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Investigating The Effect of Animated Cartoons as a Motivational Teaching Tool on Improving Pupil's English Pronunciation

The Case of First Year Pupil's of English at Cide Nouredine Middle School in Tolga, Biskra

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Dedication

To my family

and to the ones without whom the last five years would not be bearable

My friends

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Abstract

Having an intelligible pronunciation is a crucial factor for communicating and interacting with people. Teachers in middle schools do not sufficiently focus on teaching English pronunciation and merely merge it as a sub-element of a grammar lesson; consequently, there is a lack of exposure to the native language, which results in the fact that learners do not acquire a good pronunciation. Audiovisuals, animated cartoons in particular, became a common means to teach English pronunciation. To investigate this issue, we have conducted an experimental study that seeks to test the use of animated cartoons as a motivational tool to improve beginners' pronunciation in EFL. We opted for a mixed-methods approach by selecting three types of data collecting tools: two questionnaires, a classroom observation, and tests for the quasi-experimental design. A sample of 20 first year pupils at Cide Nour Eddine middle school in addition to a sample of six teachers of English from different middle schools to add further comments on the matter. The analysis of the results revealed that animated cartoons are effective to enhance first-year pupils' motivation and to improve their level of English pronunciation. Indeed, findings have shown the positive attitude of both pupils and teachers towards animated cartoons as a teaching tool. Therefore, the hypothesis stating that animated cartoons are a motivational tool that enhances middle school pupils' level of English, particularly in terms of pronunciation was positively proved and the research questions were answered.

Keywords: pronunciation, animated cartoons, motivation, first-year middle school, EFL.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

SFL: Systemic Functional Linguistics

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Résumé

المخلص

General Introduction

General Introduction

1. Study Background

In the process of learning, we come across many problems that decrease our learning speed; however, there are strategies to overcome these problems such as using listening, written, oral and reading tasks. More particularly, we can use audiobooks, pictures, group work, and many other learning tools. All these work for the enhancement of the learning process no matter what the problem is because each one deals with a specific area in foreign language learning. When it comes to learning a foreign language such as English, children find many difficulties in the acquirement of this language which would affect their motivation to learn and the way to use this language to communicate.

One of the remarkable obstacles in communication is the bad pronunciation (including accuracy, fluency, intonation or stress) of words and expressions. This may lead to misunderstanding or to more serious problems of understanding and communicating efficiently. That is mainly due to the difference between the spoken form of the language and the written one in addition to the sounds box of the foreign learners. It is the case, for example, of Arab learners who are not familiar with the Latin language; as a result, they find problems in forming specific sounds in English. Another problem may be in the learners' motivation towards learning the English language pronunciation because of the difficulty of articulation, stress position, pitch, and intonation as well as the fear to make mistakes.

Taking into consideration that most beginners are children, they can interact more with cartoons, pictures, songs and everything that is colorful, moving and attractive

because it motivates them and helps in attracting their attention and let them learn subconsciously the target language.

Therefore, for this study, we selected Animated Cartoons as an audiovisual tool because it helps in the good input of the target language; and as it is known, whenever the input is good, the output would be much better. We think that when we expose the learners to authentic audiovisual materials, the foreign language learning process would be much easier and more accurate in terms of pronunciation and structure. Thus, we investigated the effect of Animated Cartoons as a motivational audiovisual tool on the acquirement of English language in terms of pronunciation for beginners namely first-year middle school pupils.

2. Statement of the Problem

Many EFL learners nowadays do not read or speak English correctly. This is particularly observable as they mispronounce words, fail to use the correct intonation or syllables stress appropriately. This problem is more observed with beginners especially the children of middle schools. This is due to the lack of exposure to the target foreign language. Moreover, they find it difficult to pronounce Latin originated languages because it is totally different from their linguistic mother tongue.

This research is based on the assumption that when we expose young learners to authentic animated cartoons in English, we can attract their attention, enhance their motivation, and expose them to native language pronunciation. Indeed, animated cartoons offer not only fun but they also initiate children to basic rules of pronunciation as they use an easy, clear, well-articulated language all with the appropriate speed rate. As a result,

learners would enjoy learning the target language and would overcome their difficulties and, consequently, will improve their pronunciation of English.

3. Research Questions

- Why English is difficult to pronounce by Algerian children (beginners)?
- Can animated cartoons be an effective tool in teaching and learning English as a foreign language in first-year middle school classrooms?
- How can animated cartoons improve English pronunciation?

4. Research Hypotheses

H 0: Animated cartoons is a motivational tool that do not enhance middle school pupils' level of English, particularly in terms of pronunciation.

H 1: Animated cartoons are a motivational tool that enhances middle school pupils' level of English, particularly in terms of pronunciation.

5. Research Aims

- **General Aim**

This research aimed to investigate the effect of the application of animated cartoons on pupils' (beginners) pronunciation level in English as a foreign language. In other words, this work tried to prove the effectiveness of using animated cartoons as a motivational technique to improve young learners' pronunciation in terms of accuracy and intonation.

- **Specific aims**

Based on the above general aim, some specific aims can be displayed:

- The study attempted to discover the difficulties children face when they have to read/ pronounce words, expressions, and sentences in English.
- It aimed at investigating the reasons behind young learners' inability to pronounce English words correctly.
- It also sought to show the different materials/techniques used in teaching English pronunciation.
- It tried to shed light on the importance of motivating children to learn a new language (EFL in our case) in order to overcome their apprehension and difficulties through the use of cartoons.

6. Research Methodology

6.1 Choice of the Method

This research is conducted to examine the effect of animated cartoons on the improvement of pronunciation level of young learners of English as a foreign language. To fulfill the research requirements and to meet the before-mentioned aims, we followed a Mixed-methods Approach opting for the Quasi-experiment research design. In fact, this kind of approach will allow the observation and description of the problem under study. Moreover, this approach helps us test the effectiveness of using animated cartoons in improving beginners' level of pronunciation of English through a set of tests. Additionally, the treatment aims to check any possibility of improvement in pronunciation.

6.2 Population and Sampling

We worked with first-year middle school pupils at Cide Nouredine Middle school in Tolga, Biskra The population represents 172 pupils. We selected one classroom out of four

that comprises 42 pupils to work with for the classroom observation and the questionnaire. Their level in the English language is low, according to their teacher, particularly in pronouncing the language which is the problem that our study has tackled. In fact, we opted for a purposive sampling as it suits the nature of our study, its objectives and its main assumption on which it is based.

The sample has been then restricted to 20 pupils for the pre-test and the post-test to facilitate for the researcher the calculation and analysis of the results.

Moreover, 6 middle school teachers of English were selected to answer a questionnaire in order to gather their opinion about the subject under investigation.

6.3. Data Gathering Tools

In this study, we opted for triangulation using questionnaires (a questionnaire for pupils and a questionnaire for teachers), testing, and observation to collect data. It was aimed to obtain valid and valuable results to prove or to reject our hypotheses.

7. Significance of the Study

This study is significant as it aims to show the difficulties that young learners have when they come to pronounce (through speaking or reading) English in order to find adequate solutions. Moreover, it tries to show the impact of these difficulties on learners' motivation and involvement in class. In this sense, this work tried to prove the positive impact of using animated cartoons on learners' motivation as well as pronunciation process. Therefore, this work attempted to raise teachers' awareness about the benefit of using animated cartoons in the EFL middle school classes to attract the young learners' attention and to expose them to the target language adapted to their age, level, interest, and

needs in terms of pronunciation. In the same vein, this study is beneficial for young beginners, trying to help them improve their accuracy and fluency through watching animated cartoons. This implies the autonomous use of these materials without necessarily the teacher's help.

8. Limitations of the Study

The most important limitation lies in the fact that nine sessions of observation and treatment were not sufficient to deal with the pronunciation in a good form.

In addition, the shortage of sources concerning the animated cartoons was an obstacle. In fact only a few studies tackled our subject.

There was also the limitation of the sample: 20 pupils were not sufficient to generalize our findings. We also suffered from a shortage of time and experience in the research field in addition to the small number of teachers that were asked to answer the questionnaire.

9. Structure of the Dissertation

This research is divided into three chapters. The first two chapters deal with the theoretical part of the research. The first chapter is associated with the dependant variable (pronunciation), and it consists of the following elements: Definition of pronunciation, elements of pronunciation, how language is formed and conducted. The second chapter is concerned with the independent variable (animated cartoons), and it deals with the following elements: An introduction to audio-visuals aids; definition of animated cartoons; history of animated cartoons; kinds of animated cartoons, animated cartoons as a teaching tool, advantages and disadvantages of the use of animated cartoons in teaching/learning, the definition of motivation, the importance of motivation in the learning process, the impact of animated cartoons on the learner's attitude.

The third chapter is the practical part of the research; it is concerned with the description of findings and the analysis of the results.

10. Literature Review

Teaching English as a foreign language is not only restricted to the grammatical rules and structures of sentences, it should also include phonemic aspects of a language because the main reason to learn a language is to communicate and you cannot communicate only through writing. That is why, speaking is essential for effective communication. Moreover, to speak appropriately, your pronunciation has to be clear. There are many tools that can improve the foreign language learner pronunciation; authentic audiovisual materials are one of the best tools to teach English pronunciation and in the case of youngsters, animated cartoons are a more suitable tool to teach with.

In this literature review, we took an overlook on the previous works that had dealt with animated cartoons as a teaching tool, and its role on improving learners' level of English pronunciation.

Teaching English is mainly restricted to grammar and structure; pronunciation is neglected and that is a major error in the language learning process; therefore, it is important to deal with pronunciation in a classroom because without sufficient awareness of pronunciation and intonation of English language, a learner will find serious difficulties in communicating with native speakers even if he/she has a good mastery of English grammar and vocabulary. It is the same case with a foreign language speaker from another linguistic background (Gerald, 2000). As it is known, the reason to learn a language is to communicate; to do so, properly pronunciation must be comprehensible and clear rather than sounding like a native. Celce Murcia et al. (1996, p. 8) state that the pronunciation

should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate (Mustika, 2010). In addition, Afshari & Ketab (2017) affirm that the most reasonable and logical goal for pronunciation pedagogy should be intelligibility and functional communicability rather than nativeness.

Recent studies have come to a conclusion that one of the best audiovisual tools in language teaching is animated cartoons (Kemp, 1963). Cartoon films as audiovisual media have significant advantages in the teaching learning process, especially in language teaching. Since it is interesting and has purposive communication impact (Gerlad, 2000). In a study made by İteikta (2015) that investigates the influence of CARTOON NETWORK on the acquisition of American English during childhood affirmed that the extensive exposure to cartoons that speaks the English language helps children in speaking perfectly English with an American accent. In addition, it helps in making the learners love the language.

The use of animated cartoons in language learning is preferable due to its simplicity of input and the fact that it captures the learners' attention; Garnica (1977) argues, "high-pitched peaks in an utterance may mark the most salient part of it so that it stands out, thus guiding the child's attention." Also, Jylhä-Laide (1994) states that cartoons are a more simplified input tool of language and it contains materials that capture the child attention. Furthermore, she rises the attention towards the nature of audiovisual aids and how they can be a tool that helps in self-studying; that they can be controlled and adjusted to the learner needs in other words the learner can rewind and watch the tape whenever he wishes for according to his needs.

In a study made by Mustika Ranta, (2010) a significant point took place in the conclusion "Cartoons films are audiovisual media that have a lot of benefits to

pronunciation practice” and Pahin & Power in Kasihani (2005, p. 7) also affirms that Cartoon films are great choice to deliver any material, including pronunciation. In another study made by Sharmin Sultana (2010), he affirms that are a more relaxed and low anxiety way of learning and it can provide a very enjoyable and attractive learning atmosphere

By looking to the previous researches, we found very limited papers that tackle our problem. In addition, no one used animated cartoons as a teaching tool to teach English pronunciation or any aspect of the language in Algeria; hence, we decided to investigate the effect of using animated cartoons as a motivational tool to improve pupils’ level of English pronunciation in Algeria, more particularly in a middle school in Tolga, Biskra.

Chapter One

Chapter One: Overview on English Pronunciation

Introduction

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Introduction

One of the most effective ways of communication is speaking; it is used by most people around the globe. It was the only way to convey a message before the invention of the alphabet or any other means of communication.

Within one society, there is a particular way of delivering messages even if the same language is used. However, each group of people has a proper way of speaking. The way people sound when they speak is very important because without a correct ,not necessarily native pronunciation, the message cannot be transmitted or it may lead to misunderstanding.

When it comes to teach the English language, most teachers emphasize on grammar and writing skills; they mainly give less focus to pronunciation. Kelly (2000) argues that pronunciation teaching tends to be neglected and the priority is given to grammar and vocabulary. In addition, he affirms that teachers do not plan to teach pronunciation but only correct the errors in grammar and lexis that occur in the classroom.

Therefore, this chapter aims to shed light on the pronunciation of the English language, its importance, and many other related fields and aspects on the topic.

1. English Phonology

1.1. Definition of Phonology

Phonology is the relation between the sound that comes out of the human vocal system and its meaning Kreidler (2004). Moreover, Kelly (2000) describes phonology as the way we interpret and systematize sounds.

1.2. Definition of Phonetics

Phonetics is a scientific description of what speech sounds exist in a language. It represents how they are produced and perceived and what acoustic properties they have. (Shaghi, 2016)

In addition, Brown (2014) defines phonetics as the scientific study of all aspects of the spoken form of a language. Phonetics is also referred to as the general study of the characteristics of speech sounds (Yule, 2010). Phonetics is the study of perception and production of speech sounds.

1.2.1.Branches of Phonetics

According to Pennington & Rogerson-Revell (2019), phonetics is divided into three (03) main branches:

1.2.1.1. Articulatory Phonetics

Articulatory Phonetics is the study of the way speakers form individual sounds, and how they combine them to get longer utterances in a physiological way (ibid). Kelly (2000) also clarifies that articulatory Phonetics are the actions and movements of the speech organs that help in the production of sounds.

1.2.1.2. Acoustic Phonetics

Acoustic Phonetics is concerned with the properties of sound waves in speech, and how these sounds are perceived (Pennington & Rogerson-Revell, 2019). Yule (2010) defines this branch as the study of the physical properties of speech as sound waves whereas Gyula & Siptár (2016) describe it as the way speech travels in the air in form of sound waves. It is related to the physical nature of sounds that transmit speech.

1.2.1.3. Auditory Phonetics

Auditory Phonetics is concerned with the perception of sound waves. "This branch studies the reception of speech waves, their analysis, and finally their perception by hearing center in the human mind" (Alkhuli (2002, p. 18)

2. Speech Mechanism

In order to produce sounds in any language, there are a set of organs that air goes through and in a combination between them, we produce speech. Figure 1.1 describes the different elements that contribute to the production of sounds. It is divided into two main parts: the subglottal system and the supraglottal (supralaryngeal) system.

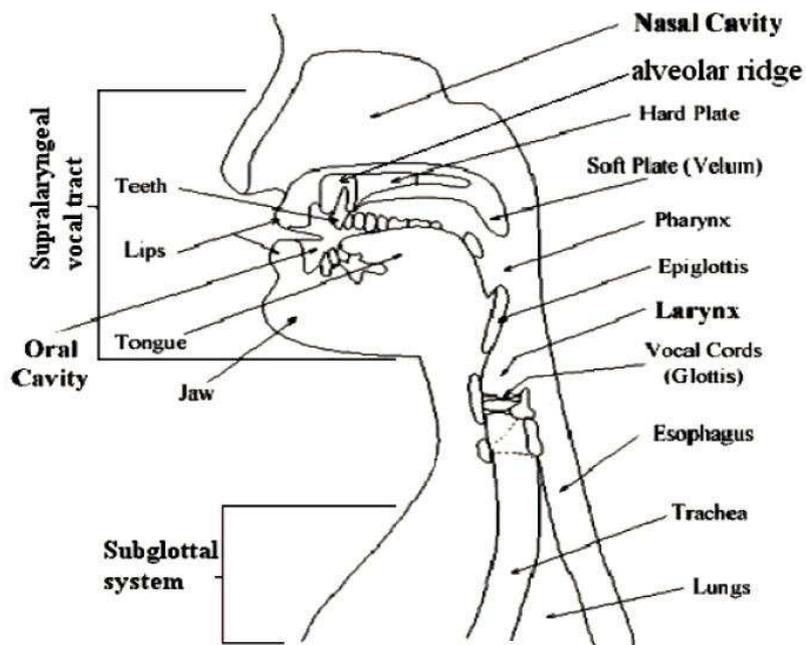


Figure 1.1. Principle Features of The Vocal Tract (Belete, 2017, p. 03)

2.1. The Subglottal System

The subglottal system is below the glottis. It consists of the lungs and the trachea. The lungs provide the air flow that contributes in the production of sounds while the trachea acts as air tubes that allow the air to go to the upper vocal organs. (Stevens, 2000)

2.2. The Larynx

The larynx is the second part of the human vocal system and comes above the trachea. From here and up to the supraglottal system, the airflow starts to be modified and gets its properties: voiced or unvoiced. (Stevens, 2000)

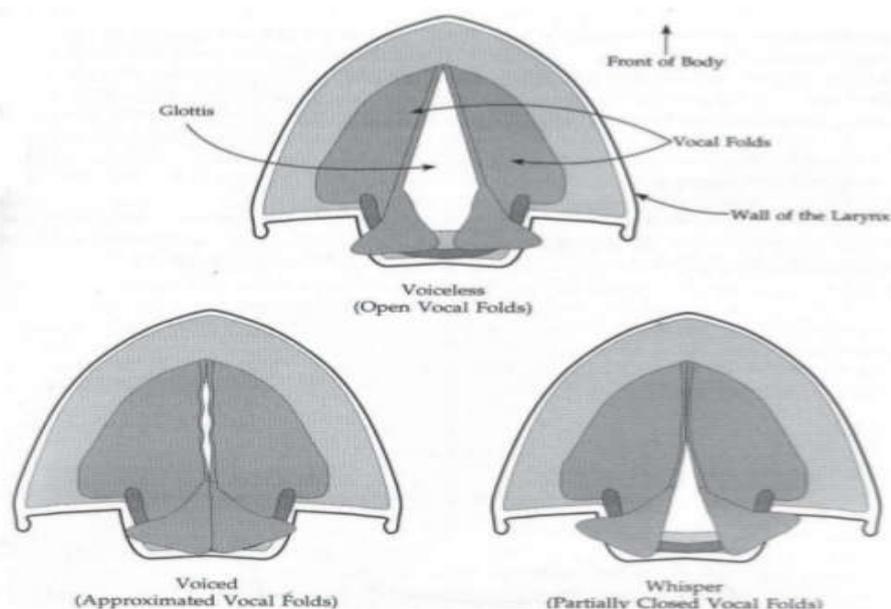


Figure 1.2. Top View of the Larynx (Asmara. 2017)

The vocal folds (also known as vocal cords) affect the airflow in different ways. “If the vocal cord are far apart, the opening between these folds is called glottis, resulting in what is known as a voiceless sound ... If however, the vocal cords are close together, with

only a narrow gap between them, then as the air is forced through the pressure causes the vocal cords to vibrate. This vibration results in voiced sound.” (Asmara. 2017, p. 06)

2.3. The Supraglottal System

This is the third part of the human vocal tract. It has many elements as shown in the following figure:

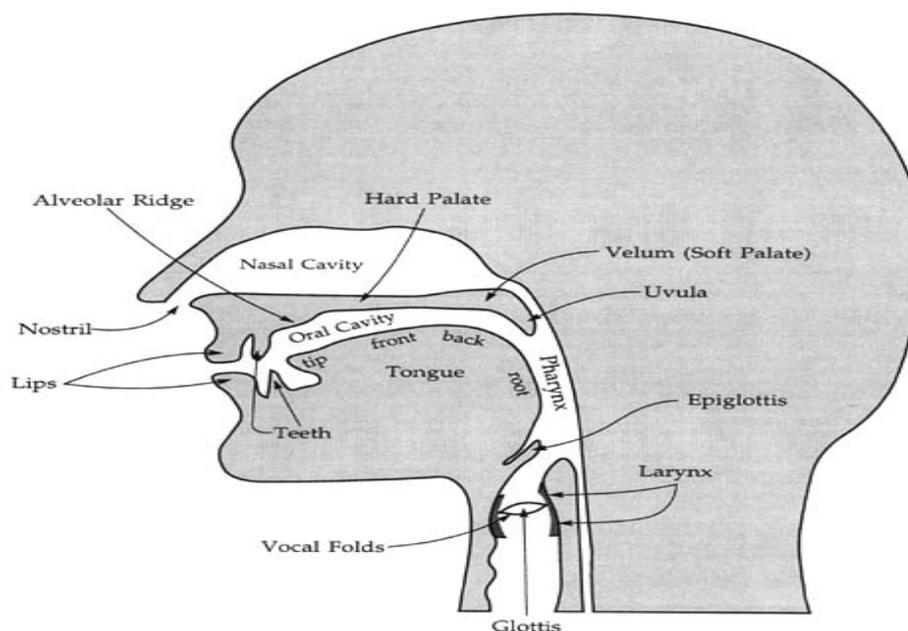


Figure 1.3. The Articulators (Asmara. 2017, p. 04)

As the figure shows, the subglottal system contains the following parts:

- **The pharynx:** which is a tube that begins just above the larynx. Its top end it is divided in two parts: One being the back of the oral cavity and the other being the beginning of the way through nasal cavity.
- **The soft palate:** It is the rear portion of the roof of the mouth unsupported by bone. It is referred to as *the velum* in phonetics.
- **The hard palate:** It is often called the *roof of the mouth* or simply called *the palate* in phonetics. It extends from the alveolar ridge to the soft palate.
- **The alveolar ridge:** It situated just behind the upper teeth. Its surface is rough and is covered with little ridges.

- **The tongue:** It is a very important articulator that can be moved into many different places in the mouth. It is a large, muscular organ which is used in the articulation of almost all sounds.
- **The epiglottis:** It is a spoon-shaped cartilage that extends up and back from the larynx.
- **The teeth** (upper and lower): Sounds made with the tongue touching the front teeth.
- **The lips:** They can be pressed together when producing the sounds /p/, /b/, brought into contact with the teeth to articulate the sounds /f/, /v/, or rounded to produce vowels like.

2.4. The Formation of Sounds

According to Belete (2017) and Kreidler (2004), sounds are made by the air flow that comes down from the lungs and the different organs ,mentioned before, determine its properties if it is voiced or unvoiced stressed or unstressed, high pitch or low. Kreidler (2004) also states that the lungs provide the air flow, the vocal cords add the basic vibration to the sound, and the three resonance chamber: the pharynx, the nasal cavity, and the oral cavity articulate in many different positions to produce different sound quality.

