Uleam
UNIVERSIDAD LAICA
ELOY ALFARO DE MANABÍ

Facultad de Educación, Turismo,
Artes y Humanidades

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

ARTÍCULO CIENTÍFICO

TEMA:

Contribution of cartoons in teaching English vocabulary to kids of elementary school

AUTOR(A):

Arias Roldan Fernando Joshue

Delgado López Jaime Josue

TUTOR(A):

Villafuerte Holguin Jhonny

MANTA – MANABÍ – ECUADOR

2024 - (2)

CERTIFICADO DE DERECHO DE PROPIEDAD INTELECTUAL

Trabajo de Integración Curricular:

Contribution of cartoons in teaching English vocabulary to kids of elementary school.

Autores: Delgado López Jaime Josue y Arias Roldan Fernando Joshue

Coautor: Villafuerte Holguín Jhonny Saulo Alberto.

Abstract

The research aims to propose using animated cartoons as didactic material for teaching English language vocabulary to elementary school students. The research adapts to the postmodern paradigm and uses a mixed-methods approach. The sample comprises 20 students from public elementary schools in canton Manta, Ecuador. It incorporates pre-and post-tests, surveys, and classroom observations to determine the benefits of cartoons on the participants' vocabulary acquisition process. The study presents an educational intervention that employs the systematic process of encounter, clarify, remember, internalize, and fluently (Ecrif) framework, which offers a learner-centered approach to teaching vocabulary. The findings show improved from 44.3 to 75.7 points, with 80% of students reporting interest in learning a foreign language using cartoons. The study concludes that incorporating animated cartoons into English language instruction can significantly enhance vocabulary acquisition, boost student motivation, and improve communication skills among the participants.

Declaración de Autoría:

Nosotros y **Arias Roldan Fernando Joshue** con número de identificación **1314026442** y **Delgado López Jaime Josue** con número de identificación **1314954106**, declaramos que somos autores, **y Villafuerte Holguín Jhonny Saulo Alberto**, con número de identificación **1305799072**, declara que es coautor, del trabajo de integración curricular titulado "Contribution of cartoons in teaching English vocabulary to kids of elementary school" y no ha sido copiado ni plagiado en ninguna de sus partes.

Derechos de Propiedad Intelectual:

El presente trabajo es el resultado de una investigación científica, y esta reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la institución a la que representamos, Universidad Laica Eloy Alfaro de Manabí.

Firma del Autor 1:

Arias Roldan Fernando Joshue

1314026442

Firma del Autor 2:

Delgado López Jaime Josue

1314954106

Firma del coautor:

Villafuerte Holguín Jhonny Saulo Alberto

1305799072

Manta, 23 de enero de 2025

CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:
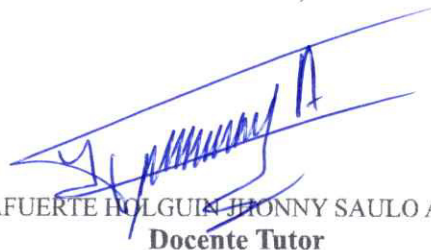
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante ARIAS ROLDAN FERNANDO JOSHUE, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024-2025(2), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"Contribution of cartoons in teaching English vocabulary to kids of elementary school"*

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Viernes, 06 de diciembre de 2024.

Lo certifico,

VILLAFUERTE HOLGUIN JHONNY SAULO ALBERTO
Docente Tutor

CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante DELGADO LOPEZ JAIME JOSUE, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2024-2025(2), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"Contribution of cartoons in teaching English vocabulary to kids of elementary school"*

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Miércoles, 18 de diciembre de 2024.

Lo certifico,

VILLAFUERTE HOLGUIN JHONNY SAULO ALBERTO
Docente Tutor

Contribution of cartoons in teaching English vocabulary to kids of elementary school

Fernando Joshue Arias Roldan
e1314026442@live.uleam.edu.ec
https://orcid.org/0009-0002-3915-486X

Jaime Josue Delgado López
e1314954106@live.uleam.edu.ec
https://orcid.org/0000-0001-7800-3576

Jhonny Villafuerte-Holguín
johnny.villafuerte@uleam.edu.ec
https://orcid.org/0000-0001-6053-6307

Abstract

The research aims to propose using animated cartoons as didactic material for teaching English language vocabulary to elementary school students. The research adapts to the postmodern paradigm and uses a mixed-methods approach. The sample comprises 20 students from public elementary schools in canton Manta, Ecuador. It incorporates pre-and post-tests, surveys, and classroom observations to determine the benefits of cartoons on the participants' vocabulary acquisition process. The study presents an educational intervention that employs the systematic process of encounter, clarify, remember, internalize, and fluently (Ecrif) framework, which offers a learner-centered approach to teaching vocabulary. The findings show improved from 44.3 to 75.7 points, with 80% of students reporting interest in learning a foreign language using cartoons. The study concludes that incorporating animated cartoons into English language instruction can significantly enhance vocabulary acquisition, boost student motivation, and improve communication skills among the participants.
Keywords: comics, communication, design, innovation, learning methods.

