BM-Publisher

Using Subtitled Cartoon Movies in Learning New English Vocabulary for College Freshmen

AHMED F. RABEEA*
Basra University \ College of Arts

Article Info

Abstract

Subtitled cartoon movies are widely common nowadays, and watched for different purposes. They are of multifaceted purposes including entertainment, learning English as a foreign language, escaping bad moments, etc. This study is intended to determine the impact of subtitled cartoon movies on learning new vocabulary items. It is well-known that current EFL learners are widely impacted by the advent of technology. With the availability and abundance of technological channels that this digital generation could make use of, it is preferable to help them make use of all new technology-based learning materials in their efforts to acquire new English vocabulary. This study includes two instruments to evaluate the impact of subtitled cartoons on learning process. In the first instrument, exactly fifty participants randomly selected to answer a ten-question questionnaire. In the second one, the randomly selected fifty participants were under a five-question interview. Results disclosed that participants were interested in learning new English vocabulary through watching subtitled cartoon movies. For them, it gives an authentic learning atmosphere. Also, participants expressed their willingness to learn new English vocabulary through subtitled cartoon moves since such innovative learning process promotes their motivation, self-confidence and excitement to learn new English vocabulary. They consider learning new English vocabulary through subtitled carton movies a fun.

Introduction

It is well-known that a language is the means of a daily social interaction. It is a cause to an effect, without which communication cannot be accomplished. Thus, this digital generation deserves a wide range of attention while developing curricula to suit their daily learning needs.

*الناشر الرئيسي : E-mail : ahmed.falih71@gmail.com

المجلد الرابع عشر

اوروك

learners a chance to come across authentic learning materials through platforms of social media. This is in line with Warschauer (2000a) proponent concept on the effectiveness of collaboration among learners in authentic situations.

2. Research Questions

1. Does the use of subtitled cartoon movies expedite and boost learning new English language vocabulary?

2. Can subtitled cartoon movies raise enthusiasm and motivation of College Freshmen to learn new English vocabulary?

3. Research Hypotheses

1. The use of subtitled cartoon movies expedites and boosts learning new English vocabulary.

2. Subtitled cartoon movies can raise enthusiasm and motivation of College Freshmen to learn new vocabulary.

4. Literature Review

So far, a lot of researches have been conducted on the use of cartoon movies in teaching and learning English as a foreign language (EFL). A wide range of research has been advocated so far for the significance of infusion multimedia-based learning materials in the process of learning in this digital age where learners have a spacious degree of access into multimedia and Internet. In this section, there is a focus has been made on the sound adoption of subtitled cartoon movies in teaching and learning, motivation, digital learners and learning English language vocabulary, as follows:

4.1 Subtitled Cartoon Movies in Teaching & Learning

As defined by Munir (2016), the cartoon movie is a moving picture that yields a

As to many English non-native speaking countries around the world, they suffer much to learn a new item of vocabulary or bunch of. It is due to many reasons one of which is that those responsible for teaching in schools are not qualified to motivate learners to learn new vocabulary. With the advent of technology, it is a must to make use of every single means in teaching and learning process. Sajana (2018) made it clear that watching cartoon movies gives learners a sense of humor and fun, and exposes them to authentic learning atmosphere. Karakas and Saricoban (2012) stressed the importance of watching subtitled English cartoon movies in the development of vocabulary learning, as it involves "contextualized aids" (p.12).

There is a noticeable stride towards making use of cartoon movies in acquiring new English vocabulary. Hence, there is a new trend in learning new vocabulary through indulging subtitled cartoon movies in the process of learning up to the needs of this digital generation.

In a study about students' attitudes toward the adoption of videos (cartoons) in teaching English language, Berk (2009) came to an opinion that digital media bring to class energy, fun and enthusiasm. And in turn, acquisition of English vocabulary would be applicable, and lead to a full mastery of English as a foreign language. Therefore, college instructors are highly advised to put into consideration all choices required to motivate their classes and fill in English language learners with confidence and enthusiasm for better learning environments. As a part of literature collected related to the subject in hand, majority of studies focused on giving

movies, which is for them is a new technique full of amusement, motivation and fun. Mirvan added that such multimedia-based learning materials such as cartoon movies expose these days' learners to authentic situations required for a better learning opportunities. In a study conducted by Putra and Putra (2014) it was concluded that subtitled movies, after being watched, could be fruitful and promising in helping undergraduates learn and acquire new vocabulary.

