

# Elementary Students' Motivation and Attitudes toward English Animated Cartoons at a Cram School

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## **Abstract**

*The purpose of this study was intended to investigate both students' and teachers' attitudes of using animated cartoons in a cram school; it also explored the attitudes and students' motivation of using animated cartoons in learning English. Moreover, the impact of using animated cartoons as alternative methods for language learning was also addressed. This study involves two main phases: a pilot study and a formal study. One questionnaire is complied with record students' learning background. A pilot study was implemented on 17 elementary students (experimental group 8; control group 9). This initial background research provides groundwork for the formal study. To conduct the experiment, 60 participants are randomly selected from a cram school in Kaohsiung County, and divided into two groups, 34 for experimental group and 26 for control group. The result of the study showed that using the subtitled animated cartoons increased the motivation for language learning more than text-based materials.*

*While watching cartoons, teacher might use the adequate speed to fit students' levels because students felt the speed of conversation in English animated cartoons was too fast. Most of the students felt regular pauses during the film followed explanation helped them understand more content to boost their learning effectiveness. For achievement in listening, it showed a slight increase by the use of the cartoons than the text-based materials.*

**Keywords:** cartoon animation movie, cram school

## 1. INTRODUCTION

Numerous changes have been made in second language teaching methods in recent years. To create a fun and interesting learning environment, teachers need to put more effort into choosing appropriate materials and selecting suitable teaching methods. Lee (2009) stated that by using text-based materials selected by teachers, students tend to focus on the text itself and accuracy rather than meaning and communication. They have to rely on their own imagination to realize the possible situation and the meaning. Zhan (2000) pointed out there are a variety of choices in teaching materials such as written texts, audio and multimedia materials. Text-based materials are commonly used such as textbooks, story books, workbooks etc.; however, among the various materials, multimedia materials have been broadly discussed over the last decade (Brown, 2007; Fast, 2010; Mayer, 2001; Plass & Jones, 2005; Stempleski, 1987).

According to the study by Zhuang (2007), her research summarized the related researches using multimedia materials— authentic videos (DVDs) as teaching material from 1980 to 2005. However, almost all of the studies were conducted within either colleges or elementary schools; none of the studies were focused on cram schools. Therefore, the present study can extend the research findings to younger students, such as elementary students in cram schools. In Chang's (2005) research studies, she found that around 80 percent of students in elementary schools found it helpful for their studies to enroll in cram schools and did not object to attending after school. With such a high percentage rate of students attending cram schools, research in this area must be worth exploring.

Many researchers have emphasized their affections for using authentic videos (DVDs) in teaching and how it increased learning motivation; however, there are still many aspects worth investigating. This research contains one main section:

(1) Examining students' English learning as a result of listening by using authentic videos (DVDs) in cram schools.

Stempleski's (1987) study reported that "authentic video material is intrinsically motivating to students, presents real language, and provides an authentic look within a culture, aids comprehension, and gives students practice in dealing with a medium" (p.3). For students who learn English in cram schools after their regular school hours; it is not an easy task for teachers to attract their attention to learning. English teachers have to possess specialized knowledge in evaluating materials for choosing suitable ones that conform to students' needs.

In recent years, there has been considerable interest in using authentic videos (DVDs) as part of teaching material (Eken, 2003; Erwin, 2001; Flowerdrew & Miller, 2005; Katchen, 1996; Lee, 2009; Secules, 1992). Huifen and Dwyer (2010) suggested that compared with static visuals, animation proved to be more productive for increased learning throughout all levels. As Stempleski (1987) noted that videos (DVDs) containing entertainment appeal derived from their country of origin have proved to be a highly successful instruction apparatus. Multimedia provides students with visual and audio image at the same time which

can maintain students' attention more than printed materials (Lee, 2009). Erwin (2001) offered that digital data is easy to control. That is, within short time frames, words, sentence patterns that students find difficult to grasp first time round can easily be located again if requested or if the teacher feels the need to emphasize them. Based on these facts, the research was conducted to explore the effectiveness of using authentic videos (DVDs) with English subtitles as supplementary materials in EFL classrooms.

According to Fast (2010), by showing videos (DVDs) with subtitles there appears to be two distinct advantages. The first being that learners appear to benefit from viewing subtitles, because subtitles offered assurance that learners could check back on what they heard if they felt they need it. The second advantage is that learners feel more comfortable viewing the video with subtitles and found them helpful for understanding. Cartoons contain a variety of contents with perspicuous plots which are easier for young learners to understand. Animated cartoons proved more productive than movies with students because of the socially significant dialogue many of them influence the young minds (MacGillivray, 2005).

This research not only focused on the cram school students but also emerging animated cartoons into teaching. Among all the various choices of videos (DVDs), cartoons are the easiest to attract elementary institute students' attention and capture their imagination. To adapt to the elementary level learners in language institutions, DVD animated cartoons with English subtitles were chosen for this study.

### **1.1 Purpose of the Study**

The particular purpose of the research is as following: to test the effect of listening comprehension by using animated cartoons. Moreover, it also explores authentic videos (DVDs) as part of supplementary material for students.

### **1.2 Research Questions**

The researcher started to conduct this study of using animated cartoons in teaching. The research is about how they respond to the question:

- (1) What is the effect of animated cartoons on elementary students' motivation to learn English?
- (2) What are cram school students' and teachers' attitudes toward animated cartoons in English teaching?