Resumen

La investigación tiene como objetivo proponer el uso de dibujos animados como material didáctico para la enseñanza del vocabulario del idioma inglés a estudiantes de educación primaria. La investigación se adapta al paradigma posmoderno y utiliza un enfoque de métodos mixtos. La muestra está compuesta por 20 estudiantes de escuelas primarias públicas del cantón Manta, Ecuador. Incorpora pruebas previas y posteriores, encuestas y observaciones en el aula para determinar los beneficios de los dibujos animados en el proceso de adquisición de vocabulario de los participantes. El estudio presenta una intervención educativa que emplea el marco del proceso sistemático de encuentro, clarificación, recuerdo, internalización y fluidez (Ecrif), que ofrece un enfoque centrado en el alumno para la enseñanza del vocabulario. Los hallazgos muestran una mejora de 44,3 a 75,7 puntos, con un 80% de estudiantes que reportan interés en aprender un idioma extranjero utilizando dibujos animados. El estudio concluye que la incorporación de dibujos animados en la enseñanza del idioma inglés puede mejorar significativamente la

adquisición de vocabulario, impulsar la motivación de los estudiantes y mejorar las habilidades de comunicación entre los participantes.
Palabras clave: cómics, comunicación, diseño, innovación, métodos de aprendizaje.

Introduction

English language learning is critical for academic and professional success worldwide. According to the English Proficiency Index (EPI), Ecuador ranks 80th among the 111 countries. This places the country in the "very low proficiency" category for English as a foreign language.

Given this outlook, the need to strengthen English teaching and learning in the Ecuadorian educational system is evident, especially at the initial levels. Effective programs and properly trained teachers are required to develop students with a good command of English that allows them to access greater personal and professional opportunities in the competitive globalized world.

According to Calle (2015), English instruction in Ecuador often relies on traditional grammar-translation and audio-lingual methods. Students have limitations in exposure to authentic language use. In addition, vocabulary is taught through bilingual word lists and rote memorization. Thus, in the field of language instruction, finding innovative and engaging methods to enhance vocabulary acquisition is of paramount importance. The incorporation of visual aids has proven to be a valuable strategy, as visuals have the potential to stimulate learners' interest, improve comprehension, and facilitate retention (Gamage, 2019). Cartoons, with their captivating and visually rich narratives, offer a promising avenue for vocabulary instruction in English language learning for young Ecuadorian learners. They make abstract vocabulary more concrete and memorable for students. However, studies have examined the impact of cartoons in teaching English as a second language, leaving an important gap in the understanding of the way teachers can implement cartoons in their lessons. In addition, despite growing interest in using visual media like cartoons for English language teaching, there is limited empirical research concerning the effective integration of this approach. Most existing studies rely on subjective assessments but do not give a guide on how to implement them in classes.

This research explores relevant concepts related to using cartoons for vocabulary instruction in Ecuador, including (a) Bilingual vocabulary patterns in cartoons, (b) The role of visuals in dual coding theory, and (c) Developing language skills through cartoon narratives. This work aboard sections covering theoretical foundations, practical teaching strategies, examples for the Ecuadorian context, and recommendations for replication. Therefore, the research questions that guide this research are:

1. What are students' motivations for practicing EFL, communication skills, and contribution to vocabulary learning?

2. How can instructors use cartoons and ECRIF to teach vocabulary in EFL instruction to elementary school students?

3. What changes were reported in the participants' vocabulary acquisition before and after the educational intervention using cartoons?

The research aims to propose the usage of animated cartoons as didactic material for teaching English language vocabulary to elementary school students

Literature review
1. Cartoons as didactic material

There are solid theoretical foundations that support the effective use of cartoons for vocabulary instruction. The dual coding theory developed by Allan Paivio in the 1960s and 1970s postulates that learning is enhanced when verbal and visual stimuli are integrated, since dual mental pathways are activated to process information. Cartoons ideally integrate verbal language with dynamic images, promoting this beneficial multimodal approach. Thus, there is consensus that the integration of multimedia resources can promote deeper, more meaningful, and motivational learning in students.

Within these audiovisual materials, cartoons and animated films have proven to have specific benefits for vocabulary acquisition (Gamage, 2019). Consequently, using audiovisual materials as teaching aids in foreign language instruction has been extensively explored from a variety of perspectives by researchers and teachers (Aqad, 2021).

Concerning the origin of the cartoons, Jain (2023) state that they appear in ancient times as hieroglyphics and paintings in caves illustrated by ancient civilizations which purpose was to let know their stories. These illustrations were simple works. They referred to a preparatory drawing for a piece of art like a painting or tapestry. Thus, Yellow Kid and Katzenjammer Kids are some of the first popular cartoon characters that appeared in 1800s (WayBackMachine, 2023).