4.2 Motivation

It is definitely significant to refer to the role that motivation plays in learning and teaching process. Before that, it is of a high demand to shed light one of the of the definitions of motivation made by some scholars and researchers. To Dörnyei and Otto (1998) motivation "provides the primary impetuous to initiate learning the second language and later the driving force to sustain the long and often tedious learning process" (p. 117). Masgoret and Gardner (2003) made it clear that without motivation no progress could be achieved in the language learning. Dörnyei (2001) brought to light that teachers have to praise, a kind of positive feedback, learners whenever they make progress in the learning process. Hence, teachers, during the process of teaching and learning, are responsible for raising the spirit of learning among learners, which is in turn responsible for boosting the outcomes

Unfortunately, at present, uneasy number of teachers pay zero or little focus on motivation, and always make cries that their students do no progress in learning English as a foreign or second language, and again blame not themselves, but

sound. As a teaching tool, watching cartoon movies assist getting learners motivated and willing to learn new vocabulary. To learners, it helps build up creativity among them, contrary to traditional methods where they have no choice but to read and memorize vocabulary, which is considered, by a wide range of learners as being boring (Sajana, 2018). As Krashen in his Input Hypothesis (1985) made it clear, authentic "comprehensible input can lead to acquisition" p. 2. Therefore, teachers of this digital age have a mission to help their digital learners receive and access authentic learning materials. It is a teacher's responsibility to bring into the class all authentic materials that make learning fun and success such as technology-based learning materials one of which is subtitled cartoon movies. It is an unprecedented chance for learners through watching subtitled cartoon movies to build up their language productive skills: speaking and writing, in turn, their pronunciation and vocabulary will become considerable (Sajana, 2018). And Danan (2004) ascertained that using subtitled cartoon movies expose learners to authentic learning materials, which raises their English language cognition, comprehension and critical thinking. A lot of studies conducted by Baltova (1999), Danan (224) and Neuman and Koskinen (1992) have come up with a result stating that subtitles displayed on cartoon movies have an effective impact on learning new vocabulary. Finally, as to the advantages of bringing watching English movies into the learning process, Mirvan (2013) made it clear that students enjoy learning English as a foreign language via watching English

such as computer games, Internet, smart phones, social media and the like. Digital natives, today's learners, have a smooth access to miscellaneous set of learning materials such as watching educational channels on you-tube where they could have fun watching subtitled cartoon movies. In a pilot study carried out by Nasab and Mutlagh in 2017 results disclosed that through watching subtitled movies, digital learners could acquire new English vocabulary.

4.4 Teaching & Learning English Language Vocabulary

Cambridge dictionary (n.d.) defines vocabulary as "all the words that exist in a particular language or subject". Another definition states that vocabulary "is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined" (Merriam-Webster, online). Learning a language is a process requires an additional effort to arrive at good results; results to be seen on learners' productive skills; speaking and writing. Sequeira (2012) adopted an opinion stating that learning is about a positive change made to learners' skills, while teaching is a set of instructions given to support and facilitate the process of learning. Teachers and researchers work on this field always make sharp conclusions that a low achievement made by learners of the English language in a certain English language class comes as a natural consequence of old-fashioned teaching and learning techniques followed and adopted by teachers of the 21st century, where their students on the other bank of the river are born surrounded by innovative gadgets.

learners. Motivation is a tool that teachers should immensely consider when aiming at obtaining good results in their pursuit to develop their learners' language learning.

Qualified teachers are crucially demanded to indulge all beneficial methods of teaching in EFL classes, taking into consideration the huge change brought to every single segment of our life. Current learners, or so-called digital learners are fed up with boring lessons. There is a bunch of technological media that could be adopted in classes such as movies, songs, games, etc. (Sari & Sugandi, 2015). Bahrani and Soltani (2011) stated that since cartoon movies have authentic audiovisual atmosphere, therefore, watching cartoon movies boosts learners' motivation in learning English language vocabulary.

4.3 Digital Learners

It is well-known that learners today are digital. They own mobile phones, which are, to, great extent, internet-connected. They have an access to Internet, so as teachers for this type of learners, who, according to Prensky (2001) have changed immensely, and are different from us when we were at their ages, all possible learning techniques shall be adopted in class to help them acquire English as a foreign language. Old methods of teaching are irrelevant for today's learners, who are fully equipped with innovative gadgets such as smart phones, laptops, etc. Also, Prensky disclosed that today's average college learners "have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV)" p. 1. He added that learners of this digital age are fully occupied by their own brand of amusement

answer five questions related to the subject matter of the study in hand.