## **2. LITERATURE REVIEW**

In King's (2002) research, it was concluded that for both students and teachers using videos (DVDs) can become a rewarding experience. When students are learning with well structured activities designed to promote active viewing and motivate involvement for making the most of learning opportunities from videos (DVDs), it is certain that videos (DVDs) are the most stimulating and pleasant material for the e-generation. Based on this concept, the study aims at investigating the use of animated cartoons as supplementary material in elementary students' listening comprehension.

In this chapter, the concept of the learning situation in cram schools is first introduced. This study also reviews different kinds of authentic materials which were commonly used in EFL classroom, and then listed the benefits of using animated cartoons as supplementary material and motivation. Most important of all, this research emphasizes English learning and teaching conditions in cram schools. It is to perceive students' and teachers' attitudes towards animated cartoons, and whether they can increase students' learning motivation.

## 2.1 Learning Situation in Cram Schools (private tutoring)

Numerous educators have been interested in exploring students' and parents' attitudes towards learning in cram schools; often known as private tutoring (Bray, 2006; Chen & Lu, 2009; Tsai & Kuo, 2008). Bray in 2006 summarized the tutoring conditions around East Asia and other parts of the world (See Table 1). Several of the countries listed are developing and developed countries in East Asia which are heavily influenced by Confucian cultural traditions that place a great deal of emphasis on effort and hard work as an integral factor for success in academic learning. Bray also noted that private tutoring has a long history in some parts of East Asia, and showed rapid growth during the 1980s and 1990s.

**Table 1**

### *Private Supplementary Tutoring in Some Part of East Asia*

Country	Patterns
Japan	A 1993 survey found that 23.6% of elementary pupils and 59.5% of junior high pupils had attended tutorial schools. A 1997 survey added other forms of tutoring, and found that among Primary 5 children 33% had attended tutorial schools, 5.7% had received help from tutors on a one-to-one basis, 24.5% had studied on correspondence courses, and 17.9% received home-delivery study materials. In urban areas, over 90% of children had received some sort of tutoring.
South Korea	In 2003, 83.1% of primary pupils were estimated to had received tutoring. The proportion in middle schools was 75.3% and in high schools 56.3%. These proportions had increased dramatically over the decades. In 1980, respective estimates for primary, middle and high school were 12.9%, 20.3% and 26.2%. Korean households in 2003 spent about 10% of incomes on private tutoring, and families with middle and high school students spent about 30%.
Taiwan	Government statistics indicate that in 1998, 5536 tutoring centers had 1,891,096 students. Many secondary students attended more than one after-school cramming institution.

*Note.* Adapted from "Private supplementary tutoring: comparative perspectives on patterns and implications. *New Review of Academic Librarianship*, 36(4)," by M., Bray, 2006, p.517-518.

Cram schools play an important role in after school education in Taiwan. As Tsai and Kuo (2008) stated, “Cram schools are very common in academically competitive Asian countries, especially in Japan and Taiwan. Several subjects are often taught in cram schools, for example mathematics, science, biology, physics and English. Unlike other subjects, there are considerable different teaching approaches to teach elementary students English in cram schools using various kinds of teaching materials. Tsai and Kuo (2008) further noted that cram schools in Taiwan provide students after school instruction to enrich students’ academic performance. Therefore, people often expect studying in cram schools should be to enable to attract students’ attention and also improve their learning outcome to be able to fulfill these two goals. However, learning for elementary aged students in cram schools is very different than for higher education students. Elementary school learners tend to have less pressure from school. This period of time enables students to develop their own interests, one of these being English. Therefore, this is an important period in their childhood to attract their attention to English learning and an opportune time to introduce them to alternative methods of learning, other than just text books.

Widdowson (1996) also claimed that teaching language in the classroom should be as authentic as possible so as to represent the reality of native-speaker use age. The authenticity idea gives primacy to the goal of learning. Grellet (2004) emphasized the importance of using authentic texts as much as possible, and provided several reasons for using authentic texts as follows (see Table 2).

**Table 2**

***Reasons for Using Authentic Texts***

Texts	Descriptions
Accustomed to texts	Getting the students accustomed to reading authentic texts from the very beginning does not necessarily mean a much more difficult task on their part. The difficulty of a reading exercise depends on the activity which is required of the students rather than on the text itself.
Authenticity	By standardizing the presentation of texts in a textbook, one not only reduces interest and motivation, but one actually increases the difficulty for the students.

*Note.* Adapted from “Developing reading skills.” by F. Grellet, 2004. Cambridge, the UK: Cambridge University Press.

## 2.2 Motivation of Learning

Norman, Levihn and Hedenquist (2002) stated that learning under pressure is often ineffective and can also be of negative value. In addition to the discussion of students' learning motivation, some studies were conducted in Taiwan to examine students' motivation intensity in learning. Alderson in 2000 mentioned that students' motivation could relate to the learning results from reading. Furthermore, there are two main reasons for reading: 1. reading for enjoyment. 2. Reading for information (in order to find out something or in order to do something with the information you get). Nevertheless, he suggested that with poor reading ability, learners will lack motivation. Brown in 2007 drew from a number of different sources and defined: "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit." (pp. 85) In addition, motivation often defined as the more complicated problem of second language learning and teaching in the classroom. Some teachers believe that motivation can be the key factor for success and failure in learning English (Brown, 2007).

A distinction of motivation is often made between extrinsic and intrinsic (Alderson, 2000; Brown, 2007). Brown (2007) depicted eight extrinsic elements and turned them in an intrinsically oriented direction in his book (see Table 3).

