A Phenomenographic Study of Teaching and Learning Ability Through Cartoon Movies Animation

Rattaporn Klinmalee

Faculty of Education, Nakhon Si Thammarat Rajabhat University, Thailand, e-mail: rattaporn_kli@nstru.ac.th

Abstract

Nowadays, children are exposed to a wider range of animated films. The purpose of this study was to learn about the experiences and observations of parents whose children had been exposed to cartoon movies. It used a phenomenological design to structure the informants' consciousness of their experiences. The students demonstrated their ability to ask too many questions, articulate words clearly, increase language awareness, and imitate and mimic conversation. Pedagogical implications are used to improve children's language acquisition and Encourage students to learn and grow by having them apply their English skills in a variety of situations. as well as participate in educational activities. Students' interest in comic books is piqued, leading to increased activity and comprehension of the lesson. Using empirical data. Providing opportunities for teachers and students to learn about and solve problems together

Keywords: cartoon movies, behavior, language development, phenomenology

Introduction

English (Emandi, 2015) is widely recognized as an international language (Neff & Rucynski, 2021), owing to the changing currents of the world in the age of globalization (Saito, Reisch, & Davis-Risen, 2021), or a world without borders, with which citizens of the world can quickly communicate. The most important and widespread form of communication (Chen & Agrawal, 2017) or information exchange in a variety of fields such as education, economics, science, and technology. Language learning does not take place solely in the classroom or with the assistance of adults. Many children nowadays enjoy watching cartoons and have attempted to imitate the characters' language (Neff & Rucynski, 2021). They also used this language when interacting with other children and adults. They would find it easy to express themselves in the target language. As a result, the ability to use English correctly based on native speakers' language and cultural understanding can be effectively transmitted (Tomopoulos, Valdez, Dreyer et al., 2007). It is necessary for development to occur in the nation's youth in order for it to be considered. English is a useful tool. People with a good command of the English language will have more opportunities in society.

In fact, (Afshunpour & Memari, 2014)) study revealed that despite having no prior knowledge of the English language, children learned vocabulary by simply watching cartoon

videos (Alshoumr, Yu, Hailey et al., 2021) at home. Students, on the other hand, were motivated to improve their reading comprehension skills by watching cartoon movies. This has a significant impact on language teachers (Baeten & Simons, 2014), particularly in terms of facilitating schema, which is critical in facilitating the development of reading comprehension in children (Rawal, van Schayck, Willeboordse et al., 2022; Soltani & Khedmati, 2012; Tomopoulos, Valdez, Dreyer et al., 2007). Through the investigation of educational theories and research. Many of you believe that comic books have an appealing quality. The student interest because of the appealing cartoons, children will be more active and less bored. Children (Kucker, 2021) will be interested and understand similarly, Cartoon Network assisted learners in learning American English (Zhang, Hurtado, Flores, Alba-Meraz, & Reicks, 2018). A case study conducted by (Alshamrani, 2012), on the other hand, discovered that cartoon characters had a significant influence on the behavior of preschoolers. Based on the animated films, children could also converse with their parent's relative death. Furthermore, previous studies focused solely on the detection of violence in cartoon videos, rather than on the behavioral (Ataklı, 2013) and cognitive (Oranç & Küntay, 2020) development brought about by media exposure (Tomopoulos, Valdez, Dreyer et al., 2007), positing that animated movies influenced the academic and spiritual aspects of the learners (Alwahab, Abdulqader, Nugud et al., 2018). Another study discovered that Disney movies were therapeutic, particularly for bereaved families. However, none of the studies (Liu, 2021) were carried out in the local language. This created a void, which the current study attempted to fill.

This study is timely and relevant because it will determine the effectiveness of watching animated movies (Alshoumr, Yu, Hailey et al., 2021) as a tool for improving students' (Falter, Ealey, & Carroll, 2018)interaction in English class. This will also have a pedagogical impact and could serve as a guiding principle for teachers looking to improve their teaching skills (Sjølie, Strømme, & Boks-Vlemmix, 2021; Tomko, Runyon, & Lassila, 2011). The researchers were motivated to pursue this project for the reasons stated above.

