

PUBLICATION No 8

Pédro Marius EGOUNLETI, Ulrich O. Sèna HINDEME, Théophile KODJO SONOU.(2018). Examining the Impacts of Cartoons on Motivating EFL Beginner Students to Speak English Language in Beninese Secondary Schools: The Case Study of Some Secondary Schools in the Atlantic Region. American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS). Vol 50, N°1, December 2018, pp.155-180. ISSN (Print) 2313-4410, ISSN(Online) 2313-4402

© Global Society of Scientific Research and Researchers

<http://asrjetsjournal.org/> Indexed and Abstracted Journal



American Scientific Research Journal for

Engineering, Technology, and Sciences

(ASRJETS)

Print & Online

Published by :



Visit: www.gssrr.org

ISSN (Print) 2313-4410 & ISSN (Online) 2313-4402

About the Journal

The **American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)** is multidisciplinary peer reviewed Journal intended to publish original research papers in all main branches of science (**All scientific disciplines**) such as: Social Sciences , Natural Sciences , Formal Sciences, and Applied science. (but not limited to): anthropology, archaeology, communication, criminology, education, government, linguistics, international relations, political science, sociology, Earth science, Ecology, Oceanography, Meteorology, Life science, Human biology, Decision theory, Logic, Mathematics, Statistics, Systems theory, Theoretical computer science, Applied physics, Computer science, all Fields of engineering, Accounting, , Education, Economics, Medical Technology, Biology, Medicine, Management, History, Mineralogy, Civil Engineering, Marine Technology, Commerce, Chemical Engineering, Animal Sciences, Petroleum & Gas, Energy Resources, Agriculture, Medical Sciences, Machine Learning, Machinery, computer Science, Chemistry, Neural Networks, Physics, Social Science, Geology, Transportation, Waste Management, Control Engineering, Applied Mathematics, Oceanography, Biomedical Materials, Construction, Metallurgy, Neural Computing, Industrial Arts, IT, Astronology, Fire & Fire Prevention, Robotics Marine Sciences, Solid State Technology, Business Administration, Food & Food Industry, Atmospheric Sciences, Artificial Intelligence, Textile Industry & Fabrics, Education science, Physiology, Nano Science, Microbiology, Psychology, Statistics, Pharmaceutical Sciences, Genetics, Botany, Veterinary Sciences, Biotechnology, Biochemistry, Zoology, Oncology, Accounting, Entomology, Parasitology, Evolution, human behavior, Biophysics, Fisheries, Pharmacology, Geography, Cell Biology, Genomics, Plant Biology, Law, Religious Studies, Endocrinology, Dentistry, Infectious Diseases, Toxicology, Immunology, Teacher education, and Neuroscience.



Members of the Editorial Board

Editor in chief

Dr. Mohammad Othman Nassar, Faculty of Computer Science and Informatics, Amman Arab University for Graduate Studies.

Editorial Board

- Dr. Chandan Kumar Sarkar, IUBAT- International University of Business Agriculture and Technology, Bangladesh. (csarkar@iubat.edu)
- Prof. Dr. Felina Panas Espique, Dean at School of Teacher Education, Saint Louis University, Bonifacio St., Baguio City, Philippines. (stedeans@slu.edu.ph)
- Prof. Dr. Hye-Kyung Pang, Business Administration Department, Hallym University, Republic Of Korea. (hkpang@hallym.ac.kr)
- Prof. Dr. Iryna Morozova, Romance-Germanic Faculty, Odesa Mechnikov University, Ukraine. (morpo@ukr.net)
- Dr. Arfan Yousaf, Department of Clinical Sciences, Faculty of Veterinary and Animal Sciences, PMAS-Arid Agriculture University Rawalpindi, Pakistan. (arfanyousaf@uaar.edu.pk)
- Dr. Daniela Roxana Andron, Lucian Blaga University of Sibiu, Romania. (daniela.andron@ulbsibiu.ro)
- Dr. Florian Marcel Nuta, Faculty of Economics/Danubius University of Galati, Romania. (floriann@univ-danubius.ro)
- Dr. Rasmeh Ali AlHuneiti. Brunel university. United Kingdom. (Rasmeh.AL-huneiti@brunel.ac.uk)
- Dr. Rabindra Prasad Kayastha, Kathmandu University, Nepal. (rkayastha@ku.edu.np)
- Dr. Narayan Ramappa Birasal, KLE Society's Gudleppa Hallikeri College Haveri (Permanently affiliated to Karnatak University Dharwad, Reaccredited by NAAC), India. (dmrbirasal@klegcollege.org)
- Prof. Dr. Akbar Masood, Dean, Faculty of Biological Sciences Head, Department of Biochemistry, the University of Kashmir,India. (akbarmasood@kashmiruniversity.ac.in)
- Dr. Aleksandra K. Nowicka, MD Anderson Cancer Center, Houston, Texas, USA. (aknowicka@mdanderson.org)
- Dr. Joseph Djeugap Fovo, University of Dschang, Faculty of Agronomy and Agricultural Science (FASA), Department of Plant Protection, Cameroon. (contact@univ-dschang.org)
- Dr. Hulela Kebe, Botswana College of Agriculture. Faculty of Agriculture, Botswana. (khulela@bca.bw)
- Prof. Dr. Hamed Kasseem, Department of Zoology , Faculty of Science, Benghazi University, Libya. - Asso. Prof. Mario Fetalver, College of Arts & Sciences, Romblon State University, Philippines. (Hamed.Kass@uob.edu.Ly)
- Dr. Fazal Shirazi MD Anderson, Cancer Center, Texas, USA. (fshirazi@mdanderson.org)
- Asso. Prof. Evangelos P. Hinis, National Technical University of Athens – NTUA, Greece. (ephinis@mail.ntua.gr)
- Dr. Kabita Satapathy, O.P.Jindal Institute of Technology, Raigarh, C.G., India. (kabita.satapathy@opjit.edu.in)
- Dr. Ankur Rastogi, O.P.Jindal Institute of Technology, Raigarh(C.G.), India. (ankur.rastogi@opjit.edu.in)
- Prof. Dr. Ayhan Esi, Adiyaman University, Science and Art Faculty, Department of Mathematics, Turkey. (aesi23@hotmail.com)
- Prof. Dr. Mahmoud Taha, Department of Dental Basic Sciences, College of Dentistry, Mosul University, Iraq. (tahadent04@yahoo.com)
- Prof. Dr. Aghareed Tayeb, Chemical Engineering Dept., Faculty of Engineering, Minia University, Egypt. (Aghareed1@yahoo.com)
- Dr. Maria Luisa A. Valdez, Dean of Colleges and Head of Graduate School Batangas State University ARASOF Nasugbu Campus Nasugbu, Batangas, Philippines. (maluhvaldez888@gmail.com)
- Prof. Dr. Manu Rathee, Head of Department Department of Prosthodontics and Crown & Bridge Post Graduate Institute of Dental Sciences Pt. B. D. Sharma University of Health Sciences Rohtak, Haryana, India, (ratheemanu@gmail.com)
- Asso. Prof. Fateh Mebarek-Oudina, Département des Sciences de la Matière, Faculté des Sciences, (Skikda University, Algeria), Algeria. (oudina2003@yahoo.fr)
- Prof. Dr. Indrani Kelkar, Department of Mathematics, Acharya Institute of Technology, India. (indranipramodk@acharya.ac.in)
- Dr. Agustin Nuñez Arceña, School Administrator/Dean of Colleges/Principal - University of the Visayas – Danao City Campus, Philippines. (dr.agustinarceña@yahoo.com)
- Dr. Tahira Naz, Centre of excellence in Marine biology, Karachi University, Pakistan. (tahiraadnan@yahoo.com)
- Prof. Dr. Smriti Agarwal, Head of Department, Amity School of Fashion Technology, Amity University Jaipur, India. (dr.smritiagarwal@gmail.com)
- Dr. Nimish H. Vasoya, Head - General Department, SANJAYBHAI RAJGURU COLLEGE OF ENGINEERING (Previously Om Shanti Engineering College), India. (nimishvasoya@yahoo.com)
- Dr. Lowida L. Alcalde, Northwestern Mindanao State College of Science and Technology, Philippines. (loidaalcalde@yahoo.com)
- Dr. Daniel Haile, Wollo University, Dessie, Ethiopia. (Danid981@gmail.com)
- Dr. Salman Shahzad, Institute of Clinical Psychology University of Karachi, Pakistan. (shahzad_icip@yahoo.com)
- Asso. Prof. Girish Mishra, O.P.Jindal Institute of Technology, Raigarh(C.G.), India. (girish_physics@yahoo.co.in)
- Dr. Esther Archibong, Dept. of Sociology, University of Calabar, Nigeria. (espat@unical.edu.ng)
- Prof. Dr. Samir El-Sherif, College of Agriculture, Cairo University, Egypt. (Seii39@hotmail.com)
- Asso. Prof. Zakaria Ahmed, Primeasia university, microbiology department, Bangladesh. (zakariaahmed70@gmail.com)
- Prof. Dr. Ramel Tomaquin, Dean, CAS Surigao Del Sur State University Tandag City Surigao Del Sur, Philippines. (r_tomaquin@yahoo.com)



