



ENGLISH CARTOONS: A FACILITATING TOOL OR A VOCABULARY BARRIER FOR ESL LEARNERS AT UNIVERSITY LEVEL

Mumtaz Hussain
bmumtaz575@gmail.com

PhD Scholar, COMSATS University Islamabad, Veharee
Campus, Pakistan.

Dr. Shazia Bukhari
sbukhari.buic@bahria.edu.pk

Assistant Professor, Department of Humanities and Social
Sciences, Bahria University, Islamabad, Pakistan.

Dr Muhammad Ali Raza
maraza.buic@bahria.edu.pk

Assistant Professor, Department of Humanities and Social
Sciences, Bahria University, Islamabad, Pakistan.

Abstract

The present research aims to investigate the role of English cartoons in improving the learning ability of Learners at University level. Initially, research intended to find out impact of English cartoons as facilitating tool. Secondly, research tried to investigate the role of English cartoons as vocabulary barrier for learners. Thirdly, research tried to identify the impact of English cartoons on language learning ability. A questionnaire was used for the purpose of data collection. Data was collected from 2 government universities based in Dara Ghazi khan. 120 students in all, aged between 20 and 30, participated in the study, with 75 of them being men and 45 of them being women. SPSS software was utilized in order to check the reliability of the research and the elements of regression and correlation were focused. In results, it was founded that there is positive significant impact of English cartoons on language learning. The study evaluates the body of knowledge regarding multimedia integration in education and language learning approaches. The study measures ESL learners' impressions of cartoons as educational resources and evaluates the efficiency of these visual aids in enhancing vocabulary retention and language skills through surveys and language proficiency tests. The results help teachers make decisions about how to incorporate English cartoons into curriculum design and instruction by providing insights into the possible advantages and difficulties of doing so in higher education ESL classrooms. The study were took place in Dara Ghazi Khan, and its results only applied to University of Education Dera Ghazi khan Campus and Ghazi University Dera Ghazi Khan. Other schools and institutions won't be list in.

Keywords: *ESL Learners, English Cartoons, Audio Visual Aids, Vocabulary Barrier, Facilitating Tool, University Level.*

Corresponding Author: Dr. Shazia Bukhari (Assistant Professor, Department of Humanities and Social Sciences, Bahria University, Islamabad, Pakistan).

Email: sbukhari.buic@bahria.edu.pk

1.Introduction

English cartoons have been used as a teaching tool in ESL (English as a Second Language) lessons for a long time. Due to their capacity to hold students' attention and foster a positive learning environment, the use of English cartoons as a teaching aid has grown in popularity. Cartoons offer a playful and engaging way to introduce new words, grammar rules, and cultural concepts in a relaxed and pleasurable setting.

There is disagreement among linguists as to whether English cartoons are a useful teaching aid for ESL students at the University level. Due to the use of slang, idioms, and cultural references that may not be known to ESL learners, some claim that English cartoons can be a barrier to language learning.

This discussion highlights the need for study into the usefulness of English cartoons as teaching aids in ESL classes. The goal of this thesis is to determine whether vocabulary barriers or facilitating tools exist for ESL learners at the University level when it comes to English cartoons. The study will examine how English cartoons affect ESL learners' vocabulary development, language comprehension, and cultural consciousness. By addressing this issue, the study seeks to contribute to the ongoing debate regarding the use of English cartoons in ESL classes and offer ideas for how teachers can use these cartoons as effective language learning aids.

Language specialists have been debating the use of English cartoons as a teaching aid in ESL classes for a long time. Some claim that because they hold students' focus and foster a positive learning environment, English cartoons are a useful teaching tool for ESL students at the University level. Others contend that the use of slang, colloquialisms, and cultural references in

English cartoons can be a barrier to language learning because these terms may not be known to ESL students. The goal of this thesis is to determine whether vocabulary barriers or facilitating tools exist for ESL learners at the University level when it comes to English cartoons. The study will examine how English cartoons affect ESL learners' vocabulary development, language comprehension, and awareness of culture. By addressing this issue, the study hopes to add to the ongoing debate regarding the use of English cartoons in ESL classes and offer suggestions for how teachers can use these cartoons as effective language learning aids.

The key element of the English language to evaluate all abilities is vocabulary. Around the world, there are numerous approaches to teaching the English language, both in theory and in practice. However, visual methods are more effective than written ones in engaging pupils. To increase college students' interest in and drive to learn, learning must be made into an exciting event (Sutapa & Mering, 2016)

1.1. Various Types of Cartoons

Editorial Cartoons, Animated Cartoons, Gag Cartoons, Comic Cartoons, Cartoons Used In Packaging and Advertising

The usage of cartoons and films to promote the acceptance of new language is receiving increased attention from students and academics. Many academics also agree that films and cartoons seem to provide a comprehensive environment for learning new terminology. The current opinion is that audiences are highly driven to fully understand both verbal and visual content. Any kind of information, including language, can be effectively communicated using animated media. It makes sense that kids enjoy watching cartoons (Silvia et al., 2018).

This problem has to be addressed by more research into the effectiveness of English cartoons as a language learning tool for ESL learners at the University level. This research should examine the most effective strategies for teaching English to students using cartoons as well as any barriers. Knowing the benefits and disadvantages of utilizing English cartoons with ESL students will help teachers make an informed decision about whether to incorporate them in their language learning curriculum. The industrial revolution 4.0- influenced era of education is characterized by the integration of digital technology into all aspects of the learning process, including language acquisition (puspari 2019).

1.2. Hypothesis

The study's main claim was that integrating animation video can improve learners' vocabulary mastery at University level students and as well as at Elementary level

1.3. Research Objectives

- To explore the elements that clear either English cartoons help University-level ESL learners learn the language or hamper their progress.
- To identify that English cartoons be successfully incorporated into the ESL curriculum for University students, taking into account the harmony between entertaining and educational goals.

- To examine the usefulness of English cartoons for ESL learners at the University level when compared to other language learning resources.

1.4. Research Questions

1. What elements affect English cartoons help under University level ESL learners learn the language or hamper their progress?
2. How may English cartoons be successfully incorporated into the ESL curriculum for University students, taking into account the harmony between learning and educational concepts?
3. How helpful are English cartoons for ESL learners at the University level when compared to other language learning resources?

