

# INNOVATIVE –BASED CARTOON PROGRAMS AS LEARNING TOOLS FOR PRESCHOOLERS’ COMMUNICATION SKILLS: BASIS FOR A PROPOSED COURSE OUTLINE

Francisco Trance Jr  
francisco.trance@deped.gov.ph

Manuel A. Roxas High School, President Quirino Avenue, Paco Manila, 1009 Philippines

---

## Abstract

For the last decades, the variety of educational technologies enabled language teachers to have opportunities to select multimedia materials in teaching students the target language in the classroom. Excellent and effective teaching demands a host of devices, instruments, techniques, and strategies not only to help students achieve cross critical competence, but also to make learning enjoyable. One teaching device, which perhaps is seldom used, is the cartoon.

The impact of cartoons on young children is immediate as it is visual. They catch their attention not only with the illustrations and graphics that children see and enjoy watching as they usually associate cartoons with fun and humor. With the sounds and expressions, they hear, children are drawn into participating in the dialogue by becoming one of the characters.

Keywords: Cartoon Programs; Second Language Learning; Education; SLA; Teaching

---

## 1. Main text

For the last decades, the variety of educational technologies enabled language teachers to have chances to choose multimedia resources while teaching the target language to pupils in the classroom. A variety of tools, equipment, techniques, and teaching methods are necessary for excellent and successful instruction to assist pupils develop crucial competency, but also to make learning enjoyable. One teaching device, which perhaps is seldom used, is the cartoon.

The impact of cartoons on young children is immediate as it is visual. They catch their attention not only with the illustrations and graphics that children see and enjoy watching as they usually associate cartoons with fun and humor. With the sounds and expressions, they hear, children are drawn into participating in the dialogue by becoming one of the characters.

Hence, cartoons could be effective in developing the children’s comprehension and speaking skills, as they could relate the message or the story, and could imitate the way cartoon characters speak. Through cartoons, they learned to verbalize their ideas and thoughts. If cartoons could be used in schools, an interest in learning and in language might also be created.

Studies showed the positive impact of cartoons on the students’ learning. Ibili (2016) indicated that the growth of multimedia technology has coexisted using cartoons as effective teaching and learning tools. He cited Sinor (2011) who observed that sound, graphics, texts and animations within such multimedia or cartoons generally captured the interest of the kids and significantly aided in their study. He stated that they were crucial instruments for enhancing children's mental, physical, and psychological growth as well as for identifying their hidden talents (Cho, 2012).

Rodriguez (2017) who discuss the study, that the cartoons make the people attentions long enough to deliver the message to the viewer says that the picture has an effect but it can also change behavior. That many viewers would stay longer watching since they are engaging on what is the cartoon doing on the scene. The respondents said the content was better in the cartoon brochures than that in the photographs. She added that cartoons made a topic like wind energy, which might be a bit scary to people, more accessible.

Srinivasalu (2016) in her study, indicated that students expect a fun environment in the classroom where students will learn with excitement and focus. She claimed that some educators drew their students toward experiential learning by using artistic materials in the classroom. And they viewed cartoons as one of the resources that a teacher could use to foster a fun environment, inspire kids to think creatively, and help them think differently.

Yaman (2010) studied the positive impact of cartoons on students' learning. The study found that cartoons improved language grammar learning outcomes. As a result, he came to the conclusion that cartoons had a big influence on how students developed their language and grammar notions. The control group's students, on the other hand, used the conventional method, and there was no discernible difference in how they learned language grammar before and after the program. According to the research's qualitative findings, students had a positive opinion of cartoons because they made the class more enjoyable and made learning easier. They also helped students remember information better, develop their creativity, make learning more concrete, and reduce repetition. These studies pointed to the positive contribution of cartoons to the students' learning process.

### Background of the Study

Cartoons were referred to in the New World Encyclopedia as a method of expression or communication that included animated films, sarcastic political cartoons, and amusing captioned pictures. The term was first used to describe full-scale sketches for a variety of high art forms, such as frescoes and tapestries.. This visual kind of humor was made popular by magazines like Punch and the New Yorker, and it has since been employed to tremendous social impact.. The editorial cartoon in particular had played a crucial role in observing and having an impact on the social and political lives of individuals in positions of power and influence since it offered the most incisive commentary on issues of current concern. More youthful audiences were served by animated cartoons.

Kroi (2013) said that the cartoons were appealing to the learners who watched them. Aside from the ones being used in the entertainment, many were used for educational programs. The researcher cited that Sesame Street, though designed for native speakers, had provided the children with puppets, animations and stories for more than 40 years. Several studies showed that this program proved to be interesting to children.