Research Questions

How do English cartoon movies help students to improve their linguistic skills? What are the pedagogy repercussions of the study's findings?

Methodology

Research Design

The nature of this study is qualitative-phenomenological. The behavior and perspectives of the target participants on a specific topic to be investigated were revealed through qualitative research. Methods used in this approach include in-depth interviews, focus groups, ethnography, content analysis, and case studies.

Investigate the problem condition of the subject learning management and the English language of students who have lower academic achievement scores.

Assessments for communication set by the school, particularly the language group. As a result, it raises questions in the research about how to do it. Students will achieve high academic achievement based on the criteria established by the school, as well as learning activities utilizing cartoons will more students be able to develop English language skills for communication?

Research documents and literature on action research and plan learning activities accordingly. Language teaching guidelines for communication. It was discovered that using cartoons in action research and learning activities is one way to improve your English language skills and ability to communicate with students.

Phenomenology, on the other hand, focuses on the participants' experiences. The ontology and epistemology that underpin the success of the phenomenological study will be assumed in order to understand the in-depth meaning of the participants' responses. Phenomenology does not contradict quantitative methods; rather, it asks questions in a novel way that reveals greater implications of the phenomenon's interpretation.

As a result, this study is qualitative-phenomenology because it listened to parents' lived experiences about the role of cartoon movies in sparking learners' social interactions. Similarly, it attempted to present broader perspectives on its pedagogical applicability, which could be used by both students and researchers.

The qualitative information obtain data from the record Researchers and research assistants can organize student learning behavior and behavior records from teachers' learning activities and bring the information obtained from data collection to reflect. The outcomes of learning activities and content analysis are used to assess the situation, including obstacles and problems that must be overcome in order to continuously improve and develop learning activities.

Research Participants

The study participants were chosen using purposeful sampling, specifically criterion-based sampling. There were 20 parents whose children had grown up watching English cartoons and animated films. Their children were also able to communicate in English. This research was conducted on primary and elementary school students in Bangkok, Thailand. It included parents whose children had grown up watching cartoons and animated movies. Parents who did not meet the established criteria were excluded.

Data Gathering

To collect data, the following protocols were used. We began by informing the institution's Director of Instruction, all the way down to the Head of Primary School / Elementary School in Bangkok, Thailand, of the scheduled interview with family members whose kids are exposed to cartoon/animated movies at parent's house (Pogreba-Brown, Weiss, Briggs et al., 2017; Powers, Kulkarni, Romaine et al., 2022; Rod, Kyno, & Solevag, 2021). Following approval, we met with them and personally discussed the objectives and purpose of the study. The question and answer session manual. The questions were prepared and validated by a group of experts. The content was reviewed to ensure that it was appropriate for qualitative research contexts. Then we gave them the Consent-to-Participate Form, which explained their rights as participants (Anderson, Geyer, Cailor, & Chen, 2019; Khansari & Coyne, 2018). We asked them to sign before the interview as proof of their full participation (Azak, Aksucu, & Caglar, 2022). They were told, however, that they could leave if they felt uncomfortable. The question and answer session date and time were set.

During the interview, the informants were given time to express themselves in order to elicit the necessary information. It was recorded, transcribed, and translated into English for the sake of universality. Thematic analysis was carried out by the data analyst. In turn, we contacted the participants and asked for confirmation of the results. In exchange for their time and effort, they were given a token. Finally, the findings were presented in both tabular and textual formats, and data analysis was organized based on the responses of the participants. Themes that emerged were identified for thematic analysis. Based on the participants' experiences, data patterns were examined in order to generate new insights and concepts.