1.5. Significance of the Study:

Enhancing Vocabulary Acquisition: Cartoons can be an effective tool for enhancing vocabulary acquisition among ESL learners. Through the use of visual aids and context, cartoons can help learners to understand and remember new vocabulary words. Improving Listening and Speaking Skills: Watching cartoons can also improve listening and speaking skills (Zaman et al., 2025). ESL learners can learn to listen and respond to different voices, accents, and intonations. Moreover, they can also learn to communicate their thoughts and feelings through the use of simple language. Addressing Language Barriers: Cartoons can help to address language barriers that ESL learners often face. Since cartoons rely heavily on visual cues, learners can still follow the plot and understand the story even if they do not understand all the words. Assessing the Effectiveness of Cartoons: It also help to assess the effectiveness of cartoons as a teaching tool for ESL learners. By analyzing the vocabulary acquisition and language skills of learners who use cartoons as a teaching tool, the thesis can provide insights into the usefulness of this approach. As The study can also be used as a template for future studies on the application of multimedia in language acquisition.

1.6. Limitations of the Study

The research may not be generalizable to all ESL learners at the University level due to differences in age, cultural background, and language proficiency level. Research is only limited to students of Ghazi University and university of Education.

The research only shows short-term effects of using cartoons as a teaching tool, and further studies are needed to assess the long-term effects of this approach. The use of cartoons in the classroom may be a potential distraction for some learners, which may hinder their learning experience.

2.Literature Review

The literature study investigates the use of English cartoons as a teaching technique for University- level ESL (English as a Second Language) students. Given the predominance of multimedia materials like cartoons in language learning, this topic is crucial in the context of contemporary language education. The review's goal is to determine whether English cartoons help ESL students improve their language skills or if they could provide a vocabulary barrier. According to academic research, visual aids like cartoons can promote language learning by engrossing students and supplying context. It's possible for cartoons to make learning engaging and relatable, boosting interest and comprehension.

Visual aids provide an illustration of what is being taught and explained, while auditory aids expose students to the spoken form of the language. These tools speed up learning and help students understand the language more fully (Ahmed, 2018). Thus, "audio-visual aids" refer to tools and resources that are used to make it easier for students to acquire new information. The two types of aids used in language instruction are visual aids and auditory aids. (Asma, 2016; Padhi, 2021). Visual aids are the materials or equipment types that are used to represent an object when it is not present; for example, a picture of an elephant can be used in place of an actual elephant. There are many different types of visual aids, including television, video players, images, flash cards, etc. In particular, for younger students, pictures are a very useful visual aid to use when teaching English components (Harmer, 2013)

Mandasari 2020) used to conduct their research, students used PowToon: A Digital Medium to Optimize Students' Cultural Presentation in ELT Classroom. This study examines how web-based media, particularly PowToon, can motivate students at the Indonesian Technocrat University to acquire English in the classroom. (UTI). This study used an observational approach

to demonstrate how PowToon is used by UTI students and how they feel about it as a tool for English language learning. After the midterm, this study's application in the ELT classroom took place. On the other hand, the topic for this study was picked from a list of readings that were part of the English Literature Study Program's learning contract for the academic year 2017–2018. As a result of this research, students were taught English using a web-based platform, which helped them develop both their language and technological skills. Additionally, a 2019 study by Dharmika, Piscayanti, and Astiti titled “PowToon is used to create ICT-based educational resources for a university school in Banjar Jawa's SD 3 in the fourth grade” aimed to teach English to 4th-grade ESL students using a PowToon-based film. The study's representative sample was made up of fourth graders. Study was a respectable model instructional video for students in fourth- grade University schools.

Thomas Newkirk (2014) argues in his book *Minds Made for Stories: How We Actually Read and Write Educational and Influential Texts* how stories are how we make sense of the world. We dream in stories, recall things in stories, and form our individual and collective identities through stories, which makes our brains into veritable narrative machines. The author Newkirk (2014) argues that narrative is "the 'mother of all modes,' a powerful and innate form of understanding," and that it is essential to prolonged reading and comprehension. Narrative is frequently criticized for being a simpler or easier genre of text and discourse. The patterns and linguistic structures that help us understand and make sense of the world are formed by stories. They are the most common and accessible pattern for human beings, and the preferred way to learn information (Newkirk 2014, 10- 12).

2.1. The importance of Video Subtitles for Vocabulary Learning:

According to a research, reading while listening was the preferred input technique for the vast majority of participants (Brown et al. 2009). Stewart and Pertusa (2004) split two Spanish films into portions to investigate the impact of subtitles in the subject's language on vocabulary recall. The seven intermediate Spanish conversation classes for English speakers were split into two groups after each class saw one segment. In addition to the 53 students that watched the programs with Spanish subtitles, 42 students viewed the same portions with English subtitles. Before seeing the videos, the participants took a multiple-choice exam to gauge their level of Spanish listening comprehension. They were all at the same level, according to the results. To assess their level of vocabulary learning, they also received a multiple-choice vocabulary pretest and posttest. They were given a questionnaire to complete at the conclusion of the study in order to share their thoughts on their experience. The findings of the post-test on vocabulary revealed a modest performance difference between the two groups. However, the surveys revealed that the students' experiences with subtitling were improved when they saw the segments with subtitles in the target language

2.2. Using Multimedia in Learning Vocabulary

A tool for the teaching-learning process, media also supports teachers in their instruction. Munir et al. (2016) assert that media acts as a transitional or introductory element in conversations between speakers and listeners. Between speaker and communicant, media acts as a conduit. The transmission of educational content through a number of forms, including the utilization of visual and aural information by students in the creation of media, is referred to as multimedia learning. According to Kutbi (2015), multimedia is the incorporation of several multimedia types, such as text, images, sound, and video, into a multi-sensory interactive application or presentation in order to communicate with an audience.

2.3. The Understanding of Animation Movie

Animation is the art of turning two-dimensional drawings or lifeless objects into moving images of three-dimensional (3-D) life. According to Otokundes (2018), a cartoon is an image that depicts an event and has a comedic look. A cartoonist is the individual who produced the cartoon. The general depiction of characters from both media is the glaring distinction between anime and cartoons. In anime, characters are typically physically depicted in a realistic manner that is more true to life than in cartoons. The face's representation was created with a variety of emotions. The majority of the anime characters and their University features are adorable, charming, and dashing.