**Table 3**

*From Extrinsic to Intrinsic Motivation in Educational Institution*

Extrinsic Pressures	Intrinsic Innovation	Motivational Results
School curriculum	learner-centered personal goal-setting individualization	self-esteem self-actualization decide for self
Parental expectations	family solidarity negotiates agreements	love, intimacy acceptance, respect for wisdom
Society's expectations (conformity)	security of comfortable routines task-based teaching	community, belonging identity, harmony security
Tests and exams	peer evaluation self-diagnosis level-check exercises	experience self-knowledge

Immediate gratification	set long-term goals focus on big picture patience will reward	self-actualization
Make money	content-based teaching vocational education workplace ESL, ESP	cooperation harmony
Competition	cooperative learning group work the class is a team	community strength, status security
Never fail	risk-taking	learn from mistakes
Innovation, creativity “c’est la vie”	nobody’s perfect	

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*Note.* Brown, H. D. (2007). *Teaching by principles*. San Francisco, the USA: Longman.

### 2.2.2 Benefits of Using Animated Cartoons

Over the last two decades, many scholars have concluded the benefits of merging DVD (digital video disc) animated cartoons into teaching including:

1. They provide learners authentic language: Just like textbooks incorporate the menus from restaurants or the timetable of trains or buses into teaching; videos could also bring in the authentic language into teaching. Because most of the stories in the videos (DVDs) are adapted from real life stories, the dialogues are all from daily language (Leung & Jenks, 2005).
2. They improve students’ listening ability: According to Flowerdrew and Miller (2005), using videos (DVDs) can be a passive activity and can benefit the listeners.
3. They enable students to be familiar with the social environment of the target language: Leung and Jenks (2005) also indicated that language usage is part of culture and vice versa. Putting culture concept into language teaching by using the life style, behavior, the values of target language could provide a sense of reality.

Based on the facts showed above, authentic videos (DVDs) could be a helpful teaching tool for English teachers, besides they could improve learners’ English ability.

### 3. METHODOLOGY

#### 3.1 Research Design

This research is designed to examine students' motivation and attitudes by using animated cartoons as supplementary material for elementary students in cram schools. The process of the experimental course consists of pre- and post-tests. This chapter details on the research design, including the pilot study, participants, instruments, procedure and data analysis. Animated cartoons were used as supplementary material in this study. A pilot study was conducted between April and June 2010, and the framework of the pilot study was similar to the formal research. The design and the results of the pilot study provided a more specific view of future research design. This experimental design will mainly utilize both the quantitative research and the qualitative research.