Television also played a significant role in the 19th through shows like 'Schoolhouse Rock!' which used animated musical shorts to teach children multiplication tables, grammar rules, and other academic basics set to catchy tunes (Keyser, 2015). Films allowed cartoons with

synchronized audio in the late 1920s and 1930s. Thus, cartoons transitioned from simple illustrations that could move to animated films and television shows, this was marked the golden age of animation with pioneers like Walt Disney (Shires, 2023).

Instructors began exploring cartoons for instructional purposes using them to teach about current events and social issues (Britannica Kids, 2024). Thus, Cartoons became a popular form of entertainment for people of all ages in the 20[Th] with iconic characters like Mickey Mouse and Bugs Bunny, captivating audiences worldwide (kehr, 2024). During these events, in the classroom teachers found creative ways to use popular cartoon characters and shows to spark student interest and engagement around different subjects and life lessons providing opportunities for media literacy, analyzing storytelling techniques, social commentary, and more.

2. Dual code theory FOR EFL ACQUISITION
The dual coding theory developed by Allan Paivio in the 1960s and 1970s postulates that human brains process and store information through two distinct channels: visual and verbal. This means that when students read a word and see a picture representing it, they are more likely to retain the information because brain utilizes both visual and verbal memory pathways. This dual approach enhances recall and comprehension, making learning more effective and lasting. Thus, Paivio stated the dual coding theory (DCT) and identified three types of processing information: (1) representational, which means the direct activation of verbal or non- verbal representations; (2) referential, the activation of the verbal system by the non-verbal system or vice versa, and (3) associative processing, the activation of representations within the same verbal or non-verbal system (Clark and Paivio 1991).

Clark and Paivio's Dual Code Theory suggests that both verbal and non-verbal systems should be given equal importance in the learning process. In bilingual learning, using non-verbal content or imagery can facilitate vocabulary acquisition and significantly enhance recall. Their

experiments showed that while verbal and non-verbal systems can operate independently, they influence each other's recall. Incorporating images helps create a more concrete and lasting memory trace compared to words alone.

Besides, the Stephen Krashen's contributions to the field of second language acquisition emphasize the importance of exposing students to comprehensible, relevant, and meaningful messages. Then, Cartoons provide clear visual contexts and accessible narratives to present new vocabulary to students in an enjoyable and understandable way. It can happen when cartoons selected are culturally close to the student's context because, vocabulary acquisition is further encouraged. Krashen's input hypothesis supports this, noticing that learners acquire language more effectively when the input is slightly above their current proficiency level, but still comprehensible (Krashen, 2007).

The multi-modal nature of cartoons creates a rich environment for language acquisition by making new vocabulary and structures understandable through visual cues, character expressions, sound effects, and storyline context. This aligns with Krashen's emphasis on comprehensible input, allowing learners to deduce meaning from multiple sources. Additionally, Krashen's Affective Filter Hypothesis suggests that cartoons lower emotional barriers, creating an entertaining and non-threatening learning environment. This helps students feel relaxed and engaged, making them more receptive to language input and willing to take risks in language production.

This repetitive nature of cartoons creates an ideal environment for natural language acquisition, as common phrases and vocabulary appear frequently across episodes in different contexts. As well as the episodic format of cartoons which provides exposure to the target language through engaging storylines and familiar characters.. The combination of recurring elements and meaningful interaction aligns with Krashen's emphasis on natural acquisition through comprehensible input.

3. ECRIF Framework

ECRIF provides learners with structured stages to practice. It is highly adaptable and effective for structuring language instruction, allowing students to encounter, clarify, remember, internalize, and fluently use the language. According to Caiza Aucapiña (2021), the English-speaking skill requires creatives strategies to speak it spontaneously and fluently, ECRIF supports a learner-centered environment, where students progress through these stages to achieve spontaneous language use, promoting autonomy and engagement.

Using cartoons in lessons aligns well with the ECRIF framework. In the "Encounter" and "Clarify" stages, cartoons help visually introduce and explain new vocabulary, making abstract concepts more concrete. As students move to the "Remember" and "Internalize" stages, they interact with content, reinforcing vocabulary through tasks that blend verbal and visual stimuli (Paivio, 2006). In the final stage, "Fluently Use," cartoons provide familiar contexts for students to express themselves. By combining ECRIF with dual coding and Krashen's theories, educators can create engaging and effective lessons for vocabulary acquisition.

There are some terms to take into consideration.

Cartoon: A humorous or satirical drawing that represents people, animals or objects in an exaggerated or simplified way (RAE, 2024). In this study it will refer specifically to short or long animated cartoons.

This study focuses on the acquisition of new English vocabulary.

Vocabulary: refers to freestanding words that are part of a language that has a meaning (**McCarthy**, 1990).

Based on that, this research focuses on the use of animated cartoons as a visual support resource for teaching English vocabulary as a foreign language. The target population is elementary school students, between 6 and 12 years old, in formal education contexts. The aim is to assess the acquisition of new vocabulary using cartoons.