2.4. Vocabulary Acquisition

The capacity of English cartoons to facilitate vocabulary acquisition in ESL classrooms is one of their University advantages. English cartoons were found to be a useful aid for increasing vocabulary acquisition among ESL learners in a research by Mello (2016). The study discovered that English cartoons gave students a wealth of vocabulary that was pertinent to their context, aiding their effective word learning.

Students must master the four language skills in order to master the target language, and since reading is prioritized in its instruction, it follows that lexical knowledge cannot be ignored because it is essential to understanding the four language-learning skills. Learning vocabulary is primarily done to improve other, language skills (Milton, 2022)

2.5. Language Comprehension

Danan (2019) contends that audio-visual materials, such as animated films, can improve students' listening skills, give context, and increase comprehension when used as teaching aids in the study of a foreign or second language. Cartoons in English can help ESL students better understand language. English cartoons were found to be a useful tool for enhancing ESL learners' language comprehension in a research by Lim and Lee from 2013. The researchers discovered that exposure to English cartoons gave students a visual context for understanding the language, which enhanced their general language comprehension. Similar to this, Jindal-Snape & Snape's (2013) research revealed that English cartoons were a useful aid for enhancing the listening comprehension of ESL students. The study's findings revealed that English cartoons gave students an enjoyable and interesting way to practice their listening abilities while also helping in the development of a more complex linguistic understanding.

3. Research Methodology

This section examined a variety of useful strategies, one of which explained how

theories should be evaluated when taken into consideration within the framework. The research design for this section included.

3.1. Research Design

A quantitative study approach was utilized to examine how English cartoons affect ESL learners' vocabulary development, language comprehension, and cultural consciousness. The quantitative approach makes it possible to collect and analyze numerical data in a systematic way, providing statistical insight into the challenges that students have when learning to listen in a second language. This design will enable the researcher to recognize and assess the frequency and severity of the impediments, facilitating a full analysis of the research issue. This chapter's goals are to give a thorough explanation of the study's methodology and to defend the decisions that were taken while conducting the research or descriptions of the research technique, research strategy, and other related components.

3.2. Theoretical Framework

The topic of "English Cartoons: A Facilitating Tool or a Vocabulary Barrier for ESL Learners at University Level" was appropriately represented using Krashen's Input Hypothesis (1982). Krashen's Input Hypothesis stated that language acquisition occurred when newcomers were exposed to understandable input, or language that was just a little bit challenging for them to understand at this time. English cartoons have given students a visual context for new vocabulary and frequent exposure to it, which helped them understand and learn the language more easily. This theory has been employed in several researches to investigate the connection between ESL learners' contact with English language input and their vocabulary growth.

Krashen's Input Hypothesis has been used as a theoretical framework for investigations on English language input and vocabulary acquisition in ESL learners in the following two studies: Kim and Kim (2017) investigated how English cartoons affected Korean ESL learners' vocabulary learning using Krashen's Input Hypothesis as their theoretical foundation. They discovered that English cartoons can offer comprehensible input and can be a useful technique for learning vocabulary in ESL.

Krashen's Input Hypothesis served as a theoretical foundation for Huang and Chang's (2019) investigation on how English cartoons affect ESL kids' vocabulary development. They discovered that English cartoons can help ESL kids learn vocabulary and can also offer comprehensible input (Huang & Chang, 2019).

3.3. Target Population

Research will conduct data collection from both male and female students of DG Khan

universities. The convenience sampling method will be used to pick students as samples that are more convenient and easily accessible to the researcher with minimal effort.

3.4. Sample Size

A total of 120 students from diverse universities will be included in this study, which allows for more comprehensive data collection. Data will be collected from Ghazi University and Education University in DG khan.

3.5. Population

The population for this study will be ESL learners of Education University and Ghazi University undergraduate level who are exposed to English cartoons in their language learning process.

3.6. Sampling Technique

This study will collect data by using Quantitative method of research. The appropriate data sampling technique for this research topic would be purposive sampling, that is non-random sampling specifically criterion sampling, this entails choosing volunteers who satisfy particular requirements pertinent to the study subject. In this instance, the qualification would be University- level ESL students who have had exposure to English cartoons as a vocabulary-building aid. The participants will be selected from a specific geographic location to ensure consistency and relevance.

According to Smith (2021), Criterion sampling, which involves choosing participants who meet particular requirements pertinent to the study question, would be the best sampling method for this topic. Specifically, the criteria in this research would be ESL learners at the University level who have been exposed to English cartoons as a tool for vocabulary acquisition.

3.7. Instrument of Data Sampling

3.7.1. Likert scale Questionnaire

In light of the study's objectives, a self-administrated structured questionnaire with closed-ended questions was used in the study. The material was carefully examined before the questionnaire was designed, and several questions were written for this purpose. The surveys had two sections. The first half concerned the personal information of the students, and the second part concerned 30 various statements concerning the study issues that used a typical five-level Likert item style, such as: "Strongly agree," "Agree", "Neutral", "Disagree," and "Strongly disagree."

Due to the widespread use of questionnaires, it is now possible to get information from a very large number of people in a method that is both efficient and cost-effective (Marshall, 2005).

3.7.2. Validity and Reliability of Instrument

The reliability of the research will be assessed, and the effects of the dependent and independent factors on the results will be examined, using the SPSS software package. Regression and correlation statistical techniques will be used to gather this information. It is clear that earlier research has already evaluated the reliability and validity of the questionnaire instrument that will be used to collect data from earlier studies; as a result, the current study will incorporate questions from earlier research whose reliability and validity have already been validated. The data required for the questionnaire instrument will be collected from previous research. The following section goes into great depth on the data analysis. The researcher calculated the proportion of respondents' replies using the formula below.

$$P = F/N \times 100$$

F= Frequency

N= total number of frequencies

4.Data Analysis

This study tries to determine whether or not cartoons aid University-level language acquisition by examining the cognitive processes used when comprehending them. This thesis aims to shed light on the complex dynamics of using English cartoons in ESL instruction through a thorough study of the body of existing literature, empirical research, and pedagogical techniques.