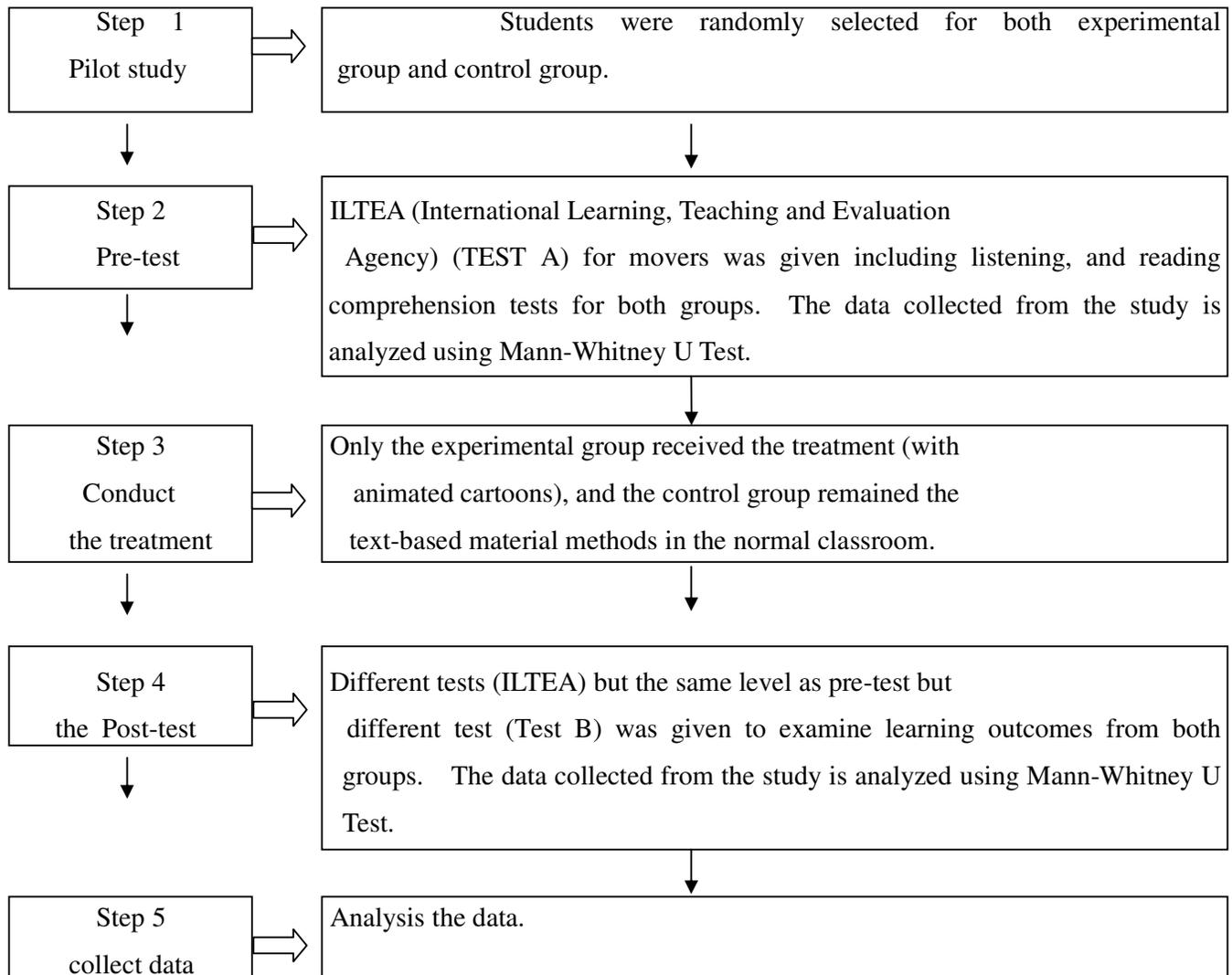
**Table 4**

*The Experimental Design*

	Pre-test	Treatment	Post-test
Experimental group	Test A	Animated cartoons	Test B
Control group	Test A	Textbooks	Test B

*Note.* Adapted from “ Language program evaluation: Theory and practice “ by B. K. Lynch, 1996, p.71. New York, the USA: Cambridge University Press.

The framework of this research is illustrated in Figure 1.



**Figure 1. The framework of the research.**

An experimental, pre-test- post-test design is used to test the hypothesis, besides the outcomes from pre- and post-tests, the research result is concurrently confirmed by classroom observations from the researcher, and qualitative data are collected via questionnaires from both teacher and students' attitudes toward animated cartoons.

### 3.2 The Preliminary Investigation

The preliminary study includes conducting a pilot study, formal study, a teacher survey, a students' learning background questionnaire, a learning attitude scale for the experimental group, and a motivation questionnaire for both the experimental and control groups. The responses from the pilot study students are considered to be a guidance to adjust the action taken in the formal study and also gave the researcher

specific directions to follow. The following are the details of the pilot study.

The data collected from the study is analyzed mainly using Mann-Whitney U Test and paired-samples *t*-test to test the confidence interval (CI). Larson-Hall (2010) stated that the “Mann-Whitney U Test is a non-parametric alternative to the independent-samples *t*-test. It is used when you have an independent variable with just two groups and one dependent variable. It is essentially the same as the Wilcoxon rank-sum test.” (p. 395)

### 3.2.1 The reliability and validity

Table 4 showed the results of the reliability and validity analysis of the survey by using Cronbach's alpha to test the consistency. Larson-Hall indicated that “Cronbach's alpha is a measure of internal consistency; it is the ratio of variability attributable to subjects divided by the variability attributed to the intersection between subjects and items” (p.340). A Cronbach's alpha coefficient of .921 on motivation, .901 on grade, and .840 on attitude evaluation were obtained which suggested the survey proved to be consistent and the questionnaire possess a high reliability. In other words, it is an appropriate instrument to analyze the data.

**Table 5**

#### *The Reliability and Validity Analysis*

Items	Cronbach's Alpha
Grade	.901

### 3.3 Formal Study

A formal study was conducted for 3 months between April and June 2011. The participants in the formal study were elementary school students in the south of Taiwan from the same cram school as the pilot study, and it was conducted using convenient sampling. Conducting the pilot study, the researcher selected students that had at least 2 years English learning experience, ensuring that they would have minimal problem understand the dialogues but at the same time presenting a challenge which would therefore provide realistic results, consequently the worksheets provided would highlight a greater variance and enable the researcher to obtain more accurate results. It was deemed unnecessary to involve students outside this bracket a certain amount of grammar and vocabulary knowledge has important to this research.

This study used Cronbach's alpha to test the consistency. When Cronbach's  $\alpha > .6$ , it means the questionnaire has a high consistency. For the formal study, Cronbach's alpha coefficient of .803 on motivation questionnaire, .826 on pre-listening, .817 on pre-reading, and .720 on attitude evaluation were obtained which suggested the survey proved to be consistent and the questionnaire possessed a high level of reliability. In other words, it is an appropriate instrument to analyze the data.

### 3.4 Participants

The participants were 60 students (23 boys, 37 girls) and the average age of these participants in experimental group was 10 years old and 11 years old in control group. Table 6 shows the participants' information regarding gender and numbers in each group.

**Table 6**

*Gender and Number of Students in Formal Study for Both Groups*

Group	Male	Female	Total
Experimental group	12	22	34
Control group	11	15	26
Total	23	37	60

### 3.5 Instruments

To collect data for the further analysis, the instrument consists of 7 main parts which included target video, teacher survey, students' background questionnaire, students' learning attitude questionnaire, motivation questionnaire, classroom observations, and actual design and procedures. Since 1998 ILTEA have popularized and executed with all its strength to authenticate the ILTEA English Test for Young Speakers of Other Languages in Taiwan, Hong Kong and China...etc. It is a professional authentically and cultivating organization with credibility and high quality. The details of the exam are illustrated in Table 6.

#### 3.5.1 Target videos

An animated cartoon was used as supplementary material in the pilot study. The animated cartoon, "UP", an instructional video published by Disney/Pixar in 1995, was selected. "UP" is a comedy adventure film centered on an elderly widower named Carl Fredricksen and an earnest young wilderness explorer named Russell who flies to South America in a house suspended by helium balloons. The cartoons, "The Wrong Trousers" of the Wallace and Gromit series and "Madagascar: Escape 2 Africa" were chosen for the formal study. "The Wrong Trousers" is a 1993 animated film directed by Nick Park at Aardman Animations, featuring his main characters Wallace and Gromit. All the characters are made from molded plasticine modeling clay on metal armatures, and filmed with stop motion clay animation. "Madagascar: Escape 2 Africa" is a 2008 animated film written by Etan Cohen, and directed by Eric Darnell and Tom McGrath. This sequel to the 2005 film Madagascar continues the adventures of Alex the Lion, Marty the Zebra, Melman the Giraffe, and Gloria the Hippo. It won the 2009 Kids' Choice Award for Favorite Animated Cartoon.

