

# **A STUDY OF LEXICAL DEVELOPMENT OF PRE-SCHOOL CHILDREN THROUGH CARTOONS**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
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# **A Study of Lexical Development of Pre-School Children through Cartoons**

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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## **ABSTRACT**

### **Thesis Title: A Study of Lexical Development of Pre- School Children through Cartoons**

Use of technology for pedagogical purposes is now becoming necessary for enhancing the learning abilities of young children. Initial years of a child holds significance in language learning process. The study under consideration investigates the role of cartoons as a pedagogical tool for lexical development of pre-school children between the ages of three and five. The objectives of the study were to observe how cartoons can be used as a useful teaching tool to make children learn vocabulary in an effective way. The researcher used the theory of Zone of Proximal Development (ZPD) by Vygotsky and the concept of Scaffolding as her main theoretical framework. A hybrid design was formulated for conducting the study, consisting of 20 case studies between the ages of three and five years. In order to further investigate the aspect of lexical development of pre- school children through cartoons along with the classroom observations, interviews of the teachers were conducted and questionnaires of the parents were analyzed. Data collected through classroom observations, interviews and questionnaires revealed the effectiveness of the process of Scaffolding young children through cartoons. The findings of the study suggested that the use of cartoons proved to be significant in teaching young children vocabulary. Moreover, the active role of the teacher, blend of modern technological tools and selection of age-appropriate educational content proved helpful in lexical development. The results of the study show that the use of constructivist approach of teaching and learning and communicative language teaching approach is an effective method to scaffold young learners by using cartoons. In order to enhance the language learning abilities of the learners, it is recommended that age-appropriate cartoons may be included for pedagogical purposes to enhance learning skills.

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## **DEDICATION**

I dedicate my thesis to Hazrat Muhammad (peace be upon him) the paramount of knowledge for the whole universe. I dedicate my thesis to my beloved father, my role model Dr. Syed Ali Anwar. For the undaunted motivation to the pursuit of knowledge, I inherited from him unfathomable love for knowledge

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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Every child is an individual that is born with different traits and qualities, these traits are helpful to his/her skill development and personality building. Children learn and grasp anything that they listen or observe around them, they are the best and the quickest learners. However, there are a few milestones that are achieved by them during developmental stages. Almost every child passes through these stages. The factors that play an important role in sculpturing the cognitive development of young kids and infants are mostly found in the environment around them that act as stimuli for initiating learning.

Soliman (2015). Studies have revealed that children who have access to television and satellite watch 18,000 hours of cartoons and other related programs from kindergarten to high school (Kathleen Keller, 2008). Cartoons were motion pictures developed in the 1800's from where they became part of the cinema history. The cartoon is an animated movie that is made with the intention of entertaining with the help of animated characters (Thompson, 2010). Cartons are drawings and a sequence of paintings that appear to change and show movement as the sequence is developed. In history, cartoons were short clippings varying from 15-30-minute slots. Development of technology has also led to the evolution of cartoons they are now more family friendly as the viewership varies from young children to adults.

Television has now become a habit and part of the routine of children as well as adults. The impact of environment for children and media is becoming one of the most important factors in the lives of children nowadays. Some researchers say that it has a negative impact on a child if he is exposed to cartoons too much. As it could result in an aggressive behavior or stubbornness while there are some researchers who say that children learn many positive things with the help of sounds, images and other tools used by media

for children. Zimmerman (2007) in his study wrote that the consumption of television based on a daily basis is rising. An average child is exposed to television as early as at the age of three months. About 40% of the infants were viewing television at the age of three months and by the age of 2 years; similarly 90% of the kids were active viewers of cartoons. Child cognitive skills and especially linguistic skills development have an impact of many factors like socioeconomic background, parental interaction, home environment, informal instructions, maternal education, co-viewing, and television (Biemillier, 2003).

Viewing of educational and age appropriate programs (cartoons) have been positively correlated with better performance, improved of linguistic skills, cognitive skills and problem solving tasks (Anderson, 2000). In today's techno-global and fast paced world the role of television cannot be denied. Television is now a household commodity which is found both in rural and urban areas. Certain programs that grasp the interest of majority of children and include cartoons, they are viewed by the children as part of their daily entertainment. Cartoons are meant for entertainment purpose; however, along with the entertainment they also teach children new vocabulary items and different aspects related to life and culture. Yet on the other side, there are cartoons that are meant for entertainment, but their aggressive approach has negative impact on kids. Rideout (2011) mentioned that children as young as 9 months of age start viewing television. Those initial years are the most significant ones as the child's brain cells grows rapidly in that age the main responsibility lies on parents and caretaker at that stage to keep a check and make sure that child watch age appropriate cartoons . The researcher in this research will aim at analyzing the impact of cartoons on the linguistic development of children (pre-schoolers) ranging from ages of three – five years.

In a research given on the official site of UNICEF, three important findings are mentioned and correlated to the brain development and language development of young children:

- Although gene plays an important role in the developmental process of the infant's brain, however, external stimulus (cartoons, media, people, peers, environment etc.) also sculpture the young brain
- Imagination and thinking of children develop till 12 years old age.
- Early brain development once observed can be predicted as a future pattern of development of young kids

### **1.1.1 Technology, Cognition and Brain/Mind**

Brain cells are mostly formed before birth; however, their connections are built and strengthened after birth. Habib (2015) and Soliman (2015) in their research on the effects of cartoon on the brain of young children mentioned that a three year old has twice active brain than an adult. Therefore, proper care, love, attention and guided viewership of cartoons should be allowed to raise their elementary mental function to higher mental functions. The debate as to whether using traditional ways of teaching young kids through books is more effective or using animated cartoons to teach them is as an old debate where a sizeable amount of research has been done in the past decades. In a research conducted on impact of cartoons (Habib & Soliman, 2015) states that children are attracted towards cartoons as compared to the traditional way of teaching. The well written scenario and the audio-visual aid help them absorb the content much more easily.

Children (pre-school kids) learn many vocabulary items in their initial years, as a result their lexicon increases manifold. Children in pre-school years between the ages of 2-6 can learn and comprehend approximately 14000 words. In a study conducted by Rice (1990) it has been found that pre-school children actively pick words while watching cartoons and the words mostly include the names of the objects (lexical items) and action related to words.

The use of media (television) among children is reaching unprecedented heights (Rideout, Wander & Wartella, 2003). Media exposure is playing a vital role in the lives of young children, infants and pre-schoolers. Media exposure cannot be avoided in today's world, therefore, American Academy of Pediatrics recommends that caregivers and especially parents should limit the screen time of educational programs and cartoons to maximum two hours per day (Anderson & Pempek, 2005).

Children programs that are based on qualitative reasoning are effective in teaching academic skills. These skills include basic everyday language, counting, recognition of alphabet letters and words. In addition to that, children also observe new places, new things, different animals and other species that are found all around the world. Parents and caretakers must choose the content and programs that help in the development of the brain of young children. Parents, teachers and caretakers must watch the cartoons along with the children. For healthy development they should invite children to inquire questions about

the content to develop the inquisitive abilities and polish them, parents and teachers must have some follow-up lesson afterwards.

### **1.1.2. Parental Concerns and the Onslaught of Technology**

Parents must bear in mind that watching television or keeping it on when there is no adult supervision such scenario is harmful. A major responsibility lies with parents and teachers where they must make a conscious decision as how to limit the duration and what to watch with the children. Exposing children to television in their early years can result in unparalleled mental, emotional, as well as, physical growth in the beginning years of their life. Today's lifestyle keeps parents busy and therefore, they have less time. In order to keep children entertained and happy, parents let them watch television unwittingly, to buy some time for themselves. That practice is not good for young children; television should not be made a prop to make children sit in front of it and watch it all the time. Dedication is required at the part of parents to keep them busy in a proper manner to ensure their positive development.

Technologies that include television and computer should not be foisted haphazardly on individuals; long term nurturing should be kept in mind while fostering technology (Corea, 2000, p. 9). The introduction of television, computers in 1970 and cell phones has given rise to the concern that it will affect the language of children and it will have an impact on their language development (Subrahmanyam, Greenfield, Kraut & Gross, 2000). A research issued by American Alliance for Childhood (Cordes & Miller, 2000) debated that the use of technology in any form intellectually, physically and socially effects young kids (McCarrick & Xiaoming, 2007).

Many researches also suggested that too much interaction with the technology and the cyberspace can cause serious health implications in children be it mental, emotional or physical. Learning language is an important milestone in child development, as language difficulties results in hindrance in general well-being of kids (Conti-Ramsden, 2008). It is important to understand that the language development process in kids starts right at the time of birth; they acquire a great deal of word bank for communication before 5 years of age (Bishop, 2001; Dewart, 1995). Children raised in a language deprived environment are likely to face difficulties later on in life (Bishop, 2001). Lack of adult supervised use of technology has shown inhibiting early spoken language (McCarrick & Xiamoming, 2007), however adult presence and interaction during the use of technology has shown growth in

language learning skills of young children (Kerfeld, 2007). Computer and television have shown a great influence in developing the lexical bank of young kids and therefore, they are now being used in American and European schools widely (McCarrick & Xiaoming, 2007).

Children who watch appropriate content, educational programs along with entertainment are more likely to have better grades. They will value achievement; they will show creativity as compared to those kids who use violent or just for entertainment purpose cartoons (Diehl & Toelle, 2011, p. 13). Children who watch cartoons shape their social behavior in one form or the other and has an effect on their lexical development (Baran & Davis, 2000, p. 17). The researcher will conduct this research to see whether cartoons help in lexical development of young kids from the age of 3-5 years or it hinders the development by observing the pre-school children of the Islamabad School System.

### **1.1.3. Works Already Done**

There has been a lot of work done on the impact of cartoons on children; some researchers are of the view that it has a negative impact whereas some advocate that it has a positive impact. Some of the researches are mentioned below; these researches are related to both negative and positive impacts of cartoons on children.

#### **1.1.3.1. Articles Postulating that Chave a Positive Effect**

1. Work was done on *The Impact of Sesame Street. A Review and Synthesis of 30 Years' Research on Preschool Children* by Shalom Fisch, Rosemarie Truglio, Charlotte (1999). Consistent data that was gathered over a period of 30 years indicated that sesame street have been very have been a very significant program. The results of the study indicated that the series had a positive effect on language learning across a broad range of subjects.
2. *A Systematic Review of The Effects of Television Viewing by Infants and Pre-Schoolers* by Rupin Thakkar, Michelle Garrison and Dimitri Christakis (2006). This experimental study revealed that the children were able to show progress in knowledge and mental development by viewing educational programs. The results of the above mentioned study revealed that children under six years of age are likely to show developed knowledge and imagination by viewing age-appropriate educational programs/cartoons.

3. *Cognitive Processes in The Development of Children's Appreciation of Humor*, by Edward Zigler, Jacob Levine and Laurence Gould (1966) . Children mirth response and learning through cartoons was tested in the above mentioned study. 64 students were tested and the findings supported the positive relation between cognitive development, mirth response and comprehension by watching cartoons. The analysis of data supported the impact of age appropriate cartoons and language learning.
4. *Supporting Young Children's Vocabulary Growth: The Challenges, The Benefits, and Evidence-Based Strategies* by Mary Renck Jalongo and Michelle Sobolak (2011).the results of their study concluded that cartoons help in vocabulary learning.

### **1.1.3.2. Articles Postulating that Cartoon have a Negative Impact**

1. *The Relations of Early Television Viewing to School Readiness and Vocabulary of Children from Low-Income Families* by John Wright, Aletha Huston, Kimberlee Murphy and Michelle St. Peters (2001). Their work on the effect of cartoons and learning depicted that; it depends on a child's ability to pick and learn lexical items, rather than the cartoons that they see.
2. *Does Cartoon Violence Bring Aggressive Behavior in Real Life? An Opposing View* by Fran Blumberg, Kristen p. Bierwirth and Allison Schwartz (2008). In this research it was found that children are a bit inclined to emulate violence as they observe in cartoons. Moreover, the concept of immortality is also depicted due to which the children are unable to separate reality and fantasy, it causes confusion. Therefore, parents and teachers must make informed choices when letting children watch cartoons,
3. *Exploring the Impact of Television Watching on Vocabulary Skills in Toddlers* by Tracy Packiam Alloway, Skyler Williams, Britney Jones, Fiona Cochrane (2014). Common assumptions put cartoons as a helpful tool for vocabulary enhancement, however, in this research no such development was noticed.
4. *Cartoon Violence: Is it as Detrimental to Pre-Shoolers as We Think?* by Kristen Peters and Fran Blumberg (2002). Although cartoon violence has a negative impact on children but strong moral upbringing can nullify the effect. Violence begets negative emotions therefore, careful viewing under parent/ teacher guidance must be done

The above mentioned articles are some of the researches just to get a general idea about the different perspectives regarding the impact of cartoons on children's language, behavior

and personality. These researches are all from the European and American scholars. A few researches have been done in Pakistan on Cartoon Network to highlight the effect of cartoons on behavior of children. The researcher after a thorough and in-depth research was unable to find any research done specifically on the lexical development of pre-school children in Pakistan and specifically in schools of Islamabad with reference to second language learning (English). Moreover, the researcher did not come across any research which addresses the aspect of language development through the cartoons.

The researcher has used cartoons as a tool to Scaffold the young children by using the teaching approaches of constructivism and communicative language teaching approach. These theories have been used along with the Vygotsky's theory of Zone of proximal development (ZPD) to observe the learning process of pre-school children.

## **1.2. Statement of the Problem**

In today's techno-scientific and post-industrial world, children are growing up in the midst of media representations, simulations, and virtual realities (Tidar & Lemish, 2003). This cyberspace is populated and flooded by computers, video games, television, cinemas and other gadgets like iPads, leap pads and several other devices through which millions of children across the globe access cartoons. Several studies have been conducted on young children and the effect of cartoons on them; however, considerably less attention has been paid to the effects of cartoons on the preschoolers with reference to lexical development (Christakis & Zimmerman, 2002). The use and prevalence of media and technology in general and cartoons in particular have been touched upon from time to time. However, their effect on pre-school children remains an untapped domain in Pakistan. The pre-schooling stage, holds a significant place in the linguistic development of young children. This age group ranging from 3-5 has been termed very significant in the Vygotskyian perspective. It has conceptualized as the theory of the Zone of Proximal Development (ZPD), and it is arguably the most crucial stage with reference to second language learning. It is because of this problematization of the learning process vis-à-vis the (possible) effect of cartoons on the lexical learning, the researcher has critically investigated the lexical development of children. Moreover, the perspective of the parents and the teachers has also been incorporated to get deep insight into the lexical development of young children through cartoons.



### 1.3. Research Questions

The researcher will focus on following questions

Q 1: How does exposure to cartoons affect the lexical development of preschoolers?

Q 2: What is the perspective of parents and teachers on the role of cartoons in the lexical development of the preschoolers?

### 1.4. Delimitation/ Research Gap

Studies are done mostly on *Sesame Street* and its impact on children learning and development of cognitive abilities. Very little research has been done in Pakistan on the kids of age 3-5 years to analyze their lexical development and linguistic skills with reference to cartoon used as a tool for scaffolding. Therefore, this study will focus on the impact of cartoons on lexical development of pre-school children (3-5 years old) in Islamabad, Pakistan. The study will focus on cartoons series such as *Charlie and the numbers*, *Billy Bam Bam*, *Tricky Tracks*, *Dave and Eva Nursery Rhymes* to see how the cartoons when used as a tool for scaffolding play their role in lexical development.

### 1.5. Format and Cut of Date

The present study uses APA style and the cutoff date for this research is 15<sup>th</sup> December 2017.

### 1.6. Significance of the Study

The study under consideration is significant from the perspective of psychology of learning and education. The changing dynamics of our society have redefined not only the role of technology in our daily lives, but they have also challenged our traditional pedagogies. Therefore, the present research has highlighted media as a source of mediation for learning while banking upon Vygotsky's theory of Zone of Proximal development as its main theoretical insight along with the construtivist approach and communicative language teaching. The external stimuli—cartoons in case of this study— help children in learning and improving their linguistic abilities.

From a purely pedagogic perspective, cartoons help in teaching events, facts and objects in simple ways. They provide the students with visual learning opportunity that develops the possibility of discussion in the class. Moreover, audio-visual memory is

retained for a longer span in both adults and children and it makes their learning process more efficient. Individuals can record the words and images in their memories that make it easy for them to remember and recall what they learnt through visual images. (Olrich & Harder et.al., 2001).

The traditional methods of teaching were more teacher-centered with no space for interactive or communicative learning. New pedagogical methods that enable innovative use of technology, help the students to learn a language in a better way, therefore, teaching practices should be developed and enhanced according to the need of the time. In that perspective cartoons add variety to the teaching process, it concretizes the learning experience and increases the level of motivation and involvement (Thomas, 2004; Chung & Dawson, 2008.)

From this perspective the study highlights the impact of cartoons that are age-specific and their use by the schools for teaching linguistic skills to pre-schoolers. This will also address the research question no.1 related to the lexical development of pre-school children through cartoons in the data analysis chapter.

The study is expected to sensitize the parents, teachers and policy makers about the precise effect of cartoons on developing the second language lexicon of pre-school children. This study will furnish the teachers with informed and substantiated road map to deliver the content in more profitable ways.

The researcher will be using constructivist and the communicative approach of teaching, keeping in line with the Zone of Proximal Development theory and process of scaffolding. These techniques provide motivation, efficient acquisition, freedom of expression by using cartoons as a teaching tool to develop linguistic competency of the students.

## **1.7. Organization of the Study**

The present thesis comprises of five major chapters that gives an in depth understanding of the research

Chapter one is an introduction to the current thesis, background and the work that has already been done on the related topics. It deals with the problem statement, research questions that are dealt in the research, objectives achieved, the significance of the study and how this study of lexical development of pre-school children through cartoons is

different from the previous studies done. In short, it is a brief overview of the current research.

Chapter Two gives a detailed discussion of the literature related to the current thesis, considering both theoretical and practical aspects, in the areas of lexical development through cartoons used as a tool for scaffolding. It analyses the existing studies related to the current research and gives detailed discussion on the theories of cognitive development and lexical development as lexical development is an important part of cognitive development.

Chapter Three deals with detailed discussion on theoretical framework. It deals with the research design, data collection tools and the process of analysis, sample of the study and the ethical consideration of the study.

Chapter Four gives a detailed discussion on the qualitative and quantitative data of the study and the findings of the study.

Chapter Five is a detailed critical study of the findings of the study, conclusion, recommendations and suggestions and finally the contribution of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

In the present decade due to rapid technological growth, there are many other media tools besides television that are being consumed by children. Computers, laptops, games and the internet are now more accessible to the pre-school children as compared to the children a decade ago (Rideout, 2006). Modern era calls for exposure to technology and with the development in the different genres of technology younger children are now becoming active viewers of television especially cartoons.

In a research done by Danjela Prosic-Santovac (2015), she pointed out three significant points that the children experience

- Materialism and consumption of cartoons has increased as compared to the previous times (Schor, 2004)
- Exposure to the technology starts early (Ward, 2005).
- Foreign language exposure begins at a young age all over the world (Cameron, 2003).

Children are more aware of technology than the previous generation. Moreover, with the increase in commercialization of cartoons and toys, kids are now more aware of the things and show more interest. English is lingua Franca and learning the English language is considered as an important milestone for children to progress in future.

Teaching a foreign language, especially English has become very frequent worldwide. There is a debate going on, “usefulness of an early start in language instruction” where a lot of research has been made by Larson-Hall (2008) and Nikolov, Doiz and Lasagabaster (2004). All of these researches share a common point, “earlier can actually be better”, however, with some check and balance. Television became a household

commodity in the middle of the twentieth century, along with the introduction of television the genre of cartoons also became popular among children. Electronic media had a boom in the 21st century with the introduction of multiple gadgets for consumption. Rapid development of technology resulted in the influx of media, that resulted in its increased consumption not only by the adults but also by the young children. Till 1980's, social sciences dealt with the theories of how viewers are active consumers of television programs. In this century children have become active consumers of television programs. That highlights an important debate; as what is the influence of cartoons and media consumption on young children and how age-appropriate and educational programs affect them? Jerome Singer (1980) in his research mentioned that viewing television leads to bombardment of the sensory cells that produces orienting responses and it is linked with the process of reflection as well as cognition in young children.

Aletha Huston (2001) and John Wright (2001) proposed their theory on cartoons/media consumption by kids with a slightly different perspective, shedding light on television viewership. Their theory proposed that different features of cartoons have varying effects on different age-groups. Infants are more excited to gestures and colours that are shown in cartoons, whereas, for the young kids (according to Aletha and John) the importance of group conversation, narrative and informative features matter in cartoons. These aspects get more attention from the grown-up kids as their cognitive ability develops with their age. Daniel Anderson (1979) and Elizabeth Lorch (1979) proposed another research stating that pre-school children pay more attention to the cartoons rather than commercials, which are also densely packed with children content. Pre-school children show more attention to program content compared to those that are incomprehensible.

Teaching very young children (pre-schoolers) has its own challenges, it calls for accurate pedagogical knowledge and properly developed teaching materials and techniques. In a journal, *Language Teaching and Research*, Danijela (2015) in her research article has mentioned that caregivers/parents/teachers, who let children watch television/cartoons unguided, has a negative impact, however, banishing them totally from media exposure is not a solution. In this technological era, stopping kids from media exposure leads to isolation and some psychological deprivation.

Children bring to their play elements seen in television contents, create relationships and peer groups, and therefore, children choose those kids to be their friends who

are familiar with certain television contents which leads to positive attitudes towards them as partners (Blanusa, Troselj & Srica, 2014, p. 26).

Learning language at a young age is now becoming a worldwide phenomenon. Debates are going, on the usefulness and effectiveness of language learning through external aid especially in the form of media and cartoon exposure (Larson, Hall, 2008; Nikolov, 2009). In order to teach pre-school children to raise their zone of proximal development, this process needs pedagogical and psychological knowledge. To scaffold young kids with the help of technology requires an adult to tackle the issue as how technology will help or hinder their cognitive development. The researcher in this research aims to observe, validate and highlight the aspect of lexical development of pre-school children through cartoons. The researcher aims to observe, whether using cartoons to teach young kids will help in the development of their lexical growth, which is also a part of their cognitive development, or it will hinder the language learning capability keeping in mind the age group of 3-5 years old children.

## **2.1. Proximity, Mind and Linguistic Development**

Children have a curious brain that is always in search of the answers and they are eager to learn new phenomenon. Children spend most of the time at their home, therefore most of the time they end up watching cartoons as they provide them entertaining material. Cartoons are animated characters, but young children do not understand this aspect and for them it is something related to real life. Cartoons are helpful for young kids in exploring, observing, and learning a great deal of things in their surroundings. The new episodes which are aired every other day to grasp a child's attention leads young children to explore and learn new things. The cartoons make kids laugh and have fun, those laughter doses are good for a healthy mind and body, that aids in a better physical and mental development of kids.

Cartoons are aimed at teaching the children about many aspects of life for example, they teach the children benefits of fruits, vegetables and other healthy food which results in child development towards the likelihood of food for good health. In addition to that they learn different games and physical activities their benefits that are applied by the children afterwards in their play time. When the children watch their favorite cartoon character doing some activity, they try to practically apply them, and it helps them to understand the concept of physical fitness according to their mental capability. As a result of their interest

in the cartoons they also learn new words along with the new concepts.

Integrating language and elements from popular culture, such as stories and rhymes, especially in the form of popular media i.e. cartoons, which children can relate to because of their daily exposure at home can go a long way towards fostering intrinsic motivation in young learners. (Shin & Crandall, 2004)

Cartoons play a significant role in learning a language, however, if the teaching material or cartoons that the children watch at home only provides them with animated characters without any purpose or meanings such kind of exposure to media stultifies learning. Cartoon exposure fulfills many aspects of traditional learning. Cartoons serve as learning material and help children reach a higher zone, then their existing zone of proximal development (Hauser-Cram, Nugent, Thies & Travers, 2014, p. 365), they help to scaffold the children to a higher level of cognitive as well as lexical development. These researchers have concluded in their researches that the exposure to age appropriate programs shown in the media, especially cartoons leaves significant influence on learning and development of young children.

Cartoons aid pre-school children in learning activities like swimming, playing, and running, empathizing, co-operating and expressing feelings. Moreover, they help young children, especially between the ages of 3-5 years in uttering small sentences that are child directed and help in language development (Fisch, 2004, p. 44). Use of animated films and cartoons as an aid for learning language is not a novel idea. Walt Disney pointed out the educational potential and called cartoons and these animated movies as “a new tool for educator’s kit” in one of his articles in *Mickey’s Professor* (Disney, 1945, p. 121-122). Walt Disney credited the cartoons as an aid that helps the children in learning, developing their interest and speeding up the acquisition process. Therefore, the cartoons act as a tool to scaffold the young children to reach a higher zone of proximal development through technology.

*Sesame Street* is another instance that was developed with an aim to teach young children different aspects of language to learn and develop their language bank via scaffolding them through the cartoon characters. The characters were also developed with the view that children can relate to them while having fun and as a result a learning process also takes place. Teaching young children is a very important process, therefore, along with the aid like technology and cartoons, the presence and guidance of an effective

teacher/mentor is very necessary to give the proper direction to the young children in order to increase the lexicon bank and other important concepts (Rice, Huston, Truglio & Wright, 1990, p. 421). Children have an active mind (Piaget, Bruner and Vygotsky) and they learn quickly with some external aid like cartoons or facilitator, this view has been mentioned by Rokos in his research in the following words “Vocabulary learning is an essential component of early literacy achievement”, (Rokos, 2008). The above view shows the significance of language learning, moreover, to acquire vocabulary in a young age has been referred to as an achievement of a child.

Cartoons and other programs that are shown on the media, targeted towards children having age appropriate content also helps in learning and improving pronunciation, grammatical development and fluency in children. These are enhanced through exposure to native language as an external aid that raises their existing zone to higher zone of proximal development. Exposure to television has increased in this century compared to previous times.

Repetitive language in cartoons aligned with multiple visual clues and their knowledge of genres comprehension, support guessing and ultimately leads to incidental and implicit learning. (Popovic, 2010, p. 4)

Cartoons have a great influence on a child’s knowledge and vocabulary, their perception about the society and its issues. However, teaching young children only through television is not enough as their minds are young and naive they require a proper guidance. Young children need parents, teacher or caregiver’s guidance to understand and increase their level of understanding. In order to deepen the knowledge of a young pre-school child ownership of learning is necessary (Broadhead, 2006). Based on cartoons adults can discuss and do role play with the kids that scaffold learning (Han, Moore, Vukelich & Buell, 2010).

Scaffolding is required in early stage (pre-school) where children learn new phenomenon and their existing level of understanding and comprehension increases. Involvement of teacher and caregiver enhances learning that leads to a better performance, independent learning and role play among the children (Katarina Rengel, 2013). Among young learners (pre-school children) intrinsic motivation and the level of interest make them learn lexical items and in a broader perspective; more precisely, it helps them in language learning in a more effective and significant way.



Television is a source of gaining knowledge in most of the children and adults throughout the world. Therefore, the role of television has its influence on the masses, its influencing impact has to be considered among all the other influences that play a role in shaping children's personalities and behavior (Fisch, 2004, p. 178). In these times of rapid technological development, media plays a great role as mediator for learning, however, myriad of aspects like the level of intelligence, literacy rich environment, socioeconomic state can affect the process of learning among the pre-school children (Kirkorian, Wartella & Anderson, 2008, p. 51).

## **2.2. Cartoon, Children and Cyber Revolutions**

Throughout the globe young children spend a lot of time watching cartoons on television every single day (American Association of Pediatrics, 2011). Pre-school children nowadays learn a lot of things through cartoons as it has become a practice in many schools to let children watch cartoons for the purpose of education, in light of that "educator has a commitment and responsibility, knowing developmental characteristics and qualities of pre-school children and the effects of watching television to implement incentives, work methods and forms, in order to use positive potential of television in the best possible way" (Blanusa, Torselj & Srica, 2014, p. 38).

The role of television holds significance along with it as mentioned above the role of the teachers and parents also holds significance. As the teacher is the facilitator and mediator in the learning process of pre-school children. Television aids in learning, whereas if the content is not appropriate for the children it can inculcate bad behavior, which has been proven through many studies. To scaffold a child through cartoons, the role and guidance of parents, teachers and caregivers is important. Cartoons provide with the age appropriate knowledge that helps the children to push their learning abilities to higher developmental level.

The role of teachers and parents in determining the media usage by the children, to enhance their learning abilities holds significance. They need to provide a proper check and balance, content analysis and time check for the young children to ensure the positive outcome and to get benefit out of it. A study conducted by Tahir Bahrani (2018) with the title *Audio-Visual News, Cartoons and Films as a Source of Authentic Language Input and Language Proficiency Enhancement*, showed that the students who watched cartoons, showed significant language development and proficiency. Cartoons that are targeted and

contain good content, are bound to have a significant development in language learning. Nunan (1999) highlighted the significance of authentic language input, which can be from any source of media, according to his research relevant and authentic language inculcates lexical development.

American Association of Pediatrics (2011) however, recommended no media exposure to young children under the age of two years, as it is connected to have some adverse effects on the infants. Media content should not be focused on infants under two years of age; however, many studies conducted on the subject of media exposure to infants contradict the idea because media exposure develops better language learning and understanding.

Pre-school children in this technological era are experiencing a rapid growth of media and technology, as they have more technology available to them as compared to the children in the past era, the access to media has also become much easier and available. Livingstone (2006) mentioned in his research that the influence of media is unavoidable nowadays, therefore, it should be imperative to explore the influence of media exposure (cartoons) on pre-school children. Plenty of work has been done with school going children and media exposure, however, to understand how pre-school children digest what they observe, it is now significant to research about young children and media influence. Young children are fond of watching animated movies and cartoons (Hamlett, 2008; Huston, Wright & Green, 1999) cartoons consumption has increased among young children. This phenomenon of influence of cartoons and media on their cognitive abilities and language is now very important and crucial topic amongst the researchers.

Popovic (2010) pointed towards a very significant aspect of cognitive development; the experience that a child derives from watching cartoons helps them to model the desirable learning output. The interest and involvement of teachers and parents helps children in their lexical development, it initiates verbal activities and language usage related to what they have seen in cartoons. Most of the cartoons are not aired with the purpose of initiating the process of learning among the children. However, they serve as a powerful learning tool, because their content is readily available. These cartoons can be repeatedly shown to children depending upon their level of interest which in turn show language development and a greater comprehension level (Kirkorian, Wartella & Anderson, 2008, p. 51). Teachers and parents with whom children interact, they are great observers of what is the impact of any content on their language development, they must bear in mind that

language learning takes place in a functional and relevant environment. In case of cartoons the environment and relevance are provided by the story around which the content is developed. Moreover, the visual and auditory stimulus enhances the language learning process by increasing the level of interest (Mandel Morrow, 2007, p. 77).

Choices of young kids change and grow with the passage of time according to their age, cognitive development, and as a result of development in the level of understanding. The content that is enjoyable for infants do not attract young children and vice versa, therefore, constant developments and changes are required in the cartoon content for a growing child to make him learn new aspects according to his age. In addition to that the cartoons they watch must have educational content. Children enjoy watching cartoons, it gives them motivating and positive experience. Therefore, positive impact of age appropriate cartoon results in better enhanced abilities among the children and a rapid growth in their lexical development (Prosic-Santovac, 2014, p. 34). As discussed above cartoons holds significance in teaching language to young children, taking into account the approach of language development through cartoons, if the children are provided with the toys that are related to the cartoons (theme toys) with which they play may facilitate the positive learning outcome (Fisch, 2004, p. 164). Therefore, the significant role of cartoons can also be observed when the child is merely playing with the toys and using the language that the child learnt from those cartoons.

