneiderman et al., 1995).

The engagement theory explains that students are meaningfully engaged in learning activities through interaction and worthwhile tasks. Learners' engagement is often difficult without technology. Engagement theory serves as a conceptual framework for technology-based learning and teaching, this approach shares similarity with constructivist and situated learning theories, emphasizing meaningful and collaborative learning. It also reflects adult learning theories through experiential and self-directed learning.

Engagement theory is based on the principles:

Relate (learning through collaboration), **Create** (project-based approach), and **Donate** (learning with an outside focus). These principles aim to develop intrinsic motivation in learners by creating meaningful situations that require problem-solving, decision-making, and evaluation.

Vygotsky's Sociocultural Theory (SCT) is a psychological theory that emphasizes the role of social, interaction, culture, and language in cognitive development. This theory argues that children learn and develop through their interactions with more knowledgeable individuals, such as parents, teachers, and peers. This theory is underpinned by four key principles: social constructivism, which asserts that knowledge is constructed through social interactions and shared experiences; the Zone of Proximal Development (ZPD), which suggests that learners develop new skills and knowledge with guidance from more knowledgeable others; the role of language and culture in learning and cognitive development; and collaborative learning, which emphasizes active participation and social interaction. Specially, SCT meets with Engagement Theory, as both frameworks recognize the importance of social interaction, collaborative learning, motivation, and cultural relevance in promoting learner engagement. By integrating insights from SCT, educators can design learning environments that foster engagement, motivation, and cognitive development.

Table2: Engagement & Sociocultural Theory

Engagement Learning	Sociocultural Theory (Vygotsky)
Learning is more effective when children are actively engaged.	Learning happens through social interaction and participation.
Engagement increases when learning is meaningful and connected to real-life experiences	Learning is shaped by cultural tools, social context, and language.
Collaboration and interaction improve engagement and motivation.	The More Knowledgeable Other (MKO) like teachers helps guide learning through scaffolding.
Engaging materials, such as cartoons, can enhance learning.	Language and media (e.g., educational cartoons) help develop thought and understanding.

This table explains how both theories emphasize active participation, meaningful learning, and social interaction, making them closely connected.

4. Audio-visual Aids in Preschool

4.1. Audio-visual Aids and Young Learners

Audio-visual aids help both learners and teachers in language acquisition mainly English. According to Kinder S. James: “Audio-visual aids are any devices which can be used to make the learning experience more concrete, more realistic and more dynamic”. The Good Dictionary of Education mentioned that learning process might be encouraged or carried on through the sense of hearing or sense of sight. And Edgar Dale said that the audio-visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is facilitated. They are termed as multisensory materials.

Audio-visual aids such as television have a strong impact on young students. These positive impacts include increased knowledge and awareness, improved communication skills, and enhanced creativity. Additionally, this technology can help young students connect with others who share their interests and provide a sense of community.

5. Teaching Vocabulary through Educational Cartoons

The teaching of vocabulary to preschoolers is a starting point for young learners to explore how languages are acquired. The use of educational cartoons is a strategy for teaching English vocabulary that engages learners with a variety of benefits. Technological tools, like cartoons, teach vocabulary in a way that moves beyond traditional methods. This approach enhances both the learning experience and language acquisition.

Keogh and Naylor (1999) declare that educational cartoons are highly effective in drawing young learners' attention and raising their motivational level. Teachers can present lessons in a more attractive way by using edutainment cartoons. Cartoons are amusing and thought-provoking making them an excellent medium for engaging young learners in foreign language classrooms. Teaching vocabulary through cartoons is an engaging and motivating method that improves children's vocabulary learning process.

5.1. Techniques and Strategies

Table3: Comparison of Vocabulary Teaching Strategies and Techniques in Educational Cartoons

Aspect	Strategy	Technique
Nature	General approach or plan	Specific method or activity used to do the strategy
Focus	Big picture, guiding the	Small-scale actions or tasks that put the strategy into

	overall teaching approach	practice
Examples	Repetition, Contextualization, Interactive Learning	Role-Playing, Subtitled Cartoons
Purpose	To outline how vocabulary learning should occur	To facilitate learning within the strategy

The table above provides a comparison between strategies and techniques used in teaching vocabulary through educational cartoons. The table highlights their nature, focus, examples, and purposes, illustrating how cartoons can enhance vocabulary acquisition in preschool.

- **Techniques**

- **Designing Teaching Activities with Cartoon Videos**

Provide a model for activities where learners view a cartoon episode and engage in structured tasks such as matching vocabulary, filling in blanks, or creating their own cartoon sequence using new vocabulary. This combines visual learning with creativity, reinforcing vocabulary through multiple directions to learn new words in a fun yet structured way.

- **Promoting Vocabulary Learning through Subtitled Cartoons**

The use of cartoons in the target language with subtitles helps children connect spoken and written forms of words. This approach supports vocabulary acquisition by increasing reading skills and pronunciation, as learners see the word with its pronunciation in context. It is an effective activity, especially for visual learners, aimed at linking the written and spoken word to enhance vocabulary learning.

Subtitled cartoons expose children to new vocabulary in a meaningful, engaging way. The spoken words (**i**) are reinforced by the written subtitles (**i+1**), making it easier for learners to absorb new terms. They serve as a rich source of comprehensible input reinforcing Krashen's argument that suggests that learners acquire language when they understand messages conveyed through language.

- **Interactive Activities**

Children can engage in interactive activities such as role-playing, making dialogues, or answering questions to reinforce new vocabulary by watching a cartoon episode. Additional activities like vocabulary matching further strengthen learning. Sesame Street Shows often include parts where children repeat words or participate in vocabulary activities. Sweller et al. (2011) emphasize how interaction in learning supports cognitive development and vocabulary acquisition.

Communicative Language Teaching (CLT) and interactive activities are linked, as CLT emphasizes authentic communication and interactive activities provide opportunities for learners to engage in meaningful interactions. CLT's focus on task-based learning, interaction, and collaboration is facilitated through interactive activities such as role-plays, group discussions, and problem-solving tasks. These activities promote language use,

negotiation of meaning, and collaboration among learners, ultimately fostering authentic communication and language development. By integrating interactive activities, CLT creates an engaging and effective learning environment that encourages learners' ability to communicate effectively in real-life situations.

- **Word Mapping**

Word mapping connects new words to their meanings and other vocabulary, helping preschoolers learn through associations. In cartoons like Blue's Clues, new words are paired with pictures, creating a direct link between the word and its meaning. Beck et al. (2002) developed this method, stating that directly exposing words to their meanings enhances understanding and memory.

- **Games and Challenges**

Games and challenges, like matching games, word puzzles, or interactive tasks, enhance vocabulary acquisition and encourage active learning. Cartoons such as Word World include puzzles related to words. These activities engage learners with new words in a funny and interactive way. Hirsh-Pasek and Golinkoff (2003) established that play-based learning supports vocabulary acquisition, making games and challenges effective for developing vocabulary.

Jean Piaget's Constructivist Theory has significant application for teaching methods in preschool vocabulary learning. The theory's emphasis on hands-on learning, discovery learning, and child-centered approaches aligns with effective preschool vocabulary teaching methods. These methods, such as play-based learning and sensory activities which facilitate active participation, exploration, and experimentation, allowing children to create their own knowledge and understanding of vocabulary. By adopting a child-centered approach and incorporating these methods, preschool teachers can create an engaging and effective learning environment that fosters vocabulary development and promotes long-term language learning.

Strategies

- **Utilizing Cartoons as a Pedagogical Tool**

This strategy involves integrating cartoons into the curriculum as a primary method for teaching vocabulary and language concepts rather than as a specific activity. By selecting cartoons that align with learning objectives and language levels like everyday situations or imaginative themes, this approach adapts to diverse learning styles and keeps students engaged.

- **Repetition and Reinforcement**

This approach exposes new vocabulary to children in different contexts, multiple times, which strengthens memory and understanding. In children's cartoons, key vocabulary is repeated in various situations, such as in Sesame Street, where the word 'big' is seen in different contexts. Repetition helps learners integrate words and reinforce their meanings and usage. Siegler and Alibali (2005) stated that repetition aids in retaining and giving meaning to

information, with cartoons offering fun in repeating vocabulary without making learning boring.

Bandura's Social Learning Theory (SLT) suggests that children learn through observing and imitating models in their environment. Educational cartoons provide a rich source of modeled language, where children watch characters use new vocabulary in engaging situations. Through repetition and reinforcement, children are encouraged to adopt and use these words in their own speech.

- **Visual Association**

Connecting new vocabulary to images or visual representations enhances understanding. Kress and Van Leeuwen (2006) show the role of images in conveying meaning. Cartoons are powerful tools for visual association, as children being visually oriented, can link new words to images, characters, or actions. For example, a character running helps children connect the word 'run' with the action. This creates a clear mental image easy to remember as compared to abstract definitions. Bright colors, expressive faces, and movements further enhance this association by making learning memorable.

