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ВПЛИВ ПЕРЕГЛЯДУ АНГЛОМОВНИХ МЕДІА НАРОЗВИТОК ІНШОМОВНОГО СЛОВНИКОВОГО ЗАПАСУ УЧНІВ

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014 „Середня освіта (англійська мова і література)"

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Qualifyingpaper

The Impact of Watching English Films and Cartoons on the Vocabulary Development of EFL Students

Level of highereducation: Bachelor's

Presented by:

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CONTENTS

ЗМІСТ

INTRODUCTION

In the field of English as a Foreign Language (EFL) teaching, the acquisition and expansion of vocabulary are fundamental to language learning. While traditional methods of vocabulary acquisition often rely on textbooks, exercises, and classroom instruction, the emergence of multimedia resources has opened up new opportunities for English learners. Among them, English films and cartoons have attracted great attention as potential resources for vocabulary development due to their engaging and interactive nature.

The impact of multimedia, especially cartoons and films, on language acquisition is a topic of interest in educational research. However, the specific impact of English cartoons and films on vocabulary development in the EFL context of Ukraine has not been extensively researched. This gap in the literature highlights the need to investigate the effectiveness of English cartoons and films as an additional tool for vocabulary acquisition in EFL contexts.

The aim of this study is to investigate the relationship between watching English cartoons and vocabulary development as perceived by EFL learners. The study seeks to understand the potential benefits and limitations of incorporating cartoons and films into language learning practice to contribute to effective pedagogical strategies in EFL teaching.

The object of the study is vocabulary development of EFL learnersby means of watching cartoons and films.

The subject of the thesis is EFL learners' beliefs about the impact of cartoons and films on their vocabulary development.

The tasks of the thesis are as follows:

1. Analyzing theoretical foundations of the problem of vocabulary development by means of multimedia technology;
2. Exploring the beliefs held by EFL learneres about the impact of watching cartoons and films on vocabulary development.

To comprehensively address this research gap, this study uses a survey research design including a questionnaire in order to explore students' perceptions and experiences. This study attempts to provide a detailed understanding of the effects of watching English cartoons and films on EFL learners' vocabulary development.

The significance of this study lies in its potential to inform teachers, curriculum developers and language experts about the role of multimedia resources, particularly English films and cartoons, in improving vocabulary acquisition in EFL learners. Understanding how they affect vocabulary acquisition can help EFL teachers develop more engaging and effective language learning materials and techniques tailored to the needs of different learners.

Overall, this study aims to shed light on the potential of English cartoons as a valuable tool for vocabulary development in the EFL context and to contribute to the continued discourse on innovative approaches to language teaching and learning.

Part I

THEORETICAL FOUNDATION OF MULTIMEDIA'S ROLE IN VOCABULARY DEVELOPEMENT

This part explores the theoretical foundations of multimedia's role in vocabulary development within the EFL setting. It examines the use of films and cartoons as instructional materials, their impact on enhancing vocabulary acquisition, and the challenges associated with their implementation.

1.1 Films and Cartoons as Instructional Materials in the EFL Setting

As result of the rapid technological advancements, approaches to languageteaching and learning, particularly vocabulary acquisition, have seen significant changes in recent years. The emergence of multimedia technology, such as TV, computers, mobile phones, and video has played a huge role in providing learners with autentic materials offering diverse vocabulary exposure.

"Cartoons are an excellent form of expression, delivering positive messages and creating awareness among learners as the characters speak and narrate the whole story through their gestures" (Sajana, 2018, pp. 24-38). Several researchers (San Jose &Vicencio, 2018; Sipra, Alsonami& Farooq, 2016; Nurhayati, 2015) have emphasized that watching TV cartoons is interesting and enjoyable for children and creates instinctive motivation to view and continue watching (Prosic-Santovac, 2017, p. 189). Cartoons have continually been considered a powerful instructional medium for numerous reasons. The language used is typically easy for youngsters to understand (Prosic-Santovac, 2017, p. 189). Cartoons also help develop social skills such as the ability to collect and categorize information and materials (Egounleti, Hindime&Sonou, 2018, p. 158).

Depending on students' language proficiency levels and the complexity of the vocabulary used in films or cartoons, understanding video content without subtitles in the target language can be challenging. Several studies have shown the benefits of using subtitles and captions in Films (Akdemir et al., 2012; Mahbub, 2023). Researchers believe that using subtitles positively affects language acquisition. When students watch subtitled films, they

engage with the audiovisual material by translating the original text into the target language while watching and listening to it (Mahbub, 2023).Therefore, watching foreign language films with subtitles serves as an important educational component facilitating the assimilation of various language features, particularly vocabulary.A study by Postic (2015) found that students born in a non-English country who had watched American cartoons in their childhood developed American accent over time (Prosic-Santovac, 2017, p. 189).

When children watch cartoons, they are exposed to a foreign language and culture in a way that is effortless and often goes unnoticed. This immersion in a different cultural context provides an ideal environment for learning the English language. According to Prosic-Santovac (2017), this passive exposure to English through cartoons can significantly contribute to a child's language acquisition (p. 189).

Watching films cartoons can be useful in sparking debates and focused group discussions among students in the classroom as it encourages them to think critically, evaluate and articulate their views and opinios (Mahbub, 2023).

Television programs designed for children offer valuable opportunities for developing advanced language skills. There is something special about naturally picking up language in immersive environments without formal instruction. This allows learners to extensively experience linguistic features, making it an ideal method for language acquisition.

1.2. Enhancing Vocabulary Acquisition through Films and Cartoons

The importance of vocabulary in language learning is widely recognized as it serves as the foundation of language proficiency. Without a rich vocabulary, conveying precise meanings becomes challenging. It is crucial for students not only to recognize words but also to utilize them effectively across different contexts and to recall them when needed.

While there are many motivational tools used by parents and teachers, they may not be sufficient for students who are just beginning to learn. Young learners do not spend more than five hours in school, so most of the time they are at home resting, playing, and watching English cartoons on television.Children's learning progress can be influenced by watching cartoons, as they not only provide entertainment but also offer opportunities to learn and imitate language used by the characters and their family members. Students have the chance

to absorb language through social interactions and exposure to media, and language development should not be limited to the classroom setting.

Children who frequently watch TV cartoons often absorb language without consciously realizing it, leading to incidental language learning.English cartoons play a vital role in expanding vocabulary and also contribute significantly to the development of cultural and pragmatic skills in students studying English as a foreign language. Cartoons often depict English-speaking societies, providing students with insights into the cultural characteristics of the language. Additionally, exposure to authentic language use in cartoons across diverse social situations enhances pragmatic awareness and enables students to grasp the nuances of language pragmatics and communication norms (Alghomaim, 2020).

Incorporating cultural and pragmatic skills into language instruction through English cartoons enhances the learning journey by instilling students with not only linguistic proficiency but also cultural literacy and effective communication abilities. Integrating English cartoons into EFL curriculum facilitates not just vocabulary acquisition but also cultural and pragmatic skill development, empowering students to navigate the complexities of language and culture with confidence and professionalism(Alghomaim, 2020).

Cartoons are story-driven, rely heavily on body language, and emphasize comprehension over grammar for young learners. However, the practice of watching cartoons for young language learners has faced criticism for making them passive recipients of language input, without encouraging active production (Sajana, 2018, pp. 24-40).

The modern school educational paradigm involves changing approaches to the organization of education, shifting emphasis from acquiring knowledge to acquiring competencies, using the latest technologies and methods in the educational process (Burmakina, 2023, p. 51)

Advances in science and technology play a crucialrole in helpingteachersdeliverlanguageknowledge and skills. Technology-basedresources, especiallycartoons and TV shows, areuseful in thelanguageteaching and learningprocess (Pelani, 2018, p. 21).

Animated films often feature characters from diverse backgrounds and contexts, providing students with opportunities to explore cultural diversity and multiculturalism. By immersing themselves in the cultural references, idiomatic expressions, and sociocultural

interactions depicted in cartoons, students deepen their understanding of the sociocultural dimensions of English.

Furthermore, cartoons serve as a rich resource for studying pragmatics—the social and contextual aspects of language use. Through cartoon dialogues, characters engage in various communicative acts, such as making requests, offering apologies, expressing gratitude, and engaging in discussions. By observing these pragmatic interactions in authentic contexts, EFL students develop pragmatic understanding and learn to interpret and produce language according to societal conditions and communication norms.

Cartoons are a type of illustration or visual representation that can be categorized into main types. One type is editorial cartoons, which highlight significant news events (Kiziltan, 2020, p. 114). Cartoons help students explore their thoughts, solve problems they face in their daily lives, and provide different perspectives on events. They are funny and harmless, pleasant material that gives everyone unforgettable impressions. Through comics with relevant messages that add humor to the subject, the teacher can reach everyone very easily.