3. Features Involved in English Pronunciation

Pennington & Rogerson-Revell (2019) explain that pronunciation involves learning how to distinguish and to articulate the phonemes which make the segmental phonology in addition to the suprasegmental phonology which constitutes in the features of connected speech. At minimum, it includes tone and intonation, rhythm, and stress.

3.1.Segmental Features (Phonemes)

“Phonemes are key to the makeup of words and their component parts-syllables” (Pennington & Rogerson-Revell, 2019)

Roach (1997) states that the sound units that distinguish one word from another are called *phonemes*. There are two types of phonemes: consonants and vowels.

3.1.1. Consonants

We will start with consonants because they contribute in the understanding of the English language more than vowels. Also, they are easier to describe because of the fact that they are made with a definite interference of the speech mechanism with the air flow (O'Conner, 1980). Moreover, Asmara (2017) states that there are three ways to describe consonant sounds: The place of articulation, The manner of articulation, The force of articulation.

3.1.1.2. Place of Articulation

Yule (2010) mentions a set of terms that describe the place of articulation of the sounds; i.e., the location inside the mouth.

a. Bilabial

According to Yule (2010), bilabials are the sound that is formed by both of the upper and lower lips. Their sound is as the initial letter of the following words: *pat*, *bat*, *mat*. Their symbols are /p/ which is voiceless whereas /b/ and /m/ are voiced. We can add the sound /w/ as bilabial which we find in words such as *walk* and *way*.

b. Labiodentals

Labiodentals are sounds that are made with the upper teeth and the lower lip. An example is the initial sound of the word *fat* which is voiceless. We can refer to it with the symbol /f/, and the initial sound of the word *very* and it is voiced; its symbol is /v/.

There is an exception as in the initial sound of the word *phobia* and the last sound of the word *laugh* despite their spelling; these sounds are pronounced /f/.

c. Dentals

Dental sounds are made with the tip of the tongue behind the upper front teeth. The voiceless dental is /θ/. It is found in the initial and the end of the phrase *Three teeth*, for example. The symbol of the voiced dental /ð/ is referred to as *Theta*.

The voiced dental [ð] is usually called *Eth*; it is found in the initial sound of the word *the* and in the end of the word *bathe*.

d. Alveolars

These sounds are made with the front part of the tongue on the alveolar ridge which is the hard bony ridge behind and above the upper front teeth. Alveolar sounds are found in the initial of words like *tall*, *day*, *see*, *zipper* and *nose*. Their symbols are as follows: /t/, /d/, /s/, /z/, /n/. The voiced alveolars are: /d/ /z/ /n/ while /t/ and /s/ are voiceless. The /l/ sound as in the initial of *loud* and the sound /r/ as in the beginning of *rough* and *write* are also alveolars.

e. Palatal

Palatal sounds are found in the beginning of words such as *shy* and *chair* and both of them are voiceless. Their symbol is /ʃ/ for "sh" and /tʃ/ for "ch". However, voiced palatal are /ʒ/, /dʒ/ and /j/; the /ʒ/ sound is not very common in the English language. It is found in the middle consonant sound of the word *pleasure*, and the /dʒ/ sound can be found in the initial and the end of the name *George* even though the spelling is different. For the /j/ sound, it can be found in the beginning of words such as *York*.

f. Velar

Velar sounds are produced with the back of the tongue against the velum which is the soft area beyond the hard palate. The voiced velar sound is represented by the symbol /g/. It is found in the initial of words like *game*, *garden*, and we find it in the end of the word *plague* even though the spelling is different. The symbol /k/ refers to the voiceless velar sound and can be found in the initial of words like *cat* and *kick*. When the velum is lowered to let the air go through the nasal cavity, we get another voiced velar sound usually referred to as *angma*. Its symbol is /ŋ/; we find it in the end of words such as *sing* and *tongue*. It is spelled as the letters "ng"

g. Glottals

There is only one glottal sound; it is voiceless and its symbol is /h/. We can find it in the beginning of words like *who*, *how*, and *hair*. It is formed when the air goes out of the mouth and vocal folds are spread.

3.1.1.3. Manner of Articulation

The manner of articulation is the amount of obstruction that the airflow faces when it is coming out through the mouth (Rogers, 2013). Depending on these levels we get four different sounds: Plosives, Fricative, Approximants, and Nasals.

a. Plosives (Stops)

According to Asmara (2017), plosives are total airflow block; the vocal folds are closed, the soft palate is raised, and the pressure gets released in an explosive manner.

The plosives sounds are /p/, /t/, /k/, /b/, /d/, and /g/ .

b. Fricatives

Fricative is a reference to the following sounds /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/. They are formed when most of the airflow is blocked and the air escapes from the narrow open parts. It results to a small friction or vibration. (Yule, 2010)

c. Affricates

Affricates are a combination of a small pause of the air flow with an obstructed release that results some friction. The affricates sounds are /tʃ/ and /dʒ/. The former that can be found in *chain*, for example, is voiceless whereas the latter, as in *jaw*, is voiced. (Asmara, 2017)

d. Approximants

Approximants are usually a combination of two categories *Liquids* and *Glides*. The liquids are /l/ and /r/ and the glides are /w/ and /j/. Both of them are formed when the

articulators get close to each other but do not get a full closure and are made without a turbulent air stream (Asmara, 2017)

e. Nasals

When the velum is lowered and the air stream is allowed to flow out through the nose, we produce three voiced nasal sounds: /m/, /n/, and /ŋ/.

3.1.1.4. Voicing

Voicing is mainly related to the air coming from the lungs and the position of the vocal folds. When the vocal folds are closed, the sound is voiced. It can be noted through the small vibration one feels when he gently touches his Adam’s apple. For the voiceless sounds, on the other hand, the vocal folds are apart, and the air passes without any stops.

3.1.2. Vowels

Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips (Roach, 2009).

Yule (2010) also defines vowels as the sounds produced with a free flow of air, and they are all voiced. O’Connor (1973, p. 50) classified vowels according to the tongue position.

This is shown in the following table:

	Position of the tongue		
The Mouth	Front	Central	Back
Close	i:	ə	ʊ
intermediate	e	ɜ:	ɒ
Open	æ	ʌ	ɑ:

Table 1.1. The vowels according to the tongue position

In fact, there are three types of vowels: Single vowel sounds, diphthongs, and triphthongs.

3.1.2.1. Single vowel sounds

There are long and short vowels. Concerning short vowels they are seven: /ɪ / lips as in *kit*, *busy*, and *women*; /ʊ / as in *look*, *push*, and *woman*; /e/ as in *bed*, *dress*, and *many*; /ə/ as in *about*, *common*, and *banana*; /æ/ as in *cat*, and *attract*; /ʌ/ as in *love*, *flood*, and *uncle*; /ɒ/ as in *lot*, *wash*, or *because*. (Roach, 2009)

Concerning long vowels, there are five: /i:/ found in words like *peace*, *green*, and *machine*; /u:/ as in *foot*, *two*, and *blue*; /ɜ:/ as in *nurse*, *learn*, and *pearl*; /ɔ:/ as in *law*, *though*, and *all*; /ɑ:/ as in *start*, *class*, and *clerk*. (Roach, 2009)

3.1.2.2. Diphthongs

Yule (2010) describes diphthongs are a combination of two vowel sounds. Moreover, Roach (2009) defines diphthongs as sounds which consist of a movement or glide from one vowel to another and he adds that the first part of a diphthong is usually stronger and longer compared to the second part. The diphthongs are described in the following diagram:

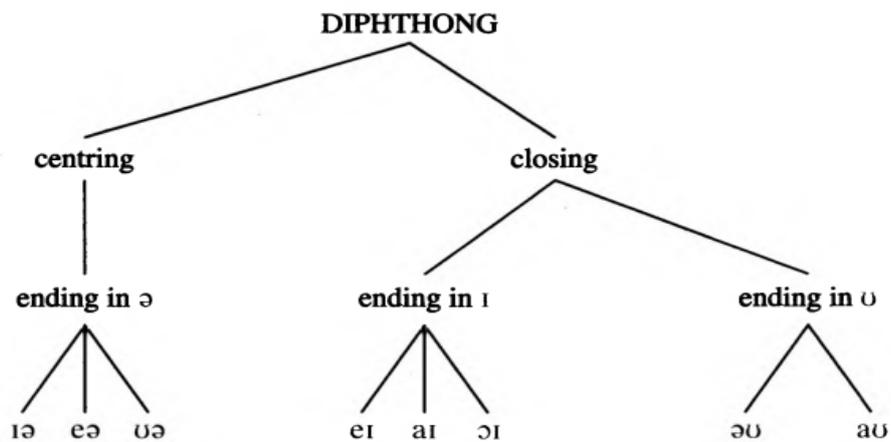


Figure 1.4. The Diphthongs (Roach 2009, p. 17)

The figure shows eight diphthongs: /ɪə/ as in *beard* and *weird*; /eə/ as in *aired* and *cairn*; /ʊə/ as in *tour* and *lure*; /eɪ/ as in *pain* and *face*; /aɪ/ as in *time* and *nice*; /ɔɪ/ as in *loin* and *voice*; /əʊ/ as in *home* and *most* ; /aʊ/ as in *loud* and *gown*.

3.1.2.3. Triphthongs

Triphthongs are another part of the English vowels. They are considered to be the most difficult sounds to pronounce and very hard to recognize. A triphthong is a glide from one vowel to another and then to a third. All of them are produced quickly and without interruption. (Roach, 2009)

According to Roach, (2009) there are five triphthongs which are composed of the five diphthongs: /eɪ /, /aɪ /, /ɔ ɪ /, /əʊ /, and /aʊ / with the addition of the schwa at the end. They are:

/eɪ ə / as in *layer*, *player*; /aɪ ə/ as in *fire* and *tyre*; /ɔ ɪ ə/ as in *employer* and *loyal* ; /əʊə/ as in *lower*, *slower* ; /aʊ ə/ as in *hour*, *power*.

3.2. Supra-segmental Features

Speech does not consist only of a string of consonants and vowels pronounced one after the other. In fact, it also deals with levels of organization. According to Rogers, H. (2013), two different aspects are involved when studying suprasegmentals. “One is how segments are organized to form larger units, in particular, syllables. The other aspect is the study of phonetic entities which apply to syllables or longer stretches of speech.” (p. 88)

Lehiste (n.d. as cited in Moore, 2001) defined suprasegmentals as features of speech associated with stretches that are larger than the segment (whether vowel or consonant), in particular, pitch, stress, and duration. Suprasegmental features include stress, intonation, pitch, and rhythm.

3.2.1. Stress

Jones (1991) defines stress as a property of syllables which makes them stand out more noticeable than others. Additionally, Rogers (2013) defines stress as “ a complex auditory impression which the listener perceives as making one syllable more prominent than its neighbors” (p. 94).

The misplacement of stress may lead to misunderstanding and sometimes to communication loss when using, in casual conversation, such words as *desert* /'dez.ət/ and *desert* /di'zɜ:t/, *rebel* /rɪ'bel/ and *rebel* /'rebəl/ which can be used in various contexts. according to Rogers (2013)

There are three types of stress: Primary, secondary, and unstressed. The primary stress is the most prominent and important in a word; for example, *father* /'fɑ:ðər/, *open* /'əʊpən/, *about* /ə'baʊt/, or *potato* /pə'teɪtəʊ/. The secondary stress, on the other hand, is less dominant but instead shows a slight low pitch. However, both types can be found in one word such as in the word *photography* /,fəʊtə'græfɪk / (ibid). the third type is called unstressed because it has syllables with the weakest level of prominence.

3.2.2. Intonation and Pitch

“Pitch is the rise and fall of our voice when we speak, sometimes called *highness* or *lowness* (pronuncian.com). We use pitch to give subtle meaning to sentences. Furthermore, the use of pitch is called intonation, but the words *pitch* and *intonation* are often used interchangeably.

Rogers (2013) defines pitch and intonation as follows: “Pitch is the quality we hear in playing two different notes on the piano. In speech, we control the pitch of an utterance by changing the vibration rate of the vocal folds. The faster they vibrate, the higher the pitch ... Intonation is the use of pitch in a phonetic phrase.” (p.96)

The English language consists of two important types of intonation: Falling and rising. The Falling tone is put when clarification is needed through using “Wh questions” and when we ask a “Yes/No question”, the intonation is going up.

The intonation helps in expressing anger, happiness, requirement for something, or greeting in a much suitable way because if the intonation is misplaced, it will lead to a misunderstanding between the speaker and the hearer.

3.2.3. Rhythm

Rhythm is the melody or the beat that you notice in the way language is spoken. Moreover, “Rhythm has a piece of music. One can detect the rhythm of a heartbeat, of a flashing light or a piece of music. It has often been claimed that English speech is rhythmical and that the rhythm is detectable in the regular occurrence of stressed syllables.” (Roach, 2009, p. 107)

There are two types of rhythm in the world: Syllable-timed rhythm and stress-timed rhythm. In fact, English is a stress-timed rhythm, “there is considerable variation in syllable length in a language spoken with stress-timed rhythm whereas in a language

spoken with a syllable-timed rhythm the syllables tend to be equal in length” (Abercrombie, 1967, as cited in Pennington & Rogerson-Revell, 2019).

The stressed syllables or the rhythmic units are called *metrical feet*. A metrical foot in English consists of a stressed syllable followed by zero or more unstressed syllables. (Carr, 2013, pp. 163-164)

To conclude, the pronunciation of English does not only consist of different vowels and consonants sounds; it is a combination of the latter and the connected speech features. Without it, the pronunciation will be damaged and it will affect the transition of messages between the speaker and the hearer.

4. The Purpose of Teaching Pronunciation

English pronunciation is a very important aspect of speech that we should give its importance and its full time in teaching because, without a comprehensible pronunciation, communication could be lost. Moreover, the main reason to teach and to learn pronunciation is to be understood by others. (Chun, 2002) stated some elements that teachers of English focus on in teaching pronunciation:

- Being acceptable in an English community where English is a native language because errors will lead to misunderstanding and sometimes it put us in critical situations.
- Developing the ability to comprehend the language in its context more than just acquiring vocabulary.
- Determining the linguistic, socio-linguistic, pragmatic, and strategic competence of the English language; i.e., learning both language and culture.
- Through pronunciation, students will know how to use some aspects of the language when it comes to politeness, agreement, and arguments, etc.

The acquisition of the English language for ESL/EFL learners needs to be a mixture of linguistic and cultural components. The linguistic components consist of the mastery of syntax, morphology and phonology while cultural components consist of the accurate and appropriate use of the linguistic aspects in relevance to the context.

Conclusion

In this chapter, we have highlighted the most significant aspects of pronunciation and phonology, and how sounds are made in the English language and the different organs that contribute in the production of these sounds in addition to the importance of teaching pronunciation.

The second chapter deals with the different techniques and tools that help in the development of English pronunciation. The focus will be on one particular tool which is animated cartoons.

Chapter Two

Chapter Two: An Overview on Animated Cartoons

Introduction

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Conclusion

Introduction

In our life, technology became crucial and we cannot separate it from daily life activities especially when it comes to teaching and learning. We all have watched TV and we have learned much from it, even if we did not attempt to do so, it happened subconsciously, it is known among some researcher that technology and media leads to subconscious language acquisition. When it comes to teaching and learning we find that even schools are equipped with the latest equipment to facilitate the process of learning and to be up to date, also it is wide spread that audiovisual tools and most of the visual presentations are helpful to the learner of a foreign language. One of these tools is animated cartoons.

This chapter deals with the different aspects concerning animated cartoons as a type of audiovisuals and their relation to teaching and learning. Moreover, the chapter defines animated cartoons, their types, their advantages, disadvantages, and how they are used as a motivational teaching technique. Thus, the notion of motivation is investigated and discussed.

1. Authentic Materials

1.1. Definition of Authenticity

Nunan (1985, p. 38) defines the concept of authenticity as follows:

Authentic materials are usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, maps, and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been tapped

Yuanyuan & Lingzhu (1997) also defined authentic materials, they stated “They are real language ... produced for the native speakers ... designed without the teaching purposes”

Moreover, Rogers & Medley (1988) stated, “language sample -in reference for the term authentic- ... that reflect a naturalness of form, and appropriateness of cultural and situational context that would be found in the language as used by the native speakers”

Morrow (1977, p. 13, as cited in Pinner 2016) define authenticity as “real language produced by a real speaker or writer for a real audience and designed to convey a real message”

1.2. Audiovisual Materials

According to the online Webster dictionary, audiovisual materials are defined as follows “training or educational materials directed at both the senses of hearing and the sense of sight” examples on audiovisual materials: films, recordings, photographs, etc. Oxford dictionary (2008) also defines audiovisual materials as the act of using both sound and pictures. These materials are a form of moving pictures accompanied with the corresponding sounds that aim to convey a message through both of the eyes and ears, in a more attractive way.

1.3. Types of Audiovisual Materials

According to Djamarah & Zain (2010, p. 124), there are three types of media Audio media, Visual media, and Audiovisual media. The latter is divided into four subcategories highlighted as follows:

- Quite audiovisual: It is media that show a sound and a silent picture. Such as sound slides.
- Movement audiovisual: This media show the sound and the picture that can move. It is the case of animated cartoon.
- Pure audiovisual: both sound and picture are from one source; for example; film, video cassette, etc

- Not pure audiovisual: both sound and picture come from another source. For example, the picture from LCD projector and the sound comes from an active speaker.

2. Animated Cartoons

2.1. Definition of Animated Cartoons

Baek & Layne (1988, p. 132) define animated cartoons as “The process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to show motion”

According to Ganges (1968, p.57), "animated cartoons are a moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lay the necessary foundation for learning". Moreover, Henry & Laura (2010, p.20) refer to animated cartoons as" a rapid display of a sequence of static images that create the illusion of movement". Brainy (2009) also argues that animated cartoons are the act of animating or giving life, the state of being animate or alive

Another definition was given by Pande (2008) who stated that cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of criticizing a person or event with some thoughts. A cartoon movie is a special form of art to present amusing appearance with the help of colorful moving diagram exaggerated.

2.2. History of Animated Cartoons

We may think that animated cartoons are a recent phenomena that first appeared in the 20th century; in fact, it is found way back in history, it has been improved but if it was not for these primitive works, we could not evolve to the existing works. According to “History of animation” (2015), animated cartoons are divided into six eras.

2.2.1. Early ways of showing motion (30.000 B.C- 1500 AD)

Archeological artifacts prove that we have been attempting to depict things in motion as long as we have been able to draw.

2.2.2 Animation before films (1600-1877)

With the rise of the Industrial Revolution in the 18th and 19th century, many machines have been invented that helped in animating pictures:

- **1603** Magic lenter: It is an image projector using pictures on sheets of glass. It is considered to be the first example of projected animation.
- **1824** Thaumatrope: The thaumatrope housed a rotating mechanism with a different picture on each side. When rotated, one can see a combined picture (known as persistence of vision).
- **1831** The phenakitoscope: It is a machine that presented spinning disks reflected in mirrors that made it seem like the pictures were moving.
- **1834** The zoetrope: It was a hollow drum that housed images on long interchangeable strips that spin and made the images appear to move.
- **1868** The flip-book: Also known as the *Kineograph*, reached a wide audience and is attributed in inspiring early animators more than the machines developed in this era.
- **1877** Movieola/Praxinoscope: The praxinoscope expanded on the zoetrope, using multiple wheels to rotate images. It is considered to have shown the first prototypes of the animated cartoon.

2.2.3. The Silent Era (1900-1930)

The early 20th century is the beginning of theatrical showings of cartoons, especially in the United States and France. Many animators formed studios, like Bray Studios in New York proving the most successful of this era. Bray helped launch the careers of the

cartoonists that created Mighty Mouse, Betty Boop, and Woody Woodpecker. In 1914, the first cartoon presented the attractive character *Gertie the Dinosaur*. In 1928, it was the birth of one of the greatest characters in animation history *Mickey Mouse*, the first cartoon with the sound printed on the film, it was founded by Walt Disney that was his first big success.

2.2.4. The Golden Age of American Animation (1930-1950)

During this era, the animated cartoon became a fundamental part of popular culture. These years were the peak of success to Walt Disney works like Mickey Mouse, Donald Duck, and Silly Symphonies in addition to Warner Brothers, MGM, and Fleischer works such as Betty Boop, and Popeye. In this era, Walt Disney founded *Snow White and the Seven Dwarfs*, the first hand drawing animation in 1937.

2.2.5. The American Television Era 1960-1980

In this time and due to the vast spread of television as an entertainment media for the American family, studios have made many cartoon films based on a limited animation style. In the mid 80s, cable channels such as Disney Channel and Nickelodeon helped in the globalization of cartoons. One of the famous animated series in this era are *The Flintstones* (1960), *Yogi Bear* (1961), and *Pink Panther* (1964).

2.2.6. Modern American Era (1980-2014)

In this era, computer-generated imagery (CGI) has redefined and made a revolution in the production of animated cartoons. The main critical difference is the use of 3D modeling instead of traditional. The most remarkable works in this era are: *The Simpsons* (1987) and *Toy Story* (1995).

2.3. Types of Animated Cartoons

There are mainly three types of animated cartoons: Traditional animation, stop motion, and computer animation.

3.1. Traditional Animation

This method first appeared in the 20th century. Thomas & Lisa (2003) clarify that this type of animation is called *cell animation* due to the nature of its individual frames of drawings of animated film and photographs, which are first drawn on paper. Each individual frame slightly differs from the one before it to create the illusion of motion.

3.2. Stop Motion

This type is made by moving objects by hands and taking several pictures while the person moves them. It gives the impression of movement. There are many different types of stop-motion animation including puppet animation, clay animation, cutout animation, and graphics animation, etc.

3.3. Computer Animation

Bancroft & Keane (2006, p. 87) defines computer animation as a program which uses animation software to create and copy individual frames. This type of animation has a variety of techniques including 2D animation and 3D animation. This type takes less time than previous traditional animations.

2.4. Animated Cartoons as a Teaching Tool

According to Wright (1976, as cited in Cakir, 2006) “many media and many styles of visual presentation are useful to the language learner”, and taking into consideration that animated cartoons are an audiovisual material, this means that they have a good influence on the teaching process if they were used in the right place and context. (Wyk, 2011, as cited in Putranti & Mina, 2015) state that the cartoons are beneficial not only to entertain but also to teach students in a different way as well as, it provides an enjoyable learning atmosphere. In addition, Harmer (2007, p. 144) explains that using video can be much richer than using audio because video produces moving picture. In fact you can see the speakers and their gestures that add more clarification to the meaning in addition to the

clothes they wear and their location, etc. Thus the background informations can be filled in visually.