Table 4.1: *Frequency distribution of the respondents according to their gender*

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	75	62.5	62.5	62.5
Female	45	37.5	37.5	100.0
Total	120	100.0	100.0	

Table 4.1 demonstrates frequency distribution of the respondents according to

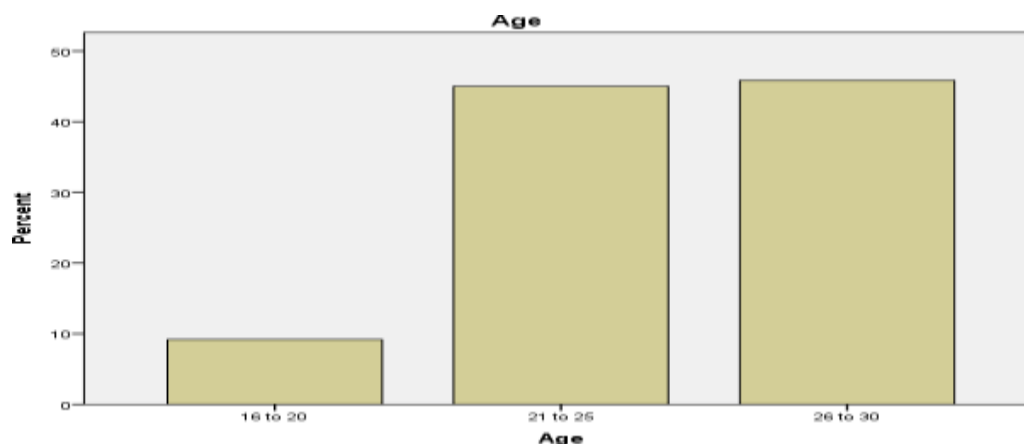
their gender. Maximum number of the respondents are male (62.5%) $n=75$ while Female were 37.5% ($n=45$). This can be shown in the following figure.



Table 4.2: Frequency distribution of the respondents according to their age

Age (Years)	Frequency	Percentage	Valid Percent	Cumulative Percent
16 to 20 Years	11	9.2	9.2	9.2
21 to 25 Years	54	45.0	45.0	54.2
26 to 30 Years	55	45.8	45.8	100.0
Total	120	100.0	100.0	

Table 4.2 demonstrates the distribution of the respondents according to their age.



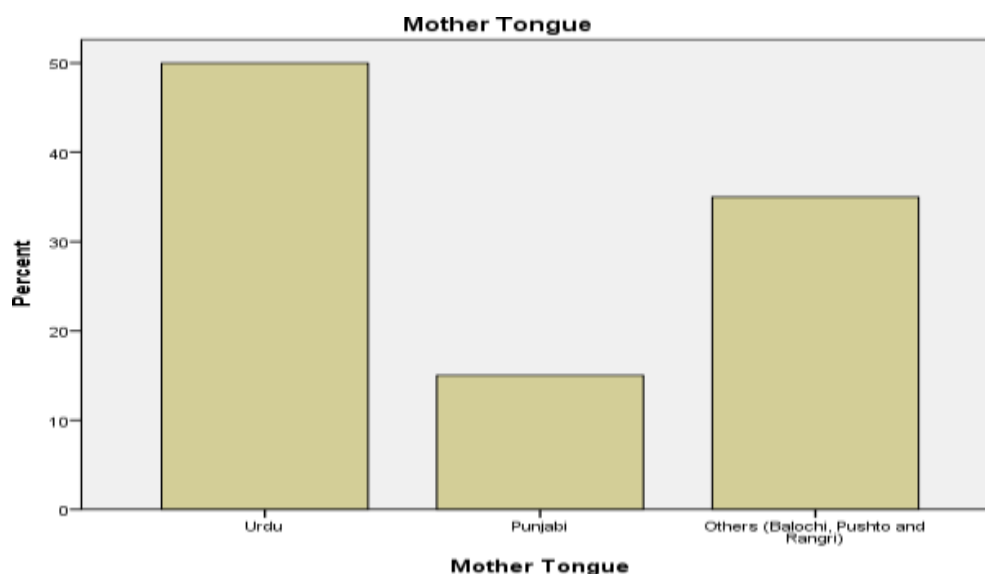
Maximum number of the respondents lied in the age group 16 -20 years (9.2 %) n=11, 21 to 25 years (45 %) n=54 and 25 to 30 years (45.8%) n=55. This can be shown in the following figure

Table 4.3: *Frequency distribution of the respondents according to their Mother tongue*

	Frequency	Percent	Valid Percent	Cumulative Percent
Urdu	60	50.0	50.0	50.0
Punjabi	18	15.0	15.0	65.0
Others (Balochi, Pushto and Rangri)	42	35.0	35.0	100.0
Total	120	100.0	100.0	

Table 4.3 shows frequency distribution of the respondents according to their mother tongue. Maximum number of the respondents were Urdu speaking (50%) n=60, Punjabi (15%)n= 18 while others (Balochi, Pushto and rangri) was 35% n=42. This can be shown in the following figure.

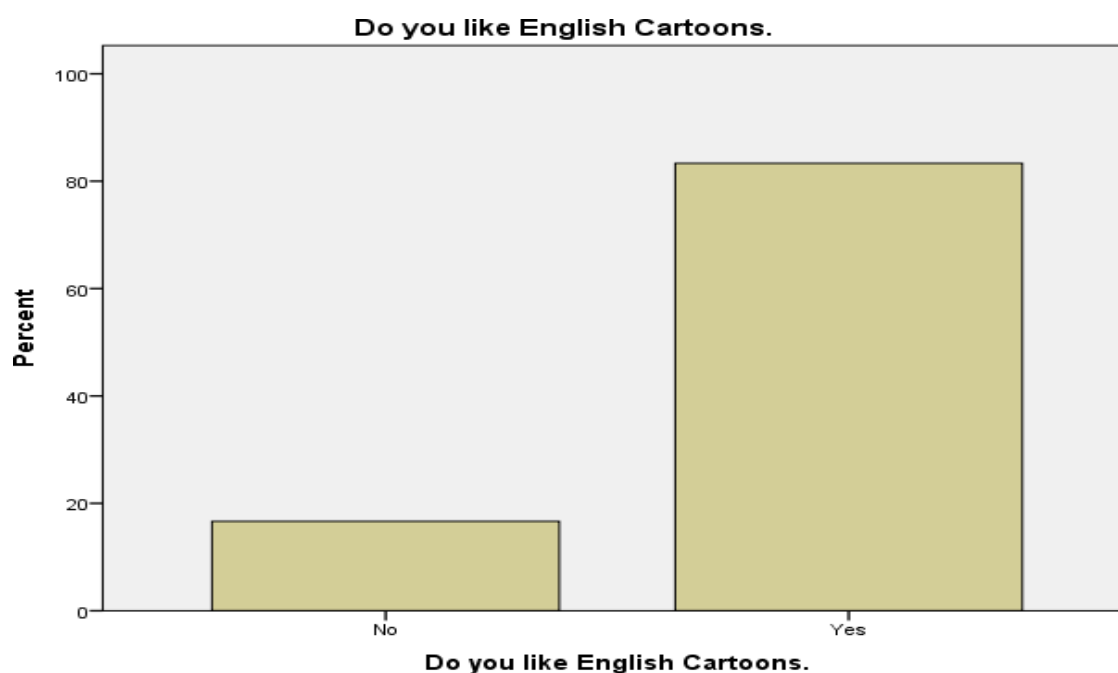
Table 4.4 shows distribution of the respondents according to their likeness with English cartoons. Maximum number of the respondents gave yes response (83.3%) n=100