The ongoing trend of adapting cartoons and TV programs to make them more interactive has led to a growing belief that cartoons can have a positive impact on the learning process (Sajana, 2018). Research suggests that learners who frequently watch cartoons are more effective in their communication, and educational institutions should support learners in developing their language skills. The main advantages of cartoons are as follows:

- They help shape behavior and foster positive attitudes, interests, and character traits in learners.

- They foster self-expression and nurture creativity in learners by providing opportunities for artistic expression.

- Cartoons encourage learners to pay attention to their own speech and written expressions (Sajana, 2018, pp. 20-43).

In educational tools designed for EFL learning, it is crucial that comic series meet the fundamental criteria for young learners undergoing incidental language instruction. A comic series could be considered appropriate if it provides support to its viewers alongside the language content. Additionally, the language used should include brief expressions and frequent repetitions to enhance comprehension (Santovac, 2016).

In today's digital age, children have easy access to a wealth of information and ideas through screen-based media. During this developmental stage, they naturally or informally connect words with actions, and actions with the signals and symbols they encounter at home. Their acquisition of knowledge largely hinges on what they hear and see in their environment (Lekkai, 2014, p. 269).

1.3. Receptive and Productive Vocabulary

„If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (Hammer, 1991, p. 153). Vocabulary is a fundamental tool in learning any language. It is like the corner stone for structuring all other skills. Indeed, it is the element that enables students to read, write, speak and express themselves (Nasar, 2018).

English cartoons serve as a tresure trove of language insights, exposing language learners to a plethora of vocabulary in real-life scenarious. As students passively immerse themselves in the dialogue, narration and visual elements of cartoons, they encounter new words and phrases, gradually expanding their vocabulary. Cartoons offer an interactive language learning setting where students understandthe meaning of unfamiliar words through context, tone, and visual cues. Through active engagement with cartoons, students enhance their receotive vocabulary by listening and observing, gradually grasping the language nuances and structures woven into the content.

Besides expanding their vocabulary, watching English cartoons can also boost the productive vocabulary skills of EFL students. As students repeatedly hear and see words and phrases in animated conversations, they start incorporating these linguistic elements into their own speaking and writing. Cartoons serve as language use examples that students can enabling them to practice and solidify newly acquired words in real communication scenarious.Furthemore, exposure to different words in cartoons can encourage students to experiment with language and express themselves creatively in English.

The impact of watching English cartoons on vocabulary development involves a dynamic interplay between receptive and productive language skills. Receptive vocabulary lays the groundwork for productive vocabulary, as students must first comprehend word meanings before they effectively use them in writing and speech. The process of selecting and

interpreting words in cartoons also facilitates the active development of language proficiency. Moreover, the connection between receptive and productive vocabulary is reinforced through the repeated exposure to vocabulary in various contexts within cartoons (Kiziltan, 2020, p. 114).

1.4. Challanges of Introducing English Cartoons

Incorporating English animations for vocabulary development in an EFL context poses a challenge due to the wide range of linguistic complexity they may encompass. Cartoons often feature dialogue spanning from basic everyday language to more intricate vocabulary and idiomatic expressions. This variability in language usage can present difficulties for teachers in selecting content suitable for their students' proficiency levels. Striking a balance between linguistic complexity and comprehensibility in animations is crucial to maximizing vocabulary learning outcomes.

The appropriateness of using cartoons for foreign language instruction is a topic of concern for educators. Cartoons come in diverse themes, cultural contexts, and age ranges. This requires careful selection to ensure a match with the students' linguistic and cultural backgrounds. In addition, cartoons may contain humor, violence, or cultural stereotypes that may not contribute to the learning objectives or ethical rationales of English language teaching. Therefore, educators should critically evaluate and assess the content of the cartoon, thereby ensuring its educational value and acceptability for their students.English cartoons offer a chance to explore different cultures and learn about cross-cultural differences.

Educators can unlock the full potential of English animations as captivating and impactful resources for enhancing vocabulary in foreign language settings. By addressing hurdles such as language complexity, accessibility, content appropriateness, cultural sensitivity, and integration into learning, teachers can harness the power of animation to create dynamic and engaging learning experiences that improve immersive learning journeys. These experiences not only enhance vocabulary acquisition but also foster broader language proficiency among English language learners in foreign contexts.

It is unfortunate that many students simply memorize information for grades at the beginning of class, only to forget it shortly afterward. That is why teachers and students

should consider using technologies like films, TV shows, and social media, which offer opportunities to learn language even outside the classroom.

By diversifying materials and breaking away from the routine of traditional paper-based learning, students can pick up languages effortlessly, especially at a young age. Humans have a natural knack for picking up languages through exposure, so it is important for our students to immerse themselves in English for extended periods of time.

1.5. Using Films in the EFL Setting

Fisher and Frey (2011) suggest that films can be used in teaching English in many ways. Films can be used to engage students in classroom discussions, which assist in developing their speaking competence. According to the authors, students are more enthusiastic about speaking when they see vivid pictures.

Films can also be used as a tool for writing. Frey, Fisher, and Hernandez (2003) conducted a study on using clips from television as interesting topics for students. In their study, they asked students to write a summary describing the main points of several issues raised in the video. This technique can easily be replicated using short videos of any content inside a classroom.

Additionally, Fisher and Frey (2011) conducted an experiment using films in teaching and practicing vocabulary. After the video, students were asked to retell the main ideas to one another using the vocabulary terms in the order they were shown in the video. This helped students to structure their conversations. Furthermore, the teacher moved between students to provide correction and clarification when needed, and it was a successful technique.

Using films as a teaching tool offers several advantages. Films engage both the visual and auditory senses, enhancing comprehension and retention through multi-sensory learning. They also provide real-life language use and cultural context, bridging classroom learning with real-world communication and offering authentic language and cultural exposure.

Integrating films into the language learning environment can serve as a powerful motivational tool that inspires and engages students in meaningful ways. Whether used in a traditional classroom setting or as part of independent study, films provide a dynamic and engaging medium for language learning that stimulates students' curiosity. Films combine

vibrant visual effects, engaging narratives, and original use of language to create an immersive experience for viewers. The audiovisual nature of films appeals to multiple senses, providing students with rich grammar and contextual clues that increase comprehension and retention. The dynamic interplay between dialogue, music, sound effects, and visual images captures students' attention and keeps them engaged, making language learning fun and memorable.

The use of films in language learning provides students with an authentic context to experience and practice using the target language. By watching films in the target language, students can gain insight into cultural nuances, idiomatic expressions, and communicative norms essential for language acquisition. Additionally, exposure to different cultural perspectives and environments broadens students' cultural awareness and increases their appreciation of linguistic and cultural diversity, contributing to the development of intercultural competence.

Films offer students flexibility and autonomy in language learning by allowing them to choose content that aligns with their interests, preferences, and proficiency levels. Whether watching classic films, contemporary blockbusters, or genre films, students can tailor the viewing experience to their personal learning goals and preferences. Furthermore, the presence of a language learning platform with subtitling, dubbing, and interactive features allows students to interact with films in a way that suits their learning needs and preferences.

In addition to cultural provision, films also introduce students to different linguistic registers, from formal to informal, and expose them to colloquialisms, slang, and regional accents that reflect real-world language use. The contextual support provided by dialogue, gestures, facial expressions, and situational prompts facilitates understanding and speaking, contributing to a personalized and successful language learning experience.

Using films as a resource for teaching culture in language classrooms is invaluable. Films provide an engaging platform to explore cultural nuances, social norms, historical events, and diverse perspectives. Films contain authentic examples of language use, including dialects, slang, idioms, and non-verbal communication cues. By analyzing dialogue and interpersonal interactions in films, students can learn about language variations and communication styles in different cultural contexts. Educators can use films to teach language pragmatics, sociolinguistic norms, and cultural traditions that govern verbal and nonverbal communication.

Knowledge involves various skills, and learning new words can be made easier through different approaches and methods that offer diverse learning experiences (Siyanova-Chantura, 2016, p. 235). Today, teenagers do not feel the desire to learn a foreign language abstractly within the classroom, outside the context of real life, for traditional methods of the past (Halatyuk, 2023, p. 69).

Fisher and Frey (2011) outlined 20 potential learning outcomes associated with using videos in the classroom:

1. Grabbing students' attention

2. Focusing students' concentration

3. Generating interest in class

4. Creating a sense of anticipation

5. Energizing or relaxing students for learning exercises

6. Drawing on students' imagination

7. Improving attitudes toward content and learning

8. Building a connection with other students and the instructor

9. Increasing memory of content

10. Increasing understanding

11. Fostering creativity

12. Stimulating the flow of ideas

13. Fostering deeper learning

14. Providing an opportunity for freedom of expression

15. Serving as a vehicle for collaboration

16. Inspiring and motivating students

17. Making learning fun

18. Setting an appropriate mood or tone

19. Decreasing anxiety and tension on difficult topics

20. Creating memorable visual images

Research has shown significant differences between experimental and control groups of students in integrated skills when using videos in teaching materials. Films provide a visual context that aids students in understanding and improving their learning skills (Nassar, 2018, p. 16). Watching films also significantly improves students' vocabulary mastery (Vitasmoro, 2019, p. 508). Interestingly, vocabulary was found to be remembered better by female learners compared to boys (Vasiliki, 2019, p. 36). Additionally, using whole sentences as subtitles can make it hard for learners to follow the flow of speech. They end up focusing either on the speech or on the subtitles (Karakas, 2012, p. 13).