Many studies were conducted to see the influence of animated cartoons on learning; Doring (2002, as cited in Postic, 2015) has conducted a study that focused on the effect of exposure to cartoons on language learning. He has concluded that the language learners exposed to cartoons can produce oral answers that are very productive and interesting. Moreover, in a research conducted by Rule & Auge (2005), the results suggested that students prefer cartoons in language learning since cartoons create an atmosphere that causes a high degree of motivation.

In another study that was made by Bahrani & Sim (2012). The results have raised the attention to a very interesting point about the low-level language learners that they can achieve a significant language proficiency improvement through the exposure to cartoons. Also (Haque, 2015 as cited in *ibid*) notes that the dialogue of cartoons is characterized by sentences that are simple and complete, repetition is used frequently. Children, therefore, learn a significant number of words from the context of cartoons that they can use in real life. Moreover, by watching cartoons, students are highly stimulated to acquire and speak the target language.

2.5. Advantages of Using Animated Cartoons In Teaching/Learning

Sarko (2008, as cited in Abuzahra, Farrah, & Zalloum, 2016) states, that “exposure to authentic language would serve learners to practice language not only in the classroom but also in outside where they can utilize language input to learn more about cultures by their own”. In addition Nunan (1999, as cited in *ibid*) adds that exposure to authentic language material has a vital role in motivating language learners to match the content and subject matters to their life.

According to Abuzahra, Farrah, & Zalloum (2016) animated cartoons have many advantages concerning EFL teaching and learning these are summarised in the following points

- **Facilitating Understanding of Subjects**

Chen & Dwyer (2006, p.203, as cited in Abuzahra, Farrah, & Zalloum, 2016) state that presentations of animated cartoons in the classroom facilitate understanding the knowledge. The animated cartoons have the ability to improve students' comprehension of various subject matters or that of distinct cultural backgrounds. Educators can simply represent abstract ideas of the curriculum into visual animated pictures which mainly aims to enhance students' capabilities to recognize solid concepts.

- **Enhancing and Facilitating Immediate and Delayed Achievement in the EFL Classroom**

Canning-Wilson (2000) confirmed that cartoon films were beneficial not only of clarifying messages, but they also enabled learners to have an immediate understanding of a language point in a positive way, as cited in (ibid)

- **Increasing EFL/SFL Vocabulary**

In a study made by Sarrko(2008) that investigate the impact of watching cartoon films in the language classroom he has concluded that their ability to acquire new words and use them in their daily life activity has been increased; as primary source of authentic language input, animated cartoon helps in illustrating meaning and facilitating the process of acquiring new vocabulary and understand their meaning by the help of gestures and facial expressions.

- **Enhancing Listening Comprehension**

When students are exposed to animated cartoons they acquire the correct pronunciation of words in English accent. It helps in the pragmatic acquisition of contextual language.

In a study made by Heffernan (2005), he claims that the students who were exposed to authentic videos and who watched cartoon films have notably improved their listening comprehension skills.

Also, Danan (2004) has worked on the pedagogical impact of audiovisual materials in language classroom. He states that cartoon films have many reasons to be a powerful tool in the foreign language classroom; the most notable reason is to improve students' listening comprehension skills.

- **Enhancing EFL / SFL Writing Skill**

According to Abuzahra, Farrah, & Zalloum (2016) "Cartoon films stimulate learners' power of imagination that can be reflected in speaking and writing activities. When students write a passage or an essay about a cartoon film, they tend to employ the vocabulary they got from film into meaningful writing tasks which the cartoon film is the main focus. They respond by imagining situations and characters that reflect their own view towards a social context".

Baralt, Pennestri & Selvandin (2011) confirm that the use of animation Wordle which is the most popular form of visualized data, positively affects students' writing skills. The visual representation of frequent text or tag cloud influence students' writing capability. (ibid)

- **Enhancing EFL / SFL Speaking Skill:**

Doring (2002) concluded in his study that aimed to investigate the impact of using cartoons in language classroom on foreign learners that students who were exposed to

cartoon films can produce oral answers more than those who were not. Students became more confident to practice English language in the classroom as a result of low effective learning atmosphere that watching cartoon creates. Abuzahra, Farrah, & Zalloum (2016) also add that the employment of cartoons in language classroom enhances students to discuss and argue no matter the student's level of proficiency was because cartoons are embedded with language and paralanguage facilitating tools which need less comprehension skills than that needed to analyze a solid text or material.

- **Enhancing EFL/SFL Reading Skill**

Watching cartoon film as a pre-activity of reading class would let students interpret and analyze reading text more effectively. With the suitable selection of cartoon film, effective and cognitive aspects in language classrooms would be supported. Cartoons display realistic reading, comprehensible texts that are implant by motion sound, and colors which allow students to live with the plot of the film and share roles and attitudes. This facilitates learners' interpretation of the text, getting the main idea and making inferences. As a result learners' power of imagination and prediction would be notably increased. (ibid)

In a study made by Ouda (2012) that deals with the impact of utilization cartoon as a method to enhance students' reading comprehension, students were exposed to cartoons for six weeks, and it results in better reading skills, ability to explain complicated meaning and difficult terminology, ability to grasp the main idea. It helped them to get better grades.

- **Enhancing the Process of Second Language Acquisition**

Cartoon films are essential source of authentic language input that match the purposes of second language acquisition. However, teachers must be more cautious while selecting a cartoon film for second language learners. Cartoon films that suit students' level encourage learners to absorb language input and

motivate them to utilize linguistic knowledge indifferent communicative contexts, if they are accompanied by practical teaching strategy. (ibid)

When selecting a cartoon film to teach your learners a second language, taking into consideration that animated cartoons are the most suitable tool to motivate students to acquire the language, the teacher must be careful in selecting the content of the cartoons.

In a study made by Hull (1943), in his “behavioral theory” he claims that there are four factors that influence second language acquisition: Stimulus, association, reinforcement, and imitation. Watching cartoon films creates an opportunity for the students to employ vocabulary they gain in different contextual situations because they are able to get the stimulus needed for building up vocabulary and using language in different forms.

- **More creative Fun/ Satisfying Tool:** the use of audiovisual as educational material in classrooms like animations and movies encourage team building and group work that both help students to success (Barak & Fisher, 2002 as cited in Abuzahra, Farrah, & Zalloum, 2016) also confirm that the use of animated cartoons are a more satisfying and engaging than traditional learning techniques.
- **Informal Learning Settings:** Cartoons cannot be exclusively assigned for formal learning contexts. The nature of cartoons has the ability to bridge the gap between formal and informal learning, because it is mainly established on everyday situations that encompass ordinary character practicing habitual daily life activities.

2.6. Disadvantages of Using Animated Cartoons in Teaching

Even though animated cartoons have many advantages, there are some negative aspects that were mentioned by Agina (2003):

- Some information of real-life learning will be lost in the animation program.
- Computer animation programs may function well from a technical point of view, but they are difficult to fit into a curriculum.
- Animation programs cannot be adapted to take into different student's levels into account and consideration within a group or class.
- Animation programs require special equipment for a quality presentation.
- Animation programs cannot depict actuality like videos.

3. Motivation

3.1. Definition of Motivation

Motivation is defined by (Dembo, 2004, p. 2) as follows "... the approach taken in this book views motivation as the internal processes that give behavior its energy and direction. These internal processes include your goals, beliefs, perceptions, and expectations". In addition, Laming (2004) defines motivation as follows "the switching on of some pattern of behavior, of a program of action specified within the individual. That program might be innate or it might have been modified by experience". Pandey (2005, p.79 as cited in Stefánsson, 2013, p.14) states that motivation is the impetus to create and sustain intentions and goal-seeking acts it is important because it determines the extent of the learner's active involvement and attitude toward learning.

Gardner and Lambert (1972) state that motivation is an extremely influential factor in successful second language acquisition, and the term motivation was brilliantly bolstered in 1985 by Gardner who defined motivation as being "the combination of effort plus desire to achieve the goal of learning the language, plus favorable attitudes toward learning the language" (ibid)

3.2. Importance of Motivation in the Teaching Process

According to Oxford and Shearin (1994, as cited in López, 2016), “Research shows that motivation directly influences how often students use Second language (L2) learning strategies”. Students need motivation, it is what makes them get excited to study or to accomplish anything in life, Ur (1999, as cited in *ibid*) stated that when parents or teachers do not develop real motivation, the student will not feel learning foreign languages as attractive and could have a lack of concern during lessons.

3.3. Impact of Animated Cartoon on the Learner's Attitude

Taking into consideration that animated cartoons are considered as authentic videos, and the latter is a strategy that improves learner’s motivation Abuzahra, Farrah, & Zalloum (2016) claims that Watching cartoon films in language classroom would change students’ attitude from negative to positive. Bates (2000) also clarifies that the use of animated cartoons in the language classrooms would develop students’ language performance. Many researchers agreed that computer-animated cartoons do not only have the potentiality to improve language proficiency, but they also enhance students’ positive attitude to learn English (Abuzahra, Farrah, & Zalloum, 2016) in other words it motivates learners to learn English.

Conclusion

In this chapter we have dealt with Animated Cartoons from many aspects. We have shed the light on the historical background of their creation, and we have dealt with the importance of involving them into the learning process of foreign languages classroom, as an authentic audiovisual tool that facilitates the process of acquiring and understanding the target language. We also have mentioned the motivational aspect that they add to the learning process, taking into consideration that motivation is a crucial factor that guarantees the success of the lesson that the teacher presents.

This material should be selected as a tool to enhance pupil's pronunciation due to its creative way in presenting correct pronunciation in a context that grabs pupils attention and motivates them to learn the language in a correct form.

Chapter Three

Chapter Three: Field Work

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Conclusion

Introduction

This chapter is a demonstration of the study fieldwork that is concerned with investigating the use of animated cartoons as a motivational tool to improve first year middle school pupils' pronunciation at Cide Nour Eddine Middle School in Tolga, Biskra.

The chapter is divided into two parts; the first part is devoted to the research methodology in an attempt to clarify our choice of the research method, population and sampling in addition to the description of the data gathering tools that helped in the collection of the needed information to compose this research. The second part is concerned with the discussion of the results gained by the analysis of the data gathered from the research tools chosen by the researcher in order to answer the research questions and to test the hypothesis stating that animated cartoons are a motivational tool that enhances middle school pupils' level of English, particularly in terms of pronunciation.

In fact, this chapter first exhibits the experiment presenting its content, procedures, and results. Second, it describes classroom observation that has been used in parallel with the experiment to observe the application of the treatment and its effect on learners' pronunciation progress. Last but not least, the chapter comprises the description, analysis and discussion of both of the teachers' and pupils' questionnaire used as an additional tool to gather teachers' opinions about the implementation of animated cartoons in first-year middle school classes to teach pronunciation for beginners, and pupils attitude towards the use of animated cartoons as a teaching tool.

1. Review of Research Methodology

In this part, we tackle the explanation of the research methodology selected for this research and the different data gathering tools that helped in the collection of the information that are needed to answer the research questions and analyze the findings.

1.1. Research Method

In selecting a research method, the researcher has to be careful, selective, and choose what is more suitable to the nature of his/her study. Taking into consideration the latter factor, we followed a mixed-methods approach opting for the quasi-experiment research design. It is the most suitable method to answer the research questions and to test the hypothesis raised by the teacher. The significance of this study was to discover whether the implementation of animated cartoons as a recent method of teaching in the classroom would enhance the motivation and improve English pronunciation for first-year pupils at Cide Nour Eddine Middle School in Tolga, Biskra.

1.2. Data Collection Tools

To collect the needed information for this research, we have selected three different types of data gathering tools: questionnaires for teachers and pupils, testing, and classroom observation.

All the tools used in this research were examined and corrected by the supervisor to ensure the correct structure and layout before submitting them.

1.2.1. The Tests

The tests were selected to test the level of pupils in pronunciation then to measure the difference that the treatment may have done in the post-test.

- **Stage one, the pretest:** It was aimed to get a general idea about their level.
- **Stage two, the treatment:** We provided the teacher in charge with a set of animated cartoons to be presented as a warm-up or to be implemented in the lesson. Videos were chosen according to pupils' level, some of them were in correlation with the lesson plan, and syllabus topic. The treatment lasted for six weeks.
- **Stage three, the posttest:** It was designed to see the difference with the pretest results and to check the pupils' progress (or not) after the treatment.

1.2.2. The Questionnaires

Two sets of questionnaires were made to collect information. The first one was designed to the teachers to gather information about their pronunciation teaching techniques and their opinion of using animated cartoon as a teaching tool to improve pronunciation. The second questionnaire was intended to first year middle school pupils to see their interest and attitudes towards animated cartoons and English pronunciation.

1.2.3. The Classroom Observation

In addition to the two previous tools, we opted for a classroom observation as a data gathering tool. The researcher sat at the back of the classroom as a passive observer and interacted only when it was needed. The observation was aimed to note the reaction and the attitude of pupils on using animated cartoons in the classroom and to gather information about their attention, motivation, and the way of pronouncing words. These information could have been hard to collect using another tool.

1.3. Population and Sampling

According to the needs of our study, we have selected first year pupils of Cide Nour Eddine Middle School in Tolga, Biskra. We have worked with one classroom out of four that contains 42 pupils. We have selected this population due to their first encounter with the English language, so they have never studied it before. Indeed, they are expected to have difficulties of pronunciation. Moreover, we thought that the technique suggested in this study (animated cartoons) would be appropriate to their age (being young learners); thus, we expected a positive reaction to the treatment and a satisfactory engagement in the tasks.

For the tests, we have selected arbitrary 20 different pupils to participate and to check their pronunciation of a list of words and sentences.

Concerning the teachers' sample, we have selected six first-year English teachers who work in different middle schools to answer questionnaires. The fact that they were selected from different schools would give us –we believe- different opinions and perspectives about how pronunciation is taught and how pupils cope with the different techniques and strategies used in class.

2. Analysis and Discussion of Results

This part is concerned with the description and analysis of the results gathered by the data collection tools used in this study.

2.1. The Tests

2.1.1. Description of the Pre-test

The pre-test was held on February 14th, 2019 in one classroom of first year in Cide Nour Eddine Middle School in Tolga, Biskra. The researcher has written nine words on the board such as *scissors*, *square*, *tongue*, etc in addition to five sentences. The words were selected from the videos that the researcher has already chosen under the guidance of the supervisor. Each correct pronunciation of the words was given 0.75; the sentences were scored out of 2 points each. Therefore, the test was graded on 19.

Twenty pupils (20) were selected randomly to read the words and sentences out loud so that the researcher could mark their pronunciation. The pupils were shy at first but then got active and motivated to participate. During the pre-test, some of the pupils did not get the correct pronunciation form of some items; they tended only to mumble underneath their breath or just guessed the pronunciation from the initial letter of the word. Indeed, they did take time to pronounce each syllabus at a time but rather read very fast. Also, we have noted that some of the pupils pronounced according to the French style trying to compare English words with their French equivalent. In fact, they did not know how the English phonemes are pronounced. The test took nearly 45 minutes to be fully completed.

2.1.2. Description of the Treatment

The experiment involved a series of videos in the form of animated cartoons obtained from YouTube (English singing channel) in order to help the participants improve their pronunciation. Pupils were exposed to these videos in their ordinary English session with the presence of their teacher who was instructed how to proceed with the videos.

The treatment lasted nearly for two months (February 20th, 2019 till April 17th, 2019). We have selected seven (7) different videos that were presented by the teacher in charge using a data show.

Each session had a different video. For example, one dealt with the body parts, another with family members and so on. Some videos fit the syllabus and the teachers' lesson plans. These latter were adapted to include the videos and tasks aiming to make pupils practice the pronunciation of a set of words and sentences. The teacher had just to present the video at the beginning of the session as a warming-up; then the class had to repeat the words that they had heard out loud or some individuals were selected to do so.

Each video was five-minute length. The activity lasted for 25 minutes, and the researcher sat at the back of the class as a passive observer and intervened only when it was needed.

2.1.3. Description of the Post-test

The post-test was held on April 18th, 2019. The researcher has selected the same pupils (the sample of 20) to do the same as the pre-test. Indeed, the same set of words and sentences were used to see the difference in scores, and whether the use of animated cartoons was helpful to improve pupils' pronunciation.

This time, the researcher did not write the words on the board; instead, they were printed on paper and a copy was given to each pupil.

For this stage, the research had an active role as he sat beside each participant to hear clearly and take notes. So, pupils were asked to read the words and sentences in front of him to mark and note their pronunciation more accurately.

2.1.4. Analysis and Interpretation of Scores

In this part, descriptive statistics of the group were computed for both the pre-test and the post-test and were presented in this chapter. The scores were collected, interpreted and analyzed statistically and represented graphically. The objective was to compare pupils' performance (pronunciation ability) before and after the exposure to the treatment, namely the animated cartoons.

Nunan (1999, as cited in Meddour, 2015) argues, "To ascertain the difference between the pretest and posttest performances in a detailed statistical depiction, we need to handle the quantitative data, chiefly through calculation of the mean, the variance and the standard deviation to check to what extent the data are similar and the degree to which data differ." (p. 28). Therefore, all the calculation were done through the use of SPSS program. This part was added to assure the accuracy of the results, and for more clarification on the procedure results were calculated.

- **The Formula of Standard Deviation and The Mean**

The mean is the average of the scores: It is calculated using the sum of scores divided by the number of scores (sample) as represented in the formula below:

$$\bar{x} = (\sum x_i) / n$$

\bar{x} is the mean, $\sum x_i$ is the sum of the results, n : is the number of pupils.

The standard deviation is an indicator of the average distance of the scores from the mean. It is calculated through the following formula:

$$s = \sqrt{\frac{1}{N-1} \sum_{i=1}^N (x_i - \bar{x})^2}$$

$\sum (x_i - \bar{x})^2$ is the sum of differences between the scores. The mean square is also referred to as the variance; N is the number of the sample.

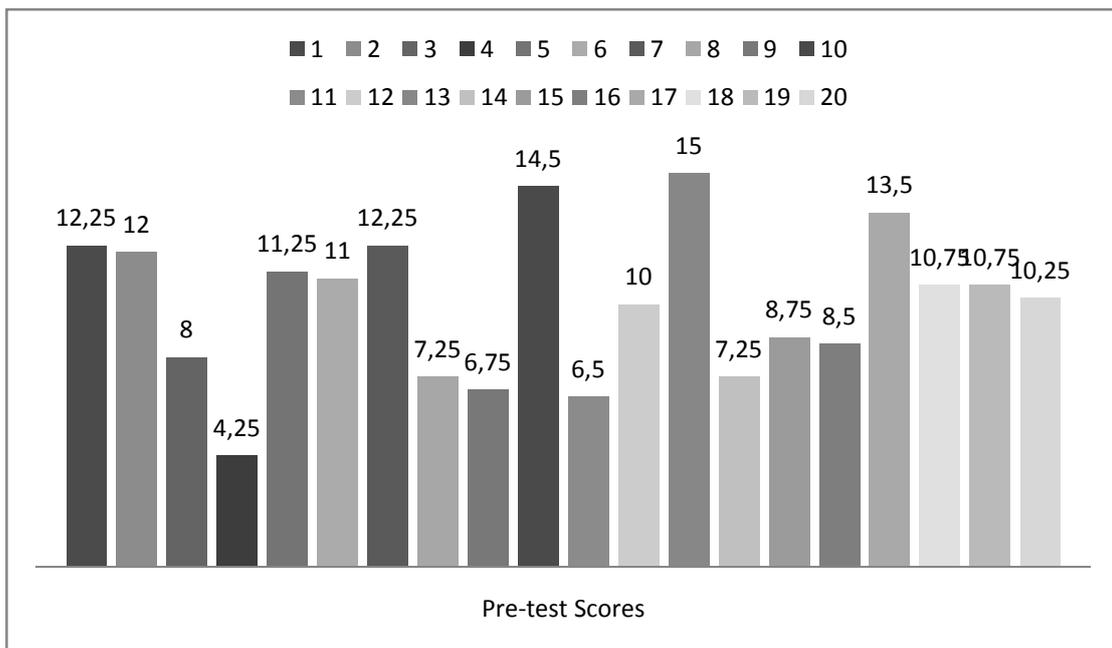
2.1.4.1. Results of the Pretest

The table below summaries the results of the pretest, for the correction process the results were out of 19, we took into consideration the correct pronunciation of words and fluency in the correction.

Number of students	Pretest results
1	12.25
2	12.00
3	8.00
4	4.25
5	11.25
6	11.00
7	12.25
8	7.25
9	6.75
10	14.50
11	6.50
12	10.00
13	15.00
14	7.25
15	8.75

16	8.50
17	13.50
18	10.75
19	10.75
20	10.25

Table 3.1. Pupils' Scores in the Pretest



Graph 3.1. Pupils' Scores in the Pretest

From the results of the pretest, we remark that 12 pupils out of 20 got the average. That means that the level of the pupils is acceptable as they got between 9,5 and 16 out of 19 points. The objective was then to try to improve their level in pronunciation through the use of animated cartoons.

During the pre-test, many pupils tended to skip the words that they had never seen and which they found difficult or just mumbled in order not to be heard by the rest of the class. It was the case of words like *tongue*, *square*, and *scissors*. Difficulty lied also with pronouncing correctly whole sentences like “*Can I open the door?*” which required high intonation. The problem of mispronunciation might mainly concern silent letters.

Other participants pronounced some words with a French accent; in other words, they used the French phonemes as a background in pronouncing the English words and sentences presented in the pretest. This was not surprising, however, as both languages (English and French) have common origins and have some similarities in spelling and pronunciation. Hence, because pupils are more acknowledged with French language as they have been learning it for three years, so they tried to read English words in the same way it is read in French the thing that caused negative transfer.