5.2 Instrumentation

Instruments include a two-month pilot study, a ten-question questionnaire and a five-question interview. Due to the Covid-19 pandemic and in line with the social distancing recommended by the Coronavirus Management Cell, the two-month pilot study was cancelled, and the other two instruments were the essence of weighing the impact of subtitled cartoon movies on learning new English vocabulary.

5.3 Limitations

It was scheduled to conduct a -2-month pilot study in late February 2020 to examine whether watching subtitled cartoon movies could improve acquisition of new English vocabulary. It could not be accomplished due to the Covid-19 pandemic. Therefore, this study depends only on two tools: a 10-question questionnaire and an interview.

6. Analysis & Discussion
6.1 A Questionnaire

As could be inferred from the 10-question questionnaire (see Appendix 1), a questionnaire is found a reliable tool used to collect data from respondents (Lin, 2003), as whether subtitled carton movies could accelerate learning new English vocabulary or not, and whether it is capable of upgrading learners' motivation and enthusiasm to acquire new vocabulary. Exactly (50) First Year learners, (25) females and (25) males, in the Department of Translation, College of Arts, Basra University, randomly selected to be participants of these data collection tools. They were given (5) minutes to tick the

Teachers, nowadays, have to select authentic materials their students find it easy to access and use, where students feel pleased to be exposed to such as watching cartoon movies on You-Tube or other digital drives. Teachers and learners alike have known well that technology has become a crucial part of our life, where every single walk of life has been shifted. The adoption of technology into the English language classroom has increased dramatically, and negligence of such an important drive of success, technology-based learning material, would waste time and efforts. The vast development of technological gadgets has made using EFL materials mobile, where students could watch cartoon movies on the way to the college, on the way back home, in the canteen, among class intervals, etc. (Dudeney & Hockly, 2007).

5. Methodology

In order to elicit the impact of subtitled cartoon movies on the College learners' English vocabulary acquisition, three instruments are elected in this study. Instruments adopted are discussed below.

5.1 Subjects Selection and Description

A sample of fifty learners, who are randomly selected, is used for this study. They are first year students in the Department of Translation, College of Arts, Basra University, for the academic year 2019-2020. They are fed with instructions on the tools to be used throughout the time of the study. They are subjected to and given a ten-question questionnaire, and are requested to express their attitudes in five minutes. Then the same sample of the study are undergone an interview, each has to

I watch subtitle cartoon cartoon movies everyday.

SAG 68, AG 10, SDAG 12, DAG 10

■ SAG ■ AG ■ N ■ SDAG ■ DAG
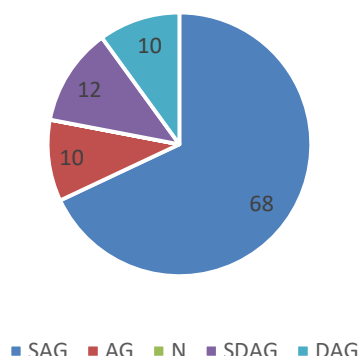
3. I recommend subtitled cartoon movies to other classmates.

I recommend subtitle cartoon movies to other classmates.

SAG 54, AG 32, N 2, SDAG 8, DAG 4

■ SAG ■ AG ■ N ■ SDAG ■ DAG
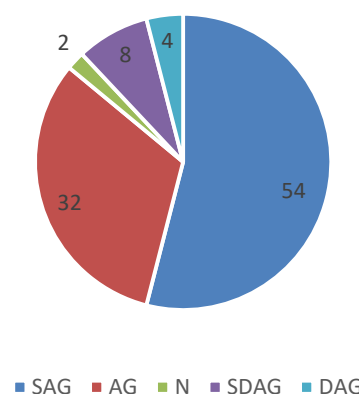
As far as statement 3 is concerned, the data show that 54% of the respondents ticked "strongly agree", 32% of them agreed with this statement, 2% of them were neutral in their attitude, 8% strongly disagreed and finally 4% of them disagreed.

4. Watching subtitle cartoon movies raises my awareness of English as a foreign language.

response that meets their attitude toward the concept of this study.