while no responses were (16.7%) $n = 20$.

This can be shown in the following figure

	Frequency	Percent	Valid Percent	Cumulative Percent
No	20	16.7	16.7	16.7
Yes	100	83.3	83.3	100.0
Total	120	100.0	100.0	



5. Table 4.5: ESL learners' vocabulary is positively impacted by English cartoons at University level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.7	1.7	1.7
Disagree	1	.8	.8	2.5

Neutral	10	8.3	8.3	10.8
Agree	78	65.0	65.0	75.8
Strongly Agree	29	24.2	24.2	100.0
Total	120	100.0	100.0	

Table 4.5 demonstrates the responses of 120 respondents about the statement "ESL learners' vocabulary is positively impacted by English cartoons at University level" 1.7% (n=2) are strongly disagree, 0.8% (n=1) are Disagree, 8.3% (n=10) are neutral while 65.0% (n=78) are agree 2.4 % (n=29) are strongly agree

ESL learners' vocabulary is positively impacted by English cartoons at Graduate level.

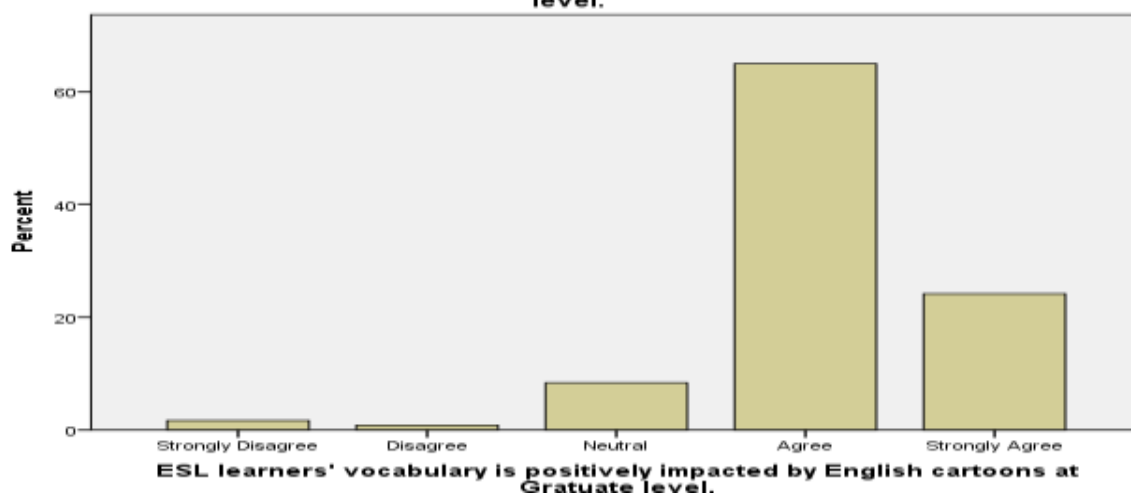
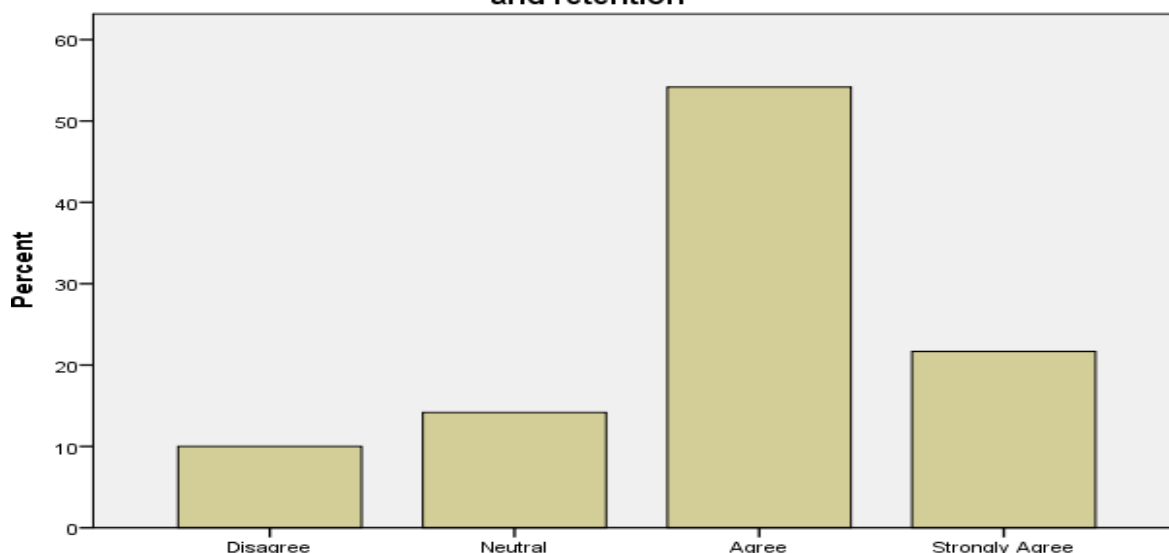


Table 4.6: English cartoons offer limited context that helps in vocabulary comprehension and retention

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	10.0	10.0	10.0
Neutral	17	14.2	14.2	24.2
Agree	65	54.2	54.2	78.3
Strongly Agree	26	21.7	21.7	100.0
Total	120	100.0	100.0	

Table 4.6 demonstrates the responses of 120 respondents about the statement "cartoons offer limited context that helps in vocabulary comprehension and retention" 10.0% (n=12) are disagree, 14.2% (n=17) are neutral, 54.2% (n=65) are agree while 21.7% (n=26) are strongly agree.