According to Tankersley (2015), The iconic public television program "Sesame Street" has given millions of American children long-lasting educational benefits, benefits that were comparable to what one child received from attending preschool, according to the most authoritative study on the subject ever conducted.

Tankersley (2015) Mentioned the study by Melissa Kearney and Phillip Levine of the University of Maryland, who discovered that watching the show made kids more likely to remain in their age-appropriate grade. This effect was especially pronounced in boys, African Americans, and kids from underprivileged backgrounds.

According to him, after "Sesame Street" was introduced, children's chances of falling behind in school fell by 14% in areas where its transmission could be more easily accessed. This prompted the researcher to conduct research on Innovative –Based Cartoon Programs as Learning Tools for Preschoolers' Communication Skills: Basis for a Proposed Course Outline.

### Setting of the Study

This study took place at Fernando Maria Guerrero Elementary School, a public elementary school in the Schools Division Office-Manila, the only elementary school in Manila to offer the Special Science Program of the Department of Education in cooperation with the Department of Science and Technology, and regular and special programs from kinder to grade six.

The institution was named after Fernando Ma. Guerrero, a noted poet, and polyglot who became a significant figure during the Philippines' golden period of Spanish literature.

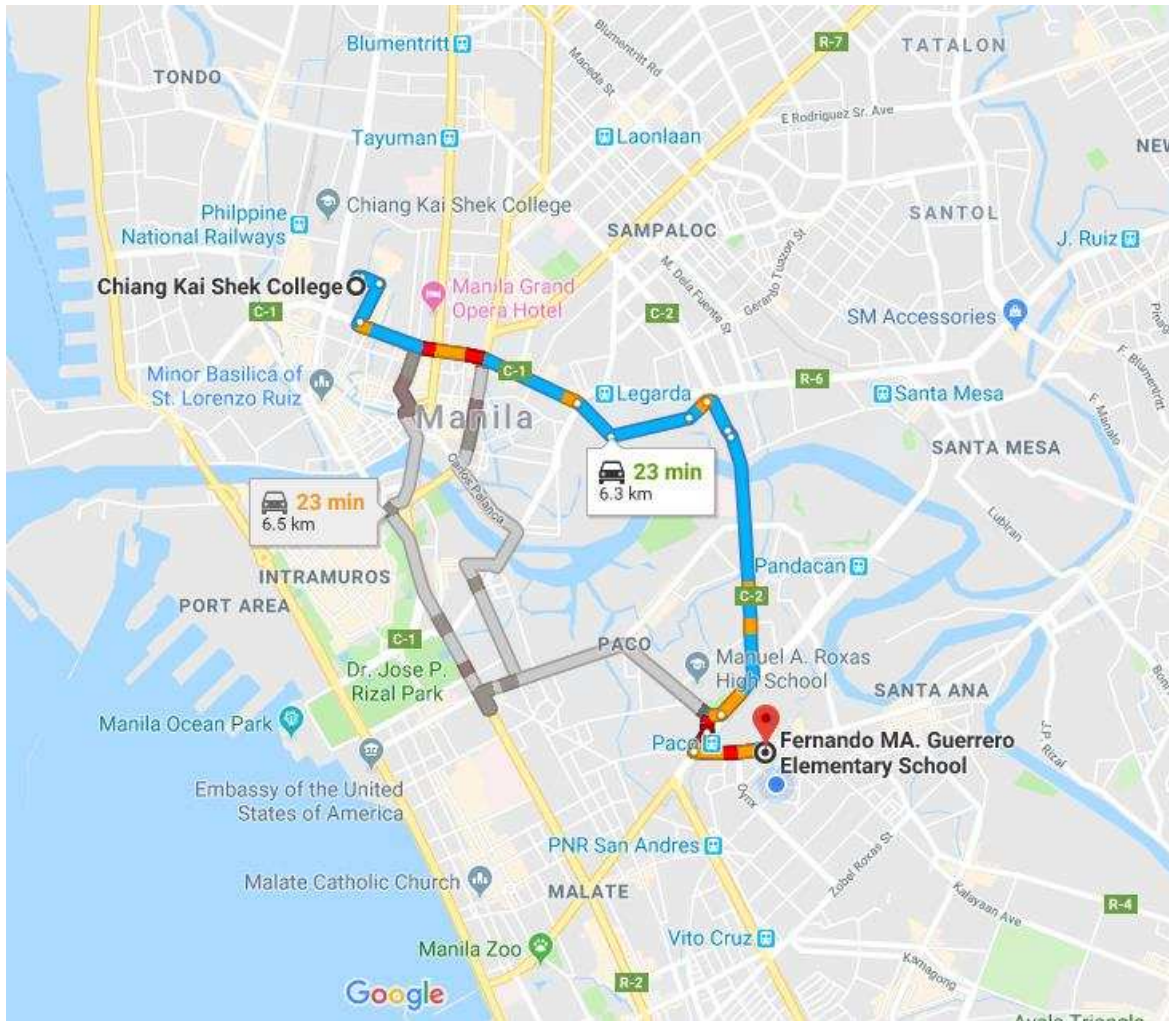


Figure 1  
Road Map of Fernando Maria Guerrero Elementary School

## Methods and Procedures

This chapter presents the methodologies, instruments, research design and definition of terms employed by the researcher in conducting this research.

### Research Design

Experimental design was used by the researcher. According to Bhat (2018), experimental research is any study with a scientific methodology in which one set of variables is maintained while the other set is measured as the experiment's subject.

Furthermore, Suatengco (2014) defined experimental research as a methodical and rational way to respond to the question of what would occur if the trials were conducted under precisely controlled conditions. He said that in this type of design, the researcher manipulated certain stimuli, treatments, or environmental conditions or behavior of the subject.

In the context of experimental research, population referred whereas a sample was a representative selection of a population that was investigated in order to provide statistical information about the whole, a population refers to a group of people or things from which a sample might be taken. According to Taylor (2018) population was used to describe the subjects of a study—everything or everyone who was the subject of a statistical observation. In addition, population was a group to which the researcher would like the results to be generalizable. Moreover, Investopedia defined sample a subset with the traits of a bigger population, a smaller, more manageable counterpart of a larger group. When population numbers were too vast for the test to be accurate, samples were utilized in statistical analysis. include every potential participant or observation.