Finally, watching cartoons or films can have implications for learner motivation. Motivation is what drives people to do things and puts real effort and energy into their actions. Learner motivation is an important factor in language acquisition. It is believed that authentic audio-visual materials hold a high motivational value for learners. Cartoons create an input-rich environment, but the input may not always be comprehensible, hindering the learners' ability to interact in the language environment for language acquisition (Sajana, 2018). Many teachers use cartoons to stimulate conversation. The facial expressions of cartoon characters can inspire learners to interpret the underlying thoughts, and the implicit story in cartoons provides learners with content to describe or narrate. It is generally best to show cartoons without captions or dialogues so that learners can provide their own interpretations (Sajana, 2018).

In sum, this part delved into the theoretical underpinnings of how multimedia, specifically films and cartoons, aid vocabulary development in EFL learners. It began by analyzing the effectiveness of these media as instructional tools and their potential to enhance vocabulary acquisition. The section also addressed the challenges of integrating English films and cartoons into the curriculum and differentiated between receptive and productive vocabulary. Finally, it discussed best practices for utilizing films to support vocabulary learning in the EFL context.

PART II

EFL LEARNERS' BELIFES ABOUT THE IMPACT OF WATCHING FILMS AND CARTOONS ON VOCABULARY ACQUISITION

Part II examines EFL learners' beliefs regarding the impact of watching films and cartoons on their vocabulary acquisition. It explores their perceptions, attitudes, and experiences, providing insight into how these media forms influence their language learning process.

2.1. Methology

The study aimed to explore the impact of watching English cartoons on the vocabulary development of EFL students. A survey research design was used in conjunction with a quantitative approach to collect data from students and teachers. A questionnaire created using Google Forms was administered to twelve respondents to gather thei ropinions and experiences with learning EFL through films and cartoons.

The questionnaire consisted of 18 closed-ended questions, allowing participants to select from a list of possible answers. It was distributed to students currently learning English who aspire to teach foreign languages in the future. The survey addressed various topics related to the facilitation of learning English from the start, including demographic data such as gender, the number of hours spent learning English, and the perceived effectiveness of watching English-language cartoons, films, and series in language acquisition.

Descriptive statistics were employed to analyze the survey data, which were then displayed as charts to aid comprehension and visually depict the results. This methodology provided comprehensive insights into the effectiveness of using English-language films, cartoons, and series in teaching EFL.

Research Question:

What are EFL students' beliefs about the impact of watching English cartoons on their vocabulary development?

2.2. Paticipants

The researcher collected data from 12 participants. The first question in the questionnaire, which asked about participants' gender, showed that 58% were female and 42% were male. The survey also inquired about their level of education, language learning experiences, and whether they frequently used phrases or sentences from films, series, and cartoons in their everyday speech.

2.3. Results

This section involves examining the data collected from the quantitative analysis. The results are showcased through tables and pie charts, providing a visual representation of the findings. A summary of the key outcomes gleaned from the collected responses is also presented, highlighting the significant trends and insights derived from the data.

The first few questionsasked about the participants' gender, the level of their education, and language learning experience. As can be seen in Figure 1,58% of the participants were females and 42% were male.
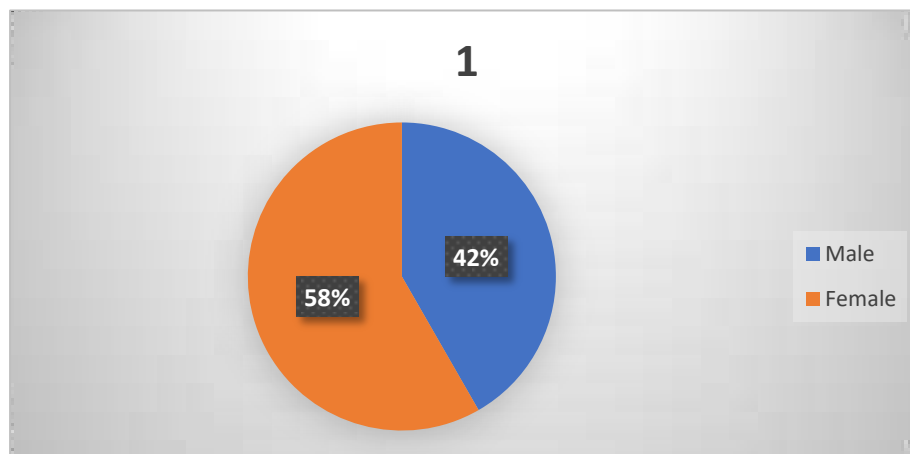
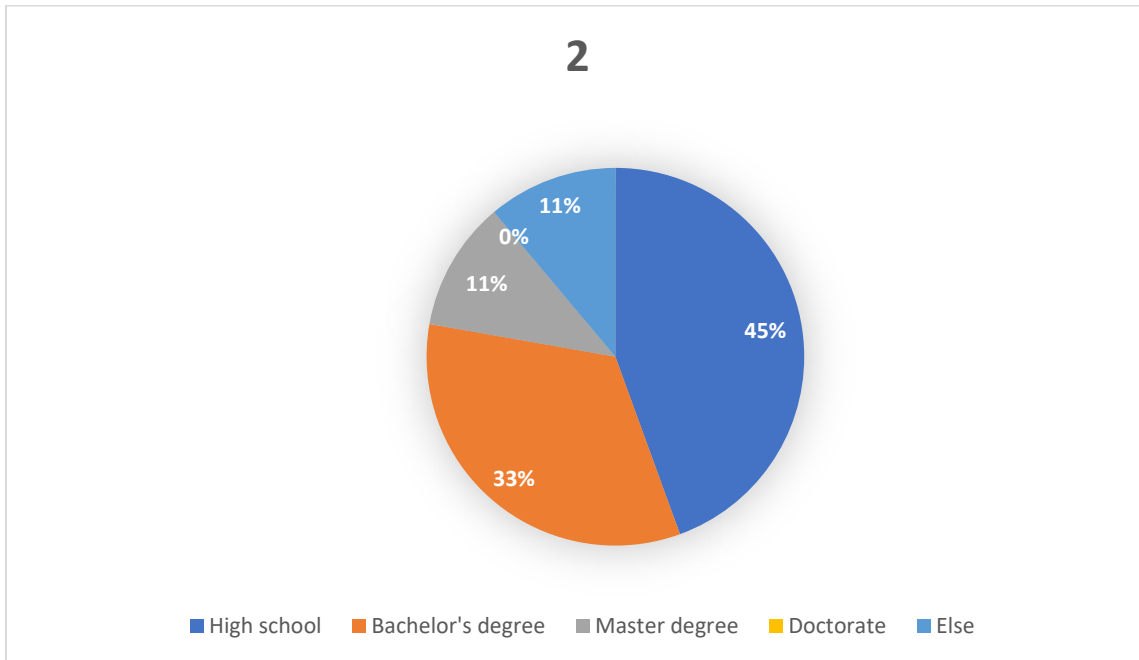**Figure 1: Gender of the Participants**
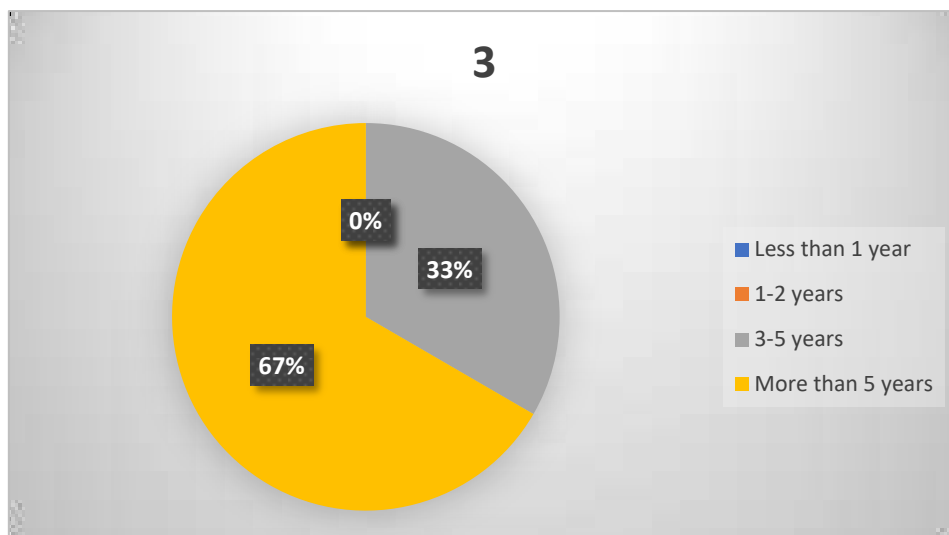
Figure 2: Level of Education