English cartoons offer limited context that helps in vocabulary comprehension and retention



English cartoons offer limited context that helps in vocabulary comprehension and retention

Table 4.7: English cartoons introduce young ESL students to a variety of vocabulary phrases and idioms

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.8	.8	3.3
Neutral	14	11.7	11.7	15.0
Agree	67	55.8	55.8	70.8
Strongly Agree	35	29.2	29.2	100.0
Total	120	100.0	100.0	

Table 4.7 indicates the responses of 120 respondents about the statement "English cartoons introduce young ESL students to a variety of vocabulary phrases and idioms, 2.5% (n=3) are strongly disagree, 0.8% (n=1) are Disagree, 11.7% (n=14) are neutral, 55.8% (n=67) are agree while

29.2 % (n=35) are strongly agree.

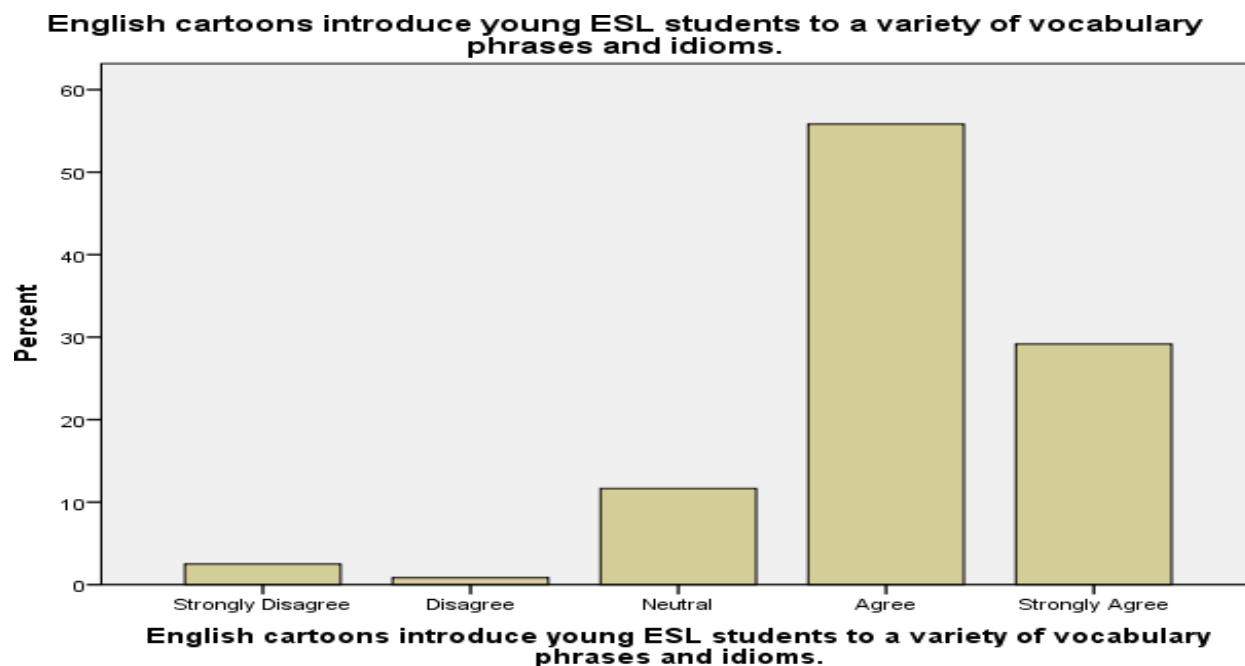


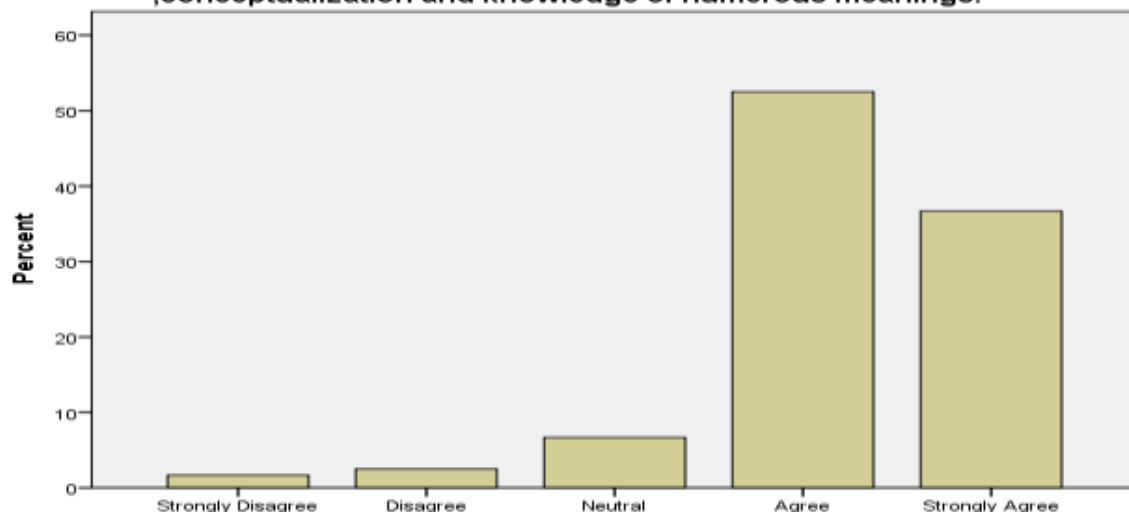
Table 4.8: English cartoons help to enhance vocabulary abilities including word recognition, conceptualization and knowledge of numerous meanings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.7	1.7	1.7
Disagree	3	2.5	2.5	4.2
Neutral	8	6.7	6.7	10.8
Agree	63	52.5	52.5	63.3
Strongly Agree	44	36.7	36.7	100.0
Total	120	100.0	100.0	

Table 4.8 indicates the responses of 120 respondents about the statement "English cartoons help to enhance vocabulary abilities including word recognition, conceptualization and knowledge of numerous meanings. 1.7% (n=2) are strongly disagree 2.5% (n=3) are Disagree 6.7% (n=8) are neutral, 52.5% (n=63) are agree while 36.7 %

(n=44) are strongly agree.