### Respondents of the Study

The researcher selected the preschoolers from Fernando Ma. Guerrero Elementary School as the respondents for this research. The researcher carefully chose the preschoolers as they were in a laboratory school that would enable the researcher to carefully examine them in a monitored set-up.

### Sampling Technique

The researcher employed stratified sampling method. The pre-requisites of stratified sampling technique included the following: defining the population, choosing the relevant stratification, listing down the population and selecting sample by employing an adequate procedure; with this procedure. The final individuals were drawn proportionately at random from each stratum after the researcher divided the overall population into various subgroups or strata. The researcher used a stratified sampling technique, which means that she collected respondents from Fernando Ma's two class shifts. Elementary school in Guerrero.

### Data Gathering Instrument

The researcher employed a survey questionnaire to determine preschool students' preferences for English-based cartoon programs. Surveys, a technique for acquiring data from a sample of a population of interest, were frequently used to elicit information about behaviors, attitudes, beliefs, symptoms, and demographic traits. The survey was helpful to the researcher since it enabled him to collect data that was unlikely to be available from anything else. and the data collected typically offered a fair picture of the intended audience.

### Validation of the Instrument

The researcher used the survey method in conducting the study. The instrument was validated by the researcher's adviser.

### Data Gathering Procedure

The researcher used the survey method in gathering the data need for the study. Furthermore, Because the same information was gathered from every responder, surveys also offered a way to standardize data collecting.

Additionally, the researcher took a more one-on-one approach during the interview, allowing the researcher to speak with each respondent personally and offer follow-up questions as needed.

#### Statistical Treatment of Data

The results were interpreted using the following statistical tools in accordance with the sub-problems:

When respondents checked the box next to their choice, frequency—the actual response to a particular item or question in the survey—was calculated.

Statistical Package for the Social Sciences (SPSS), a program designed by the IBM Corporation for the statistical analysis of researches, was used to analyze survey data.