Figure 3: Number of Years Spent Learning English

Next, the participants were asked wetherthe act of watching English films, series, and cartoons had a positive impact on the acquisition of the English language (Figure 4).
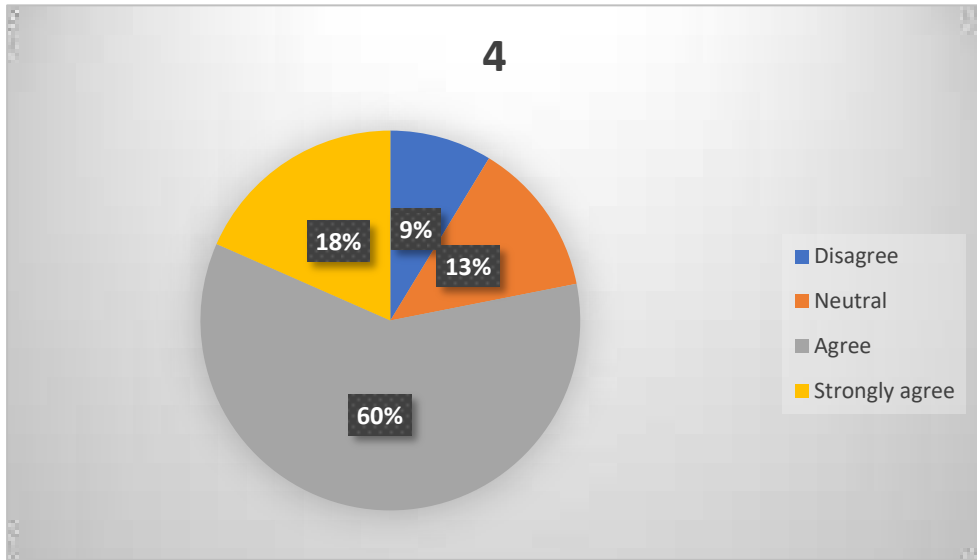
Figure 4: The Percieved Impact of Watching English Films and Cartoons on the Acquisition of English

The result show that 8,7% of students disagreed with the idea that films, series, and cartoons positively influence English language acquisition. Additionally, 13,2% of students remained neutral, neither agreeing nor disagreeing. Conversely, 59,7% of students agreed with the positive impact of these media forms on learning English, while 18,4% strongly supported this notion.

In the following question the participants were asked if they enjoyed or liked to wach cartoons, television shows, or films.
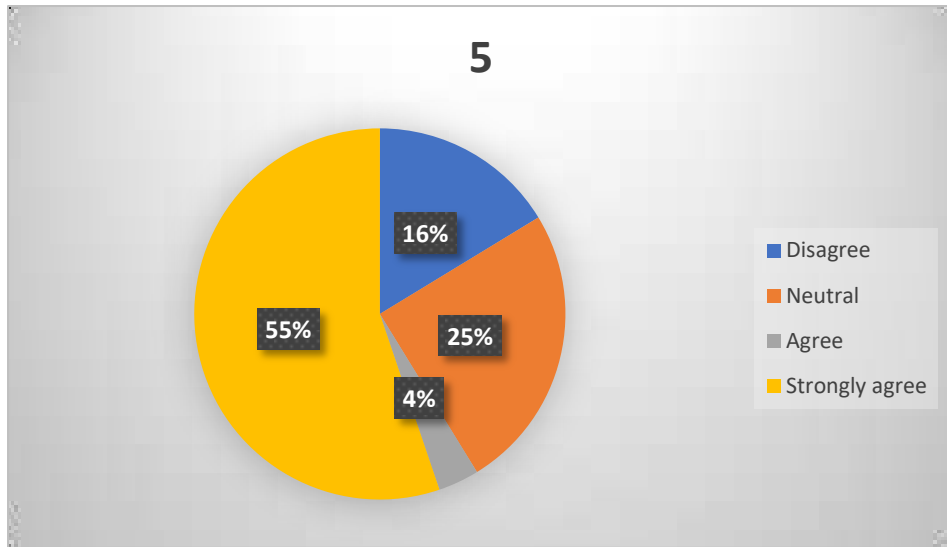
Figure 5: EFL Learners' Attitudes towards Watching Cartoons or Films

Upon investigation, it was discovered that 29,6% of respondents showed a favorable attitude towards films, series, and cartoons. Among these individuals, 40,3% strongly affirmed their enjoyment, while 18,2% maintained a neutral stance. A minority of 11,9% disagreed with the idea of finding pleasure in these media forms. It is important to note that various factors, including challanges in comprehending storylines sue to language barriers, could contribute to this dissent.

In the next question, learners had to decide if watching English films, series, and cartoons motivated them to learn English (Figure 6).
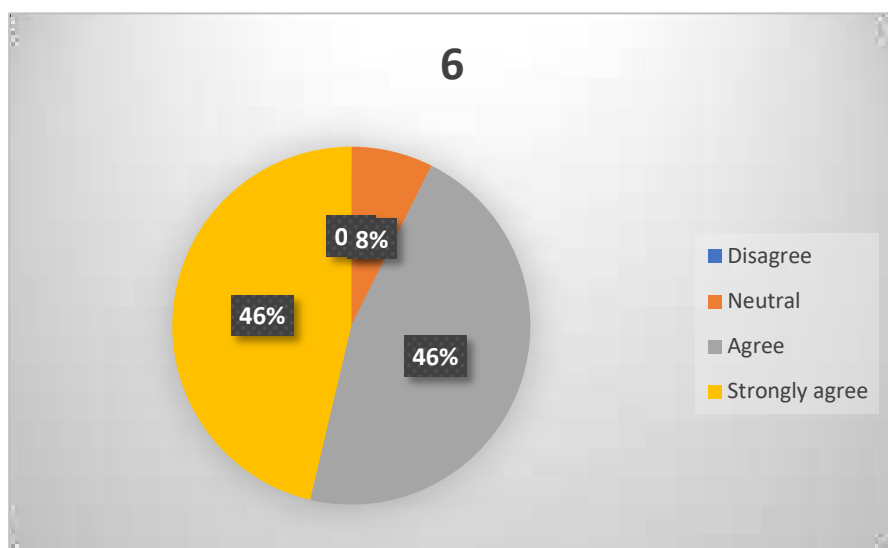
Figure 6: The Influence of Films and Cartoons on EFL Learning Motivation

Motivation plays a huge role in the learning journy, and when asked about the impact English films, series, and cartoons on their motivation to study English, 46,3% strongly agreed. Interestingly, none of the students disagreed with this notion, and 7,4% maiintained a neutral stance. Overall,46,3% of the respondentsgave a positive response, while 87,4% remaiined neutral.

The result highlighted that a significant majority, comprising 66,6% os students, have a favorable attitude towards films, series, and cartoons, while only a small minority of 8,3% express neutrality towards them.In the fourth question, the participants were asked if watching films, series, andcartoonsfacilitatedvocabulary acquisition(Figure 7).

7

Disagree
Neutral
Agree
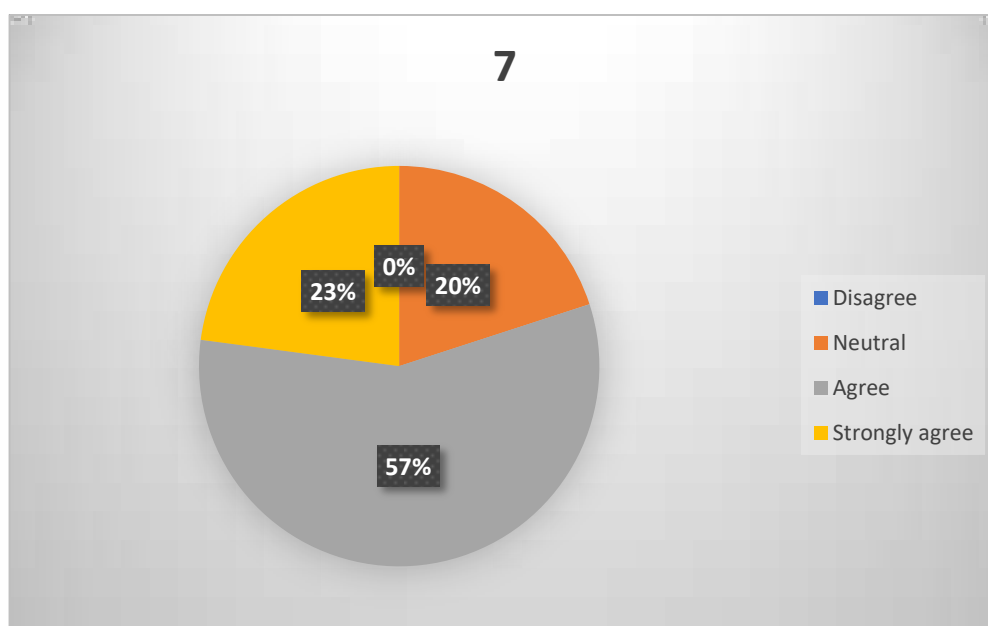Strongly agree

0%
20%
23%
57%

Figure 7: Facilitation of Vocabulary Acquisition

When questioned about acquiring new vocabulary through watching and listening to films, series, and cartoons, 57,1% of the respondents agreed that they enhanced this process, with an additional 22,9% strongly agreeing. Interestingly, none of the respondents disagreed with this idea, and 20% maintained a neutral stance. Consequently, 57,1% of the respondents provided a positive response, 0% expressed negativity, and 20% remained neutral.