The result of each statement is analyzed as follows:

1. I make use of subtitled cartoon movies in learning new English vocabulary.

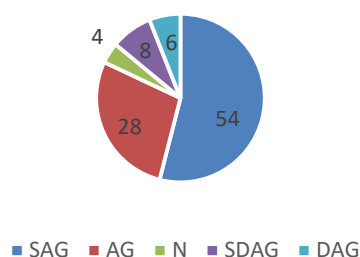I make use of subtitle cartoon movies in learning new English vocabulary.

SAG 60, AG 22, N 4, SDAG 6, DAG 8

■ SAG ■ AG ■ N ■ SDAG ■ DAG
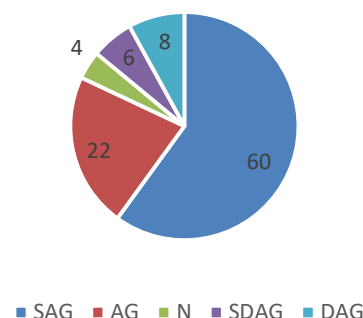
The data show that 60% of the respondents ticked "strongly agree", 22% of them agreed with this statement, 4% of them were neutral in their attitude, 6% strongly disagreed and finally 8% of them disagreed.

2. I watch subtitled cartoon movies every day.

As to statement 2, the data show that 68% of the respondents ticked "strongly agree", 10% of them agreed with this statement, 12% strongly disagreed and finally 10% of them disagreed.

6. As technology has become a reality, I have a new choice of using subtitled cartoon movies instead of traditional textbook vocabulary to learn new vocabulary.

As technology has become a reality, I have a new choice of using subtitle cartoon movies instead of traditional textbooks vocabulary to learn new vocabualry.


■ SAG   ■ AG   ■ N   ■ SDAG   ■ DAG

The data show that 54% of the respondents ticked "strongly agree", 28% of them agreed with this statement, 4% of them were neutral in their attitude, 8% strongly disagreed and finally 6% of them disagreed.

7. Learning new English vocabulary in context will give me an authentic opportunity to learn segments or full sentences.

Learning new English vocabulary in context will give me an authentic opportunity to learn segments or full sentences.


■ SAG   ■ AG   ■ N   ■ SDAG   ■ DAG
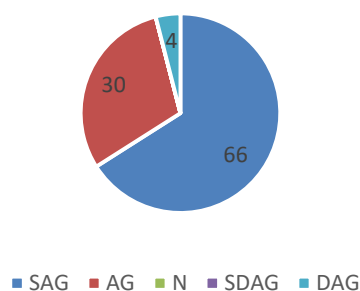
Watching subtitle cartton movies raises my awareness of English as a foreign language.

■ SAG   ■ AG   ■ N   ■ SDAG   ■ DAG
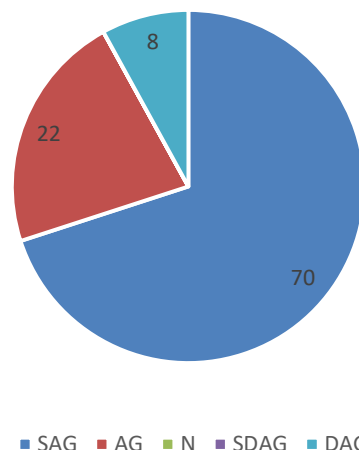
Statement 4 pinpointed that 70% of the respondents ticked "strongly agree", 22% of them agreed with this statement, and finally 8% of them disagreed.

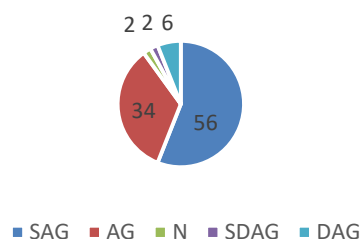5. Subtitled cartoon movies motivate me to learn new English vocabulary in context.

Subtitle cartoon movies motivate me to learn new English vocabulary in context.

■ SAG   ■ AG   ■ N   ■ SDAG   ■ DAG
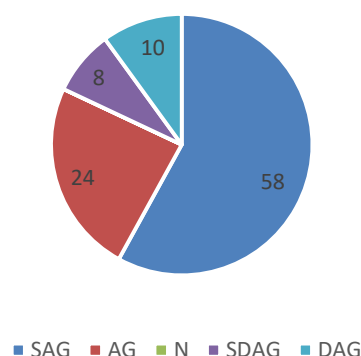
The data belonging to statement 5 disclosed that 58% of the respondents ticked "strongly agree", 24% of them agreed with this statement, 8% strongly disagreed and finally 10% of them disagreed.

reading and writing.