According to a previews study by González-Lloret (2017) qualitative research with Spanish-speaking students of English as a second language. The author found that animated films and series significantly aid in developing language skills, particularly vocabulary acquisition. Cartoons offer a visual context that helps students understand and retain new vocabulary by presenting concrete examples of the concepts represented by the words. And the study of Gamage (2019) that shows students of English as a foreign language, who spoke Sinhala as a first language, analyzed the impact of using animated films and series on vocabulary learning. Their quantitative and qualitative results indicate that the most of students actively involved in cartoons gave a comprehensive and controversial account resulting in better learners' motivations and participation. Learners convey using cartoons becomes into an enjoyable, stimulating, and memorable experience. In addition, the work of Singer (2022) found that cartoons can support English language learners in acquiring new vocabulary through incidental learning. The Research indicates that cartoons, with their visual and auditory elements, aid learners in grasping and retaining vocabulary. Exposing learners to various media, including cartoons, can enhance retention.

Methodology

This work subscribes to the postmodern paradigm and the mixed approach. It conducts a quasi-experimental process to assess participants' knowledge pretest and posttest and compare their language acquisition. The research team designed an educational intervention using the ECRIF framework adapted to use cartoons to determine the cartoon's contribution to students' vocabulary learning in the English language. The sample consisted of 20 students, 11 girls and 9 boys ages 10-12. They were organized into control and experimental groups to address the lack of rigorous comparative research on cartoon-based versus traditional instruction of English as a foreign language.

Table 1. sample

Groups	Female	Male	Total
Control	6	4	10
Experimental	5	5	10
Total	11	9	20

Source: Research (2024).

Instruments

The instruments used to collect data in the study are:

1.   Survey. The instrument created by Gamage (2019) has the purpose of collecting students' opinions related to using cartoons for English language learning. The categories considered are students' (1) engagement, (2) preferences, and (3) students' impressions, feelings, and motivation throughout the classes applying the cartoons. The instrument consists of 15 questions. A panel of professionals in EFL instruction, Didactics, and Educational Administration evaluated the instrument. Their recommendations are to reduce the number of questions from 4 to 3 and check the syntaxis of the questions to ensure students understand. The survey is administered using an online version format. It takes between 4-6 minutes to complete the instrument.

2.   Classroom Observations: The instrument ad hoc, consists of structured observation forms to document student behavior, engagement, and teacher strategies during lessons incorporating cartoons. Key indicators include participation levels, emotional responses, and interaction with peers, providing qualitative insights into the effectiveness of this approach. Observations are recorded using checklists and open-ended notes to capture detailed classroom dynamics.

3. The Pre-Post-Tests: To test the knowledge in specific vocabulary (previous knowledge they should know), and to determine that the students need reinforcement in the vocabulary that most participants fail to understand or remember. It consisted of vocabulary items in a multiple-choice format, covering basic and thematic categories relevant to the student's level. Scores were analyzed to identify vocabulary gaps, showing participants struggled with abstract and less familiar terms before the intervention. These findings guided the reinforcement activities, ensuring targeted support for improved vocabulary retention.

Process

Stage 1: The research carefully selected assessment tools to measure student engagement and learning outcomes. The sample consisted of 20 students between the ages of 10-12

Stage 2: A pretest was conducted for the control and experimental group, each of 10 students to validate the assessment tools and identify potential issues. Then, the results were analyzed.

Stage 3: The intervention was implemented over 2 sections, with regular monitoring and documentation of progress. The classes were taught with specific engagement strategies and provided with structured lesson plans that incorporated both traditional (grammar-translation) and the use of cartoons as teaching methods (ECRIF framework)

Stage 4: The research team compiled an observation list documenting common behaviors exhibited by students in both boring and engaging classes. They included the frequency with which students repeated specific behaviors, providing valuable insights into their reactions to different classroom environments.

Stage 5: Data analysis. - The research team used three methods to analyze the collected data.

Quantitative Analysis. - The research team converted the responses from the pretest, posttest, surveys, and questionnaires into numerical data. The research team used quantitative analysis techniques such as percentages and averages to analyze the data.

Qualitative Analysis. - The research team analyzed the information by categories observed in the responses of every student to the specific question about their personal point of view: (1) Do you like cartoons? (2) Do you like cartoons in class? (3) What is your opinion?

Triangulation: Comparing and combining the findings from our different data sources to validate and strengthen the conclusions.

Stage 6. Writing the final report.

Results

The results presentation follows the same logic as the research questions.

1. Students' motivations for practicing EFL communication skills

In answer to question 1. What are students' motivations for practicing EFL, communication skills, and contribution to vocabulary learning?