In the fifth question, the learners had to explain if they would you be able to acquire new words without the subtitles displayed onthe screen.
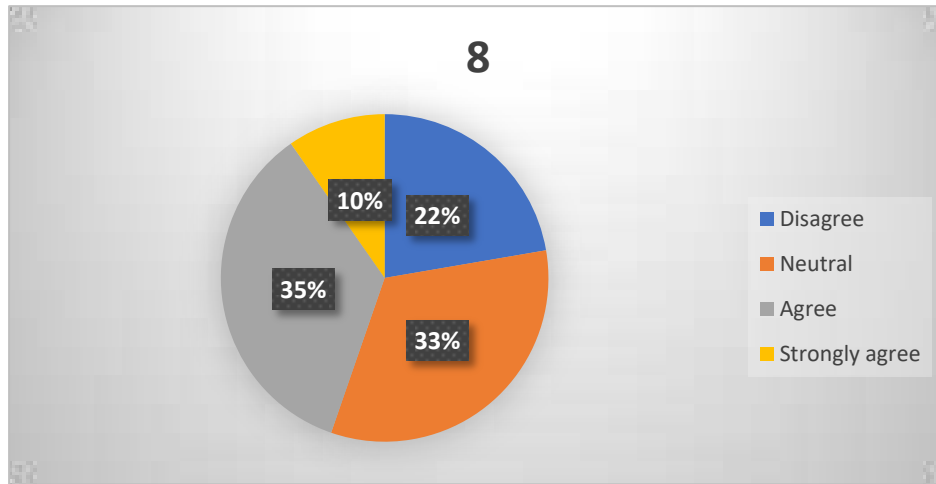

Figure 8: Acquisition of Words without Subtitles

When queried about their likelihood of learning new words from watching cartoons, series, and films, 35% of respondents indicated they would, with an additional 9,7% strongly agreeing. Conversely, the majority, accounting for 22,3% disagreed, and 33% remainde neutral. Consequently, only 35% of respondents provided a positive response, 22,3% expressed negativity, and 33% remained largely neutral.In the sixth question, the participants were asked if they frequently used phrases orsentences from films, series, and cartoons in their everyday speech (Figure 9).
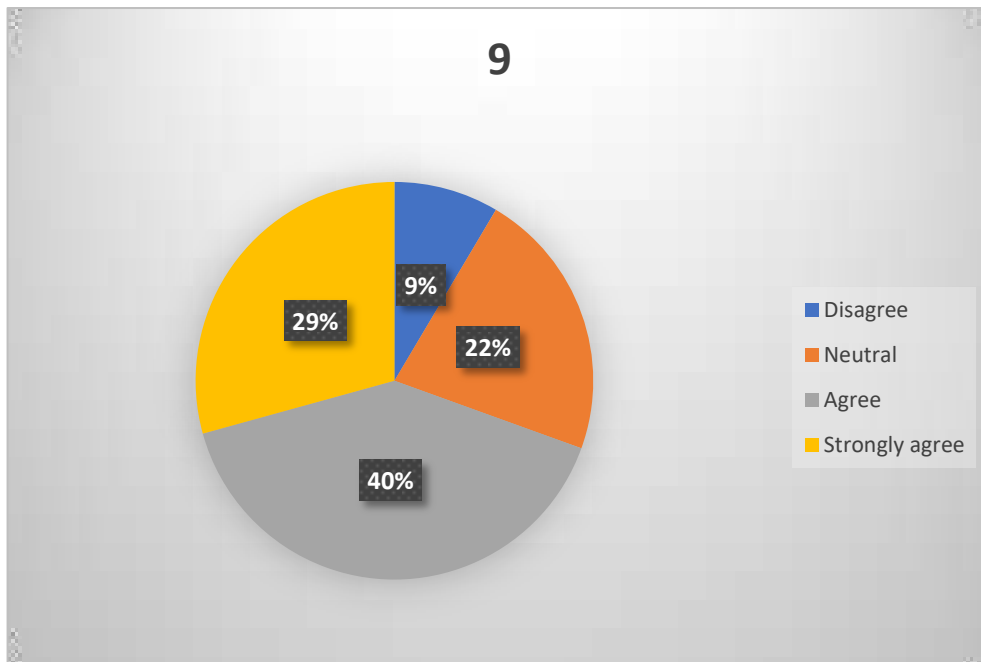
Figure 9: Frequency of Using New Words

When questioned about the frequency of applying words or sentences they learn in ther daily lives, 45,7% of respondents agreed, while 20% strongly agreed. In contrast, 9,7% disagreed, and 25% remained neutral. This indicates that approximately 65,7% of respondents provided a positive response, nearly 10% offered a negative response, and 25% remained neutral.

In question 7, the learners were asked if they imitatedthe native speakres they observed in films, TV series and cartoons in order to improve at speaking (Figure 10).
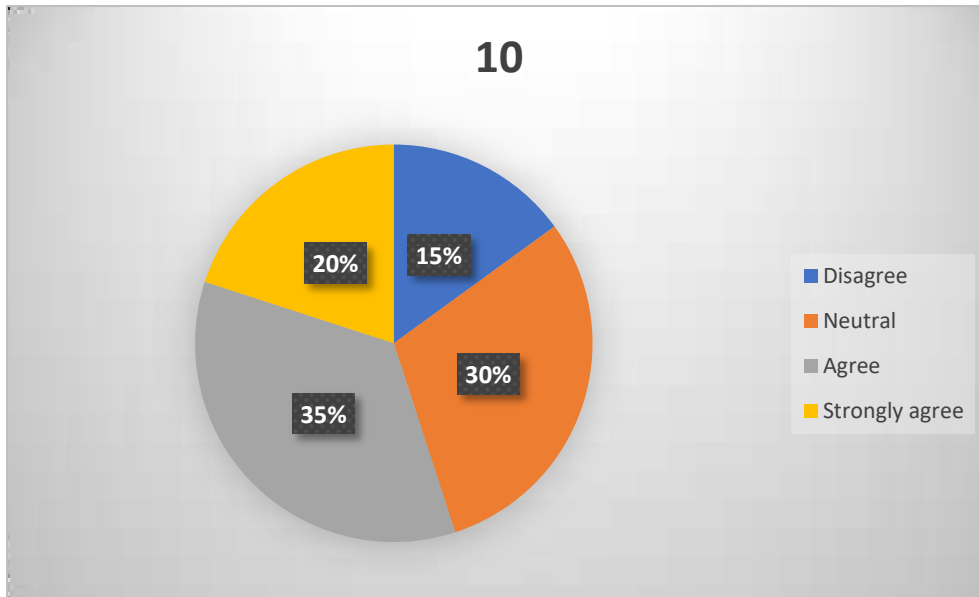
Figure 10: Native Speakers from Films as Role Models

When asked wheter they mimic the speech patterns of native actors in films to enchance their speaking skills, the majority of respondents-35% agreed, while 20% disagreed. Additionally, 30% remained neutral, with only 15% disagreeing. The survey revealed that 55% of individuals responded positively, while merely 15% expressed disagreement with the notion of not imitating native speakers' speech patterns.