English cartoons help to enhance vocabulary abilities including word recognition ,conceptualization and knowledge of numerous meanings.



English cartoons help to enhance vocabulary abilities including word recognition ,conceptualization and knowledge of numerous meanings.

Table 4.9: English cartoons could not enable ESL students use recently taught terminology in practical context

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	29	24.2	24.4	24.4
Disagree	4	3.3	3.4	27.7
Neutral	32	26.7	26.9	54.6
Agree	43	35.8	36.1	90.8
Strongly Agree	11	9.2	9.2	100.0
Total	120	100.0	100.0	

Table 4.9 indicates the responses of 120 respondents about the statement "English cartoons could not enable ESL students use recently taught terminology in practical contexts" 24.2 % (n=29) are strongly disagree, 3.3% (n=4) are Disagree, 26.7% (n=32) are neutral, 3.3% (n=4) are Disagree, 35.8% (n=43) are agree while 9.2 % (n=11) are strongly agree

English cartoons could not enable ESL students use recently taught terminology in practical contexts.

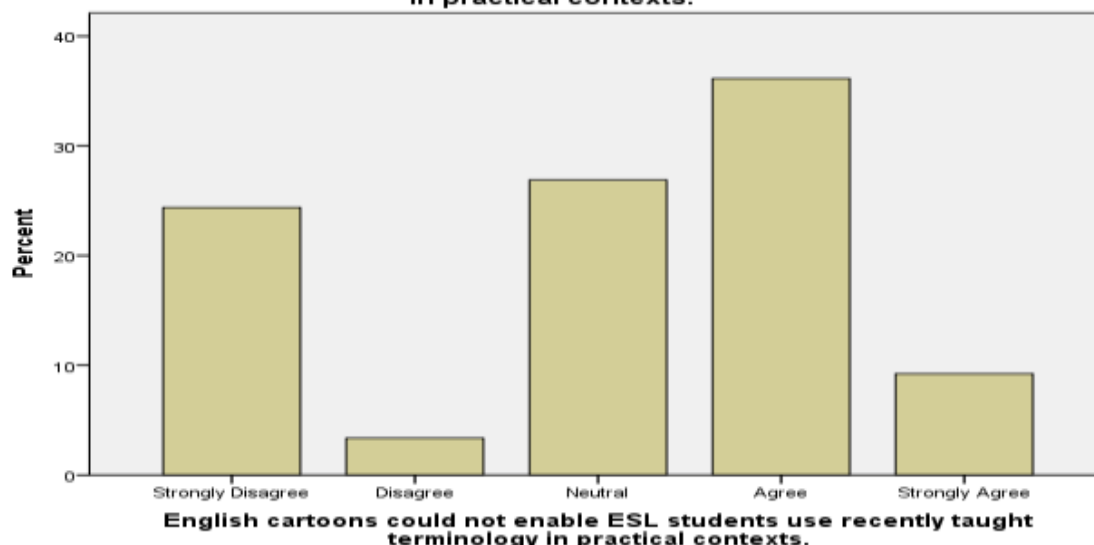
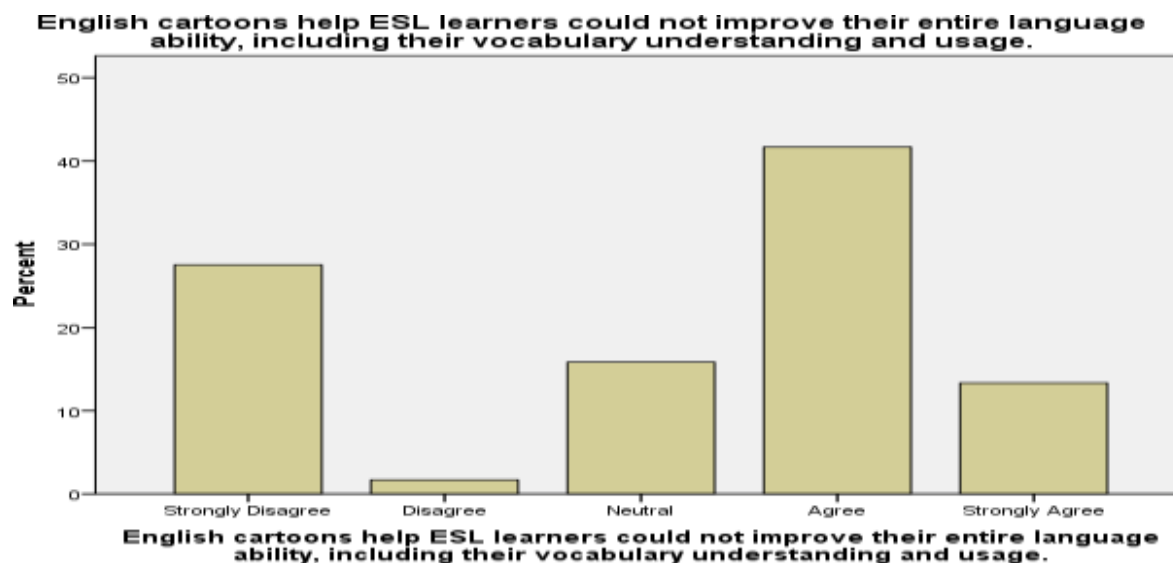


Table 4.10: English cartoons help ESL learners could not improve their entire language ability, including their vocabulary understanding and usage.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	33	27.5	27.5	27.5
Disagree	2	1.7	1.7	29.2
Neutral	19	15.8	15.8	45.0
Agree	50	41.7	41.7	86.7
Strongly Agree	16	13.3	13.3	100.0
Total	120	100.0	100.0	

4.10 indicates the responses of 120 respondents about the statement "English cartoons help ESL learners could not improve their entire language ability, including their vocabulary understanding and usage" 27.5 % (n=33) are strongly disagree 1.7% (n=2) are Disagree ,15.8% (n=19) are neutral, 41.7% (n=50) are agree while 13.3 % (n=16) are strongly agree



6.Conclusion

The subject of English cartoons' potential to help or hinder University-level ESL students' acquisition of vocabulary is complex and subtle. It is clear from a thorough examination that English cartoons have both positive and negative qualities for ESL students aiming to improve their language abilities at a high academic level.