Many theories have been given related to the cognitive development of children, according to most of the theorists the development can take place naturally as well as with the help of external aid or stimulus. In the light of undergoing research, the researcher has discussed a few theories that are in line with the undergoing research. These theories focus on cognitive development of children, the most important aspect of cognitive development comprises of language learning. The focus of this research is to study how age-appropriate cartoons help in the language learning process by using the method of scaffolding. The researcher will focus on the theory of Zone of Proximal Development by using two teaching approaches that include communicative language teaching approach (Brown, 2007) and Constructivist approach of teaching and learning.

### **2.3. Theories of Mentalism/ Cognitivism**

Piaget one of the well-known theorist started analyzing the development of children as soon as they were born. Piaget developed an all-encompassing theory on intellectual

development of children. Piaget's theory is segregated into stages that are stated as under:

- i) Sensory- Motor stage (birth-age 2)
- ii) Pre-operational stage (ages 2-7)
- iii) Concrete operational stage (ages 7-11)
- iv) Formal operational stage (ages 11- 12+)

Piaget gave these stages and explained that sequence followed by every individual is invariant. All the individuals pass through these stages in the same sequence. Piaget theory pertains to the individual's ability and the impact of the environment. According to Piaget learning new things through every stage is directly dependent on both individual's personal ability and the environment that he is living in. Positive environment for language learning will result in positive reinforcement. In case of the customized cartoons for infant between age group of 2-3- years the exposure to television results in development of sensory-motor stage and pre-operational stage. In a journal *Ask science* it is mentioned that "Cartoons provide your children with the necessary stimulus to understand language."

Therefore, if we view the statement in light of Piaget's theory, the necessary stimulus in sensory-motor stage is provided to infants in the form of colors, shapes, images and vocabulary. This instigates the cognitive ability of kids that results in pre-operational stage and make the children acquire the concepts and make them speak that language and learn lexical items.

Piaget focused on the physical qualities, i.e. volume, mass, area and language, moral development of the children as an important part of the cognitive development of the individual. Cartoons act as a tool and they provide young children with necessary stimulus material to understand language and to develop their own linguistic skills.

In another article *Cartoons and its Influence* related to Piaget's theory and undergoing research it has been mentioned that: young children learn new shapes colors and ideas by watching cartoons. Our brain has the ability to learn language when exposed to the material that deals with languages. Studies have also shown that the colors and visuals in cartoons stimulate the visual cortex area of the brain, which results in the growth of that area of the brain, that is essential in childhood for healthy development of the brain as our brain only grows in infancy. It helps to align the sensory-motor parts of the brain. These cartoons results in stimulation of sensory-motor areas and speech organs. Study done

by Rice (1990) on learning vocabulary while viewing *Sesame Street* is one of the significant studies to determine the role of cartoons in language learning process. Findings suggested that if the videos are used for tutorial purpose, they result in cognitive development and enhances the vocabulary of 3-5 years old hence they help in the development of language and new concepts.

In light of the above given researches and views children acquire permanence stage when their brain is stimulated, i.e. a child develops the ability to realize the existence of people and things. Moreover, they develop the ability to use language and lexical items; they play with things, observe things, and imitate things that expand their intellectual abilities. Similarly, cartoons that the children see results in the development of the brain cells that enhances the children's cognitive abilities and results in linguistic development. Entwisle, Alexander & Olson (1994) referred in their study that long term effects of television viewing come out as readiness to enter the formal education system with enhanced skills that facilitates the children in language learning process and cognitive development.

### **2.3.1. Cognitive Development and Bruner's Enactive Representation**

Bruner an American psychologist also studied the cognitive development of children. Bruner is said to be standing somewhat between Vygotsky and Piaget. Bruner recognizes the role of biology in cognitive development, his theory states that, with the help of inborn system and environment child is able to make sense of the environment around him. The cognitive system that a child is born with gets mature and develops over time with positive reinforcement. Bruner puts emphasis on the role of language like Vygotsky. Bruner's cognitive theory states that language reflects the individual experience and language can also transform it. when a child learns new concepts and words, it results in development of his already existing knowledge which enhances his linguistic and cognitive abilities.

Bruner's field of interest was the language of learning, as how cognitive abilities help a child in learning language. Bruner's theory deals with three modes through which a child's cognitive abilities develop and he learns the language and different concepts. These modes are:

*Enactive representation*

*Iconic mode*

*Symbolic mode*

Enactive representation is the stage where the baby learns to do body movements, control and how to physically respond. Crawling, walking and other abilities like these are performed.

Iconic mode deals with one year old and onwards. In this stage the incoming information is stored by the child. This information can be in the form of pictures, images, colors or any other icons. Bruner further elaborates that in this stage cognitive development occurs only when children can recognize different sounds and difference between smells, images. Children's cognitive abilities develop based on learning and impact from sources around them.

In line with the above theories of cognitive development by Piaget and Bruner, Blooms Taxonomy is also significant in the language learning process of children. Dr. Benjamin Bloom developed Bloom's taxonomy that deals with three domains of activities related to educational activities or development of learning abilities. These learning abilities include

Cognitive: mental skill (pertaining to knowledge).

Affective: development of emotive skills

Psychomotor: the development of physical skills.

Taxonomy of learning behaviors is a part of the learning process and goal achievement that are related to the development of cognitive aspects. The cognitive domain of Bloom's taxonomy deals with acquisition of knowledge. Bloom's taxonomy gave the basic concept of cognitive development through procedural facts, concepts and patterns. According to Bloom's taxonomy, all the above mentioned aspects serve in the development of skills and abilities and language learning process. Bloom's taxonomy was later on revised by Anderson and David Krathwohl. They further improved and added three levels of knowledge. These levels are

*Factual Domain*

*Conceptual Domain*

*Procedural Domain*

In this revised domain the authors combined the cognitive domain with the above process. Facts are related to acquisition of data, conceptual domains deal with items, ideas or words and procedure is the happening of events. The cognitive domain of Bloom and revised Bloom's taxonomy deals with how an individual acquires facts related with images or pictures and how they recognize the step by step actions and events which results in linguistic development.

All the above-mentioned theories deal with almost a similar aspect of language development and refers to linguistic development as an important part of cognitive development. Cartoons play the role of external stimulus that results in step by step development, recognition of images, pictures and individual acquisition of certain aspects. Bloom's taxonomy also pertains to cognitive development. So, in today's world the impact of cartoons on cognitive development that results in lexical development cannot be denied. Several studies as discussed above in the light of the undergoing research have shown positive results in the mental development of young children, that aids in preparing the children to enter the formal education system.

The cognitive effect in Bloom's taxonomy deals with how proper usage results in predicting, inferring and interacting with the new phenomenon. Theories of cognitive development deal with how an individual learns to reason, analyze and think about certain aspects and therefore, they learn the language accordingly taking into account the influence of environment that surrounds the individual. Television has now become an important part of our environment and it has critical influence in the beginning years, as a child is not getting any formal education and television viewing is a part of entertainment for them and they are not compelled to produce results. Entwisle, Alexander and Olson (1997) referred in their study that the long-term effect of television viewing comes out as the readiness to enter the formal education system, with good skills that facilitates their learning process, develops the cognitive skills and enhances the language learning process.

### **2.3.2. Zone of Proximal Development**

The researcher has discussed the above theories as they are in line with the undergoing research. In this research the researcher will focus on Vygotsky's theory highlighting the aspect of the Zone of Proximal Development. Vygotsky an eminent Russian psychologist, he was interested in the mental aspect of development, culture, literature and history. Vygotsky's theory is related to development of cognitive abilities of

children with the help of a more experienced adult. Vygotsky's cognitive theory deals with the aspect that individuals are born with basic mental functions. These are non-verbal functions that infants have. Language later on is learned through social interaction with the environment and people. In today's modern world, technology is part of the environment, television and technological gadgets play important role in language development along with this aspect, exposure to age specific content results in the development of higher mental functions.

Vygotsky gave a significant research on the aspect of cognitive development and language development, in which he gave his view that children learn from a more experienced adult. Vygotsky called the young learners and children as apprentices. In his theory Vygotsky mentioned that every child/individual is born with basic mental elementary functions, these functions are natural like listening, hearing and observing. Non-human beings like apes are also born with these basic mental elementary functions. Human beings have the capacity to reach from mental elementary functions to higher mental function with the help of a more learned adult and environment. These higher mental functions are attained through social interaction that enables the development of thought process and problem-solving process. Animals cannot reach higher mental functions like humans because they do not need language and cognitive abilities like humans, to interact and do other tasks.

The concept of Zone of Proximal Development (ZPD) is the one of the most successful concepts till date given by Vygotsky. Vygotsky was of the view that an individual has his own abilities that he is born with. According to Vygotsky two important aspects should be considered as far as learning or achieving a higher level is concerned

- a) What a young child can do by himself?
- b) What he can achieve with the help of more skilled or experienced individual?

This concept is the key to explain how a child can learn with the help of an individual or intervention of an adult be it a parent, teacher, peer, environment, media, cartoons and other such aids.

The concept of Zone of Proximal Development as mentioned by Vygotsky is the individual's potential to learn. Intelligence is an important aid in the learning process. It varies with every individual, however, to raise the level of development to higher level skilled individual and proper learning tool is required. A study that has been conducted by



Zigler, Levine and Gould (1966) on *Impact of Cartoons on Children*, the findings suggested that there is a positive relation between watching age specific cartoons and development of language learning ability of children as cartoons activate the of brain of young children by giving them a positive stimulus. When seen in light of Vygotsky's concept above study makes it clear how the role of technology and television results in the development of basic elementary mental function to higher mental functions through exposure to a positive learning environment.

Intersubjectivity is the shared understanding of the infant constructed by interacting with each other, the process through which the child observes and reaches the understanding of basic concepts, Vygotsky sees the role of language as an important milestone in cognitive development of infants. Intersubjectivity as presented in Vygotsky's cognitive theory is also highlighted along with the other aspects of cognitive development. Intersubjectivity describes the process of shared understanding between the adults and kids, therefore, in the light of the study under consideration children learn different concepts and language related to cartoons for instance: images, colours, shapes, body parts and many other such words used in everyday life through the medium of cartoons with the help of more experienced adults therefore, inculcating the aspect of intersubjectivity.

### **2.3.2.1. Scaffolding**

Scaffolding is another significant concept of Vygotsky's theory of Zone of Proximal Development. It is a process where a more skilled adult, through the common language of interaction gives knowledge to a less learned individual or children. Scaffolding is a technique through which teachers or parents help children learn new phenomenon. Scaffolding is a process where a skilled adult teaches and helps an inexperienced young learner in learning and understanding some new concepts. Learning process requires an individual to remember the instructions in order to become self-sufficient and self-regulative in future. In order for learning to take place intersubjectivity and semiotic mediation is important (Wertsch, 1984). Intersubjectivity refers to a common understanding of certain tasks. In order to make a child understand intersubjectivity is important, because initially young ones and adults have their own level of understanding, therefore, to make a child learn language sharing the same level of understanding (intersubjectivity) is important.

The process through which an adult tries to come to the level of children to teach them, and where the child tries to reach that higher level of learning is called semiotic mediation (Jamieson, 1994). Intersubjectivity and semiotic mediation helps an individual to reach higher mental function by developing the understanding of what is taught to them by experienced adults. Therefore, all these processes involve language learning and sharing, this is the reason where Vygotsky calls the process of language learning, communication and understanding an important milestone in linguistic and cognitive development of children. Bruner (1963) a well-known psychologist supported Vygotsky's concept of scaffolding, Bruner in his theory mentioned that teachers and parents play an important role in the language learning process. Children are always curious to learn every new word and phenomenon that is pitched in. Vygotsky (Mercer, 1995) mentioned in his research; the level should be slightly higher than his existing knowledge. It promotes the urge to learn new words and concepts.

All the above discussed theories of cognitive development lays focus on lexical learning as a part of cognitive development. in light of all the previously discussed theories the research under consideration has taken cartoons to scaffold young children by using Vygotsky's Zone of Proximal Development theory as her main framework. Cartoon programs are filled with many such new words and phenomenon every day. Young kids are fascinated by the audio (the language used) and visuals that facilitate in learning new concepts. Therefore, with guidance, balance and proper instructions from parents and teachers while watching cartoons can serve as a tool to scaffold a child from basic mental elementary functions to higher mental functions and higher level of Zone of Proximal Development (ZPD). Scaffolding is a process where help is provided to reach a higher mental level, along with this process it also encompasses the fact to withdraw the help when a child succeeds. Vygotsky has mentioned in his research that Language learned by a child through environment, peers, teachers, parents, cartoons and other media helps a child in problem solving and thought development aspect. Bruner's research has also supported Vygotsky's point of view in language development. Both of the psychologists agree that every child is born with biological system which enables them to understand the world.

With the passage of time, the level of maturity and level of difficulty increases. To cope up with the level of difficulty learning and enhancing knowledge of language is important. Language learning plays a crucial role in the life of an individual as it helps in enhancing the learning abilities that helps in better cognitive and linguistic development.

Language reflects the knowledge and linguistic development of an individual. Vygotsky (1986) focused on the connection of language learning and development of new concepts. Along with that, he emphasized the role of a teacher, parent, peer to help a child in learning new concepts, new words and new meanings in the language development process. The social interaction process was the core of Vygotsky's Zone of Proximal Development theory. In this process the student works with teachers, parents or peers to learn thing and later on they become self-sufficient in the learning process. In learning process, a child learns new words and meanings; this act enhances their mental function and behavior (Engstrom, 1996; Tolman, 1999).

The concept of cognitive development introduced by Vygotsky was a major concept of language development in children. Tolstoy also referred to Vygotsky's research a new dimension that explains cognitive development and both have criticized the traditional method of teaching and learning. Drills, exercises and repetition are old teaching methods, experience and learning through social interaction is a new process that helps language learning in a better way. If seen through the lens of the social constructivist point of view, children increase their vocabulary bank by extended transactions with the words, context of life, teachers, parents, fellow and other such experiences. The research under consideration is dealing with the young children and how to scaffold them to a higher elementary level, therefore, the researcher applied two theories of teaching to enhance the language learning skills of the pre-school children. These teaching methodologies included the constructivist approach of teaching and learning and the communicative approach of teaching further detail about the theories is given below and the application has been done in the practical part of the research.

#### **2.4. Constructivist Approach of Language Teaching and Learning**

The world of technology has been rapidly improving in the present times. Educational technology has also seen growth in many aspects, now there are many possibilities to construct different activities and to utilize the authentic material like cartoons in the language teaching process. Nunan (1999) has acknowledged in his research that the use of authentic material is very important to teach second language. Such materials, having authentic material help the learners by motivating them and making them develop connections between the content and the topic according to their level of understanding and age group. Many audiovisual learning materials have the potential to be

utilized as a source of authentic language input, these include T.V programs, videos or cartoons. Cartoons have proved to be a source of authentic audiovisual material in second language learning process. (Abu Zahra, Farah & Zallom, 2016).

Cartoons when used as an educational tool has proved to be very effective (Keogh & Naylor, 1996). Animated cartoons have been considered as an effective tool that assists in the language learning process. Cartoons when used as a teaching tool in the class enhances the learning capability of learners, it also helps them in developing and constructing new ideas into the already existing ones. In relation to the constructivist point of view about using cartoons for teaching purposes in the classroom, cartoons are intended as a starting point that enhances the learning ability of young learners. Cartoons are mostly related to daily life experiences with some exceptions, they stimulate the brain of young learners and make them inquisitive which results in development of reasoning abilities. The role of the teacher is very important as the teacher acts as a facilitator who motivates the children to think, reflect and express the ideas they have learnt from cartoons.

#### **2.4.1. Theoretical Background of Constructivist Approach of Teaching and Learning**

Constructivist approach is defined as “a teaching and learning approach that is based on student’s active participation in critical thinking regarding learning activity which they find relevant and engaging. Philip (2000) talks about many theories of constructivist approaches. He focuses on two most popular theories that deal with the constructivist approach these are:

1. Personal constructivism attributed to Jean Piaget.
2. Social constructivism related to Lev Vygotsky.

Piaget has been considered as the founder of constructivism, his theory is based on constructing knowledge and making links with previous experiences, which the child has acquired through interaction or any other external stimulus.

Dewey (1997) describes the process of learning as; the promotion of knowledge and ideas through some stimulus while learning with other learners in a social context. In the research under consideration external stimulus is cartoon content and classroom acts as a platform of social context. Dewey believed that such environment motivates the young learners and the social context helps them in deriving and associating meanings. Based on

Vygotsky's theory of Zone of Proximal Development and the theory of Constructivism (1987), cartoons help the young learners in cognitive development and enhances the language learning process.

Along with the external stimulus, factors like age and attitude plays a significant role (Gardner, 1982). Cartoons when used carefully can serve most of the educational purposes. Children take keen interest in watching cartoons, along with the content the age and the attitude play an important role in enhancing the language learning abilities of young children. Therefore, along with the teaching tool (cartoon) the age group is also focused. In this research the children under consideration lie between the age-group of 3-5 years. The impact of the cartoons on their lexical development is studied in the light of Vygotsky's theory of Zone of Proximal Development, Constructivist approach of teaching and learning and communicative language teaching approach, to observe the development in lexical bank.

The child centered constructivist approach is based on Piaget and Vygotsky's theories of cognitive development of children. The Constructivist approach takes children as active participants. This approach does not focus on memorization as a learning technique. Strategies used in the constructivist approach seek to ignite the curiosity for learning among the children. The core of this approach is that the children themselves become active learners. They develop their lexical knowledge during the learning process, with the motivation and facilitation of a teacher. Age-appropriate content and activities help the learners grow academically, socially, physically and emotionally.

The role of the teacher is very important in constructivist approach. In the light of early childhood education researches, the teacher acts as a guide/mediator. The teacher facilitates the learners by helping them in different learning activities rather than dictating them. The teacher encourages the learners and investigates their development according to their age. Teacher in the constructivist approach becomes a partner in facilitating the learning process, as a result the students are able to learn much more efficiently. Motivation of the teacher and the external stimulus enables the children to actively participate in their own learning process, children assimilate what they learn into their already existing knowledge. The research took into account all the above mentioned aspects to observe and analyze the lexical development of pre-school children between the ages of 3-5 years in the light of the theory of Zone of Proximal Development, Constructivist approach of teaching and learning and communicative language teaching approach. This study aims at

exploring the role of the animated cartoons as a tool for pedagogy which can be used in the classroom for teaching purpose. The research aims at highlighting the role of the child in learning process as how the level of motivation and external stimulus helps a child to learn and actively participate in the class. Related to the above theory of learning and teaching the researcher also focused on the communicative aspect of teaching, as the young children at this stage can be taught through communicating actively with them in the class about the material that is being taught to them.

## **2.5. Communicative Language Teaching Approach**

Communicative approach to teaching theory was given by Brown (2007), he has defined CLT as “an approach to language teaching methodology that emphasizes the authenticity, interaction, student-centered learning and communication with the real world for real purposes”. The theory has its roots in the well-known theory of communicative competence given by Dell Hymes(1971) opposing the Linguistic competence theory. Communicative competence is a linguistic term that refers to the grammatical knowledge of the language, along with the application in the real context and situation. Hymes focused on the communicative aspect to be more important than just the grammatical knowledge.

The communicative language theory in a similar way focuses on the communicative aspect of the language for meaningful purposes. One of the important aspects of globalization is the advancement in the field of technology. This rapid growth and consumption of technology has led to the introduction of new teaching methods. One such method is the communicative language teaching approach. This teaching approach deals with the introduction of new games, simulations and the use of technology in the teaching process to fill the information gaps. The authentic material used in CLT like rhymes, chants, and many other activities related introduces the use of technology, allows the learners to develop their creativity. The learner learns the language by using it for communicative purpose using the words in their real-life situations, learnt from the virtual world. The communicative language teaching approach focuses on the use of the language rather than the mastery of the language by learning grammatical rules. Children learn a language by developing their vocabulary according to their level of understanding and development.

CLT is a flexible language approach for language teaching, this teaching approach is student-centered where the teacher is a facilitator and motivator. It allows the students to learn in a relaxed environment, and appreciate the questions from the students according to

their level of understanding and interest. CLT allows the teacher to introduce her own activities, thus bringing new ideas and techniques into the teaching process. The communicative language teaching approach, however, must be focused according to the level of understanding of the learners. The researcher in this research has applied these aspects of CLT along with the constructivist approach of teaching and learning to scaffold the children between the ages of 3-5 years to observe the lexical development through cartoons.

Studies on impact of cartoons on supporting young children vocabulary growth showed that receptive language strongly puts emphasis on interpreting language which is either read or listened. One aspect is an expressive language that encompasses speaking and writing. The cognitive development of children is a unique process, as their receptive skills are four times more active than expressive skills. Studies done by Cunningham and Stanovich (1997), Coyne et.al., (2004), Heibert and Kamil (2005), on the development of vocabulary through cartoons showed positive effects.

This supports the Bruner's theory of development of cognitive skills in iconic stage that helps in learning language. Whereby, in cartoons the presence of pictures results in the development and enhancement of mental capabilities as shown by studies. A similar view is also given in the communicative language approach theory and the constructivist approach, as the use of authentic materials like cartoons support the learning abilities of the learners. Several other studies conducted on the impact of vocabulary instruction and comprehension through cartoons showed results that the percentage of language learning skills increased from 50% to 83%. Therefore, the resulting increase in the positive impact of cartoons in these studies is in alignment with Bruner's, Piaget's and Vygotsky's concept of cognitive development of infants resulting in language enhancement and lexical development. The positive reinforcement through cartoons results in the development of the cognitive abilities that helps children in learning new concepts that helps in development of linguistic abilities. Moreover, in order to make young learners learn the lexical items the tool and the teaching method also hold importance.

Anderson (1996) mentioned in his research that students learn vocabulary through reading. However, Vygotsky, Tolstoy and many other researches research that social and other influence from environment also contribute to increasing word bank and enhancing vocabulary. Environment helps in learning new words; it also help a child in discovering new words and their meanings. Thus, with academic input television, cartoons, family

conversation also act as vocabulary enhancer and they help a pre-school kid raise his mental level to a higher level of proximal development.

Researchers have shown that the inclusion of television, cartoons, music, graffiti (Moje, Young, Readence & Moore, 2000) increases the interest level of kids and word awareness. The level of interest in classroom boundaries invests in developing a vocabulary bank of young children which is referred in the research as “word awareness” (Beck, Mckeown and Omanson, 1987) that makes a child learn beyond the strict curriculum. Such positive stimulus like cartoons are important in motivating young children to learn and enhance language capabilities that raises their zone of proximal development. Supporting the Vygotskian school of thought Rosenbalt (1994, p. 1083) gave the concept of “acquisition of linguistic experiential capital”. Rosenbalt (1994) in research wrote that socially mediated learning serves in accumulating knowledge and it also works as scaffolding tool for future learning process.

Role of parents and teachers in the learning process of young children between the ages of 3-5 years is significant, teacher orchestrates the language used that helps in raising the student’s individual zone of proximal development to higher level. Vygotsky’s mode is a conceptual framework as it incorporated in the language learning process in the socio-cultural domain. Zone of Proximal Development theory gave rise to the collaborative learning process that inculcated the process of dynamic language learning (Chaiklin, 2003). The mediated learning process takes place with help of experiences from surrounding of a young kid. Social environment, peers, parents, teachers, media, cartoons all play the role of mediator in a young child’s learning process. Television and cartoons are now unavoidable part of our social environment; children consume more television these days as compared to previous ages. Therefore, the use of cartoons as an authentic material to teach kids is important, emphasis is laid upon on the use of authentic materials in the constructivist approach and communicative language approach of teaching. Cartoons influence language learning process of young children, the effect of cartoons on young children linguistic development is undeniable. Therefore, different researches are conducted to view the increasing encounter of young children with media and cartoons.

Vygotsky’s theory of Zone of Proximal Development, (Vygotsky, 1934/1986) is concerned with the fact that how an adult facilitates young kids in learning. In the undergoing research, the researcher aims to investigate the facilitating role of age-appropriate programs (cartoons) to raise the developmental level of pre-school children.



Many studies have explored the collaborative learning process of children learning through media, especially cartoons and intervention of parents and teachers (Gauvian & Rogoff, 1989; Hughes & Green-Hough, 1994). It helps not only in cognitive development; however, it also helps in social development when a child interacts about cartoons with peers.

In the process of learning a language the significant milestone is increasing the number of vocabulary items to be explicit and proficient in delivering a message. Research findings have revealed that in order to learn a language, vocabulary building is a major component (August et.al., 2005, Davidson et.al., 2001). Davidson pointed out the fact that children who have vocabulary before entering a formal education system show greater development later on in school years. Cartoons related to children use visual aid and age-appropriate activities that increases the level of development and comprehension in young children (Rao, 2011, p. 9).

The frequent use of proper word in a related context helps children in better understanding and learning a language. In Pakistan's context the cartoons that are watched by the young children are mostly in English language. This phenomenon has promoted bilingualism, as Pakistan's official language is Urdu which is further divided into other local languages like Pashto, Punjabi, Balochi and Sindhi etc. Studies have shown that bilingual children show academic success, better abstract thinking skills and are reported to have high self-esteem (Han, 2012).

Media holds a special place in aiding children to increase their vocabulary bank, along with it, parental guidance scaffold children to achieve a higher level in language learning. Parent's knowledge about language, interaction with the kids helps develop their language (Rowe, 2008). The role of cartoons and media is not a novel phenomenon. Since 1980's, children's television viewership has developed itself as the nexus of media consumer-ship. Television characters are now not limited to cartoons; their realm has been diversified into films, digital media as well as print media, all of these mediums work in promoting the consumer market is increasing (Kinder, 1991; Kline, 1993). In 1980's the influence of media and related toys were 40-50% in America (Pecora, 1998), however, in 2003 Rideout mentioned in his research that influence and consumption has been increased to 97%. It is not only in America, children in Pakistan are equally affected by the increased exposure and the cartoons themed toy marketing.

However, children tend to pick up words and many lexical items from these cartoons and related toys. Television over the past decade has reshaped the traditional digital culture. Now kids not only have the opportunity to watch cartoons, there are games and toys related to cartoons which develops their interest and has lasting impact. Electronics and other technologies are heralded for learning purposes at an increased rate. Television helps in language development, however, too much exposure, consumerism are physically and psychologically harmful for young children (Dittmar, 2007; Kasser, 2007; Linn, 2004; Schor, 2004).

## **2.6. Cartoons and the Notion of Age-Appropriateness**

Subsequently, more studies poured in dealing with the idea of cartoons and age-appropriateness. A study conducted by Micheal Garrison, Rupin Thakkar and Dimitri (2006) on *Systematic Review for Effects of Television Viewing by Infants and Pre-schoolers* the results proved that the learning abilities improved, and cartoons had a positive effect on specific knowledge, cognition and general knowledge (Diaz Guerreo & Holtzman, 1974). In the same study the article of Friedrich Coger (1978) and Huston-Stein (1981) was also considered. In their article, role of imaginative play was reviewed and the results highlighted the aspect; if the age-appropriate content is viewed by infants/preschoolers it has a positive effect on their behavior and results in the mental development of children (infants/preschoolers) which helps in enhanced language skills. Fisch, Truglio and Cole (1994) researched on the impact of television viewing. Their results revealed that educational television has a positive effect on pre-school children.

A study was conducted on, *How early environment impacts cognitive development* in 1970's. One hundred and eleven (111) infants were chosen; from infancy until they reached pre-school they were provided with activities to support language, social development and cognitive development. They were provided with images, cartoons and positive age-appropriate education and cognitive enhancement material. The results supported the use of proper content to teach children, the data collected at that time supported the evidence that the children who learnt through cartoons performed well as compared to those individuals who were not provided by positive stimulus in the form of cartoons. After thirty years those individuals were shown to be consistently employed, and moreover, they were self-sufficient and did not need much of public assistance. These additional years of development of cognitive skills through exposure to cartoons and

educational material had a substantial effect. These results suggested that there is a clear growth in I.Q. level and better performance, when these kids were exposed to age appropriate material from infancy to pre-school. Their cognitive development was more enhanced which resulted in enhanced language skills.

A longitudinal study was conducted where kids were examined based on viewing cartoons and educational programs like *Sesame Street*. Educational programs and age-appropriate cartoons have a positive impact on cognitive development of children. It was analyzed through test that children between ages of 2-3 years had better academic skills. They had high score in tests of number-skills, letter-words, receptive vocabulary and those results in school readiness and better performance (Wright & Huston, 1995). Studies have been done to show the positive impact of age appropriate and educational cartoons. However, if children are left to see every type of cartoon that is not appropriate it can result in a negative impact on mental development. As the research under consideration deals with how cartoons can help in lexical development of children, therefore, inferences cannot be drawn in the beginning about the positive impact of the cartoons without taking into consideration the data analysis part. Therefore, the researcher has also discussed some studies that relate to the negative impact of the cartoons. Several studies have been conducted on negative impact; few of them have been discussed below.

Cartoons do have a positive impact, but there are also studies conducted on a negative impact of the cartoons. Kids are captivated by these cartoons as larger than life figures. Persuasive mass-marketing of characters like Ben ten, Superman, and Batman makes cartoons captivating and impactful nowadays as compared to old times. In a study on *TV cartoons: Do children think they are real* conducted by Yvette Middleton and Sandra M. Vanterpool (1999), analysis has been done on how cartoons are understood by children. The study shows that there is a lot of violence in cartoons. Fantasy and reality are mixed, therefore, proper guidance and age-appropriate material should be shown to enhance the cognitive development and language learning abilities of kids.

Franc Blumberg and Allison I. Schwartz (2008) conducted a study on the violent and aggressive behaviors of kids due to cartoons. They suggested that television will continue to be most dominant medium. It is the most favorable leisure activity, therefore its impact will continue. Age appropriate and proper content should be shown to kids. Violence in cartoons should not be shown as it results in the development of aggressive behavior. Adult supervision and limited time exposure (controlled exposure) should be

ensured. Although, these tasks are a bit difficult, however with some effort these goals can be attained for betterment and positive cognitive development of children.

Most of the children start watching television and mostly cartoons before they start going to school and most of them become regular viewers of cartoons (Kahn, 2002). Some researchers explain that programs with educational content can have a positive impact, Fisch, Truglio and Cole, (1999). Researches by Bandura shows that children would learn from everything happening around them whether it is live people in front of them or if it is something on the television. The research indicates that they would learn exactly whatever is performed in front of them or whatever is shown to them. The result of the study concluded that too much exposure and allowing a child to watch cartoons without time restriction can result in aggressive behaviors of children.

In early researches on television viewing it has been mentioned that the content of learning is more significant rather than the medium (computer, television, cell phones etc.) which is used (Roberts & Foehr, 2008; Schmidt & Vendewater, 2008). The current rate with which technology is developing is exceptionally rapid, and the trends of usage of technology by children are constantly revolving and increasing. The influence of technology is increasing therefore keeping a track of potential implications for young kids in their early developmental years is very significant.

Apart from the studies conducted on negative impact there is positive impact of the cartoons. Rice, Huston & Wright, (1982) analyzed that children engaged with the television content which is related to their interest and it is neither too easy nor too difficult to comprehend, as a result it allows their inquisitive and attentive skills to work. Those programs that challenge their cognitive skills, gain more attention and results in cognitive development of children/ infants.

Guided and restricted viewing of cartoons must be ensured for young children between the ages of 3-5 years. Flooding children with television nullify their stimuli to natural play. Playtime for children is necessary for their growth, it is not only about how they develop their personality, rather, it's a natural phenomenon that helps them to nurture and gain control of their own world (Weininger, 1979). Increased consumption and bombardment of toys, books, clothes related to the cartoon takes the place of their own ideas and hinders their natural development. To understand oneself play is the most significant aspect as it brings creativity, when it is squelched identity is affected (Leach,

1997). Media perform a significant role in how an individual shape their identity.