Ethical Considerations

The following (Wiedeman, Black, Dolle, Finney, & Coker, 2015) standards for obtaining informed consent from participants were followed in this study. This gives them a sense of respect and prevents them from feeling coerced. More importantly, they have complete

access to all necessary information prior to the interview. As a result, they were fully informed. There were research elements like purpose, procedures, time period, risks, and benefits, as well as a clause outlining their voluntary participation and right to withdraw. The principle of beneficence and reciprocity is then applied. The study could not harm or endanger the participants. This provided them with additional benefits. The principle of reciprocity compensated them for their participation. This is in addition to the anonymity of the participants and the confidentiality of the information shared. As a result, they used codes or pseudonyms to conceal their identities. The findings would only be used for research purposes.

Result and Discussion

To answer the question, "How do English Cartoon Movies enhance child interaction at home?" a thematic analysis was used to generate themes and thematic statements. Excessive Questioning Children who had seen animated films had a lot of questions for the adults around them. They grew more intuitive and inquisitive about their surroundings. They anticipate a prompt and clear response to a variety of issues. As a result, it was stated during the interview: "I observed that my son is not satisfied with a very simple answer." He usually asked another question after I finished explaining. It was like an endless series of questions and answers." Another participant confirmed: "He became overly curious about even the most mundane things." I am occasionally caught in the middle because the mode of questioning is quite complex and cannot be easily answered with a simple answer. Parents must be prepared to satisfy their children as well." As a result of their exposure to cartoon movies, children were able to develop their linguistic skills through questioning. Their curiosity piques their interest, which can be attributed to the fact that they wanted answers to all of their questions. Adults are usually expected to respond quickly and clearly. As a result, it was suggested that being prepared is critical in order to easily provide a clear answer.

Phrases That Move Clearly the children were able to express themselves in English with ease because of their exposure to cartoon/animated movies. They were very particular about the words and how they sounded. They could express themselves in a native-like language. This demonstrated that the children can communicate in the language with intensity and with meaning that is easily understood. However, one of the parents stated: "I noticed that my child speaks English like a native speaker." He can speak clearly and without difficulty." Another participant stated, "My son has the ability to interact with his interlocutors because I can see he has command of the language." Movies were found to have a significant impact on children's language acquisition. Because of their extensive exposure, they would find it simple

to express themselves in English. Watching animated/cartoon movies, on the other hand, integrated the concept that learning a language could be simple and enjoyable. Language awareness has improved. Learners (Afshunpour & Memari, 2014; Alwahab, Abdulqader, Nugud et al., 2018; Kaminski, Babbitt, McCarthy et al., 2019) who have had extensive exposure to cartoon/animative films can examine the grammatical features of the language. Similarly, their vocabulary is quite advanced when compared to children their age. They used words that only native English speakers could understand. One of the participants confirmed the following finding: "My daughter used words that were difficult for me to understand the majority of the time." I even asked her and let her explain what she was trying to say." My son can tell when someone's grammar is incorrect. He, too, performed a self-check."

According to (Yılmaz & Kılıç-Çakmak, 2012), children can learn both the vocabulary and the syntactic features of a language. Similarly, it improved their macro-skills competencies. Similarly, they will gain confidence as they converse with others, as well as a deep awareness and understanding of the cultures of native speaking countries. Conversations that were imitated and mimicked One advantage of watching animated/cartoon movies with children is that they can imitate and mimic the characters' utterances. Typically, they attempted to visualize themselves as one of the main characters of the film and to present themselves in such a way that they were indeed cast members. As a result, they did it when talking to their classmates and even their teachers. "He used to mimic the conversations on the movie," the participants agreed. "He can mimic conversations. He sounded exactly like them." Children not only mimic the language of the characters, but also the emotions they portray. This is the most important social regulator. (Tomopoulos, Valdez, Dreyer et al., 2007) defines mimicry as a way of the speaker's gestures with the interlocutor, making it an interactional phenomenon. Encourage students to learn and grow by having them apply their English skills in a variety of situations. as well as participate in educational activities. Students' interest in comic books is piqued, leading to increased activity and comprehension of the lesson. Using empirical data. Providing opportunities for teachers and students to learn about and solve problems together.