Visual association is related to Dual Coding Theory (DCT) in their shared cognitive processes, including attention, perception, and memory. Both concepts rely on the ability of the brain to process and store visual information, with DCT focusing on the integration of verbal and visual information to facilitate learning and memory. In contrast, Visual Association centers on the formation of associations between visual stimuli. While DCT involves higher-level cognitive processes, such as semantic processing. The connection of these two concepts underlines the importance of utilizing multimodal learning materials and visual aids to foster meaningful associations and enhance learning outcomes.

- **Direct Instruction**

In direct instruction, new vocabulary is clearly presented, defined, and contextualized through its usage. Cartoons like Dora the Explorer or Pocoyo, where characters introduce words with visuals and simple explanations, provide compelling instruction. Lund (2007) states that learning in a multimedia context makes vocabulary more appealing and memorable. Repetition and visual clues help attach words to reality, supporting better remembering and understanding among children.

- **Contextualization**

In contextualization, vocabulary is taught in meaningful contexts that help learners deduce word meanings through situations or visuals. This approach enables children to infer word meanings from situational and visual clues. For example, Peppa Pig teaches everyday words through vocabulary used in the storyline. Gernsbacher et al. (2004) state that contextual learning helps children acquire new words tied to visual or situational contexts, which they will use in future interactions.

5.2 Challenges and Limitations

▪ Challenges

Educational cartoons are a growing teaching tool, but they face significant challenges. Agina (2003) explains that real-life learning elements can be lost in animation programs. While edutainment animation works technically, it is often difficult to fit into existing curricula and requires special equipment for quality presentation. Successful use of educational cartoons depends on having appropriate organization, such as classrooms with modern equipment, reliable electricity, and internet speeds for streaming. Teacher competencies are also crucial, as many educators are hesitant to adopt new methods and improve traditional strategies. These factors create challenges in integrating cartoons into education.

▪ Limitations

While teaching vocabulary through educational cartoons can be engaging, it has limitations. One major issue is that cartoons tend to oversimplify complex words or concepts, which preschoolers may not fully understand. For words with multiple meanings or those requiring specific contexts, this can be especially problematic. Additionally, cartoons often rely on visual aids, which may not suit children who learn better through verbal or hands-on methods. This one-size-fits-all approach focuses on visuals rather than contextual understanding, and exaggerated actions and expressions in cartoons may lead children to misapply words in different contexts.

5.3. The role of educational cartoons in children's vocabulary Acquisition

Many researchers view educational cartoons as an effective way to teach vocabulary to preschoolers. They support word recognition, comprehension, and usage, especially when subtitles or closed captions are included. N. Singer (2022) highlights their role in exposing children to new words in context, while Trota and Cabeltis (2022) find that English cartoons enhance preschoolers' vocabulary skills. Karakaş and Sariçoban (2012) also emphasize that subtitles improve retention by providing additional visual cues.

Cartoons create a meaningful context for vocabulary learning, encouraging children to engage with spoken and written language. Their simple language and repetitive structures make it easier for young learners to infer meanings and remember words. This approach benefits both English learners and teachers by reinforcing vocabulary acquisition in a natural and engaging way.

6. Conclusion

To sum up, this chapter explored the importance of vocabulary development in preschool children and how educational cartoons can be a valuable tool in this process. The discussion covered how vocabulary is acquired, the different types of vocabulary, and why it plays such a crucial role in early learning. Additionally, the historical background of cartoons was reviewed. Audio-visual aids, especially cartoons, were also examined to show how they can

make learning more engaging and effective by capturing children's attention and reinforcing new words through visuals, sounds, and repetition.

The chapter also focused on various theories, such as multisensory learning and engagement theory, this chapter has demonstrated how educational cartoons serve as an effective medium for language acquisition. Furthermore, it outlined different strategies and techniques that can be employed in teaching vocabulary through cartoons, including contextualization, repetition, and interactive learning. Despite their numerous benefits, the chapter also acknowledged the challenges and limitations associated with using cartoons as an educational tool, such as the need for appropriate instructional integration. The next chapter is devoted to the presentation of the methods and instruments that the researchers have used to investigate the research work.

Chapter Two: Research Methodology, Data Analysis, and Interpretation

Chapter two: Research Methodology, Data Analysis, and Interpretation

1. The introduction

The second chapter presents the practical side of the research using a thematic approach to investigate the effectiveness of educational cartoons in vocabulary acquisition. It outlines the methods of data analysis and interpretation, facilitating the understanding of the research findings. This part is based on a qualitative method involving two different data collection tools; classroom observation and interviews. It also provides information about the sample population that participated in this study.

2. Research Methodology

2.1 Research Design

To carry out this investigation, a qualitative approach was adopted for data collection and analysis appropriate to the research objectives, focusing on a thematic analysis, supplemented by basic descriptive statistics such as pie charts and bar graphs to explore how preschool teachers use educational cartoons to teach vocabulary. A structured observation checklist was used to record findings. In addition, semi-structured interviews with preschool teachers offered perspectives on their experiences. The collected data were thematically analyzed. This qualitative approach was chosen for its effectiveness in real classroom interactions and how educational cartoons support vocabulary learning.

2.2 Data Collection Tools

To obtain the necessary information for this research, two distinct data collection methods were employed: teacher's interviews and classroom observations. All research instruments were reviewed and refined by the supervisor to ensure proper structure and format before submission.

2.2.1 Classroom Observation

The researchers opted for classroom observation as a data collection tool aimed to assess the extent to which educational cartoons enhance children's vocabulary learning. The investigators acted as passive observers and used a structured checklist to examine the learning process. The observation focused on the teacher's role, the materials, and the students' reactions, attitudes, attention, motivation, and pronunciation. Attending multiple sessions provided a direct and accurate view of vocabulary teaching phases. The classroom observation was carried out over eight (8) sessions at Event School in Relizane, starting from January 24th, 2025 to February 28th, 2025. Each session lasted two (2) hours. The observation focused on the integration of educational cartoons in a group learning setting.

2.2.2 Teacher's interview

In this study, the teacher's interview was used as a data collection instrument to evaluate the perceptions of three teachers on the effectiveness of educational cartoons in vocabulary acquisition. This interview was conducted via email because the teachers were busy and did not have time for in-person discussions. It consists of ten (10) different questions about the teachers' qualifications, their experiences with audio-visual aids and their impacts on

preschoolers' vocabulary acquisition, and their opinions about the role of educational cartoons as teaching methods.

2.3 The sample

To gather data, two different groups from the 1st and 3rd classes were followed at Event School; their numbers vary between eighteen (18) and twenty-one (21). For the interviews, three teachers were chosen from both Event School and Better Degree Academy in order to investigate their opinions and comments concerning educational cartoons for teaching and learning English vocabulary via audio-visual resources, due to the lack of individuals using this method

3. Data Analysis and Interpretation

3.1 Analysis of Observation

A- How was the classroom's atmosphere?

The environment of the classroom was most of the time well organized, as observed throughout the study; children stayed in the waiting room, then entered the classroom in rows. Preschoolers seemed comfortable thanks to the positive and supportive atmosphere created by the teacher before the beginning of the lesson.

B- Did children show any signs of confusion, shyness, or demotivation?

In general, thanks to the appropriate atmosphere in the classroom, preschoolers in all sessions did not show shyness or demotivation; they interacted freely and expressed themselves comfortably. All twenty-one (21) third level learners were delighted and did not show any signs of confusion on the contrary, they were anticipatory. However, three (3) from the first level class learners (newcomers) experienced confusion due to the exposure to a new foreign language, English, as well as the new teaching methods such as the use of educational cartoons.