Therefore, proper check and balance along with parent-teacher guidance is necessary for young pre-school children. Developmental aspect of children's language is one fact, however, “consumerism poses a mirage, a myth that one’s locus of control is so internalized and is influenced by media” (Kramer, 2006). However, along with its negative influence, a research by Benn in 2004 has shown that the media consumerism plays an important role in self-development and image building as it helps in learning positive traits as well, cartoons are now part of every child’s life, it has become the fabric of everyday life for children around the globe without any distinction. Children are now taken as target consumers. Studies have shown that young children of 3 years can be active consumers. As the children turn five, they recognize stores, play areas and they are active consumers of branded toys related to cartoons (John, 2003; Klien, 2005; Schor, 2005) mentioned in his work that children who spend more time watching television leads to zero mobility and it hinders their physical activities.

Television, cartoons are a medium for learning and entertainment if guarded and aided viewing is allowed for children. Role of media has taken an undeniable space. Therefore, to address this issue, a lot of studies have been done on cognitive, moral, social effects of television on young children (Browne and Hamilton-Giachritstis, 2005; Winn, 1985). Television plays a significant role in everyday life of children, it has brought the element of creativity through cartoons in the lives of children.

Imagination and creativity results in the development of cognitive aspect which helps in the lexical development. Moreover, television also shows different culture from around the globe that results in socio-cultural evolvement. Many of these studies used multiple methods like controlled group experiments, surveys, interviews, ethnographic observation, all of the studies were done to see whether television, cartoons and media consumed by young children has a positive or negative impact on young kid’s life (Livingstone, 2007). Observations have been made by the researcher while conducting research by showing selected cartoons to the pre-school children of Islamabad School System and asking them about the words used, the students of pre-school have been observed and their case studies have been discussed and checklist has been developed to note down their progress. Questionnaires were filled by the parents of the pre-school children along with it the teachers of pre-school children were interviewed, through which

the researcher has discussed the aspect of lexical development and its outcome by analysis of the data in chapter 4.

## **2.7. Active and Passive Viewership**

Through the recent researchers a debate about active and passive viewership has raised. It brings into light two side views, one: media-centered approach, the other one is child-centered approach (Buckingham, 2008; Livingstone, 2001). Media-centered approach highlighted the negative impact of television viewership. It perceives that television and cartoon make young children numb, vulnerable and it substitutes their imaginative and cognitive development (Neuman, 1995; Valkenburg, 2000; Winn, 1985). Recent researches that have child-centered approach are of the view that cartoons help children in learning process (Livingstone et.al 2001; Palmer, 1986). Child-centered studies take children as active viewers. Children use the content seen in a cartoon in the play and incorporate it in different situations, enabling social and cultural understanding depending upon their individual capabilities (Buckingham, 1993; Buckingham and Sefton-Green, 2003; Gotz, 2005; James and McCain, 1982; Tobin, 2000).

Later approach has touched upon many aspects to highlight the positive impact. Ethnographic methods have been used to show how media, technology has been incorporated into daily life, family settings and schools as well (Hutchby & Moran-Ellis, 2001; Livingstone & Lunt, 2014). Other studies have been done to show the role of media in social, pedagogical and imaginative aspect, how children use media resource and incorporate in their pretend play (Griffiths & Machin, 2003; James & McCain, 1982). Some studies also dealt with the procedure of discourse analysis to view the role and impact of cartoons in young kids ( Danby, 2013; Hutchby & Moran-Ellis, 2001).

Television plays a central role in social development and enhancement of children's world (Livingstone, 2007; Willet, 2001). Western society has shown growth and dominance of television and media for the last decades. In the east, especially in Pakistan the dominance started in late 80's and 90's. A study by Griffith and Machin (2003) argued that the "television forms are shared as a reference for children that they cherish and in which they compete to show dominance." Television if viewed with proper guidance facilitates children with their play and story construction (James & McCain, 1982). Studies that are based on child-centered approach have highlighted the developmental facet of viewing television. These studies point to the contribution of television to intellectual skills,

creativity and competency (Buckingham, 1993; Schmidt & Anderson, 2007; Valkenburg, 2000). A scholarly study shows another trajectory of the effect of television (cartoons) on children's imagination (Anderson & Collins, 1988; Belton 2001; Singer & Singer, 2009; Valkenburg, 2000), this trajectory is divided into two schools of thoughts and they have given two hypotheses i.e.

- a) Reduction hypothesis
- b) Stimulation hypothesis

Reduction hypothesis states to the fact that television and cartoons affect children negatively. Television has a negative influence on children's imagination and creativity. Stimulation hypothesis is in total contrast to the above-mentioned view. This study signifies the role of cartoons as it states that television contributes to the imaginative play of young children, especially 4-11 years of age (Valkenburg, 2000). Cartoons stimulate the brain and enrich children with ideas and give them more resources to enhance their imagination and stimulates the learning process.

Fictional narratives and games provide children with an array of new ideas and enhance their creativity and cognitive abilities (James & McCain, 1982; Jenkins, 1990). Stimulation hypothesis emphasize other gains that young children get by viewing and engaging themselves with television content. Studies based on the positive impact of television viewing have highlighted that not only it stimulates developmental skills, interaction with television also helps in developing socio-cultural competencies and critical approach as cartoons show culture of different countries and areas (Palmer, 1986).

As cartoons are directed towards children, they make them interact, therefore, enhances the interactive skills and increases learning competency (Buckingham & Sefton-Green, 2003). Research done by Buckingham (2003) and Sefton-Green (2003) has shown that children engaged with Pokémon cartoons have learned 151 new species and their names. That has enhanced their knowledge, cognitive skills and language skills. Through this study, Buckingham and Green concluded that the contribution of cartoons in educating young children help them learn the language and lexical items. When taken in a broader perspective, cartoons help children in a mutual process of learning and teaching (Buckingham & Sefton-Green, 2003; Livingstone & Lunt, 2014). Therefore enabling children to scaffold them and reach a higher zone of proximal development.

The debate about traditional technologies and new technologies remains a key debate throughout the world since the last decade until now. Therefore, significant role and influence of media cannot be denied, the impact can be both positive and negative depending upon the outcome and perspectives (Livingstone & Lunt, 2014). Many studies have been done to show the developmental role of media. These studies have enhanced the fact that media, especially cartoons help in developing social world of children and negotiate social relationships for young children (Griffith & Machin, 2003; Willet, 2011) consumption of cartoons have shown that children take a text form cartoon and contextualize it in a different space and time frame (Sigel, 2002).

Therefore, it helps children in understanding a language and its use and it also enhances their cognitive ability whereby, children develop their own symbolic realities. Distancing and contextualizing the language seen by young children in cartoons, indicates the fact that it develops, imagination, creativity and interpretation on their part (Belton, 2001). When seen from a broader perspective, television and cartoons play a role in not only developing and learning language; it also develops values of literature and culture among children (Harris, 2000).

## **2.8. Media and Education**

The relationship between media and education cannot be denied. Cunningham (1992) in his argument states that media is a significant tool and it influences and educates the public. The role of the media in spreading education is significant (Wallace, 1995). Media has made cartoons a common household entertainment, role of cartoons holds its importance not only in present times; it also has its roots in history. E.H. Gombrich (1985, p. 30) points out the fact that cartoon was the heir of arts practiced in the middle ages. Cartoons served a dyadic purpose in the middle ages, they were meant to teach layman everyday life and religion. Similarly the researcher in this research has used the constructivist and communicative language teaching approach to scaffold children through cartoons, to observe whether they are able to reach the higher level of lexical development or they are unable to achieve the goal.

Cartoons have been used and they can be used in this technological era for teaching purpose to raise the level of proximal development of children. All cartoons are not meant for young children to be watched, as cartoons that does not contain child friendly content can hinder their development. Mitchell (1994) in a research mentioned significant aspect



of cartoons, the researcher called them apart of visual literature. Therefore, cartoons develop visual literacy and visual intelligence in children and adults. Role of cartoons in teaching young children and enhancing their language learning abilities cannot be subsided. Visual cue (cartoons) have primacy on other non-visual devices, they help in development of social, psychological meanings and cognition in an easy and better manner (Burgoon, 1985; Burgoons, Buller & Woodall, 1996). Visual effect holds significance in the process of language development and learning. Researches done by Gunter (1987) and Shepard (1967) shared their perspective in following words “Pictures are remembered much more easily than the words”.

A similar view is shared by Nikerson (1965) and Gunter (1987) “Pictures are remembered much longer after presentation then verbal information”. In the pre-school years, especially between the age group of 2-5 years a child’s mind is like a sponge ready to absorb information and to add to his vocabulary bank. Therefore, the selection of age appropriate cartoons with the help of parents and teacher can help them develop their linguistic capabilities and enhance their lexical knowledge. The unsupervised viewership can result in picking up of bad language and it can result in hindrance of their language and cognitive development.

Cartoons, visual images and pictures function as powerful tools in the construction of social reality and learning. Guarded viewership, selection and age-appropriate content must be watched by young kids. Scaffolding pre-school children through cartoons in this modern era of technology is the best method. They not only provide with language acquaintance, they also provide with a pictorial depiction making it easy for children to understand, conceive the image, learn the meanings and to understand the link between the real word and virtual world. Cartoon serve as a powerful medium, as they play a significant role in opinion molding and opinion reflecting, therefore, selection and aided viewership is important for young kids and pre-school children. Content displayed by cartoons must be seen by parents and teachers, to see whether it is age-appropriate or not.

All cartoons shown on the television do not construct or help children in developing a positive influence. In this commercialized era purpose of educating children through cartoons has become a backdrop. However, the importance of visual stimulus cannot be ignored. Visual mode of communication and education is dominant in this high-tech era. In order to equip young learners, adults must have visual intelligence. It is an acute phenomenon which must be there to ensure cognitive and linguistic development.

Generally, cartoons are considered to a medium that has a negative impact on children. In lieu of the above mentioned aspect many researchers have done their research on cartoons that show that cartoons propagate aggressive and violent behavior. There are both negative and positive sides of everything. If there is no check and balance system for kids, excess watching can lead to visual impairment, and being glued to the television stops the physical activity of kids which is harmful for their proper growth.

Cartoons when used for pedagogical purpose develops creativity in the teaching process and brings innovation and motivation in the learning process, which is an important milestone as cartoons provides many novel ideas for teaching and it entertains the children along with teaching them. The archaic version of teaching young kids through drills is changing for good. Children these days gain their knowledge, experience and make sense of global culture not only through books, rather more significantly through movies, cartoons, television, media and internet. Child education was not a matter of great concern in the past, in last two decades awareness and importance of child education has increased. Piaget and Montessori have laid great emphasis that learning a language is an intricate process which takes place when a child brings together his thinking and external world. Growing older and gaining experience also adds to the language learning skills.

## **2.9. Parents, Teachers and Children-A Triangular Perspective**

Teaching young kids does not account for lecturing them or drilling nowadays. Parents and teachers are guides that facilitate them (Piaget, 1972). They must provide children with an environment that pose challenges (especially teachers) and stimulate their learning abilities. Cartoons act as a tool for audio-visual stimulus that helps children learn language and associate word with the image and meanings. Comprehension skills of young kids are enhanced through cartoons, if they have appropriate content for their young developing brain. According to human development research there is a predictable process of change and growth from birth till 9 years of age. Where every aspect of a child's life sees change, be it physical, mental, social, cognitive or emotional. Whereby, every child is unique in himself, every individual has different traits and patterns of change and development same aspect is true for children as well.

Language learning is a phenomenon that grows as a child's cognitive development occurs. In order to ensure that language development is taking place in a positive direction, the selection of cartoons for language learning must be appropriate. Cartoons included in

school curriculum must be developmentally appropriate. Children don't learn in narrowly defined areas, their learning and development is also connected to external, social and environmental stimulus. Teachers must prepare an active learning environment that includes engaging material and the most effective material in a classroom for pre-school children is the use of cartoons for teaching as well as entertaining purpose. cartoons are one of the best props to teach children, which help them understand and learn language according to the context and aids children in externalizing the material as well. Piaget (1972), Smith (1985), Weber (1984) and many other researchers and linguists strongly believe that activities through which children learn language in initial years must be relevant, real and concrete.

Pictures and stories are important to build a young child's realization of social surroundings specifically language learning. Cartoons are the greatest resource of stories with pictures which help children in the language learning process and many other phenomena. Parents and teachers play an important role as they must select cartoons according to age-group in order to make a child learn, the level of difficulty should be increased to raise development level. Practicing this process will help the children reach a higher zone of proximal development through the process of scaffolding. Toddlers, infants and young children are active learners, they learn through seeing, hearing, observing. At two years of age a child is able to produce language by interacting with adults and watching cartoons. A rich environment like an appropriate cartoon can help children in stimulating language development in the context. A five-year-old kid show much more development than two years old kid as they use motor skills better than young kids (Willert & Kamii, 1985; Willis & Riccuti, 1975).

In the early year's children (pre-school kids) increasingly expand their ability to learn and understand language (Cazden, 1981; Greenspan & Greenspan, 1985). Initial years are very important in every individual's life as far as language development is concerned. Listening, watching and observing things enrich the language learning process of children. In another such research the researcher (Keller, 1963) has mentioned that the verbal environment of pre-school children has drastically changed over the past few decades because of the introduction of television and cartoons. Television has now its reach across the globe in every home and every class. The amount of language heard seems to have some influence on the efficiency of children as children tend to retain audio and visual memory in a better way.

Linguists believe that the language proficiency increases with the verbal and the visual impact of television on young children. They are able to experience language in a real context that holds meaning and helps them transfer meanings into their own situations of everyday life. Use of media and popular culture has a significant role. Media includes films, cartoons, music, videos and they play an important role in teaching language. Giroux another researcher is even more supportive of the educational role of cartoons in education. Giroux calls cartoons and media as “teaching machines”. Cartoons teach the language to the audiences through audio-visual stimulation, the hybrid nature of media (i.e. audio-visual and linguistic mode) facilitate learners to understand an array of code and meanings. Digital and visual arts are now a part of an extravaganza of life. Kids in this technological era are now more digital as they process their information through internet, images and cartoons.

John Merrow (2007) has mentioned in his research that television is now becoming a fact of children’s life. Child literacy is now one of the biggest concerns of developing nations. Literacy focusing children is holistically concerned with how children can use language to interact and communicate with other people around them. Learning and using language is a prime tool to develop the level of understanding between two minds. The use of cartoons for pedagogical purpose is now becoming essential for better learning. Therefore, the researcher has used cartoons as a tool to scaffold the children to see its impact as cartoons are not used for teaching purposes in most of the schools of Islamabad (this information was gathered in the pilot study done by the researcher).

Cartoons in recent years have been seen as a positive tool to enhance literacy and language learning in children. Historically cartoons were just diagrams that portrayed stories and issues in print media like newspaper. With the development of technology, the medium of cartoons has also been changed. Currently cartoons are considered as an aid for visual literacy (Fransecky & Debes, 1972). Piaget (1970, 1988) saw intelligence of a child as something that adapts to the environment, he lives in. The learning occurs through active participation of the child and his/her surroundings (Piaget, 1970). Cartoons have become an important part of every home’s environment. The child starts his language by cooing and babbling sounds, with the passage of time and as the child grows, he starts learning vocabulary and its usage. Till the twentieth century, little attention was paid on how child develops language. In the last century, a lot of research has been done to understand young children’s developmental process in social, emotional, linguistic and cognitive genre.

These theories have helped the teachers to understand how young children develop different skills and knowledge, especially in language learning area (Diane Trister Dodge, Laura J. & Cate Heroman, 2010). Theresa Roberts (2004) and Harriet Neal (2004) in their research on pre-school children to check oral proficiency stated that oral proficiency in English language was correlated to linguistic proficiency of early childhood. Some pre-school children not only develop linguistic skills in one language, due to the exposure and the environment they develop it in two languages simultaneously. Godiz States that learning two languages is a common phenomenon nowadays. Initially the child learns vocabulary in both the languages later on the child develops the syntactic structure. In Pakistan second language learning not only takes place in the classroom, it also takes place through cartoons.

Cartoons now involve both image and language that serve the two-way purpose of communication. Cartoons were initially made for entertainment purpose, they still serve an entertainment purpose, but now, they are also used for educational purpose. When compared with the traditional way of teaching where students felt tense and intimidated, in the present times according to the above-mentioned researches cartoons provide a relaxed environment for teaching and learning. The entertainment, feature in cartoons facilitate a child's learning process and gives them the necessary confidence to tackle difficult subjects like mathematics and science (Ulloth, 2002). It has been proved through the researches that humor and entertainment in cartoons abolish the parent-child and teacher-student gap. That promotes a healthy cooperative environment and enhances the learning process (Flowers, 2001)

Level of anxiety decreases and confidence level increases with the cartoons, therefore, they facilitate in scaffolding in learning new vocabulary, lexical items and reaching a higher level of proximal development. Researchers have proved that young children almost enjoy every subject that is presented to them in the form of any cartoon program (Rule & Auge, 2005).

Psychologist and biologists have contended that laughing produces an endorphin hormone in our body that keeps our body free of diseases and leads to a healthy life; the cartoons play an important role in entertaining and making kids happy and are a good source of learning. Cartoons help kids learn new things by watching and observing them, the cartoons make children learn new languages easily. In Pakistan's scenario cartoons are often in English language and the kids learn second language through these cartoons

quickly. All these aspects are based on watching cartoons that are age-appropriate and they have educational contents.

This study will focus on exploring the role of cartoons in lexical development by taking into account Vygotsky's cognitive model, special emphasis is laid upon the theory of the Zone of Proximal Development phenomenon. There are other cognitive theories that also deal with the cognitive development which support Vygotsky's phenomenon (ZPD) of learning from the external environment, experienced adult and in the case of this research technological mediation. These theories include Piaget and Bruner's cognitive development model. The present study will focus on the lexical development of pre-school children through cartoons between ages three-five (pre-schoolers). Cognitive model of Vygotsky will be followed as a framework and main theory, the constructivist approach of teaching and learning along with the communicative language approach of teaching will be applied to the practical orientation of the theoretical framework. The research aims at highlighting the aspect of lexical development and school readiness of pre-school kids (3-5 years of age), through exposure to age-appropriate programs on television and other technological gadgets.

This study is aimed at understanding whether the children's use of language is an outcome of what they observe or not. To have a clear picture of what young children observe and whether cartoons have an effect on their lexical development, especially on pre-school children from viewing cartoons is very significant (Anderson, 2003; Huston, Wright & Green, 1999; Livingstone, 1996). A mixed method research has been done on how cartoons help in the development of comprehension or more precisely lexical development in pre-school children and how is it perceived by their parents and teachers in schools of Islamabad Pakistan. Specifically, in Islamabad School System in year 2018 from August to September, the aspect of lexical development by using cartoons as a tool for scaffolding has not been researched much in Pakistan. Therefore, taking into account that gap in the literature, the researcher has observed the aspect of lexical development through cartoons by conducting individual case studies of young pre-school children. Along with that the perspective of parents and teachers have been also recorded via questionnaire and interviews to shed further light on this topic.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter deals with the theoretical framework of the study and the conceptual framework of the study to conduct the present research. This chapter deals with the research design, research framework, the instruments used. This chapter also gives a detailed population and how the analysis was done based on the tools used for the study.

#### **3.1. Theoretical Framework**

Lexical development is an essential part of cognitive development of young children. As a child grows cognitive development also takes place that enables a child to learn language by initially learning the vocabulary of the language, along with many other aspects. Therefore, the researcher has used Vygotsky's Cognitive Model as her central theoretical framework to analyze the lexical development as a part of cognitive development of pre-school children by using the concept of scaffolding. Vygotsky gave the concept of child having elementary mental functions that are developed to higher mental function through the guidance and interaction with experienced adults. Nowadays, this function is performed by television, especially cartoons. Vygotsky's cognitive model includes the concept of Zone of Proximal Developments which emphasizes the fact that the actual level of development can be raised to the higher level through mediating tools or capable adults or peers. The main frame of this theory is that individuals learn best in collaboration with others and facilitating tools. It is through collaborative endeavors that they internalize new concepts, psychological tool and skills. Yaroshevsky (1989) manifests that the relationship between education and learning is explained in the Zone of Proximal Development phenomenon by Vygotsky. The course of study has dealt with all the aspects that help in lexical development main focus was to analyze the role of cartoons in lexical development. Data was collected through the questionnaires that were filled by the parents and interviews of teachers of pre-school children were conducted who dealt with the

children with the age limit of 3-5 years.

This study is a method of researching and getting an insight as how language development is imparted by cartoons in pre-school children and what is the content. 20 students of pre-school were the main participants of the study. Case studies of individual student were done in order to get a detailed insight into the matter of lexical development by using cartoons as a scaffolding tool. The observations were video recorded and checklist was also filled to check the progress of the student at the end of the session. In this research flexible interview questions and open-ended questions were put to the parents and teachers, to get personal and customized information. This research falls in the domain of interpretive qualitative study. It aims at how people, young children interpret and create meaning by learning lexical items through cartoons (Wimmer & Dominick. 2013, p. 117). As pre-school children are too young to answer or give an interview about how cartoons have an impact on the language, therefore, case studies were conducted to see the effects of cartoons on their language learning skills. The point of view of parents and teachers was also taken to analyze the language development of pre-school children through cartoons.

### **3.2. Operational Framework**

In the operational part of the data analysis chapter, the researcher has used the concept of scaffolding the young children through cartoons with the help of teacher and focusing on the communicative aspect of language learning. The researcher in the operational part complimented the theory of the Zone of Proximal Development and concept of scaffolding, through the constructivist approach of teaching and learning and the communicative language teaching approach.

The constructivist approach and Communicative language approach were used by the researcher in order to teach the vocabulary through the cartoons to young kids. Constructivist approach focuses on the role of the teacher, child, external stimulus along with the focus on the age of the child. The researcher in the operational part i.e. ; case studies have incorporated all these elements. In order to observe the role of the cartoons in lexical development of pre-school children. Communicative approach has its roots in the theory of communicative competence, which was originally introduced by H D Hymes (1971). The focus of the communicative language teaching approach in the field of applied linguistics is to ensure meaningful communication among the teachers and the students. Therefore, the researcher while teaching lexical items to the young children applied



constructivist and communicative language approach to help children learn in a motivated environment, focusing on their age group in order to observe the phenomenon of lexical development relating to the objectives of the study.

### **3.3. Research Approach**

Three types of research approaches are used to conduct research; qualitative, quantitative and mixed method approach. The current research uses mixed method approach, where case studies and interviews have been done as a part of qualitative studies, and questionnaires developed based on the Likert scale were part of quantitative data collection process. Creswell (2003) defined mixed method research as a process of conducting research that involves collecting, mixing and analyzing qualitative and quantitative data in a study. A mixed method approach takes into account all the perspectives used in collection of data. In the current research the researcher has used a mixed method approach as the researcher has used case studies, interviews and questionnaires for collecting research data.

In mixed method research, the sample size can vary according to the research and moreover different techniques can be used in data acquisition process. Interpretations are continual in mixed method approach that was done by the researcher at different stages of data collection. A single design study offers limitation, however, mixed method approach helps in interpreting and exploring a new phenomenon. Using qualitative and quantitative data collection process the researcher was able to observe the gradual changes during data collection process in the classroom while videotaping the children. Further inferences were made by questionnaires filled by the parents based on Likert scale and interviews given by the teachers. It not only helped in getting insight into lexical development of pre-school children through the researcher's perspective, it also gave teachers and parent's perspective to the researcher to further accentuate the data.

### **3.4. Research Design**

A hybrid research design was used to conduct the study. The study under consideration uses survey design and experimental design. Case studies of children were conducted, interviews were taken from the teachers and questionnaires were filled by the parents to get a broader perspective.

A case study is a detailed description of an individual or individuals involved in a research as participants. In a case study a research can also use psychobiography techniques to explain the life of individuals (Elms, 1994). Case study can also take into consideration telephonic calls or recorded interviews where participants are not present or cannot be viewed (Yin, 1994). In other settings apart from the individual case study can include a school, neighborhood, hospital or any business/product. In this research the case study involved young children of pre-school between the ages of three to five years and it was observed as how age appropriate cartoons help them in learning lexical items.

Case studies are significant in giving information about rare conditions. Case study provides unique information about phenomenon related to psychology, social exchange, language or memory. Case study also provides detailed knowledge which can be developed into hypothesis and tested through different methods. According to J. C. Mitchell a case study is a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles” (1983, p. 192). Robert K. Yin (1994, p. 13) on the other hand, defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident... and relies on multiple sources of evidence”. He further expounded that one should use a case study strategy because they specifically want to study contextual conditions. While, according to Roger Gomm, Martyn Hammersley, and Peter Foster (2000), case studies refer to any type of research that investigates selected works but in detail.

Most of the case study research (Yin, 1994; Stake, 2000), however, asserts that a case study can include both qualitative and quantitative methods. Yin (1994) stated that a case study is an in-depth research strategy which deals with situations “in which there will be more variables of interest than data points... (relying) on multiple sources of evidence, with data needing to be converged in a triangulating fashion,” and that “benefits from the prior development of theoretical propositions to guide data collection and analysis” (p. 13), the researcher in this research has therefore used triangulation for data collection process to enhance the outcome of the research.

For the current research, the researcher has taken into the consideration Stake’s definition of a case study. Stake’s definition explains that the participating organization is the bounded system of interest, and the working parts - which are of particular interest. Stake (1995) differentiated the types of case studies as follows:

- 1) The intrinsic case study is carried out when a researcher wants to understand a particular case; insight is sought after a specific case based on a specific research question.
- 2) Instrumental case study.
- 3) The Collective case study refers to the extension of an instrumental study to several cases.

Yin (1994) suggested 3 different types of case studies. Depending on the type of research question, there could be

Exploratory,

Descriptive, and/or

Explanatory case study.

If the research focuses primarily on “what” type of questions, then an exploratory study will be called for. An explanatory case study will deal with “how” or “why” type of questions. And lastly, a descriptive case study will focus on the background information and portraying an accurate description of the case in question. The researcher has used the exploratory case study to answer the questions that, whether cartoons help young children in lexical development or not by applying the concept of scaffolding and constructivist and communicative language teaching approach.

Case study is a very diverse method of observing and recording the elements of research. Gomm et al. (2000) asserted that a limited number of cases ought to be set in order to make more accurate generalizations. They reasoned that the selection of cases should be carefully narrowed down, based on whether the researcher is looking to claim “significant likely dimensions of heterogeneity of a population” or to provide evidence “in support of claims that the case(s) studied are typical (or atypical) in relevant aspects”. Therefore, the researcher in this study has focused on the participants and the method to get a focused yet generalized outcome that can be applied to a larger level.

In this study, the researcher has discussed single case study of every student of pre-school from the Islamabad School System, the researcher has observed, recorded and explained the outcome of every case study in data analysis chapter. For Stoecker (1991), single case studies allow researchers to see variables operating that are lost in cross-sectional quantitative research. Therefore, special focus was laid on the content selected from the cartoons to scaffold young children with a special focus on their age (3-5 years).

The researcher in this study has analyzed “a detailed examination of an event (or series of related events) which exhibits (or exhibit) the operation of some identified general theoretical principles” (Mitchell, 1983, p. 192).

Lord Nelson, one of the greatest admirals in history, said, before the Battle of Trafalgar 1805: ‘No Captain can do very wrong who places his ship alongside that of an enemy.’ Similarly, anyone who studies a group will not go too far wrong if they get close to it, and by whatever methods are available, observes all that they can. The statistician may find faults with the passages for not letting them know the relationship between the ‘sample’ and the ‘universe,’ i.e. the number of groups directly observed and the larger number for whose behavior the average is supposed to hold good. Furthermore, as this research sought to investigate relationship between the pre-school kids and the cartoon therefore, the use of case study for exploration of the research questions was the most valid method along with the use of questionnaires for data collection process from the teachers and the parents.

The intensive research that goes into conducting the case studies, in which interpretations are given “based on observable concrete interconnections between actual properties and people within an actual concrete setting” (Stoecker, 1991, p. 95) make them “the best way by which we can refine general theory and apply effective interventions in complex situations” (p. 109). John Walton (1992, p. 122) stated that case studies are inevitably “wrapped in theories” and are the “embodiments of causal processes operating in microcosm.” So, they case are used “to demonstrate a causal argument about how general social forces take shape and produce results in specific settings”. Walton explicated that by applying available knowledge to understand a specific case is an important intellectual task for social scientists. Walton ,1992, p. 128) argued that if one is able to understand a particular empirical instance and contrast it with other cases, they are in fact “practical steps toward constructing theoretical interpretations”. Therefore, Walton reasoned, case studies are most likely to produce the best type of theories.

The researcher has also used survey design in order to conduct interviews from the teachers and collect questionnaires from the parents. The survey research will not only produce a descriptive summary, but it will also produce generalized statements (Cohen, Manion and Harrison, 2000). One of the first steps in survey research is to define population (Rea and Parker, 1992; Chomsky, 2006) and consider the target population, in the current research the population are pre-school children mainly and their parents and their teachers.

In a survey research population can comprises of people as well as things. In present research sample consists of 20 pre-school children as main participants. In a survey research there are two types of sampling methods (Rea and Parker, 1992) i.e. non-probability sampling and probability sampling. The researcher has used convenience sampling (non-probability sampling) and purposive sampling technique (probability sampling) to gather the data.

The research under consideration is an exploratory research and explanatory research method, to achieve a new perspective into how cartoons help or hinder the lexical development of pre-school children between the ages of 3-5 years. The researcher has applied the theory of the Zone of Proximal Development and concept of scaffolding by Vygotsky to teach young children. The researcher has applied the constructivist approach of teaching and learning to teach young children through cartoons along with the teacher. The audio-visual technique for teaching purpose has been used in this research where the cartoons have been selected as a teaching tool.

The study of lexical development of preschool children was conducted in one of the schools of Islamabad (Islamabad School System). The present study was initiated by the researcher by observing children within the friends and the family circle for a period of six months. The children were able to show great progress in a period of six months. They were able to develop vocabulary related to colours, body parts animal names and other such lexical items. In order to further authenticate the research, the researcher conducted a survey as a pilot study (Annexure D) in four major schools of Islamabad by distributing questionnaires to the teachers and the parents. The pilot study was conducted to learn about children's language learning skills from cartoons, and how parents and teachers responded to it. The survey included open ended interview questions for teachers and closed ended questions for parents (using a Likert scale for closed ended questions).

These schools considered for pilot study included:

1. Beacon House School System I-8 Islamabad Campus
2. The City School I-8 Islamabad Campus
3. Unity International School Banni Gala
4. Islamabad Grammar School Islamabad I-8 Islamabad Campus.
5. Iqra Pilot Schools I-8 Islamabad Campus.

Based on the outcome of the parents and the teachers in the pilot study, the researcher conducted a formal research in Islamabad School System taking into consideration twenty case studies for a period of two months. The sample consists of twenty students as case studies, the students between the ages of three to five years have been observed by the researcher along with the teacher, recordings have been made to study the process of lexical development through cartoons. Observation sheet for individual student has been filled in order to see whether the student has shown progress by using the concept of scaffolding, the constructivist approach (Vygotsky) and communicative approaches (Hymes, 1971) of teaching. In order to further validate and authenticate the data, questionnaire that was developed to gather information were already tested through pilot study distributing it among the parents and teachers of the above mentioned schools and inferences were drawn based on the reply of parents and teachers. Based on the positive outcome of the pilot study the researcher conducted her formal research. The role of the parents and teachers as mediators along with the external stimulus cannot be overlooked. Therefore, questionnaires devised on the Likert scale related to the research topic were filled by the parents. Teachers are the important pillars therefore nine teachers that were involved with the pre-school children were interviewed. All three aspects have been analyzed individually in the data analysis process and they have been summed up to find out the outcome of the analysis. Detailed discussion of the tools used has been given further in the chapter.