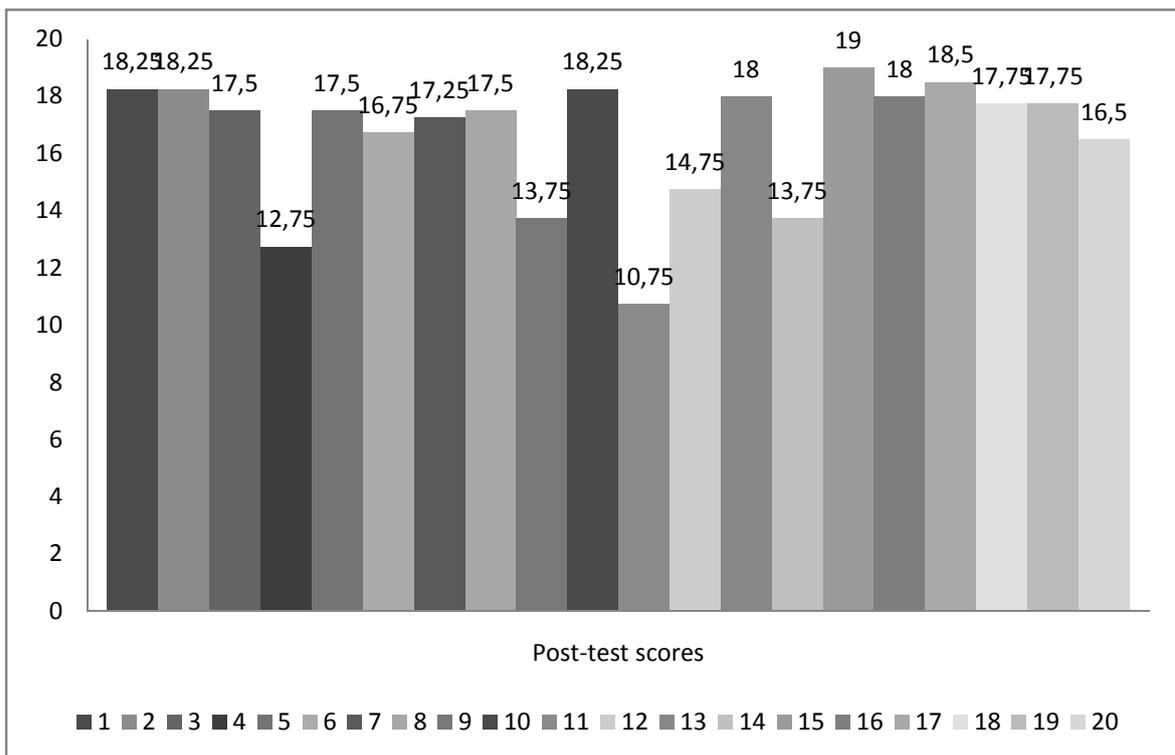
2.1.4.2. Results of the Post-test

We managed to do the same test with the same pupils after seven sessions of treatment. It was held on the 18th of April 2019.

Number of Pupils	Post Test Results
1	18.25
2	18.25
3	17.50
4	12.75
5	17.50
6	16.75
7	17.25
8	17.50
9	13.75
10	18.25
11	10.75
12	14.75
13	18.00

14	13.75
15	19.00
16	18.00
17	18.50
18	17.75
19	17.75
20	16.50

Table 3.2. Pupils' Scores in the Post-test



Graph 3.2. Pupils' Scores in the Post-test

We have noticed that our participants improved the way they pronounce the words. Even if it was not a perfect pronunciation, it was comprehensible and correct (at a great

extent). In some cases, we asked some pupils to read again as they tended to read with a low voice because they seemed not to be self-confident about their performance.

We noticed, however, that many participants had a personal way to read the presented words. Indeed, they did not try to split the words into syllables and read each one at a time, but they rather read the words through visualizing them as a whole (guessing their pronunciation only after a rapid sight)

Moreover, we noted that some words that pupils could not correctly pronounce in the pretest, they managed to pronounce them correctly in the post-test and without hesitation. In fact, pupils seemed more motivated and more self-confident as they heard these words through the videos (cartoons) they watched. Therefore, practicing them helped them improve their level.

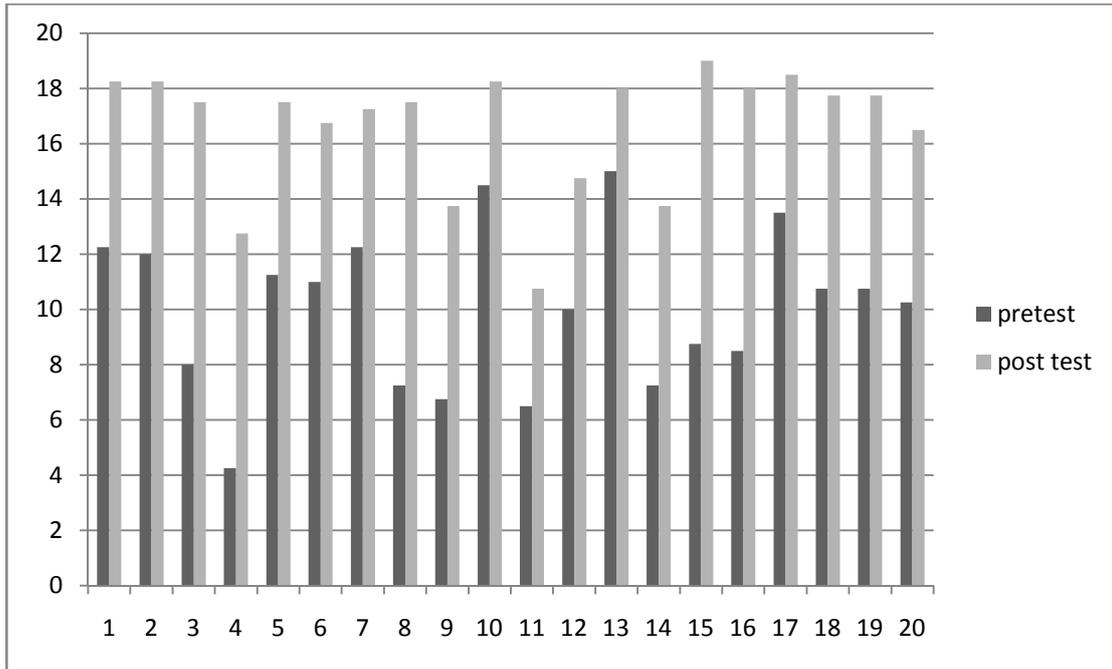
The results of the two tests are scores gained by pupils. These scores were collected, analyzed statistically and represented graphically by SPSS. The results of scores were collected in order to compare the pupils performance before and after the exposure to the animated cartoons.

2.1.4.3. Analysis of the Results

Number of pupils	Pre-test Results	Post-test Results	Difference(d) Post-Pre	d²
1	12.25	18.25	6	36
2	12.00	18.25	6,25	39,0625
3	8.00	17.50	9,5	90,25
4	4.25	12.75	8,5	72,25
5	11.25	17.50	6,25	39,0625
6	11.00	16.75	5,75	33,0625

7	12.25	17.25	5	25
8	7.25	17.50	10,25	105,0625
9	6.75	13.75	7	49
10	14.50	18.25	3,75	14,0625
11	6.50	10.75	4,25	18,0626
12	10.00	14.75	4,75	22,5625
13	15.00	18.00	3	9
14	7.25	13.75	6,5	42,25
15	8.75	19.00	10,25	105,0625
16	8.50	18.00	9,5	90,25
17	13.50	18.50	5	25
18	10.75	17.75	7	49
19	10.75	17.75	7	49
20	10.25	16.50	6,25	39,0625
SUM Σ	200,75	332,5	131,75	952,0625

Table 3.3. The Difference between the Pretest and the Post-test



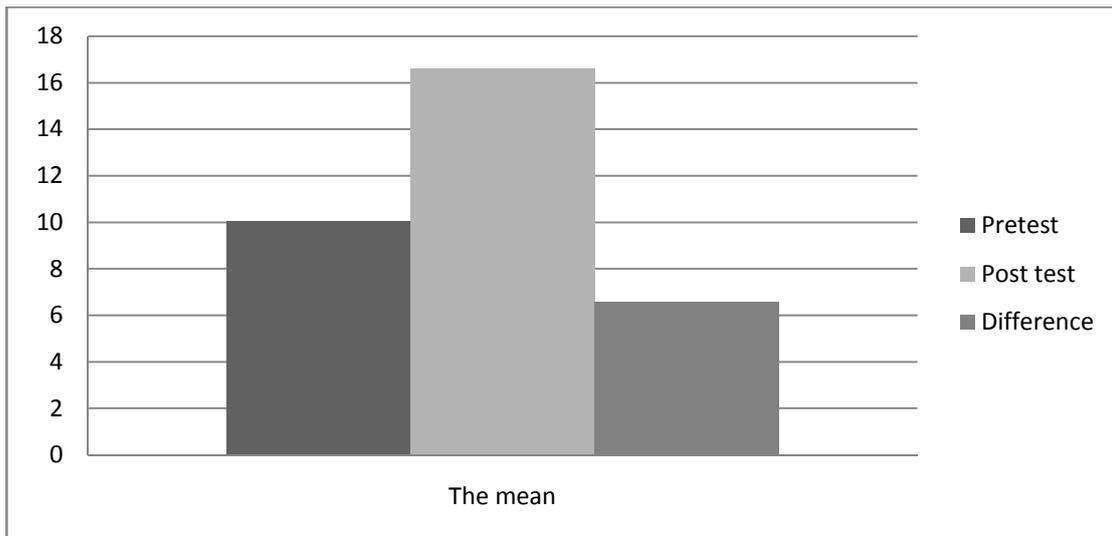
Graph 3.3. The Difference between the Pretest and the Post-test

Table 3.3 and graph 3.3 demonstrate that there is a significant increase in participants' scores from pretest to post-test, which is showed in the sum of scores.

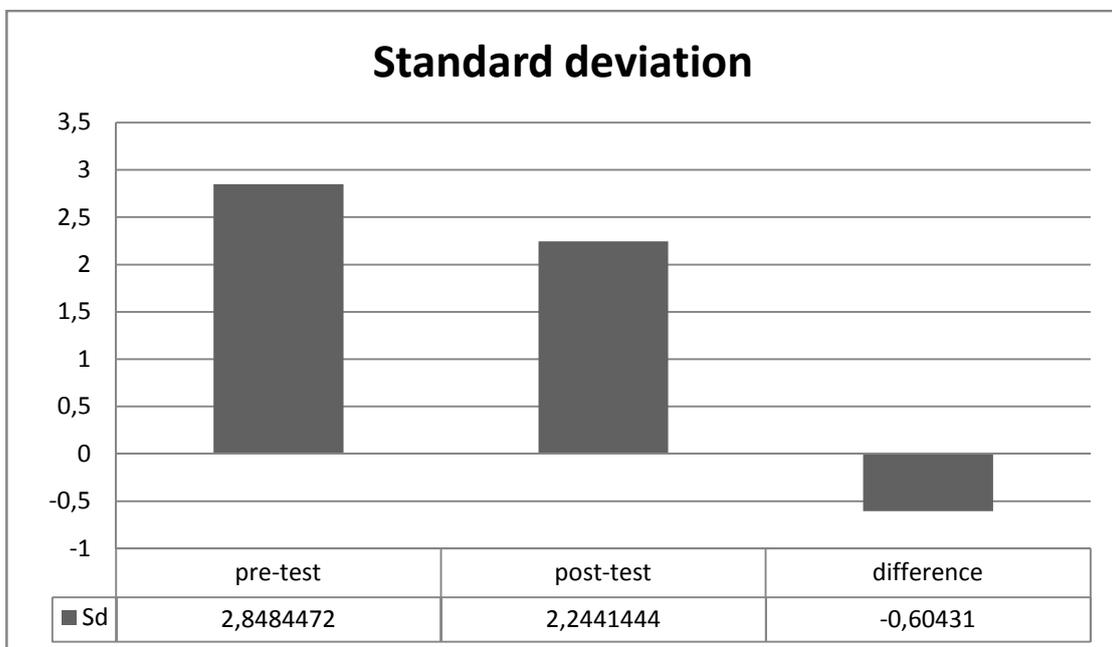
Table 3.4 represents the difference in means and standard deviation of the pretest and the posttest.

Calculations	Pre-test	Post-test	Difference
The Mean	10,0375	16,6250	6,5875
SD	2,84845	2,24414	-0,60431

Table 3.4. The Mean Results and SD



Graph 3.4. Bar Chart for the Mean of the Pre and post tests and the Difference



Graph 3.5. The Pre-test and the Post-test SD Difference

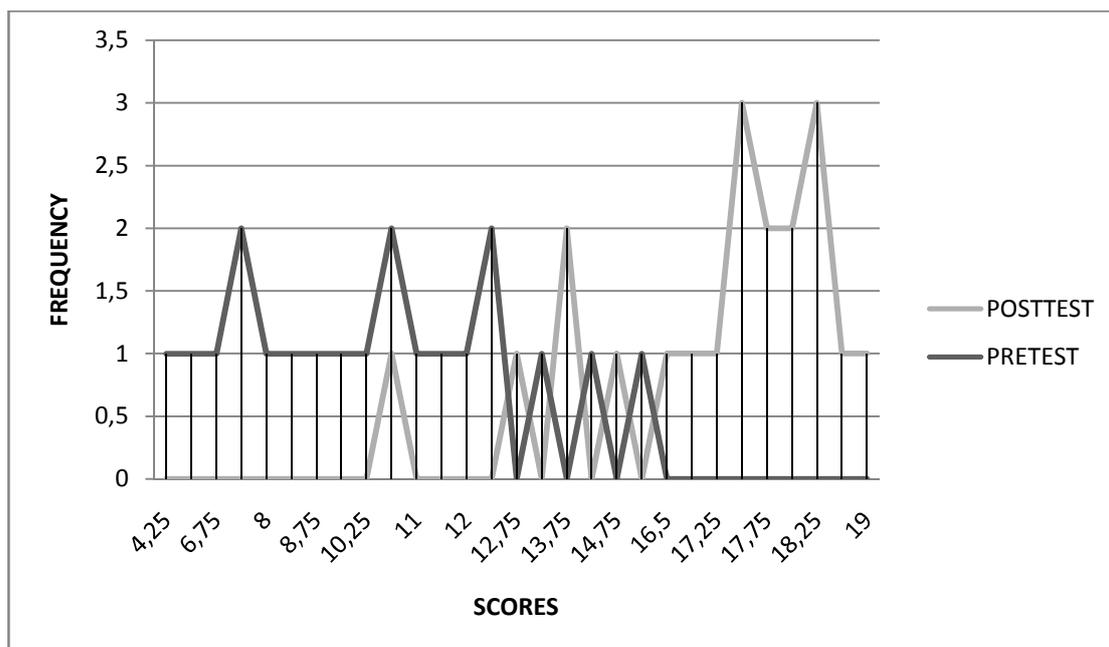
According to the results, the difference between the pretest and the post-test was remarkable. Clearly, pupils' scores in the post-test are better than they were in the pretest. The mean of difference which was found 6,58 can be related to the success of the treatment; i.e., use of animated cartoons as a teaching tool to improve pronunciation in addition to the factor of luck.

Concerning the Standard deviation (SD), we noted that it got decreased by 0,60431.

That means that the scores got more close to the range of mean.

Pretest scores	Frequency	Post-test scores	Frequency
4,25	1	10,75	1
6,50	1	12,75	1
6,75	1	13,75	2
7,25	2	14,75	1
8,00	1	16,50	1
8,50	1	16,75	1
8,75	1	17,25	1
10,00	1	17,50	3
10,25	1	17,75	2
10,75	2	18,00	2
11,00	1	18,25	3
11,25	1	18,50	1
12,00	1	19,00	1
12,25	2	/	/
13,50	1	/	/
14,50	1	/	/
15,00	1	/	/
Total	20	Total	20

Table 3.5 Pre-test and Post-test Scores' Frequency



Graph 3.6. Scores' Frequency in the Pretest and the Post-test

According to the data displayed in the graph and the table above, we notice that the pre-test scores are ranged from 4,5 to 15 with the scores 7,25 , 10,75, and 12,75 as the most frequent scores that have been taken. This shows that the pupils' level is average.

Concerning the post-test, we deduce a great increase in scores. These are ranged from 10,75 to 19 which is a significant improvement in pupils' level of pronunciation. The most frequent scores were 17,50 and 18,25. This means that the use of animated cartoon as a motivational tool to improve pronunciation was remarkably effective.

In order to prove the difference between the two tests, it is compulsory to calculate the t-test value.

2.1.5. Paired t-test

The most suitable for the present study is the paired group because the same group received the treatment, pretest and post-test.

Paired t-test is used for validating the results found by the researcher and checking if they are significant. Also, it is set to test the hypothesis that was raised at the beginning of the research.

Moreover, it is necessary to find the difference between the means and the standard deviations of the two tests, so it is needed to calculate the t-test. The following formula is used to calculate the t value:

$$t = \frac{\text{sample(or test)one mean} - \text{sample (or test)two mean}}{\text{Standard Error of the difference in means (SE)}}$$

We have also to calculate the Standard Error (SE), and we need to apply the following formula:

$$SE = SD / \sqrt{N}$$

SD: Standard Deviation, N: Number of the sample

SD=

$$\sqrt{\frac{\sum d^2 - n\overline{d^2}}{n - 1}}$$

d^2 : sum of differences squared, n: number of samples, $\overline{d^2}$: square of the difference between the means

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	10,0375	20	2,84845	,63693
	POSTEST	16,6250	20	2,24414	,50181

Table 3.6. Paired Samples Statistics

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	20	,682	,001

Table 3.7. Paired Samples Correlations

	Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTEST - PRETEST	6,58750	2,10462	,47061	7,57249	5,60251	13,99819	,000	

Table 3.8. Paired Samples Test

The table 3.8 displayed the difference of mean and standard deviation of two tests: 6.58 and 2,10. The standard error difference in means of two tests also showed and it is 0.47.

- **Degree of Freedom**

The formula of degree of freedom appropriate for this t-test is $df=N-1$. It is obtained 19 as showed in the table and calculated as the following:

$$df = (N - 1) = (20 - 1) \quad df = 19$$

After calculating the t-test and degree of freedom, the critical value must be found to verify the hypothesis. Hence, it is necessary to use the table of T distribution of critical values.

- **Alpha Decision Level**

In the current study, the researcher decides to set alpha at $\alpha 0.05$, which means only 05% chance of error can be tolerated

- **Critical Value**

Since alpha is set at $\alpha 0.05$ which mean only 5 % for two tailed decision, $df = 19$ and the corresponding critical value for "t" in Fisher and Yates' Table of critical value is 2,093. $13,998 > 2,093$. According to our results, we can state that the use of animated cartoons is highly effective in improving pupils' pronunciation.

- **Statistical Hypotheses**

$H_0: X_{post} = X_{pre}$

$H_1: X_{post} > X_{pre}$

The null hypothesis (H_0) means that there is no statistically significant difference between the means of the group in the pretest and the post-test. The alternative hypothesis (H_1), on the other hand suggests that there is a statistically significant difference between the means of the pretest and the post-test.

Alpha level: $\alpha < 0.05$, two-tailed decision.

Observed statistics $t_{obs} = 13,998$

Critical statistics $t_{crit} = 2,093$

Degree of freedom $df = 19$

In order to confirm the descriptive statistics, a paired t-test was conducted to compare results of dependent sample; it was selected based on the nature of our treatment where the same group received the same treatment, pretest and posttest. Furthermore, as can be seen in table 3.8 the obtained t value is (13,998) and the corresponding p-value is ($\text{Sig} = 1,84550e^{-11}$) which is less than p value 0.05. In addition, the observed statistics is greater than the critical value

Regarding our obtained results, the null hypothesis H_0 was rejected; consequently, the alternative hypothesis H_1 is accepted. This means that only 5% of the mean difference is related to the factor of luck and 95% is due to the effectiveness of the animated cartoons.

2.2. The Classroom Observation

To be able to collect more needed data to confirm our hypothesis, we relied on a classroom observation to observe how pupils pronounce English and how introducing them to animated cartoons can increase their motivation and improve their pronunciation.

2.2.1. Aims of the Observation

The classroom observation has been conducted in parallel with the experiment to support the results obtained from the tests (pretest and post-test) as well as to observe directly how the treatment has been implemented. The objective was mainly to see the pupils' reaction and attitude towards being taught with animated cartoons and whether this aid affected their motivation and involvement in class activities. Moreover, other elements like the environment, the teacher's method, and pupils' performance ought to be observed and discussed to give further details to our results.

The observation has been conducted with a whole class of first year middle school at Cide Nour Eddine Middle School in Tolga, Biskra. It comprised 42 pupils. This class has been selected on purpose as its teacher relies on using videos to teach English. Thus, she is experienced about using this technique and we could obtain reliable findings.

2.2.2. Description of the Observation

We relied on a structured observation and in order to facilitate the process, a detailed checklist has been prepared (see appendix C). This checklist provided us with the right direction and guidance in order to explain our findings concerning how pupils react to learning with cartoons and how their pronunciation level develops thanks to this technique.

It has been first corrected by our supervisor and used during the entire period of observation (ten sessions).

The checklist was divided into four parts; each aimed to tackle a specific area. The first part was about the classroom atmosphere. The aim was to describe the setting, equipment, interaction, etc. The second part dealt with the quality of the animated cartoons (videos). It referred to the design and clarity of the cartoons and the extent of attractiveness. The third part was restricted to the teacher's role in the classroom and the way she presented cartoons and organized the lesson. The last part was to observe the

pupils' reaction and attitude towards the use of cartoons in class. This part was crucial to notice their attention, motivation, and engagement.

In our attendance, we sat at the back of the class in order to have an overall view of the class and observe both the teacher and all pupils in the classroom. We managed to be passive in the first session as well as the sessions that pupils received the treatment (for the experimental research). However, we became participants and active observers as we had to conduct the pre-test and post-test (for the experiment).

The observation, in general, took ten sessions (from February 13th till April 18th, 2019) during the second semester. The first session was aimed to see the atmosphere of the classroom in its natural setting; i.e, how the teaching-learning process was conducted. Here, the researcher acted as a passive observer and only took notes about how a 'normal' first year middle school class of English is managed. The second session was dedicated to the pretest. Pupils were tested their pronunciation. Then seven sessions were devoted to the application of the treatment. The aim was to note the effect of the animated cartoons on the pupils' attitude and motivation. The last session (the tenth) was dedicated for the post-test. The purpose was to observe any improvement in pupils' pronunciation.

2.2.3. Analysis of the Results

Validity and credibility are two main conditions for a successful scientific research; therefore, we intended to attend in real context where the process of teaching and learning English (using animated cartoons) take place and recorded any remarkable details that driven from the teacher and the pupils in order to supply our study with more details.

The analysis is discussed according to each session we attended. All points included in our checklist were dealt with.

- **First session (13/02/2019)**

In the first session of the observation, we were purely passive. For the lesson, the teacher played a video about the months of the year. The video, which was an animated song, lasted about 2 minutes and was repeated several times. The pupils repeated after the teacher to ensure the pronunciation of the words (the months of year) as well as to learn the words and their spelling.

As a second part of the lesson, the teacher hanged a picture on the board and asked pupils to tell her what it represents. The picture was, in fact, about a boy doing the act of ablution. The purpose was to make pupils interact and practice speaking. The teacher used gestures to make them understand and to avoid speaking in Arabic as much as possible.