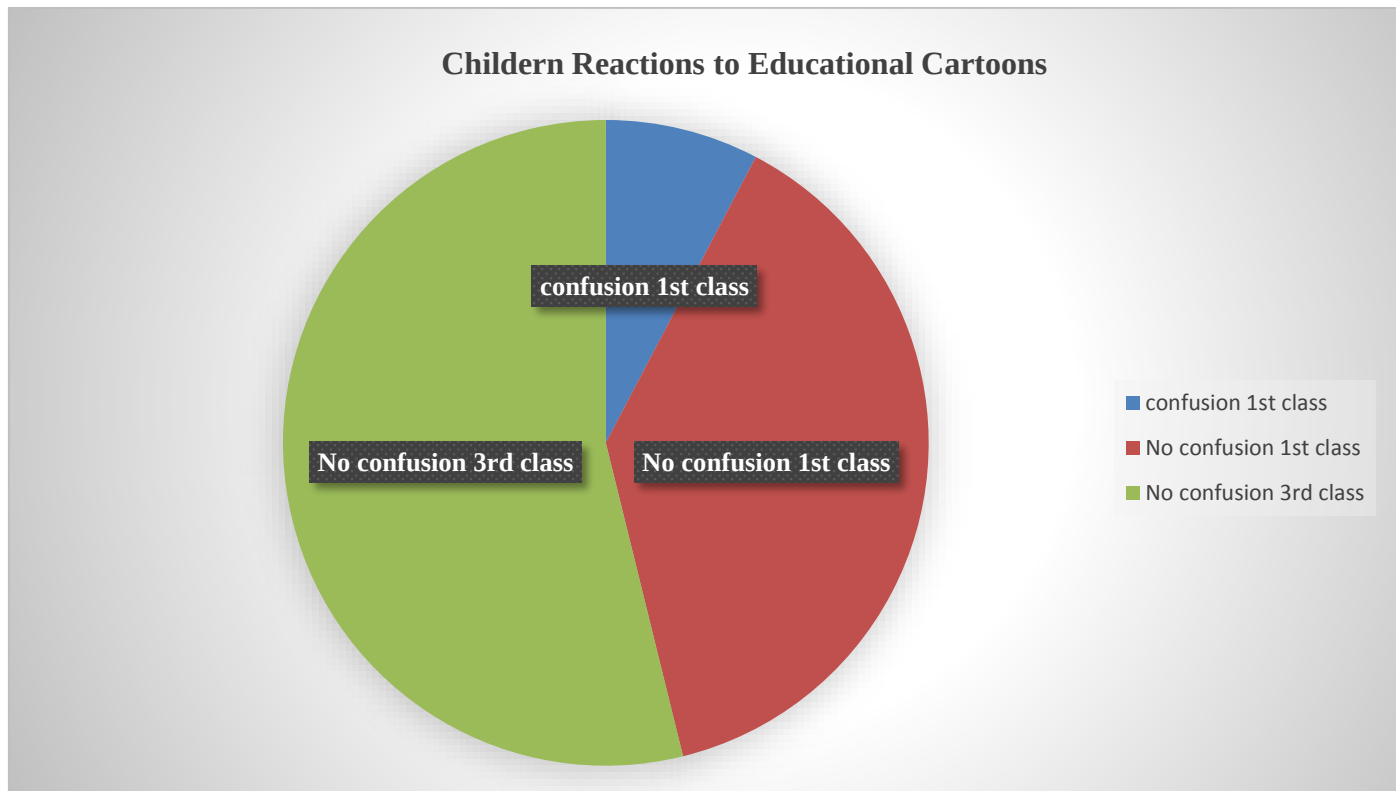


Fig02: Reactions of Children to Educational Cartoons

This pie chart summarizes the responses of 1st and 3rd grade students to educational cartoons. The results indicate that a majority of 3rd grade students, comprising 54%, reported no confusion. Furthermore, 38% of the students experienced slight confusion, while a smaller proportion, 8%, reported significant confusion.

C- How did the teacher include ICTs during the session?

Teachers used ICTs into nearly every session such as TV, big screen, data show, laptop, and speaker in order to:

- enhance the learning experience and maintain students' engagement
- support lesson delivery.
- create an interactive learning environment
- capture the learners' attention more effectively.

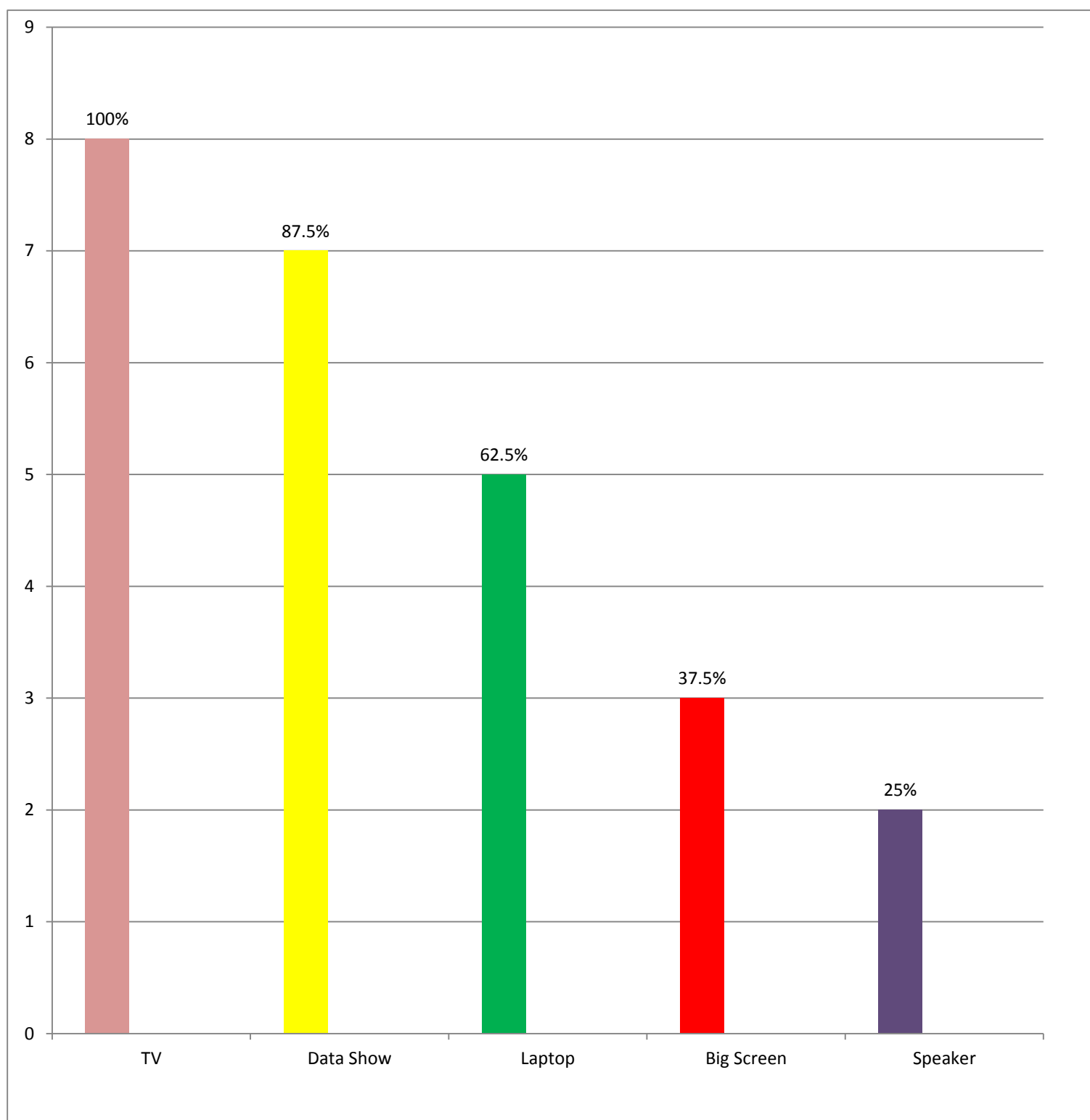


Fig03: Usage of ICT Tools in Teaching Sessions

The bar chart illustrates the frequency of ICT tool usage across eight teaching sessions. The TV was the most frequently used tool, appearing in all eight sessions (100%). The data show was used in seven sessions (87.5%), while the laptop was utilized in five sessions (62.5%). The big screen appeared in three sessions (37.5%), and the speaker was the least used, appearing in two sessions (25%). This visualization highlights the teacher's emphasis on multimedia tools to enhance lesson process and student engagement.

D- To what extent did the teacher's explanation help children understand the lesson?

The explanation of the teacher and the content of the cartoon were helpful for the preschoolers to grasp key words of the lesson. For example, in a lesson about vegetables; the teacher played a short animated video "Vegetables- Crayons Nursery Rhymes" where characters introduced different vegetables and fifteen (15) out of eighteen (18) children easily repeated words like "carrot" and "tomato" while three (3) preschoolers struggled with more complex names like "eggplant" and "cauliflower."

To support them, the teacher used clear affirmative, negative, and interrogative structures to reinforce understanding. For instance, after showing a picture of a carrot, the teacher said, "This is a carrot" then followed with "This is not a carrot" and asked "Is this a carrot?" . The children repeated those structures and later substituted different vegetables in the sentences, such as "This is a tomato" or "Is this a potato?" This method helped them first understand the words, then repeat them correctly, and finally use them independently in new contexts.

E- Did gestures/facial expressions facilitate the teaching process?

Throughout the sessions, the teacher used gestures such as pointing, nodding, and hand movements, along with facial expressions like smiling or raising eyebrows, to support the content of the video and facilitate the learning process. For instance, in a session focused on explaining outdoor games, the teacher repeatedly jumped to clarify the meaning of the word "trampoline," providing a clear example for the children.

In another lesson on emotions, a cartoon video "Emotions for Kids" showed character expressing feelings like happiness, sadness, fear and disgust. While most children understood the terms "happy" and "sad", five (5) of them struggled with "disgusted." The teacher reinforced learning by acting out emotions and using sentences like "He is scared", "He is not scared", and "Is he scared?". Through repetition and substitution exercises, the children gradually became more confident in pronouncing these new words.

F- How were the quality and sound of the video?

The educational video was well-designed, engaging, and easy to understand, making it a great resource for learning; its high-quality resolution (1080p), bright colors, and clear sound captivated the children's attention, making them often ask the teacher to replay or show more videos.

G- How relevant and comprehensible was the cartoon for children?

The content of the cartoon was understandable and correlative to the lesson by providing context that makes the material more relatable and engaging during almost all sessions. Cartoons such as “ABC Learning in Different Styles” and “How Many Fingers” support diverse learning styles, including visual, auditory, and kinesthetic. Furthermore, it develops vocabulary and creates a rich and effective learning experience that complements the lesson. In the fifth session of the first level where the teacher played a video about days of the week, however, she asked them to extract days that start with the letter “S”. There, three (3) children out of eighteen (18) were unable to provide a response.