Implications for Pedagogy

Indeed, this study made it abundantly clear that learning does not take place solely within the four walls of the classroom. Children learned the language in a variety of ways, especially if resources were available at home. In the case of children who can express themselves in English because of their exposure to English cartoon/animated movies, learning can be enjoyable. It is critical in language teaching that teachers support the quest of children

who express themselves in a foreign language. The beauty of this phenomenon can be used in educational settings. Teachers can use this approach to help students improve their communicative competence. It is one method of improving teachers' pedagogical competence. More importantly, teachers are given information that may be useful in honing the abilities of their students. Furthermore, teachers must effectively guide their students as they strive to reach the pinnacle of success. The potential of watching cartoon movies as a tool for developing children's language abilities is desired.

Further Research

This study is only open to parents of Elementary students at one of Bangkok's private schools, Primary School / Elementary School. As a result, the same study will be carried out among children who attend a government institution, specifically a laboratory school, where the majority of students do not have access to technology at home.

 The learning activity model should be used to develop communication skills through the use of cartoons. conduct a trial with other target groups to determine whether the learning activities are effective. This can help you improve your English communication skills. Each grade level's students actually

Should use a cartoon-based learning model to develop communication skills. Try it out in a group. Other learning subjects related to the use of language for communication, such as the Thai language learning group to study the outcomes of learning activities

Conclusion

This research is critical to the development of our abilities as researchers. We were able to hear parents' stories and understand their experiences. As a result, we have learned a lot of lessons that we can use in our own classes and allow them to use as well. They could ensure that their learners understood the bodies of knowledge that they attempted to imply in this manner.   It is also worth noting that teachers must teach mimicry as a strategy for learning English. Unquestionably, many students, particularly those in elementary school, have low levels of comprehension because they are not exposed to the language. This is due to their socioeconomic status as well as the support they received from their parents, teachers, and peers. Nonetheless, teachers are devising methods to help their students master the language. They have concentrated on the needs of their students in order to increase both participation and learning outcomes. Finally, seeing the students become fluent in the English language is regarded as the greatest achievement. Consider the following before discussing the method of teaching English for communication: Before using cartoons in learning activities, teachers

should have thoroughly studied the theory, principles, and concepts of Teaching Languages for Communication, as well as the benefits and limitations provided. Learning teachers should create a learning management plan to prepare. ready-to-use learning materials, including comic book media as well as accompanying media Other learning activities are in the works. Set aside time to teach. and clearly quantify the outcomes of the evaluation. Encourage both gifted and non-gifted students to participate fully in activities. Students can develop effectively by practicing medium and mild skills. In order for students to grow effectively 3. Provide learning activities that involve the use of new cartoons that capture the attention of students. Repeat the same activities frequently to keep students interested. to expose students to new material while keeping them from becoming bored 4. Using comic books for educational purposes Assist students in developing an interest in and understanding of the material they are learning. Easier. A simple line drawing should suffice. and can convey the meaning clearly

References

[1]. Afshunpour, N., & Memari, M. (2014). Interlingual Transfer of Idioms by Persian Learners in EFL Sentence Writing. *Procedia - Social and Behavioral Sciences, 98*, 44-51. doi:10.1016/j.sbspro.2014.03.387

[2]. Alshamrani, H. (2012). Diglossia in Arabic TV stations. *Journal of King Saud University - Languages and Translation, 24*(1), 57-69. doi:10.1016/j.jksult.2011.04.002

[3]. Alshoumr, B., Yu, P., Hailey, D., Bindayel, F., Alanazi, S., & Alshammary, S. (2021). Understanding cancer patients' use and perceptions of inpatient portal: A case study at a tertiary hospital in Saudi Arabia. *Int J Med Inform, 148*, 104398. doi:10.1016/j.ijmedinf.2021.104398

[4]. Alwahab, A., Abdulqader, S., Nugud, A., Nugud, S., Cyprian, F., Shaikh, A. A., & Anwar, K. (2018). Team-based learning in an undergraduate pathology curriculum and its effects on student performance. *J Taibah Univ Med Sci, 13*(5), 496-501. doi:10.1016/j.jtumed.2018.03.010