### **3.5. Demographics Variables**

Demographic variables hold significance in research. Demographic variables of this research included the age of the participant, grade and the language used at home. The study probed all these variables and it also took into account the role of cartoon in lexical development of pre-school children.

Variables are defined as events, behaviour, situation or it can be an individual characteristic. Other variables can be intelligence, gender performance, attitude, anger or stress (Paul C. Cozby, 2009, p. 66). Variables are classified in four categories.

- Situational variables
- Response variables
- Participant or subject variables
- Mediating variables

The researcher used response variable in the research, as response variable deals with behavior, performance time and response of an individual. The researcher observed the response and level of learning through cartoons. The researcher used non experimental methods to observe the children.

### **3.6. Data Collection Procedure**

Most important aspect of any research is to understand what exactly is needed by a researcher to accomplish his/her goal. For this purpose appropriate sampling is the key to get proper answers (Play, 2008, p. 697). The present study focuses on how cartoons can be used as a tool to scaffold young children of pre-school between the ages of 3-5 years to learn lexical items of the English language. For this purpose, Vygotsky's theory of zone of proximal development was taken into account as the main theory to see whether children are able to reach higher secondary level of language learning through cartoons. In this research the researcher has used purposive sampling technique (cartoon selection).

Research participants of the present study were the pre-school children of Islamabad School System I-8/3 campus. The participants were young children of pre-school. The main focus of the study was to see how age plays role in learning new vocabulary through the medium of cartoons. Moreover, how language learning ability is developed through watching cartoons. The researcher selected the age group of 3-5 years. Total no of students were twenty and similarly 20 questionnaires were filled by their parents. The researcher studied 20 participants individually by observing them and recording their classroom participation, while watching cartoons. The participants belonged to different language backgrounds that included languages like Punjabi, Urdu, Pushto. The information was taken by the researcher through questionnaires filled by parents. The data collection process also included 9 teachers as participants who gave interviews.

### **3.7. Tools and Techniques**

In present research the researcher has used the triangulation technique by employing different tools such as;

- a. Observation (case studies)
- b. Questionnaires for parents
- c. Interviews of teachers.

All these tools were used to check the validity and reliability of the present research on lexical development of pre-school children (3-5 years) through cartoons.

### **3.7.1. Observations**

In the research under consideration the researcher has used selection of age appropriate cartoons to observe whether the pre-school children (between the ages of 3-5 years) are able to learn lexical items by watching cartoons or not. For this purpose the researcher observed pre-school children for a period of two months, and 30 minutes of observation was made per day for five days a week. In order to observe pre-school children a lesson plan was developed and discussed with the principal and the teachers affiliated with the pre-school children. The class was shown the selection of cartoons according to the lesson plan (table 1, chapter 4) with intervals.

Children from the age three to five from Islamabad School System were observed and recorded while they were watching cartoons in their specified time. Individual case studies were done and checklist was filled to record their development. Upon observation the children were able to show significant improvement in their word bank. The children were observed for two months.

Along with observing the children as how their language improved and how much more they learnt from watching those cartoons, the researcher also gave attention to the content that helped them in developing and learning lexical items. Baby TV of Fox entertainment was observed to be the best channel that helped the children in learning and relating to different objects in their own natural environment.

These children under consideration had no or very little former knowledge of the English language. This observation was done by the researcher initially with the help of the teacher by asking some general question related to the content selected. The researcher in this research has used systematic observation method. The systematic observational method refers to observing one or more than one specified behavior for research purpose in a particular setup.

Three and five years old children were video recorded in their free play to make observations about their social behaviors (Bakeman & Brown Lee, 1980) . In case of this research the researcher video recorded pre-school children from 20-30 minutes a day. The recording was made with intervals and pauses as the attention span of small children is low.



They were observed through video recording as how cartoons affect their language learning abilities. The children saw two clips of age appropriate cartoons selected by the researcher. They were then asked about the words and intrigued to relate them in order to get insight into how much learning is done. The checklist was used to note down their development during the session along with the recording.

### **3.7.1.1. Equipment**

In systematic observation use of equipment is very important, directly observing behavior is one aspect, however, in present time video recording is done to record observations. It provides a permanent record of observed data (Cozby, 2009 p.114). The researcher in the research under consideration used video recording of young children to observe and understand the behavior 3-5 years old children, as how the language learning process takes place by observing cartoons in an interactive environment? Cartoons were shown via projector to the young learners on large area so that the students can view the selected content properly and speakers were used to make the sound clear and audible for the young children.

### **3.7.2. Questionnaires**

Questionnaires are well devised, written questions to which the participants/respondents reply according to the criteria or option given by the researcher (Uma Sekaran, 2009 p. 236-239). The questionnaire is one of the effective data collection tools that help the researcher in gathering the data. Questionnaires can be distributed and sent by mail. In this research the researcher, distributed and collected them personally.

A questionnaire is the most comprehensive and reliable tool used for data collection. In this research, two questionnaires were developed. One was developed for the teachers and the other one for the parents. Questionnaire for parents was developed by using a Likert scale to make it easier for the parents to respond accordingly. The Likert scale was used to make respondents think about the options, then chose the answer accordingly (Annexure A).

### **3.7.3. Interviews**

Interview questions were targeted towards the teachers which were open ended questions that allowed them to respond according to their own choice. This questionnaire

was designed to invite their comment on how cartoons are helping or hindering the lexical development of pre-school children (Annexure B).

### **3.8. Data Analysis Procedure**

The researcher has used Yin's model for detailed analysis of case studies. Clark and Braun (2013) model for thematic analysis of interviews has been used. Likert scale used for questionnaires was analyzed separately. Tools for data collection and their outcomes have been discussed in detail in the data analysis chapter.

### **3.9. Validity and Reliability**

#### **3.9.1. Selection of the Content**

Through pilot study and research of two years on children based channels and children friendly content according to age, the researcher was able to select Baby TV of Fox Entertainment channel. This channel targeted young children of pre-school. The content shown on the channel was baby friendly and in accordance to the mindset of kids from six months to five years old. The researcher further limited cartoons to the selection of specific cartoon content for lexical development included following programs:

1. *Charlie and the Numbers*: Focusing on numbers and lexical items like plants and trees
2. *Billy and Bam Bam*: Focusing on different lexical items of everyday use
3. *Dave and Eva*, selection of different poems: focusing on animals and body parts
4. *Tricky Tracks*: focusing on shapes and animals

#### **3.9.2. Reasons of Selecting the Above Mentioned Cartoons**

Pre-school children are taught numbers, alphabets, colors and shapes, therefore all the above mentioned cartoons had the curriculum interest of the school and interest of the pre-school children, to make them learn curriculum in an interesting manner. Teachers of pre-school children shared their initial responses before conducting the study in the pilot study through questionnaires. The teachers were of the view that the children are more keen and interested in watching cartoons. The validity and reliability of the tools and procedure was checked by the researcher through pilot study. Therefore, the researcher used a blend of entertainment and education to conduct the study, to see if it helps the children in learning lexical items and the English language.

### **3.9.3. Duration of the Study**

Pre-school children between the ages of three to five years are very young, developing their interest and making them sit for a longer period of time and making them focus for longer time is harder, therefore they were shown cartoons for five minutes than the researcher would ask them about what they watched and what they have learned from it. Another clip of cartoon was shown for five to seven minutes and again the same procedure was followed. This procedure was done for 30 minutes every day for two months.

### **3.10. Ethical Issues**

Halali (2006) has mentioned the ethical consideration in following words “sound research is a moral and ethical endeavor”. Halai further explained that the interest of all those participating should not be harmed. Therefore, all the concerned people and aspects of research should be taken care of and nobody should be harmed in the process. The researcher took written consent of the participants of pilot study and principal of Islamabad School System I-8/3 campus. The consent form was approved by the supervisor. The principal and the teachers under consideration were given written outline of the research work and questionnaires. Based on the consent and approval (Annexure E) the researcher started the research on young pre-school children by video recording the pre-school children.

## **CHAPTER 4**

### **DATA ANALYSIS**

In this chapter the researcher analyzed and interpreted data collected through observation. For this purpose, case studies were done, along with that interviews from the teachers were conducted and questionnaires were filled by the parents to get their feedback. The main focus of this mixed method study was to develop an understanding of lexical development of pre-school children by using cartoons as a teaching aid. The study was conducted to ascertain the research question about the role of cartoons in lexical development of pre-school children and parents and teachers view about inclusion of cartoons for language learning purpose.

The study focused on young learners of 3-5 years of age. This study highlighted the constraints that teacher's face while teaching young learners without technological aid. The study was also aimed at finding out the pros and cons of language learning through cartoons and to suggest ways and different means to enhance the learning skills of young learners the study might prove helpful in improving the method of language teaching in order to enable pre-school children learn in a better well-equipped way. Before conducting the study, the researcher informally interviewed the principal and the teachers of pre-school about the method and the technology used for teaching purpose. The principal and the teacher both shared the same view that the board and flash card method has been used for teaching purpose, moreover using technology or cartoons as a pedagogical tool has not been incorporated. Initially the researcher focused on seven students of the pre-school, however after a week of session, the principal and the teacher noted development. Therefore, the researcher was asked to use the technique of scaffolding for all of the 20 students of pre-school to get maximum academic benefit from the session.

The study will also help the teachers to improve their style and teaching strategies by incorporating technology. The researcher analyzed the questionnaires of parents,

thematic analysis of the interviews was done and the students were observed by taking into account the individual case study of every student. Checklist was also used to note development made through observations in the class of pre-school children.

Observational studies are helpful in observing issues directly. Observation is an essential element of recording and documenting the development of young children behavior. Observational methods help to access the developmental habits of young learners in the field of education. Accessing young learners have many purposes, however, in the field of education it provides with an insight into how curriculum should be devised for them. The observations done in this research are helpful for the teachers to understand what programs/tools should be introduced in their initial years to enable a better language learning process for pre-school children. The researcher used systematic yet informal process of data collection.

In this research, the researcher has not made statistical generalizations for larger population. Instead, researcher tried to make analytical generalizations to expand upon Yin's theory. The researcher has used Yin's model (1994) of exploratory case study. As Gomm et al. (2000) highlighted, the researcher believes that the results gained out of this research will provide enough leeway to make generalizations about the chosen case study and other cases similar to it. A case study is useful for in-depth research about an issue or phenomenon. Checklist criterion is important tool to for the purpose of assessment, evaluation and in jotting down the observations in the research. Checklist has been extensively used by the linguists. The linguists include Tucker (1975), Cunningsworth (1984) (1995), McDonough (1993), Shaw (1993) and Sheldon (1988). The researcher has developed the checklist for the pre-school children by taking into account the checklist criterion of the above given linguists. The researcher has used a checklist to assess the lexical development of pre-school children through cartoons during the research session, the checklist is given below:

Table 1

*Checklist for Observation of Pre-School Children during the Session*

<b>Sr. No</b>	<b>Checklist for observation of pre-school children during the session</b>	<b>Observed</b>
<b>1.</b>	Learning vocabulary through cartoons	
<b>2.</b>	Taking turns vocalizing with others	
<b>3.</b>	Connecting words learnt/semantic mapping	
<b>4.</b>	Recalling new and previously learnt vocabulary via cartoons	
<b>5.</b>	Understanding and picking up lexical items by watching cartoons	
<b>6.</b>	Connecting lexical items learnt from cartoons to personal experience	
<b>7.</b>	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	
<b>8.</b>	Understanding simple questions? (e.g. Why did this happen)	
<b>9.</b>	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	
<b>10.</b>	Understanding simple instruction from the teacher	

A lesson plan was also followed for teaching the young children to teach lexical items through cartoons; the lesson plan is as follows:

Table 2

*Lexical Development of Pre- School Children through Cartoons Lesson Plan*

S. No	Lexical Development of Pre- School Children Through Cartoons Lesson Plan	
1.	Greetings	Good morning, class! How is everyone today? Response in English
2.	Date	Class, what is today's date? WRITE ON BOARD <b>Today's date is __, 2017.</b>
3.	Day/ Time	Days of The Week Song What day is today? / <b>It's Thursday</b> Today we will learn things in a new way
4.	<b>The Lessons Were Based on Following Selection</b> 1. <i>Charlie and the Numbers</i> : Focusing on numbers and lexical items like plants and trees 2. <i>Billy and Bam Bam</i> : Focusing on different lexical items of everyday use 3. <i>Dave and Eva</i> . Selection of different poems: focusing on animals and body parts 4. <i>Tricky Tracks</i> : focusing on shapes and animals.	Attention getters and brain break
5.	Exit Ticket	Clapping for all students
6.	Fare well	End of the class chant

#### Time Division:

- 1<sup>st</sup> Cartoon clip: 6.30min
- 10 min discussion and repetition along with gestures
- 2<sup>nd</sup> cartoon clip: 10 min
- 10 minutes discussion and some paper cutting or rewinding cartoon clip as required.
- Informal discussion about the clips focusing on different words used in cartoons will be done at the end of the class.

### 4.1. Case Studies

Language is initially learnt to develop linguistic and communicative competence in its learners. English is the most widely spoken language throughout the world. This research was conducted to see whether making children learn at a young age helps them develop lexical bank of the English language.

A case study is a method where a researcher carries out a detailed observation of a particular phenomenon. Mitchell (1983, p. 72) defined a case study as a “Detailed study of an event (...events) which the analyst believes exhibits the operation of some identified general theoretical principles.” Yin (1999) added that a case study is a “comprehensive research strategy” which deals with an in-depth research of a particular phenomenon under consideration.

Case studies provide real-life insights, while also providing detailed insight into the behavior of the participants (Zaidah Zainal, 2007). With respect to this research, the researcher, firstly, applied Vygotsky’s theory of Zone of Proximal Development. Vygotsky theorized that external stimuli help young learners in learning lexical items. External stimuli include teachers, parents, peers, and the environment. In case of this research the environment included media exposure to young children. Vygotsky posited that external stimuli help young learners to raise basic elementary function to a higher level.

Secondly, the role of cartoons in the language development of pre-school children during a two-month observation period was observed and recorded for data analysis purpose. The cartoon content was selected by keeping in mind the level of young learners, interest, innovation, authenticity, attention span and most importantly their age group (3-5 years). In order to note down the details about lexical development, the researcher used narratives and description to explain the lexical development process in detail. To teach



and scaffold the young learners, constructivist approach to teaching and learning along with the communicative approach of teaching was used. The two methods were used, as they emphasize more on student-centered learning process.

The case studies explained below investigate in detail, the role of cartoons as a tool for scaffolding young children by using constructivist approach and communicative approach of teaching. The children focused in this study are mostly between the ages of 3-5 years. 20 case studies have been done to get an in-depth information about the matter; whether the lexical development of pre-school children occur through cartoon or not. Detailed discussions on case studies are as follows:

#### **4.1.1. Case Study 1**

The first case study dealt with a child of 3 years and 9 months of age. The child could not speak or understand Urdu as Pashto was his mother tongue and the language of communication used at home.

The researcher along with the teacher applied the concept of scaffolding by using cartoons as a teaching tool. Moreover, the constructivist and communicative approach of teaching was followed to motivate the young learners and to make classroom friendly for the kids. The teaching method used in the classroom was student-centered, in which the teacher and the researcher motivated the learner to speak, repeat and recall the experience by asking them questions related to the content.

The case study under discussion had an introvert personality as described by the teacher. The child showed limited interest in the classroom activities, neither was he motivated to play with his peers. In the session that started from March till August as mentioned by the teacher the child's motivation level was very low. The constructivist approach and communicative approach used to scaffold the young learners in the classroom, was applied to have an in-depth understanding regarding how cartoons help and enhance their inquisitive skills and lexical development.

The child since the beginning of the session had a very well developed lexical bank of English as told by the teacher and same aspect was observed by the researcher in the very first week of the session. The child did not come to school regularly, but he displayed a high level of interest in the cartoons that were shown in class. The child was quick to pick up words related to colors, fruits and animals. He also related them to his experience outside

the class by referring to zoo animals that he had seen. A similar observation was shared by the games teacher about the child that he took the experiences of the virtual world and applied them in his real life scenario by using lexical items like “look rainbow” “the numbers party” as shown in the cartoon *Charlie and the numbers*. Similarly, some cartoon content was related to marine life where the child already had the knowledge about fish, however octopus, shark were new words for him. When the child was exposed to the word octopus via scaffolding (by using cartoons as stimulus) and teacher’s intervention, where she explained it as marine life creature the child was able to learn the word and recall it every time the video was being played.

The colourful and exciting content of the cartoons helped in developing the level of motivation in the classroom which made the learning of lexical items more interesting. The child under consideration was able to show great improvements in his lexical development as the teacher and the researcher acted as a bridge to help the student to understand the content, repeat the words and use the lexical items in the classroom. Despite his attendance being short, the child was still able to pick up lexical items from the cartoons. He understood lexical items and could make small, unstructured sentences in English. Moreover, he was able to communicate when the teacher used to ask questions at the end of the session about the cartoons, the process of intriguing developed the inquisitive ability of the student and the student used to ask questions about the cartoons and tell other related things related to the cartoons observed in the class.

As seen in the checklist (attached as Annexure C-I) used to record observation for the lexical development of the young learner, the table highlights that the major contributor to learning lexical terms, was the selection of age-appropriate content. The child was able to produce many lexical items and he was also able to connect his classroom experience to the outside world by sharing his experience with the class when inquired by the teacher. The child was also able to recall the previously learnt words in the next class as it is recorded and mentioned in the checklist. Hammersley (2000) placed great emphasis on the correlation between the age of children and what/ how they are taught: “The age of the students is our major decision about how and what to teach. People of different ages have different competencies and cognitive skills... Each student is an individual with different experience both in and outside the classroom.”

Thus, the material used for teaching purposes, at any stage, must be according to the level of maturity and understanding of the learners. With the child in the respective case

study, he showed a high level of understanding and interest in the cartoon selection. The observation shared by the teacher initially was that the child was not motivated when the regular routine was followed using flash cards, board and marker for teaching purpose. Sheldon (1988) argued that in order to ensure optimal learning, the material used for teaching purpose must go in accordance with the age of the learners. It is for this reason that the focus should be placed on the age-appropriateness of educational cartoons, so that they would help the young pre-school children develop an interest and therefore they learn from it. It was highlighted by the observations and checklist, that the case study under consideration was able to develop his lexical bank through the method of scaffolding and application of constructivist and communicative approach of teaching. The role of the teacher and the content had a significant role in developing the lexical bank of the child.

The content selection must also be relevant to real life so that the student can relate the words/lexical items with real life. Case study 1 also replicated the cartoon experience by relating the virtual experience to real life experience. The communicative nature of cartoon selection grasped the interest and attention of Case Study 1. As stated earlier, although he had a low level of attendance, he still was able to pick up words and develop an understanding of lexical items. This observation became more pronounced when the checklist was observed, as the student was able to show high levels of lexical learning through the visual impact of cartoons, which can be seen in the checklist (attached as Annexure C-I) developed for the learner.

#### **4.1.2. Case Study 2**

Case study is a method where researcher can carry out detailed observation of a particular phenomenon, in case of this research the researcher observed the role of cartoons in language development of pre-school children. Case study 2 was a four year old girl. Language background was predominantly Punjabi. This demographic information was provided by the parents through the questionnaires, case study 2 had no interest in watching cartoons.

Throughout the observation session of two months, the learner used to avoid sitting with her peers most of the time the child used to sit at the back of the class and case study 2 showed no interest in watching cartoons. However, unconsciously the child was attracted to the sounds and the colors, as she used to observe the cartoons from the back seat of the class and sometimes, she used to come to the front to watch cartoons. As the session

proceeded towards the end of study the child developed an interest and her word bank contained many words from the cartoons that were shown in class.

The child was able to recognize and associate words related to animals, colors (i.e. Blue, yellow), fruits (oranges) this can also be seen in the checklist (attached as Annexure C-II). Rule (2008) mentioned in his research that utilization of animated cartoons is helpful in teaching language skills. Therefore, for case study 2 animated cartoons, as a teaching tool proved to be significant. As the teacher facilitated, motivated and encouraged the child to communicate and share her experience at the end of every class, the child was able to learn many words like fireflies, shark, and recognition of emotions (happy, sad etc.). The child already had well developed vocabulary bank before the session started, as told by the teacher and initial assessment. Case study 2 showed improvement in learning lexical items from the cartoons as her interest was developed, her lexical bank was enhanced. Nunan (1991), refers that success is measured as an ability to what extent a learner can carry out a conversation in the target language. Therefore, initial stage of language learning holds significance. Once a child develops word bank in the target language, he or she will be able to develop communication skills. In case of Case Study 2, the child through the observation period showed nil or very little interest. However, unconscious observation helped her learn many lexical items related to colors, fruits, animals. The child was able to associate the words learnt from the cartoons to other similar lexical items, she was able to do semantic mapping according to her level of understanding and age.

The renowned psychologist, Abraham Maslow (1943) explained that self-esteem was an important “deficiency need” which had to be developed before cognitive aspect. Therefore, the success of any program or learning activity depends upon the level of motivation of the learner. The child was not motivated initially, however, with the active role of the teacher, classroom activities related to cartoons and question answer session developed her interest. With the passage of time, case study 2 was motivated due the content selection, colors, sounds and the active role of the teacher, the young learner was able to learn and show interest in the selected content as it can be seen in the checklist for the student.

#### **4.1.3. Case Study 3**

Case Study 3 was a girl three and half years old. The child was already well apt with a lot of words of English language. Her vocabulary bank had many words already

learnt via different sources. The pre-school learner belonged to a Punjabi family; however, the parents spoke Urdu home this information was provided by the parents through questionnaires. The learner's accent had a predominant Punjabi language impact. Motivation is an important aspect of language learning and teaching, it is also a fundamental aspect of constructivist and communicative approach of teaching. In order to gain success in every field motivation plays a vital role. The child was already intelligent and interested in the class, to make her sit and observe the cartoons, was not a difficult task. The child participated enthusiastically throughout the session; the learner was motivated to watch cartoons with her classmates.

The child enjoyed watching the cartoon content and singing the rhymes in the class with the teacher accompanied by audio-visual aid. The new cartoon content used by the researcher was selected to scaffold the children from their present level to a higher level of lexical development as a part of their cognitive development. The cartoon content provided with listening activity that helped in enhancing the speaking and listening skill of case study 3. As the school did not use cartoons as an educational tool to teach young learners, therefore, this experience was novel for the children and it grasped their attention more than the already existing method. Nunan (1999) acknowledges that authentic language material (cartoons) exposure motivates the learners to correlate their experience of the virtual world to the real life world. The case study 3 was able to link her experience to that of the cartoons shown in the class which is video recorded and mentioned in the checklist (attached as Annexure C-III). Motivation of the young learner was also developed through appreciation by the teacher and the researcher as the student was able to answer the question that were asked related to cartoons and the child was able to use different words shown in the selected cartoon material. She was motivated and the learner used to ask for the cartoons of her interest moreover, when inquired about the cartoons the child was able to recall and reconnect with cartoons. The young learner was able to pick many new lexical items and she used to repeat them afterwards in her playtime (observed by the games teacher).

Patrick Winston (2002) argued that human intelligence depends upon linguistic as well as visual system. The use of audio-visual aids, tweaks the visual and linguistic system of learners, which helps in accelerating the learning process. The learner feels the urge to participate and observe the new content, and to repeat it with the teacher and classmates. Warsi (2013) objective of second language pedagogy must include the ability:

- To develop the learner's intellectual ability in target language, in case of this research second language is English.
- To help learners acquire different skills like listening and speaking.

The main target of researcher was to develop the young children's interest in learning lexical items of the English language using cartoons as a tool for scaffolding and to teach them through constructivist and communicative approach. Initially the researcher was facing difficulty, however, with the passage of time, Case Study 3 developed association with the cartoon content that were used to scaffold them and was able to learn and expand the knowledge of the English language. Communication skills are developed by the learner in the target language once he or she has learnt ample lexis or vocabulary items. The researcher was focusing on developing the lexis of young learners in this research via cartoons. Teaching material used to make students learn should empower the learners and help them develop control of their own learning process. The child was not only able to develop a vocabulary bank; she was also able to develop interest and asked for her own choice of cartoons by interacting with the teacher. Nunan (1988) explains that, material used for teaching purpose must play the role of lubricating the wheels of learning; it must enhance the learning abilities and help the learner to increase their existing knowledge. The concept of scaffolding was considered while selecting the cartoon content with the main focus on their age, level and their attention span. The child had enhanced vocabulary skills as observed by the researcher and the teacher. The child was better equipped with lexical items at the end of the program with the active role of the teacher and the student as well. The child showed success at the end of the program as the child was able to communicate the lexical items learnt by connecting them with other experiences of real life, which is also indicated in the checklist.

#### **4.1.4. Case Study 4**

Case Study 4 was a child of four years of age and active young learner. Demographic information provided by the parents through questionnaires gave information that the parents used Urdu (demographic information was provided by the parents through questionnaires) for communication purpose at home. O'Neil (1990) mentioned that language is a powerful instrument that enables a human being to say things spontaneously according to the need. Therefore, great emphasis must be laid on spontaneous and creative interaction. The researcher paid special attention on spontaneous interaction and motivation, as well as authenticity and age appropriate content to scaffold the young

learners. The learner was able to learn lexical items and a checklist was developed for the student to note down the progress at the end of the session (attached as Annexure C-IV).

Case Study 4 showed gradual progress. However, Case Study 4 used to give response very rarely. The young learner was not talkative, eventually as the session proceeded, the child was able to learn and respond to the cartoons, and the child repeated and learnt many lexical items from cartoons that included the difference between big and small as used by the cartoon characters. The study of another language introduces its culture, which unconsciously helps in learning a new language (Hasan, 1989). Therefore, introducing children to English language at an early stage of three to five years was helping them develop the lexical bank and understanding of the English language. Classroom environment plays a significant role that affects the overall learning. Classroom must not act as a stagnant vessel where the information is transferred from teacher to the pupil it should be student-centered and comforting. the teaching environment should be dynamic and interactive, as it affects what is being taught and what is being learnt by the students (Breen, 1984).

Keeping in mind the above view in the perspective of the constructivist and communicative approach of teaching, the researcher along with the teacher paid special attention to the communicative classroom environment that resulted in developed motivation in the child under discussion and motivated him to pick lexical items and repeat them in the class. The child was not enthusiastic about learning via cartoons neither was the young learner responded in the class. With the passage of time a pattern developed and the child was able to pick up the routine, which enabled him to develop his word bank. The subject was able to enjoy and learn from the direct experience of observing the cartoons, repeating afterwards. The subject was able to show confidence in learning new lexical items with the help of the teacher and motivation from the classroom environment. The learning process of the children was not only dependent on their interest in cartoons; it also depended on the role of the teacher. Teacher must perform an active role along with the content selection which is a key concept in scaffolding, constructivist and communicative approach of teaching. McDonough (1993) and Shaw (1993), has mentioned that a teacher must perform roles to ensure success, the teacher must act as:

- Encourager.
- Organizer.
- On who educates.

- Counselor.
- Who keeps a time check?
- Language arbitrator.

In case of Case Study 4, the researcher and the teacher majorly played all the above roles to help him learn and develop the lexical bank of the English language. The result was successful as the child was motivated and learnt many lexical items from the cartoons.

#### **4.1.5. Case Study 5**

Language is learnt initially to develop linguistic and communicative competence in its learners. English is the most widely used language throughout the world. The study was conducted to see whether making children learn at a young age helps them develop lexical bank of the English language. Case Study 5 was a girl four years old, as mentioned in the questionnaire filled by the parents, mother tongue or the language used at home was Pushto (demographic information was provided by the parents through questionnaires). The child had a raw English accent. Moreover, she had no prior knowledge of the English language that was inferred in the initial assessment done by the teacher and researcher. Her accent and rare communication with other children of the class showed language barrier between her and other children. In the Pakistani context Urdu is used for communication between the students and the teacher in most of the schools. The child was unable to communicate with her classmates as she had almost zero communicative skills in Urdu language. Similar was the case with the English language, as she had a low level of understanding of the English language.

However, the child was able to show interest and motivation ever since the beginning of the course, where the researcher introduced cartoons for developing a lexical bank of English Language. The lesson planned by the researcher was also learner-centered an important aspect of constructivist and communicative approach. The child was able to show development as the course proceeded, and she was able to add many lexical items to her already existing minimal vocabulary bank of the English language using the concept of scaffolding.

Hamer (2003), supports the view that, it is vital for the students to get practice in writing and speech. As the children under consideration were too young to be checked for writing, the researcher focused on how their speech is developed. Therefore, the children were shown cartoons and they were intrigued about the words used. Case Study 5 was able



to learn many lexical items related to colors, animals, trees which is also noted in the checklist (attached as Annexure C-V). Practice to communicate with the class what they observed in the cartoons and exposure to authentic material helped the child to learn many lexical items through cartoons. Nunan (1988), emphasized that the material used in class should also relate to the outside world. Such material creates a significant progress in language learning process.

Cartoons were based on phenomenon used in everyday life and the outside world. The child was, therefore, able to learn and associate many lexical items of the English language and she was able to respond with answers asked by the teacher related to the cartoons. O'Neil (1977) focuses that the vital role of language learning is communication. Keeping in mind O'Neil's point of view the researcher conducted the session with the teacher accordingly as a result the child was able to learn many lexical items. This process helped her develop a good understanding of the lexical items of English language. The preschooler was able to use them in her classroom during different activities conducted in the class. The process of scaffolding and teaching techniques used to teach via cartoons developed her vocabulary, and enhanced her communication skills.

#### **4.1.6. Case Study 6**

The sixth case study dealt with a four year old child from a Pashtun background (demographics provided by the parents showed that the language spoken at home was Pushto). The child was attentive and very active in class activities. At the beginning, the cartoons did not spark much interest, but as the routine became normalized, he quickly picked up on it and would repeat the verses before they had even been said. For example, in the middle of the session during observing cartoons "Charlie and the numbers" the child used the word "fireflies". Later on, the boy was also able to say words related to colours, environment and other such lexical items used in cartoons. The sudden involvement and use of lexical items by the preschooler showed tremendous potential.

Language learning must focus on degree of authenticity (Nunan, 1988). Language teaching must go according to the need and the level of the learners and it must help to develop their existing level to higher level according to their age and understanding. In this research the learners were too young to understand the decorum and the purpose of learning. However, with the proper selection of content and materials of their interest the researcher was able to develop their interest and unconsciously that helped them in learning

lexical items of English language. Case Study 6 was a young child of 4 years of age. The accent of the child also referred to Pashto speaking background. The child was attentive and very active in class activities. However, the process of watching cartoons did not develop any interest in the young learner.

The researcher applied the technique of communicative and constructivist approach of teaching and learning. The teacher and researcher focused on the communicative learning activities that were student-centered according to the level of understanding of the young learner and the age was also kept in mind while developing the strategies and activities. Steadily, with the role of the teacher as a motivator and facilitator, as the routine developed the child was able to get along with it. In the middle of the session when the child was watching cartoons, *Charlie and the numbers* the child used the word “fireflies” and from the program *Tricky tracks* the child was able to pick words like “desert, mountain, hot, cold, snows” and other such related words (development recorded in the checklist attached as Annexure C-VI). He was not only able to recognize the word before the cartoon said, he also spoke it. Later on, the child was also able to say words related to colours, environment (clean, pleasant etc.) and other such lexical items used in cartoons. The sudden involvement of case study 6 and the use of the lexical items shown in the selected cartoon content observed by the teacher and researcher indicated the progress of the young learner. Similar input was given by the principal of the organization when she observed the class after two weeks since the session started.