After that, she gave them a passage to read and to mark all the difficult words in meaning. Pupils have marked the words *daily*, *leisure*, *himself*, and *respond*. They pronounced all of them wrong. The teacher had to use Arabic to explain the word *leisure* after trying many times (in vain) to explain it in English.

Pupils were excited about the activities as these relied on visual and audio-visual aids. They had an average level in pronunciation.

The classroom was well organized and managed; the teacher had to intervene when pupils started making noise.

- **Second session (14/02/2019)**

For the first part of the session, the teacher asked pupils to write some daily activities on their copybook. She picked anyone who wanted to write on the board.

The class was very excited and full of energy. Pupils seemed motivated and participative.

For the second part of the session, our sample for the experiment (20 pupils) was chosen and had the pre-test. It was a list of different words and sentences that pupils had to read out loud to check their pronunciation. These elements were taken from the videos (animated cartoons) pupils were about to watch in the coming sessions and which actually represent our treatment for the experiment. The participants pronounced the words that they already know (from previous lessons) in a good way. It was the case of *daily*, *teacher*, *morning* as well as a few new words. However, they skipped the words that they didn't know how to pronounce or pronounced them incorrectly. It was the case of *scissors*, *pencil case*, *square*, *carrot*, *peach*, *thirsty*, *triangle*, *tongue*, and *angry*.

Each good answer was marked 0.75; 12 pupils (out of 20) got the average. Their level was good; subsequently, we were going to try to improve their level.

- **Third session (20/02/2019)**

The teacher told her pupils to write the date on the board and then she moved to teach the days of the week. The teacher read the words that were written on the board very carefully and legibly then asked the pupils to repeat after her.

This session marked the use of our first video in our treatment. Its topic was “the daily activities”. She warmed them up to the video and prepared the data show. The first task was to watch and repeat, she asked them to watch and listen well; they were very interested and paying attention, they lost their attention the second time because they wanted to interact more and repeat “they started to talk”; some of them tried to imitate the way the boy on the video was talking

The teacher never uses Arabic she only uses English synonyms and gestures. As an activity, she told them to sort out the daily activities that they have watched in the video and write them up in their copybook, and then she asked them to read the activities that they have sorted, out loud and she corrected the ones who have mispronounced them.

- **Fourth session: (21/02/2019)**

We presented a video about family members. Pupils have already studied this.

We played the video and they were very excited and wanted to participate. They didn't listen carefully until the teacher made them do so. After that, they listened and repeated the words that they have learned from the video. The teacher tried to correct those pupils who mispronounced the words.

The teacher then wrote some daily activities on the board and asked them to repeat after her. She presented two pictures of a boy doing the act of ablution and prayer to present the difference between the Muslim and American boy daily activities. The pupils did not try to read according to the English phonemes; they just guessed the pronunciation, mumbled, or read it in a French way.

- **Fifth session: (27/02/2019)**

The pupils were motivated as always, but they did not listen carefully to the video which was about school supplies. They just wanted to participate, but when we made them listen several times they managed to pronounce the words correctly. As we have mentioned before, the big number of pupils (42) really affect the listening task.

The teacher lesson was about telling time and the difference between the digital and analog clock.

- **Sixth session: (28/02/2019)**

As always she told them what the video was about tackled the subject of feelings, and told them to listen and then repeat; in this session they were calm and paid attention, they tended to pronounce the words they knew and then they translated the words that they understood to Arabic.

They were highly motivated; they tended to imitate the tone and the pitch when they heard the word correctly in the video.

Even though the video duration was mainly from 2-5 minutes the task took 30 minutes to be accomplished, due to the noise and the big number of pupils, it is hard to control them, they were motivated for sure but they did not listen well.

The teacher did not do any pronunciation tasks she only corrected the ones who mispronounce words during the lesson.

As always pupils were great, they paid attention and interacted with the teacher.

- **Seventh session: (14/03/2019)**

The number of students was low in this session (32 pupils). As always the teacher presented to them the theme of the video that was about the body parts. It was very interesting they were paying attention, they lost attention for a while when the word *hips* was mentioned as a funny word; today they got to here and pronounce the word *tongue* that was hard for them to pronounce in the pretest in addition to the word *stomach*, the pupils were very good they listened and repeated the words in a good form, they were a bit noisy but it wasn't a big problem in this session due to the small number of them.

After the video ended she told them to mention some of the body parts on their own and they managed to do so. The task took 30 minutes to be fully done, five minutes maximum for the video and 25 minutes between listening and repeating.

- **Eighth session: (11/04/2019)**

As usual, she told them to listen and then repeat. The video was about fruits and vegetables, it attracted their attention for sure, they were interested in knowing and learning the vocabulary and translate them to Arabic more than they care about the pronunciation, in the review she selected some pupils randomly, and they were motivated to answer.

Some of them still use the French phonemes as a background in pronouncing new words, it was the case of the word *pineapple*.

- **Ninth session: (17/04/2019)**

This time she started with her lesson first and left the video till the end, which was about different shapes names.

As always as soon as the video started the silence spread over the classroom, all of them were listening and paying attention, they were translating the shapes in Arabic, they were trying their best it was good but the effect of the French was very strong, when they tried to pronounce words in the English form they found it hard but with French it gets more easy, and that is due to the long exposure to the French language comparing with the English.

- **Tenth session: (18/04/2019)**

This session was devoted to the post-test. We have noticed that the pupils use the French as phonemic background in pronunciation, also when they mispronounce a word and we told them what it means they remembered its pronunciation; even though the video has writings in it, but they focused more on the pictures and neglect how the words are written.

2.3. The Questionnaires

In addition to the experiment and the classroom observation, two questionnaires have been employed in this research to gather more information about the topic under investigation: The use of animated cartoons as a motivational tool to develop pupils' pronunciation. One questionnaire was designed for teachers and another for pupils to gather their opinion and attitude about the subject.

2.3.1. Teachers' Questionnaire

2.3.1.1. Aims of the Questionnaire

The main reason that contributed in the production of this questionnaire was to be able to collect data from different teachers about the techniques used to teach pronunciation and

their opinion on using animated cartoons as an audiovisual tool to teach English pronunciation.

2.3.1.2. Administration of the Questionnaire

The questionnaire was distributed to six (6) middle school teachers of English at four different schools. Two teachers were chosen at Cide Nour Eddine Middle School in Tolga, Biskra (the setting of our experiment) in addition to four other teachers from different settings. We sought for participants who were available and who would welcome our request.

2.3.1.3. Description of the Questionnaire

The teacher questionnaire was divided into three sections: general information (gender, educational level, and experience in teaching English at the middle school), pronunciation teaching (which focuses on pronunciation, pupils' attitude towards pronunciation, activities used to teach pronunciation, etc), and the use of animated cartoons in English teaching (the use of audiovisuals during the lesson, kinds of audiovisuals used during the lesson, pupils' attitude and point of view towards using animated cartoons in teaching English pronunciation).

It was a semi-structured questionnaire that contains 13 questions, many of which needed justification and explanation.

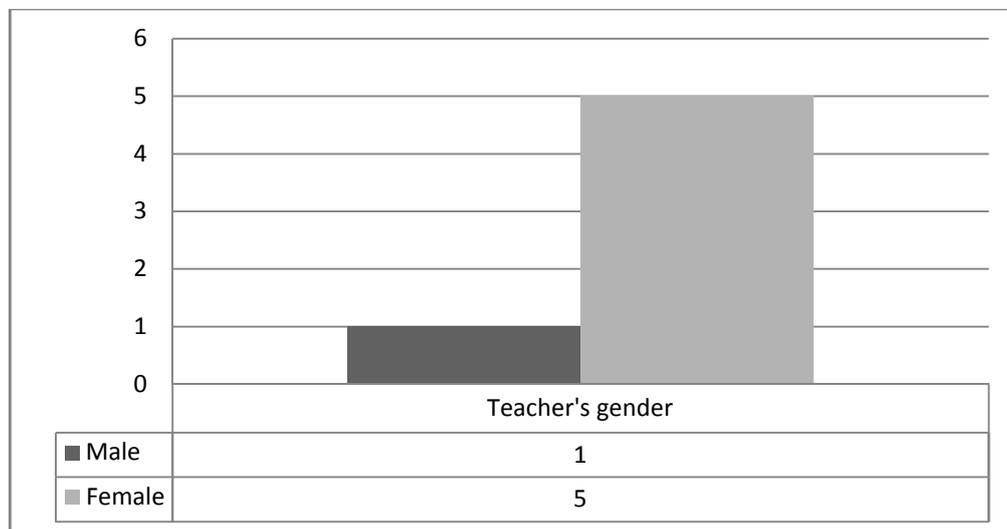
2.3.1.4. Analysis of the Questionnaire

- **Section one: General information**

Q 1: Please specify your gender.

Gender	Frequency	Percent
Male	1	16,7%
Female	5	83,3%
Total	6	100%

Table 3.9. Teachers' Gender Distribution



Graph 3.7. Teacher's Gender Distribution

The table above shows that the majority of our sample is females. Indeed, it is composed of 5 female teachers and one male teacher.

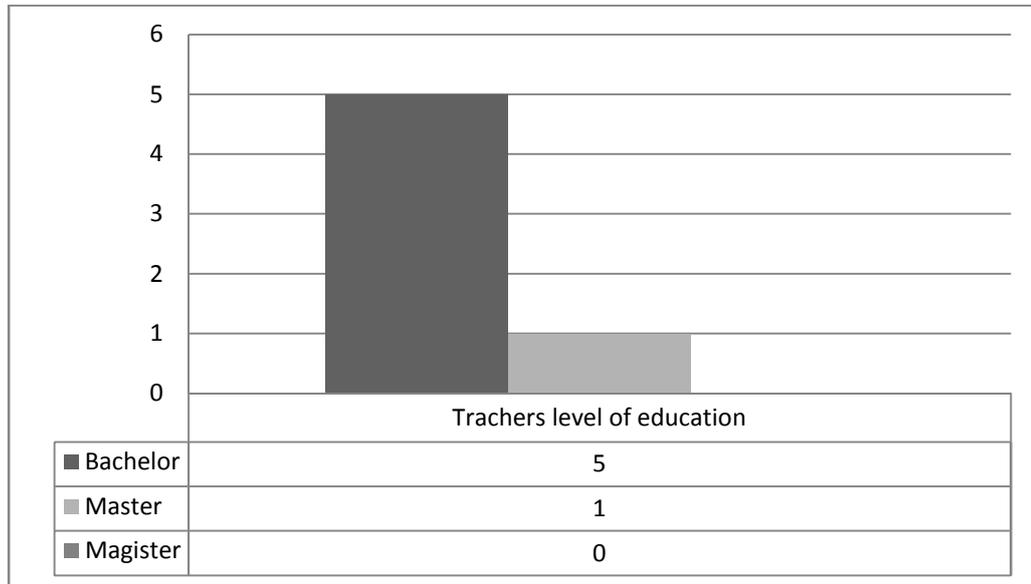
This question was set to determine how may the gender of teachers affect their learners' interaction and motivation.

Q 2. What is your educational level?

Option	Frequency	Percent
Bachelor	5	83,3%
Master	1	16,7%

Magister	0	00%
Total	6	100%

Table 3.10. Teachers' Educational Level



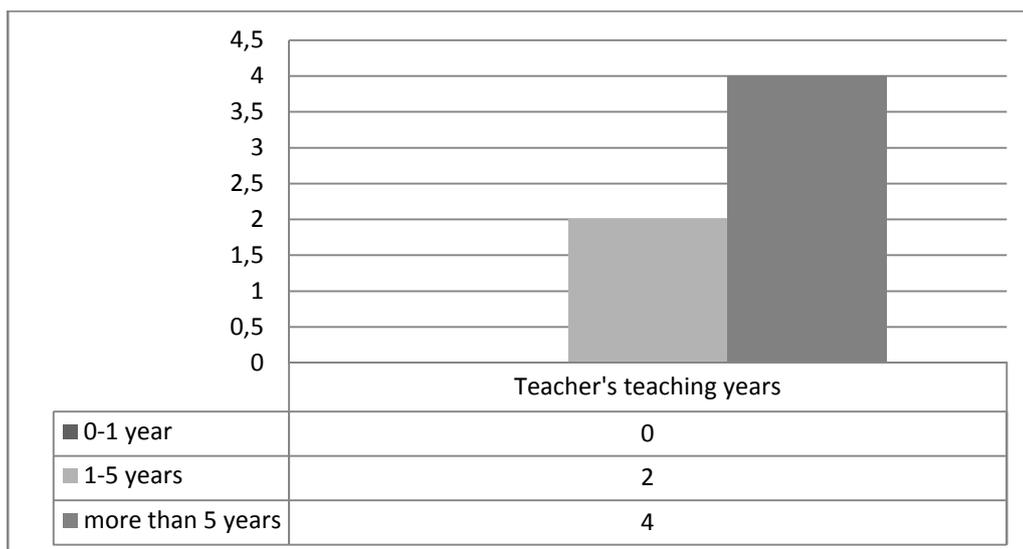
Graph 3.8. Teachers' Educational Level

The results obtained from the table shows that the majority of teachers have a bachelor degree. This question was aimed to know the level of the teacher and its reflection on the teaching techniques used in the classroom.

Q 3. How long have you been teaching English in middle school?

Option	Frequency	Percent
0-1 year	0	00%
1-5 years	2	33,3%
More than 5 years	4	66,7%
Total	6	100%

Table 3.11. Teacher's Experience in Middle School



Graph 3.9. Teacher's Experience in Middle School

According to the results shown in the table, four teachers out of six have been teaching in the middle school for more than five years. This gives them a fair amount of experience. The rest two have been teaching from one to five years.

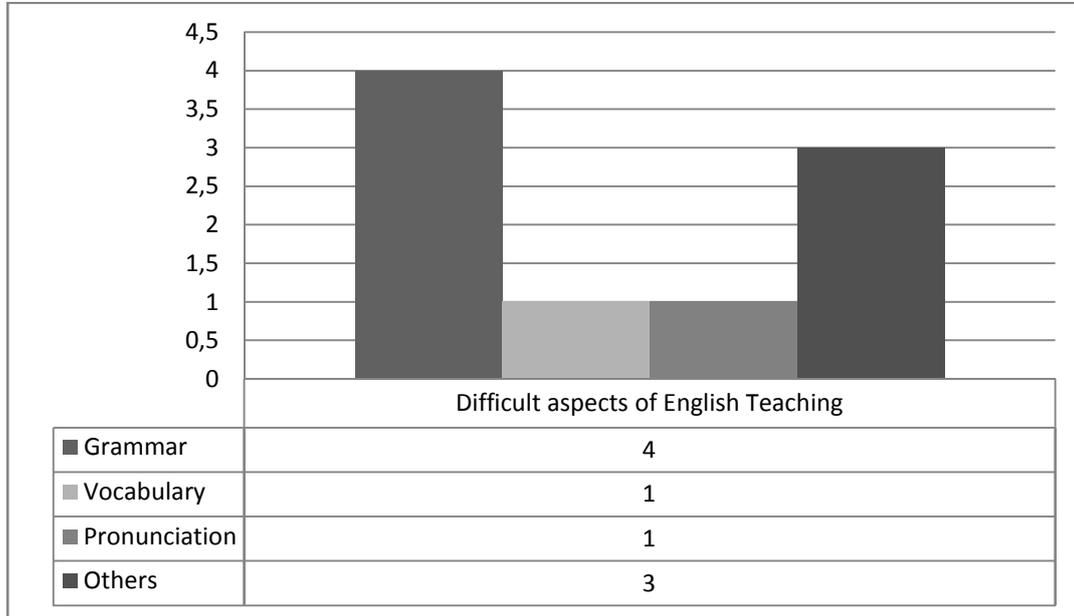
This question was held to get an idea about the teacher's experience in teaching. In fact, teachers who have taught English longer with the middle school level are expected to have more experience with pupils in terms of understanding their learning style, identifying their weaknesses and difficulties and finding the right strategies to motivate them. Moreover, they are supposed to be skillful in applying different techniques to improve pupils' skills.

Q 4. While teaching middle school pupils, what aspect of the English language you have found more difficulties with?

English Aspects	Frequency	Percent	Percent of caces
Grammar	3	44,4%	80%
Vocabulary	0	11,1%	20%
Pronunciation	0	11,1%	20%
Others	1	33,3%	60%

Total	5	100%	180%
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Table 3.12. Teachers’ Opinion about the Difficult Aspects of Teaching English



Graph 3.10. Teachers’ Opinion about the Difficult Aspects of Teaching English

This question was aimed to see if pronunciation is a difficult aspect to teach for middle school pupils. We gave the choices of Grammar, Vocabulary, Pronunciation, and others (for teachers to add other aspects that were not proposed in the question).

Three teachers have chosen grammar as a difficult aspect in English teaching whereas one teacher has chosen pronunciation along with grammar. One teacher, however, did not choose any option arguing that he finds no difficulties. These results indicate that teaching pronunciation (according to our sample) is not seen as a hard aspect of the language to teach as most respondents did not find it difficult.

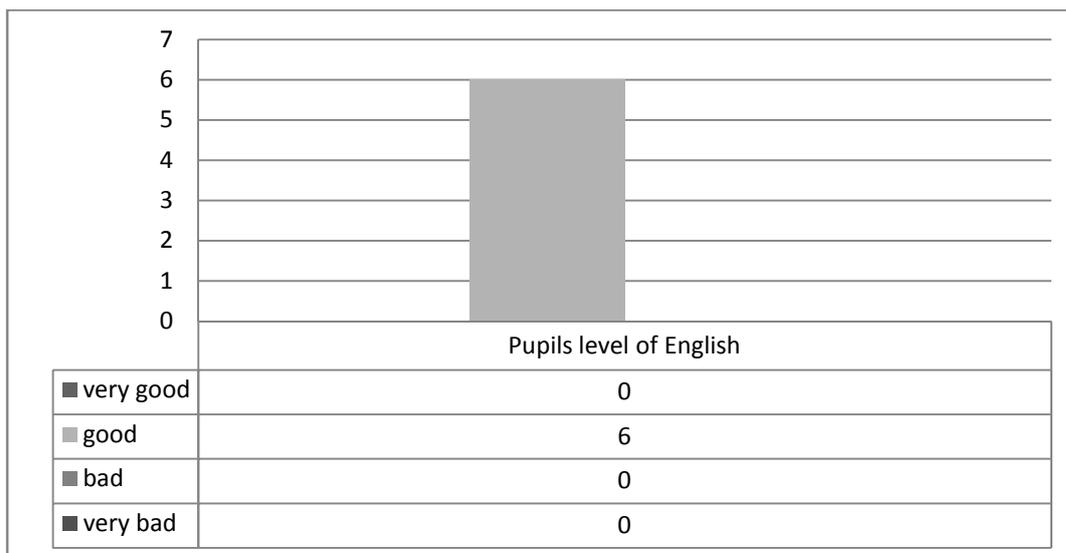
- **Section Two: Teaching Pronunciation**

Q 1. How do you evaluate your pupils level of English?

Pupils Level	Frequency	Percent
Very bad	0	00%

Bad	0	00%
Good	6	100%
Very good	0	00%

Table 3.13. Teachers' Perception of their Pupils' level in English



Graph 3.11. Teachers' Perception of their Pupils' level in English

This question aimed to know the level of the pupils in the English language.

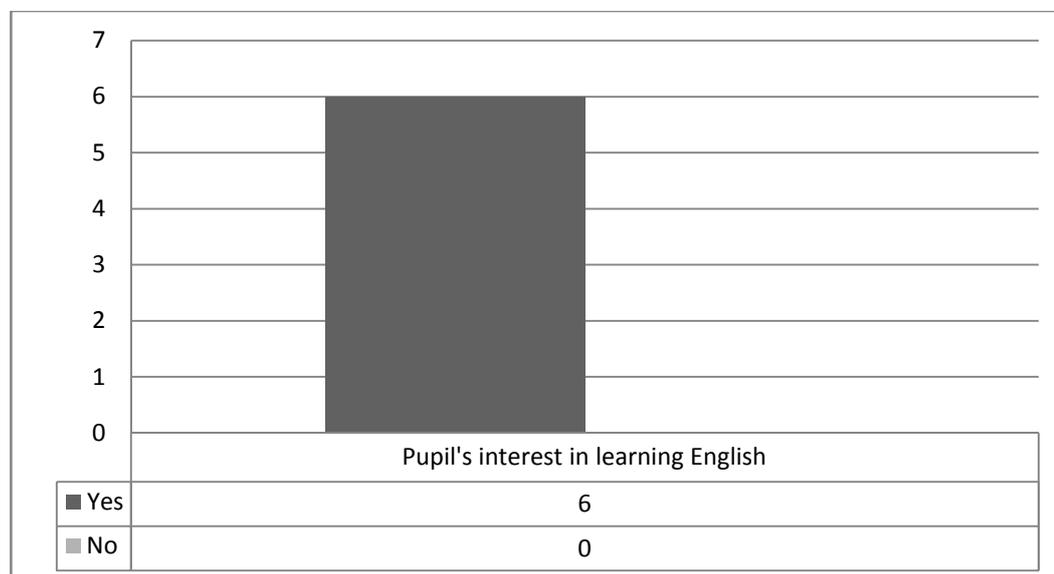
Although the choices were ascending from very bad to very good, all of the teachers evaluate their pupils' level as good. This reveals that pupils do not have a lot of difficulties in English learning and perform quite well in tests and activities. Moreover, such a result indicates that pupils may be enough motivated and would participate easily in class activities.

Q 2. Are your pupils interested in learning English?

Pupils interest in English	Frequency	Percent
Yes	6	100%
No	0	00%

Total	6	100%
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Table 3.14. Teachers' Perception of their Pupils' Interest in English Learning



Graph 3.12. Teachers' Perception of their Pupils' Interest in English Learning

This question was held to see the pupils' interest in the English language according to their teachers. As the results show, all participants without exception affirmed that their pupils are interested in learning the English language.