[5]. Anderson, S. M., Geyer, S., Cailor, S. M., & Chen, A. M. H. (2019). Impact of a team-based learning drug misuse education training program on student pharmacists' confidence. *Curr Pharm Teach Learn, 11*(1), 58-65. doi:10.1016/j.cptl.2018.09.016

[6]. Ataklı, F. (2013). The Role of Multi-Media in the Foreign Language (Russian) Classroom. *Procedia - Social and Behavioral Sciences, 70*, 795-8. doi:10.1016/j.sbspro.2013.01.125

[7]. Azak, M., Aksucu, G., & Caglar, S. (2022). The Effect of Parental Presence on Pain Levels of Children During Invasive Procedures: A Systematic Review. *Pain Manag Nurs*. doi:10.1016/j.pmn.2022.03.011

[8]. Baeten, M., & Simons, M. (2014). Student teachers' team teaching: Models, effects, and conditions for implementation. *Teaching and Teacher Education, 41*, 92-110. doi:10.1016/j.tate.2014.03.010

[9]. Chen, M.-H., & Agrawal, S. (2017). Do communication barriers in student teams impede creative behavior in the long run?—A time-lagged perspective. *Thinking Skills and Creativity, 26*, 154-67. doi:10.1016/j.tsc.2017.10.008

[10]. Emandi, E.-M. (2015). English Workshops for Primary School Children in Romania – A Privileged Didactic Activity. *Procedia - Social and Behavioral Sciences, 203*, 147-52. doi:10.1016/j.sbspro.2015.08.273

[11]. Falter, R. A., Ealey, M. R., & Carroll, K. A. (2018). Evaluation of modified team-based learning activities on student performance on therapeutic assessments. *Curr Pharm Teach Learn, 10*(8), 1097-103. doi:10.1016/j.cptl.2018.05.005

[12]. Kaminski, A. D., Babbitt, K. M., McCarthy, M. C., Markert, R. J., Roelle, M. P., & Parikh, P. P. (2019). Team-Based Learning in the Surgery Clerkship: Impact on Student Examination Scores, Evaluations, and Perceptions. *J Surg Educ, 76*(2), 408-13. doi:10.1016/j.jsurg.2018.07.031

[13]. Khansari, P. S., & Coyne, L. (2018). An innovative addition to team-based-learning pedagogy to enhance teaching and learning: Students' perceptions of team exams. *Curr Pharm Teach Learn, 10*(1), 90-5. doi:10.1016/j.cptl.2017.09.009

[14]. Kucker, S. C. (2021). Processes and pathways in development via digital media: Examples from word learning. *Infant Behav Dev, 63*, 101559. doi:10.1016/j.infbeh.2021.101559

[15]. Liu, H. Y. (2021). Effect of interdisciplinary teaching on collaborative interactions among nursing student teams in Taiwan: A quasi-experimental study. *Nurse Educ Today, 106*, 105083. doi:10.1016/j.nedt.2021.105083

[16]. Neff, P., & Rucynski, J. (2021). The English classroom as "warai no ba": Instructor views on humor and language learning in Japan. *International Journal of Educational Research Open, 2*. doi:10.1016/j.ijedro.2021.100070

[17]. Oranç, C., & Küntay, A. C. (2020). Children's perception of social robots as a source of information across different domains of knowledge. *Cognitive Development, 54*. doi:10.1016/j.cogdev.2020.100875

[18]. Pogreba-Brown, K., Weiss, J., Briggs, G., Taylor, A., Schumacher, M., England, B., & Harris, R. B. (2017). Student outbreak response teams: lessons learned from a decade of collaboration. *Public Health, 149*, 60-4. doi:10.1016/j.puhe.2017.04.013