The worksheets (see Appendices B to G) are designed for the pilot and the formal study, and they consist of four question types to help students' understanding after viewing the film; they are vocabulary,

phrases, question and answer, and multiple choices. Those question types are commonly used to test students' comprehension after learning. Riddell (2001) pointed out that students are motivated by the test, but the great danger is that they might perform poorly and feel discouraged. Thus, he preferred to do group discussion to review what the students have learned, rather than to be examined on what they remembered. In summary, in this research the worksheets which were all discussed in the classroom before the students took home as homework. It will reduce the anxiety of not being able to answer the questions and also feel more comfortable learning even when confronted with the questions that are difficult for them.

### **3.5.2 Teacher Survey**

A survey of teachers' opinions on the use of DVD animated cartoons as supplementary material in elementary school level students was conducted to service English teachers (N= 2) in the cram school (see Appendix D). The teacher survey was verified based on the suggestions of two professors who are authoritative in this field and was consisted of seven open-ended questions. The teacher survey was verified based on the suggestions of two professors (Dr. Shen and Dr. Su at Southern Taiwan University). One of the teachers is from England with a master degree and another one is from South Africa with a bachelor degree in English. As for the third English teacher is the researcher and observer in this study. Those three teachers taught for both of the experimental and control groups. They all have more than ten years of teaching experience at cram schools. The purpose of the preparatory inquiry was to obtain the teachers' opinions by using DVD animated cartoons.

### **3.5.3 Learning Attitude Questionnaire**

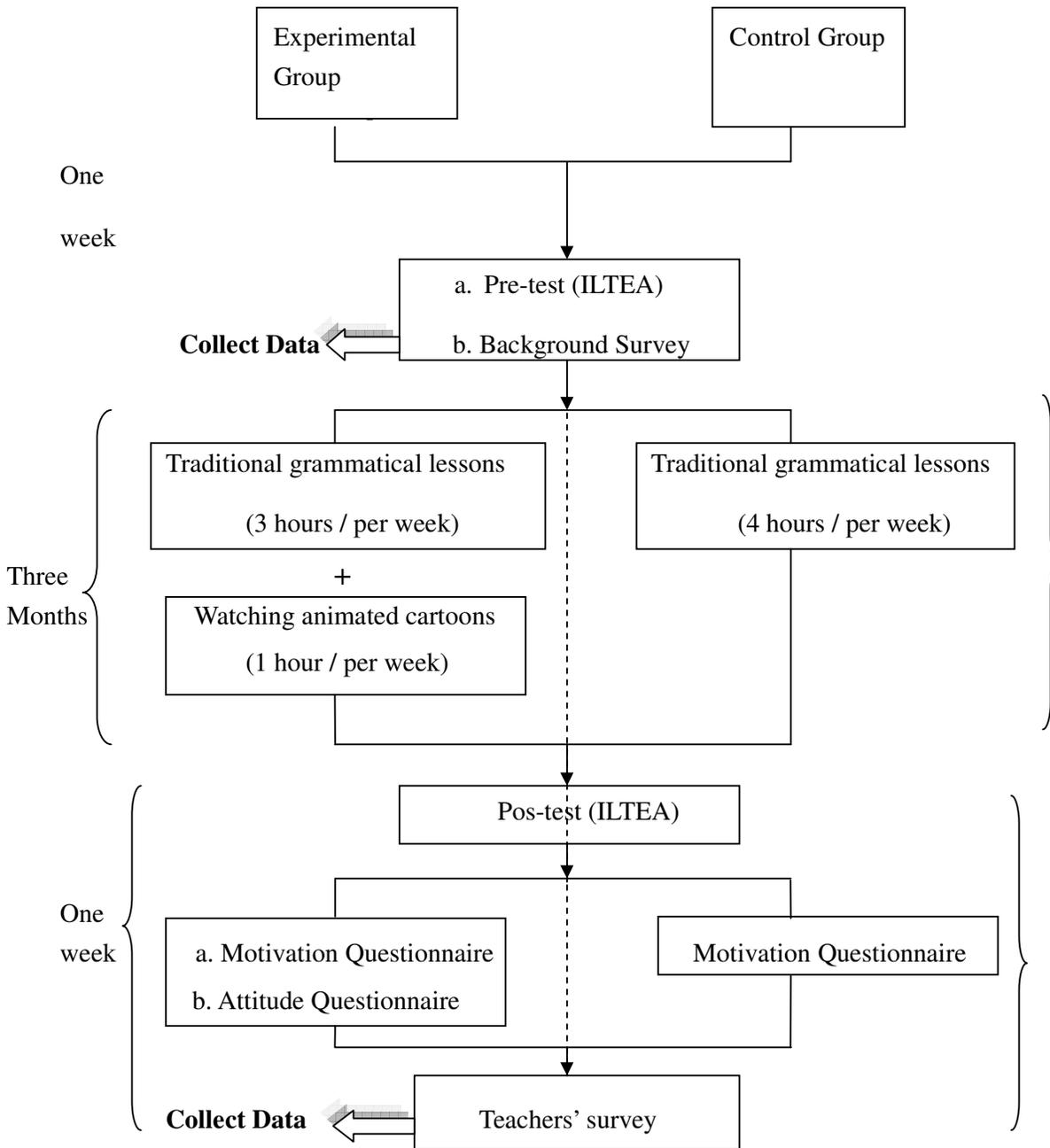
The questionnaire (see Appendix B) is for the experimental groups to evaluate the effectiveness on the experimental group regarding the attitude toward animated cartoons. It was partially adapted from Zhuang's (2007) questionnaire, and consisted of 12 questions to examine the experimental group students' attitudes towards viewing animated cartoons. As for the scale of the questionnaire, 5-point Likert-scale, ranging from (strongly agree, agree, neutral, disagree, and strongly disagree).