Table 2: Students' motivations for practicing EFL, communication skills, and contribution for vocabulary learning.
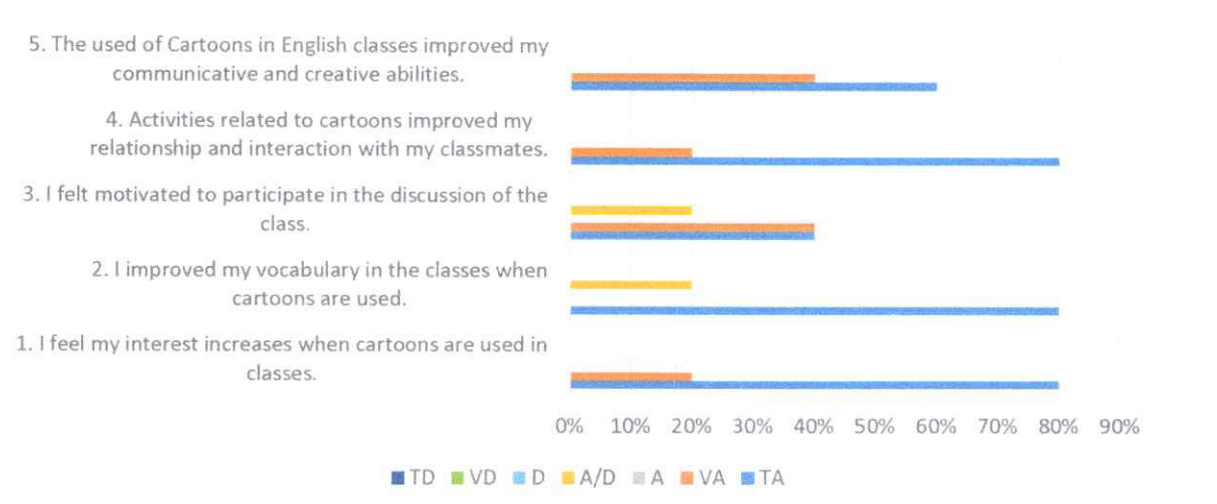
Source: Students' answers collected with the survey / 2024.

Items 1 and 3 correspond to motivation 80% of the students answered in total agreement with the interest in EFL class when teachers use cartoons. In item 3, students expressed motivation to use cartoons in EFL class, 40% in total agreement, 40% agreement, and 20% did not answer. However, results reflect that when motivation drops and cartoons are used in English practice. Thus, students' interest in learning the target language is highly favorable.

In item 2, related to vocabulary, 80% of responses were in favor, indicating that working with cartoons supports their vocabulary retention.

Item 4, related to students' interaction when using cartoons in EFL classes, shows 80% total agreement and 20% agreement. The results reflect the positive contribution of cartoons to the English language practice. Item 5, related to communication skills, shows 80% total agreement and 20% in agreement. It shows that cartoons make a positive contribution to students.

1.   The use of the cartoons and ECRIF for teaching vocabulary in EFL instruction.

In answer to question 2. How can instructors use cartoons and ECRIF to teach vocabulary in EFL classes in elementary education? Table 2 shows an educational intervention articulating cartoon vocabulary for teaching EFL.

Table 2: Educational intervention articulating cartoon vocabulary for teaching EFL.

Date		Level: A1		Unit:	Time:50min
Lesson type: Speaking Listening		Objective: By the end of the lesson, students will be able to not only learn new vocabulary and phrases but also practice and internalize them in a fun and meaningful context, enhancing their overall language skills.			Topic:
Time:	Stages:	Procedures/Steps			Materials
5min	Encounter	Activity: Show a short, simple carton clip or illustration related to the topic. Objective: Introduce new vocabulary and expressions in context. This can be through simple pictures, cartoons, or through listening to teacher talk that is slightly above their current level but still comprehensible. Example: the teacher plays a clip from a cartoon like "Peppa Pig" where characters greet each other or describe their daily activities.			Videoclips. Images/cartoons.
10min	Clarify	Activity: Discuss the cartoon clip and clarify new words and phrases. Objective: Ensure learners understand the new language items. Beginners need clear and simple explanations, demonstrations and opportunities to ask questions. This might involve using a lot of visuals, gestures, and examples to make the meaning of new words or structures clear. Teachers might also use the learners' native language(L1) for brief explanations if necessary. Example: The teacher uses screenshots from the cartoon to point out new vocabulary. Ask questions like, "What is Peppa doing?"			Images. Flashcards.
7min	Remember	Activity: Memory activities might include repetition, drilling, or simple matching games with images and words from the cartoon. Objective: Help solidify their understanding and recall of new vocabulary and structures. Example: The teacher hands out flashcards with pictures of characters or objects from the cartoon and their corresponding names. Have students match them or play a memory game.			Flashcards.
10min	Internalize	Activity: Engage learners in controlled practice activities like gap-fills, matching exercises, and sentence formation tasks based on cartoons. Objective: Practice using the new language in a less controlled setting. Example: The teacher encourages students to act out a scene from the cartoon using the new vocabulary and expressions.			
18min	Fluent use	Activity: Create opportunities for students to use the language in new contexts. Objective: Promote spontaneous use of the language. Example: The teacher promotes students to create their own cartoon. They can draw a sequence of pictures and describe what is happening or they can act it out in smalls groups.			

Source: project (2024).