In question 8, the students explained whether watching English-language films, series, and cartoons inspired them to engage in class discussions (Figure 11)
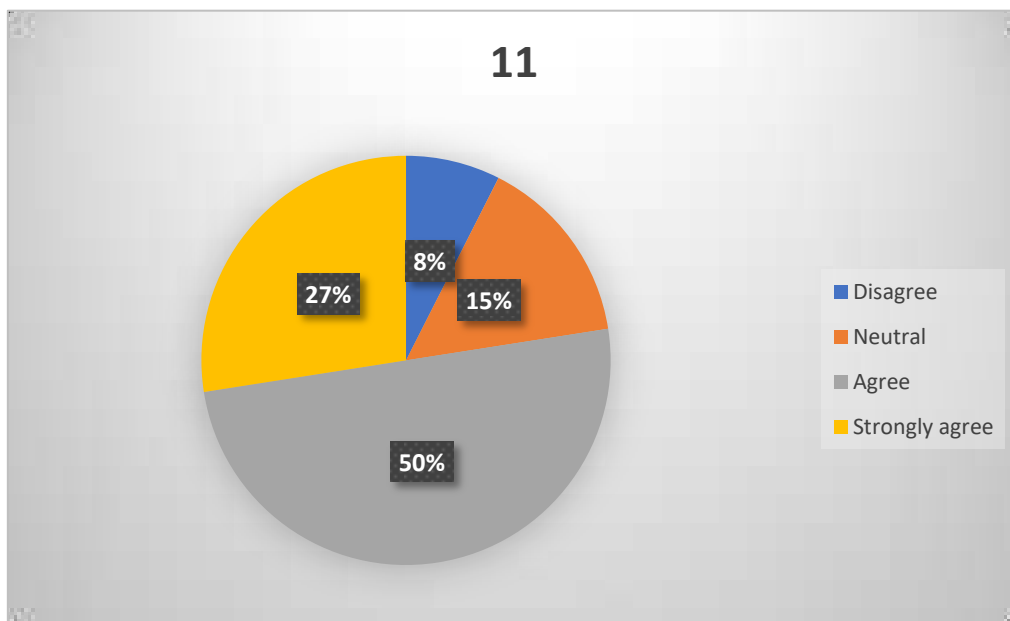
Figure 11: Stimulation of Class Discussion by Films and Cartoons

When questioned about the impact of watching films or other media on their motivation to engage in class activities, students provided varied responses. Among them 45,5% agreed, while 25% strongly agreed. On the contrary, 68,8% disagreed, and 13,7% remained neutral. Notably the positive response significantly outweighs the negative, with 70,5% expressing positive sentiments compared to only 6, and 8% expressing negativity.In the next question, students had to indicate if their language teachers recommend watching English-language films, series, and cartoons to help students learn English language.
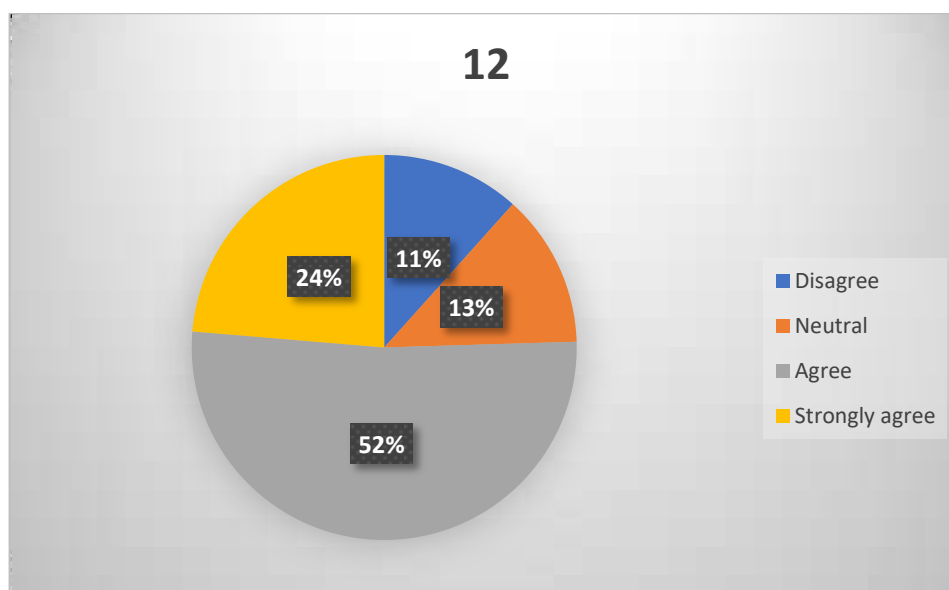
Figure 12: Recommendations by Teachers

When asked whether teachers advocate for watching films, television series, and cartoons to facilitate language learning, respondents provided diverse perspectives. Among them, 54, 7% agreed, while 19, 4% strongly agreed. However, 12, 3% disagreed, and 13, 6% remained neutral. Despite the substantial number of respondents expressing support, the stance of teachers remains unchanged, prompting inquiry into the reasons behind these disagreements.

In the tenth question, the participants were asked wethertheirEFL teachers used media, such as films, videos as instructional tools (Figure 13).
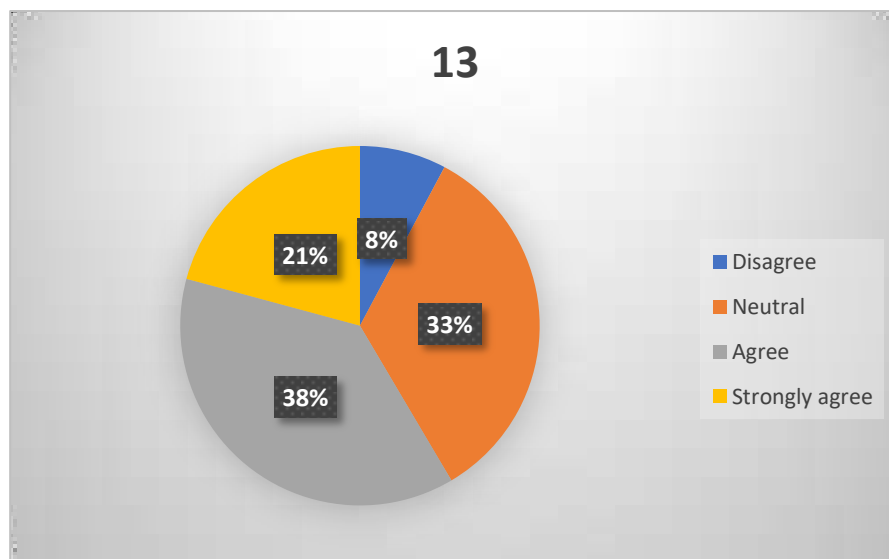

Figure 13: Incorporation of Multimedia in the Instructional Process

When questioned about whether teachers incorporate media, such as films and videos as instructional tools, respondents presented varying viewpoints. Among them, 37, 7% agreed, while 20, 8% strongly agreed. Conversely, 7, 8 disagreed and 33, 77 remained neutral.

Despite a notable percentage expressing agreement, there was a significant portion of respondents with neutral or opposing views.

In the 12th question, learners were aksed about their preferences concerning watchingcartoons, films, or series (Figure 14).
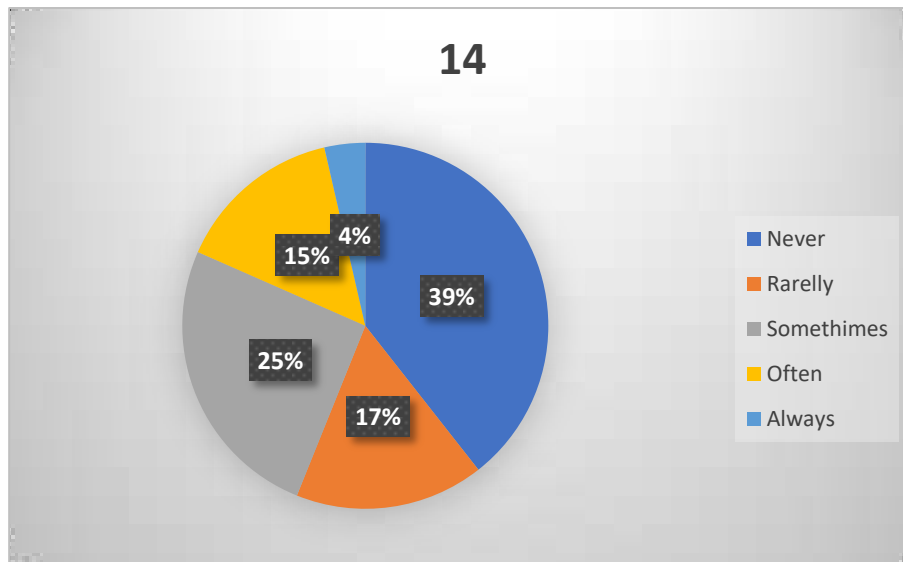
Figure 14: Viewing Preferences

When asked about their viewing preferences among cartoons, films and series, respondents showed varied choices. Among them 28% favored series, while 14, 6% preferred films. Surprisingly, only 5, 1% indicated a preference for cartoons.However, a significant majority of 52, 3% reported watching all three categories. This diversity in preferences underscores the wide range of content consumed by individuals.Next, the participants ahad to indicate if they actively made note of unfamiliar words encountered while watching English fils, series, or cartoons (Figure 15).
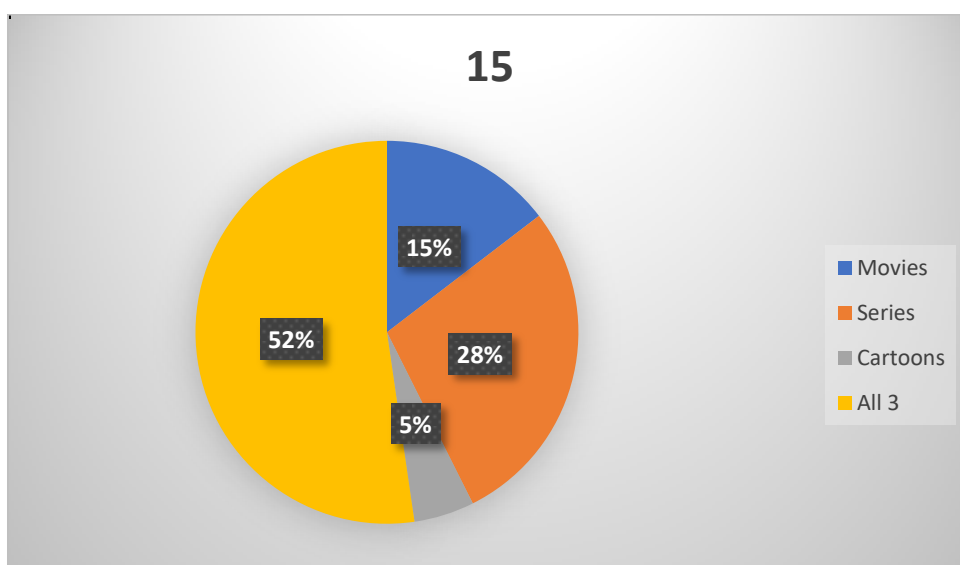