### **3.5.4 Classroom Observation**

The researcher observed the class the whole time while two service English teachers were teaching the lesson. Before the project started, a meeting was held to make sure the teachers fully understood and would follow the suggested teaching procedure. After the pilot study one of the teachers inquired to simplify the questions and focused more on the vocabulary with a view to increasing the acquaintance while watching the animations. Therefore, the researcher adjusted the content of the worksheets for the formal study.

**3.6 Actual design and procedures**

First, it was carried out in the class for one hour per week - thirty minutes to go through the worksheets, introduction of the key words, phrases, and sentence patterns used in the movie.



**Figure 2. Procedure of the study**

Another thirty minutes watching the cartoons and filling in the worksheets. After observing, in the following class, teachers discussed the worksheets which were designed for each part of the videos with the class. This study included one week of pre-test, 3 months to conduct the experiment, and one week

post-test and surveys on both the control and experimental groups. Figure 2 illustrates the framework of the procedures. The participants undertook ILTEA (International Learning, Teaching and Evaluation Agency) with the Starter Level of Young Speakers' listening and reading tests as pre- and post-test. After completing pre-tests, the experimental group will of received a total of 16 hours in 3 months of viewing videos a long side the traditional grammatical lessons while the control group maintains the regular curriculum.

### **3.8 Data Analysis**

There were quantitative and qualitative data in this study. The quantitative data included the students' results of pre-test and post-test, motivation intensity and also learning attitudes toward animated cartoons were analyzed by the computer software SPSS (Statistical Package for the Social Science). The qualitative data were students' background questionnaire, classroom observation, and teachers' survey.

To answer the first to third research questions, Mann-Whitney U Test is to conduct and evaluate the effect of animated cartoons on students' listening and reading comprehension and students' motivation intensity. Paired-Samples t-test is to exam the confidence interval CI. The participants' score of pre- and post tests before and after the treatment will be estimated to evaluate whether there are significant differences of students' performances by using animated cartoons as supplementary material. A five-point Likert scale learning attitude questionnaire is to record experimental group students' attitudes by using animated cartoons.

## **RESULTS AND DISCUSSION**

The main purpose of this chapter is to describe and classify the effect of merging English subtitles on animated cartoons for the purpose of language learning in English based cram schools. The findings are followed by commentary and discussion. It is hoped that cram school supervisors and teachers can be provided with and benefit from alternative options when designing their curriculums and above all an effective impact on students learning. It was usually practical for normal distribution so non-parametric statistics were used to analyze the data. The researcher analyzed the variable using a Mann- Whitney U test because the data did not fit the assumptions of a parametric test. Larson-Hall (2010) defined, "Non-parametric statistics are also called distribution-free statistics... non-parametric tests like the Kruskal-Wallis assume that population distributions are equal, which would clearly imply that variances are equal as well." (p. 373)

In the study, the significance level is set to be 0.005. Since the study was from a convenient sampling not random, the statistic focused on the improvement on each group itself. Riddell (2001) pointed out that students are motivated by the test, but the great danger is that they might perform poorly and feel discouraged. Thus, he preferred to do group discussion to review what the students have learned, rather than to be examined on what they remembered.

#### 4.1 Results of the Analysis

Table 7 was a summary description of students' learning attitudes. The average score of each question answered for learning attitudes never exceeded ( $m= 2.50$ ). This indicated that students lacked interest and the attitudes were passive. From the lowest score ( $m=1.35$ ) in Q4 students quoted that "I learn some new vocabulary when I watch English animated cartoons." The researcher felt that it did particularly help them learn new vocabulary. From the highest average ( $m=2.5$ ) in Q7 students quoted that "I feel the speed of conversation in English animated cartoons is too fast." it showed that students felt the speed of the conversation was too fast to understand. As for the second highest average ( $m=1.94$ ). Q11 student quoted that "I like to pause during the film to explain certain aspects or vocabulary, it can help my learning." Most of the students felt regular pauses during the film followed explanation helped them understand more. Q10 student felt that watching English animated cartoons can help their reading ability ( $m=1.82$ ). Q6 Showing English subtitles help me understand the content of the story (mean=1.88)

In sum, the data showed that students' attitudes toward animated cartoons are as follows: 1. students feel the speed of conversation in English animated cartoons is too fast; 2. students like to pause during the film to hear an explanation of certain aspects or vocabulary, it can help my learning.; 3. Showing English subtitles help me understand the content of the story.; 4. students feel watching English animated cartoons can help their reading ability