American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)

Print & Online

Published by:

Visit: www.gssrr.org

ISSN (Print) 2313-4410 & ISSN (Online) 2313-4402

ISSN (Print) 2313-4410 & ISSN (Online) 2313-4402

Vol 50, No 1 (2018)

Table of Contents

Articles

SN ^o	TITLE	AUTHOR (S)	PAGE N ^o
1	Solving the Multi-objective Facility Location Problem Using Big Bang Big Crunch and Pigeon Inspired Optimization Techniques	<i>Ahmed A.A. Zakzouk, Mohamed S.A. Osman, Ramadan A Zeannedin, Hamdeen A Khalifa</i>	1-21
2	Betaglycan as a Potential Regulator of TGF- β 1 Signalling in the Kidney	<i>Mohamed Ali Al-helfawi, AledPhiillips, Robert Steadman</i>	22-49
3	Possible Solutions to the Challenges of Domestic Water Pricing for Mandalay City	<i>Tin NweNweHtun, Nilar Aye</i>	50-65
4	Ignition of Smoldering in Cotton: 3D-Heat-Transfer-Modeling	<i>Bjarne C. Hagen</i>	66-87
5	Investigation of Gastrointestinal Parasites in Dairy Cattle of Tehsil Babozai, District Swat	<i>InsanUd Din, Khurshaid Anwar, Fakhrol Islam, HabibunNabi, HanifUrahman, IhsanUddin, Hazrat Salman Sidique</i>	88-97
6	Relationship of Body Mass Index (BMI) and Insulin Resistance on Patients Diabetes Mellitus Type-2 in Lampung	<i>EviKurniawaty, SumaryatiSyukur, YanwirastiYanwirasti, EtiYerizel</i>	98-103
7	A New Hybrid Optimization Model under Outsourcing Constraint: A Tunisian Case Study	<i>Rim Jmal</i>	104-121

8	Poverty and Agriculture Development in Indonesia: Unfinishing Agenda	<i>ZulganiZulgani, SyaparuddinSyaparuddin, ArmandelisArmandelis, Amri Amir</i>	122-132
9	Waterborne Epoxy Based Coating Materials	<i>Sarvat Zafar</i>	133-154
10	Examining the Impacts of Cartoons on Motivating EFL Beginner Students to Speak English Language in Beninese Secondary Schools: The Case Study of Some Secondary Schools in the Atlantic Region	<i>PédroMariusEgounleti, Ulrich O.SènaHindeme, ThéophileKodjoSonou</i>	155-180
11	An Internet of Things Based Air Conditioning and Lighting Control System for Smart Home	<i>Mehmet Taştan, HayrettinGökozan</i>	181-189
12	The Effects of Different Concentrations of Silver Nanoparticles on the Kidneys of Male Albino Mice	<i>Reham Yousef Abdul Rahman Zamil</i>	190-203
13	Real-time Road Obstacle Detection Using Association and Symmetry Recognition	<i>KhalidZebbara, AbdenbiMazoul, Mohamed EL Ansari</i>	204-213

Examining the Impacts of Cartoons on Motivating EFL Beginner Students to Speak English Language in Beninese Secondary Schools: The Case Study of Some Secondary Schools in the Atlantic Region

Pédro Marius Egounleti^a, Ulrich O. Sèna Hindeme^{b*}, Théophile Kodjo Sonou^c

^{a,b,c}English Department, University of Abomey-Calavi, Benin

^aEmail: pedmareg@yahoo.fr, ^bEmail: richdeme11@gmail.com

Abstract

In Benin, a French speaking country where English is taught and learnt as a foreign language, secondary school learners and their teachers encounter a variety of problems related to EFL learners' poor oral performance. This research work investigates the impacts of cartoons on motivating EFL students to speak English in classrooms. Throughout this study, the motivating potentials of visual aids and of cartoons have been explored as a means to improve the teaching/learning of English as a Foreign Language in the Beninese context. This research work was carried in two secondary schools located in the Atlantic Region where two EFL classes have been selected. One representing the experimental group and the other the control group. Four (4) teachers and two hundred and thirty (230) EFL students were selected to participate in the study. Two types of questionnaires were designed and distributed to both EFL learners and teachers. The data collected were presented in forms of frequency, tables, and figures. The findings reveal that although students love games, movies, a large majority of Beninese EFL teachers rarely resort to them as a technique. The findings also reveal that cartoons when used appropriately yield positive impacts on EFL beginners' listening, speaking, reading and writing abilities. 75% of Beninese teachers recognize that cartoons is an efficient means for fighting anxiety and motivating EFL beginners to develop their oral production. As a result, the study recommends that teachers should be trained on the practical strategies and techniques to use cartoons to motivate their learners to communicate fluently in English language and to create a less-stressful classroom atmosphere.

Key-words: EFL Students; Impacts of Cartoons; Motivating; Speak English.

* Corresponding author.

1. Introduction

English is the language which is mostly used in tourism, travel, science and technology [1]. In this regards [2] claims that *this important role of English has greatly contributed to the movement of teaching English as a foreign Language*. In the field of teaching and pedagogy more and more attention is given to communicative approaches in English Language (EL) teaching. Therefore, with the emergence of universal education, and the extremely rapid development of ICT, communication becomes the primary goal for foreign language learners.

In Beninese educational system, we notice that learners have learnt English for seven years in secondary schools (even if in the universities) and they aren't able to communicate fluently with the speakers of the language. In addition to this, little time is given for learners to develop speaking skills during English classes. Language must be spoken not only read and written, as [3] found that *'' students need to be aware of the fact that the major purpose of using the target language is not for studying purposes only but also for effective communication.*'' Moreover, the use of technology of information and communication in the EFL classes around the world is revolutionizing teaching and learning languages by allowing us to approach old ideas in new ways. [4] and [5] contend that *''technology provides teaching resources and brings learning experience to the children's world.*'' This brings us to examine the Impacts of the Cartoons on Motivating EFL Students to Speak English in Benin secondary schools context.

2. The statement of the problem

Today, English language is one of the most widely learnt and spoken language around the world. It is also used in communication between nations in business. Moreover, many scientific books are written in English and the teaching of English has become a necessity in many countries of the world. In the Republic of Benin where English is taught and learnt as a Foreign Language, a great number of students are unable to communicate fluently in English language after many years of English study in secondary schools [6,7]. This situation can be explained by the fact that most of time; teachers focus their teaching on developing learners' receptive skills instead of offering their learners regular opportunities to interact in the target language through speaking and writing activities. Achieving success in language learning implies enhancing motivation and developing strategies. In order to avoid the boring atmosphere which prevails during English teaching/learning sessions, teachers must seek alternatives to create motivation and active learning. As most of the children in general and EFL beginner learners in particular are fond of all visual aids and cartoons [8], this research suggest practical techniques related to the effective use of cartoons so as to boost EFL learners' interest in English language learning..