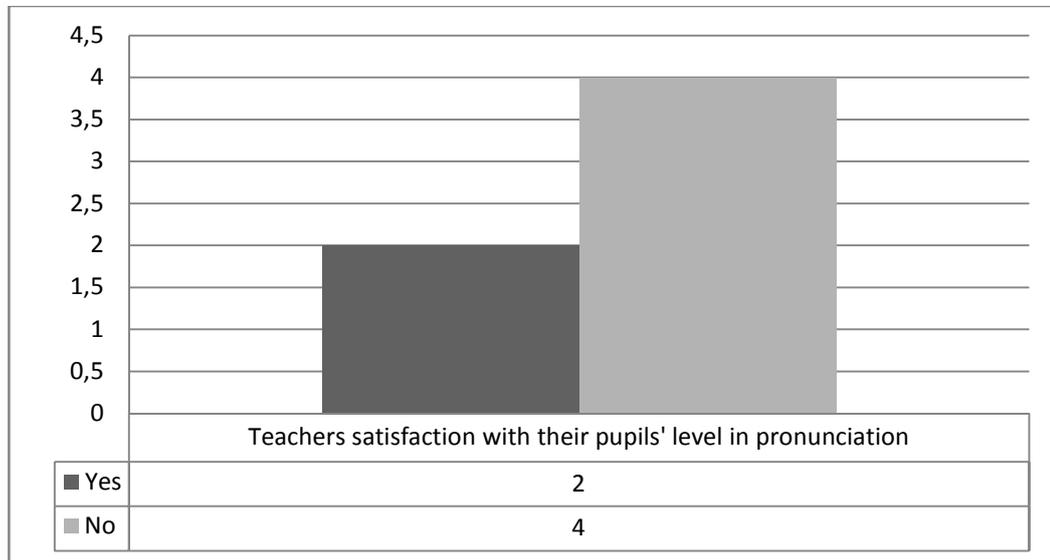
Interest is, in fact, one aspect of motivation which is the primary key to success. Hence, learners who are motivated to learn a language perform better and are ready to engage in all tasks and develop their learning skills. Teachers would, consequently, have less difficulty to interact with them and make them practice.

Q 3. Are you satisfied with your pupils' level of pronunciation in English?

Satisfaction with pupils' level in pronunciation	Frequency	Percent
Yes	2	33,33%
No	4	66,67%

Total	6	100%
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Table 3.15. Teachers’ Satisfaction with their Pupils’ Level in Pronunciation



Graph 3.13. Teachers’ Satisfaction with the Pupils’ Level in Pronunciation

As our research is about enhancing pupils’ pronunciation, this question sought to know first whether teachers are satisfied or not with their pupils’ level in pronunciation.

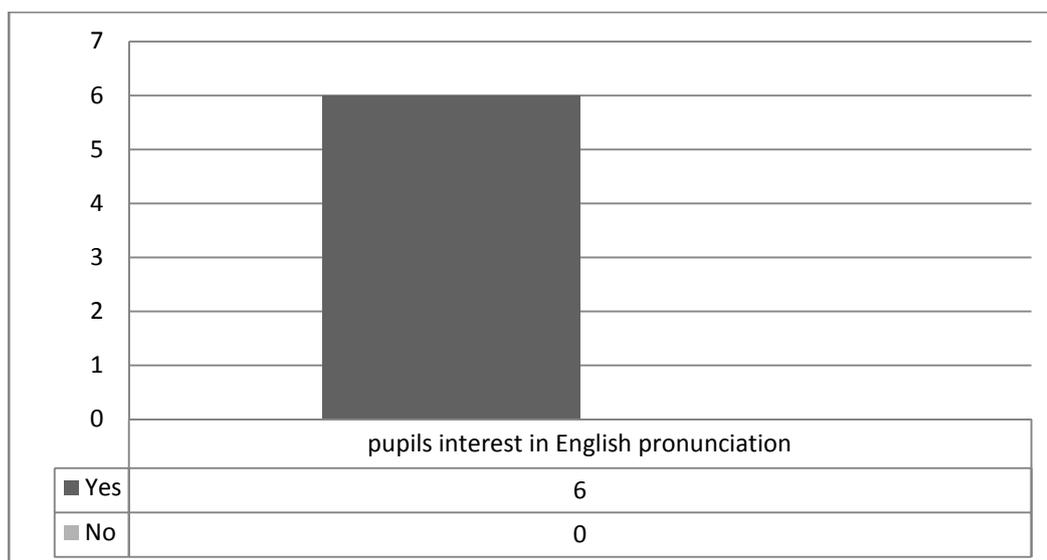
As the table and the graph display, the majority of teachers (4) reported that they are not satisfied with their pupils’ ability to pronounce English words while the minority (2 teachers) were positive towards their pupils’ level and showed their satisfaction.

Dissatisfied teachers explained their reply stating that their pupils do not know how to articulate the consonant and vowel sounds. They added that although pupils practice well in the classroom, they face problems during assessments. Another response came to target the lack of exposure to the English pronunciation through listening. Some teachers even referred to the lack of exposure to the English pronunciation through the listening process, and how it acts as motivational tool to get a better pronunciation.

Q 4. Do your learners show interest in learning the pronunciation of English?

Pupils interest in English pronunciation	Frequency	Percent
Yes	6	100%
No	0	00%
Total	0	100%

Table 3.16. Pupils' Interest in Learning the English Pronunciation



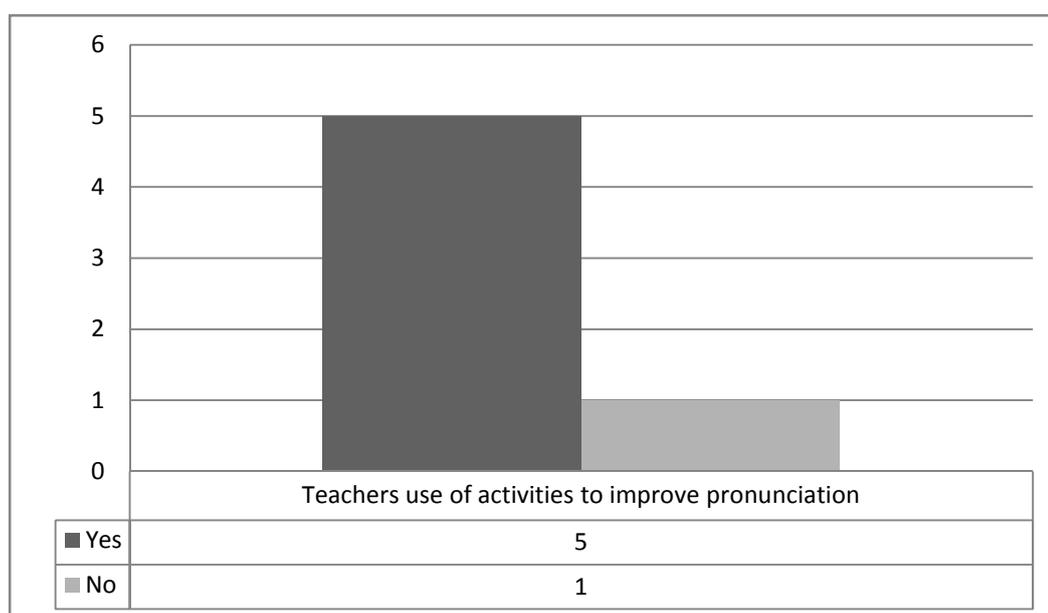
Graph 3.14. Pupils' Interest in Learning the English Pronunciation

This question was, in fact, closely related to the previous one as its purpose was to know the pupils' attitude about English pronunciation. Indeed, it aimed to see the teachers' opinion about whether pupils are interested to to learn English pronunciation despite the low/average level of the majority. Results revealed a positive response from all participants. They affirmed that their pupils want to know more about how to pronounce correctly in English which means that they are motivated and prepared to improve their level.

Q 5. Do you make any tasks/activities in class to improve their pronunciation?

	Frequency	Percent
Yes	5	83,3%
No	1	16,7%
Total	6	100%

Table 3.17. Teachers' Use of Pronunciation Activities



Graph 3.15. Teachers' Use of Pronunciation Activities

This question was aimed to see whether the teachers try to improve their pupils' level in pronunciation using appropriate tasks and activities and make them practice.

According to table 3.17 and graph 3.15, the majority of teachers (5) confirmed their use of pronunciation tasks/activities to improve their pupils' level of pronunciation and to remedy their weaknesses. One teacher, however, confessed not to use such activities in class.

We have added a sub-question to the teachers who reported their use of varied activities to see the kinds of the techniques used to enhance the pupils' level of pronunciation. A number of different techniques were mentioned by different teachers:

Listening to songs, watching videos, using dictionaries, exposing pupils to native speakers audio clips, listening to scripts read by the teacher him/herself, doing games, classifying words according to their consonant and vowel sounds, loud reading, listening and repeating, and acting out dialogues.

Clearly, most of these techniques rely on listening which is closely related to speaking. Therefore, pupils are first exposed to the language by listening to the correct pronunciation then they have to repeat what they heard. Teachers suggested songs, audio clips as suitable tools to practice listening and pronunciation practice. They also referred to reading and performing dialogues to use the language orally and, thus, improve their pronunciation.

Q 6. Which pronunciation task do your pupils interact more with?

This question was formulated to see what activity pupils prefer the most, and which triggers their motivation among those listed by the teachers in the previous question.

Most of the answers were merely the same. The most technique that triggers the pupils' attention and which they interact more with is the use of audiovisuals as they like to listen and imitate the sounds that they hear.

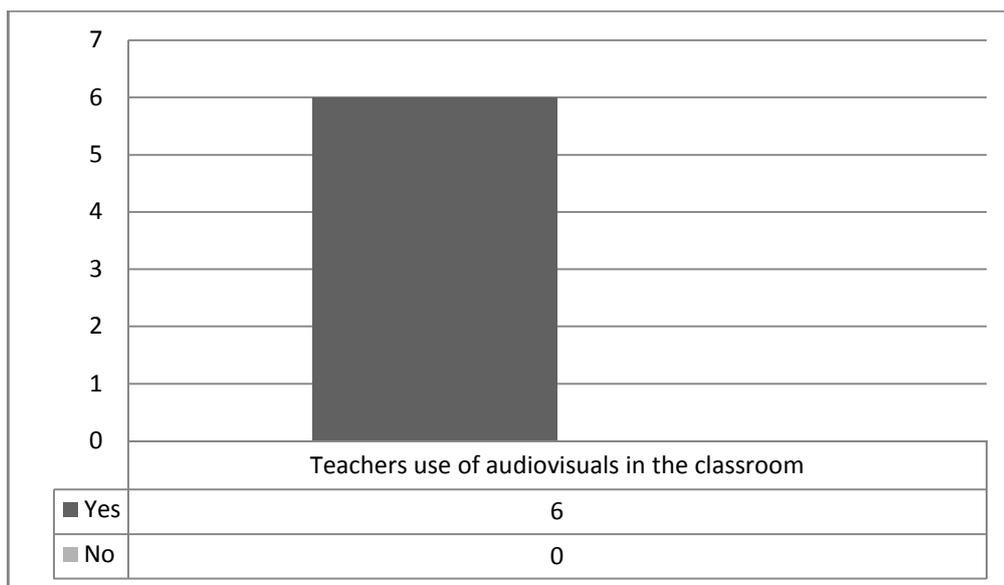
This finding is not surprising as learners, especially young ones, are attracted to audiovisual devises. Indeed, the combination of sound and animated images raises their attention and enhances their motivation. They find them attractive and enjoyable.

- **Section Three: Using Animated Cartoons to Teach English Pronunciation**

Q 1. Have you ever used audiovisual aids to teach English?

Teachers use of audiovisual	Frequency	Percent
Yes	6	100%
No	0	00%
Total	0	100%

Table 3.18. Teachers' Use of Audiovisuals in the English Class



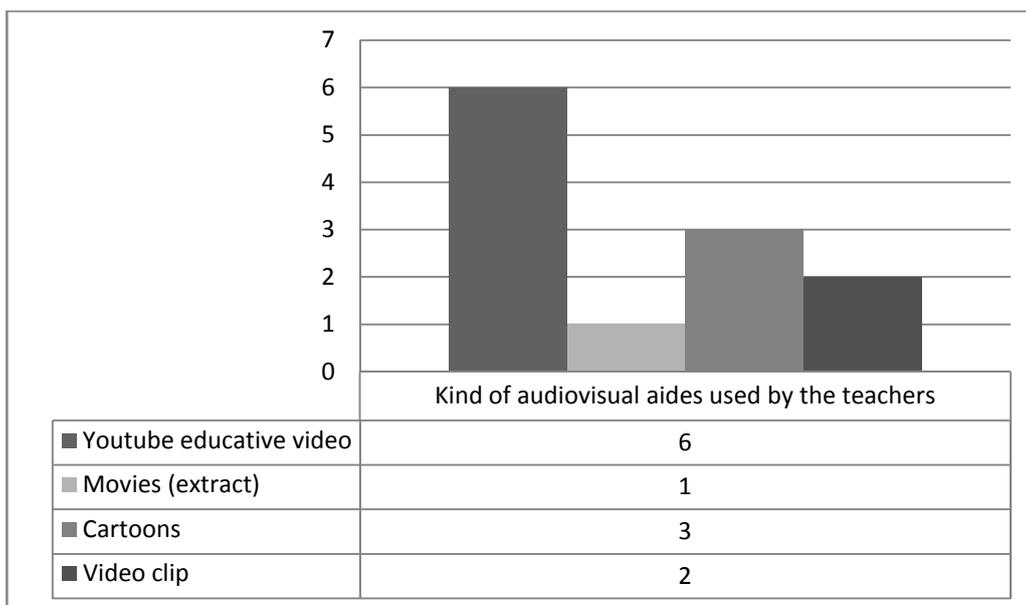
Graph 3.16. Teachers' Use of Audiovisuals in the English Class

As the table 3.18 shows, all of our sample teachers use audiovisuals to teach English in class, particularly pronunciation. Therefore, teachers think that these aids are suitable for teaching English Pronunciation.

Participants were then asked about the kind of audiovisual aids they use or have used before in their classes. They were given several options to choose from. Their answers are displayed in the table below.

Type of audiovisual aid	Frequency	Percent	Percent of cases
YouTube	6	50%	100%
Movies (extract)	1	8,3%	16,7%
Cartoons	3	25%	50%
Video clips	2	16,7%	33,3%
Total	12	100%	200%

Table 3.19. Audiovisual aids Types Used by Teachers



Graph 3.17. Audiovisual aids Types Used by Teachers

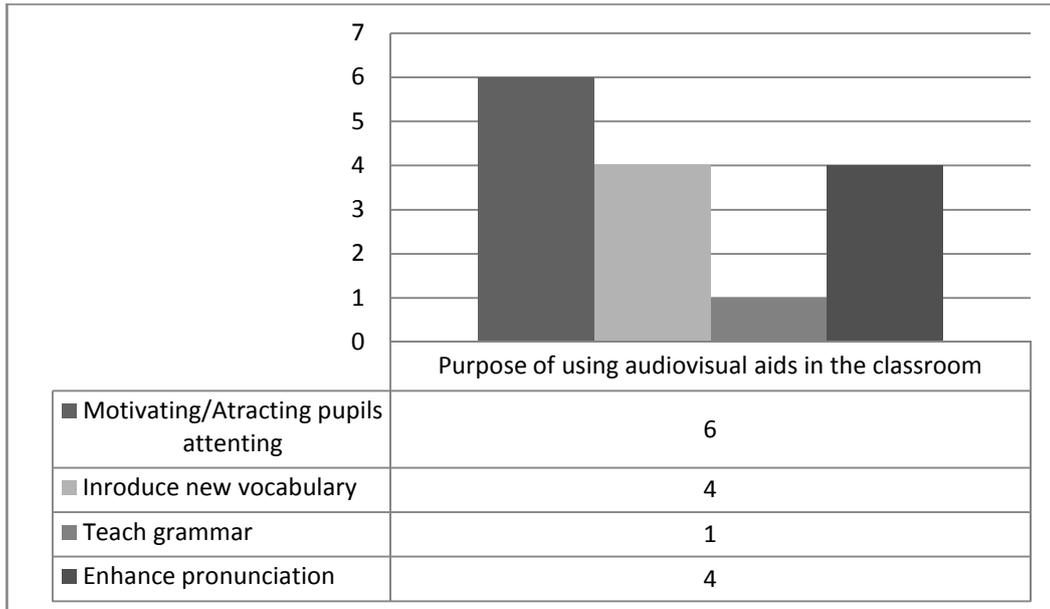
According to the results sorted out from the graph 3.17, we noted that all of the teachers use “YouTube educative videos”, then “cartoons” that were used by three teachers along with the previous aid and “video clips”. Two teachers use the latter in addition to “YouTube educative videos”.

We can conclude that YouTube educative video is the most suitable device used in English teaching according to our sample teachers along with cartoons. These are believed to be easy to extract and to use as well as they are motivating and engaging.

2. For what purpose do you use this kind of audiovisual aids?

Purpose of using audiovisual aids	Frequency	Percent	Percent of cases
Motivating/attracting pupils attention	6	40%	100%
New vocabulary	4	26,7%	66,6%
Teaching grammar	1	6,7%	16,7%
Enhancing pronunciation	4	26,7%	66,7%
Total	15	100%	250%

Table 3.20. Purpose of Using Audiovisual Aids in Class



Graph 3.18. Purpose of Using Audiovisual aids in Class

We have added this question to know why audiovisual aids are used by teachers in the classroom. From a multiple choice list, all teachers revealed to use the audiovisual to motivate their pupils and attract their attention. Along with the previous reason, four teachers use them to introduce vocabulary and enhance their pupils' pronunciation. Only one teacher uses audiovisuals to teach grammar as well as vocabulary and pronunciation.

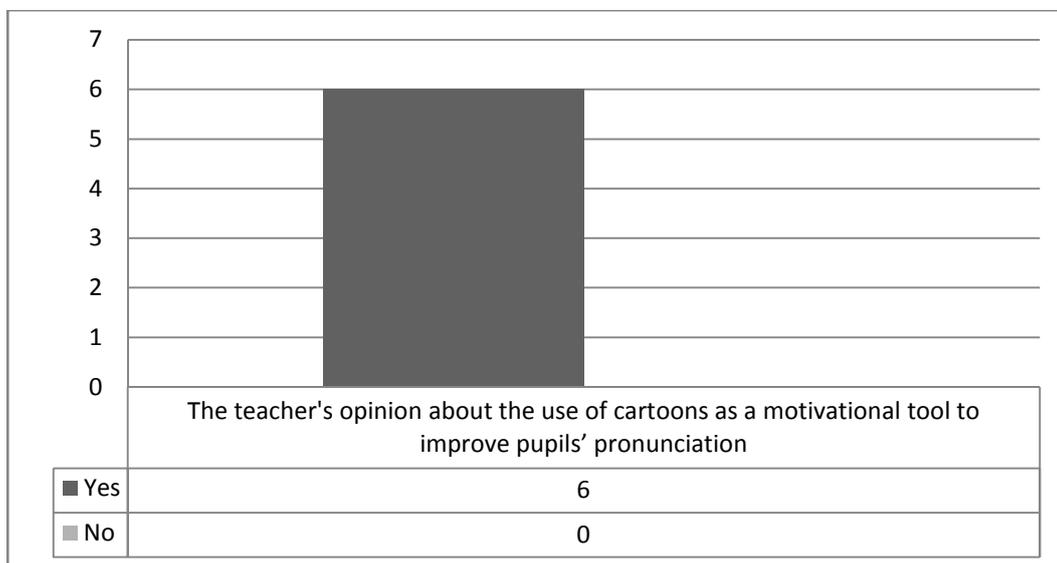
As a summary, we can say that teachers mainly use audiovisual aids to capture their pupils' attention and motivate them to learn the target language.

Q 3. Do you think that using cartoons in class can be a motivating tool for pupils to teach them correct pronunciation?

using cartoons as a motivational tool to improve pupils' pronunciation	Frequency	Percent
Yes	6	100%
No	0	00%

Total	6	100%
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Table 3.21. Teachers’ Opinion about the Use of Cartoons as a Motivational Tool to Improve Pupils’ Pronunciation



Graph 3.19. Teachers’ Opinion about the Use of Cartoons as a Motivational Tool to Improve Pupils’ Pronunciation

This question was held to see the teacher’s opinion about using cartoons as a motivational tool to improve pupils’ level of pronunciation, which is the case of our study. All of the teachers gave their positive feedback on the matter asserting that cartoons do effectively attract pupils’ attention and raise their motivation. Moreover, cartoons serve as a modal and a source to provide correct pronunciation of English.

Q 4. How do you think cartoons can improve middle school pupils’ pronunciation?

This open-ended question was made to see the possible ways that animated cartoons follow to improve pupils’ pronunciation (according to the teachers). All of the teachers who have participated in the questionnaire agreed on the same points. They all agreed that cartoons play a major role in attracting pupils’ attention and motivate them during the lesson in order not to get bored. In addition, the nature of cartoons as being an authentic

audiovisual material displays accurate pronunciation in a form that is funny and attracting to the young learners' mind.

Therefore, we can say that the obtained results confirm our main hypothesis stating that cartoons are a motivational tool that helps develop pupils' pronunciation level. These findings go also in correlation with the post-test findings.

Q 5. What do you suggest to improve middle school pupils' (beginner) level of English speaking skills in term of accuracy and fluency?

This open-ended question was added to seek any further techniques or strategies to improve pupils' level of English speaking. Most of the teachers reported that the pupils need to interact more with the language and engage more in conversations and speaking tasks. One participant said that teachers should give pronunciation the same importance as grammar; in other words, to teach it dependently and from the beginning. Furthermore, another interesting point was raised by one teacher who claimed that the teacher's style and mastery of the English language pronunciation can affect the pupils' attitude towards English language learning and making them seek to learn and love it. The last point was about the need to deal with the application of the learner-centered approach rather than the teacher-centered one to make the pupils at ease and to give them the opportunity to interact orally more often.

Further comments and suggestions

We added this part to give our respondents the opportunity to express their ideas and to add any comment or suggestion about using animated cartoons as a motivational teaching tool to improve pronunciation.

The majority of the sample added some comments except for one participant. The first teacher claimed that in teaching pronunciation, learners must have constant exposure to a very good teacher that master the pronunciation of English in addition to a big amount of

listening tasks (native speakers). The second teacher has placed a saying “The good teacher explains, the superior teacher demonstrates, the great teacher inspires.” He noted also that learners should be given the attention they need and the best teacher is the one who can provide it. The third teacher raised an interesting point; he stated that the teacher should be careful when choosing cartoons in order to avoid the bad impact of the cartoons on the learners’ behavior. Indeed, they should not be violent and aggressive. The fourth teacher insisted on the importance of motivation in the teaching process in order to make learners acquire the correct form of pronunciation. The last teacher made a significant comment concerning the difference between the British and American pronunciation and how there is a paradox in teaching the pupils the British one, while when they watch a movie or a cartoon, most of the famous ones are in the American style, so the learner may get confused.

2.3.2. Pupils’ Questionnaire

2.3.2.1. Aims of the Questionnaire

The questionnaire was held to gather information about the pupils’ opinion on the use of animated cartoons in the English classroom. In addition, it aimed to know pupils’ attitudes towards English pronunciation and how it is taught in class.