**Table 7**

*Description Statistic of Students' Learning Attitudes*

Learning attitude questionnaire (N=34)	Mean	SD
Q1 I found it very interesting when I watch English animated cartoons in English class.	1.44	.74635
Q2 I like to watch English animated cartoons as part of English learning.	1.47	.89562
Q3 I feel that watching English animated cartoons can increase my interest in learning.	1.50	.78817
Q4 I learn some new vocabulary when I watch English animated cartoons.	<b>1.35</b>	.73371
Q5 When I watch English animated cartoons, I pay attention to the English subtitles.	1.65	.94972
Q6 Showing English subtitles help me understand the content of the story.	<b>1.88</b>	1.12181
Learning attitude questionnaire (N=34)	Mean	SD
Q7 I feel the speed of conversation in English animated cartoons is too fast.	<b>2.50</b>	1.39805
Q8 Explaining new vocabulary before watching English animated cartoons can help me understand the content of the story.	1.68	1.17346
Q9 I feel watching English animated cartoons can help my listening ability.	1.53	.82518

Q10 I feel watching English animated cartoons can help my reading ability	<b>1.82</b>	1.02899
Q11 I like to pause during the film to hear an explanation of certain aspects or vocabulary, it can help my learning.	<b>1.94</b>	1.04276
Q12 I am more concentrated when I watch English animated cartoons.	1.59	.82085

Table 8 indicated that the student in the experimental group had higher motivation than (mean=24.12) than the control group. The result showed that learning motivation was lower in the control group (mean=21.27;  $p=.002^*$ ). According to Tsai and Kuo's(2008) study:

Students' learning approach is related to the motivational orientation during their learning processes. The surface approach is associated with extrinsic motivation, meaning motivation arises from environmental incentives and consequences, and the learner using surface approach is inclined to memorize the facts and procedures in isolation from others and from real life, perhaps by rote-like strategies (pp.354).

It is suggested that students' motivation is a key to the successful learning.

**Table 8**

**Description Statistic of Formal Study**

	Experimental Group					Control Group					<i>p</i> -value <sup>a</sup>
	Min	Max	Mean	Medium	SD	Min	Max	Mean	Medium	SD	
Age	9	12	10.26	10	0.9	9	12	11.42	11.5	0.7	<b>&lt;.001*</b>
Years of learning English	2	6	3.71	4	1.12	2	6	4.42	4	1.42	.06
Motivation (Total 30)	15	29	<b>24.12</b>	24	3.25	11	29	<b>21.27</b>	22	4.64	<b>.002*</b>

Using Mann-Whitney U Test(\* $p<.005$ )

The statistical results in Table 9 showed that gender plays no significant differences in determining age, years of learning English, and motivation.

**Table 9****Statistics of the Gender Effect**

Sex	Boys					Girls					<i>p</i> -value <sup>a</sup>
	Minimum	Maximum	Mean	Medium	SD	Minimum	Maximum	Mean	Medium	SD	
Age	9	12	10.86	11	0.87	9	12	10.7	11	1.08	.657
Years of learning English	2	6	4.13	4	1.14	2	6	3.95	4	1.39	.473
Motivation (Total 30)	11	29	22.43	24	4.72	13	29	23.16	23	3.76	.473

Using Mann-Whitney U Test

However, motivation difference was significant ( $p=.002^*$ ) regarding preference to watching English animated subtitle cartoons and singing English songs.

**Table 10****Statistic Results of Preferring Textbook or Watching Animated Cartoons**

	Prefer textbook					Prefer Cartoons					<i>p</i> -value <sup>a</sup>
	Control Group					Experimental Group					
	Minimum	Maximum	Mean	Medium	SD	Minimum	Maximum	Mean	Medium	SD	
Age	9	12	<b>10.17</b>	10	0.94	9	12	<b>10.92</b>	11	0.96	.019
Years of learning English	2	6	3.83	4	1.27	2	6	4.06	4	1.31	.629
Motivation (Total 30)	22	29	26	26	2.59	11	29	22.10	23	4.09	<b>.002*</b>

Using Mann-Whitney U Test( $p<.005$ )

**The Results of the Teachers' Interviews**

The main data sources were written feedback, field notes concerning classroom observations and videotape recordings of the instruction. Teachers' survey consisted of six opening questions. In order to get the teachers' opinions related to the effect of animated cartoons on their teaching, the researcher asked them the question, "How was students' attitude towards DVD animated cartoons?"The following are

excerpts from the responses of the teachers; they can be followed with the numbers given in parentheses at the end of each excerpt. For example, in the code (1-T2), the number 1 was used to indicate the first excerpt and T2 indicates the quote of teacher 2. The opinions from both teachers named as T1 and T2 were listed as follow.

### ***Animated Cartoons are Interesting.***

Teachers reported that the students love watching animated cartoons and these materials are interesting for them. Those might be the reasons why students' motivations are increased. The verbatim data corresponds with (Lee, 2009) who states that the benefits of merging animated cartoons into teaching including increasing learning motivation.

### ***Animated Cartoon Increased Students' Learning Skills.***

In order to get the teachers' views about the impact on English learning; they were asked the question, "Using DVD animated cartoons in which one of the learning skills did you feel benefited the students most? Listening? Speaking? Reading? Or writing?"

Teachers mentioned that using animated cartoon in teaching has numerous benefits of gaining reading, vocabulary, listening and speaking skills in students' learning.

### ***Classroom Teachers' Opinions about Animated Cartoon Instruction.***

In order to get the classroom teachers' views related to the time arrangement of animated cartoon instruction, they were asked, "What do you think of the time arrangement that is 30 minutes watching DVD animated cartoons, and another 30 minutes working on the worksheet? If not, how do you think we should divide the time?"