Wright (2001) in his study suggests that watching educational programs/cartoons leaves a positive impact on young learners, especially, on their academic skills, children of 2-3 years of age show great progress. The children who were able to see educational cartoons/informative cartoons had shown great progress (Wright & Huston, 2001). Case Study 6 was one of those students who showed progress without even taking into account the context seriously as her vocabulary increased at the end of the session through scaffolding technique. Garrison and Christakis (2005) mentioned in their research that educational cartoons help a child to talk and develop language skills in very early age. Case Study 6 had no previous knowledge of English language; these cartoons developed his interest and made him learn many difficult lexical items of the English language. At the end of the session, she was able to recognize, associate and relate many lexical items learnt by watching cartoons in the class. Television programs had been seen to enhance the learning in older children (Ball & Bogatz 1972; Wright & Huston 1995). Hence, cartoons

were able to provide linguistic progress evidence in Case Study 6. The child exhibited zero interest and paid no attention to the cartoons displayed in the class. However, in the middle of the session and till the end the child started picking lexical items from the cartoons. Case Study 6 used to repeat many lexical items which were used in the cartoons and connect to her real-life experience by communicating with the teacher. However, not only cartoons help in vocabulary development (Biemiller, 2003), the role of the teacher also play a significant part which can be seen in this research. At the end of the session the child showed progress as lexical bank of the learner was developed during the session. When the child was asked about the cartoon content seen in two month session, she was able to recall and reconnect many words that she saw in the cartoon selection shown to her in the class. The progress has been recorded on the checklist (attached as Annexure C-VI).

#### **4.1.7. Case Study 7**

Case Study 7 was a child of 3 years and 11 months whose first language was Urdu (the information was given by the parents through questionnaires). The pre-schooler was not vocal and her level of interest and participation was low in the classroom. She was a regular student but would often doze off during class. Because of her quiet and shy nature, she did not talk in class. Thus, the researcher and the teacher had no information in the beginning of the session about her knowledge of Urdu or English language. The child would sit in class with her head down and she did not join the class in activities and play time. Even when cartoons were played, she displayed no attentiveness. Initially she would neither listen nor respond to the teacher and researcher.

With time, she gradually started sitting with her class fellows and slowly she would ask to sit at the front near the projector. She used to sit and observe cartoons and after a month she started saying a few lexical items that were used in cartoons.

Perceptions play a key role in evaluating the validity of a case study. Observations lead to postulations on how a child will behave, moreover, the undertaken aspect of the research is shown by the student or not. With this particular case study, the child was totally cutoff and nonverbal but gradually, she was able to show interest and repeat a few lexical items.

Observational records are useful methods in assessing and judging individual students for research purpose. Nunan (1989) asserts that assessing a student is a set of processes that leads the researcher to understand the level of learning of a student.

Therefore, observing Case Study 7 and developing checklist for her led to the understanding of her learning process. For a solid month, her silent nature and non-responsive behaviour gave the impression she had no interest and therefore, she made no progress in learning lexical items via cartoons. At the end of the session, however, the opinion of the teacher and the researcher changed, as the child not only developed interest, she was also able to learn many lexical items like animal and insect names. She was also able to associate them to other related things present in the class. Oranges were shown in the cartoons and the child immediately identified the fruit present on the display board in the class. She was able to call other fruit names as well.

Electronic media has long been criticized for having a negative impact on young children mind. But an important area of research also deals with how media exposure helps in linguistic development and enhances educational achievements (Heather L. Kirkorian, Ellen A. Wartella, and Daniel R. Anderson, 2002). Several researches have also shown that age-appropriate content have a positive impact on preschool children. Case Study 7 is one such case that suggested through observation that cartoons/ media when used to scaffold children in the classroom play a substantial role in lexical development. The young child did not display any response for a long period of time, but by the end, the use of lexical items from the cartoons by the young learner suggested that the child had developed motivation and that helped her in learning new vocabulary. The teaching method where the teacher encouraged the student to communicate and participate in the class also developed her confidence level. This method of using cartoons as a tool for scaffolding in teaching enhanced the lexical development of case study 7. The progress has been noted in the checklist (attached as Annexure C-VII).

#### **4.1.8. Case Study 8**

Studies conducted on language learning of young children demonstrate that children younger than two years learn vocabulary from television (Heather L. Kirkorian, 2008). Case Study 8 was a pre-school child of three years of age. The child was from an Urdu speaking background (demographic information was given by parents via questionnaires). She had good communication skills according to her age.

The researcher has applied the Zone of Proximal Development theory and concept of scaffolding to teach lexical items to the pre-schoolers. Vygotsky in his theory has mentioned that external stimulus helps young learners in learning lexical items.

External stimulus includes teachers, parents, peers, and environment. In case of this research the environment included media exposure to young children, the active role of the teacher and the social context of classroom that was kept child friendly without any restrictions. Vygotsky in his theory mentioned that external stimulus helps young learners to raise basic elementary function to a higher level.

Case Study 8 was a young, motivated learner with a spark to learn lexical items. The child used to pick the words and relate them. She was able to pick the word “train tracks” and with the help of the teacher and the explanation given in the class she was able to connect and use the word. She also used to repeat them with other learners of her class and communicate her understanding. The child was able to recognize numbers from one to ten. She was able to use and understand lexical items like mountain, clouds, circle, zebra and trees. She was also able to recognize the images linked to cartoons present in the class, the child was able to connect with other related items that were present on the charts in the class. Childhood is precious time where behavior can be easily molded with the help of a more experienced adult and some external stimulus, while observing the young pre-school children this phenomenon got clearer as the session progressed. Case study 8 when observed was able to learn and develop interest in media/cartoons that helped her in developing language skills, she was also becoming confident enough to share her opinion about liking and disliking of particular content. Her progress is recorded in the checklist attached at the end (attached as Annexure C-VIII)

The child was able to learn and use many lexical items from the cartoons. The communicative language approach used to teach the young learners in this research also focused on the process of communication rather than the mastery of the language. When seen in the light of the theory of the Zone of Proximal development, constructivist and communicative language approach the child was able to learn lexical items. Zimmerman and Christakis (2009) are of the opinion that, there are three reasons which are important in studying the effects of media on young children.

- 1) External stimuli influence neurological development (also suggested by Vygotsky) young brains, therefore, undergo rapid change in the first three years.
- 2) More television they watch more they will get used to in the subsequent years.
- 3) Christakis and Zimmerman (2009) also laid emphasis on selection of cartoons. As all the cartoons are not beneficial for young learners.

Case Study 8 saw cartoons like all the other pre-school children of his class, the content was carefully selected to scaffold them and focus was laid on age appropriate cartoon content. The child was, therefore, able to cultivate interest in the cartoon content. The child's behavior was modeled and her vocabulary bank had many items at the end of the session.

This development was observed by the teacher, researcher and noted through checklist and anecdotal records from video recordings. Making children sit and learn through cartoons is not a straightforward process. Pre-school children are young and they cannot be compelled to sit and learn lexical items. It depends on their level of interest and motivation along with the involvement of the teacher. As mentioned by the preschool teacher "these children learn according to their mode".

This was true, the students learnt gradually. Case Study 8 was although motivated by external stimulus (cartoons), however, lexical development was shown by the child towards the end of the session. Gathering data require dynamics, effectiveness and efficiency. All the above factors were considered during the observation span while conducting the study.

#### **4.1.9. Case Study 9**

Case study 9 was a three-year-old boy of a Punjabi background who spoke Urdu at home (the information was obtained by the questionnaires filled by the parents). He was admitted to the school for the first time (he joined the school during the second week of observation period) and it was his first experience to come to school and sit among the children, without any familiar faces around him. He was quite disturbed for the first few weeks and would sneak out of the class and go find his older siblings in their classes. It took a lot of motivation and persuasion from the teacher and researcher to make child sit and observe cartoons along with other young learners of play group.

When cartoons were played, he would sit and watch them for a while but the moment other children participated about the lexical items according to their respective level of understanding with the teacher and researcher, the child would make noise and run out of the class.

The teacher's role is pivotal according to constructivist and communicative approach of teaching, similar view has been given by McDonough and Shaw (2004), they

proposed that the teacher's potential role in the classroom is as a "controller, organizer, tutor, observer and resource."

While managing the young pre-school learner, the teacher played all those roles to make sure he felt comfortable and involved in the classroom environment. Consequently and eventually, the child was able to develop an interest in the cartoon content. Lexical items like numbers from 1-10 and types of flowers were not learnt and identified by the young learner. But as the days progressed, the child was able to understand the class routine and he started sit more calmly and ask the researcher to play cartoons and observe them. A checklist was filled by the researcher based on the class observations.

The child had no prior knowledge of the English language, but the session helped him to acquire English lexical items from the cartoons. LeBlanc (2012) in his study associated watching television by the younger children to their cognitive development. Television screens, cartoons when watched in moderate and controlled environment helps children improve their lexical bank. In this case, the boy did not even want to stay in class, but it was the cartoons on display that spiked his interest to remain in that "new" environment. Therefore, unwillingly and unconsciously due to the teacher's efforts and animated cartoons shown to scaffold the young learner, he was able to learn many vocabulary items. He was able to learn lexical items from the cartoons like *Billy and Bam Bam* (orange picking) , *Charlie and the numbers* and other such selection, progress has been recorded in the checklist( attached as Annexure C-IX).

#### **4.1.10. Case Study 10**

Case Study 10 was a 3 years old preschooler whose first language was Pashto ( the information was given by the parents via questionnaires). The child was exuberant and enthusiastic but his attention span to sit and observe was very short. His interest in the cartoons developed early on and his lexical bank contained words that were mainly in the noun category, like oranges, sheep, cow, trees.

The child gave positive responses to the teacher and researcher. When asked about the lexical items used in the cartoons the child was able to respond by associating and using the words like flowers, chicks, spoon. The child was also able to relate it to his personal experience as "I use spoon", or "I have seen other animals in the zoo."

For preschool children their classroom experience is usually their first exposure to a foreign environment. Prior to that, the child is in the secure environment of their home, surrounded by familiar faces. School and the classroom environment tend to be new for the kids who come for the first time, and therefore they feel less secure and thus take their respective time to find their comfort zone.

Doff (1988) argues that the use of visuals for teaching a new language helps in developing an interest and makes learning more relatable. The use of audio-visual aids, like cartoons make the classroom environment lively and interesting and that develops their confidence and motivates them to learn new lexical items.

In order to make students proficient learners of a language, the foundation must be laid in the formative years. Fresh, young minds are like a *carte blanche* which can be developed as desired by the parents as well as the teachers. Therefore, special care and attention must be given during the pre-school years to make them learn and help the children develop linguistic skills.

Vocabulary scores are enhanced when age-appropriate cartoons are seen by children. Scaffolding concept which was used in this research helped the young child in developing his vocabulary bank. Watching age-appropriate cartoons helped the child in learning new words, whereas it has been proven in a research that watching non-educational programs are associated with a lower vocabulary score (Wright, 2001) as they are unable to register, let alone comprehend what they are seeing. The progress for case study 10 has been recorded on the checklist (attached as Annexure C-X).

McTighes and Ferrera (1994) explained the data collection process as “the process of gathering and integrating information about learners from various sources to help us understand... students.” (Khalid, 2009). The process of observing students by video recording and checklist in order to develop individual case studies for this research helped to gain insight into how the cartoons play a role in lexical development of preschool children. Further insight on the matter of lexical development through cartoons was provided by the questionnaires filled by the parents and interviews with the teachers. The analysis indicated that cartoons helped as a useful tool to scaffold young children, same observation was shared by the teachers in their interviews.

In order to make students proficient learners of a language the foundation must be laid in the early years. Young children from birth till 5 years of age are like a clear board



which can be developed as desired by the parents as well as the teachers. Therefore, very special care and attention must be given during the pre-school years to make them learn and help the learners develop linguistic skills. Vocabulary scores are enhanced when age appropriate cartoons are seen by the children. Watching non-educational programs are also being associated with a low vocabulary score (Wright, 2001).

#### **4.111. Case Study 11**

Case study 11 was a child of three years of Punjabi speaking background (the information was obtained by the questionnaire filled by the parents). The child was quiet, introvert and did not mingle with his peers. This observation was shared by the teacher with the researcher. The child enjoyed watching cartoons and sat throughout the whole session and even when it was randomly asked if they would like to watch extra cartoons, the child showed an inclination to the suggestion.

The goal of this study was to understand whether preschool children were able to learn lexical items from age-appropriate cartoons, in other words whether cartoons are helpful in scaffolding the young children in learning vocabulary. Liskin-Gasparro (as cited in Richards and Rogers, 2000) determining the objectives are helpful in obtaining desired goals of language learning program.

As in the case with the other case studies, observation along with the checklist (attached as Annexure C-XI) was used to determine the outcome of cartoons on lexical development of pre-school children. The checklist gave an indication of how well the child understood the terms used in the cartoons.

Case study 11 was able to produce very low-pitched sounds which were difficult to fully understand although the teacher was able to recognize few sounds used by participant. The teacher used to encourage the child to speak and communicate according to his level of understanding and ability to speak and the motivation on part of the teacher was successful to make the child respond. The child was quite unique in that he did not associate or respond to the cartoons as his other classmates did. However, through gestures which he used to respond to the cartoon content and the level of interest it was understood by the teacher and researcher that semantic mapping was done by the child. He was able to understand the lexical items used in cartoons and the student used to reply with gestures to the teacher about the cartoons along with few vocabulary items.

The researcher was unable to draw any conclusion about recognition of colours, shapes, pictures and learning other lexical items through cartoons. Tomlinson observes that researches lay stress on authenticity and its motivational effect on learners (Bacon & Finneman, 1990). Pre-school children are young with small attention span for that reason; the content was selected to be age-appropriate, authentic and motivating. This, in turn, resulted in drawing responses from children, like in the case of this pre-school child, the content and the teacher's constant effort motivated him to sit, observe and show interest in the cartoons shown to the class for scaffolding purpose. At the end of the session the child was able to use few lexical items learnt from the cartoons as compared to initial nil response, therefore low level of progress was noted.

#### **4.1.12. Case Study 12**

Case Study 12 was a three and a half year old toddler from a Pashto speaking background (the information was obtained from the parents given in the questionnaire). She was quite friendly with well-built spoken ability according to her age group, conversing easily in both Pashto and Urdu. At the beginning, she would busy herself with her own games, sitting on her own and playing in her imaginary world (observed by the teacher and the researcher during the session). Despite being able to understand the cartoon content quite well, she did not show any clear signs of having great interest in the cartoons displayed in the class.

The child was intelligent and quick as observed by the teacher and the knowledge was shared with the researcher. As the session proceeded, she was able to articulate the lexical items from the cartoons, like flowers, trees, oranges and use them. She was also able to recognise lexical items used in cartoons and associated them to the clipboard art present in the class.

Initially the child used to sit alone or she was engrossed in self-play. As the session continued, however, her interest developed in the session. She observed the cartoons and as seen in checklist and was able to speak the lexical items used in cartoons. As case study is based on an observable concrete link between people, properties and the masses (Stoecker, 1991, p. 95). In this study the researcher also took into account the relation between lexical learning via cartoons and children.

With this pre-school child, when viewed from the lens of Stoecker's point of view, she was showing no connection. However, towards the end of the session she was able to

develop her lexical bank and was able to understand (the development is recorded in checklist attached as Annexure C-XII). She also started participating after the mid-session. As seen from the checklist, she was able to learn through cartoons.

Hamel (1992) in his research contends that an individual case study is an important step towards understanding common behaviors and actions considered for research. The case study under consideration was able to show great development in vocabulary learning, when studied by the researcher through the recordings and class observation. Cartoons were able to scaffold her by adding lexical items to her already existing dictionary, along with the encouragement of the teacher. A case study provides an insight into a particular aspect that needs to be studied. Anecdotal records help the researcher to record and then look for particular aspect of the study afterwards. Similar was with this child when she was observed through video recordings improvement was seen and similar input was given by her parents and teachers.

In this research the researcher not only observed the students there and then, the researcher later on also saw the video clips to see whether the children were able to learn lexical items or not. Therefore, case study 12 was able to observe and learn many lexical items; she was to some extent, able to sing the numbers song of *Charlie and the Numbers*. The use of the cartoons and their social context as shown in the virtual world of cartoons proved helpful in the case of case study 12 in learning new lexical items.

#### **4.1.13. Case Study 13**

Case Study 13 was a three year old boy whose first language was Urdu (information was obtained from the questionnaires filled by the parents). It was apparent he was eager to learn right from the beginning, even though he was quiet and did not socialize much with his classmates. Watching cartoons prompted him to come out of his shell and be more vocal in class. Therefore, the cartoons proved helpful in scaffolding the young child, moreover the teacher made extensive effort and motivated him to participate and communicate with the class. At the end of the session, when the teacher asked questions about the vocabulary items used in the cartoon content selected for the session, the child used to respond to the teacher and the researcher, when asked about the vocabulary items used in the class, these words included chicks, fireflies, octopus and other such related words.

A checklist was filled for Case Study 13 based on observations done in the class and video-recording, development had been recorded on the checklist (attached as Annexure

C-XIII). According to the checklist, he was able to recognize and develop vocabulary from the cartoon selection, connecting different words from the same category and child was able to do semantic mapping. For example, when the child saw animals in the cartoons he was able to relate them to the animals he'd seen in the real life or during their visits to the zoo. He recalled his personal experiences and connected to the words learnt in the class via cartoons. The child was able to respond to the teacher's questions asked by the teacher at the end of the session. Therefore, the use of authentic materials which relates the real world to the virtual world of cartoons holds significance.

Richard (2007) separated teaching materials into two categories:

- Authentic materials
- Created material

Authentic materials include photographs, cartoons, video selection and other such materials not specifically produced for pedagogical purpose. The cartoons selected by the researcher were not developed for pedagogical purpose; however, they served the purpose to scaffold the child to reach a higher level of vocabulary development. Richard (2007) outlined the advantages of authentic materials that "relate more to learners," and "they support the teaching process by adding creativity" to it. In the similar way the child was able to learn, relate and communicate in the classroom with the help of the cartoons observed in the class, he was able to show progress in the use of vocabulary learnt in the class during the session.

Created materials include textbooks and other such materials specially used for teaching purposes. The course of the pre-school children included books of Urdu, English, and Mathematics as part of their curriculum. The use of technology for teaching purpose was not part of the curriculum of young learners.

The researcher used authentic materials designed for teaching purposes. The cartoons were used as an extension to make the preschool children learn lexical items. Observing and assessing young children at school is helpful in understanding what the curriculum requires to enhance the learning capabilities of the students. The researcher was a participant observer during the session and was able to identify the uniqueness of each case study and his/her level of interest and lexical development.

In case of Case Study 13 the above mentioned aspects were observed. The use of authentic material helped the student to relate and learn, while the teacher added the novelty

of the material selection which motivated him to learn lexical items. He showed an overall positive outcome, that wasn't limited to just textbooks or oral communication.

#### **4.1.14. Case Study 14**

For the next case study, a four year old boy, whose first language was Urdu ( the information was obtained from the answers his parents gave in the questioners). He spoke Urdu quite well. In class, he seemed neutral when it came to learning; he neither inclined towards learning phenomenon nor was he reluctant to learn. During the cartoon segment of class, he watched the cartoons silently and the child did not respond like his other peers, during the discussion period in which lexical items used in the cartoons were discussed. And so, it was difficult to gauge an accurate progress of his lexical development. He did, however, make silent gestures that signalled some interest. Checklist for participant was filled based on classroom observation.

As he started showing signs of interest and familiarity, semantic mapping was done. He rarely used the words used in the cartoons and overall his improvement was lower compared to the other participants. Due to the limited time of the observation period, a comprehensive, individual effort could not be made. However, he did show developmental progress as he used words like fruit, tree and chick, the participant seemed somewhat interested in watching cartoons.

Although Case Study 14 did not show any visible signs of lexical learning, video recording, observations (checklist attached as Annexure C-XIV) helped the researcher to draw inferences. The teacher and the researcher were able to understand his developed interest by observing his gestures while the cartoons were shown.

For Case Study 14, he was observed objectively based upon his performance. The input of the teacher was also taken into consideration via a checklist.

Case studies allow for a robust and holistic investigation of a particular phenomenon (Zaidah Zainal, 2007). Case study is an efficient method that allows a researcher to go beyond the statistical data calculation and helps the researcher understand adaptation and behavioral changes.

Inclusion of both qualitative and quantitative aspect to write a case study helps in explaining the process, as well as, the outcome of the study. Therefore, in this research the researcher used a combination of observation (for case studies), questionnaires (for parents)

and interviews (of teachers) were as tools to do a detailed analysis of the aspect of lexical development through cartoons. This helped to gain an in-depth insight and gain outcome, keeping in mind reliability and authenticity. The response of the teachers and parents was quite positive as discussed in the next two sections that include analysis of interviews and questionnaires.

Case Studies have been conducted on language development of a child using longitudinal case study (Yin, 1984). McDonough and McDonough (1997) explained descriptive case studies as a narrative form. In order to note down the details about lexical development, the researcher used narratives and description to explain the lexical development process in detail and the input of parents and teachers was also taken to get a better understanding of the matter. Case Study 14 was not as motivated and interested as his other classmates, however, at the end of the session the kid was able to show progress according to his level of understanding.

#### **4.1.15. Case Study 15**

For the next case study, a new admission in the class was observed. She was enrolled during the mid-session, a month into the observation period and so her development was less as compared to the other participants who were present from the beginning of the session. A checklist was made to note down her development.

The child was four years and two months old who belonged to an Urdu-speaking background (the demographic information was provided by the parents through questionnaires). From the very first day, she showed a great level of interest and her ability to learn quickly was evident. She was motivated and involved in the classroom.

In the limited observation period, the child was able to show great improvement in lexical learning through cartoons the cartoons were proving to be a helpful tool to teach the child through scaffolding. Even though, she was in a new environment, she was neither shy, nor reluctant in participating during the session with her classmates, she performed activities without hesitation and actively interacted with her peers and teacher. The child used the lexical items she picked up from the cartoons in a confident and correct manner the words include; trees, fish, birds, tracks, savannah, snow, forest and many other lexical items. She even exclaimed excitedly, “I like the program.”

The participant was associating the lexical items to real-life experience, this observation was shared by the teacher and the researcher. Moreover, the development was video recorded and the progress was noted down on the checklist (attached as Annexure C-XV). The use of different words the child learnt from the cartoon selection shown in the class with the input of the teacher, illustrated the lexical development of the participant at the end of the session.

Furthermore, a pilot study was conducted earlier (over a period of one year to select the content for scaffolding), the pilot study generated positive responses from the parents and the teachers who participated in the pilot study in terms of lexical learning through cartoon. By conducting individual case studies, the results of the pilot study were confirmed. The girl representing case study 15, although she was a new admission, still she was able to learn and use vocabulary items and repeat them properly in class. Moreover, the child was also able to recognize the cartoon clip and was also able to relate the images seen in the cartoons to artwork present in the classroom. The child actively responded to the questions asked by the teacher related to the cartoons.

Both the teacher and researcher had same observations and conclusions based on the aspect of lexical development, these are; cartoons were not only helpful in vocabulary development of the young learner and use of lexical items of the English language but they pushed her to be more confident and increased her motivation level.

Case studies are useful in extracting data from micro level by directly dealing with the participants and observing them. While studying the participants and conducting the study, there were limited resources, as all the technical equipment were self-provided by the researcher. Hence, the researcher, along with the teacher, was actively involved during the entire session to observe the development of the participants. The techniques of teaching as discussed in the previous chapter of research methodology were applied that helped to scaffold majority of the children successfully. Case study 15 was able to show significant progress in her lexical learning process.

#### **4.1.16. Case Study 16**

Case Study 16 was a three years and eleven months old child. The young learner was intelligent and he had a great capability of learning the information that was provided by the teacher at the start of the session. The child was able to show a great deal of progress due to his increased motivational level. The child had a good grasp of English language,

although Urdu was used as the language of communication at home; this information was provided by the parents through a questionnaire.

The child was able to use electronic gadgets; therefore, the child already had learnt some lexical items from the cartoons. The researcher after conducting a pilot study for one year on age-appropriate cartoons for young children, selected cartoons of Fox Entertainment, Baby Television channel and a few other cartoons. The child had a developed interest in the cartoons that were shown in the class. At the very first week case study 16 was not attentive neither was he interested in watching cartoons. As the routine developed the child started picking up the routine and observed the cartoons with his peers. The child used to ask for cartoons, especially *Charlie and the numbers*, he used to refer to the researcher as, “mam want to see the number’s party”.

The child was able to use the words like fish, horse, cat, fireflies, engine, humming and many other such words. The child was also able to recognize shapes like circle from the cartoon *tricky tracks*. The child was intelligent, he associated the shape seen in the cartoon *Tricky Tracks* to other shapes present in the class like triangle, rectangle, and square. Tool used by the researcher to observe the lexical development of case study 16 was a checklist, the development of the child was recorded (attached as Annexure C-VI).

The researcher observed the case studies for a period of two months to see the role of the cartoons in lexical development of young learners. As it can be seen in the checklist that the child was not only able to recognize words, he was also able to connect the words to real life experience. The researcher observed individual case studies and focused on the age factor in relation with lexical learning and how cartoons aid them in learning process. Observation using a checklist is an essential part of documenting the development of young children’s behavior, in order to evaluate their learning habits in the field of education. Case study 16 was observed and the boy was able to learn many lexical items from the cartoons. The teaching techniques and scaffolding concept proved to be very significant in the case of this young child, as he progressed in learning new words from the cartoons and he was able to relate them to his real life and classroom experience

#### **4.1.17. Case Study 17**

Case Study 17 was a pre-school kid of three and half years of age. However, the questionnaire filled by the parent referred to Urdu language as communication medium used at home. According to the observations made by the researcher the child used to watch



cartoons like ‘*Ben Ten*’ for entertainment purpose as the child used to ask for this cartoon and refer to this particular cartoon in the class. Initially the child was unable to get the whole routine and connect to it. As there was no compulsion where the child was strictly made to sit and learn, therefore, the cartoon content was able to trigger the interest of Case Study 17. The child was able to learn and recognize lexical items and the young learner was able to relate to them. Oli de Botton (2010) mentioned in book *Effective Early Childhood education programs: case studies*. “Using oral language, books and pictures.....aid understanding and generate interest.” Therefore, the active role of the teacher and the researcher helped the child to add many vocabulary items in his already existing knowledge.

In line with this perspective, the child was able to pick up the lexical items from the cartoon selection as the researcher observed the child in a two month observation period. The checklist (attached as Annexure C-VII) was devised and filled for case study 17 based on mutual observation of researcher and the teacher. The child illustrated signs of development his word bank developed via scaffolding through cartoons, which was noted down in the checklist for observation of the young learner. The child was able to sing different rhymes using the vocabulary items according to his understanding and input of the teacher. The child was an active and motivated learner that observation was also highlighted in the questionnaires filled by the parents of case study 17 (detailed discussion has been done in the next part of this chapter dealing with questionnaires).

#### **4.1.18. Case study 18**

Case Study 18 was a young learner of two and a half years of age. The learner belonged to Pushto speaking background, this demographic information was provided by the parents through questionnaires. The child was too young, and had no well-developed language skills even in his mother tongue like other students of his class, as they were 3-5 years of age older than the case study 18. The child was able to show interest and used to mumble the words shown in cartoons. Young learn when watched cartoons *Charlie and the Numbers, Tricky Tracks, Dave and Eva rhymes*, he used to pick up the initials of a word. The child used to say ,see, bam bam, the child used ba to refer to the balloons and small unclear sentences like “wa is this? The child was too young to use and pick up the words shown in cartoons.

As the session continued the child despite being too young to learn, he was able to show progress in the class. He was unlike the children between the ages of three to five. Still he was able to developed language learning ability according to his understanding. The parents also referred to the use of technology at home. The use of technology at home and in school enhanced the learning abilities of the young pre-school learner. Ioanna P. (2014) in her research on technologies and young kids mentioned that, “in the world of digital technologies early childhood educators should re-examine how children learn and how professionals organize their learning environment.”

The influence of digital technologies cannot be denied or overlooked. So the use of technologies for professional/educational purposes should be revised. The pre-schooler case study 18 was too young, still he was able to pick up lexical items , the young learner was also able to make few broken unclear sentences. The effect and influence of technology is very strong that has also been mentioned in the research done by Ioanna (2014) on young children. The researcher also observed the same development through technology along with the teacher. Checklist for Case Study 18 was also filled to note down the progress.

As it is clear from the checklist (attached as Annexure C-VIII) the child was able to learn some vocabulary items. The child used to laugh when he saw some entertaining cartoons. These were signs of development that were noted by the researcher and the teacher jointly. The child was not able to show progress like his other classmates; however, he was able to develop language learning skills. Progress in lexical learning process was not expected by the teacher and researcher due to his young age, however, at the end of the session the child was able to show motivation and some progress in his lexical learning process through cartoons.

#### **4.1.19. Case Study 19**

Case Study 19 was a girl of four years and ten months of age. The child was enthusiastic and the teacher shared information that she already had some vocabulary that she learnt at home. Urdu and English both the languages were used by the parents at home. The child was also able to understand English, the young learner was able to communicate in small sentences like “how are you”, “this is mine.”

With increased global dissemination the media exposure is now a significant part of city lives and rural lives as well. Mayor (2004) described the effectiveness of multimedia

learning is directly proportional to how a child perceives the information cognitively along with dynamic visualization. The young learner was not only able to learn lexical items she also used short sentences, she was an active learner and showed great learning skills. Cartoon selection shown to the children must be evaluated and selected to ensure better cognitive and lexical development. Case Study 19 was very much well equipped with many vocabulary items. The cartoons like *Charlie and the numbers*, *tricky trackers*, and *Dave and Eva rhymes* made her learn more words.

The child was able to sing the *Charlie and numbers* party song with the cartoon. She was not able to repeat all the lexical items used, still she had great success in repeating most of the words. When the child saw different animals in the cartoons, she referred to her real life experience in the zoo. The child said she also saw elephant, lion and bear in the zoo after seeing monkeys, ducks and giraffe in the cartoons. The child was able to refer to shapes like rectangle, triangle, square and circle. Checklist for Case Study 19 was developed (attached as Annexure C-XIX).

Checklist shows great development of Case Study 19 in language learning ability. The child was also able to semantically map words and relate them to other lexical items. The child was able to understand the emotions of happiness and excitement in the cartoons as she used to laugh and refer to the cartoons as being happy. Young learner was able to make sense of the cartoons even though she had no idea of every word or situation used in the cartoon.

The teacher shared the same observation that the child was able to perform and learn lexical items in a better way not only due to her previous exposure and knowledge, she was also able to learn from the cartoons that she saw in the class, they added to her knowledge and enhanced her already well developed lexical bank. The teacher shared her personal observation that case study 19 learnt new words/lexical items, Case Study 19 was also able to learn small sentences and the child was able to use it in the class. Case Study 19 as soon as she saw cartoon started using words, like her other class fellows. Exposure and teacher mediation resulted in enhanced/improved language learning ability in the session.

#### **4.1.20. Case Study 20**

Case Study 20 was a three year and eleven months old boy who spoke both Urdu and English at home (the information was obtained by the answers his parents gave in the questionnaires). The child was not vocal neither did he participate in the class. The teacher

shared similar observations that the child was not social and most of the time the child was silent in the class.

At the beginning of the observation session, when cartoons were played, he did not display any interest. After a week, the child used to sit with the class and started watching cartoons. The following week, he showed positive progress and started using the words he heard in the cartoons.

Single-case research designs are used to collect individual updates in the classrooms. This process allows a researcher to get a more personalized data. In this research the data for every participant was individually collected and the session was videotaped. In a research by Melisa Achoko Allela (2013), the findings suggested that a study that includes education along with entertainment helps the children to enjoy and learn at the same time. Case study 20 was able to learn via cartoons as cartoons proved to be helpful in developing his interest, and scaffolding him to a higher level of lexical development s(improvement is recorded as Annexure C-XX)

Case Study 20 was, for most of the observation period, was absent from the class, yet he was still able to pick up words like chicks, flowers, circle, train, tracks, fireflies and he was able to use them correctly. This observation was shared by both researcher and the teacher, which reinforces the suggestion that age-appropriate cartoons enhanced the language learning process of children.