3. The purpose of the study

The general purpose of this study to analyse the impacts of cartoons on motivating EFL students to speak English language. More specifically, this study aims at investigating how the integration of cartoons can help to motivate EFL to learn English language and foster EFL students speaking abilities

4. Research questions

This study is based on two (2) research questions:

- 1- What are the difficulties and advantages related to the use of cartoons as a means of teaching and learning English as a Foreign Language to EFL students of Beninese secondary schools?
- 2- What are the impacts of cartoons on speaking skills development in EFL classes?

5. The significance of the study

Through our study, we want to show the importance of cartoons as visual aids to motivate EFL beginner students to improve their oral performance.

This research will be useful to those who train teachers in order to help them introduce in their teachings other types as visual aids. Furthermore, this research work is useful since it reveals that teachers can use cartoons in EFL classes in order to motivate their students to increase their oral performances. Finally, the present investigation can pave the way to other researchers who are interested in the roles of cartoons as audio visual aids in EFL teaching and learning.

6. Literature review

According to the purpose of the study which aims to explore the impact of cartoons on motivating EFL students to speak English in Benin context, three aspects are developed in this section: the first based in psychological and cognitive EFL learning; the second is the advantage of cartoon in teaching and third the link between motivation and learning.

6.1 Psychological and Cognitive Concepts of EFL Learning

Teaching techniques and EFL methodological concepts are quite different: from those based on suggestopedia to cognitive ones. It is impossible to discuss cognitive concepts of language acquisition without reference to [9] and his noteworthy and influential study of multiple intelligences.

- a- **Linguistic intelligence** is revealed through specially designed grammar and vocabulary exercises based on pair work in dialogues. We can distinguish two stages of working with the language material: first, the teacher presents new materials when the books are closed and then students work on it with their books opened.
- b- **Visual intelligence** is developed when students do exercises supported by pictures or use flash-cards. They reconstruct dialogues and stories with the help of stickers.
- c- **Musical-rhythmical intelligence** is activated when children listen to and imitate intonation and rhythm, sing songs and recite verses.
- d- **Logical-mathematical intelligence** is based on solving problems and puzzles, counting,

analyzing elements of the whole, doing “odd one out” tasks.

6.2 Importance of Cartoon in Teaching

Reference [10] postulates that concept cartoons helps students to question their thoughts, solve the problems they encounter in their everyday lives, broaden their horizons and provide different perspectives for the events. They are funny and non-offensive, enjoyable material which give memorable experience to everybody. By having comic strip with proper messages by adding humour to the topic a teacher can reach everybody very easily.

This says that cartoons of visual elements with textual information, dialogues, gestures and animations may be interpreted in many ways by students with their imaginations. This approach helps the teachers to develop imaginative power amongst students by building proper knowledge.

Cartoon learning can be helpful for initiating debate and focused group discussions in a classroom among learners as it stimulates them to engage in critical thinking in order to assess and formulate their views and opinions. Learners are given the opportunity to participate in classroom discussions to support their own ideas and knowledge as well as identifying others conceptions of a particular topic with cartoons.

Cartoons can be used as very good teaching approach to a certain topic to entertain children in their learning process in a way that they do not even know they are learning. The visual elements with textual information help them to work to their imagination especially through the use of colorful characters, funny animations and proper sound effect. The cartoons develop social skills like ability to collect, categorize and assemble the information and materials.

6.2.1 Using Cartoon in Language Classroom from a Constructivist Point of View

Reference [11] has acknowledged that it is necessary for second language learners to be exposed to authentic learning material, because motivates them through making interconnection between the content of that authentic material and the topic which is being discussed. In addition, it enables learners to connect between the learning atmosphere in the classroom and real world. Various audiovisual learning instruments have the potential to be employed as sources of authentic language input, such as T.V programs, videos or cartoons.

Animated Cartoons as a source of authentic audiovisual material have proven its effectiveness in second language learning acquisition.

Reference [12,13] first believe that utilization of cartoon as an educational tool has an immediate impact in the classroom. Both wanted to encourage teachers to use purposeful approach to practical and instant influence in the classroom. It has been emphasized that the concept of cartoon served second language learning process, by offering several developments, such as, a shift from negatively-worded to positively-worded statements and a transfer from usage of single alternatives to multiple alternatives.

Constructivism as an approach does not only enable students to learn, but it also enhances students' order thinking skills. Constructivism allows students construct knowledge by encouraging them to connect prior experiences to further new concepts that they elicit from a social learning context.

In relation to cartoon usage in language classroom from a constructivist point of view, cartoon is intended as a starting point to enhance group discussions in order to derive new concepts. Because cartoon represents habitual daily life, students can easily combine cartoon content and animated pictures with their similar experiences. In other words, teacher needs to encourage students to generate ideas towards the cartoon film in the classroom. Students are stimulated to debate by asking proactive questions and they are permitted to collaboratively interact until they produce their own knowledge and share their ideas with others. During this process, the instructor will be a facilitator who motivates students to think, reflect, express ideas and discover knowledge by themselves;

Constructivism is based on constructing knowledge by making interconnection between learner's previous experience and that knowledge he/ she receives form a social interaction.

Reference [14] describes learning as an action where knowledge and ideas are promoted by interaction with other learners in a social context. So that, they would draw conclusions by connecting their previous experiences which has significance and a sense with that knowledge they get while investigating. Reference [15] Believes that a child's cognitive development is enhanced through social interaction in a community. He also believed that a child is by nature motivated to learn actively, and the education he gets facilitates learning and makes it more possible. Based on [16]'theory, cartoons enable learners to socially interact which helps in the cognitive process of language learning.

However a numerous factors affect successful acquisition of second or foreign language. Reference [17]'s socio-economic model identifies various factors which are interrelated within the process of learning a second language. Gardner says these include: "the social and cultural milieu, age, attitude, etc.), the setting or context in which learning takes individual learner differences (motivation, place). Cartoons, if used carefully, can cater for most of the factors. Children are particularly interested in cartoons. Rate and success of second language acquisition are strongly influenced by the age of the learner".

6.3 The Advantages of Using Animated Pictures in Teaching EFL/ESL Learners

Using animated pictures opens up practical possibilities more than static pictures. Here are just a few advantages of working with Animation:

6.3.1 Animated Pictures Make Learning Faster

Reference [18,19] state that animation may help students learn faster and easier. Furthermore, they add that this is an excellent aid for teachers to teach students difficult subjects such as science and mathematics. Reference [20] confirms that '*using animation through computers has become easier with a variety of media tools, and it is an effective way for students to share cultural information*'.

6.3.2 Animated Pictures Help EFL teachers to Save Time and Effort

Reference [21,22] argues that such system (animation system) can reduce time by an average of 33% and aid the "quality" of learning, as compared with more traditional techniques. Reference [23,24] also cite that computers can save efforts from painting, shading, calculations for appropriate and consistent lightening effects instead of the animator.

6.3.3 The Impact of Using Animated Cartoons on Learners' Attitudes

Watching cartoon films in language classroom would change students' attitude from negative to positive. Reference [25] argues that students may have positive impression towards the use of animation in language classroom due to the novelty which can be created in the classroom.

Moreover, Reference [26] states that utilization of animated cartoon in language classroom would develop students' language performance.

Many researchers agreed that computer-animated cartoons do not only have the potentiality to improve language proficiency, but they also enhance students' positive attitude to learn English.

However, other study reported students' negative impression towards computer-based instruction. That is, according to [27] due to the poor lab conditions the students were involved in, such as, overcrowded lab with outdated, unreliable hardware and software and the change of instructors midway through the learning course.