Creativity in teaching a second language is essential. The ECRIF framework enables teachers to craft classes that seamlessly blend engaging entertainment with educational content. This approach culminates in activities designed to incorporate new knowledge into daily communication and experience in the second language. For example, to remember and to internalize stages of ECRIF focuses on embedding vocabulary into both short-term and long-term memory. To achieve this, vocabulary must make a significant impact on the learners' brains. It needs a check in the grammar.

According to Clark and Paivio (1991), the learning process of vocabulary that incorporates images enables the creation of more concrete and lasting memory traces compared to words alone. This shows the use of cartoons, which provide contextual images related to vocabulary. This content aids the retention of information in short-term memory, and through the internalized stage of the lesson, facilitates the transfer to long-term memory. Because cartoons are engaging and meaningful, they strengthen the memory traces and the association between words and images, enhancing the recall process.

Moreover, the ECRIF framework enhances students' oral skills through teacher support and interactive activities that foster verbal communication. However, ECRIF lessons are typically used at advanced levels due to the limited time available for planning and application in the classroom (Nieto & López, 2023). Therefore, instructors have adapted the framework to be time-consuming and more time-consuming and more efficient by incorporating cartoons and focusing on vocabulary acquisition for elementary school children.

1.   Changes reported in the participants' vocabulary acquisition using cartoons in EFL practice

In answer to question 3. What are the changes reported in the participants' vocabulary acquisition before and after the educational intervention using cartoons? See Table1.

Table 1. Experimental group's results of the pretest and post-test

No	Pretest	Post test	Difference
1	9,1 .	9,5	0,4
2	8,8	9,7	0,9
3	4,8	9,4	4,6

4	4,9	5,7	0,8
5	4,6	7,6	3,0
6	3,9	7,3	3,4
7	3,2	8,0	4,8
8	2,0	5,0	3,0
9	2,0	7,0	5,0
10	1,0	6,5	5,5
Total	44,3	75,7	31,4

Source: participants' pretest and posttest in the research.

Table 3 shows the comparative results between the pretest and posttest of participants. It shows that student number ten had the greatest progress, going from 1 point in the pretest to 6.5 in the posttest, having an increase of 5.5. Meanwhile, students who showed the least progress was student number one, who went from 9.1 to 9.5, showing a progress of 0.4. Overall, the group had quite favorable growth, with the accumulated score on the first test being 44.3 points, while on the posttest it was 75.7, showing a progress difference of 31.4

Table 3. Control group's results of pretest and posttest

No	Pretest	Post test	Difference
1	6.2	8.0	1.8
2	7.0	8.2	1.2.
3	6.0	7.2	1.2
4	5.2	6.2	1.0
5	4.0	5.0	1.0
6	3.2	4.0	0.8
7	3.0	4.2	1.2
8	2.2	4.0	1.8

9	2.0	5.0	3.0
10	*2.0*	*4.2*	*2.2*
Total	40.8	56.0	15.2

Source: Project results (2024).

Table 3 shows the comparative results between the pretest and posttest of the control group participants. It indicates that student number nine had the most notable progress, advancing from 2.0 in the pre-test to 5.0 in the post-test, showing an increase of 3.0 points. Meanwhile, the student with the least progress was student number four, who went from 5.2 to 6.2, demonstrating an improvement of 1.0 points.

Learning vocabulary with cartoons has given the students the interest and motivation to acquire more knowledge. This is noticeable in the difference in the pre and posttest in Table 1. It can be caused by the interest in the content makes the difference in retaining the information, making the results favorable to the use of cartoons in the classroom for teaching vocabulary with a big difference in results compared to the control group shown in table 2.

Overall, the control group showed moderate growth, with the accumulated score in the first test being 40.8 points, while in the post-test it was 56.0, indicating a progress difference of 15.2 points. This improvement is less significant in comparison to the experimental group, which saw a more substantial increase of 31.4 points.

Discussion
Based on the literature review and the results obtained in the empiric part of the research to explore the use of animated cartoons to support the English language vocabulary acquisition process for students of elementary schools in Ecuador.

We ratify the position of González-Lloret (2017) concerning the benefits of using animated films and series. They provide a key visual context to help learners' vocabulary acquisition in the target language. Besides, we find harmony with the Gamage (2019) results of the usage of animated films and series on vocabulary learning. Thus, most of the students in the current research experimented with higher levels of motivation and participation in memorable experiences at EFL classes when

teachers use cartoons. In addition, the Authors ratify the conclusion of Singer (2022) concerning cartoons that can support English language learners in acquiring new vocabulary through incidental learning. Thus, using cartoons to introduce new vocabulary in EFL lessons did enhance students' retention in the current research.

We agree with Paivio's dual coding theory, which suggests that combining verbal and visual cues enhances memory retention and Stephen Krashen's input hypothesis is also central, positing that comprehensible input language content that is understandable yet slightly challenging facilitates language acquisition. Cartoons, with visual context and repetitive language, provide accessible, engaging content that can lower anxiety and increase motivation, aligning with Krashen's theories on reducing the affective filter, or the emotional barrier that inhibits learning.