### ***Splitting the time was more effective to use animated cartoon in class***

The teachers pointed out that splitting the time was more effective. It is not just showing students to watch the animated cartoon; the lessons need to be designed for the teaching purpose. Splitting the time was the most effective way to use animated cartoon in class, although the kids would just prefer to watch the movie. The teacher suggested that 20 minutes should be used for preparing the students, 30 minutes for watching and final 10 minutes for analyzing the data.

Another question was asked, "Do you think it would be better to pause during the film to explain certain aspects that the students may find difficult to understand or wait until the end?" Teachers emphasized that it is a need to pause during the film to explain the certain aspects of movies. One of the teachers mentioned that sometimes, it's good to do this, but the kids get annoyed if you do it too often. That would depend on the students' level, but it might be necessary to do this to guide their attention to certain aspects of the movie.

In order to get more of the classroom teachers' views about animated cartoon instruction, "What do you think of the worksheet? Do you think there are any parts that could be added? Or should we add some questions that you think might be helpful?"

One teacher mentioned that it would be difficult to make more than one worksheet, because of the time constraints, but more different levels are needed. One worksheet is enough and the difficulty of the worksheet should be designed to fit all the students' levels. The younger lower level students experience difficulty in tackling these worksheets. The final question was asked, "What do you think are the strengths and weaknesses of using DVD animated cartoons as part of the teaching?"

*Strengths- keeping them interested, making them pay attention to selected vocabulary, letting them become accustomed to real, natural dialogue in English.*

*Weaknesses- dialogues are too complicated for them to understand everything (6-T1).*

*Strengths- something students can relax to.*

*Weaknesses- if proper follow-up on the worksheets are not done, then this exercise is futile (6-T2).*

## CONCLUSION

As for this study, it lasted for three months for experiment and two months of collecting data; student felt watching English animated cartoons helped their reading ability and also improved their listening. Most of students found the cartoons were interesting. In addition, the worksheets consisted of four question types (vocabulary, phrases, question and answer, and multiple choices) which assisted students' understanding after viewing the film. Those question types were commonly used to test students' comprehension after learning. The worksheets in this research which were all discussed in class before the students took them home as homework. It reduced the anxiety of not being able to answer the questions and also students felt more comfortable learning even when confronted with the questions that were difficult for them. According to the qualitative data, the teachers indicated that using cartoon in class helped students' listening and speaking.

The implications of these findings are discussed as follows: first, according to the result from questionnaire of students' attitudes, students might think they didn't learn some new vocabulary when they watch English animated cartoons. However, the researcher felt that it did particularly help them learn new vocabulary. Therefore, teachers might not need to worry to add cartoon as a teaching materials in class. Second, teacher might choose types of cartoons with the adequate speed to fit students' levels because students felt the speed of conversation in English animated cartoons was too fast. Third, most of the students felt regular pauses during the film followed explanation helped them understand more. However, the speed of playing the film might have to be slowed down and teachers should sometimes pause the film to explain certain dialogue or to translate vocabulary. Sometimes, it's good to pause the film, but the kids get annoyed if you do it too often. Most of the students preferred to stop when the content was beyond what they could understand. Therefore, when selecting cartoons for the students, the speed of the dialogues should be adjustable and slow down the conversation might help elementary students' listening.

Forth, the time arrangement of watching DVD animated cartoons and working on the worksheet need

to be split and it is considered most effective, although the kids would just prefer to watch the movie, it is recommended that 20 minutes should be used for preparing the students, 30 minutes for watching and final 10 minutes for analyzing the data. And it might be necessary to do this to guide their attention to certain aspects of the movie. Fifth, it would be better to make only one worksheet, because of the time constraints, but more different levels are needed. Sixth, it is necessary to keep students interested, making them pay attention to selected vocabulary, letting them become accustomed to real, natural dialogue in English.

### **5.1 Suggestions for Further Research**

The results of the present study have suggested that cram school students need to motivate their learning attitude to make them pay more attention to English study after school. Most of the students preferred to stop when the content is beyond what they could understand. Therefore, when selecting cartoons for the students, the speed of the dialogues should be adjustable, to slow down the conversation will help elementary students' listening. In addition, with the English subtitles also helped students' comprehension.

There are two main difficulties for the researcher while conducting experiments in cram schools. First, it is hard for researchers to collect data from cram schools since there may be a wide range of age groups in one class. Some 5th or 6th grade students may have to attend the same class as 1st graders the latter might never have learned English before. The second reason is that it is difficult to collect data since parents often change to other cram schools when the students' academic performance is not reaching up to their expectations.

From the statistic result we can conclude that watching DVD animated cartoons benefit students' into the listening more than reading. Therefore, to put the cartoons into listening section would be a better choice than other materials. It is always difficult for teachers to select a textbook for students; there are many materials which mainly focus on reading and writing. From the result of the study it is hoped that teachers can have more choices when selecting materials and design the curriculum more properly and effectively by using these findings.

Furthermore, this research used ILTEA (International Learning, Teaching and Evaluation Agency) as pre-and posttest model; however, the researcher found the British accent and spelling in the tests might affect students' understanding because the learners in the cram school were all taught American English and the materials they used are all with American accents and spelling. Such as the short vowel "a" sounds like "o", and "truck" was called "lorry" in British English. Therefore, when listening to different accents and encountering different word spellings in reading, it proved to be a difficulty for young learners. Thus, the researcher suggests using different evaluation test as pre-and posttest models to provide a fairer result.

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