Likert's Scale. To determine the acceptability of the android instructional material and to answer sub problems no.3 and 4, the researcher used the 5-point Likert Scale, with the following interpretations:

Scale	Equivalent	Verbal Interpretation	Symbol
4	3.26-4.00	Highly Effective	HE
3	2.51-3.25	Effective	E
2	1.76-2.50	Not Effective	NE
1	1.00-1.75	Strongly Not Effective	SNE

#### Summary of Finding

The salient findings of the study are as follows:

1. Parents and their children alike preferred cartoon programs that were effective in developing and improving the language skills of the learners.
2. The use of Innovative-Based Cartoon Programs as learning tools, was considered an effective way to develop the language faculty of the preschoolers when utilized properly in a school setting as it increased the retention capabilities of the preschoolers.
3. The results of the study on the significant difference of the mean performance of the preschoolers who used traditional method and the preschoolers who used Innovative-Based Cartoon programs showed that the computed t-value of each variable was lower than the p-value of 1.677 with 49 as the degree of freedom at 0.05 level of significance. Hence, the null hypothesis was rejected.
4. The key areas with lowest means had been identified and provided with an effective way to increase the development of their speaking and comprehension skills. One was an increased time span in watching cartoon programs among preschoolers. Furthermore, using the language upon acquiring and using as continuously would help the learners' progress in the language.

#### Conclusions

1. The preference of the parents and preschoolers in the selection of cartoon programs affected the capability of the preschoolers acquire a new language.
2. The Innovative-Based Cartoon programs affected the language acquisition of the preschoolers. Thus, exposure to the cartoon programs enhanced the speaking and comprehension skills.
3. There was a significant difference between the the preschoolers who used trandtional method and those preschoolers who used cartoon programs. Hence, the null hypothesis was rejected.



4. The utilization of Innovative-Based Cartoons programs as learning tools was an effective and a new way of enhancing the abilities of the preschoolers in learning the language. The programs enhanced learning of English as a Second Language.

### Recommendations

Based on the findings and conclusions presented, the researcher suggested the following:

1. Educators should use cartoon programs that are safe and innovative as tools in developing the speaking and communication skills of the preschoolers. Appropriate usage and precise selection of cartoon programs should be emphasized among the educators as preference could be a great factor in developing skills in language acquisition.
2. Preschool teachers should expose their pupils to Innovative-Based Cartoon programs to develop the speaking and the other communication skills of preschoolers. They should expose preschoolers to cartoon programs which are productive and interesting.
3. Curriculum planners should integrate innovative-based cartoon programs the curricula for it would provide the preschoolers with a new way of learning a language. Furthermore, it would also help the teachers in developing new techniques in teaching that could enhance the preschoolers' capabilities.
3. Administrators may encourage their teachers to use cartoon programs in their lessons, and to provide new ways of teaching language, which will make them more effective in imparting learning.
5. Future researchers may use the result of the study as a valuable reference for studies on promoting and showcasing the role of technology in the educational system.

### Acknowledgements

This thesis represents not only my work at the keyboard; it is a compilation of love, sustenance and encouragement. As I complete this project, I am humbled and appreciative of everyone who has encouraged and supported me. They shielded me from potentially crippling disappointment, and I grew safe in the safety of their shadow. Hence, I would like to thank all those whose assistance proved to be a milestone in the accomplishment of my goal:

School of Graduate Studies, for their unending support to us in completion of our study;

Dr. Aida Villanueva, my adviser, whose love, passion and dedication for learning made it possible for me to be enlightened;

Dr Linda Reyes, my lovable mentor and biggest supporter whose encouragement made it possible for me to continue;

Dr. Arnold Adante, for his insights, guidance, encouragement and valuable comments;

Dr. Rolance Chua, the Dean of the School of Graduate Studies for his unwavering love and commitment to the faculty, students and learning;

Dr. Dennis Caballes, for his patience and guidance in the treatment of this study;

The English Department of Manuel A. Roxas High School, for their unselfish wisdom and care which help me get through the intricacies of finishing this work;

Mrs. Elena Pua-Ferrer, for her guidance, support and friendship she extended to me;  
 Above all, I praise and thank God, the Almighty, for his showers of blessings throughout the process.