On the one hand, ESL students can benefit from using English cartoons as a teaching aid. University students studying the language can connect with it in an exciting and dynamic way thanks to these visual and aural tools. Cartoons can offer context-rich settings that help with comprehending colloquial idioms, cultural quirks, and abstract concepts. Learners are better able to understand the intended meanings thanks to the visual representation of situations. Cartoons frequently simplify complicated language structures, making them understandable to learners and speeding up the process of language acquisition in general. ESL students can simultaneously better their speaking, listening, reading, and writing skills by watching cartoons, which encourages holistic language development.

The frequent use of English cartoons may present a possible vocabulary challenge for University-level ESL learners. Cartoons can help people learn new words and phrases, but they can also unintentionally encourage informal speech patterns and colloquial language. This may make it more difficult for students to understand formal academic discourse and business communications.

Additionally, using cartoons primarily as a learning technique may restrict

exposure to different linguistic situations, resulting in a limited vocabulary. Without the right instruction and support materials, ESL students may find it difficult to transition from the simple language requirements of University school to the complex linguistic requirements of University-level coursework.

English cartoons must be used into University-level ESL instruction in a balanced manner that maximizes their benefits while minimizing any potential negative aspects. The linguistic and cultural goals of advanced language learning must be carefully considered by educators and curriculum designers while selecting cartoon content. This entails choosing cartoons that employ a variety of records, from informal to formal, and encouraging students to consider language use in various circumstances in order to develop their critical thinking skills. Additionally, by adding academic readings, writing assignments, and targeted vocabulary expansion exercises to cartoon-based training, ESL students can advance beyond the constraints of informal language patterns and improve their fluency in academic English.

By providing an engaging and immersive language learning experience, English cartoons can in fact serve as a facilitating aid for ESL learners at the University level. However, it is important to consider the potential lexical gaps brought on by frequent cartoon use. English cartoons can help University-level students learn English in a more effective and strategic way, enabling them to flourish in advanced academic discourse as well as everyday communication. The instructional potential of cartoons must be fully utilized by educators and institutions in order to provide ESL students with the linguistic tools they need to succeed in their academic and professional career.

6.1. Recommendations for Future Researchers

Further researchers can study the impact and influence of English Cartoons on middle aged and old people

Conduct a meta-analysis of the literature already in existence that looks into the usage of cartoons and other multimedia for learning a language. Analyze and synthesize research findings from a range of contexts and learner levels to spot overarching patterns, problematic issues, and successful approaches to using cartoons in University-level ESL instruction.

Examine the cognitive mechanisms involved in translating English cartoons into different linguistic contexts. Cognitive mechanisms and Language Transfer. Examine the effectiveness of the transfer of cartoon-based learning techniques to formal academic writing, oral communication, and professional discourse. To determine how well language abilities acquired from exposure to English cartoons are kept over time, longitudinal research should be conducted. Examine whether the terms and grammar you've learnt from cartoons are still usable

and relevant in other contexts, both academic and otherwise.

Cross-Cultural Communication Skills: Investigate how English cartoons can help University- level ESL students improve their cross-cultural communication skills. Examine whether exposing students to various linguistic idioms and cultural settings through cartoons encourages their ability to adapt and be successful in cross-cultural interactions. Future researchers can further our knowledge of the complex interaction between English cartoons, language learning, and vocabulary hurdles for University-level ESL learners by taking these suggestions into consideration. These research directions will provide insightful information on how to improve pedagogical methods, nurture language competency, and foster effective communication abilities within the varied context of advanced language education.

References

- Ahmed, A. O. A. (2018). ESL teachers' and students' approaches in using teaching aids: A case study. *Arab World English Journal*, 4(4), 109–124. <https://doi.org/10.2139/ssrn.3226697>
- Asma, L. (2016). *The impact of using audiovisual aids to improve students' speaking skill* (Master's thesis, University of Biskra). <http://archives.univ-biskra.dz/bitstream/123456789/8822/1/a141.pdf>
- Brown, J. R., & Petersen, B. C. (2009). Why has the investment-cash flow sensitivity declined so sharply? *Journal of Banking & Finance*, 33(5), 971–984. <https://doi.org/10.1016/j.jbankfin.2008.10.009>
- Danan, G., & Teschke, R. (2019). Roussel Uclaf causality assessment method for drug-induced liver injury: Present and future. *Frontiers in Pharmacology*, 10, 853. <https://doi.org/10.3389/fphar.2019.00853>
- Huang, K. Y., Lee, T. Y., Kao, H. J., Ma, C. T., Lee, C. C., Lin, T. H., ... Huang, H. D. (2019). dbPTM 2019: Exploring disease association and cross-talk of post-translational modifications. *Nucleic Acids Research*, 47(D1), D298–D308. <https://doi.org/10.1093/nar/gky1070>
- Krashen, S. D. (1982). The role of input (reading) and instruction in developing writing ability. *Lenguas Modernas*, (9–10), 23–35.
- Kutbi, A. I. (2015). How undergraduate female students in the College of Education at King Saud University learn English vocabulary. *English Language Teaching*, 8(8), 57–70. <https://doi.org/10.5539/elt.v8n8p57>
- Mandasari, B., & Aminatun, D. (2020). Improving students' speaking performance through vlog. *English Education: Journal of English Teaching and Research*, 5(2),

136–142. <https://doi.org/10.29407/jetar.v5i2.14772>

Milton, J. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters.

Munir, F., & Khalil, U. (2016). Secondary school teachers' perceptions of the role of audiovisual aids in ESL classrooms. *Bulletin of Education and Research*, 38(1), 41–55. <https://files.eric.ed.gov/fulltext/EJ1210320.pdf>

Newkirk, T. (2014). *Minds made for stories: How we really read and write informational and persuasive texts*. Heinemann.

Odezue, L. O., Onwuegbuchulam, A. C., Menakaya, C. M., & Mbegbu, C. C. (2024). Teaching vocabulary for effective communication: Implication for sustainable development. *International Journal of Science and Education*, 14(2), 191–204. <https://ijose.unn.edu.ng/wp-content/uploads/sites/224/2024/03/Paper-36-191.pdf>

Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

Stewart, M. A., & Pertusa, I. (2004). Gains to language learners from viewing target-language closed- captioned films. *Foreign Language Annals*, 37(3), 438–442. <https://doi.org/10.1111/j.1944-9720.2004.tb02103.x>