The influence of digital technology cannot be denied, overlooked or even belittled. So the use of technologies for professional/educational purposes should be revised. The effect and influence of technology is very strong that has also been mentioned in the research done by prolific scholars like Ioanna (2014) on young children.

With increased global dissemination, the visual aids have become a significant part of city life and rural life. Mayor (2004) described the effectiveness of multimedia learning is directly proportional to how a child perceives the information cognitively along with dynamic visualization. Selected cartoons shown to children must be evaluated and carefully filtered to ensure better cognitive and lexical development

To conclude and succinctly summarize, all the above given case studies were able to show progress in the session. These observations were made by both the teacher and the researcher. In a nutshell, majority of the case studies were able to show progress in the

session. These observations were made by both the teacher and the researcher the development was recorded in the checklist for individual student (attached as Annexure C).

## 4.2. Interviews

Interview is a tool to collect data for qualitative research. It is a conversation in which a researcher asks questions related to the research topic to elicit information from the participants. The researcher in this research conducted one-one interviews from the pre-school teachers. The researcher used Clarke & Braun (2013) model of thematic analysis to analyze the interviews.

Thematic analysis is a qualitative analysis process for analysis of interviews. The researcher used thematic analysis method because it is more flexible and does not require any particular formula of language. Therefore this method can be applied to a variety of frameworks. There are six phases of thematic analysis, which are as follows:

- **Familiarization with data:** the researcher must have an in-depth knowledge of their research topic and everything related to that.
- **Coding:** the researcher needs to code and label the important parts of their research.
- **Searching for themes:** it is important to search for a relevant theme for the data so that all the research has a meaningful pattern.
- **Reviewing themes;** in this step the themes are reviewed to see if the entire story of the research is well built.
- **Defining and naming themes:** every theme has its own story; the researcher needs to define every theme in particular way for identifying the true essence of a particular theme.
- **Writing up:** it is the most vital part of thematic analysis. In this step a researcher combines all the parts together to make it a polished story.

The researcher followed all the above given steps for thematic analysis. In order to get familiar with the interview the researcher listened to them repeatedly. In the next step important points shared by the teachers in the interview were coded. Themes were searched, reviewed and noted down to write a detailed discussion on them. The themes were named and they are written in the discussion given below.

#### 4.2.1. How do you perceive media use, especially cartoon consumption of pre-school children?

A study done on concept cartoons by Feliz Kabapinar (2009) indicated that concept cartoons were effective in teaching the students. Interview questions were devised by the Researcher with the help of supervisor to ask teacher's point of view related to cartoons consumption. All these questions were asked from nine teachers who either taught the pre-school class or were involved with them in different activities like arts and crafts, music or games. The first question was related to media consumption of pre-school children. Individual views of the teachers are as follows

**Teacher no.1** was supporting the point of view that cartoons have to be part of their routine. Teacher no.1 said "they learn". The teacher further elaborated that the young learners pick up the concepts and it enhances their learning capability.

**Teacher no.2** was of the opinion that cartoons help them "respond quickly", "they learn more from cartoons then books". She supported the media use to be effective in learning.

**Teacher no.3** shared her opinion in the words that "children do learn". Teacher 3 also added that they learn in different way, sometime by the action of cartoons "they judge through actions even when they do not understand" the teacher added that eventually "they learn and understand" only by watching cartoons.

**Teacher no. 4** was of the view that "yes, of course they learn", "they learn new ideas". Cartoons were perceived by the teachers as a main source of development of new ideas. Teacher 4 further added that "they get information about cartoon characters". That helps them learn and develop new concepts.

**Teacher no. 5** shared her perspective in following words "exactly they learn many things, they learn more from cartoons and media". The researcher asked the teacher to share her observation on this aspect, the teacher added that what we cannot teach the students theoretically, they learn from cartoons in one session.

**Teacher no. 6 and 7** shared their views by saying "Yes of course" and yes to the statement that media usage especially cartoon consumption is important for young children as they learn a lot.

**Teacher no.8** was of the view that “Depends upon the content, if it is age appropriate it will help”, she further added that “if it (cartoons) is educational it will accelerate learning”. Teacher further added that “I think they are good for learning..., children themselves process things through visual aspects, so if you have cartoons they comprehend things a lot more quickly”.

**Teacher no .9** was of the opinion that “I think it is a very good idea, I myself have learnt a lot so I think children learnt a lot. They learned new words and started repeating the words.” The teacher was content with the language development that occurred during the session where cartoon selections were shown to the pre-school children by the researcher and they were able to show progress.

Every teacher shared the same view that media consumption helped pre-school children in enhancing their learning abilities. The common theme followed by the teacher’s was children ‘learn’. Learning is a process of getting new information which is active. This includes many cognitive processes like getting the imagery, processing the information and elaborating it (Glynn, Yeany & Britton, 2009). In a nutshell all the teachers were supporting the statement that media consumption is significant for improving learning ability of young children especially pre-school children that they were dealing, between the ages of three to five years. Learning sounds and words are the initial stages of language learning. When a child is able to pick/learn lexical items in these early years he is able to learn the language in a better manner.

#### **4.2.2. Cartoons are used in the Class to Teach or Entertain Pre-School Children?**

Cartoons are consumed throughout the world amongst the children for entertainment purpose. Cartoons are predominantly assumed to be an entertainment tool. However, with the passage of time and the increased influx of technology the concept is changing. Mobile phones and televisions are now part of everyday life. Media exposure cannot be stopped, therefore using appropriate content for child viewing is important. Majority of the channels in the present era are focusing not only on entertaining aspect of the cartoons, they are also focus on developing the content to teach the young children. The examples include *Sesame Street* and *Baby TV* channel of *Fox entertainment*. When pre-school teachers were interviewed by the researcher on the above given interview question their views were almost the same. All the teachers shared the point of view that effective

teaching requires a host of tools. Usage of multiple techniques not only helps in achieving numerous desired outcomes, it also introduces variety, which itself is desideratum. To understand the role of cartoons as an educational tool a study was conducted by Micheal M. Van Wyk (2017) titled as “The Use of Cartoons as a Teaching Tool to Enhance Student Learning in Economics Education.” The study revealed that cartoons positively enhanced learning process.

Interviews were also conducted in the study mentioned above by Micheal M. Van the findings revealed that cartoons not only act as an aid in learning process, it also helps in development of collaborative learning. The researcher interviewed the teachers on the above question their responses are given below:

**Teacher no.1:** “It could be used as a part of educational process...it could be used both ways...students could enjoy it... and learn to have better communication skills.”

**Teacher no.2:** “I think they should be used for both purposes.” The researcher further inquired about the teacher’s personal experience of how would she like to use cartoons? The teacher replied that a combination of entertainment and education is a better way of achieving pedagogical goals.

**Teacher no.3:** “They teach but there are some bad effects...They help in learning” the teacher was concerned about the moral lessons and the culture that the cartoons depict. When the researcher asked about the use of suitable content according to the age of young learners, she was in total agreement to use such content for teaching as well as entertainment purpose.

**Teacher no. 4:** “They are used as both...we use them for both purposes.” She further added that the students are too young to restrict them to only educational content. To develop their interest entertainment purpose cannot be overlooked.

**Teacher no.5:** “Cartoons should be used sometimes for teaching purpose and sometimes for entertainment purpose.”

**Teacher no.6:** “Cartoons from one aspect teach and entertain...both purposes are fulfilled at the same time.” The researcher asked the teacher that entertainment is one aspect and education is another how do you see both of them together, the teacher replied that the process of entertainment and education goes hand in hand while teaching young learners, because it makes them learn complex phenomenon in an easy way.



**Teacher no.7:** “I guess both...entertainment is also important.” Upon inquiring that why entertainment is important the teacher said that attention span of the pre-school children between the ages of 3-5 years is very short. In order to grasp their attention and make them learn entertainment cannot be removed from their routine.

**Teacher no.8:** “I think a bit of both....children need to vent out all the energy they have...I personally would be in favor...especially in today’s age, it will keep children with how generation is moving.” The teacher said that in today’s age you cannot ban the technology so why not to use it as an effective teaching tool.

**Teacher no.9:** “I think it should be used both ways. If it is entertaining they will learn, if it is not they will not learn.” The teacher shared her personal point of view that even she would not like to teach the kids in a typical boring classroom environment.

Every single one of the pre-school teachers that also included their principal were of the view that cartoons serve both purposes. The common theme present in teachers reply was cartoons should be used for both purposes, educating while entertaining the young learners was a better approach according to the teachers. They can be used for entertainment purpose as well as teaching purpose. Young children between the ages of three to five years have short attention span. In order to grab their attention and make them learn and understand the element of entertainment cannot be ignored.

Children at such young age are more interested in play and entertainment. Cartoons have both the aspects combined in it, they make them learn new phenomenon, lexical items, new concepts along with entertaining them. Krashen a well known theorist argues that the only way to acquire language is by having exposure to comprehensive input. Vygotsky also shares somewhat similar point of view that environment peers and elders help a child to learn language. Therefore, cartoons act as an external stimulus that enhances the language learning ability. According to the teacher’s point of view they serve both purposes, they entertain and teach at the same time and that helps in active development of young minds. The teachers also added that cartoons introduce conducive environment and all the children learn eventually through them.

#### **4.2.3. Cartoons Help in Enhancing Inquisitive Abilities of Young Learners?**

Language learning is closely connected to cognition. Most of the information a person receives comes from spoken and written language. Language is used to inquire, explain

things, and clarify problems (Kathleen M. Galotti, 2008). Language is significant cognitive ability; its importance can neither be overlooked nor denied. Language has two important aspects i.e.

- It is regular (governed by grammar/system of rules).
- It is productive (many things can be expressed in it).

Human language is arbitrary (lack of resemblance between words used and sentence), and discrete (human language can be divided into parts like sentences into words, words into sounds; (Demers, 1988; Hockett 1960). “Apparently visual cues affect how sounds are perceived” (Kathleen, 2008 p. 276). Learning/acquiring language is an important milestone of communication. Young children pickup many words consciously as well as unconsciously from the cartoons. These cartoons trigger their inquisition. As observed by the researcher during the case studies, children tend to inquire question like, what is the cartoon doing? Why such thing happened? And other similar questions. Parents also supported the view that watching cartoons led the pre-school children to ask many questions related to them. In order to further probe into this aspect, teachers of the pre-school children were interviewed separately. Statement was asked from every teacher individually that “cartoons develop inquisitive ability. Their separate replies are given below.

**Teacher no.1:** “I have noticed in preschoolers....they ask questions like why are they jumping, why are they smiling” she further added that “They inquire things and it enhances their learning.” The teacher was able to observe this process in young learners when they saw cartoons, according to her observation the cartoons triggered their minds that made them curious and they asked questions related to them.

**Teacher no.2:** “Exactly they ask many questions about cartoons and their characters.” When the researcher asked that apart from the cartoon selection they are inquisitive about other cartoons as well, the teacher responded that yes cartoons like commander safeguard is very popular among the children. They tend to ask questions about cleanliness and germs and they follow what the cartoon teaches them regarding self-hygiene.

**Teacher no.3:** “Of course, they ask questions”, because they are keen to learn more. The researcher asked that do the children show interest for that reason the ask question? The teacher replied positively and she added that yes they ask questions when their interest is developed.

**Teacher no.4:** “They do, they are curious...when we stop cartoons they keep on asking questions.” The teacher shared the observation that even when the cartoons stop they keep on asking different questions.

**Teacher no.5:** “Yes! They ask question....how did this happen.” The researcher asked for her personal input. To which the teacher responded that they inquire more because it helps them in learning unconsciously along with entertainment.

**Teacher no.6:** “Many children who watch cartoons with interest, they ask questions along with enjoying them.... They ask... why cartoon did this? They have why and what questions it enhances their learning.” The teacher was supporting the positive impact of cartoons in development of cognitive abilities and language learning skills.

**Teacher no.7:** “Yes they do.” The teacher was very precise in her reply because she had observed it and supported the use of cartoons.

**Teacher no.8:** “I think when they watch cartoons it helps them join the dots....they inquire.” When the researcher further inquired the teacher explained that they enjoy the puzzle which they cannot solve and they tend to ask questions related to the puzzle in the cartoons which their young mind cannot solve.

**Teacher no.9:** “Yes! They ask questions” .... the teacher referred to the cartoon that was shown during the session and said that , “In *Charlie and numbers* the children started counting and started noticing horses.” The teacher conducted the session with the researcher and she was in line with the positive role of cartoons as a tool of language development of pre-school children

The teachers said that the preschoolers inquired about many things related to cartoons. Cartoons trigger their brain and they tend to ask what is going on in the cartoons, or why the cartoon is doing something or what will happen next. The children not only develop enhanced inquisitive ability they also tend to think about what will happen next, they anticipate as what will come next. Teachers shared almost similar views and similar theme was found by the researcher in response to above question that the cartoons enhance their inquisitive abilities. Children are curious by nature and cartoons prompt them to ask more questions to clear their ambiguities. During the observational period the researcher observed the similar aspects, parents also confirmed it. The teachers of the pre-school also agreed with the statement that pre-school children tend to ask more questions when they view cartoons. Cartoons help them learn new lexical items, ideas; therefore, they tend to

ask questions related to those novel aspects which their young brains are unable to comprehend properly.

#### **4.2.4. Watching Cartoons is Helpful in Vocabulary Learning?**

Child actively learns many vocabulary items and words from the cartoons. In this study while observing individual children, the researcher noted down that the children learnt many words as mentioned previously. These words included fireflies, oranges, circle, disappeared, desert, door, behind, forest and many other such words. The similar question was asked by the parents and their response was positive, that pre-school children learn and pickup many vocabulary items from the cartoons they watch, especially from the age appropriate cartoons. Teachers of pre-school children were also interviewed and their responses are as follows:

**Teacher no.1:** “They have learnt to form sentences.” The teacher said not only they were able to learn lexical items; they also managed to make small sentences by observing cartoons and their actions. She further elaborated “They have learnt counting, learnt animal names like Goat, Sheep... Yes they have learnt vocabulary.”

**Teacher no.2:** “Their vocabulary improves manifold (in Urdu).” The teacher was more comfortable to give reply in urdu, she was in agreement that the cartoons help in vocabulary development. The researcher asked about her observation about the use of vocabulary items in the class that the children learn from cartoons. The teacher alleged to this statement.

**Teacher no.3:** “Of course they learn.... the children learn many vocabulary words through cartoons.” She explained that what we teach them through traditional method they are unable to pick the words/lexical items quickly, but from cartoons their learning increases manifold.

**Teacher no.4:** “Yes of course they do.” The teacher replied in affirmative and precise manner, as she supported the use of cartoons for vocabulary development of young children.

**Teacher no.5:** “It is very important when they watch cartoons they learn many words which enhances their vocabulary.” Teacher no.5 dealt with the games of young children, and she emphasized the importance of cartoons for language learning purpose

**Teacher no.6:** “When you use cartoons....you will see children using the same language among peers.” She further confirmed that they learn and their vocabulary improves. She also observed development of small syntactic structure.

**Teacher no.7:** “Yes they do use the words used in cartoons.” The teacher said that they also start using broken sentences when the researcher asked about her observation regarding use of sentences by watching and learning through cartoons.

**Teacher no.8:** “Oh yes! Definitely”.

**Teacher no.9:** “Yes it is a lot of help....I think they learn they call ‘Pahar’ a ‘mountain’ now...they have learnt a lot.” The teacher said that her pre-school class has shown a tremendous amount of progress, which she did not expect from such young children.

The teachers tone suggested a very strong agreement to the question the teachers followed same theme that cartoons help in developing and enhancing the ability to ask questions. All the teachers when interviewed about vocabulary development of pre-school children through cartoons had positive response. The teachers shared same point of view as they mentioned “of course they do”, “yes vocabulary improves” or by saying they “have learnt”. All the teachers positively responded to the statement that children learn vocabulary through cartoons. Similar views were shared by the parents and same observations were done by the researcher during the session where case studies were observed in the class.

#### **4.2.5. Cartoons Aid Young Learners in Learning Phenomenon like Colours, Shapes, Sizes?**

Media exposure during early years was not considered appropriate, however, new researches supports the use of cartoons to teach young children. Various age-appropriate and new programs focusing on educational content are produced nowadays. They are helpful in development of concepts like recognition of shapes like circle, triangle, square, rectangle through rhymes and cartoons. They are also able to learn colours especially basic colours like red, yellow, green, blue, white etc. in a similar manner they are able to differentiate between the sizes i.e. big and small by viewing cartoon characters and listening to their language. During the observation session the researcher observed similar development. The children were not only able to learn colours, shapes and sizes they also associated them with their real life experience. Similar question was asked during the

interview from the teachers, their views as teachers about learning shapes, colors and sizes are as follows:

**Teacher no.1** “I have noticed in some students they identify it (colours, shapes, sizes) .... they are able to identify basic colours....students come to me say like this is a big ball, this is small....they are able to identify with these phenomenon.” The teacher was of the opinion that to make the children understand role of teacher as a mediator is important as they are too young to make sense on their own, afterwards they are able to identify and relate the colors, shapes and sizes to their real life experience.

**Teacher no.2:** “They learn many colours from cartoons and size....they also learn phonics and language.” The teacher also added that the children also start using cartoon language this point was also discussed in the interview by the researcher. The teacher further said that therefore, the content used must be carefully selected

**Teacher no.3:** “they also learn colours, shapes, sizes as well....yes they catch the colours, learn shapes and size.’ Teacher no.3 had to ponder deep in order to reply, on further explanation by the researcher the teacher said yes they are able to learn colours, shapes and sizes but with the teachers intervention.

**Teacher no.4:** “no I don’t agree...they are too small to pick it up....colours do attract them, but they are unable to recognize without help.... They recognize sizes as they learn in class.” The teacher did not agree to the question asked, she said they are too young to learn and differentiate between sizes or recognize colours unless a teacher play mediating role. The researcher inquired that colours or shapes used in cartoons are recognized by the young learners but the teacher said she has not observed such development through cartoons.

**Teacher no.5:** “Cartoons.... Yes, cartoons help a lot in learning colours, shapes, sizes, they quickly pick and learn many lexical items from cartoons, rather than boring board and marker procedure...and yes they recognize sizes.” The teacher supported the use of cartoons in teaching colours, shapes and size. She was against the traditional mode of teaching with a board and marker.

**Teacher no. 6:** “Unless you don’t tell them that this is red or blue, they won’t be able to do it.... after pointing out they recognize it in the cartoons....as I deal with games they point out to color if they do not know the names that they want this thing.” Games teacher explained that after getting to know about shapes, colors and sizes the understand

it and recognize it in the cartoons. They also point out to the things according to their colour, size or shape if they do not know the name of the object.

**Teacher no.7:** “They do learn more from cartoons.” The teacher had a positive reply as she said that she has seen the children to learn and relate things seen in the cartoons to similar things present in the class.

**Teacher no.8:** “Yes! I think they are able to pick it up but you have to couple it with actual things in front of them.” The researcher asked about connecting real life experience, the teacher replied positively.

**Teacher no.9:** “Yes they do.... when we used to show them cartoons, they learnt a lot.”

Question regarding recognition of shapes, colours and sizes was asked by the researcher from the teachers. All the teachers supported the view that after learning through cartoons they are able to recognize shapes, colours and sizes depending upon the content used. Teachers were of the view that “they do learn” “Yes it (cartoons) helps a lot”. However, one teacher totally negated the view by saying that they are too young to pick it up. The other teacher said that unless you don’t tell them about colors, shapes and sizes they won’t learn on their own and once they have learnt them, they are able to recognize colours, shapes and sizes. All the teachers were adding the perspective of teacher’s mediation to teach the pre-school children colours, shapes and sizes through cartoons, this was a common theme found in teacher’s interviews.

Learning process also gets affected by individual differences; when child undergoes the learning/developmental process very child do not learn in a similar manner (Patton O. Tabors & Catherine E. Snow, 2001). Keeping aside the individual personality development and difference, the children were generally able to learn the phenomenon of colours, shapes and sizes from the cartoons that were shown to them. Most of the pre-school teachers who were in touch with children shared the common observation of noticing the learning process through cartoons. Parents of the pre-school children were also agreeing with the fact that watching age-appropriate cartoons has helped the pre-school children to learn different basic colours, recognize simple shapes and distinguish between simple sizes like big and small. Cartoons although are meant for entertaining young children however, along with the entertainment, they serve teaching purpose as well. Cartoons are now becoming useful pedagogical tool for teaching children especially pre-school children.

#### 4.2.6. Age-Appropriate Cartoons Help Pre-School Children to Learn About Different Emotions?

Teaching practices in Pakistan from the beginners to high level focus on books that are an integral part of education in Pakistan (Khan). In Pakistan's context main aim of language teaching is to evaluate learner at the end. When asked from the teachers of pre-school batch under observation they also shared same notion. However, only teaching for the purpose of assessment should not be the target. English language should be taught to develop vocabulary bank, good communication skills which can polish an individual's career not only nationally but also internationally. The head of Autism Research Centre of Cambridge University (Simon Baron-Cohen, 2010) conducted a study on children with autism. The study used cartoons focused on emotions such as happy, sad, and angry and some complex emotions like tired, sorry, and joking. The study results revealed that children were able to show improvement. The researcher during case studies along with the teacher observed children understanding different emotions. They felt joyful with the cartoons and understood that cartoons are happy. Similarly they were able to relate to sad emotions. The teachers also shared the same opinion that the children not only understood about happiness and sadness, they also understood anger, anxiety, excitement, and anticipation. They were not able to name the emotions, yet they understood them while watching cartoons. This view was shared by the teachers during the interview session. Individual opinion of all the pre-school teachers is given below;

**Teacher no.1:** "Yes this is something I have noticed....when you see something visually you are able to tell, they are learning as they are breaking it down for you. I have seen many students laughing and identifying with their emotions of happiness as well as sadness at times....formally they did not know the emotions they had but eventually they recognized it." The teacher emphasized the fact that formally they did not understand as the children were too young. The researcher further asked about her experience, she added while teaching and noticing the change in their language and expressions they were able to learn about emotions eventually.

**Teacher no.2:** "They observe the cartoons....if it is hurt how it is reacting, they tell about the emotions." Teacher no.2 was able to notice the pre-school children response to certain thing. As she mentioned that the students noted the reaction when the cartoon was hurt. Similarly the students laughed when they felt happy while watching cartoons.



**Teacher no.3:** “Yes, they follow...that the cartoon was happy, he/she was sad.”

The teacher noticed that the children understand whether the cartoon is feeling happy or sad. The researcher asked from the teacher whether the students identified with the emotions. Her reply was: to a certain extent they understand.

**Teacher no. 4:** “They do....in every cartoon end is happy....when they see happy ending they are happy. In Tom and Jerry cartoon when Tom hit Jerry they say Jerry must be sad...they do learn (about emotions).” The teacher was concerned about the violence that is shown in some cartoons, but she added that the children do feel sad when a cartoon characters hit one another cartoon. Therefore, a moral lesson is also learnt by the students along with understanding the emotions.

**Teacher no.5:** “Yes (they do understand the emotions)....they ask questions and they understand the situation as well.” Sports teacher not only confirmed that they understand emotions, she also added that they are able to learn about the situation whether it is happening or sad.

**Teacher no.6:** “children sometimes, when they see cartoon and if it is happy the are happy....they recognize it.”

**Teacher no.7:** “Yes they do (understand emotions by watching cartoons) they definitely do.” The teacher responded strongly that the cartoons help pre-school children to learn about emotions. The researcher asked about her point of view about the emotions of anxiety, anger the teacher replied that they do experience it but they cannot name it at this stage.

**Teacher no.8:** “when you explain it to them what they saw in cartoons, they are able to recognize it.”

**Teacher no.9:** “yes they learn a lot....if cartoon is according to their age they understand it.” Teacher no.9 said the children understand when teachers are able to define it to them, the teacher was emphasizing the role of a teacher as a mediator to make understanding the emotions by young learners.

When the teachers were interviewed about understanding of emotions by the pre-school children through cartoons, most of them had positive response. As their responses have been given above like, “yes I have noticed it”, “yes they do”, “they do” or “they tell about emotion.” Two of the teachers said that once you explain the emotion to they are able to recognize and relate to it. Theme of visual retention for learning was prevalent in the

interviews. Almost all of the teachers were in support of the statement and they agreed that cartoons help pre-school children to recognize and relate to different emotions that are shown in the cartoons.

#### **4.2.7. As a Teacher will you Include cartoons to Teach Language Skills to Pre-School Children?**

Researchers have noticed a developmental sequence when a child enters second language learning atmosphere. Firstly, he enters into non-verbal phrase, then words and then they start using small sentences. Cartoons play a very essential role in not only teaching the children new words; they also understand the meaning as they start using them. Young children are naturally talented and they acquire language quickly then adolescents and adults. Understanding is very important in language learning, children may not understand a language completely but they grasp the gist of what is spoken. Watching cartoons not only helps the children in understanding concepts they also help them in learning language. To make children learn they also need some aid along with cartoons like using parentese technique. A study was conducted by Arda Arikan & Hayriye Ulas (2010) titles “Contextualizing young learners’ English lessons with cartoons: Focus on Grammar and Vocabulary.” They took 30 fourth grade students and the results revealed that those children who were taught through cartoons out performed those who were taught via traditional grammar-based syllabus.

The children who saw cartoons for learning English language performed better and were able to show great development in vocabulary learning, their grammar also improved. Learning through all the senses like smell, touch, hearing and sight are important for child learning. Importance of visuals along with audio in today’s technological world cannot be denied. Colors are one of the most important external factors that affect the children before they learn emotions. Cartoons are one of the most effective tools, as it has coloured objects that move and sometimes they are accompanied with audio as well, they tend to capture children’s attention very quickly. The power of animation and using media as learning tool especially as a language learning tool cannot be denied. The moral lesson portrayed in cartoons has a positive effect on a child’s personality. Age-appropriate cartoons help them learn many new vocabulary items that enhance their language learning skills. The researcher asked the teachers they will they include the cartoons to teach language learning skills to pre-school children? Their individual perspective is given below.

**Teacher no.1:** “Definitely, if it is used as helpful tool.” After some pause she added “If it is used as helpful tool and it is used in controlled environment and age-appropriate content is shown....it can be used for enhancing language learning, communication skills and knowledge enhancement”. The teacher was of the view that it can be used from pre-school onwards as it is a technological world so it will be better to use it at school in a way that could help them to move ahead in the world.

**Teacher no.2:** “Yes! For sure, because they listen to the small sentences and they use them in class as well.” The researcher asked if the use of cartoons is skipped for teaching purpose and traditional method is used will it still accelerate learning. The teacher said no, because cartoons helped the children learn in a conducive environment and they are able to excel.

**Teacher no.3:** “Yes of course, they learn quickly”. The researcher asked if you compare the method to teach via cartoons or some traditional method how do u perceive it. The teacher replied, “Cartoon learning is much better.”

**Teacher no.4:** “As a teacher I would like. It helped them in learning phonics.” The teacher supported the idea of using cartoons as a tool to teach her students.

**Teacher no.5:** “I will use cartoons to teach them.” When the researcher asked about the teacher’s point of view in detail, the teacher shared the issue of cultural difference and the clothing that cartoons use. She considered them inappropriate. However, she was of the view that if we do selection and use age-appropriate content it will be helpful. As a teacher she will use cartoons to teach language skills to young learners.

**Teacher no.6:** “Yes...I will have a class where they will watch cartoons for 20-30 minutes so that they can use language.” The researcher asked the teacher why would she like to use cartoons for teaching purpose? The teacher responded that she noticed the moment the children learn something new from the cartoon they start using it immediately with their friends that enhances their language learning ability.

**Teacher no.7:** “Yes sure I will like to use (cartoons).”

**Teacher no.8:** “I personally would...” The researcher further probed that what you cannot teach through traditional methods can be taught through cartoons? The teacher strongly agreed to it.

**Teacher no.9:** “Yes! Definitely I will.” All the teachers agreed to using cartoons for teaching language skills. Each one of them were supporting the idea of using age-appropriate and educational cartoons to teach language skills to young pre-school learners. Theme that pertained throughout in the responses given by the teachers were; that they will definitely include cartoons as cartoons serve as an effective teaching tool. Parents also supported the idea of teaching language through cartoons more than 90% of the parents agreed to the statement. In case studies the researcher had similar observations, and the teachers observed enhanced language skills of pre-school children by watching age-appropriate cartoons.

#### **4.2.8. Using Cartoons are Helpful in Mental Development of Preschool Children, What do you Think?**

Children are curious by nature; their brains are similar to sponge that absorbs every available information around them. Therefore, the initial time from 0-5 years of childhood are very important where young brains are developing rapidly and they learn new things. Cartoons are being watched by children throughout the world, their presence and influence on a child’s life cannot be ignored. Children pick things and learn a lot from the cartoons. A study conducted by Ioanna Palaiologou (2014) on “children under five and digital technologies: implications for early years pedagogy.” She took data from three different states, interviewed parents and questionnaires were also given to them. She also studied children behavior and role of technology in focus group.

From the results of focus group observations, questionnaires and interviews the researcher found that “children are digitally fluent from a very young age.” This research brought into light a new concept of learned person, as a person who can learn, unlearn and relearn should be considered as learned person. Unlike old traditional times where a person who can read, write and understand was a learned person. The research also focused that the new pedagogical techniques should be revised according to the influence of technology on child’s life at home, in play area and at school. This influence cannot be overlooked; it should be used as a positive pedagogical tool to help children in mental development and increasing language learning ability. The researcher also shed light on the similar issue, where interviews were taken from the teachers their individual point of view on mental development of preschool children and increasing word bank through cartoons is as follows:

**Teacher no.1:** “Word bank, definitely increases, when you talk about mental development it is slow process.... which cannot be observed in smaller period of time.” When the researcher further asked as how mental development should be observed, and the teacher’s point of view was to conduct longitudinal study on the same topic will help in better understanding of the phenomenon under consideration.

**Teacher no.2:** “Yes they do learn, pre-school children already learn a lot of words from cartoons at home....and when they see cartoons here (at school) hey learn more.

**Teacher no.3:** “Yes it increases and it is helpful (in mental development).”

**Teacher no.4:** “sometimes they do, sometimes they don't learn.... it depends on their mood and individual traits as well.” When the researcher further asked about the teacher’s observation of word bank and mental development the teacher replied, “I have properly observed that.”

**Teacher no.5:** “Yes it helps a lot.” The researcher further asked about her personal observation and the teacher replied that: “They use simple words to communicate with their friends and teacher, like ‘I want this’”. According to the teacher this aspect shows that the student was able to develop mental capabilities and their word bank also increased.

**Teacher no.6:** “Whey they see cartoons again and again they start using words, as I told you earlier, they start using them right there and then.” The teacher was strongly supportive of cartoon usage and its positive impact on language development.

**Teacher no.7:** “Ya! I guess children are unconsciously attracted towards cartoons.”The researcher further asked do they pick up the words, the teacher said yes they definitely show improvement and their word bank increases.

**Teacher no.8:** “Yes! Ok like for example they would watch cartoon and see cat and would start to say ‘cat’ ‘cat’ ....their phonics improve.”

**Teacher no.9:** “It is quite helpful...if the kids start watching cartoons at school they get social....they interact and socialize as they see cartoons doing the same thing.” “So it does help in mental development.”

All the teachers supported the question that cartoons help in mental development and helps in developing the word bank. One of the teachers replied as sometimes they (cartoons) do help and sometimes they don’t. Similar pattern/theme was detected in the interviews as the teacher shared their opinion that word bank increases. She included that

mental development depends upon several other factors as well. One of the teacher's was of the view that to observe mental development longitudinal observation is required. In a nutshell almost, all of the teachers were agreeing that cartoons help in mental development and it helps in increasing the word bank of preschool children.