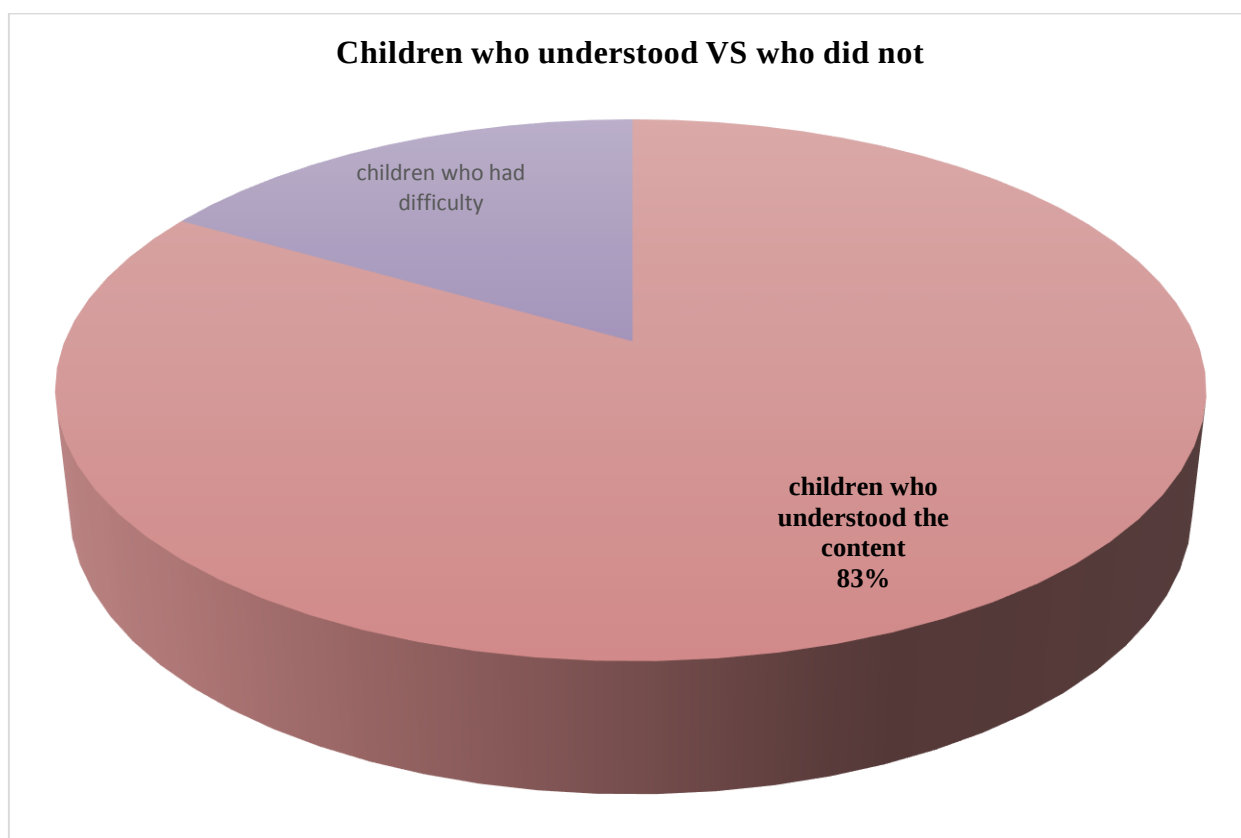


Fig04: Children who Understood VS who did not

This pie-chart explains the percentages of first level children who understood the content of the video and who did not understand. The results underline that the majority of the first level learners consisting 83% understood the content of the video. However, 17% of the children had difficulties in understanding the video.

H- How well were children/preschoolers focused during the session?

Preschoolers found most cartoon videos highly entertaining and engaging such as “Numberblocks” for learning numbers, “Peppa Pig” for learning colors, “Sesame Street” for vocabulary, and “Dora the Explorer” for daily routines. This helped them remain focused during each session while the teacher played them. The engaging nature of the content supported their concentrations and interests throughout the session. Despite their attentiveness, children did not actively imitate the gestures or repeat the words presented in the cartoon, likely due to the structured nature of the pedagogical setting.

I- How was the interaction between children/preschoolers with the content of the cartoon?

The children from both first and third classes showed interest and excitement during most sessions as they paid attention and responded actively. However, four (4) first-graders did not express the same level of reaction, possibly due to their unfamiliarity with the method of learning through educational cartoons.

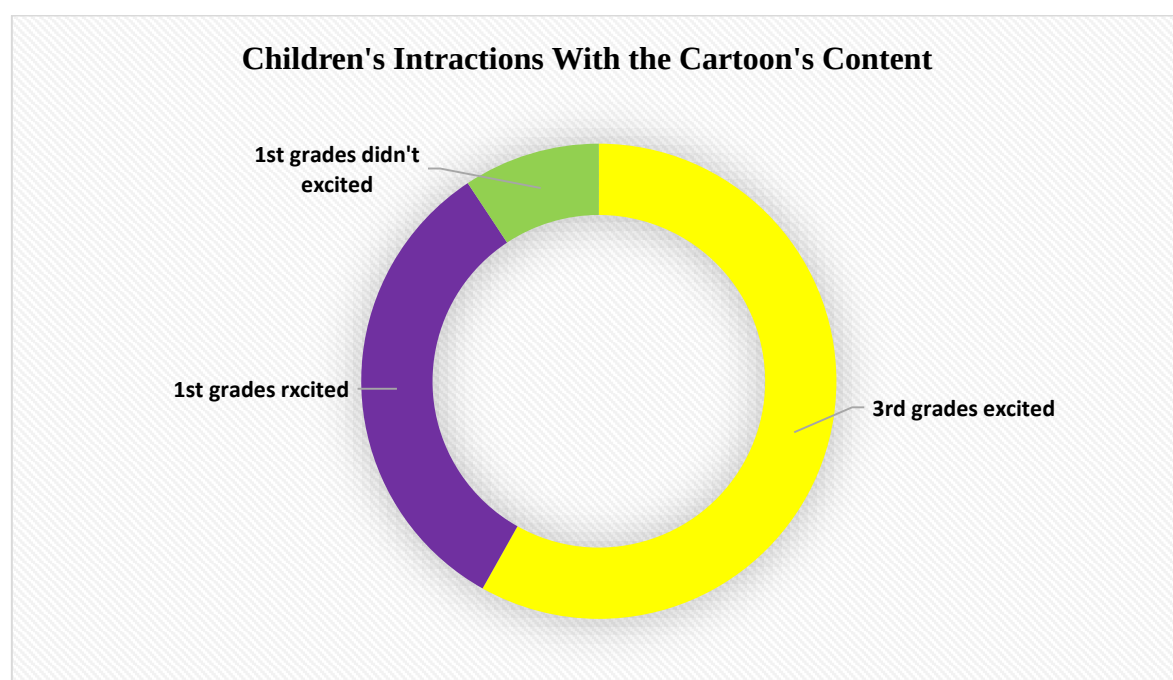


Fig05: The Interactions of Children with the Cartoon Content

This pie-chart highlights the interactions of the children with the cartoon’s content during the sessions. The results show that 58% third graders were excited as well as first class preschoolers at a rate of 33%. However, 9% of first class learners did not get excited.

J- How much did preschoolers make use of the new introduced vocabulary?

Despite their young age and limited prior knowledge, a group of fifteen children out of twenty-one from third class used the new introduced words in the production phase successfully in sentences of the lessons and provided examples like:

- fish swim in water
- my cat is Lucy
- tomato is red
- dog is my pet
- elephant is big
- butterfly is blue
- I love pizza

This suggests that they had a clear understanding of the meanings of these terms, enabling the learners to put them appropriately in context.

K- Did children often ask about the meaning of new words?

Third-class children sometimes asked about the meaning of new words because they were not familiar with, especially since English is not their native language, and they do not encounter it regularly in their daily environment.

Similarly, the combination of visual context, expressive songs, and well-structured content helped to support learners' understanding. However, two(02) out of eighteen(18) first-level learners found it difficult to grasp the meaning of some new terms, requiring the teacher's intervention for further explanation.

To support their comprehension, the teacher used different sentence forms, such as interrogative (Is she an architect?), affirmative (She is an architect), and negative (She is not an architect) to reinforce meaning and encourage repetition.

L- How were children's performances in practicing new vocabulary?

Performances of children were from average to very good, learners attempted to pronounce the new introduced vocabulary using two different approaches. The first method followed a traditional approach, involving repetition for reinforcement. For examples, they repeated constantly words from "Rooms in a House" such as kitchen, bedroom, bathroom and dining room. The second was a creative one, including students in role-playing activities, allowing them to actively integrate the new terms in an interactive manner. This approach facilitated both memorization and practical application of the vocabulary.