Learning new English vocabulary through subtitle cartton movies enhances my English language four skills including listening, speaking, reading and writing.

2 2 6

34 56

■ SAG ■ AG ■ N ■ SDAG ■ DAG

The data show that 56% of the respondents ticked "strongly agree", 34% of them agreed with this statement, 2% of them were neutral in their attitude, 2% strongly disagreed and finally 6% of them disagreed.

10. The use of subtitled cartoon movies in learning new English vocabulary is a fun.

The use of subtitle cartoon movies in learning new English vocabulary is fun.
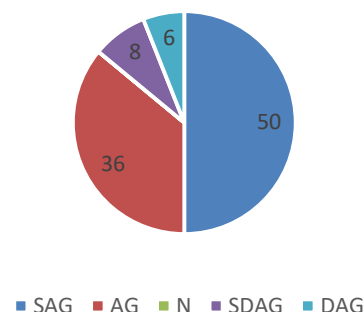
8

14

82

■ SAG ■ AG ■ N ■ SDAG ■ DAG
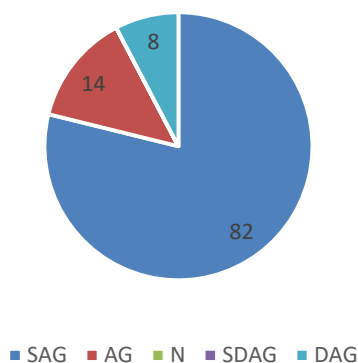
The data show that 82% of the respondents ticked "strongly agree", 14% of them agreed with this statement, and finally 8% of them disagreed.

6.2 An Interview

The data show that 66% of the respondents ticked "strongly agree", 30% of them agreed with this statement, and finally 4% of them disagreed.

8. Subtitled cartoon movies give me a chance to live an English authentic atmosphere, which helps acquire new vocabulary.

Subtitle cartoon movies give me a chance to live an English authentic atmosphere, which helps acquire new vocabulary.

6

8

50

36

■ SAG ■ AG ■ N ■ SDAG ■ DAG

The data show that 50% of the respondents ticked "strongly agree", 36% of them agreed with this statement, 8% strongly disagreed and finally 6% of them disagreed.

9. Learning new English vocabulary through subtitled cartoon movies enhances my English language four skills including listening, speaking,

above stated as well clearly disclosed that this generation has short span to outdated methods of teaching and learning, and they are no longer welcoming traditional sets of teaching and learning. Hence, as teachers, there must be a shift in a way they teach and feed up digital natives with instructions. Keeping the same methods in teaching and learning in the classroom would result in reserve outcomes where it is a matter of time consuming.

With reference to the many previous studies on the same topic, it was concluded that multimedia-based learning materials including You-Tube movies could keep learners motived throughout the process of learning. It grasps their attention, and fills them with fun and amusement. Unlike traditional methods of learning, with the advent of technological innovations, technology-based learning materials assisted very much the process of learning new English vocabulary. To sum up, digital learners are brought up surrounded with technological gadgets, and it is reasonable to make use of such innovations in teaching and learning as they consider such sets as good friends helping them acquire new English vocabulary in an authentic atmosphere.

References

[1] Bahrani, T. & Soltani, R. (2011). The pedagogical values of cartoons. Research on Humanities and Social Sciences, 1(4), 19-22.

[2] Baltova, I. (1999). Multisensory language teaching in a multidimensional curriculum: The use of authentic bimodal video in core French. The Canadian

As another instrument used in this study to know the impact of the subtitled cartoon movies on learning new English vocabulary, participants of the study were subject to a 5-question interview (See Appendix 2). Respondents showed a positive attitude towards subtitled cartoon movies in learning new English vocabulary. Unreluctantly, they made it clear that the use of technology-based learning materials such as media-players

7. Results, Conclusions, Recommendations & Future Research

As can be implied from the responses made by students to a ten-question-questionnaire, viewing subtitled cartoon movies via audio- visual media including DVD/CD player, internet media players or You-Tube have had its impact on learners to learn a new English set of vocabulary, whether be as segments of in context. It unconsciously captures the attention of today's learners. For learners, or as they love to be called, digital natives, technology is a blessing which brought to them all necessary tools to make learning new English vocabulary accessible. It brings about authentic materials. Teachers of today have to take into consideration that old methods of teaching and learning are abhorred by this generation. They look for a fun in class, which could be ignited by the use of multimedia-based learning materials such as watching subtitled cartoon movies on You-Tube or any resembling device.