#### **4.2.9. As a Teacher, have you witnessed any Change/Improvement in Language Learning Ability of Pre-School Children?**

The main focus of this research was to observe development in language learning ability of young learners. Therefore, cartoon selection was done accordingly to help young mind learn new words along with entertainment. In the session of two months the children were able to show a great deal of improvement and development in language learning ability. The teacher who conducted the session along with the researcher shared her observation as 'I have noticed a great improvement'. My kids have learn a lot, now they have started using English words like they say 'chicks' instead of 'chooza(Urdu)', they call 'Pahar' a 'mountain', 'titli' has turned into 'butterfly' and 'baadal' has turned into 'clouds'. The teacher shared the observation and said that the children have learnt a lot. What previously was hard to explain to them orally or by using board has now become an easy task, as you can show them a cartoon and it is self-explanatory. It is easy to tell them about manners, and to teach them different vocabulary items related to everyday life. They quickly pickup colours, sizes, shapes and they are able to relate what they see in the cartoons to their real life experience. The teacher who conducted the session with researcher shared same observation as the researcher. She added that the learning ability has improved manifold by the use of age-appropriate cartoons. Individual views containing themes related to the question asked are given below:

**Teacher no.1:** "Definitely." The researcher further asked about the teacher's personal observation, the teacher added: "I have seen in pre-school children that the language (learning) ability has increased, they have formed sentences, learned words, they have identified different colours and sizes, and pre-school children have even started communicating in broken sentences with each other." The teacher was advocating the use of cartoons as a teaching aid, as cartoons helped the teachers to make progress with the students.

**Teacher no.2:** "Yes, firstly we showed them their favorite cartoons then they were shown different cartoons (age-appropriate and educational) so they learnt many things from

them.” The teacher said as we teach them through cartoons it is also a novel learning experience for us.

**Teacher no.3:** “Yes! Of course” The researcher further asked about the teachers observation in sentence making and vocabulary development, the teacher added “they have started making broken sentences and their vocabulary has increased. The researcher further asked about any other observation, the teacher replied, “They start differentiating between ‘he’ and ‘she’.”

**Teacher no.4:** “Yes! I have....especially in tenses.” The researcher further asked about vocabulary and small sentences, the teacher added that: they have started using sentences such as ‘good morning’, ‘how are you?’” The teacher said which more than enough for their age. “It is more than enough....even they have also picked the accent.” She also added that improvement in phonics is noteworthy, cartoons help in language learning ability.

**Teacher no.5:** “Yes! I have witnessed.”The researcher further added to tell her opinion keeping in mind the cartoons specifically, the teacher replied: “when they learn poem.....they sing rhymes...they learn” They learn firstly by only picking up the rhythm and later on they understand, learn and try to speak.

**Teacher no.6:** “When they see cartoons, they start using broken sentences and use the words there and then.”

**Teacher no.7:** “Yes, I did.” She saw improvement in pre-school children and said that she will continue using cartoons to teach young learners’ new concepts and words.

**Teacher no.8:** “From what I have seen, from firsthand experience it definitely does.” The researcher further added that the teacher can share her own practical experience. So the teacher further added that “One thing when I am talking to little ones they pick it up’ ....it enhances their learning ability.”

**Teacher no.9:** “Yes, a lot because my kids have learnt a lot.” The teachers agreed to a point that their learning abilities improves, this was theme found in the replies of all the pre-school teachers. The teachers shared observation that the students do develop language learning ability. Their knowledge increased, they are able to make small sentences which are more than enough for their age. All the teachers positively agreed that the students do learn from the cartoons. Their language learning ability enhances/improves when they see age-appropriate cartoons.

#### 4.2.10. Cartoons should be a Part of Curriculum to Teach Pre-school Children, What do you Think?

The researcher then asked the final question from all the teachers about their view on adding cartoons formally to pre-school syllabus. Teaching at every level must have some objectives. The objectives are normally added to the syllabus of the children and given to them initially. The pre-school teachers of Islamabad School System were also given their objectives that included

- To make them learn alphabets.
- To make them learn number from 1-50.
- To make them understand vocabulary items related to colors, shapes, sizes, animals' plants, fruits.
- To make them write English, Urdu alphabets and numbers.

All the objectives were related to reading and writing, very little focus was given to listening and other aspects. After the researcher observed the syllabus, the researcher added age-appropriate cartoons for teaching purpose with the consent of school principal and teachers. The students were able to learn and enjoy at the same time. They not only saw cartoons but also picked up many words and broken sentences. They were able to use words like “fireflies”, “mountain”, “trains”, “circle”, “triangle”, “butterflies”, “trees”, “flowers” and many other words. The children used to anticipate and wait for the cartoons. When the question was asked from all teachers about including cartoons in the syllabus and their view their responses were:

**Teacher no.1:** “Previously we used to show cartoons....when we were young we were asked to draw moral lessons.” The researcher further inquired that but those were not for language learning purposes, to which the teacher replied, “It was for language learning....we were able to identify difficult words.....similarly today if we use cartoons as a part of curriculum and have controlled environment...filtering age-appropriate content they can serve educational purpose.”

The researcher asked about the teacher's opinion about use of cartoon for teaching purpose the teacher added, “they are able to connect with them....they have that sensory memory...they identify with colours, they identify with sounds.” The teacher said when you talk about writing on the board, they forget quickly. If you want it to be part of children's long-term memory, cartoons should be used. They will use all senses to pick up.



**Teacher no.2:** “Definitely...I take different cartoons characters in my class to teach.” The researcher asked that they learn language, vocabulary items and lexical items, the teacher agreed and said they should be a part of curriculum as they help in learning.

**Teacher no.3:** “Cartoons should be used....especially at junior level.” Researcher asked, did you observe that they were able to learn during the small session the researcher conducted? The teacher replied “I have observed that they have learnt a lot.” The teacher was strongly advocating use of cartoons as part of pre-school children syllabus.

**Teacher no.4:** “It should be part of syllabus.... cartoons should be used to teach at least once a week.” The researcher inquired that do you think adding chunks and bits of cartoons help in teaching young learners, the teacher agreed to it and wanted cartoons to be a part of young learners’ curriculum.

**Teacher no.5:** “it should be”, the researcher asked it should go hand in hand with the normal teaching method, the teacher added, “I think we should include it in the syllabus....but we should not depend on cartoons solely.” The researcher further intrigued that you think it should be used by the teacher along with normal curriculum, to which the teacher replied and agreed, she further said that “it (cartoons) should be used as an aid, AV aid.” The researcher asked for her recommendation to which the teacher replied that “I will recommend to use cartoons to teach phonics and language skills to the young learners.”

**Teacher no.6:** “Yes! As a teacher I say that for pre-school children of 3-5 years of age you should add cartoons in their syllabus....there should be one day in week for cartoons.” The researcher asked the teacher about her opinion that adding cartoons will aid learning and the teacher positively replied to it.

**Teacher no.7:** “Yes it should be included.” The researcher asked the teacher to explain her point of view on the aspect of cartoons being part of a curriculum. The researcher further asked, you will just use board and marker to teach pre-school children. The teacher promptly said that “No! I think that will be boring for me and for them too.”The teacher emphasized the she will add cartoons in curriculum for teaching as well as entertainment purpose.

**Teacher no.8:** “It should definitely be included. Especially in today’s age you can’t keep them from the technology.” The researcher further explained that it is not part of curriculum, if the teacher wants to show it to children only then they can watch it, her response was “I think it should be, because in that way it will encourage the media to

develop cartoons that are specifically aimed for educational purpose incorporating entertainment like cartoons shown on *Baby TV channel*.”

The researcher explained Baby TV purpose is educational and it is directed to young children. The teacher advocated the use of above mentioned cartoons to be a part of curriculum for teaching young brains.

**Teacher no.9:** “It should be....I will make it a part because it helps in vocabulary development.” The researcher further inquired that does it make them understand in a better way. The teacher manifested that I will prefer using cartoons to teach them.

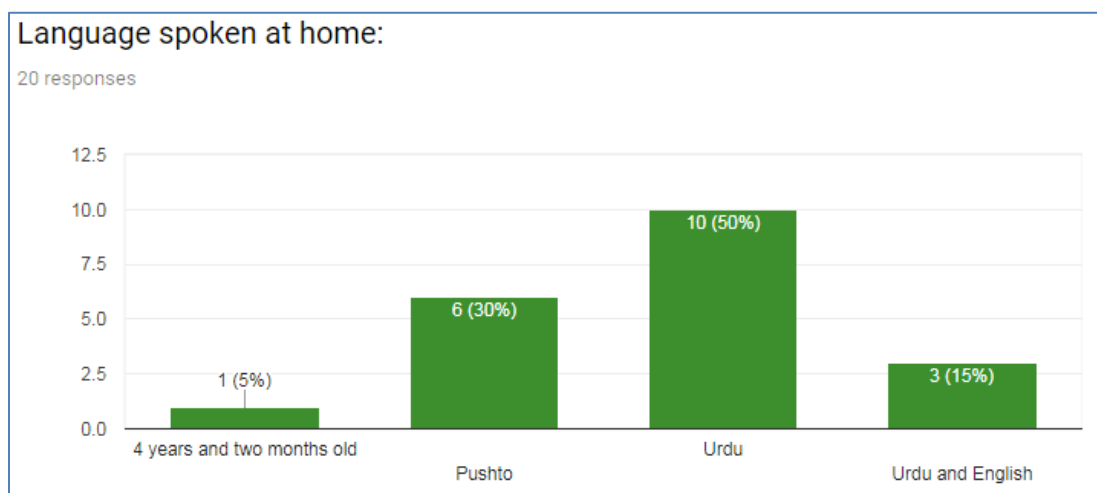
During the session the class had no proper AV aids. Their teacher was also unable show age-appropriate cartoons to the students. Communication skills holds significance in this high paced developing world. The students must learn to communicate, present and talk properly. For that purpose, their initial learning of pre-school is important. The stronger their vocabulary skills are at pre-school this will help them in better learning and developing language proficiency in their coming years. All the teachers advocated the use of age-appropriate cartoons to scaffold the young children by using the constructivist and communicative approach of learning. The common theme found was that all the teachers wanted to make cartoons a part of curriculum they agreed by saying yes, of course, definitely as they were able to see the progress in the pre-school children taught via scaffolding.

Humanistic and communicative theories lay a great emphasis on learner-centered teaching. Therefore, students should be the main focus and based on their outcome the syllabus should be designed. All of the pre-school teachers said that cartoons should be used as a part of curriculum to enhance lexical learning, vocabulary skills, sentence making skill and to teach them moral lessons. Content should be selected according to the age and they must have appropriate educational content. Such practice will definitely help the young learners in better learning and language skill development. Pre-school teacher supported the use of cartoons for improving the language skills. The teachers wanted cartoons to be part of syllabus that are educational and age-appropriate.

### 4.3. Questionnaires

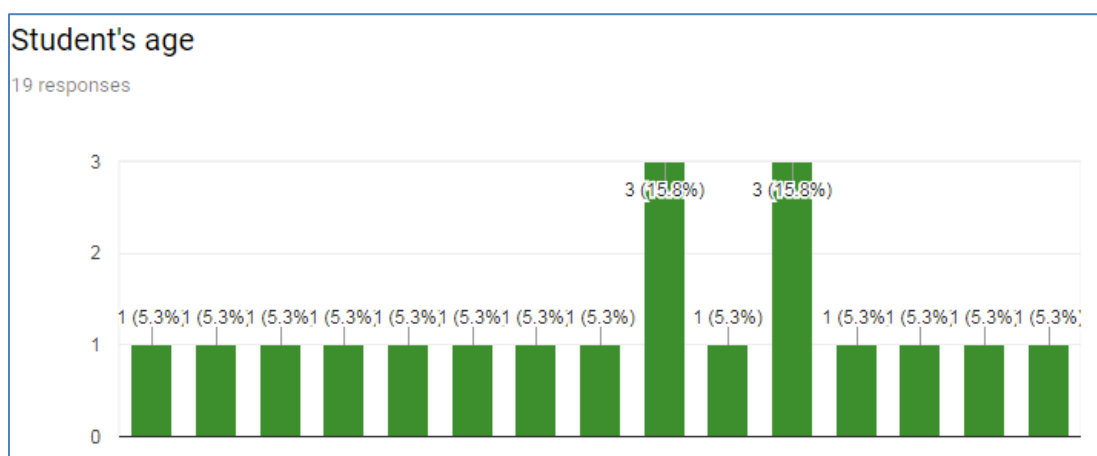
The third data collection tool used by the researcher was questionnaire for parents. A questionnaire is a pre-formulated set of questions in written form which are directed

towards the participants of the research. Questionnaires are one of the most effective tools to get the exact required outcome of the research. Questionnaires were given to the parents through school. The replies were then fed and responses were electronically generated. The main aspects of developing a questionnaire involve appropriateness, easy and unambiguous words, and sequences of the questions and collection of data. The researcher took into account all these aspects. The questionnaire asked from the parents was about the age of pre-school children and language spoken at home. As both of these aspects were important part of the research to determine language learning ability and to get the required outcome of the research.



**Graph - 1**

**Figure 1 Languages Spoken at Home**

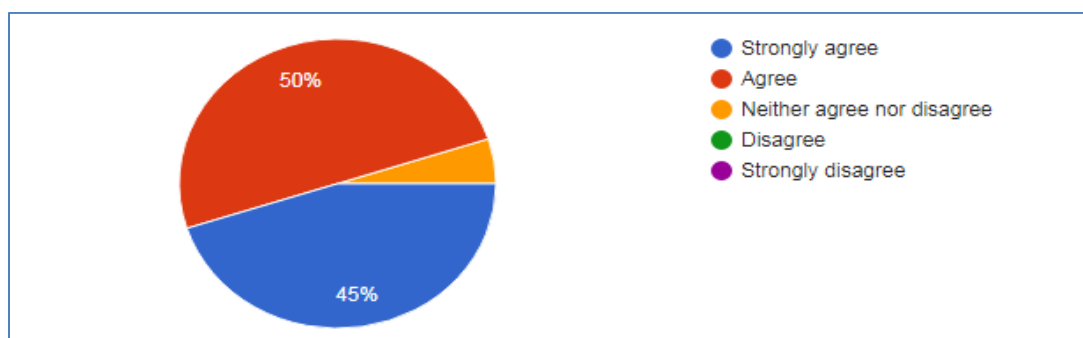


**Figure 2 Student's Age**

The graph indicates that most of the students belonged to Urdu speaking background; some belong to Pushto speaking background. Few parents used English language at home with the children. Most of the students under consideration were between the ages of 3-5 years. Parents were informed through the dairy to give their input through questionnaire about the two month session keeping in mind the role of the cartoons in vocabulary learning process. Parents were given questionnaires based on five-point Likert scale to give their response according to the observations done at home. Detail discussion of questions and their findings are given below:

#### 4.3.1. Age Appropriate Cartoons are Useful in the Development of Young Learners' Ideas.

To get a detailed insight as how cartoon play their role in enhancing young learners' ability, questionnaires were given to their parents based on the Likert Scale. The researcher observed the children and recorded their process of learning in the classroom by watching cartoons. The observations done by the researcher were noted down in checklist as discussed previously. The case studies and the checklist gave positive output regarding lexical learning through cartoons. To further validate the study, questionnaires were given to the parents to investigate deep in to the matter. Question 1 dealt with the development of idea of young learners. 50% of the parents agreed, 45% strongly agreed and few of the parents neither agreed nor disagreed, a total of 95 % parents responded positively to the question. These percentages are given in the pie chart below:



**Figure 3** Age appropriate cartoons are Useful in the development of young learner's ideas?

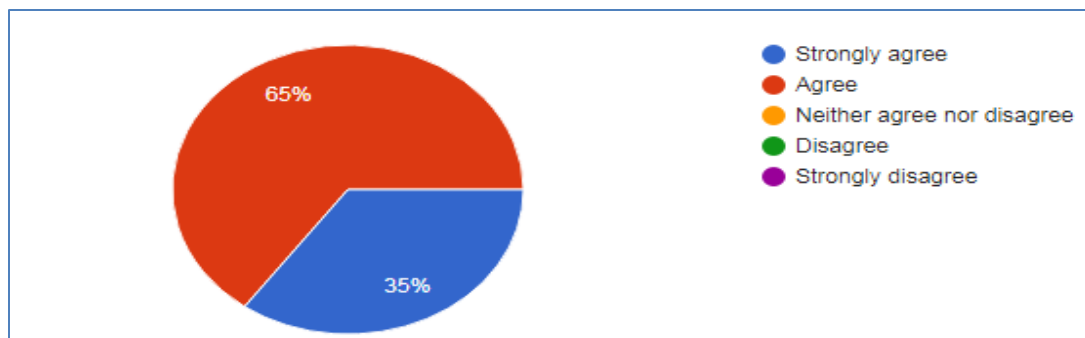
Overall scenario refers to agreement of the parents with the fact that cartoons were helpful in nurturing new ideas in the young learners, thus, enhancing their cognitive and linguistic abilities. In a research on concept cartoons by Christine Chin (2009) and Lay-

Yen Teou (2009) with the title; *Using concept cartoons in Formative Assessment: Scaffolding students' argumentation*, the researcher used primary classes of fifth and sixth grade. The finding of the study showed that the interactive talk, students' assertions and using scaffolding structures by the teacher encouraged exploratory and reflective ideas in the students. In the above question, the researcher inquired about similar aspect from the parents, they were asked about the role of the cartoons in idea development, 95% parents were in agreement with the question.

Christakis et.al (2013) refers to the role of cartoons as “Although television is frequently implicated as cause of many problems in children, our research indicates that it may also be part of solution.” Since the early twentieth century, focus of the researches is on the negative effect of media on young children. Less attention has been paid to the positive effect of cartoon/media on young children for example studies done by Paik(1994) and Comstock (1994) support the positive effect of media. In this research the focus is on the lexical development of the preschool children. This notion is clear through individual case studies and the output of the parents, 95% parents supported the fact that cartoons are helpful in the development of ideas of young learners. Many children friendly and age appropriate cartoons are larded with educational content (Mares & Woodard, 2005). Careful selection for teaching purposes act as a tool for linguistic development of preschool children. The aim of the research is to highlight the positive influence to help the child learn lexical items of English language at early age.

#### **4.3.2. Using Cartoons to Teach Preschool Children is Helpful in their Mental Development.**

Rebecca (2015) and Moniek Buijzen (2015) in their study on positive effects of media exposure explained that “media can help children and adolescents to thrive and flourish.” Meaningful entertainment using cartoons or cartoons selection that is age appropriate nourishes the young minds. When asked from parents of the preschool children under consideration, that cartoons help in mental development, majority response was positive. This can be seen in the pie chart given as under:



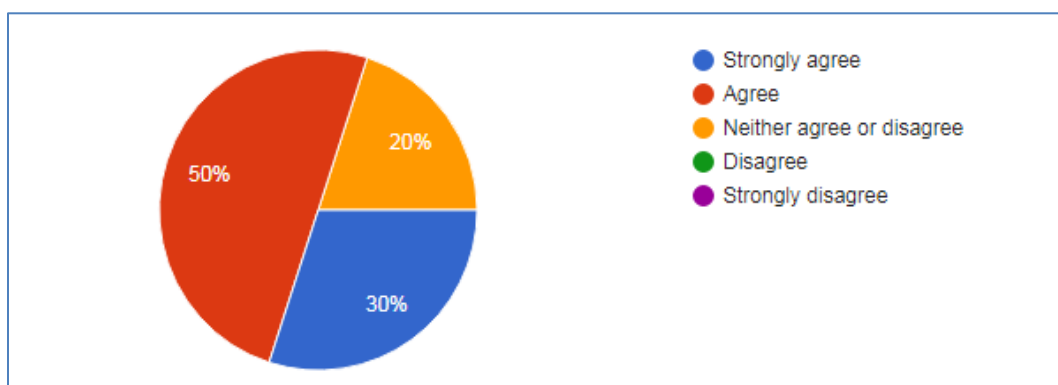
**Figure 4 Using Cartoons to Teach Preschool Children is Helpful in their Mental Development**

The pie chart indicates that 65% of the parents were in total agreement. 35% of the parents strongly agreed to the question asked. The researcher used Likert Scale to get the answer from the parents, rather than using bipolar questions i.e. yes or no questions. Five options were there including strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. A simple bipolar option of Yes or NO was not given. Likert Scale was used to make parents think and then reply according to the observation done by them on their children. Bandura (2004), Mares and Woodard (2005), gave theories explaining the positive i.e. social cognition theory and entertainment-education theory.

These are popular theories that focus on the pros of media (related to young children's cartoon consumption) on the young learners. Bandura (1986) stated that media promotes, motivates, enables and informs individuals. When seen in the light of the above question media/cartoons foster the mental development of young learners which can not only be seen in their individual case studies, it is further authenticated by the responses of parents and teachers. Cartoons trigger young minds and enhance their mental capacity, as in case of this research cartoons help the young child learners in learning and understand many lexical items. Bandura (1986) further emphasizes that "Socially mediated influences have stronger impacts than direct media influence." In this research not only cartoons play the role of scaffolding, the teacher and the researcher were also playing mediating role. That encouraged the learners to further enhance their lexical learning capabilities. The parents were in 100% agreement with the statement that media helps in mental development which can be seen in the pie chart given above based on the questionnaires filled by the parents.

### 4.3.3. Children Learn many Activities by Watching Cartoons for Instance, Drawing, Painting and Jumping.

Children are interested in physical activities like, running, playing, painting, jumping, and many other activities to vent out their energies. Three and five years children are young and full of energy all day long. Watching cartoons for the purpose of learning is significant. Role of physical activity cannot be denied. This helps in mental and physical wellbeing. Drawing and painting skills help children to be creative and to evolve their thought accordingly. When similar question of the role of cartoons encouraging the physical activities in children was asked from the parents, positive response was given which is depicted in the pie chart.



**Figure 5 Children Learn many Activities by Watching Cartoons for Instance, Drawing, Painting and Jumping**

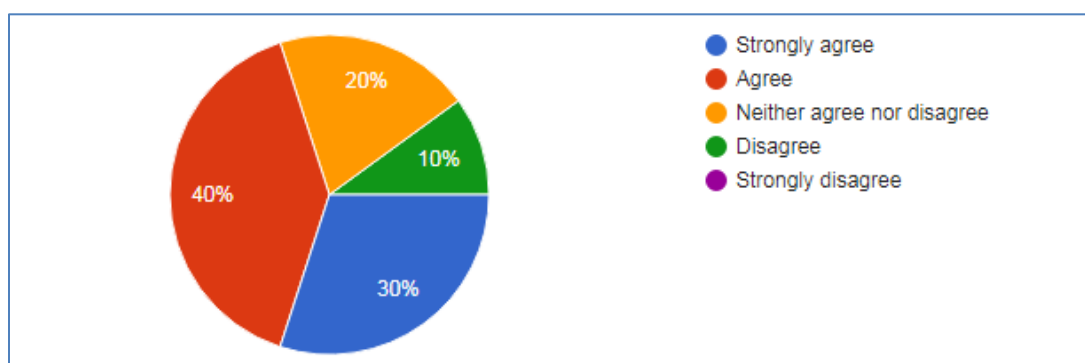
Pie Chart above shows that 50% of the parents agreed with the statement, 30% of the parents were in strong agreement that children learn to play, paint and draw from the cartoons. 20% of the parents neither agreed nor disagreed with the statement. Overall 80% of the parents gave positive response. As mentioned in the previous section of case studies, the children used to dance and jump while watching the number song in the cartoon *Charlie and the numbers*. The cartoon character danced on the number song and used to count numbers. Similarly the children used to get up and dance on the number's song and repeated the numbers. This not only led to enhancement of physical activity, it also made the students learn the numbers from one to ten. Even the most silent students, who did not respond during the normal session, responded to the number's song.

Visual-auditory stimulus that is used in the cartoons for young children encourages and motivates the young learners. These age-appropriate cartoons have a positive impact on children and helped them in learning new lexical items. The children in this research

have been scaffolded from basic elementary level to higher level, by using cartoons, the researcher and the teacher acted as a mediator to help them understand and learn new phenomenon. The statistics taken from the parents also indicated the same outcome that cartoons helped the children to get motivated and learn different activities. 80% of the parents agreed to the statement that cartoons enhance language learning and cognitive development of young pre-school children.

#### **4.3.4. Children have Enhanced Inquisitive Ability (i.e. Asking how and why Questions)**

Children learn and acquire new things every day. Piaget on his work on stages of development of children explained that between the age of 20-30 months as the child completes his second year and starts third year, he can ask questions. The child can make some broken sentence structures with the vocabulary that they acquire. The child around three years of age has 1000 active words along with curious memory. There are many more words in unconscious memory; this stage is referred by Piaget as question/structure, vocabulary development. The child starts asking questions about the occurrences, happenings that leads to the development of vocabulary bank. When the question was asked from the parents about the role of cartoons in enhancing inquisitive abilities, that involved the use of lexical items learnt from the cartoons by the pre-school children, most of the parents were in agreement with it. 40% of the parents agreed with it, 30% of the parents strongly agreed with the statement. 20% neither agreed nor disagreed and a small number did not agree with the statement, 10% totally disagreed. **70%** of the parents showed positive sign about development of inquisitive abilities by watching cartoons.



**Figure 6 Children have Enhanced Inquisitive Ability (i.e. Asking how and why Questions).**



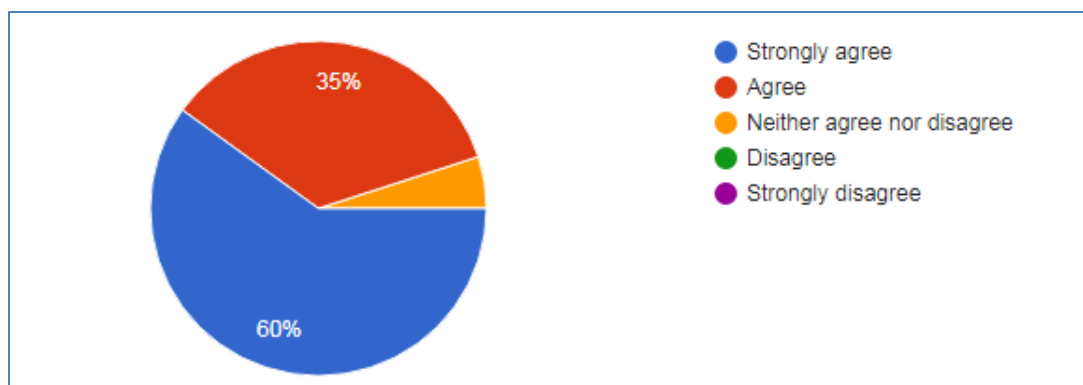
Human mind has the enormous capability of learning any language. Children between the ages of three to five years are very good learners which has been proven by Piaget. The researcher also observed the same phenomenon by doing the case studies and further authentication of the aspect has been given by the teacher and parents' point of view. Young learners acquire language, as they pick up the second along with their mother tongue. The children do not make any conscious effort like adults to learn second language.

They acquire it in a similar manner as they learn their mother tongue (Kreshan). Acquiring second language includes the lexical development, grammatical development and pragmatic knowledge. This enables the young learners not only to acquire language in terms of vocabulary learning, they also develop the pragmatic and syntactic structures. The study focuses mainly on lexical development of pre-school children through cartoons. However, acquiring second language is not confined to learning morphemes or syntax. It enables the young learners to use the language in the same manner and efficiency as they use their mother tongue. Observations of the parents on the role of the cartoons in lexical development supported the fact that inquisitive abilities of children are enhanced.

#### **4.3.5. Pre-School Children have Developed Basic Concepts Through Cartoons like Recognition of Numbers, Size, Colors Distance and Position**

Vygotsky in his journal *Mass and Society* (1978) wrote that “second language acquisition takes place when a child is required to learn a new language as a part of his education.” Education medium in Pakistan is predominantly English, especially in most of the schools of Islamabad. Therefore, from pre-school to university, English is taught to the students. A child is required to learn English language to excel in any field of life.

Base plays a vital role in language acquisition. Syllabus of preschool contains such aspects like recognition of numbers, size and colors. Similar was the case in Islamabad School System, syllabus for preschool had all these aspects. However, the children learnt from cartoon selection quicker and in short time, same observation was also shared by the teacher. Behaviorist considers imitation, practice, reinforcement and habit formation as fundamental part of language learning, especially in case of second language learning. In pre-school class the teacher and the researcher played the cartoon clip and discussed the lexical items used in the cartoons with children. So, the process of reinforcement and habit formation was also done that helped the children in learning the new words easily.



**Figure 7 Pre-school children have developed basic concepts through cartoons like recognition of numbers, size, colors distance and position**

The children were able to learn numbers, colors, shapes from the cartoons according to the parent's response, which was observed during the case studies as well. Pre-school teachers also shared the same observations, their interviews with the researcher which can be seen in the previous section of the interviews. Statistically 60% of the parents strongly agreed with the fact that cartoons help in recognition of numbers, shapes, colors, sizes. 35% of parents agreed to it and a few neither agreed nor disagreed. 95% parents were supporting the idea that cartoons help in learning process.

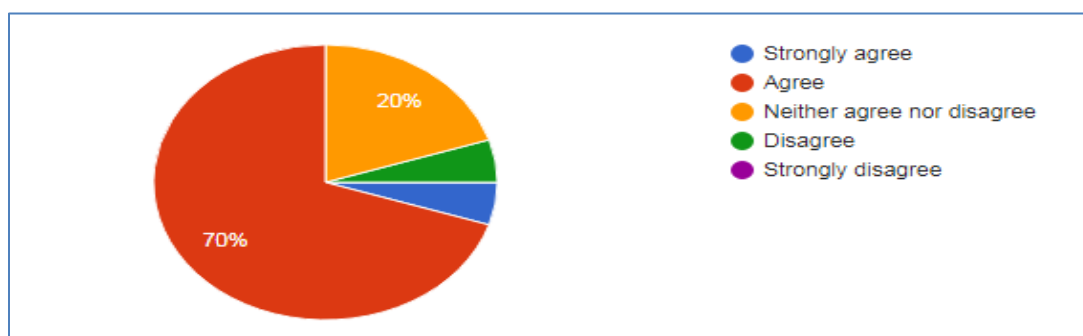
English language serves as a fundamental tool and basic requirement to excel in future. This language learning session was aimed to produce communicative and linguistic competence in the students, according to their needs, age and mental capabilities. The main aim of the session conducted by the researcher was to enhance lexical development in young learners. The process of language learning cannot occur in isolation, a young learner of pre-school cannot develop his language system alone. Pre-school children are not capable of learning a language or lexical items on their own. Mediator like cartoons, parents and teachers are important to raise their basic elementary level to higher level. Most of the children were able to learn lexical items related to above asked questions. The process of development of lexical/vocabulary bank at early stage is very helpful in development of communicative competence later on.

#### **4.3.6. Pre-School Children have Learnt to Express Emotions like Jealousy, Affection, Pride, Happiness and Sadness.**

Media enhances well-being in children and adults as they affect their emotions, Fredrickson (2006), gave broaden-and-build theory on positive emotions that are evoked by media. His theory supported that media content plays an important role in inducing

emotion. If positive content is seen positive emotions develop and negative content begets negative emotions, same is the case with happiness, sadness, jealousy and other such emotions. Children also get affected by the emotions shown in the cartoons. Positive/motivating/cheerful cartoons are proved to induce inventive and creative aspects. They make the children happy, cheerful sounds, colors and happy characters make them laugh and enjoy the content. Along with these simple emotions, media is also proven to development of more complex emotional system like moral evaluation, compassion or virtue (Haidt, 2000). A recent study done on adults proved that increasing feeling of evaluation creates feelings of affinity and lower racial prejudice (Oliver, 2015). The topic that deals with how and to what extent media content develops and effects emotions has not been studied in detail yet, the researcher observed the effect of cartoons on the moods and identification of simple emotions like happiness, sadness and others.