Table 4: Summary of Classroom Observations

Observation Focus	Key Findings	Implications
Classroom Atmosphere	Positive and well-organized environment	A welcoming environment supports motivation and participation
Signs of Confusion/Shyness	Some confusion due to foreign language and unfamiliar method	Gradual adaptation and additional support are needed
Use of ICTs	Teachers used TV, big screens, data shows, laptops, and speakers	ICTs enhanced attention and facilitated learning
Teacher's Explanation	Reinforced cartoon content with structured sentences and questions	Clear explanations support comprehension
Gestures & Facial Expressions	Used pointing, facial expressions, and actions to illustrate meaning	Non-verbal hints support understanding
Video Quality & Sound	High-resolution, vibrant colors, and clear sound kept children engaged	Well-designed videos increase attention and learning
Cartoon Relevance & Comprehensibility	Related to lessons in general	Some topics may need additional teacher clarification
Children's Focus	Enjoyed watching but did not imitate gestures/words	Attention leads to active learning
Interaction with Cartoon Content	Most children were engaged, but some struggled with new method	Familiarity with the method affects interaction levels

Use of New Vocabulary	Most children successfully used new words in sentences	The usage of words is part of understanding
Children's Questions on Words	Some third-level learners asked for clarification; first-level learners required more teacher support	teacher intervention enhanced comprehension
Practicing New Vocabulary	Used repetition and role-play to practice words	Interactive methods help solidify learning

Table 4 presents a summary of key classroom observations, highlighting children's engagement, their interactions with educational cartoons, and their abilities to process and practice new vocabulary. It also provides implications for the role of ICTs, teacher interventions, and learning strategies.

3.2 The interpretation of observation

1. Children's Attentions and Engagements

The findings suggest that cartoons effectively attract preschoolers' attentions, as children remained focused during sessions driven by the entertaining and amusing nature of the cartoon content. However, their absence of imitations could be resulted to the structured classroom setting which limited spontaneous responses as they did not sit in U form.

Teachers should apply engagement activities such as role plays and extract tasks to support active participation in vocabulary learning.

This aligns with Vygotsky's SCT as mentioned in the first chapter, which highlights that children learn better through guided interactions rather than passive exposure.

2. Children with Cartoon Content

The observation outcomes show that children enjoyed watching cartoons and focused on the principal characters and they even asked their teacher to play it again. Third-class children showed excitement and anticipation but first-class children, especially newcomers, encountered challenges likely due to their first exposure to a foreign language and an unfamiliar teaching method. This highlights the importance of additional guidance and structured support to help children ease into language learning through animated media.

Teachers should implement scaffolding techniques, such as pausing videos to explain some vocabulary and use gestures to reinforce meaning and enhance comprehension. This manner supports Krashen's input hypothesis, which emphasizes the importance of comprehensible input for effective language acquisition.

3. Vocabulary Usage

During the sessions, children did not make many mistakes in using vocabulary terms; preschoolers generally used newly introduced vocabulary in sentences successfully, indicating a strong grasp of their meanings. Despite their young age and limited prior knowledge, they were able to integrate those words into their speech, suggesting that the cartoons effectively supported vocabulary acquisition. It can highlight the potential of animated content as a valuable tool for enhancing language development in early childhood education.

The SCT by Lev Vygotsky strongly supports the above findings. According to Vygotsky, children acquire language through social interactions and meaningful engagement within their appropriate environment. The use of cartoons in teaching vocabulary aligns with his concept of the ZPD, where children learn best with guided support from a teacher or an engaging medium like animated content.

4. Children's Inquiries about Word Meaning

The results indicate that third-class children sometimes asked about the meaning of new words because they were not familiar with since English is not their mother tongue, and that they do not frequently encounter it in their daily environment.

The combination of visual context, expressive songs, and well-structured content played a key role in supporting learners' understanding. However, two out of eighteen first-level learners struggled with some new words, requiring the teacher's direct intervention.

It matches with DCT by Paivio 1986 which emphasizes that combining verbal and visual information enhances memory and understanding.

5. Children's Performance in Practicing New Vocabulary

The performances of children were between average and very good when using two different methods of vocabulary practice; the first was repetition which helped develop pronunciation and role-playing which allowed the learners to apply new terms in a real-life context.

Educators combine both structured and creative methods to enhance the learning process. The success of role-playing demonstrates the importance of active learning strategies in vocabulary learning. It confirms CLT which reinforces learning vocabulary through real-life context rather than memorization alone.

3.3 Analysis of the interview

A. Teaching qualifications and experiences

The interviewees hold Master Degree in different specialities of English Language. All of them have an experience of more than three (3) years in teaching both adults and children.

B. Methods for Teaching Vocabulary to Preschoolers

The teachers do not follow a single teaching method but different approaches like learner's centered and project based ones according to their learners' age, needs, and learning styles.

For vocabulary teaching methods, interviewee1 prefers to use flashcards and crafts, whereas interviewee 2 uses cartoons and animated videos, and interviewee 3 likes to teach vocabulary through real life objects and hands on activities.

C. Challenges in Vocabulary Teaching and Solutions

In the early stages of the language instruction, the teachers of this study struggled because the children forget easily, lose interest, lack focus, and hate drills. However, they overcame these challenges by revising lessons, making learning enjoyable while using videos, songs, crafts, and games.

D. Adapting Vocabulary Lessons to Different Learning Styles

Every teacher considers the learners' learning styles and therefore exploits them carefully:

1. Visual learners: pictures, videos, and flashcards.
2. Auditory learners: songs, stories, discussions, and listening activities.
3. Kinesthetic learners: word-building games, role-playing.
4. Active learners: games and activities.

It demonstrates an awareness of differentiated instructions, ensuring that all children, regardless of their preferred learning styles, benefit from vocabulary lessons.

E. The Role of Audio-Visuals in Vocabulary learning

The teachers who participated in this research strongly believe that Audio-Visuals aids are of great importance in vocabulary teaching.

By integrating videos and sounds, children form stronger associations using words in their minds and lead to better understanding. This aligns with research supporting multisensory theory and strategies like words mapping and visual association.

F. Educational Cartoons as a Teaching Tool

Numerous individuals see that educational cartoons are useful tools for preschoolers. They make the learning process fun and keep children interested. For instance, interviewee 1 uses cartoons at the end of the lesson to reinforce vocabulary while the two (2) remaining interviewees agree on using cartoons that match their lessons' contents.

Interestingly, Interviewee 1 said when online cartoons do not match the target of lesson. The teacher creates their own using software; interviewee 2 gave examples of educational cartoons like Family and Friends' book.

G. Educational Cartoons and Learning styles

When asked whether cartoons cater to different learning styles, the teachers responded positively, reinforcing the idea that educational cartoons content can be effective to all type of learners.

H. Recommendations for Other Teachers

The teachers try to encourage other colleagues to believe that using audio-visual aids mainly educational cartoons is valuable. They see doing this will lead to motivate the students' engagement, develop their learning skills and reinforce the effectiveness of multimedia based instruction.

Table 5: Summary of Interview Analysis

Interview Focus	Key Findings	Implications
Teaching Qualifications & Experiences	All teachers have a Master degree in English and more than three years of experience teaching children and adults.	Experienced teachers bring valuable skills to preschool teaching.
Methods for Teaching Vocabulary	Teachers use different methods such as learner-centered and project-based approaches suiting the children's ages, needs, and learning styles.	Using different teaching methods helps children learn better.
Preferred Ways to Teaching Vocabulary	- Interviewee 1: Flashcards and crafts. - Interviewee 2: Cartoons and animated videos. - Interviewee 3: Real-life objects and hands-on activities.	Using various teaching tools makes learning much fun and effective.
Difficulties in Vocabulary Teaching	Children often forget words, get bored, lose focus, and dislike repetition exercises.	Teachers need creative ways to keep children interested.
How do Teachers Solve These Problems	Teachers make learning fun when using videos, songs, crafts, and games. They also review lessons often.	Fun activities help children stay focused and remember words better.
Adapting to Different Learning Styles	Teachers adjust lessons based on how children learn: - Visual learners: Pictures, videos, and flashcards. - Auditory learners: Songs, stories, and discussions. - Kinesthetic learners: Word-building games, role-playing. - Active learners: Games and activities.	Making lessons fit different learning styles help all children learn better.
Educational Cartoons as a	- All teachers think cartoons make of learning fun.	Cartoons make learning more enjoyable and help children

Teaching Tool	- Interviewee 1 uses them at the end of the lessons. - Interviewees 2 & 3 use cartoons that match their lesson topics. - Some teachers even create their own cartoons when needed.	Remember words.
Cartoons and Learning Styles	Teachers agree that cartoons work well for all types of learners.	Cartoons support different learning needs.
Advice for Other Teachers	Teachers recommend using videos and cartoons to make lessons more interesting and help children learn faster.	Using multimedia can make vocabulary teaching more successful.

Table 5 highlights key findings from interviews with preschool teachers on vocabulary teaching. It covers their qualifications, preferred teaching methods, challenges, and solutions. The table also emphasizes how teachers adapt lessons to different learning styles and the role of educational cartoons.