2.3.2.2. Administration of the Questionnaire

The questionnaire was distributed to a class of first year middle school pupils at Cide Nour Eddine Middle School in Tolga, Biskra. Forty (40) pupils were present that day. The researcher was present and available when participants needed explanation or clarification. All participants showed enthusiasm to answer. It took them 15 minutes to complete the questionnaire. Their teacher was cooperative and gave us the freedom to move in class and interact with pupils.

2.3.2.3. Description of the Questionnaire

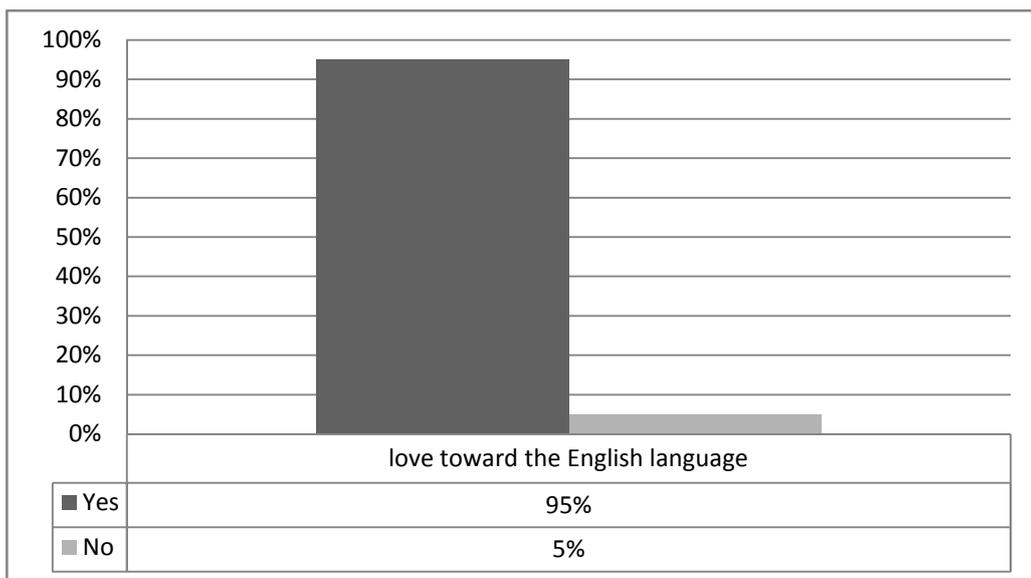
The pupils' questionnaire is semi-structured. It is composed of eight questions that mainly deal with the pupils' interest and motivation to study English as well as their attitudes towards English pronunciation and the use of cartoons as a teaching aid. For its design, we have taken into consideration pupils' level (beginners), so we have simplified the questions as much as possible and translated them into Arabic for better understanding.

2.3.2.4. Analysis of the Questionnaire

Q 1. Do you like the English language?

Choices	Frequency	Percent
Yes	38	95%
No	2	5%
Total	40	100%

Table 3.22. Pupils' Attitude towards the English language



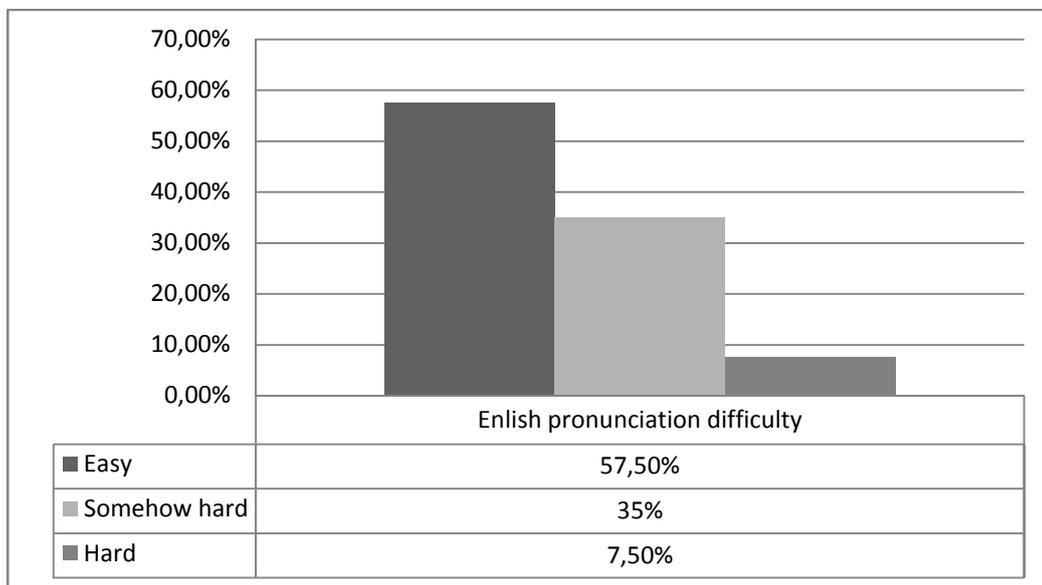
Graph 3.20. Pupils' Attitude towards the English Language

This question was aimed to show pupils' interest in the English language. As the graph 3.20 shows, the majority of participants (95%) demonstrated their positive attitude towards the English language. This reveals that they are motivated to learn it and ready to engage in tasks to learn the language and improve their level.

Q 2. What do you think about the English language pronunciation difficulty?

Choices	Frequency	Percent
Easy	23	57,5%
Somehow hard	14	35%
Hard	3	7,5%
Total	40	100%

Table 3.23. Pupils' Perception of English Pronunciation Difficulty



Graph 3.21. Pupils' Perception of English Pronunciation Difficulty

This question was set to determine the degree of difficulty of English pronunciation in the perspective of pupils. The results have shown that 57,5% of the sample finds the

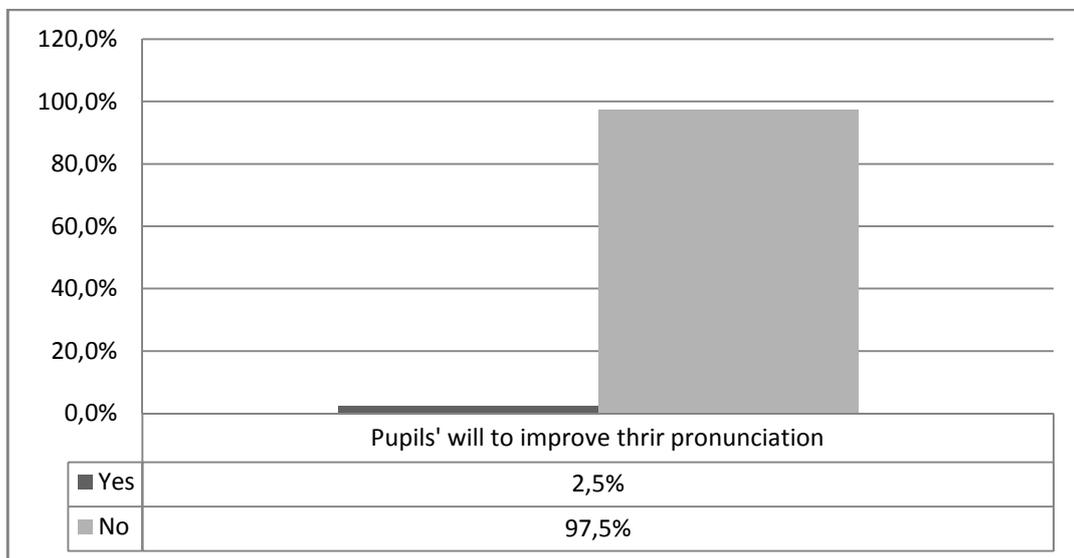
pronunciation of English easy while 35% sees it somehow hard, and 7,5% of the pupils think that it is a hard element to tackle.

We presume that those pupils who found it easy to pronounce English are those who showed their interest and motivation to learn English. In fact, motivation increases self-confidence and decreases anxiety. Indeed, motivated learners are supposed to take risks engaging in tasks and trying challenging activities.

Q 3. Do you want to improve your level in English pronunciation?

Choices	Frequency	Percent
Yes	39	97,5%
No	1	2,5%
Total	40	100%

Table 3.24. Pupils’ Desire to Improve their Level in Pronunciation



Graph 3.22. Pupils’ Desire to Improve their Level in Pronunciation

We have asked this question to see the pupils’ will and determination to improve their level in English pronunciation. As it is displayed in the table 3.24 and graph 3.22 almost all respondents (97,5%) want to improve their level in pronunciation. Only one pupil,

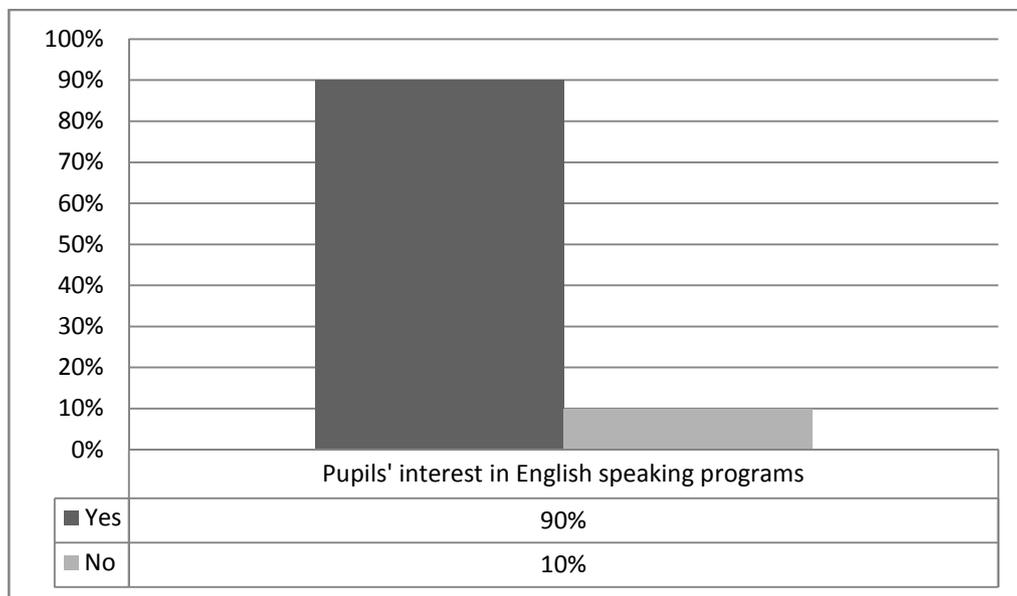
however, did not show the same enthusiasm and denied his/her will to do any effort to improve his/her level. This can be explained by a lack of interest, demotivation or because he/she did not understand well the question.

In sum up, the results (obtained from the majority) confirm pupils' motivation to learn English as well as their positive attitude towards it. These findings, in fact, concern the pupils who find English pronunciation easy in addition to those who consider it hard. This reveals their desire to perform well and to develop their oral skill.

4. Do you like to watch English speaking programs?

Choices	Frequency	Percent
Yes	36	90%
No	4	10%
Total	40	100%

Table 3.25. Pupils' Interest in Watching English speaking programs



Graph 3.23. Pupils' Interest in Watching English speaking programs

This question was added to see if the pupils' already have a background on the English speaking programs and whether they do have some exposure to the native

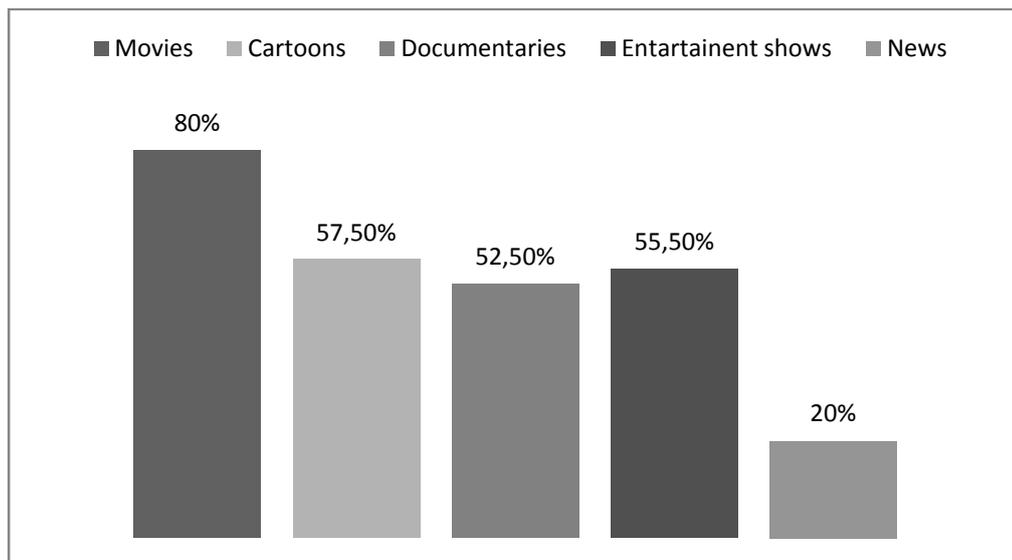
language. Unsurprisingly, the majority of pupils with a percentage of 90% revealed to have an interest in English speaking program as they like to watch them. These results confirmed once more pupils' motivation and positive attitude towards English.

On the other hand, 10% of the sample showed their negative response on the matter and reported that they do not like to watch such a kind of programs.

Q 5. What kind of programs do you like to watch?

Preferred program	Frequency	Percent	Percent of cases
Movies	32	30,2%	80%
Cartoons	23	21,7%	57,5%
Documentaries	21	19,8%	52,5%
Entertainment Shows	22	20,8%	55,5%
News	8	7,5%	20%
Total	106	100%	265%

Table 3.26. Pupils' Preferred English Speaking Programs



Graph 3.24. Pupils' Preferred English Speaking Programs

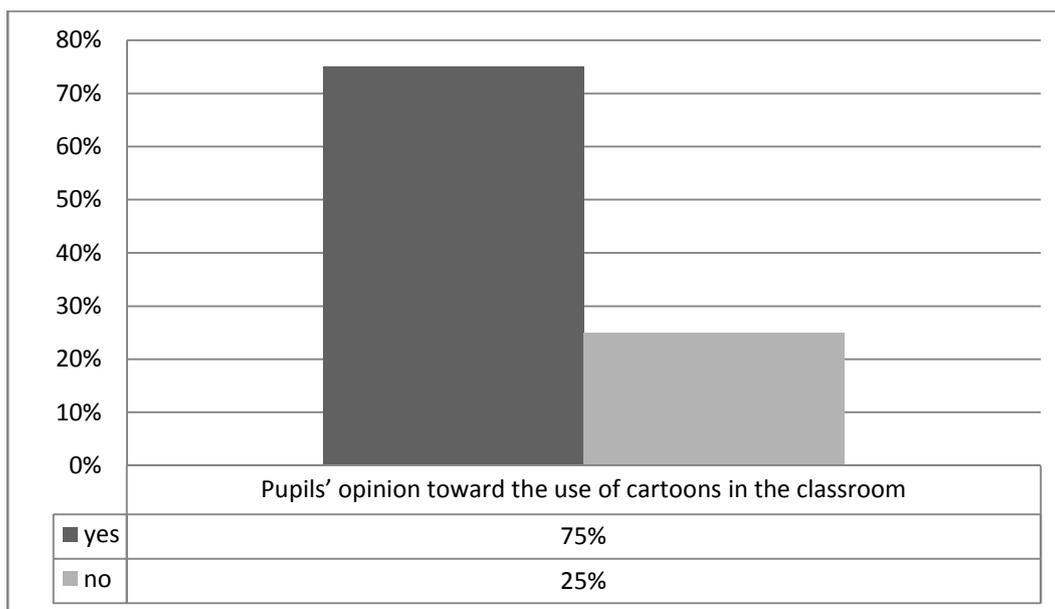
By asking this question, we wanted to see what is the category of programs that attract pupils' attention the most. We gave them five choices as it is shown in the table 3.26 and had the freedom to choose more than one answer.

According to the graph 3.24, 80% of pupils have chosen movies as the type of English speaking program they love to watch along with other choices. 57,5% chose cartoons, 55,5% like to watch entertainment shows, 52,5% gave preferred documentaries along with the other choices, the lowest kind of programs to be chosen by pupils was news with a percent of 20% it seems that it does not capture the young learner attention comparing with movies and cartoons.

Q 6. Do you think that it is good to use animated cartoons as an English teaching tool in the classroom? If “yes” explain.

Choices	Frequency	Percent
Yes	30	75%
No	10	25%
Total	40	100%

Table 3.27. Pupils' Opinion about the Use of Cartoons as a Teaching Tool



Graph 3.25. Pupils' Opinion about the Use of Cartoons as a Teaching Tool

This question aimed to see pupils' attitude towards the use of cartoons as a teaching tool and their ability to learn with it in the classroom. 75% of pupils gave their positive feedback on the usage of animated cartoons as a teaching tool in the classroom while 25% responded negatively and did not find it as a good idea.

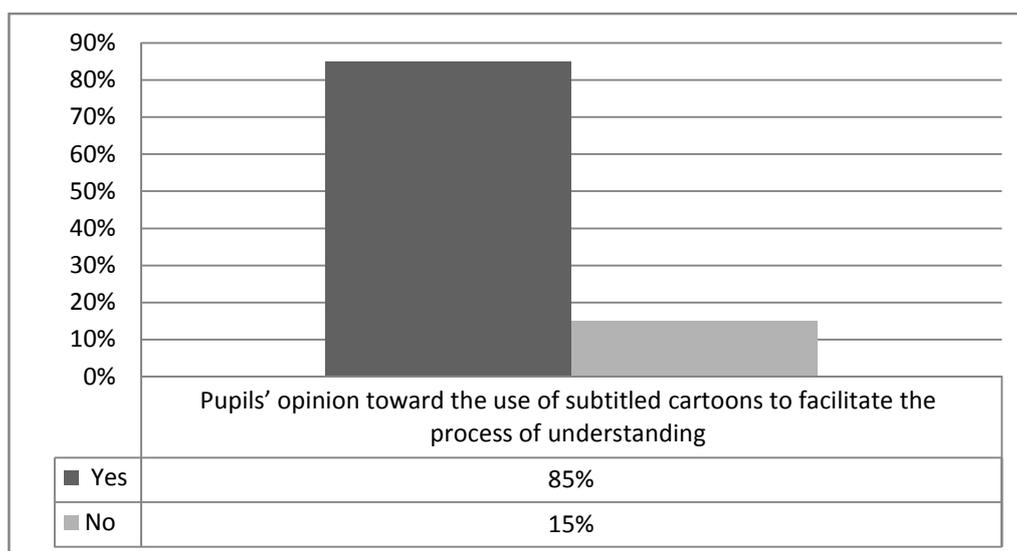
Pupils who submitted a positive answer to this question were asked then to justify their choice and to provide us with reasons to use the cartoons as a teaching tool. The majority have provided us with explanations. Mainly all the pupils have agreed on the same points arguing that cartoons are a motivational tool that present new vocabulary and introduce the lessons in an easy and funny way that is effective to the pupils. Also, it helps them in acquiring English pronunciation in an enjoyable way and understanding the language without difficulties.

Q 7. Do you think that watching subtitled cartoons help in the understanding of the language?

Choices	Frequency	Percent
Yes	34	85%

No	6	15%
Total	40	100%

Table 3.28. Pupils’ Opinion about the Use of Subtitled Cartoons to Facilitate Comprehension



Graph 3.26. Pupils’ Opinion about the Use of Subtitled Cartoons to Facilitate Comprehension

For this question, the notion of “subtitles” appeared. The purpose was to see if pupils prefer subtitled cartoons to help them understand the language or they are satisfied with the non-subtitled ones. This point could be further developed in other studies.

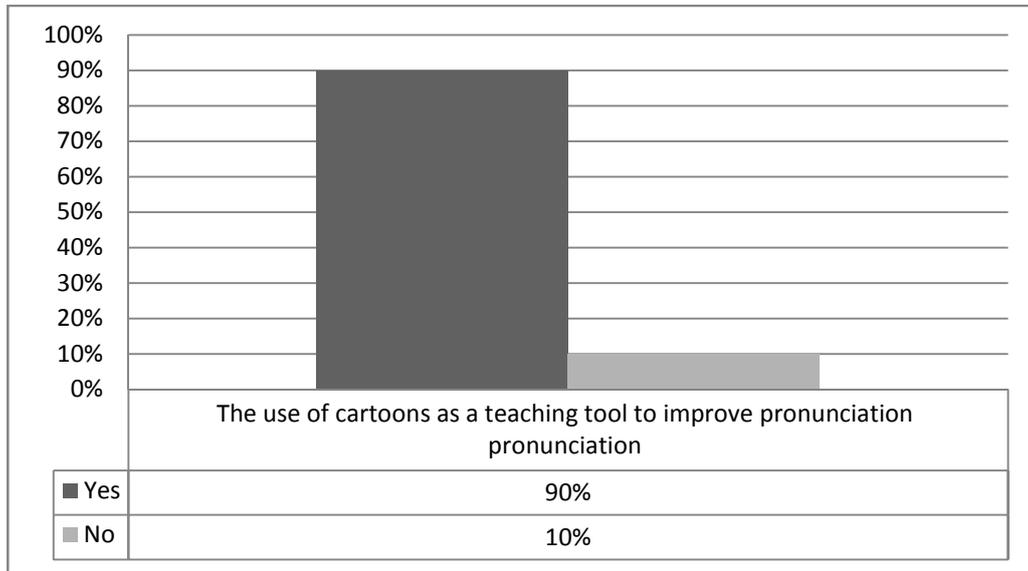
As the graph 3.26 displays, 85% have confirmed the importance of subtitled cartoons in understanding the language while 15% of them find it unnecessary.

Q 8. Do you think that animated cartoons can improve your pronunciation in English?

Choices	Frequency	Percent
Yes	36	90%
No	4	10%

Total	40	100%
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Table 3.29. Pupils’ Opinion about the Use of Cartoons to Improve Pronunciation



Graph 3.27. Pupils’ Opinion about the Use of Cartoons to Improve Pronunciation

We aimed through this question to see the pupils’ perspective on using cartoons to improve the pronunciation of English, which is the topic of our study.

90% of the sample confirmed our hypothesis and asserted that cartoons are suitable to improve pronunciation. Undoubtedly, they see it as a useful teaching technique that provides correct pronunciation in addition to its practice. Nevertheless, only 15% of the sample think it is irrelevant and reacted negatively towards using cartoons as a teaching tool to improve pronunciation.