6.3.4 More Creative Fun/ Satisfying Tool

Many case studies confirm the importance of using animated cartoon in language classroom because it's not only a source of authentic material, but it is also more satisfying and engaging than traditional learning [28,29]. Furthermore, they state that the use of audiovisual as educational material in classroom like animations and movies encourage team building and group work that both help students to success. Utilization of cartoons in second language classroom provides learners with real-life language and image. Educators use animated cartoons in order to introduce new vocabularies that are attached with objects, pictures and events. Thus, students will be capable of acquiring new vocabulary and words by linking them to objects and events. Cartoon films include comical scenarios and scripts that attract learners' attention and keep them incorporated to the learning atmosphere. Cartoon can be a proper tool to teach students different kinds of social perspectives and immediate understanding of peoples' behaviors by observing body language and motion to dissect messages which remains with learners' daily life.

In other words, cartoons have dual learning functions, they facilitate understanding of solid or abstract concepts, and they encourage learners to analyze meanings and messages from characters' behaviors or by reading their emotions in contexts.

6.4 Motivation and Language Learning

According to [30] the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior to others when they are better motivated. [31] States that acquisition of language is not the same among learners.

He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition

7. Research methodology

7.1 The Research Subjects

Two (02) secondary schools were randomly chosen in the Atlantique Region. CEG Les Pylônes located in the Beninese economic capital city and the CEG Savi-Gakpé in a rural area. During the initial contact with the school authorities and EFL teachers; I explained to them the nature and the objective of the study.

Each school population consisted of boys and girls who were studying English as a Foreign Language as part of the national curriculum requirement.

These beginner students were intentionally selected from these secondary schools during my exploratory investigations. Prior to the study, a team of school advisors and inspectors visited twenty EFL (20) teachers at work in both schools. This class observations aim at evaluating students' performance, their level of anxiety, motivation and interactions during English classes. At the end of these class observations, a sample of two EFL classes was selected in each school.

The students of these classes were those considered by the panel as experiencing anxiety and demotivation which prevent them from interacting effectively with their peers during English classes. These EFL teachers and their headmasters were contacted to participate in the study and they accepted.

Two EFL classes were selected in each school. One of them constituted the experimental group, while the other represented the control group. All the students have never studied English in primary school before. The teachers involved in the study have been trained on the Competency-Based Approach and how to select and integrate different types of cartoons in English lessons .

The learning situation developed are those prescribed by the official curriculum. The research was conducted in February 2018, after 4 months study of EFL in secondary school and lasted three (3) months. After the implementation of the program, students and teachers received sheets of questionnaire and asked to fill in .The objective of these questionnaire sheet is to evaluate the impacts of cartoons on developing EFL beginner learners' speaking skills development.

Table 1: Distribution of students’ population in both groups (experimental and control)

Territorial Department	School’s Name	Experimental		Control		N° of Students in both Groups	
		Boys	Girls	Boys	Girls	Boys	Girls
Atlantique Region	CEG les Pylônes	35	26	32	28	67	54
	CEG Savi-Gakpé	31	24	28	26	59	50
	Total	66	50	60	54	126	104

7.2 The Questionnaire addressed to EFL Students

The questionnaire addressed to EFL students investigated the following aspects of EFL learning:

- EFL students’ love for English learning
- types of speaking activities used during English classes
- learning materials used by EFL teachers
- students’ appreciation of English learning
- importance of English cartoons in learning listening comprehension, speaking, reading and writing skills
- students’ appreciation of the integration of cartoons in EFL classes
- students’ appreciation of the impacts of cartoons in motivating EFL learners to speak English language.

7.3 The Questionnaire addressed to EFL Teachers

The questions on the teachers’ questionnaire sheets address the following aspects of EFL teaching process:

- The techniques used in teaching EFL classes.
- EFL teachers’ point of view about the use of visual aid in teaching EFL classes.
- The impact of using cartoons on speaking in EFL classes.
- Qualities needed for the EFL teachers involved in using cartoons.

7.4 Class Observation

The class’ observation aimed at collecting information about the following aspects of the teaching and learning

process

- techniques used by teachers and also the atmosphere prevailed in EFL classes.
- frequency of variation of teaching techniques
- the teacher talking time and the student talking time
- teachers' perceptions of the roles of cartoons to help students develop speaking skills.
- students' vertical and horizontal interactions.
- qualities needed to teach EFL to beginner learners through cartoons

7.5 Data Analysis Procedures

The data were collected and processed with Excel software and tabulated. Then, the results were classified and analyzed.

8. The findings of the study

8.1 The Presentation and Analysis of Data

This section is essentially based on the presentation analysis and discussion of the respondents' responses.

8.1.1 Feedback of the Questionnaire Addressed to EFL Teachers

Questionnaire sheets were administrated to the teachers involved in the study. All the teachers filled their questionnaires.

Question 4: Which kind of techniques do you use in your EFL classes?

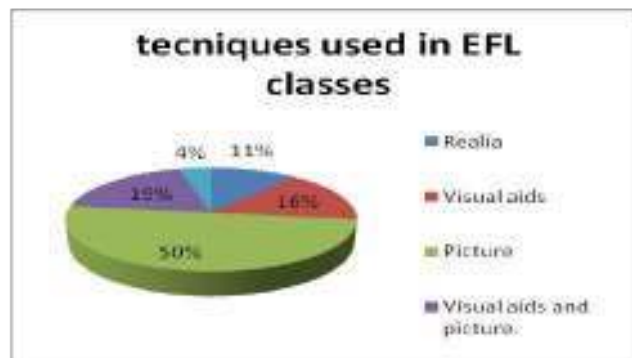


Figure 1: Techniques Used in EFL Classes.

The results of this figure reveal that 50% of the respondents teachers use only pictures in their EFL classes; 19% use visual aids and picture; 16% use only visual aids during their English classes. The results also reveal that 4% of these teachers use realia whereas 11% resort to visual aids and pictures during EFL classes.

Question 5: How Often?

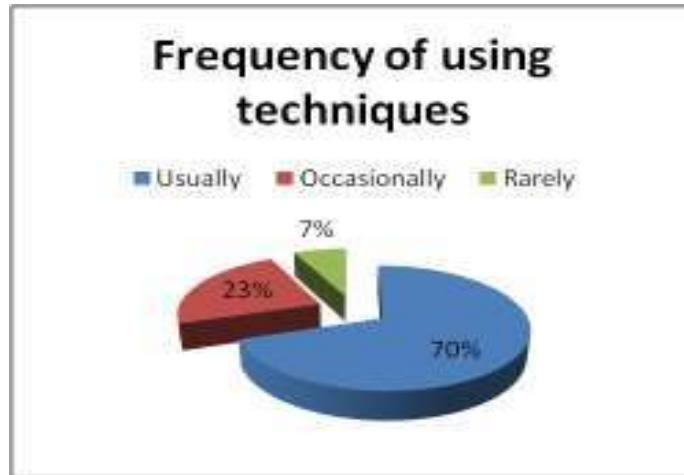


Figure 2: Frequency of Using Techniques

Figure 2 shows that the majority (70%) of the teachers who filled in the questionnaire usually employ the different techniques mentioned above whereas 23% occasionally utilize these teaching techniques in their EFL classes, which accounts for their constant effort to improve their EFL teaching practices.

Question 2: How do you think visual aids should be used in your classroomactivities?

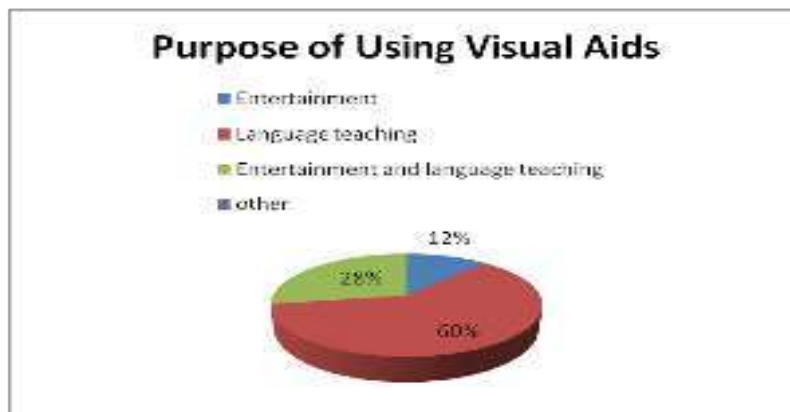


Figure 3: Purpose of Using Visual Aids in Classroom.