3.4 Interpretation of the interview

1. Teaching Methods for Preschool Vocabulary Learning

Based on the findings, teachers use a variety of instructional methods to support preschoolers' vocabulary development; such as project-based learning, cooperative learning, active learning, learner-centered approach, and Montessori principles, adapting to the learners' needs.

Teachers use multiple activities, as Interviewee 2 stated: "I use interactive methods like songs, stories to make vocabulary fun and engaging. Visual aids such as flashcards and real-life objects..." These methods engage children and enhance their learning process compared to the traditional ones.

Piaget's theory supports hands-on experiential learning, aligning with the use of flashcards, crafts, and real-life objects. Vygotsky's theory emphasizes social interaction and guided learning reflected in cooperative activities, storytelling, and educational cartoons that provide meaningful language input.

2. The Role of Learning Style in Vocabulary Acquisition

The teachers differentiate in instruction based on their learners' learning styles. As noted by Interviewees 1 and 3:

- Interviewee 1 stated: "I adapt my lessons by using different methods to match how each child learns best."
- Interviewee 3 explained: "The method that I use depends on the learner's needs and learning styles."

Visual learners benefit from the use of flashcards, pictures, and videos, while auditory learners respond well to songs, storytelling, and discussions. Kinesthetic learners engage more effectively with hands-on activities such as word-building games and role-playing, whereas active learners learn best through movement-based games and interactive exercises.

Since different learning styles favor different sensory inputs, a multisensory approach effectively supports diverse learners by integrating multiple modalities.

3. Challenges in Teaching Vocabulary to Preschoolers & Solutions

Teaching vocabulary to preschoolers show several challenges, as some teachers noted:

- “Children forget easily...”
- “A common challenge was maintaining the attention of young learners and ensuring they retained new vocabulary.”
- “I faced a problem with preschoolers because they hate drills.”

To address these issues, the instructors have adopted various strategies that make learning both effective and enjoyable. Regular lesson revisions help reinforce new vocabulary, while the use of engaging tools such as videos, songs, crafts, and games sustains interest and motivation. By integrating interactive and playful learning experiences, teachers ensure that young learners remain actively involved.

These adaptive strategies reflect best practices in early childhood education, emphasizing the importance of engagement, repetition, and multisensory reinforcement in overcoming the challenges of vocabulary instruction.

4. The Impact of Audio-visual Aids on Vocabulary Learning

According to the data analysis, the use of audio-visual aids is a very important tool for teaching vocabulary to preschoolers.

The participants’ use of mainly educational cartoons to facilitate the learning process by using songs, image, etc like interviewee 1 points: “incorporating audio-visual aids fits perfectly into my teaching with children especially when they see the picture and hear the sound of the vocabulary they can make a link between both and they learn the words without forgetting it”. This illustrates the effectiveness of multimodal learning in vocabulary retention and classroom engagement.

This approach aligns with the principles of DCT in combining visual and auditory stimuli for better retention.

5. Effectiveness of Educational Cartoons in Teaching Vocabulary

According to the findings, participants find that educational cartoons are effective tools for children's vocabulary acquisition. They utilize this medium as part of their lesson planning, incorporating best practices for adapting cartoons to support various learning styles like the interviewee 2 said:

“Yes cartoons help different kinds of learners as visual learners showing pictures and action, while auditory learners benefit from listening to the stories and songs, we can also use games and role plays based on the cartoon scenes. This way all children can learn in a funny and effective way”.

This means that cartoons fit all types of learners and reinforce vocabulary development at the end of lessons and can help learners form their own ones when they are in need according to interviewee 1 who said: “I generate my own cartoons by using software when the online ones don't help my lesson”.

This shows how educational cartoons support vocabulary development (SLT of Bandura).

4. Conclusion

This chapter highlighted the research methodology used to investigate the role of educational cartoons in teaching vocabulary to preschoolers. A qualitative approach was adopted, combining semi-structured interviews and structured classroom observation to gather data.

The findings from classroom observations provided valuable insights like the role of ICTs, teacher interventions, and classroom engagement in enhancing vocabulary learning. While the interview data offered a deeper understanding of the teachers' perspectives and reinforced the effectiveness of diverse teaching strategies, emphasizing Audio-visual aids and differentiated instructions tailored to various learning styles. The interpretation of each dataset was conducted precisely ensuring the trustworthiness and credibility of the findings. The results of this study provide a rich understanding of how educational cartoons support vocabulary acquisition, contributing to the existing body of literature and informing future research and practice.

Chapter Three: Findings and Recommendations

Chapter three: Findings and Recommendations

1. Introduction

This chapter, entitled Findings and Recommendations is devoted to the discussion of the main results obtained from two research techniques: classroom observation and teacher interviews. The results are discussed and interpreted in relation to the use of educational cartoons in teaching vocabulary. They aim to answer the research questions and assess the accuracy of the proposed hypotheses.

This chapter also provides recommendations including: suggestions for the effective use of educational cartoons in classroom teaching, advice for parents on the appropriate selection of educational cartoons, and an overview of the limitations encountered during this research.

2. Summary of the Main Results

2.1 Summary of Classroom Observation Findings

The broader classroom environment was generally well-organized and supportive, creating a conducive atmosphere and a comfortable space for preschoolers to engage in learning. Most children interacted freely without signs of shyness or demotivation. However, a few first-level learners showed confusion due to their unfamiliarity with English and the use of educational cartoons.

In order to boost participation, the instructor incorporated ICT tools such as TVs, projectors, and laptops in almost every class. Educational cartoons had a crucial role in delivering lessons and helping children grasp new vocabulary. For instance, during a lesson on vegetables most children successfully repeated simple words, while a few struggled with complex terms. Comprehension was enhanced by the teacher's use of structured sentences and gestures to strengthen learning.

Facial expressions and physical gestures were also used as an additional aid in the learning process of children. In lessons on emotions, the teacher's mimicry helped clarify meanings, especially for challenging words. Furthermore, the advanced content of the animated videos and the good quality of the audio recordings kept the children interested making them excited to watch more.

For the most part of observation sessions, children were able to understand the content and the cartoons were related with lesson objectives. However, a small percentage of first-level learners had difficulty in understanding some contents. Although they were engaged, children did not always imitate gestures or repeat words actively. Their interaction with the cartoons was generally positive, with third-level learners responding more excitedly than first-level learners.

Children applied newly learned vocabulary in sentences, showing an understanding of meanings. Some occasionally asked for clarification, particularly third-level learners who were still developing their English skills. Preschoolers got scores ranging from average to very good, with traditional repetition and role-playing activities helping reinforce vocabulary acquisition.

2.2 Summary of Teachers' Interviews Findings

Teaching Methods and Approaches

This qualitative study explored the teaching methods, challenges, and effectiveness of audio-visual aids in vocabulary instruction for preschoolers. The findings indicate that teachers employ diverse instructional strategies, including project-based learning, cooperative learning, and learner-centered approaches to address different learning styles.

The Role of Audio-Visual Aids in Vocabulary Instruction

The results also highlight the significance of audio-visual aids particularly educational Cartoons in enhancing vocabulary acquisition and students engagement. Teachers reported that cartoons facilitate the learning process by providing visual and auditory stimuli, making them an effective tool to support diverse learning preferences.

Educational Cartoons as an Effective Teaching Tool

Educational cartoons emerged as a highly effective teaching tool for vocabulary instruction. Teachers noted that cartoons:

- Reinforce vocabulary at the end of lessons
- Cater to different learning styles (visual, auditory, kinesthetic)
- Increase student engagement and motivation
- Provide a fun and interactive learning experience
- Can be adapted to fit specific lesson plans and needs

Theoretical Implications

The findings of this study align with theoretical frameworks, including Piaget's theory, Vygotsky's theory, and DCT, emphasizing the importance of multisensory learning and social interaction in vocabulary development.

3. Recommendations

3.1 Recommendations for Effective use of Educational Cartoons in Classroom Teaching

Educational cartoons are a valuable tool for enhancing preschoolers' vocabulary learning. To improve their effectiveness in the classroom, teachers should consider the following recommendations:

- **Selecting Appropriate Educational Cartoons**

To enhance the effectiveness of educational cartoons in the classroom, it is important to choose cartoons that are suitable for children's cognitive and language levels. Teachers should carefully select content that matches with their lesson objectives and the chosen cartoon should be age-appropriate, both in terms of language complexity and visual elements. Using language that is clear and simple is vital in supporting young preschoolers in learning new vocabulary. Additionally, cartoons should have themes and visuals that are familiar to Children similar to those observed in Event School that they can connect the content to their daily lives.

- **Integrating Cartoons into the Teaching Process**

Teachers can use cartoons effectively by planning how they fit into the lesson. One suggestion is to introduce key vocabulary before viewing the cartoon, ensuring that the

learners are exposed to the new words in advance. During the cartoon, pausing to explain or ask questions helps with understanding the new terms. Afterward, children can participate in activities such as role-playing to reinforce their learning and put their knowledge into practice. By combining visual input with interactive activities, teachers can encourage the impact of educational cartoons.