Figure 15: Taking Notes of New Vocabulary

When questioned about actively noting unfamiliar words encountered while watching English films, series, cartoons, and respondents provided varying responses.Among them 39, 4% indicated they never madenotes, while 16, 7% stated they rarely did so.Additionally, 25, 5% mentioned they sometimes made notes, and 14, 8% reported often doing so. Interestingly, a small percentage of 3, 6% stated that they always made notes.

In the following question, the respondents had to explain if they engaged in follow-up activities (e.g., looking up definitions in sentences) to reinforce the vocabulary learned from watching English media(Figure 16).
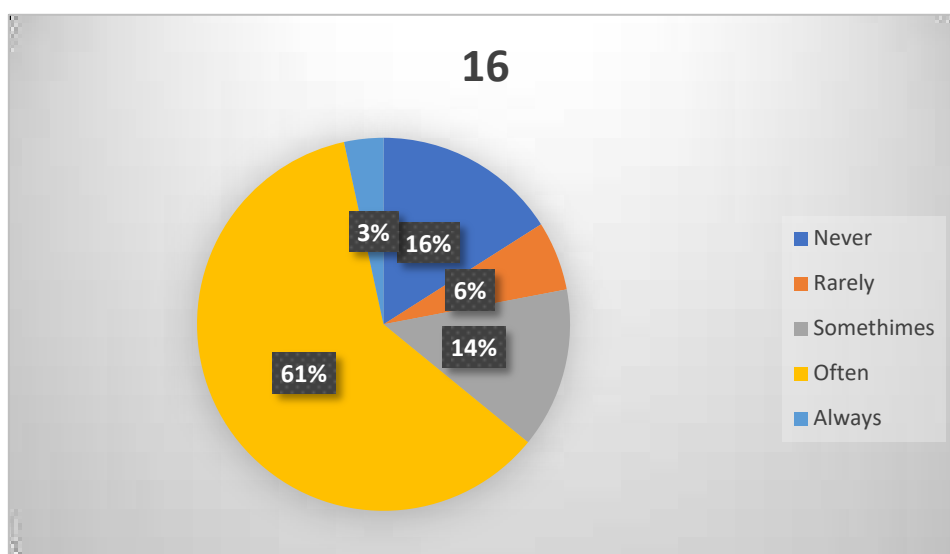

Figure 16: Engagement in Follow-up Activities

When questioned about engaging in following-up activities to reinforce vocabulary learned from watching English media, respondents provided diverse responses.Among them, 60,7% reported often engaging in such activities, while 13,9% mentioned doing so sometimes. Interestingly, 16% indicated they never participated in follow-up activities, while 6% stated they rarely do.

Furthermore, a small percentage of 3,4% reported always engaging in these follow up activities. This variation in responses underscores the different approaches individuals take to reinforce their vocabulary skills after watching English media.

In the fifteenth question, the participants had to decide if they noticed any improvement in their vocabulary after regularly watching English films, series, or cartoons(Figure 17).
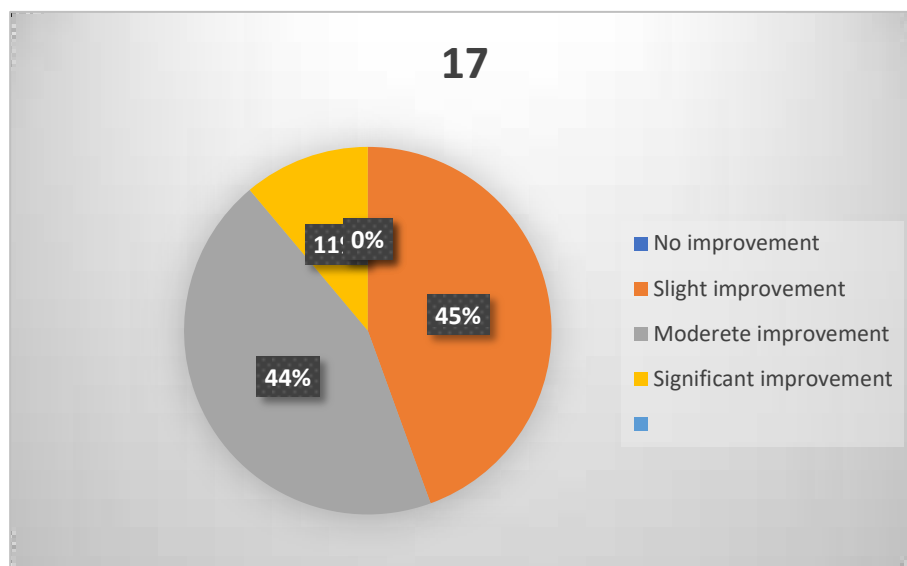
Figure 17: Imrovement in the Vocabulary

When questioned about whether they noticed an improvement in their vocabulary retention after regularly watching English films or cartoons, the respondents provided diverse answers.Notably, 44, 4% reported a slight improvement, while an equal percentage indicated a moderate improvement.Interestingly, 11,1% mentioned experiencing a significant improvement in their vocabulary retention. Remarkably, none reported that no improvement ocurredin their vocabulary retention. Next, the respondents were asked if context-rich environments, such as those provided by English media, were effective for vocabulary acquisitions (Figure 18).
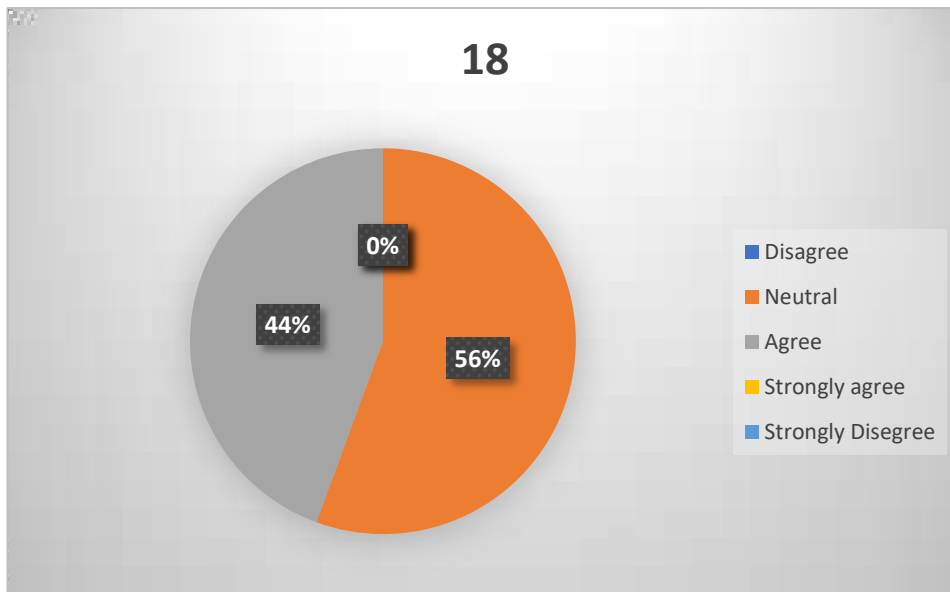
Figure 17: Effectiveness of Context-Rich Environment

When asked about their beliefs regarding the effectiveness of context-rich environments, such as those provided by English media, for vocabulary acquisition, respondents expressed varied opinions. Surprisingly, none strongly disagreed or disagreed with the notion, while 55,6% remained neutral.Conversely, 44,4% agreed with the effectiveness of such environments for vocabulary acquisition. Remarkably, none strongly agreed with this notion.

Finally, the participants were asked if they discussed new vocabulary learned from English media with peers or teachers to reinforce understanding (Figure 19).