The results of figure 3 reveals that 60% of the respondent teachers use visual aids to teach language skills whereas 28% of them consider that they resort to visual aids for both entertainment and language skills teaching. In addition, 12% of them use visual aids for entertainment.

Question 7: Do you think that visual aid can increase EFL students' speaking performance?

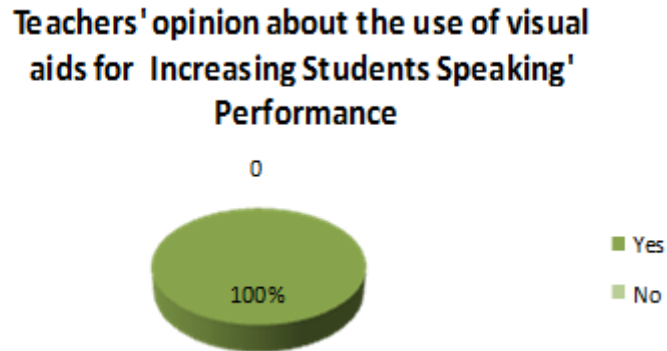


Figure 4: Teachers' Opinion about the Use of Visual Aids for Increasing Students Speaking' Performance

All the EFL teachers agree with the fact that visual aids can be used to increase students' speaking performance.

Question 8: According to you, what's the Objective of Using Cartoon in English Class?

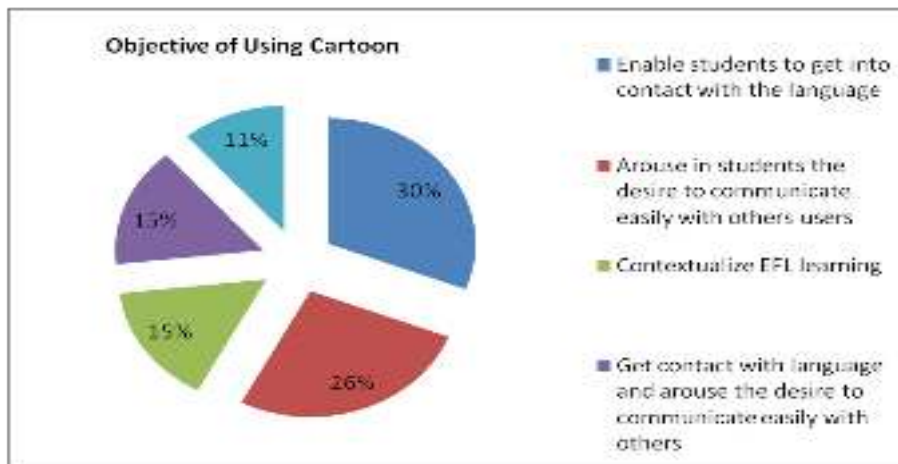


Figure 5: The Objective of Using Cartoon in English Class

According to the figure above, 30% of the EFL teachers think that the use of cartoons in their EFL classes aim at enabling students get into contact with English language.

In addition, 26% think that cartoons-based techniques are for arousing students' desire to communicate easily with others users whereas 15% of the teachers consider that they resort to cartoons to contextualize EFL teaching and learning. According 15% of the EFL teachers investigated cartoons help students to get into contact with language and arouse their desire to communicate efficiently with others.

Question 9: Do you Think that this Way of teaching English Can Foster EFL learners' Speaking Capacities?

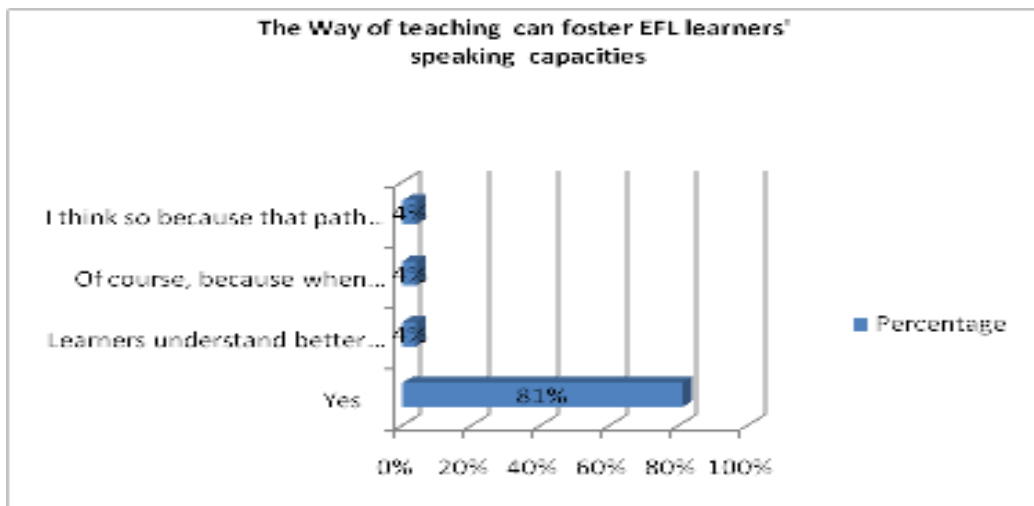


Figure 6: The Way Cartoons Can Foster EFL Learners' Speaking Capacities

In this graph, according to 80% of teachers, cartoons-based teaching and learning English can foster EFL learners' speaking capacities. Others teachers' opinions are the following:

- Learners understand better cartoons' language than their teacher's language.
- Of course, because when they see things, it's easier for them to retain them in order to imitate them.
- I think so because that way of teaching can lead our learners to communicate efficiently in the English.

Question 10: What Qualities are needed to Teach EFL to Beginners through Cartoons?

According to teachers, different qualities are needed to teach EFL to beginners through cartoons.

- ❖ Adaptability, flexibility, creativity
- ❖ Patience, good planning;
- ❖ internalization of cartoons' language; colorful language use
- ❖ good listening skills; fluency in EFL speaking; good qualities in
- ❖ observation.
- ❖ Good listening and reading skills
- ❖ Mastering of the Technology of Information and Communication
- ❖ pronunciation and listening skills
- ❖ Attention and a good motivation for learning English language
- ❖ patience and quite availability
- ❖ Good fluency; good managerial skills
- ❖ Patience for selecting cartoons according to the lessons' objective.
- ❖ Qualities for motivating students to play roles.
- ❖ Humor if need be controller

Question 10: What Qualities Beginner Students Need to Benefit from Cartoons in EFL Classes according to

EFL Teachers?

- ❖ good listening and reading skills
- ❖ good motivation for learning English language
- ❖ patience ,attention and total availability

8.1.2 Feedback Questionnaires Addressed to EFL Students

Question 1: Do you like to Speak English?

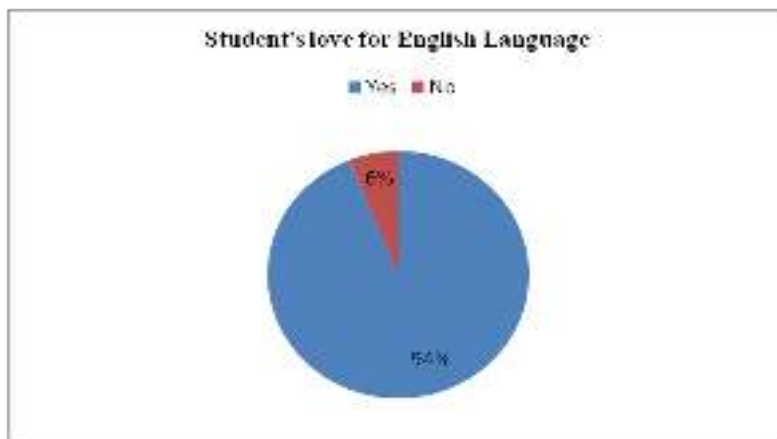


Figure 07: Student's love for English Language Speaking

The results reveal that 93% of the students involved in the study like speaking English language and six 6% of them say they don't like it. This means that almost all the respondents' students like speaking English.