- **Teacher's Role in Guiding the Learning Experience**

The instructor has a significant purpose in making sure what seems like an enjoyable cartoon becomes a worthwhile educational tool. Instead of letting children watch passively, they should stay involved before, during, and after the cartoon session. Asking open ended questions, having learners remember their newly learnt vocabulary, and using real materials or gestures to reinforce words and terms can significantly enhance learning. Teachers should also pay attention to how children react and modify their explanations to make sure they understand. With this right guidance, cartoons can become a powerful resource for vocabulary acquisition and language development.

- **Assessing the Effectiveness of Cartoons in Teaching**

Assessing the value of educational cartoons is essential to determine their effectiveness in vocabulary teaching. Teachers ought to be aware of how preschoolers engage with and respond to the cartoons and see if they use new words in their speech. Easy activities like matching games or drawing can show how much they have learned. Additionally, gathering learners feedback about what they like and understand can also help improve lessons. By regularly reviewing and adjusting their approach, teachers can make sure cartoons stay a useful learning resource.

- **Encouraging Active Participation and Engagement**

Rather than letting children watch cartoons without involvement, teachers have to motivate them to interact with the content actively. For instance, having learners repeat new words, imitate a character's gestures or sing would help them learn better. Another option for engaging efforts is to role-play scenes; where children represent a character from the cartoon and respond to questions or illustrate scenes from the cartoon and describe them using new vocabulary can further boost vocabulary. Talking about the cartoon's themes and linking them to real life makes learning even more meaningful.

- **Using ICT Tools Effectively in Cartoon-Based Learning**

The effective implementation of educational cartoons into the classroom depends on efficient use of appropriate ICT tools. High-quality audio-visual equipment, such as TV, data projectors, and speakers help children see and hear clearly the content. Modifying the volume and playback speed can make it easier for children to understand new vocabulary. By selecting relevant and high-quality cartoons, educators can create a more structured and beneficial learning experience but technology should not replace teacher's interaction. Teachers need to lead discussions, ask questions, and explain concepts to keep students engaged.

By implementing these recommendations, teachers would effectively use educational cartoons as a powerful tool to support vocabulary acquisition, comprehension, and overall language development in preschool children.

3.2 Recommendations for parents' suitable selection of educational cartoons

The selection of educational cartoons for children is a decision that parents must make carefully, as it can be difficult to determine which cartoons are both entertaining and educational. The following recommendations offer suitable and helpful guidance:

- **Align with Learning Objectives**

Parents should choose cartoons that align with their children's learning goals and meet their needs such as vocabulary development, numeracy, or social skills.

- **Consider Age and Developmental Stage**

Select cartoons which are appropriate for the child's age and developmental stages, ensuring the content is engaging and challenging but not overwhelming.

- **Look for Educational Value**

Parents should opt for cartoons that incorporate educational elements such as teaching concepts and encouraging problem-solving skills.

- **Assess Content Quality**

Evaluate the cartoon's content quality to ensure it promotes positive values, diversity, and inclusivity.

- **Check for Accuracy and Reliability**

Parents are responsible for verifying the accuracy and reliability of the information presented in the cartoon, ensuring it aligns with established facts and knowledge.

- **Limit Screen Time**

Set limits on screen time to maintain a healthy balance between cartoon-watching and other activities that support physical and cognitive development.

- **Consult with Educators or Experts**

Consulting with educators or child development experts can provide valuable insights into suitable educational cartoons and effective viewing strategies.

- **Encourage Parent-Child Interaction**

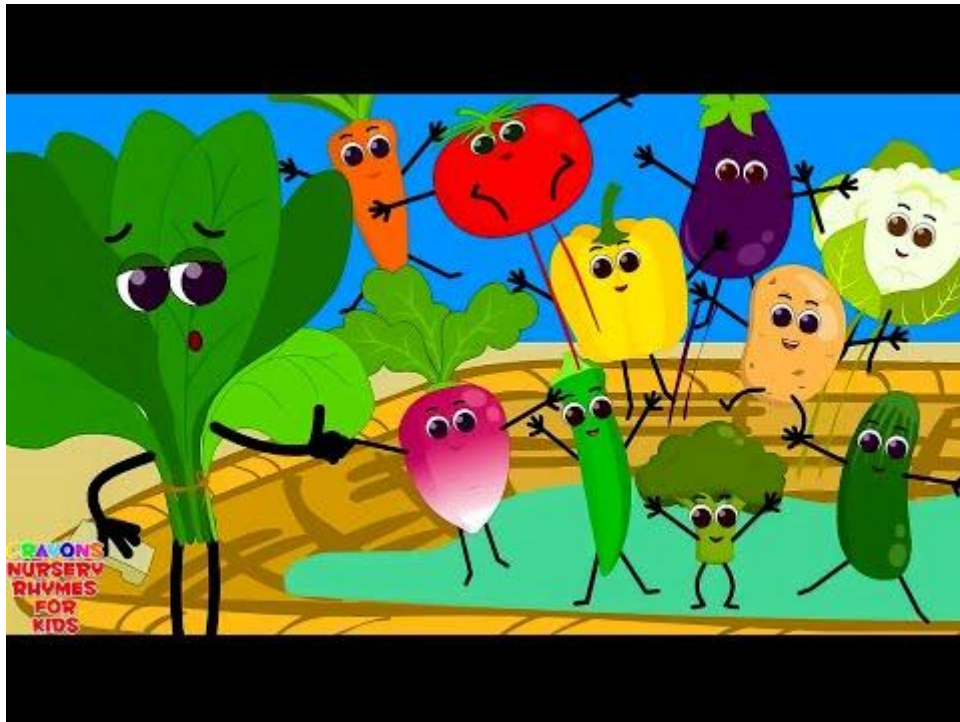
Promote interaction during cartoon-watching to support learning and strengthen parent-child bonding.

By considering these recommendations, parents can make informed decisions when selecting educational cartoons for their children, ultimately supporting their cognitive, social, and emotional development.

4. Examples of Educational Cartoons

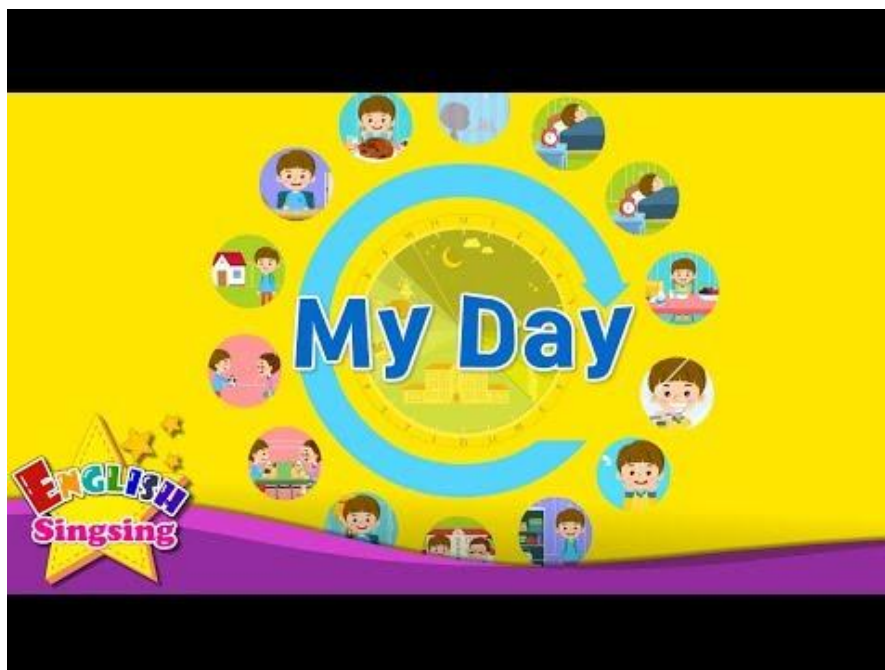
Video1: Vegetables

<https://youtu.be/ujC1dkYDTOs?si=9JzvSaRepTIqu44K>



Video 2: Daily routine

https://youtu.be/qD1pnquN_DM?si=K6NtbARrbthG7jhV



Video 3: Feelings

<https://youtu.be/l4WNrvVjiTw?feature=shared>



Video4: Jobs
<https://youtu.be/ugsRzHMIF2o?feature=shared>



Video 5: My family
https://youtu.be/yDua9ms9_eg?feature=shared



Video 6: Exploring my home

https://youtu.be/aEM9d_8_i0k?feature=shared



Video7: Human body
<https://youtu.be/R1Hrkqep8nU?feature=shared>



Video8: Days of the week
https://youtu.be/70arjDLn0_g?feature=shared



5. Conclusion

This chapter has explored the findings and recommendations related to using educational cartoons for vocabulary instruction in preschool education. Data from classroom observations and teacher interviews confirmed that cartoons are an effective tool for supporting language learning. They help to increase engagement, accommodate different learning styles, and make new vocabulary easier to understand through visual and auditory input.

Teachers noted that when paired with strategies like repetition, role-play, and questioning, cartoons enhance vocabulary learning and make lessons more enjoyable. Observations also Revealed that most children responded positively, especially when the content matched their age and interests.

The recommendations highlight the importance of intentional and guided use of cartoons. Teachers are encouraged to integrate cartoons purposefully into their lessons, while parents are advised to select appropriate content and engage with their children during viewing. In conclusion, educational cartoons can be a valuable asset in early language development when used thoughtfully and interactively, contributing to both academic and personal growth in young learners.