As the questionnaire indicated, subtitled cartoon movies have brought to digital learners a new choice where they could learn and have fun on the same time. It is learning English vocabulary through an authentic atmosphere. And literature review

and Analysis. Taiwan: Psychological Press.

[11] Masgoret, A. M. and Gardner, R. C. (2003). "Attitudes, motivation and second
language learning: A meta-analysis of studies conducted by Gardner and
associates". Attitudes, orientations and motivations in language learning:
Advances in theory, research and applications. Ed. Dorneyei, Z. Malden (USA):
Blackwell. 167-210.

[12] Merriam – Webster.

http://www.learnersdictionary.com/definition/vocabulary.

[13] Mirvan. X. (2013). The advantages of using films to enhance student's reading
skills in the EFL classroom. Journal of Education and Practice, 13(4), 62-67.

[14] Neuman, S. B., & Koskinen, P. (1992). Captioned television as comprehensible
input: Effects of incidental word learning from context for language minority
students. Reading Research Quarterly, 27, 94-106.

[15] Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon
film toward vocabulary mastery of EFL students. JELTI, Vol. 1 (1).

DOI: http://dx.doi.org/10.21462/jeltl.v1i1.20

[16] Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 1", On the

Modern Language Review, 56(1), 32-48.

[3] Nasab, M. S. B. and Motlagh, S. F. P. (2017). Vocabulary Learning Promotion
through English Subtitled Cartoons. Communication and Linguistics Studies. Vol.
3, No. 1-1, 2017, pp. 1-7. DOI: 10.11648/j.cls.s.2017030101.11.

[4] Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube,
and mtvU in the college classroom. International Journal of Technology in
Teaching and Learning, 5(1), 1–21.

[5] Cambridge Dictionary.

https://dictionary.cambridge.org/dictionary/english/vocabulary.

[6] Dudeney G., Hockly N. (2007). How to teach English with technology. England:
Pearson Education Limited.

[7] Dörnyei, Z. & Otto, I. (1998). Motivation in action: A process model of L2
motivation. In: Working Papers in Applied Linguistics 4, 43 – 69.

[8] Karakas, A. and Saricoban, A. (2012). The Impact of Watching Subtitled
Animated Cartoons on Incidental Vocabulary Learning of ELT Students. Teaching
English with Technology, 12(4), 3-15, http://www.tewtjournal.org.

[9] Krashen, S. (1985). The Input Hypothesis: Issues and Implications. Harlow:
Longman.

[10] Lin, S. J. (2003). Educational Research Methods: Comprehensive Integration

Teaching New English Vocabulary for College Freshmen.

The data collected will be used for academic purposes only.

Thank you in advance for your participation.

Name of student (Optional): --

Section: ------------------

Date: ---------------------

Please <u>TICK</u> the number that corresponds with your level of agreement:

Strongly Agree (SAG)
Agree (AG)
Strongly Disagree (SDAG)
Disagree (DAG)
Neutral (N)

#	Questions	Participant's %				
		SAG	AG	N	SDAG	DAG
1	I make use of subtitle cartoon movies in learning new English vocabulary.					
2	I watch subtitle cartoon movies every day.					
3	I recommend subtitle cartoon movies to other classmates.					
4	Watching subtitle cartoon movies raises my awareness of English as a foreign language.					
5	Subtitle cartoon movies motivate me to learn new English vocabulary in context.					
6	As technology has become a reality, I have a new choice of using subtitle cartoon					

Horizon, Vol. 9 No. 5, pp. 1-6. https://doi.org/10.1108/10748120110424816.

[17] Putra, B., & Putu, I. (2014). Learning vocabulary using English movie with
    subtitles in Smak Santo Yoseph. Retrieved on Feb. 11, 2020 from: https://pdfs.semanticscholar.org/4cbc/a75bdc84c31725e02288e4a8189045d9fca5.pdf?_ga=2.140770742.585740297.1590477229-1242393009.1590477229.

[18] Sajana, C. (2018). Cartoons in language teaching and learning. International
    Journal of Pure and Applied Mathematics. Volume 119, Issue 12, pp. 2435-
    2450.