Items 1 and 3 correspond to motivation. 80% of students answered total agreement on the use of cartoons in EFL classes. In item 3, students express being motivated to use cartoons in EFL class with 40% in total agreement, 40% agreement, and 20% not giving an opinion. However, this reflects that when motivation drops and cartoons are used in English practice, their interest in learning the language is highly favorable.

In item 2, related to vocabulary, 80% are in favor, indicating that working with cartoons supports students' vocabulary retention.

Regarding the use of cartoons in EFL instruction, the proposal adapted ECRIF framework to provide a structured approach that maintains the benefits of the original framework while making it more accessible for elementary-level teaching. The successful implementation of this framework addresses the gap in practical methodologies for incorporating cartoons in EFL instruction.

Using the ECRIF framework, this study proposed a structured approach for teachers to integrate cartoons into lessons. This framework guides students through stages of encountering new words, clarifying meaning, remembering through repetition, internalizing through practical exercises, and fluently using the vocabulary in new contexts. Methodologically, the research employs pre- and post-tests, surveys, and observations, revealing significant gains in vocabulary retention and motivation. Test scores increased from 44.3 to 75.7 points, with 80% of students indicating a preference for classes involving cartoons.

Moreover, the results showed substantial progress in students' vocabulary acquisition, with scores increasing from 44.3 to 75.7 points post-intervention. Students responded positively to cartoon-based learning, with 80% indicating increased interest, vocabulary improvement, and motivation to participate in classroom discussions. This response aligns well with Krashen's affective filter hypothesis, which suggests that reducing anxiety through entertaining content like cartoons encourages greater language absorption.

An unexpected result observed during the research was the significant improvement in peer interaction and collaboration among students. While the primary focus was on vocabulary acquisition, the use of cartoons also fostered a more dynamic and supportive classroom environment. Students appeared more willing to participate in group activities, share ideas, and assist one another during tasks, suggesting that cartoons not only enhance individual learning but also positively influence social engagement and teamwork in EFL settings.

Finally, this research advocates for cartoons as an effective tool for vocabulary acquisition, providing practical steps for teachers to implement this method, especially in environments where engaging students in English learning is challenging. Future studies could explore broader applications of cartoon-based learning across different ages and language skills, such as reading and writing. The study highlights the importance of multimedia in education, particularly in contexts needing dynamic, student-centered teaching approaches.

Conclusion

Based on the literature review and the results obtained in the research, we declare 100% achievement of the objectives. The study aims to improve engagement and retention in vocabulary learning, addressing the limited English proficiency in the country. Traditional methods relying heavily on memorization and grammar have proven inadequate. In addition, it investigates cartoons' potential to make vocabulary instruction more interactive and enjoyable. The findings of this research demonstrate that incorporating cartoons into English language instruction can significantly enhance vocabulary acquisition and student engagement among elementary school students. The quantitative results showed a marked improvement in vocabulary retention, from 44.3 to 75.7 points, representing a 70.8% improvement. The qualitative data revealed strong

positive attitudes toward cartoon-based learning, with 80% of students reporting increased interest when instructors use cartoons in classes. Besides, 80% of students indicated improved vocabulary retention through cartoon-based instruction. The high levels of engagement and positive response to cartoon-based learning align with Krashen's Affective Filter Hypothesis, suggesting that cartoons create a low-anxiety environment conducive to language acquisition. Instructors and administrators of education can use the results to design new EFL instructional programs in elementary schools. A notable limitation of the study is its focus on vocabulary acquisition, leaving other key language skills, such as grammar, listening, and cultural competence, underexplored. Future research should explore the effectiveness of different types of cartoons for various age groups and proficiency levels. In addition, studies could examine the impact of cartoon-based instruction on other language skills reading comprehension, and writing. This study contributes to the growing body of evidence supporting multimedia resource usage in language education and provides practical guidelines for implementing cartoon-based instruction in elementary EFL classrooms. The positive results in quantitative measures and student engagement suggest that cartoons can be valuable tools for enhancing English language instruction in Ecuador and similar EFL contexts.

Bibliographies

Al Aqad, Mohammed & Al-Saggaf, Mohammad & , Muthmainnah. (2021). *The Impact of Audio-Visual Aids in Learning English among MSU Third-Year Students.* ENGLISH FRANCA Academic Journal of English Language and Education. 5. 201-214. 10.29240/ef.v5i2.3329.

Ameena, V. M. Use of Cartoons in Language Teaching and Learning.

Aucapiña, G. A. C., Guale, X. S., Mosquera, W. E. S., & Chunga, G. F. R. (2023). Enhancing the English-speaking skills through ECRIF: A preliminary study. *ConcienciaDigital, 6*(1.4), 79-90.