6. Study Limitations

It is quite normal to face several challenges during the research journey that influenced the process and outcomes.

In this study, the research topic had to be changed several times due to the scientific committee's refusal to approve other titles. The committee required that any topic should be more specific and directly aligned with the sampling objectives. This led to delays in starting the present theme of research. Future researchers are advised to clearly define and align their works with the sampling and objectives before submitting them for approval to avoid similar issues.

Additionally and suddenly, a ministerial decision led to the closure of all private schools across the country where our topic had to be developed and we were forced not to attend much more ELT sessions. This sudden administrative change prevented access to the study setting and interrupted the planned data collection. As a result, the research timeline was significantly delayed, and some objectives could not be fully achieved.

Third, technical difficulties also impacted the research process. Frequent power outages made it impossible for teachers to operate ICT tools in the classroom, forcing them to postpone classes to later times and causing additional delays. This limited the consistent use of educational technology that was important for the study.

These combined challenges affected the smooth implementation of the research. Future studies should ensure that the research topic and sampling are clearly defined early on, secure a stable study environment, and prepare for possible technical disruptions to minimize any type of risks.

GENERAL CONCLUSION

General Conclusion

The research hypotheses of the study Teaching Vocabulary to Preschool Children via Educational Cartoons were confirmed by the findings. The study aimed to investigate whether educational cartoons support vocabulary learning, engage preschool children's attention, and enhance vocabulary through visual, verbal, and non-verbal elements. Based on classroom observations and teacher interviews, the results emphasized that educational cartoons positively influence children's vocabulary acquisition. Most preschoolers were able to understand and use new words in context, showing clear signs of comprehension. For example, many learners successfully applied vocabulary from the cartoons in structured sentences. Furthermore, children were highly engaged during the sessions, with visual and auditory elements capturing their attention and maintaining their interests. Teachers also reported that cartoons served different learning styles and made lessons more interactive. These findings aligned with theoretical frameworks like Vygotsky's Sociocultural Theory and Paivio's Dual Coding Theory, which support the use of multimedia and social interaction in language learning. Therefore, the research asserted that educational cartoons are supporting teaching tools for vocabulary enhancement to preschool children, validating all the stated hypotheses.

Despite the obtained findings, some areas in the present study remain unexplored. The study did not compare the effectiveness of educational cartoons with other instructional tools such as flashcards or games which might have different effects on vocabulary learning. In addition, the research was limited to the classroom setting, so the impact of using cartoons at home with parental involvement was not addressed. Finally, the use of bilingual cartoons that combine English and Arabic was not examined, even though such content could support children who are learning English as a foreign language. These gaps offer directions for future studies to extend the understanding of cartoon-based vocabulary instruction.

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9. Appendices

Appendix1: Observation's checklist

University of Relizane
Faculty of Letters and Languages
Department of English

General Information

Date:

Time:

Session duration:

Number of participants:

Level (grade):

Observer:

Observation checklist

Items to be observed	Characteristics	Fully observed	Partially observed
Classroom's atmosphere	1) The classroom is well organized 2) The atmosphere is active and comfortable 3) Confusion, shyness or demotivation in the classroom		
Teacher's role	1) The teacher uses ICT materials 2) The teacher explains the cartoon's content 3) The teacher uses gestures/facial expressions to facilitate the learning process		
Materials (cartoon) presentation	1) The video is clear and attractive 2) High quality, colors, images and sound		

	3) The video is related to the lesson 4) The content is comprehensible to children		
Children' engagement and attention	1) Children focus on the cartoon throughout the session 2) They imitate gestures and words from the cartoon 3) They respond actively(e.g., comments or facial expression) 4) They display consistent interest and excitement		
Vocabulary usage	1) Children make mistakes in word usage 2) They use newly introduced words in sentences 3) They ask about the meaning of words 4) They attempt to pronounce new vocabulary words		

Appendix2: Teachers interview.

Date: 05-02-2025

Institution:

We are Belbari Aya and Mezouagh Ikram. We are Master students at the English Department of Relizane University. Our research on pre-school learners' effective use of Educational Cartoons in classroom teaching requires seeking the belief of participants in the teaching/learning process of these individuals. We believe that answering this interview sir/Madam/Ms. would help English language teaching to young children by providing this research with valuable information. Be sure that your cooperation is valuable and answers will remain strictly anonymous.

Interviewer1: would you please tell us about your qualification in preschool?

Interviewee:.....

Interviewer2: Which modern teaching method you follow?

Interviewee:.....

Interviewer2: What is the effective methods for introducing new vocabulary to preschoolers?

Interviewee:.....

Interviewer1: Did you face any challenges in vocabulary teaching? How did you overcome them?

Interviewee:.....

Interviewer1: How far did you adapt vocabulary lessons for learners to their different learning styles and needs?

Interviewee:.....

Interviewer2: How does incorporating audio visual aids fit into your teaching with young children?

Interviewee:.....

Interviewer1: To what extent are audio-visual aids necessary for vocabulary teaching?

Interviewee:.....

Interviewer2: Do you believe cartoons are suitable educational tools to preschoolers?

Interviewee:.....

Interviewer2: How do you integrate educational cartoons into your lesson plans?

Interviewee:.....

Interviewer: Which clear examples of educational cartoons have been particularly effective in this sense?

Interviewee:.....

Interviewer2: So these cartoons can cater to different learning styles, Ms./Sir/Madam.

Interviewee:.....

Interviewer1: Your suggestions to other colleagues in the effectiveness of vocabulary teaching through educational cartoons?

Interviewee:.....

Interviewer2: A lot of thanks for your cooperation in this interview and study. That means a lot, Ms/ Sir/ Madam. Good bye.

10. Résumé

Cette étude explore le rôle des dessins animés éducatifs dans l'amélioration de l'acquisition du vocabulaire anglais chez les enfants d'âge préscolaire à l'école Event School de Relizane, en Algérie. Elle adopte une approche méthodologique qualitative à travers des observations en classe structurées et des entretiens semi-structurés avec les enseignants. L'objectif est d'examiner comment les dessins animés soutiennent l'apprentissage du vocabulaire, maintiennent l'engagement des enfants et répondent à divers styles d'apprentissage. Les résultats des observations ont révélé que les dessins animés influencent positivement l'utilisation du vocabulaire, l'attention et la motivation des enfants, tandis que les réponses aux entretiens ont mis en lumière les points de vue des enseignants sur les avantages et les défis liés à l'utilisation de supports audiovisuels. Les données ont été analysées par interprétation thématique et analyse descriptive. Les résultats soutiennent l'utilisation des dessins animés éducatifs comme outils pédagogiques efficaces dans l'enseignement des langues en petite enfance. L'étude se conclut par des recommandations à l'intention des éducateurs et des parents sur le choix et l'intégration appropriés des dessins animés dans l'enseignement linguistique. Ces résultats contribuent à une meilleure compréhension de l'apprentissage des langues assisté par les médias et de son applicabilité dans les contextes préscolaires.

الملخص

تعد الجزائر من الدول الأكثر استعمالا وتدرسا للغات الأجنبية خاصة اللغة الإنجليزية وذلك نظرا لاستعمالها كلغة عالمية في التواصل في كل المجالات مما اوجب على الجزائر ادراجها في مناهج المدارس التحضيرية مستعمله طرق واساليب مسهلة وممتعة لتدريس هذه اللغة من بينها الرسوم المتحركة حيث تكشف هذه الدراسة دور الرسوم المتحركة التعليمية في تعزيز اكتساب مفردات الإنجليزية لدى الأطفال في مرحلة ما قبل الدراسة في مدرسة ايفنت سكول (Event School) في غليزان بالجزائر. تعتمد الدراسة على نهج متعدد الأساليب، يجمع ما بين البيانات النوعية والكمية وذلك من خلال ملاحظات في القسم بشكل منتظم ومقابلات مع معلمي تلك المدرسة، حيث تهدف هذه الدراسة إلى اكتشاف مساهمة الرسوم المتحركة في تعلم المفردات، واستيعاب أنماط التعلم المتنوعة حيث كشفت نتائج الملاحظة أن الرسوم المتحركة تؤثر إيجابيًا على استخدام الأطفال للمفردات واهتمامهم وتحفيزهم، بينما أبرزت ردود المقابلات وجهات نظر المعلمين حول فوائد وتحديات استخدام المواد السمعية والبصرية وبعد تحليل البيانات و من خلال التفسير الموضوعي والتحليل الوصفي للنتائج التي ابرزت اهمية استخدام الرسوم المتحركة التعليمية كأدوات فعالة في تعليم اللغة الانجليزية في مرحلة الطفولة المبكرة حيث حظيت هذه الدراسة مع الاخير بتوصيات للمعلمين وأولياء الأمور حول الاختيار المناسب للرسوم المتحركة ودمجها في تعليم اللغة الإنجليزية وذلك من خلال مساهمتها في الفهم الأوسع للمفردات وامكانية تطبيقها في مرحلة ما قبل الدراسة.