Figure 19: Discussion of New Vocabulary

When questioned about whether they discuss new vocabulary learned from English media with peers or teachers to reinforce understanding, responden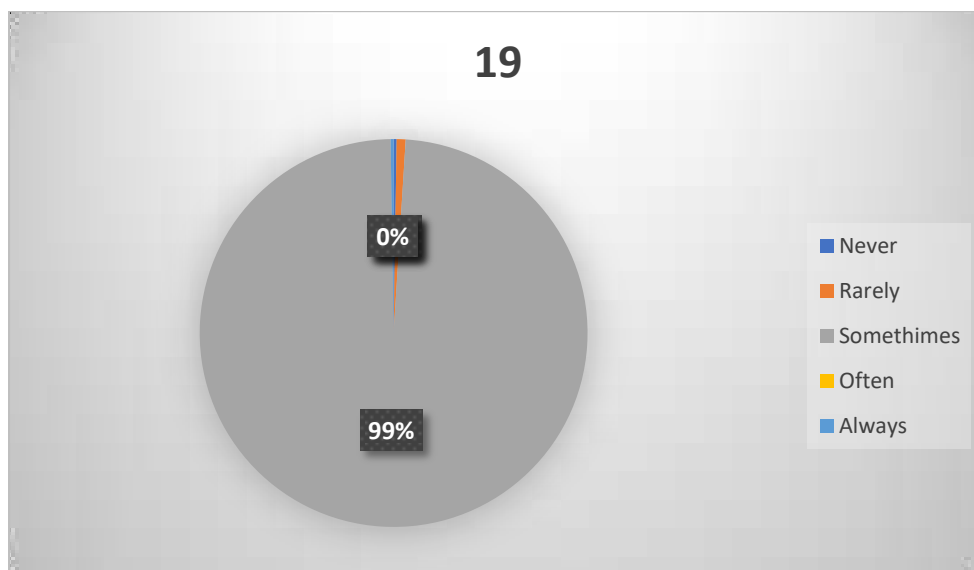ts provided diverse responses. Surprisingly, none reported discussing new vocabulary often, while 11,1% mentioned always doing so. Additionally, 33,3% stated they rarely discussed new vocabulary, while 44,4% mentioned doing so sometimes. Notably, 11,1% indicated they never engaged in such discussions.

2.3. Discussion

The majority of participants, around 59% to 60%, enjoyed films and cartoons, finding them not only entertaining but also beneficial for improving their language skills. However, a smaller percentage, 8% to 13%, did not share this sentiment.

When it comes to learning a new language from films and cartoons, approximately 40% to 55% of students found it helpful, while around 11% to 18% did not, and the rest fell somewhere in between. It appears that many people are finding both entertainment and educational value, particularly in picking up new words.

In terms of imitating characters and quoting movie lines in real life, the majority of people, 62% to 67%, are in favor of it, while a smaller group, 10% to 25%, are not interested, and the rest are undecided. Additionally, it seems that many individuals are inspired to learn by watching actors perform. When asked whether watching English films, series, and cartoons had a positive impact on the acquisition of the English language, approximately 8.7% did not find it beneficial, while 18.4% strongly agreed. Regarding the impact of English films, series, and cartoons on their motivation to study English, 46.3% strongly agreed. The results highlighted that a significant majority, comprising 66.6% of students, have a favorable attitude towards films, series, and cartoons, while only a small minority of 8.3% expressed neutrality towards them.

Based on this research, it appears that students spend approximately 12 to 18 hours a week watching videos, which is a substantial amount of time. In summary, about 58% of

students are enthusiastic about videos, while only 17% are not interested, and the rest fall somewhere in the middle.

CONCLUSIONS

The primary aim of this study was to explore how exposure to English media influenced vocabulary acquisition and overall language learning among EFL students. A survey research design was employed, utilizing a quantitative approach to collect data from EFL students through a questionnaire.

The findings of this study provided valuable insights into the beliefs of EFL students regarding the impact of watching English cartoons and films on their vocabulary development and language learning experiences. The results indicated that a significant majority of students recognized the positive influence of English media on learning English, with a substantial proportion expressing agreement or strong support for this notion. Despite some dissent and neutral reactions, the overall trend suggested a widespread acknowledgment among students of the beneficial effects of exposure to English media content.

Furthermore, the survey revealed that students generally enjoyed watching English cartoons, series, and films, although a minority expressed disagreement. Challenges in comprehension due to language barriers may have contributed to this dissent, highlighting the importance of considering individual differences and learning contexts. Motivation appeared to play a significant role in students' language learning preferences, with a considerable number of respondents indicating that watching English media motivated them to study English. This underscored the potential of using engaging and relevant materials to enhance student motivation and engagement in language learning activities.

Moreover, the findings suggested that watching English media content was perceived to facilitate vocabulary acquisition among EFL students, with a majority of respondents recognizing its effectiveness in enhancing this process. Strategies such as note-taking and engaging in follow-up activities were employed by students to reinforce vocabulary learned from watching English media, indicating proactive learning behaviors.

While the majority of students expressed positive attitudes toward English media content, there were variations in preferences and practices among respondents. Additionally, the study highlighted the importance of promoting discussion and collaboration among students and teachers to reinforce understanding and retention of new vocabulary learned from English media.

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РЕЗЮМЕ

У даному дослідженні розглядається зв'язок між переглядом англомовних медіа й розвитком словникового запасу тих, хто вивчає англійську як іноземну мову. У сучасній мовній освіті посилюється пошук інноваційних та ефективних дидактичних підходів для сприяння засвоєнню словникового запасу.

Базуючись на кількісному підході, у дослідженні здійснено спробу всебічно вивчити вплив перегляду англомовнихфільмів і мультфільмів на процес засвоєння іншомовного словникового запасу. Метою дослідження було проаналізувати як перегляд англомовного контенту впливає на засвоєння, запам'ятовування та розуміння словникового запасу учнями. Аналізуючи погляди й переконання учнів, це дослідження намагалося вивчити механізми, за допомогою яких англомовні медіа можуть сприяти вивченню лексики в контекстів іншомовної освіти.

Отже, у дослідженніздійснено спробу розглянути переваги інтеграції англомовних фільмів і мультфільмів у розрізі засвоєння словникового запасу в контексті іншомовної освіти.

Appendix

Questionnaire

1. What is yourage?

2. What is yourgender?

     Male

     Female

3. What is yourlevel of education?

     Highschool

     Bachelor'sdegree

     Master'sdegree

     Doctorate

     Egyéb:

4. Howlonghaveyoubeenlearning English?

     Less than 1 year

     1-2 years

     3-5 years

     More than 5 years

5. Doestheact of watching English films, series, and cartoonshave a positiveimpactont he acquisition of the English language?

     Disagree

     Neutral

     Agree

     Stronglyagree

6. Doyouenjoyor like towatchcartoons, television shows, orfilms?

Disagree

Netural

Agree

Stronglyagree

7. Doyoufeelthatwatching English films, series, and cartoonsmotivatei you tolearn English?

Disagree

Neutral

Agree

Stronglyagree

8. Is vocabularyacquisitionfacilitatedthroughwatchingfilms, series, and cartoons?

Disagree

Neutral

Agree

StronglyAgrre

9. Withoutthesubtitles displayed ont he screen, wouldyou be abletoacquirenewwords?

Disagree

Neutral

Agree

Stronglyagree

10. Doyoufrequentlyusephrasesorsentencesfromfilms, series, and cartoons in youreverydayspeech?

Disagree

Neutral

Agree

Stronglyagree

11. Doyouimitatethenativespeakerstheyobserve in films, TV series, and cartoons in ordertoimproveatspeaking?

Disagree

Neutral

Agree

Stronglyagree

12. Dowatching English-languagefilms, series, and cartoonsinspireyoutoengage in classdiscussions?

Disagree

Neutral

Agree

Stronglyagree

13. Dotheteachersrecommendwatching English-languagefilms, series, and cartoonstohelpstudentlearnthe English language?

Disagree

Neutral

Agree

Stronglyagree

14. Dotheteachersusemedia, suchasfilms, video sasinstructionaltools?

Disagree

Neutral

Agree

Stronglyagree

15.Whatdoyouwatch most, casrtoons, films, orseries?

Films

Series

Cartoons

All 3

16. Doyouactivelymakebote of unfamiliarwordsencounteredwhilewatching English films, series, orcartoons?

Never

Rarely

Sometimes

Often

Always

17. Doyouengage in follow-upactivites (e.g., lookingupdefinitions, using in sentences) toreinforcethevocabularylearnedfromwatching English media?

Never

Rarely

Sometimes

Often

Always

18. Haveyounoticed an improvement in yourvocabularyretentionafterregularlywatvhing English films, series, orcartoons?

No improvement

Slightimprovement

Moderateimprovement

Significantimprovement

19. Doyoubelivethat context-richenvironments, suchasthoseprovidedby English media, areeffectiveforvocabularyacquisition?

StronglyDisagree

Disagree

Neutral

Agree

Stronglyagree

20. Doyoudiscussnewvocabularylearnedfrom English mediawithpeersorteacherstoreinforceunderstanding?

Never

Rarely

Sometimes

Often

Always

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