Britannica Kids. (2024). *Cartoons.* Britannica Kids. https://kids.britannica.com/students/article/cartoons/273540#

Calle, A. M., Argudo, J., Cabrera, P., Calle, M. D. & León, M. V. (2015). *El impacto de la capacitación a profesores fiscales de inglés de Cuenca.* Maskana, 3(1), 53-68.

Ef English Proficiency Index. (2024). Retrieved from https://www.ef.com/wwen/epi/regions/latinamerica/ecuador/

El Universo. (2021, November 18). *Ecuador ocupa el puesto 96 entre 112 países en el dominio del inglés.* https://elmercurio.com.ec/2022/11/16/ecuador-puesto-82-ingles/#:~:text=Ecuador%20ocupa%20el%20puesto%2082%20entre%20111%20pa%C3%ADses,estudio%20hecho%20por%20EF%20English%20Proficiency%20Index%20%28EPI%29.

Gamage, S. (2019). *Cartoons as an Authentic Supplementary Teaching Tool in English as a Second Language Classrooms. Advances in Language and Literary Studies,* 10(1), 107. https://doi.org/10.7575/aiac.alls.v.10n.1p.107

González-Lloret, M. (2017). *Developing second language skills through animated films: A study of English learners of Spanish. Language Learning & Technology,* 21(2), 32-52.

Jain, B. (2023, October 2). *The Evolution of Cartooning: A Historical Perspective.* BingeHobby. https://www.bingehobby.com/the-evolution-of-cartooning-a-historical-perspective/#:~:text=The%20origins%20of%20cartooning%20can%20be%20traced%20back,they%20served%20the%20purpose%20of%20communication%20and%20storytelling

Jylhä-Laide, J. (1994). Learning by Viewing: cartoons as foreign language learning material for children--a case study. *Journal of Educational Television, 20*(2), 93-109.

Kehr, D. (2024, September 23). *animation. Encyclopedia Britannica.* https://www.britannica.com/art/animation

Keyser, H. (2015, January 15). *15 Schoolhouse Rock Facts.* Mental Floss. https://www.mentalfloss.com/article/61128/15-things-you-might-not-know-about-schoolhouse-rock

Kukulska-Hulme, A. (2018). *Mobile-assisted language learning. In The Cambridge Handbook of Mobile-Assisted Language Learning* (pp. 69-87). Cambridge University Press.

McCarthy, M. (1990). *Vocabulary.* Oxford University Press. Vocabulary - Michael McCarthy - Google Libros

Mielke, K.W. (2014). *A Review of Research on the Educational and Social Impact of Sesame Street.*

Nieto Toapanta, C. M., & López Silva, I. E. (2023). *Ecrif framework applied for teaching speaking skills in English from pre-service teachers' and students' perspectives* (Bachelor's thesis, Ecuador: Pujili: Universidad Tènica de Cotopaxi;(UTC)).

Paivio, A., & Clark, J. M. (2006). Dual coding theory and education. *Pathways to literacy achievement for high poverty children, 1,* 149-210.

Paula Petrik, Origins of American Animation, 1900–1921, *Journal of American History,* Volume 99, Issue 1, June 2012, Pages 388–389, https://doi.org/10.1093/jahist/jas151

Petrik, P. (2012). Origins of American Animation, 1900–1921. https://academic.oup.com/jah/article-abstract/99/1/388/855463

RAE (2022). *Diccionario de la Lengua Española.* Retrieved from https://dle.rae.es

Ruiz de Zarobe, Y., & García Pliego, M. (2020). *The effect of animated videos on incidental vocabulary acquisition in early English language learners.* Language Teaching Research, 24(2), 221-241.

Sánchez-Auñón, E., Férez-Mora, P.A. & Monroy-Hernández, F. The use of films in the teaching of English as a foreign language: a systematic literature review. *Asian. J. Second. Foreign. Lang. Educ.* **8**, 10 (2023). https://doi.org/10.1186/s40862-022-00183-0

Schütz, R. (2007). Stephen Krashen's theory of second language acquisition. *English made in Brazil,* 2(2), 2007

Sempértegui, B. (2022). *La suficiencia en inglés, una brecha educativa de Ecuador.* (Voces, Ed.) Ecuador: www.puce.edu.ec. Obtenido de https://conexion.puce.edu.ec/la-suficiencia-en-ingles-una-brecha-educativa-de-ecuador/

Shires, A (2023, August 10). *The History of Animation and Voice Acting | Voiceactor.com.* https://voiceactor.com/articles/the-history-of-animation

Singer, N. (2022). Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners. *Arab World English Journal*, *13*(1), 330-341

Souza, A., & Tomita, M. (2020). "c." Journal of Language Teaching and Research, 11(2), 123-134k.

Vitasmoro, P., & iwan Candra, A. (2019, November). Improving student's English vocabulary mastery through animation cartoon. In *International Conference on Social Science 2019 (ICSS 2019)* (pp. 1045-1049). Atlantis Press.

WayBackMachine (2023*). The Yellow Kid.* Retrieved from: *https://web.archive.org/web/20071204212505/http://cartoons.osu.edu/yellowkid/index*