Conclusion

This chapter was concerned with the description of the results that were gathered by the selected tools that suited the aim of our study which are: two questionnaires, a classroom observation, and a test. The pupils’ questionnaire was handed to 40 pupils, it was set to determine whether pupils do watch English animated cartoons and if they are

interested in improving their level in the matter. Significantly, most of the pupils have reported their positive attitude towards animated cartoons and their will to improve their level in English pronunciation. Furthermore, mainly all of them have pointed out the motivational factor that animated cartoons can add to the process of learning in order not to get bored and to make the learning process more fun and enjoyable.

Another questionnaire was distributed to a different set of first year middle school teachers from four different institutions, six teachers accepted to answer. It was aimed to see the teachers' attitude toward teaching pronunciation and the different techniques used to do so and their opinion about the use of animated cartoons as an audiovisual tool that enhances pupil's level of pronunciation and raise their attention during the lesson. After the analysis of the information gathered from this tool, we have found that most of the teachers try to give importance to the pronunciation, but grammar and vocabulary take priority. Also, we have found that they use audiovisual tools in the classroom to teach vocabulary and to keep their pupils motivated during the lesson. Moreover, all of the teachers have claimed that the use of animated cartoons is an effective way to teach beginners the English language. Some of them have added that the teacher must be selective and analyze the content before it is presented to the pupils.

The second tool selected to fulfill the requirement of this study was a classroom observation it was aimed to note the live reaction of learners towards the use of animated cartoons as a teaching tool in the classroom. The observation was conducted in Cide Nour Eddine Middle School in Tolga, Biskra. We have selected one classroom of 42 pupils. The observation has lasted for nearly two months (from 14-02 till 18-04 of the same academic year). Seven different videos were presented (see appendix F); each video was presented at the beginning of the lesson as a warm up. The results have shown that animated cartoons

played a major role in raising pupils' attention and motivation during the lesson in addition to the acquirement of a sane pronunciation which was the aim of our study.

The last tool selected for this study was the experiment using a pretest and a post-test. It was selected to test the learner's level in English pronunciation before and after the exposure to the animated cartoons to see whether it was effective or not. A sample of twenty pupils was selected randomly in the pre-test, and the same sample was examined in the post-test to calculate the difference in scores. The content of the test was the same. We have selected thirteen (13) different words that were gathered from the videos presented to them and five simple sentences to test their fluency. The results of the post-test have shown a remarkable improvement in pupils' level of pronunciation; in fact, the mean of the difference was six points which is a great improvement. Relying on the previous results, we have come to a conclusion that proves the positive effect of the exposure to animated cartoons on pupils' level of pronunciation.

According to the gathered information and their analysis, we have positively confirmed the alternative hypothesis stating that animated cartoons is a motivational tool that enhances middle school pupils' level of English, particularly in terms of pronunciation. Also we have answered the research questions raised by the researcher: Why English is difficult to pronounce by Algerian children (beginners)?, Can animated cartoons be an effective tool in teaching and learning English as a foreign language in first-year middle school classrooms? And how can animated cartoons improve English pronunciation?

General Conclusion

General Conclusion

The lack of mastering the English pronunciation by learners in Algeria was the main trigger to conduct this experimental study that sought to investigate the effect of animated cartoons as a motivational tool that improves pupils' level of pronunciation. It is believed that the first pronunciation a learner acquires sticks with him/her during his/her whole life. In the case of Algeria, the first academic encounter with the English language is the first year of middle school; thus, we wanted to see the pupils level of pronunciation and note the effect of exposure to a native audiovisual tool such as animated cartoons on their level of pronunciation as well as to see the amount of motivation during the lesson. This tool was selected due to its fun nature and simplicity in providing information and unconscious acquisition of a correct pronunciation.

This study was divided into three chapters: the first chapter was a literature review that dealt with the nature of pronunciation and its most significant aspects, the second chapter was a brief account of the previous works that dealt with animated cartoons, its history, and its relation to learning and teaching foreign languages. It also noted the importance of motivation that animated cartoons can provide and its importance to the process of learning and teaching the English language. The last chapter was conducted to describe the methodology of the work to fulfill the research requirement. A mixed-method approach has been chosen due to its convenient nature to the requirement of our study. In addition, this chapter has dealt with the analysis and discussion of the results that were gathered by the selected research tools which are: an experiment as the main tool besides two questionnaires, and a classroom observation. These tools helped the researcher in collecting the needed information to answer the questions that were raised at the beginning of the research and to test the hypothesis that was claimed by the researcher. By

relying on the results, the alternative hypothesis was positively tested, and the questions were answered as follows:

Why English is difficult to pronounce by Algerian children?

- It is difficult due to the lack of exposure to it, and because they are not used to the English phonemes. The French phonemes have a greater impact on their pronunciation due to the fact that French is exposed to them since the third year in the elementary school.

Can animated cartoons be an effective tool in teaching and learning English as a foreign language in first-year middle school classrooms?

- Yes, it can.

How can animated cartoons improve English pronunciation?

- By providing them with correct native pronunciation.

Recommendation and Suggestions

Recommendation and Suggestions

The findings provided the following insights that will raise the awareness of using animated cartoons in foreign language classrooms to improve pupil's level of pronunciation.

- **Recommendations for Teachers**

-Teachers must master the English pronunciation because they have a great deal in the way pupils acquire the pronunciation. Indeed the teacher is the modal in class, and he is imitated by all of the pupils.

-Teachers are advised to use animated cartoons in the classroom in order to motivate their learners during the lesson and engage them in tasks.

-Teachers are recommended to be selective in the choice of animated cartoons and to see whether they are suitable or not before presenting them to the learners.

-Teachers are advised to use animated cartoons to help their pupils learn new vocabulary in an enjoyable manner.

-Teachers are advised to be creative in presenting the lesson and to know what grabs their learner's attention.

-Teachers have to give more attention to teaching pronunciation and to practise communication tasks in the classroom.

- **Recommendations for Pupils**

-Pupils are asked to watch programs that enrich their vocabulary and make them acquire a good pronunciation.

-Pupils are advised to vary the ways that they learn a language in, and do not only rely on the teacher or the coursebook.

-Pupils must be aware of the importance of foreign languages in the daily life.

-Pupils are advised to watch English speaking cartoons outside the class to improve their pronunciation.

- **Recommendations for Researchers**

Through the process of investigating the effect of animated cartoons on pupil's level of pronunciation and motivation towards learning, some advice must be taking into consideration.

-Future researchers are advised to apply animated cartoons to teach not only pronunciation but also to teach vocabulary, grammar, and idioms in advanced level of English teaching.

-It is recommended that future experimental research should deal with more than one group and the groups must be small in number, no more than 25 learners in order to control and to assess all of them at the same time.

- **For the Administration**

-The administration is asked to provide the teachers with the equipment to present audiovisual tools in the classroom.

-The administration is highly recommended to divide learners into small groups in order to ensure a good understanding and fair assessment for the learners.

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Appendices

Appendix A

Teacher's Questionnaire

This questionnaire is a part of a master dissertation about “**The Effect of Animated Cartoons as a Motivational Teaching Tool That Improves Pupil's Level of Pronunciation**”. Therefore, this work aims to collect data about teaching English pronunciation in classrooms as well as about the different techniques doing so.

Your collaboration would be of great help as your points of view and experience would be valuable to the analysis and results of the research.

Please tick the box(es) corresponding to your answer and add comments whenever needed. Thank you.

Section One: General Information

1- Please specify your gender: Male Female

2- What is your educational level?

Bachelor Master Magister

3- How long have you been teaching English in the middle school?

0-1 year 1-5 years more than 5 years

4- While teaching middle school pupils, what aspect of the English language you have found more difficulties with?

Grammar Vocabulary Pronunciation other: _____

Section Two: Teaching Pronunciation

1- How do you evaluate your pupils' level of English?

Very good Good Bad Very bad

2- Are your pupils interested in learning English?

Yes No

3- Are you satisfied with your pupils' level of pronunciation in English?

Yes No

- Please explain:

4- Do your learners show interest in learning the pronunciation of English?

Yes No

5- Do you make any tasks/activities in class to improve their pronunciation?

Yes No

- If “yes”, what are these tasks?

6- Which pronunciation task do your pupils interact more with?

Section Three: Using cartoons to teach English

1- Have ever used audiovisual aids to teach English?

Yes No

- If “yes”, what kind of aids have you used?

- Youtube educative videos
- Movies (extracts)
- Cartoons
- Video clips
- Other(s) (please specify): _____

2- For what purpose do you use this kind of audiovisual aids?

- Motivating pupils/ attracting their attention
- Introducing new vocabulary (in context)
- Teaching a grammar rule
- Enhancing pronunciation
- Other: _____

3- Do you think that using cartoons in class can be a motivating tool for pupils to teach them correct pronunciation?

Yes No

4- How do you think cartoons can improve middle school pupils' pronunciation?

5- What do you suggest to improve middle school pupils' (beginners) level of English speaking skills in term of accuracy and fluency?

6- In case you have any further comment, please do not hesitate to share it.

Thank you for your cooperation

Appendix B

Pupils' Questionnaire

This questionnaire is a part of a master dissertation that seeks to gather information about the effect of animated cartoons on pupil's pronunciation.

Your collaboration would be of great help in the analysis of the informations of the research and the credibility of the results.

Please tick the box(es) corresponding to your answer and add comments whenever needed. Thank you

هذا الاستبيان جزء من رسالة ماستر تسعى لجمع معلومات حول تأثير الرسوم المتحركة على نطق التلميذ.
سيكون تعاونك مفيدًا للغاية فيما يخص تحليل المعلومات المستخلصة من البحث و مصداقية النتائج .
يرجى وضع علامة في الخانة المناسبة لإجابتك وإضافة التعليقات عند الحاجة. شكرًا لكم

1-Do you like English Language?

Yes No

1-هل تحب اللغة الانجليزية؟

نعم لا

2- What do you think about English language pronunciation difficulty?

Easy somehow hard hard

2-ما هو رأيك بخصوص صعوبة النطق في اللغة الانجليزية؟

سهل صعب لحد ما صعب

3- Do you want to improve your level in English pronunciation?

Yes No

3- هل تريد تحسين مستواك في النطق باللغة الانجليزية؟

نعم لا

4 - Do you like to watch English speaking programs?

Yes No

4- هل تحب مشاهدة البرنامج باللغة الانجليزية ؟

نعم لا

5-What kind of programs in English do you watch?

5- ما نوع البرامج المتحدثة بالانجليزية التي تشاهدها؟

- | | | |
|------------------------|-------------|--------------------------|
| a- Movies | افلام | <input type="checkbox"/> |
| b- Cartoons | رسوم متحركة | <input type="checkbox"/> |
| c- Documentaries | اشرطة | <input type="checkbox"/> |
| d- Entertainment shows | حصص ترفيهية | <input type="checkbox"/> |
| e- News | اخبار | <input type="checkbox"/> |

6- Do you think that is good to use animated cartoon as an English teaching tool in the classroom?

Yes No

6- هل تظن أنه من الجيد استخدام الرسوم المتحركة كأداة تعليمية للغة الانجليزية في القسم؟

نعم لا

- If « yes », explain why. اذا اجبت ب "نعم" اشرح لماذا

.....
.....
.....

7-Do you think that watching subtitled cartoons helps in the understanding of the language?

Yes No

7-هل تظن ان مشاهدة الرسوم المتحركة المترجمة تساعد في فهم اللغة ؟

نعم لا

8- Do you think that animated cartoons can improve your pronunciation in English?

Yes No

8-هل تظن ان مشاهدة الرسوم المتحركة بالانجليزية ستساعدك في تحسين نطقك للغة ؟

نعم لا

Appendix C

The Pre&Post Test

Student Name :

Teacher / / Morning / / Scissors / / Pencil case / / Stomach / / Square / / Carrot / /
Peach / / Thirsty / / Triangle / / Tongue / / Angry / / Daily / /

My name is Paule, I like sports.

Can I open the window?

Do your homework.

I love my family.

Good morning aunt Kathy.

Appendix D

Lessons Plan of the Teacher

« Lesson Plan »

School : Cid Noureddine Middle School, Tolga
 Level : MS1 Sequence : 03 Lesson : 01 « I listen and do » Teacher : Habache Djamilia
 Framework : PDP
 Objective : By the end of my lesson, my PPs will be able to name the different activities they do daily and they will know the parts of the day (morning-afternoon-evening-night)
 Target competencies : Interact-Interpret-Produce
 Domain : Oral-Written-Both
 Target structure : Daily activities+ simple present with the pronoun « I »
 Material : Data show- flashcards- worksheets-board
 Cross-curricular competencies :
 Intel : PP scan think and use the language
 Metho : PP scan work in pairs
 Com : PP scan use the language correctly to communicate
 Perso-social : PP scan develop attitudes of friendship.
 Core values : Valuing time

*20-02-2019
21-02-2019*

Time	Procedure	PPs tasks	Objectives	Focus	VAKT
	<p>Warm up + pre listening : T greets and welcomes her PPs T underlines the day in the date and asks her PPs to read it, then she asks them to give her the rest of the days. 1-Sunday 2-..... 3-..... 4-..... 5-..... 6-..... 7-..... Then she asks them what are these ? in order to end with the word « days » She writes this : Day 1-Morning 2-.....3-.....4-..... And she invites the PPs to complete. T helps them. T now says : Today we are going to see a day in the life of a pupil from America.</p> <p>During listening : T explains : You are going to watch a video about the day of the American boy. You watch and do task one.</p> <p>Task one : I watch the video one time and I pay attention to the daily activities of the boy, I watch again and I repeat after the boy. Task two : I watch the video and I sort out the daily activities. Task three : I watch the video again and I reorder the following daily activities.</p> <p>Post listening : T pins two flashcards on the board (A boy performing his ablution and praying) She explains : I am a muslim, I perform my ablution and I pray. Now, T says : Talk about your daily activities as a muslim boy using the previous activities.</p>	<p>PPs greet their T</p> <p>PPs answer the T they name the days of the week</p> <p>PPs try to find the parts of the day</p> <p>They write on the board</p> <p>PPs work in pairs to do the tasks</p> <p>PPs interpret the pictures</p> <p>PPs follow the T</p>	<p>Welcoming the PPs motivating them</p> <p>Brainstorming the PPs</p> <p>Revising the days</p> <p>Introducing parts of the day in order to clarify the concepts of time and action</p> <p>Listen for a purpose</p> <p>Using the new structure in a real context by the PPs / getting the PPs involved</p>	<p>T L</p> <p>L T</p> <p>T L</p> <p>L T</p> <p>L L</p> <p>T L</p>	<p>VAKT</p>

	PPs talk Correction. Reference : They write the daily activities they learnt.	PPs talk PPs copydown	Reference	L L	
--	---	--------------------------	-----------	--------	--

What hindred	What worked	Action points
.....
.....
.....
.....

Appendix E

Classroom Observation Checklist

Teacher:

Date:

Place:

Time:

Class observed:

Number of students:

Lesson objective:

Items to be observed	Characteristics	Observed	Not observed
Classroom atmosphere	<ul style="list-style-type: none">- The classroom is comfortable and well managed.- The classroom is well equipped (data show, ...)- The atmosphere is participative/active- The existence of boredom/confusion/demotivation.- The atmosphere is calm and appropriate for teaching/learning- The time allocated to present material/course and do practice is sufficient.		
Material (cartoons) presentation and use	<ul style="list-style-type: none">- The video is well designed (attractive)- The video is clear in terms of image quality, colours, and sound.- The video content (cartoon topic) is relevant to the lesson/syllabus- The video is played once/repeated- The content (words/sentences) is comprehensible /at the level of learners.- There is a variety of cartoon topics.- The content emphasizes pronunciation.		
Teacher's role	<ul style="list-style-type: none">- The teacher introduces the lesson (warming up)- The teacher is skilled in using ICT materials- The teacher explains well the lesson/cartoon content.- The lesson is well planned (all stages are followed)- The teacher use gestures, mime.- The teacher encourages/motivates		

	<p>pupils to interact/ participate.</p> <ul style="list-style-type: none"> - The teacher corrects pupils' mistakes. - The teacher makes all pupils practice (develop their pronunciation) - The teacher uses Arabic for clarification. 		
Pupils' reaction/attitude	<ul style="list-style-type: none"> - Pupils are attentive/ involved in the lesson - Pupils are excited/ motivated/show positive attitude to watch cartoons. - Pupils are calm during the video playing - Pupils are active and participate in tasks (drills). - Pupils are shy/anxious to speak. - Pupils make mistakes in pronunciation. 		

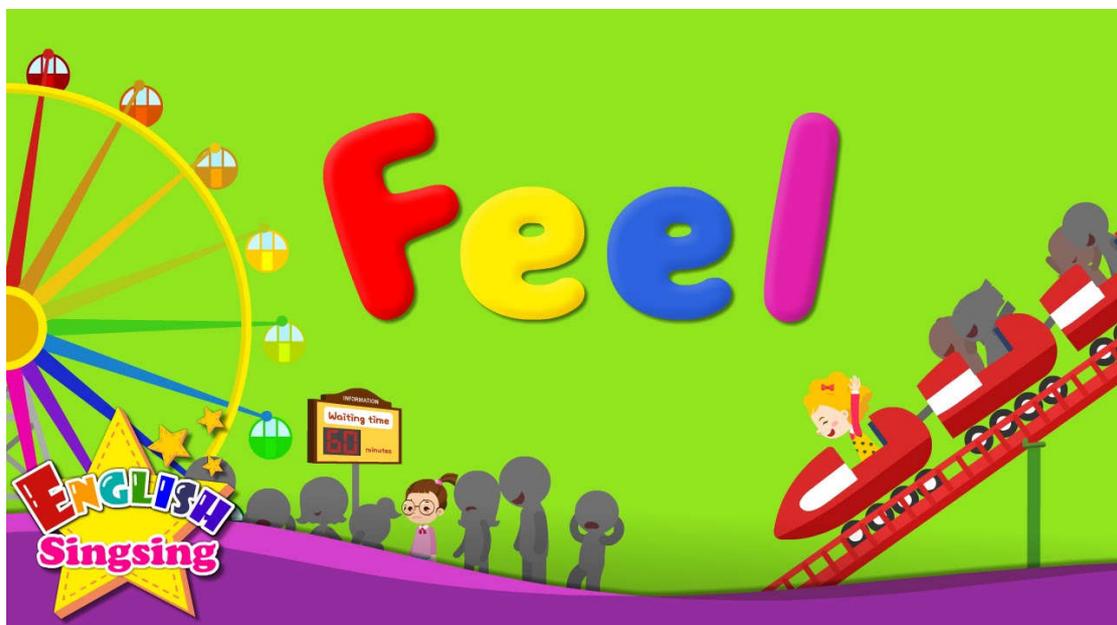
Third video: School supplies

Link: <https://youtu.be/AS5nhKzaOqo>



Fourth vide: Feelings

Link: <https://youtu.be/o5jZIsWsfSE>



Fifth video: Body parts

Link: <https://youtu.be/SUt8q0EKbms>



Sixth video: Fruits and vegetables

Link: https://youtu.be/utwgf_G91Eo



Seventh video: Shapes

Link: <https://youtu.be/jbxXG6hwcRk>



Résumé

Avoir une prononciation compréhensible est un facteur crucial pour communiquer et interagir avec les gens. Les enseignants dans les écoles secondaires ne se concentrent pas assez sur l'enseignement de la prononciation de l'Anglais mais la fusionnent simplement comme un sous-élément dans une leçon de grammaire, par conséquent, l'étudiant n'acquerra pas une bonne prononciation en raison du manque d'exposition à la langue native. En ce qui concerne ce problème, nous avons mené une étude qui cherche à étudier l'utilisation des dessins animés comme outil de motivation pour améliorer la prononciation. Pour atteindre notre objectif, nous avons opté pour une approche mixte en choisissant trois types d'outils de collecte de données : une expérimentation (deux tests), deux questionnaires,et une observation. Un échantillon de 20 élèves de première année secondaire a été sélectionné pour tester l'hypothèse et répondre aux questions soulevées par le chercheur. L'analyse et la discussion des ont révélé que les dessins animés peuvent être utilisés pour améliorer le niveau de prononciation de l'anglais des élèves de première année; c'est aussi un outil efficace qui augmente la motivation des élèves pendant la leçon afin de ne pas s'ennuyer. Par conséquent, l'hypothèse selon laquelle les dessins animés sont un outil de motivation qui améliore le niveau d'anglais des élèves du secondaire, en particulier en termes de prononciation a été positivement prouvée et les questions de recherche ont été répondues.

Mots-clés : prononciation, dessins animés, motivation, première année d'école intermédiaire.

المخلص

وجود نطق واضح هو عامل حاسم للتواصل والتفاعل مع الناس. لا يركز المعلمون في المدارس المتوسطة بما فيه الكفاية على تدريس نطق اللغة الإنجليزية ، بل يدمجونها كعنصر فرعي في درس القواعد النحوية ؛ وبالتالي ، هناك نقص في التعرض للغة الأم ، مما يؤدي إلى حقيقة أن المتعلمين لا يحصلون على نطق جيد. أصبحت الوسائل السمعية والبصرية ، الرسوم المتحركة على وجه الخصوص ، وسيلة شائعة لتعليم نطق اللغة الإنجليزية. للتحقيق في هذه المشكلة ، أجرينا دراسة تجريبية تسعى إلى اختبار استخدام الرسوم المتحركة كأداة تحفيزية لتحسين نطق المبتدئين في اللغة الإنجليزية كلغة أجنبية. لقد اخترنا أسلوبًا مختلطًا عن طريق اختيار ثلاثة أنواع من أدوات جمع البيانات: استبيانان ، وملاحظة في الفصل ، واختبارات للتصميم شبه التجريبي. لقد اخترنا عينة من 20 تلميذًا في السنة الأولى في مدرسة الصيد نور الدين الإعدادية بالإضافة إلى عينة من ستة مدرسين للغة الإنجليزية من مدارس متوسطة مختلفة لإضافة مزيد من التعليقات على الموضوع. بعد كشف و تحليل النتائج ارتأينا الى ان الرسوم المتحركة اداة فعالة لتعزيز تحفيز تلاميذ السنة الأولى وتحسين مستوى نطق اللغة الإنجليزية لديهم. في الواقع ، أظهرت النتائج الموقف الإيجابي لكل من التلاميذ والمعلمين تجاه الرسوم المتحركة كأداة تعليمية. لذلك ، فإن الفرضية التي تشير إلى أن الرسوم المتحركة هي أداة تحفيزية تعزز مستوى تلاميذ المرحلة المتوسطة من اللغة الإنجليزية ، خاصة فيما يتعلق بالنطق تم إثباتها بشكل إيجابي وتمت الإجابة عن أسئلة البحث.

الكلمات المفتاحية : النطق, الرسوم المتحركة , التحفيز, السنة الاولى من التعليم الاعدادي.