Question 3: Does your English Teacher do Speaking Activities in your English Classes?



Figure 08: Make Speaking Activities in your English Classes?

Through figure 08, all the students stated that their teachers do speaking activities in their English classes.

Question 2: What Instruments do your EFL teachers use to make you learn English?

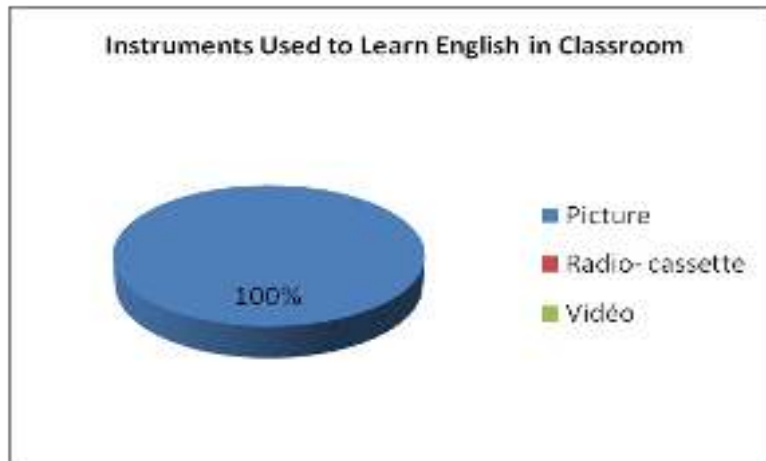


Figure 09: Instruments used to Make Students Learn English during EFL Classes.

Through this figure, it is amazingly noticed that all the students investigated declared that their EFL teachers only use pictures as teaching technique to make them learn and practice English language in EFL classes.

None of them use neither radio-cassette nor video.

Question 3: How do you Appreciate English Class?

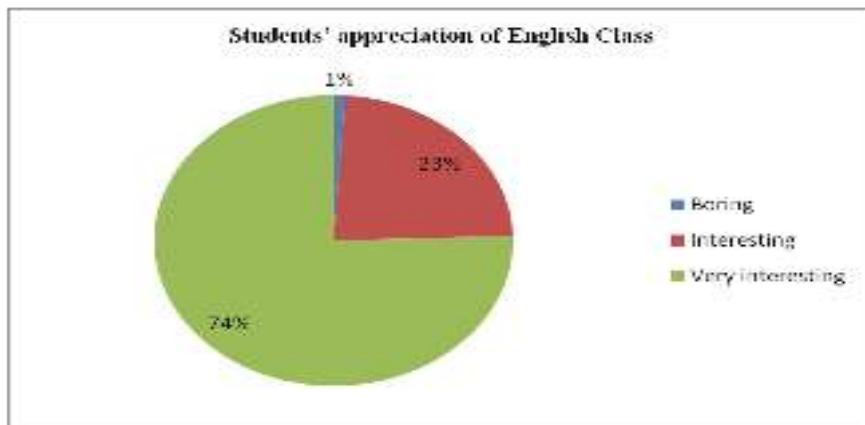


Figure 10: Students' Appreciation of Cartoon-based English Classes

The results in Figure 10 show that 74% of the respondent students find EFL classes based on cartoons very interesting whereas 23% of the students support that they are interesting .Only 1% say they are boring.

Question 4: Do you Like Cartoons?

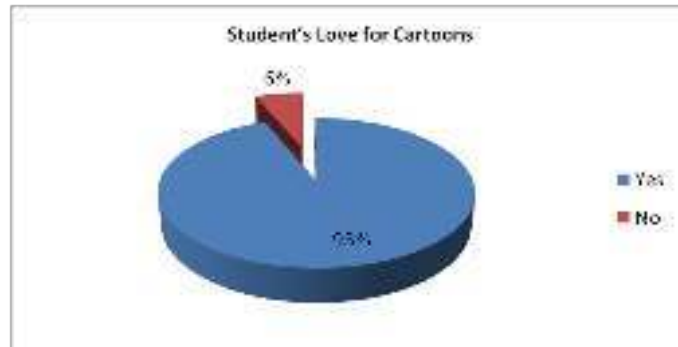


Figure 11: Students' Love for Cartoons

The results reveal that 93% of the respondent students love cartoons whereas 6 % don't like cartoons. This means that almost all of them are fond of cartoons and if cartoons are used in EFL classes, they will result in positive changes in students' attitudes toward learning English.

Question 5: Do your Teachers Use Cartoons in English Classes before the Program?

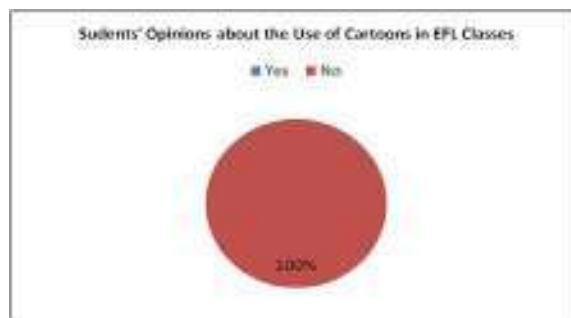


Figure 12: Students' Answers about the Use of Cartoons in EFL Classes by their Teachers before his Program

According to figure 12, all the students declare that their EFL teachers have never used cartoon as a teaching technique before the implementation of the program .

Question 6: Do you Watch English Cartoons after Classes?

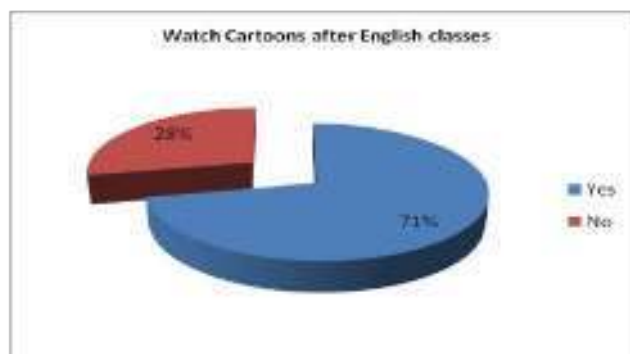


Figure 13: Watch English Cartoons after Classes

An analysis of the figure 13 shows that 71% of the students state that they are used to watching cartoons after classes whereas 28% of them don't watch them. These results confirm the fact that most of the Beninese EFL beginner students watch cartoons after classes or at home.

Question 7: What kinds of Cartoons do you Like?

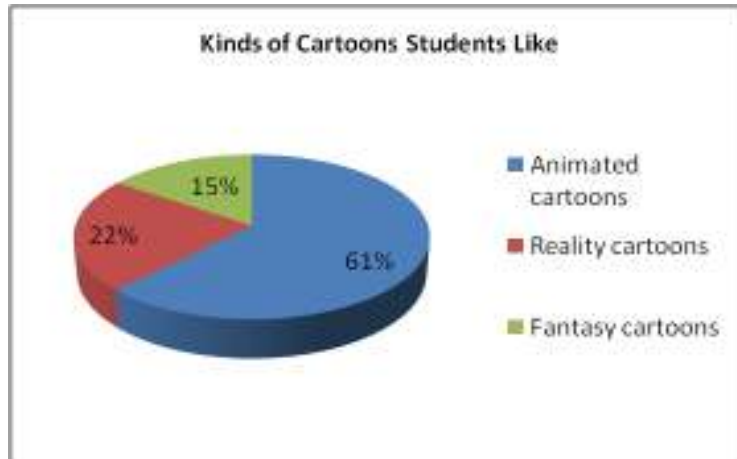


Figure 14: Kinds of Cartoons Students Like

This figure shows that 61% of the students like “animated cartoons”; 22% of them are fond of “reality cartoons” and 15% confirm their affection for “fantasy cartoons”.