[19] Sari, A., & Sugandi, B. (2015). Teaching English through English movie:
    Advantages and disadvantages. DOI:10.36706/jele.v2i2.2303.

[20] Sequeira, A.H. (2012). Introduction to concepts of teaching and learning.
    National Institute of Technology Karnataka. Retrieved on Feb. 20, 2020 from:
    http://ssrn.com/abstract=2150166.

[21] Warschauer, M. (2000a). The death of cyberspace and the rebirth of CALL.
    English Teachers' Journal, 53, 61–67. [Online.] Available:

http://www.gse.uci.edu/markw/cyberspace.html.

Appendix 1
A Student Questionnaire

I would very much appreciate if you could spare about 5 minutes of your valuable time to fill out this 10-question questionnaire on *Using Subtitled Cartoon Movies in*

materials in the process of learning English as a foreign language?

4. How often do you watch subtitled cartoon movies?

5. As a learner, do you touch a cry for moving away from traditional textbooks in learning new English language vocabulary? Are you with or against? Why?

Appendix 3

Subtitled Screenshots (taken from "Easy English") – *Learning New English Vocabulary [Restaurant Vocabulary]*.

Learners are given the below link to watch more subtitle cartoon movies to learn new English vocabulary: https: https://www.youtube.com/watch?v=bgfdqVmVjfk.

	movies instead of traditional textbook vocabulary to learn new vocabulary.				
7	Learning new English vocabulary in context will give me an authentic opportunity to learn segments or full sentences.				
8	Subtitle cartoon movies give me a chance to live an English authentic atmosphere, which helps acquire new vocabulary.				
9	Learning new English vocabulary through subtitled cartoon movies enhances my English language four skills including listening, speaking, reading and writing.				
10	The use of subtitle cartoon movies in learning new English vocabulary is fun.				

Appendix 2

Interview Questions that the study participants were exposed to in order to evaluate their attitude towards the use of subtitled cartoon movies in learning new English language vocabulary:

1. To what extend do you think that subtitled cartoon movies could help build up your vocabulary?

2. Do you feel confident and motivated while learning new vocabulary through watching a subtitled cartoon movie?

3. Do you recommend and call for those in charge of (higher) education in Iraq to infuse technological-based learning

خلاصة

تنتشر أفلام الرسوم المتحركة المترجمة على نطاق واسع في الوقت الحاضر ، وتتم مشاهدتها لأغراض مختلفة. وهي ذات أغراض متعددة تشمل الترفيه وتعلم اللغة الإنجليزية كلغة أجنبية والهروب من اللحظات السيئة وما إلى ذلك. تهدف هذه الدراسة إلى تحديد تأثير أفلام الرسوم المتحركة المترجمة على تعلم مفردات جديدة. من المعروف أن متعلمي اللغة الإنجليزية كلغة أجنبية الحاليين يتأثرون على نطاق واسع بظهور التكنولوجيا. مع توافر ووفرة القنوات التكنولوجية التي يمكن لهذا الجيل الرقمي الاستفادة منها ، من الأفضل مساعدتهم على الاستفادة من جميع المواد التعليمية الجديدة القائمة على التكنولوجيا في جهودهم لاكتساب مفردات إنجليزية جديدة. تتضمن هذه الدراسة أداتين لتقييم تأثير الرسوم الكرتونية المترجمة على عملية التعلم. في الأداة الأولى ، تم اختيار خمسين مشاركًا بشكل عشوائي للإجابة على استبيان من عشرة أسئلة. في الثانية ، خضع الخمسون مشاركًا الذين تم اختيارهم عشوائيًا لمقابلة مكونة من خمسة أسئلة. كشفت النتائج أن المشاركين كانوا مهتمين بتعلم مفردات إنجليزية جديدة من خلال مشاهدة أفلام رسوم متحركة مترجمة. بالنسبة لهم ، فإنه يوفر جو تعليمي أصيل. كما أعرب المشاركون عن رغبتهم في تعلم مفردات إنجليزية جديدة من خلال حركات رسوم متحركة مترجمة لأن عملية التعلم المبتكرة تعزز الدافع والثقة بالنفس والحماس لتعلم مفردات إنجليزية جديدة. إنهم يعتبرون تعلم مفردات إنجليزية جديدة من خلال أفلام الكرتون المترجمة أمرًا ممتعًا.