The children were able to identify the emotion and overall the ambiance was kept lively and child friendly. Teachers also supported the same view, questionnaires filled by the parents on the aspect that cartoons helps the young learners in learning emotions had a positive response. 70% of the parents agreed with the statement, 10% strongly agreed and 20% were disagreeing; few of them neither agreed nor disagreed. This percentage can be seen in the pie chart given below.

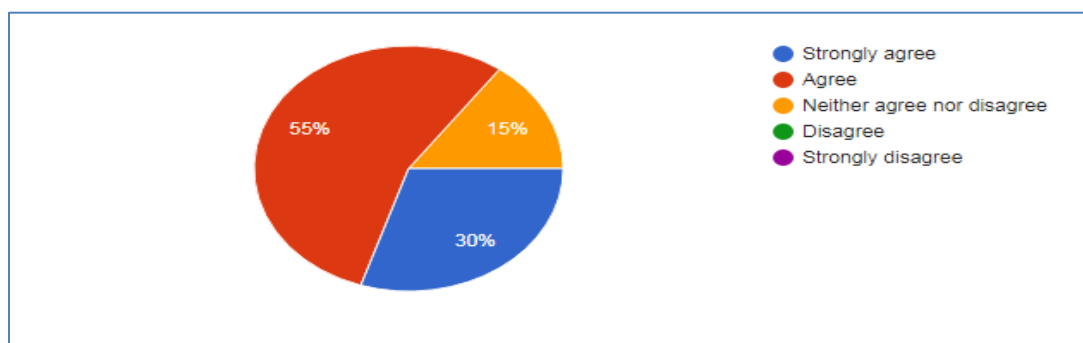


**Figure 8 Pre-School Children have Learnt to Express Emotions like Jealousy, Affection, Pride, Happiness and Sadness**

The response of the parents to the above asked question was positive as the 80% parents were in agreement with the statement that cartoons help the children in learning simple emotions of happiness and sadness and they were also able to identify with these emotions. When the age appropriate cartoon content is used for nurturing young minds it has a huge potential to enrich the minds and learning capability young children.

#### 4.3.7. They were able to identify and use language related to relations, for instance, mother, father, uncle, aunt, cousin

Culturally, Pakistani families are closely knit so the child learns the names of relations like uncle, aunt, cousins etc. Children call the parents either in mother tongue or in English language as the trend is prevalent. However, understanding the lexical items used for relations like mother, father, sister, brother in English is mostly learnt through cartoons, mostly the finger family song.



**Figure 9** They are able to identify and use language related to relations, for instance, mother, father, uncle, aunt, cousin

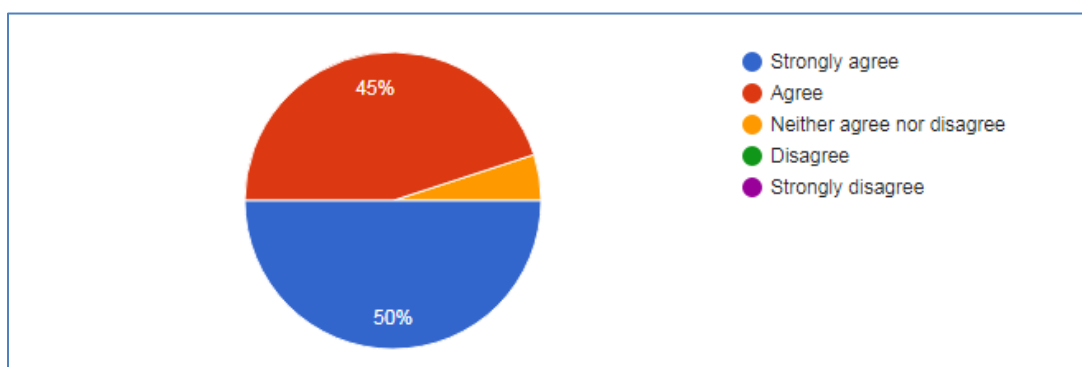
Teacher was also of the view that the names related to relations are understood through cartoons and teacher mediation and motivation. Harmer, (2003) referred in his research that motivation in language learning plays key role in success. Childhood in this era is overwhelmed by ubiquitous devices. Controlling and using the media as learning tool is significant. 55% of the parents totally agreed with the statement that children were able to learn the words like mother, father, uncle, aunt, cousin through cartoons. 30% strongly agreed and 15% neither agreed nor disagreed with this observation, 85% parents supported the view. Huston, Rice, Truglio and Wright (1990) in their research on *Sesame Street, learning vocabulary while viewing*, also shared the same findings that use of video medium are feasible for tutorial purposes. Many such studies as discussed earlier, suggests that age appropriate content enables positive learning outcome.

#### 4.3.8. Using age appropriate cartoons to teach pre-school children have a positive effect on their linguistic development

Children master the basic structure of language till the age of four. Language is not only learnt through external stimulus it is also part of biological development. Cartoons play a significant role in language development of young learners. Language learning

process initially involves developing word bank. R. Lada (1964) in his research on language teaching explained that, “Having countless number of exposures to the target language. Learners develop strong neural connections from hearing the language in specific.”

When the children are exposed to English language through cartoons several times, they develop neural connections. In classroom the children were able to develop a routine and connection with the cartoons that let them learn many lexical items belonging to different categories of nouns, adjectives etc. teachers in their interview also confirmed the development of linguistic bank through cartoon exposure. 45% of the parents were agreeing with the fact that cartoons help in linguistic development. 50% strongly agreed to the statement and a minor number of parents neither agreed nor disagreed. Almost 95% of the parents were in line with the idea that cartoons play their role in mediating language development. This can also be seen in the pie chart given below.

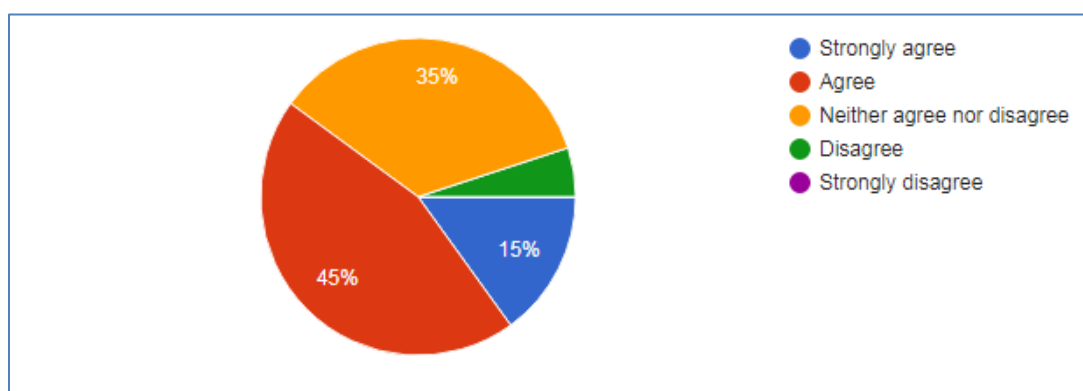


**Figure 10 Using age appropriate cartoons to teach preschoolers have a positive effect on their linguistic development**

Vygotsky’s theory of Zone of Proximal Development lays emphasis on the role environment or adult as mediator. In this research cartoons and teacher played the role of mediator to teach young learners’ lexical items through cartoons. Responses of the parents further validated the fact that cartoons play an essential role in linguistic development of pre-school children. When the children view age appropriate cartoons their lexical learning is enhanced manifolds.

#### 4.3.9. Age appropriate cartoons result in development of reasoning abilities.

Children between the ages of three to five years are very young, this time period of a young learner focuses mainly on lexical learning and syntax learning. In today's modern world technology has enhanced the learning of young minds. They not only learn the lexical item through cartoons, the children also develop reasoning abilities as 'why this has happened and many other questions were asked during the session. A study done by Georgina R. and Jacqueline (2008) on *Effects of age and language*, they did research on children between the ages of seven to twelve years and the results indicated that first three years play very important role in language acquisition. Children in their study displayed development with age in their emotional understanding and language ability.



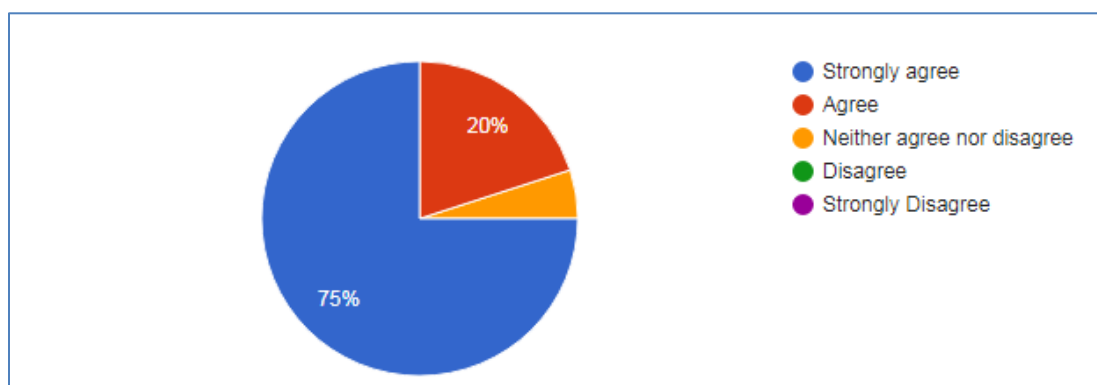
**Figure 11 Age appropriate cartoons result in development of reasoning abilities**

The pre-school children that were observed in this research were able to reason and ask question according to their age. 45% parents of the children under consideration were of the view and in agreement that age appropriate cartoons help in development of reasoning ability. 35% of the parents were not sure about the relation of age appropriate cartoons and development of reasoning ability. 15% of the parents strongly agreed with the fact that cartoons help the pre-school children in developing reasoning abilities. This can be further seen in the pie chart given above.

Observation session also revealed similar results. Teacher and the researcher both observed that cartoons were helpful in learning many phenomenon and development of reasoning ability was included in it.

#### 4.3.10. Cartoons result in higher retention of visual auditory information

Hyes and Brinbaum (1980) in their article on “Pre-schoolers retention of televised events”, wrote about the visuals as “a picture is worth thousand words” assessed seventy two pre-school children and the findings suggested that students remember most of the information from audio and video portion of the program. In their study the researchers also stated the fact that retention of visual information was consistently higher than the retention of auditory aspect. The findings suggested that although the visuals are remembered more by the pre-school children, the auditory information is also retained.



**Figure 12** Cartoons result in higher retention of visual and auditory information

Similar question was asked from the parents of the students under observation in this research, the outcome was positive. Parents were also of the same opinion that cartoons enable the pre-school children in higher retention of visual and auditory information. 75% of the parents strongly agreed with the statement, 20% of the parents agreed with the statement and a very small number of the parents had no observation regarding this aspect. 95% parents gave positive reply that cartoons result in retention of visual and auditory information. These percentages can be seen in the pie chart given above.

Visuals and audio attract young children. Young infants listen to the rhymes and the vibrant colours catch their attention very easily. The children between the ages of three and five years have more developed cognitive skills, therefore, they are able to retain, recognize and repeat the sounds. They also refer to the catchy visuals that they see in the cartoons. Many of the old and modern research support the fact that media/cartoons play important role in audio-visual retention. In this research parents, teachers and observation done by the researcher supported the view that cartoons help young learners in learning and

remembering things that are visual and audible in cartoons and they retain the information in their memories for a longer span. The data collected through observations, teacher's interviews and questionnaire filled by the parents supported the positive role of the cartoons in lexical development of pre-school children. The teachers considered cartoons as a useful tool to teach young children novel phenomenon.

Nelson (2007) gave the influential factor that contributes to the development which includes mediatory artifacts and technology. Relating to Vygotsky's Zone of Proximal Development theory Nelson states that important factor that influences learning is the 'mediatory artifacts' that includes technology, videos and other such related things (Singh & Richards, 2006). Technology over the time has proven itself to be a reliable source of scaffolding and therefore, it brings a positive change in development and learning. Internet and other known technological artifacts can mediate the process of learning (Lantolf, 2004). Similar development was observed by the researcher as it has been discussed in detail in the individual case study part. The teachers and the parents were also in line with the phenomenon that cartoons were useful when used as a pedagogical tool for scaffolding young children. Therefore, the use of the cartoons for purely pedagogical purpose proved to be successful as illustrated by case studies, interviews of the teachers and parents input through questionnaires.



## **CHAPTER 5**

### **CONCLUSION, FINDINGS AND RECOMMENDATIONS**

The present chapter includes conclusion, findings, recommendations and limitations.

#### **5.1. Conclusion**

Early years of education serves as a backbone for progressing in the coming years. Pre-school education holds significance in grooming and nurturing young minds. The study under consideration researched how cartoons can be used to enhance the learning ability of young learners. In chapter 4 of Data Analysis, twenty individual case studies have been discussed, these case studies were videotaped. All the children under observation were able to learn many lexical items of English language by watching cartoons, in order to further note down their progress checklists were also filled for every pre-school child under observation to note down the progress individually and collectively. The teacher who conducted the session with the researcher shared her observation and opinion that the children were able to learn and use new words. The teacher added that most children now use the English words for mountains, clouds, chicks, fireflies, butterfly and many other words related to animals, fruits and everyday activities which they were not using although they were taught some of these words in the class before the session started. The teacher added that previously they used Urdu words to refer to all of the above given lexical items. The researcher also observed similar development in their language skills. A checklist for individual student was also devised by consulting several checklists given by theorists like Tucker (1967) and Sheldon (1998).

Case studies were developed along with the interview questions for the teachers and questionnaires for parents; triangulation of data collection tools was done to validate the research. In chapter number four, every teacher's individual point of view has been incorporated in each question of the interview to validate researcher's point of view. All

the teachers supported the use of cartoons for lexical development of pre-school children. The teachers shared their opinion that they would like to use cartoons as an aid to teach young learners. The teachers were of the opinion that, “Yes, definitely I will”, “Yes, of course”, “Sure, I will” use cartoons to help them enhance their lexical learning ability and to develop their understanding in a better way. Parent shared their point of view through questionnaires based on Likert Scale. Parents were given ten questions, majority of the parents replied positively, 80% of the parents supported the use of age-appropriate educational cartoons to teach their young children language learning skills. Statistics/percentages of every question have been given in pie chart in the previous chapter, where all the replies lie between 70-90% showing positive outcome of the parents.

The data collected through questionnaires, checklist, and interviews was interpreted and analyzed in the previous chapter. In the light of the case studies, interviews and questionnaires; findings, limitations and recommendations were made.

## 5.2. Findings

Findings derived from data collection tools discussed in chapter 4 are mentioned below.

1. In this research the researcher used tools that included use of case studies, interviews and questionnaires the results of the study revealed that the use of age-appropriate cartoons helped the young learners to reach higher elementary level and they learn many lexical items in a short span of time.
2. The children saw Fox TV cartoons *Billy and Bam Bam*, *Charlies and the numbers*, *Tricky Tracks* and selection of some poems (*Dave and Eva*). The researcher was able to note development in the lexical bank of the young children related to above mentioned cartoons, that included words like butterflies, oranges, fireflies many other such lexicons.
3. *Charlie and numbers* focused on making young learners learn numbers and counting, the children were able to recognize, count and learn numbers and they were able to show progress from the beginning of the session till the end.
4. *Tricky Tracks* focused on shapes. The children were not only able to recognize the shapes they were also able to associate them (the shapes like circle, rectangle, triangle and square) to the figures present in the class.

5. The children were able to learn many lexical items related to colours, shapes, animals, body parts and other such general words in a period of two months.
6. The use of audio-visual aid (cartoons selection) to teach pre-school children helped them retain visual-auditory knowledge and the progress was shown by them when they were asked about the vocabulary items that they heard in cartoons they were able remember them. The aspect of development of lexical bank has been shown in the pie-charts and percentages shown in data analysis and individual case studies validate the progress.
7. The teachers were contented to use audio-visual aid and other such technical equipment as they helped them to incorporate technology their teaching skills ensuring effective teaching and learning process.
8. The use of media, multi-sensory learning activities, student-centered approach and innovative method of teaching developed lexical bank of young learners in limited time span and much more efficient way.
9. Use of cartoons promoted a relaxed and friendly environment; it had a direct effect on language acquisition. A blend of motivation, education and entertainment served the academic purpose of teaching and learning effectively. Pre-school children were able to learn many lexical items in a period of mere two months. The teacher also shared same observation that the children learnt more in these two months as compared to the previous six academic months.
10. Findings of the study suggested that the cartoon selection done by the researcher and mediating role of teacher and researcher resulted in better cognitive and lexical development and cartoons can be used as a pedagogical tool to scaffold young learners in a motivated environment

### **5.3. Discussion**

English is used as lingua-franca throughout the world. Its importance cannot be overlooked. English is taught as a compulsory subject from Pre-school till Bachelors in Pakistan. The aim of language course should be based on needs and wants of young learners. Focus should be laid upon linguistic and communicative skills, for that purpose lexical development holds significance. The syllabus of pre-school children included poems, learning Urdu and English alphabets, reading, writing, counting and some Islamic duas. The syllabus had no focus on enhancing the language learning ability. The course

lacked the use of technology and visual aids to teach language skills. A language course must pay attention to enhance the learning skills according to the learners age. After going through the syllabus of pre-school children the researcher introduced selected cartoon content to teach language skills to the young learners. Introduction of age-appropriate cartoons triggered the interest of young learners and they showed a progress in their language learning ability as discussed in the previous chapter of data analysis. In modern technological world the importance of use of technology and English language cannot be denied. We need to incorporate media use and equip the teachers with modern methodology to teach the children in a better way. The aim of this study was to check whether cartoons are helpful in enhancing language learning ability, the answer to which was positive based on case studies, teachers interviews and parents questionnaires.

#### **5.4. Limitations**

It is impossible to probe every aspect on one point in a single research. Like all the researches, this particular research focused on how cartoons can be used to enhance lexical learning ability of pre-school children. The time for the session was two months, where observations were made. However, to look more deeply in to the matter and to get a more detailed outcome about how and to what extent cartoons help in lexical development, a longitudinal study is required. The study was limited to a session of two months to know the link between language learning ability/lexical development, role of cartoons and how they affect the learning process of pre-school children. Based on the research few recommendations are given below

#### **5.5. Recommendations**

1. Technology must be integrated in the syllabus of pre-school children and it should be incorporated in the syllabus for enhanced teaching method. Young learners must learn through incorporation of gadgets like multimedia.
2. Children should be provided with a digital board where they can see cartoons, along with it they can draw on it as well, as it is practiced in Pak-Turk School. Visuals accompanied with sensory motor stimulus helps in better retention of memory.
3. The course should have the underpinning to enhance the level of motivation of young learners.
4. The researcher incorporated technological tools to show age-appropriate cartoons for pedagogical purpose that enhanced their learning skills by increasing their level

of interest in the content similar practice should be followed with the increase in the level of difficulty in content selection according to the level of the learners.

5. Student-centered teaching methods should be used to bring innovation in the teaching process and make young learners learn and enhance their communicative competence.
6. Teacher mediation along with the use of technology must be incorporated to get a better outcome.
7. Facility of television, projector and internet must be available to the teacher to make selection of the new content and make teaching and learning process interesting in order to improve lexical learning ability by showing young children age-appropriate content.
8. Teacher training should be done to handle technological tools, internet for enhancing the teaching methods and dealing with the pre-school children accordingly.
9. Program selection, selection of age-appropriate cartoons must be incorporated in the syllabus of young learners. Teachers should also be facilitated to show them the programs selection accordingly.
10. Assessment is important to gauge the learning abilities of young learners. However, just assessing them on written and memorizing skills should not be the main criteria of checking the progress. Creative, and communicative aspect must have a slot in assessment of young children.

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## **ANNEXURES**

### **Annexure: A**

#### **Interview Questions for the Teachers of Pre-School children**

**Q no.1:** How do you perceive media use especially cartoon consumption of pre-school children?

**Q no.2:** Cartoons are used in the class to teach or entertain pre-school children?

**Q no.3:** Cartoons helps in enhancing the inquisitive abilities of young learners?

**Q no.4:** Watching cartoons is helpful in vocabulary learning what do you think?

**Q no.5:** Cartoons aid young learners in learning phenomenon like colours, shapes, sizes and other such vocabulary?

**Qno.6:** Age appropriate cartoons help pre-school children to learn about different emotions?

**Qno.7:** As a teacher will you include cartoons to teach language skill no.s to young children?

**Q no.8:** Using cartoons are helpful in mental development and increase in word bank of pre- school kids what do you think?

**Q no.9:** As a teacher have you witnessed any change/ improvement in language learning ability of pre-school children by watching cartoons?

**Q no.10:** Cartoons should be used as a part of curriculum of pre-school children to teach them English language what is your view as a teacher?



## **Annexure B**

### **Questionnaire for Parents**

**Q no.1:** Age appropriate cartoons are useful in the development of young learners' ideas?

**Q no. 2:** Using cartoons to teach preschool children is helpful in their mental development?

**Q no. 3:** Children learn many activities by watching cartoons for instance, drawing, painting and jumping?

**Q no.4:** Children have enhanced inquisitive ability (i.e. asking how and why questions)?

**Q no.5:** Pre-schoolers have developed basic concepts through cartoons like recognition of numbers, size, colors distance and position?

**Q no.6:** Pre-school children have learnt to express emotions like jealousy, affection, pride, happiness and sadness?

**Q no.7:** They were able to identify and use language related to relations, for instance, mother, father, uncle, aunt, cousin?

**Q no.8:** Using age appropriate cartoons to teach pre-school children have a positive effect on their linguistic development?

**Q no.9:** Age appropriate cartoons result in development of reasoning abilities?

**Q no.10:** Cartoons result in higher retention of visual auditory information?

This questionnaire has been developed in partial fulfilment of research work for M.Phil degree. Kindly mark the below given statements keeping in mind the impact of cartoons on the pre-schoolers.

Student's name:

Father's/Mother's name:

Father's/Mother's occupation:

Language spoken at home:

House wife

urdu

**Question no. 1-** Age appropriate cartoons are useful in the development of young learner's ideas?

- Strongly agree
- Agree ✓
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no. 2.** Using cartoons to teach pre-schoolers is helpful in their mental development?

- Strongly agree
- Agree ✓
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no. 3.** Children learn many activities by watching cartoons, for instance drawing, painting, and jumping.

- Strongly agree
- Agree ✓
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no 4.** Children have enhanced an inquisitive ability (i.e. asking how and why questions)

- Strongly agree ✓
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no 5.** Pre-schoolers have developed basic concept through cartoons like recognition of numbers, size, colour, distance and position.

- Strongly agree
- Agree ✓
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no 6.** Pre-schoolers have learnt to express emotions like jealousy, affection, pride, happiness and sadness.

- Strongly agree
- Agree ✓
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no 7.** They are able to identify and use language related to relations, for instance, mother, father, uncle, aunt, cousin.

- Strongly agree ✓
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Question no 8.** Using age appropriate cartoons to teach pre-schooler have a positive effect on their linguistic development.

- Strongly agree
- Agree
- Neither agree nor disagree ✓
- Disagree
- Strongly disagree

**Question no 9.** Age appropriate cartoons result in development of reasoning abilities.

- Strongly agree
- Agree
- Neither agree nor disagree ✓
- Disagree
- Strongly disagree

**Question no 10.** Cartoons result in higher retention of visual and auditory information.

- Strongly agree
- Agree
- Neither agree nor disagree ✓
- Disagree
- Strongly disagree

## Annexure C

### Observation checklist for Pre-School children

<b>Sr. No</b>	<b>Checklist for observation of pre-school children during the session</b>	<b>Observed</b>
<b>1.</b>	Learning vocabulary through cartoons	
<b>2.</b>	Taking turns vocalizing with others	
<b>3.</b>	Connecting words learnt/semantic mapping	
<b>4.</b>	Recalling new and previously learnt vocabulary via cartoons	
<b>5.</b>	Understanding and picking up lexical items by watching cartoons	
<b>6.</b>	Connecting lexical items learnt from cartoons to personal experience	
<b>7.</b>	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	
<b>8.</b>	Understanding simple questions?(e.g. why did this happen)	
<b>9.</b>	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	
<b>10.</b>	Understanding simple instruction from the teacher	

Checklist was filled by the teacher and researcher for every student under observation.

## Annexure C-I

### Case Study 1.

Sr. No.	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions (e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note. Gradual development was shown

## Annexure C-II

### Case Study 2

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	x
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	x
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions (e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under

observation.

Note: Development was observed at the end of the session.

## Annexure C-III

### Case Study 3

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons.	✓
5.	Understanding and picking up lexical items by watching cartoons.	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons.	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher.	✓

Checklist was filled by the teacher and researcher for every student under

observation.

Note: Interest was developed in learning lexical items



## Annexure C-IV

## Case Study 4

Sr. No.	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	X
3.	Connecting words learnt/semantic mapping	X
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Child had a well developed lexical bank at the end of the session

## Annexure C-V

*Case Study 5*

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	x
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was shown.

## Annexure C-VI

## Case Study 6

Sr. No.	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others.	✓
3.	Connecting words learnt/semantic mapping	x
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was noted

## Annexure C-VII

## Case Study 7

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	x
3.	Connecting words learnt/semantic mapping	x
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	x
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions (e.g. why did this happen?)	✓
9.	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was shown towards the end of the session.

## Annexure C-VIII

## Case Study 8:

Sr. No	Checklist for observation of pre-school children during the session.	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	x
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures/images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher.	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Significant improvement was shown.

## Annexure C-IX

*Case Study 9*

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons.	✓
2.	Taking turns vocalizing with others	X
3.	Connecting words learnt semantic mapping	X
4.	Recalling new and previously learnt vocabulary via cartoons	X
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions (e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was shown

## Annexure C-X

## Case Study 10

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Significant level of understanding and progress was shown.

## Annexure C-XI

## Case Study 11

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons.	✓
2.	Taking turns vocalizing with others	+
3.	Connecting words learnt/semantic mapping	+
4.	Recalling new and previously learnt vocabulary via cartoons	+
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience.	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons.	✓
8.	Understanding simple questions (e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size (big and small) from the cartoons.	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Very low level of progress was recorded.



## Annexure C-XII

### Case Study 12

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✗
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✗
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Development was observed at the end of the session.

## Annexure C-XIII

## Case Study 13

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	x
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Child was able to learn lexical items from the cartoons at the end of the session

## Annexure C-XIV

Case Study 14

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✗
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions/(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was shown at the end of the session.

## Annexure C-XV

*Case Study 15*

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

*Note: Progress was shown.*

## Annexure C-VI

*Case Study 16*

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Substantial progress was recorded



## Annexure C-XVII

Case Study 17

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was illustrated

## Annexure C-XVIII

## Case Study 18

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✗
3.	Connecting words learnt/semantic mapping	✗
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✗
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✗
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✗

Checklist was filled by the teacher and researcher for every student under observation.

Note: Learner was very young however use of lexical items was noted.

## Annexure C-XIX

## Case Study 19

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	✓
3.	Connecting words learnt/semantic mapping	✓
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Significant progress recorded.



## Annexure C-XX

## Case Study 20

Sr. No	Checklist for observation of pre-school children during the session	Observed
1.	Learning vocabulary through cartoons	✓
2.	Taking turns vocalizing with others	X
3.	Connecting words learnt/semantic mapping	X
4.	Recalling new and previously learnt vocabulary via cartoons	✓
5.	Understanding and picking up lexical items by watching cartoons	✓
6.	Connecting lexical items learnt from cartoons to personal experience	✓
7.	Relating pictures, images present in the class to the vocabulary items learnt through cartoons	✓
8.	Understanding simple questions?(e.g. why did this happen)	✓
9.	Comprehending concept of shape, color (basic colors) and size(big and small) from the cartoons	✓
10.	Understanding simple instruction from the teacher	✓

Checklist was filled by the teacher and researcher for every student under observation.

Note: Progress was recorded at the end of the session.

## Annexure D

### Pilot study questionnaire

This questionnaire has been developed in partial fulfilment of research work for M.Phil degree. Kindly mark the below given statements keeping in mind the impact of cartoons on the pre-schoolers.

Name of school: City School Islamabad I-8/3 Campus

Teacher's name: Sai

Question no. 1- Age appropriate cartoons are useful in the development of young learner's ideas?

Answer: I think they are useful.

Question no. 2. Using cartoons to teach pre-schoolers is helpful in their mental development?

Answer: I find it helpful, as kids find it easier to understand things as it is their mental level.

Question no. 3. Children learn many activities by watching cartoons, for instance drawing, painting, and jumping.

Answer: They do learn a lot from cartoons as in cartoons they show everything in a fun way.

Question no 4. Children have developed an inquisitive ability (i.e. asking how and why questions).

Answer: They develop curiosity, as it's all new to them, things shown in cartoons, and everything in them are shown so creatively that they love and enjoy them.

Question no 5. Pre-schoolers have developed basic concept through cartoons like recognition of numbers, size, colour, distance and position.

Answer: I totally agree they do.

Question no 6. Pre-schoolers have learnt to express emotions like jealousy, affection, pride, happiness and sadness.

Answer: These emotions, are best learnt through cartoons, as they are very vividly shown in the cartoons.

Question no 7. They are able to identify and use language related to relations, for instance, mother, father, uncle, aunt, cousin.

Answer: I don't think they learn that through cartoons, they learn that through their daily life and surroundings.

Question no 8. Using age appropriate cartoons to teach pre-schooler have a positive effect on their linguistic development.

Answer: Children pick up different languages easily when they watch cartoons like Dora etc as they speak in different language in the cartoon.

Question no 9. Age appropriate cartoons result in development of reasoning abilities.

Answer: I do agree, with that.

Question no 10. Cartoons result in higher retention of visual and auditory information.

Answer: I don't agree, cartoons open a creative window in the child's mind at the same time, it shows you everything resulting in the child, not to mind to

## Annexure E Consent forms

### Consent form from the University



National University of Modern Languages  
Sector H-9, P. O. Shaligan, Islamabad  
Tel : 092-051-9257646-50 Fax: 092-051-9257679  
Email: info@numl.edu.pk  
Web: www.numl.edu.pk

Ref. No. \_\_\_\_\_

Date: 21 April 2016

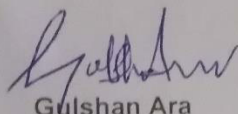
**TO WHOM IT MAY CONCERN**

This is to certify that the research study Lexical Development of Children (Pre-schoolers) through Cartoons, undertaken by Ms. Syeda Sana Adnan, in the partial fulfilment of the degree of MPhil English (Linguistics) will be viewed/used for the assessment purposes only by National university of Modern Languages. Through this certificate it is also requested that she may please be assisted by the school administration/faculty and given access to the required data.

  
Assistant Professor  
Department of English (UGS)  
NUML, Islamabad  
Dr. Jamil Asghar  
Assistant Professor  
Faculty of English Studies  
National University of Modern Languages  
Islamabad.  
Date: 7 April 2016

### Consent form of the School

I hereby allow the researcher Syeda Sana Adnan a student of M. Phil with research title "A Study of Lexical Development of Pre-School Children through Cartoons" in National University of Modern Languages, to conduct her research in Islamabad School System I-8/3 campus. The researcher is allowed to observe, video record, and teach the students through the selection of cartoon content. The researcher is allowed to conduct a session from August 2017 to September 2017 with the pre-school children of year 2018. The researcher is allowed to conduct the interviews of the concerned teachers and ask the parents to fill questionnaires related to the study.



Gulshan Ara

Principal  
Islamabad School System I-8/3 campus

10 July 2017