[19]. Powers, K., Kulkarni, S., Romaine, A., Mange, D., Little, C., & Cheng, I. (2022). Interprofessional student hotspotting: preparing future health professionals to deliver team-based care for complex patients. *J Prof Nurs, 38*, 17-25. doi:10.1016/j.profnurs.2021.11.007

[20]. Rawal, T., van Schayck, O. C. P., Willeboordse, M., Arora, M., Bhaumik, S., Bhagra, A., . . . Tandon, N. (2022). How to promote a healthy lifestyle among schoolchildren: Development of an intervention module (i-PROMISe). Public Health in Practice, 3. doi:10.1016/j.puhip.2022.100262

[21]. Kumar, S. (2022). A quest for sustainium (sustainability Premium): review of sustainable bonds. Academy of Accounting and Financial Studies Journal, Vol. 26, no.2, pp. 1-18

[22]. Allugunti V.R (2022). A machine learning model for skin disease classification using convolution neural network. International Journal of Computing, Programming and Database Management 3(1), 141-147

[23]. Allugunti V.R (2022). Breast cancer detection based on thermographic images using machine learning and deep learning algorithms. International Journal of Engineering in Computer Science 4(1), 49-56

[24]. Rod, I., Kyno, N. M., & Solevag, A. L. (2021). From simulation room to clinical practice: Postgraduate neonatal nursing students' transfer of learning from in-situ resuscitation simulation with interprofessional team to clinical practice. *Nurse Educ Pract, 52*, 102994. doi:10.1016/j.nepr.2021.102994

[25]. Saito, E., Reisch, R., & Davis-Risen, S. (2021). Utilizing a faculty-led student assessment team to evaluate international interprofessional service learning opportunities. *Curr Pharm Teach Learn, 13*(9), 1135-40. doi:10.1016/j.cptl.2021.06.037

[26]. Sjølie, E., Strømme, A., & Boks-Vlemmix, J. (2021). Team-skills training and real-time facilitation as a means for developing student teachers' learning of collaboration. *Teaching and Teacher Education, 107*. doi:10.1016/j.tate.2021.103477

[27]. Soltani, S. H. K., & Khedmati, M. F. (2012). Revival of the Abandoned Ancient Iranian Culture Stories and the Effects of Multimedia on Iranian Children Behavior. *Procedia - Social and Behavioral Sciences, 50*, 161-6. doi:10.1016/j.sbspro.2012.08.024

[28]. Tomko, J. R., Runyon, A. L., & Lassila, H. (2011). Student self-assessed medication therapy management skills resulting from caring for uninsured patients using team-based care. *Currents in Pharmacy Teaching and Learning, 3*(1), 63-70. doi:10.1016/j.cptl.2010.10.001

[29]. Tomopoulos, S., Valdez, P. T., Dreyer, B. P., Fierman, A. H., Berkule, S. B., Kuhn, M., & Mendelsohn, A. L. (2007). Is exposure to media intended for preschool children associated with less parent-child shared reading aloud and teaching activities? *Ambul Pediatr, 7*(1), 18-24. doi:10.1016/j.ambp.2006.10.005

[30]. Wiedeman, A. M., Black, J. A., Dolle, A. L., Finney, E. J., & Coker, K. L. (2015). Factors influencing the impact of aggressive and violent media on children and adolescents. *Aggression and Violent Behavior, 25*, 191-8. doi:10.1016/j.avb.2015.04.008

[31]. Yılmaz, R., & Kılıç-Çakmak, E. (2012). Educational interface agents as social models to influence learner achievement, attitude and retention of learning. *Computers & Education, 59*(2), 828-38. doi:10.1016/j.compedu.2012.03.020

[32]. Zhang, Y., Hurtado, G. A., Flores, R., Alba-Meraz, A., & Reicks, M. (2018). Latino Fathers' Perspectives and Parenting Practices Regarding Eating, Physical Activity, and Screen Time Behaviors of Early Adolescent Children: Focus Group Findings. *J Acad Nutr Diet, 118*(11), 2070-80. doi:10.1016/j.jand.2018.03.025