Question 8: To what extent are cartoons useful in developing each of the following skills?

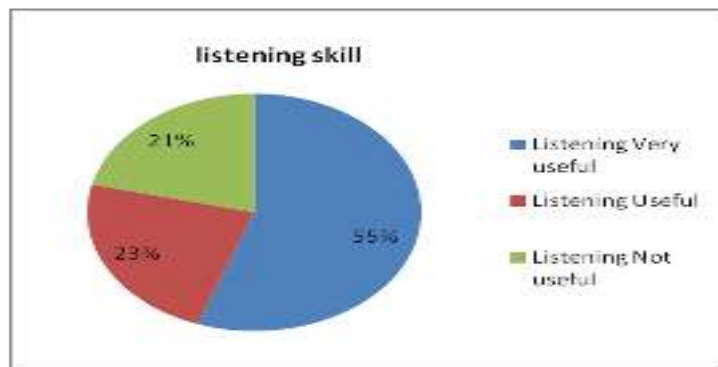


Figure 15: Cartoons' Impact on Listening Skill

The results of the figure 15 show that 55% of the respondent students found that cartoons are very useful for developing their English listening skills in EFL classes whereas 23% of them say that they are useful. However, 21% of the students find that cartoons are incompatible with developing EFL beginner learners' listening skills. On the issue concerning the students' opinion about the effects of cartoons on listening skills development, a great number of EFL students (78%) assumed that cartoons have a positive effect on EFL beginner learners' listening skills.

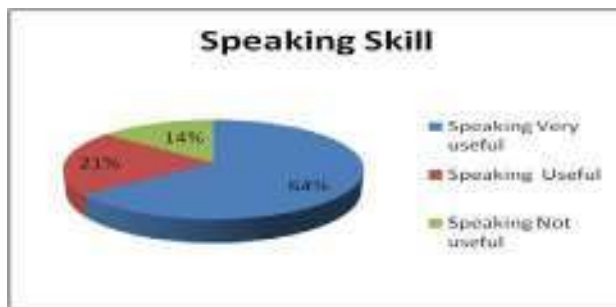


Figure 16: Cartoons’ Impact on EFL Learners Speaking Skills Development

The result shows that sixty-four 64% of the respondent students find that cartoons are very useful for boosting their English speaking abilities while learning English language. In addition, 21% acknowledge that cartoons are useful for them to develop their speaking capacities. However, 21% of them declare that cartoons are not useful for developing speaking skill. Based on these results, it can be concluded that cartoons have a high potential for improving EFL beginners’ speaking skills.

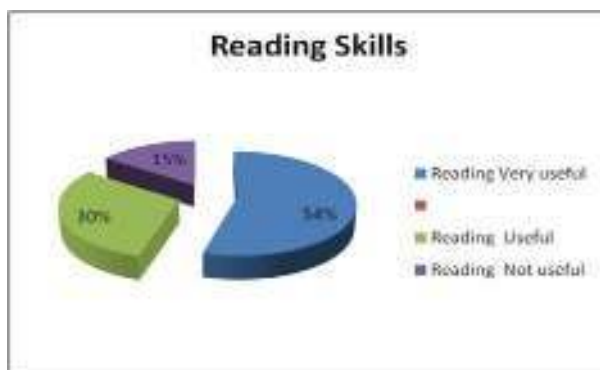


Figure 17: Cartoons’ Impact on Reading Skill

Through these results, 54% of the students find that cartoons are very useful for improving their reading abilities their EFL classes whereas 30% believe cartoons are useful in developing their EFL reading skills. However, 15% find cartoons not useful for developing their reading skills.

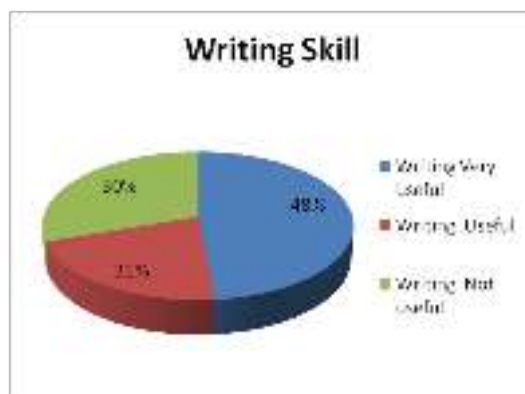


Figure 18: Cartoons’ Impacts on EFL Beginners’ Writing Skills

We notice through the results that 48% of the respondent students find that cartoons are very useful for ameliorating EFL beginners' writing abilities. Moreover, 21% consider that cartoons are useful in increasing their writing performance in EFL classes. However, 30 % believe that cartoons are not useful for developing their writing skills in EFL classes.

Question 9: Do you Want Cartoon-based Activities to be more integrated in your English Classes?

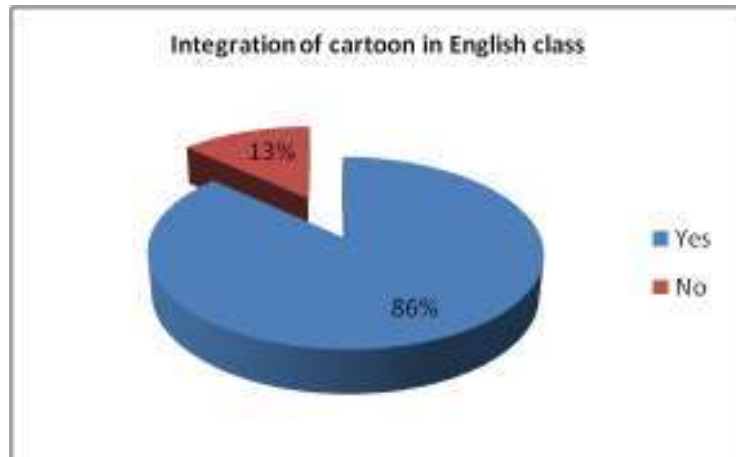


Figure 19: EFL Students' Opinion about the Integration of Cartoons in their English Classes.

Through the results of figure 23, 86% of the respondents' students agree with the integration of cartoon in English classes. Only 13of them disagree with it. This shows the degree of EFL Beninese beginners' interest in the introduction of cartoon-based activities in EFL classes.

Question 10: Do you think the Integration of Cartoon will Increase your Motivation to Learn EFL?

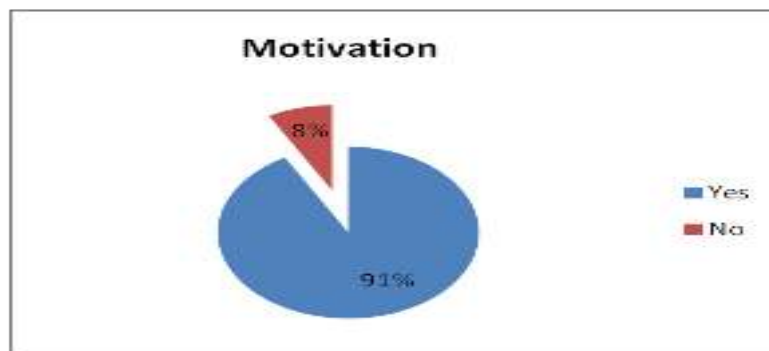


Figure 10: Students' Opinion of the Impacts of Cartoon on Learners 'Motivation

The results of this figure reveal that 91% per cent of the respondent students state that the integration of cartoons in EFL classes will increase their motivation to learn more English language whereas 8 % choose the opposite option.