## References

- Aquino, Gaudencio. Principles and Methods of Effective Teaching. Manila: National Bookstore  
 Bilbao, Purita P. PhD, Corpuz Brenda B., PhD Llagas, Avelina T. PhD. 2006. The Teaching Profession. Lorimar Publishing Co. Inc.
- Allowa, Tracy P. (2013) Exploring the Impact of Television Watching on Vocabulary Skills in Toddlers. Springer-Media Science, New York City USA
- Brewer, V. (2015). Understanding English language learners: Language development, second language acquisition and recommended strategies for elementary general educators (Order No. 3712128). Available from ProQuest Dissertations & Theses Global. (1707933469). Retrieved from <https://search.proquest.com/docview/1707933469?accountid=173015>
- Chan, Y., & Wong, N. (2017). Learning Japanese through Anime. Journal of Language Teaching and Research, 8(3), 485-495. doi:<http://dx.doi.org/10.17507/jltr.0803.06>
- Cross, N. (2015). The role of motivation in second language acquisition: The critical constructs of L2 motivation (Order No. 3728357). Available from ProQuest Dissertations & Theses Global. (1725217454). Retrieved from <https://search.proquest.com/docview/1725217454?accountid=173015>
- Deng, Fei (2016) A Study on Whether the Adults' Second Language Acquisition Is Easy or Not-From the Perspective of Children's Native Language Acquisition
- Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. Journal of English Language Teaching and Linguistics, 1(1), 13-37. Doi: 10.21462/jeltl.v1i1.20
- Nordquist, Richard (2018) English as a Second Language (ESL) Definition: Glossary of Grammatical and Rhetorical Terms
- Poštič, Svetozar (2015) Influence of Cartoon Network on The Acquisition of American English During Childhood
- Suatengco, Rosarito T. (2014) Licensure Examination for Teachers Reviewer- Language and Literature Research, Philippine Normal University.
- ValezGea, N. L. (2013). Learning and teaching of English in a Foreign Language Classroom of Primary Education through Current Songs and Cartoons. Odissea, 14, 183-204 "Glossary of statistical terms: Population". Statistics.com. Retrieved 22 February 2016.
- Clark, C., 2000. Innovative Strategy: Concept cartoons. Instructional and Learning Strategies. Available from: <http://www.southalabama.edu/coe/bset/dempsey/isd613/stuproj/summer00is/caryclark.pdf> (accessed on August 10, 2015).
- Doring, A., 2002. The use of cartoons as a teaching and learning strategy with adult learners. Journal of Adult Learning, 30 (1), 56-62.
- Haque, S., 2013. Using Cartoons for English Language Teaching in Bangladesh: Progress, Problems and Possibilities. Available from: [http://www.academia.edu/8027144/using\\_cartoons\\_for\\_english\\_language\\_teaching\\_in\\_Bangladesh\\_progress\\_problems\\_and\\_possibilities](http://www.academia.edu/8027144/using_cartoons_for_english_language_teaching_in_Bangladesh_progress_problems_and_possibilities) (accessed on August 10, 2015).
- Lenneberg, E. H., 1967. Biological Foundations of Language. London: Wiley.
- Pavlenko, A., 2014. The Bilingual Mind and What It Tells Us about Language and Thought. Cambridge, UK: Cambridge UP.
- Penfield, W. And Roberts, L., 1959. Speech and Brain Mechanism. Princeton, NJ: Princeton UP.
- Rule, A. C. And Auge, J., 2005. Using Humorous Cartoons to Teach Mineral and Rock Concepts in Sixth Grade Science Class. Journal of Geoscience Education, 53 (5), 548-558.
- Singleton, D. (Ed.), 1989. Age and the Acquisition of English as a Foreign Language. Clevedon: Multilingual Matters.
- D. Online Sources
- Amina, Meiloudi (2015) The Use of Educational Technology in EFL Teaching and Learning : Case Study of Second Year Students at Tlemcen University
- Ishikura, N. (2013). The impact of Japanese popular culture and motivation on language learning: Exploring the use of manga for teaching Japanese culture and reading (Order No. 1544338). Available from ProQuest Dissertations & Theses Global.
- Bhat, Adi (2018) Experimental Research. ProQuest Retrieved October 11, 2018
- Ligita (2013) Subtitled Cartoons In Foreign Language Teaching And Learning Context: Dangers. available from: [https://www.researchgate.net/publication/272955482\\_subtitled\\_cartoons\\_in\\_foreign\\_language\\_teaching\\_and\\_learning\\_context\\_dangers](https://www.researchgate.net/publication/272955482_subtitled_cartoons_in_foreign_language_teaching_and_learning_context_dangers) [accessed oct 13 2018].
- Perez, Noemi Ann (2018) BLOGS. 7 Filipino children Shows we Surely Miss. Retrieved November 11, 2018. <https://tomasinoweb.org/blogs/7-filipino-children-shows-we-surely-miss/>
- Aboudan, R., 2009. Laugh and Learn: Humor and Learning a Second Language. International Journal of Arts and Sciences, 3, 90-99.
- Asher, J. J. and GARCIA, R., 1969. The Optimal Age to Learn a Foreign Language. Modern Language Journal, 53, 334-341.
- Bahrani, T. & Sim, T. S., 2012. Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. Available from: <http://www.toject.net/articles/v1i4/1145.pdf> (accessed on August 10, 2015).