8.1.3 Feedback on EFL Class Observation

Through the results of class observation, it has been noticed that most of the EFL beginners' classes in the selected secondary schools are overcrowded. In this way, teachers have problem to take control over their classes. With 60 or 70 students in one class, teachers sometimes lose control of the class which becomes often noisy. This problem of course leads to misunderstanding of the lessons.

Furthermore, the materials used in most of the EFL classes were course books containing pictures. As a result, most of the students were reticent to interact during English classes, which reduces their chances to ask questions related to the lesson; some of them were also experiencing a significantly a low level of motivation in EFL classes. This situation negatively affects their speaking skills development. In addition, some teachers in these schools continue using the traditional teaching method to teach English to their EFL beginners.

9. Discussion of the results

The discussion of findings attempts to provide answers the two research questions. Moreover, it will be resorted to the findings of others researchers to reinforce the results.

9.1 Techniques used in Teaching English to EFL Beginners Students

From the questionnaires, findings illustrated that teaching English as Foreign Language has been done with picture by 50% of the respondents' teachers. This result is also confirmed by respondents' students through question four. One hundred (100) per cent declare that technique used to learn English class is picture. This means that the majority of them use picture in students' books in teaching EFL to beginners. Pushing forward our investigation, we notice that they usually use this kind of technique in EFL classes and this is the most used by teachers. Very few use realia. In the same way, the findings through the questionnaires administrated to the students about the question related to the used of cartoons to learn reveals the same results. Other findings highlighted the fact that most of the respondents' students find English class very interesting with cartoons and are said to be highly enthusiasm towards English learning. So, it is important to keep this motivation in them in focusing in what interest them. By doing so, teachers and schools' authorities must achieve the goal of teaching EFL classes. So [32] acknowledges that exposure to authentic language material has a vital role in motivating language learners to correlate the content and subject matters to their life. In other words, it enables them to make the interconnections between knowledge they get in language classroom and real world outside the classroom setting.

In other side, teachers must also focus in speaking skill more than grammar and vocabulary in order to help students communicate easily. This requires changing teaching's ways. It's important to understand that the development of technology has created many teaching techniques that can help teachers to connect better with the students. It becomes compulsory to introduce technology in school in order to put student in centre of his training. In the same way, [33] has acknowledged that it is necessary for second language learners to be exposed to authentic learning material, because motivates them through making interconnection between the content of that authentic material and the topic which is being discussed. In addition, it enables learners to connect between the learning atmosphere in the classroom and real world. Various audiovisual

learning instruments have the potential to be employed as sources of authentic language input, such as T.V programs, videos or cartoons. Furthermore, beginners are very passionate of technology but teachers must be careful to choose the appropriate visual materials.

9.2 Difficulties Related to Teaching EFL Learners to Speak English Language

Findings also underline the fact that in most EFL class visited, visual materials are used. Almost all the teachers use pictures but they need to use various materials or instruments in EFL class. For instance, one of teacher confesses that *“it’s easier for one to retain when one see other taking roles in order to imitate them”*. In addition, the lack of teaching materials becomes crucial and most of schools are deficient in teaching materials. Another problem worth revealing is about school class size. During the investigation the problem related to teachers’ training was also raised. So, the results show that only eight per cent of respondents are trained in ‘teacher’s training school’. This raises the problem of EFL teachers’ qualification which affects seriously the teaching of EFL. Unqualified teacher can’t give good results. [34] Says that *“language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation”*.

Data through questionnaires addressed to students reveal that almost all the respondent students like speaking English. At the same time most of them also find English class very interesting. This means that they have positive attitudes and high enthusiasm toward learning English. However, due to their teachers’ lack of an adequate professional training, teachers find it difficult to use their learners’ enthusiasm and interests to make their classes more interactive.

9.3 Using Cartoons to Motivate EFL Learners to Speak English

Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities and varied results of emotions are yield. Motivation is one of the most important factors in determining successful language acquisition.

From data related to the questionnaire addressed to students, we notice that teachers don’t use cartoons in EFL classes. The majority of respondents’ students say that they like cartoons and some of them say that they watch cartoons after classes. Most of the respondent students agree for the integration of cartoons in teaching EFL classes and also confirm that it can increase students’ motivation to learn EFL. We notice that students like cartoons but how it can be used? The answer to this question is revealed fifty-five (57) per cent of the respondents’ teachers answer that visual aids should be used for language teaching. But twenty-six (26) per cent for entertainment and language teaching. Furthermore taking into account the objective of using cartoons in English class, we notice that thirty (30) per cent of the teachers think that the objective of using cartoon in English classes is to enable students get into contact with language. This can’t be the main purpose of teaching language. It must go far than that for this way of doing can’t help students to communicate. Is it means that most teachers don’t know the target of teaching EFL?

Reference [35]’socio-economic model identifies various factors which are interrelated within the process of

learning a second language. Gardner says these include: “the social and cultural milieu, age, attitude, etc.), the setting or context in which learning takes individual learner differences (motivation, place). Cartoons, if used carefully, can cater for most of the factors. Children are particularly interested in cartoons.

In the same line[36]

describes learning as an action where knowledge and ideas are promoted by interaction with other learners in a social context. . He also believed that a child is by nature motivated to learn actively, and the education he gets facilitates learning and makes it more possible.

Another point raised through our findings is that, according to these teachers, this way of teaching English can foster EFL learners’ speaking capacities. They expressed it these terms.

- Learners understand better cartoons’ language than their teacher’s language;
- when you see things, it’s easier for you to retain in order to imitate them;
- I think so because that path can lead our learners to speak English despite the fact that they hate the language.

Some respondent teachers also underlined that the adequate cartoons must be chosen; the student’s mood in relation to what is important and images and the speech must be controlled. In addition, 76% of the respondent teachers said that cartoons must be well-selected so as to reach the objective of the lessons. This finding support the research by [37] who concludes in his article that:

it is probably wise to choose the more simple, old-fashioned type of cartoon, the kind that portrays small children (or animals) talking with one another. Because the story is usually calmer (few, if any, fights or chases), the characters talk more slowly and without the quality of excited voice (the use of an unusually high pitch). It is also more likely that in this type of cartoon, the characters will be made to speak more like the way ordinary children do speak to one another. The Charlie Brown/Peanuts cartoons are very good examples of this more old-fashioned type. As an added benefit, these stories have very little violence and are so cute and innocent that they offend no one.

The finding of the present research has also revealed that teachers who will use cartoons in EFL classes may have some qualities. So, some respondents ‘teachers pointed out they must be: patient, fluent and good at listening; reading and speaking. Other qualities mentioned are in attentiveness, observation and friendship or trying to be comic if need be.

9.4 The Impacts of the Use of cartoons on English Language Skills Development

The analysis of the data collected from both EFL teachers and students reveal an integration of cartoons in

English classes has substantial impacts on facilitating students' understanding of English lessons. Cartoons can enhance listening comprehension, reading skills, speaking skills, writing skills. Data collected during this study support the idea according to which well-planned cartoons-based activities embody high potential for increasing EFL learners speaking performance. Indeed, 85% of the students investigated have insisted that cartoons must be introduced in EFL classes. According to these beginner students cartoons affect the speaker's ability to plan, to organize the message, and to control the language being used. Actually, exposing students to cartoons facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language. This finding is in line with the study conducted by [38]. Indeed, [39] studied the influence of using cartoon-based technology in teaching and learning writing skills for EFL college students in King Saud University, Saudi Arabia. The two groups engaged in the study were exposed to the same traditional class writing instruction based on the textbook. However, students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem.

Cartoon-based activities had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It encouraged more writing and exchange of ideas outside the classroom. [40] Adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language.

Similarly, Reference [41] found a positive influence of cartoons on English speaking skills of elementary and middle school students. The learners' interaction in the English language improved their language proficiency. They were interacting with other learners, teachers and online learning content. Students became more expressive in the cartoon-based communications than in their classroom environments and demonstrated more active participation. The middle school students improved in vocabulary use and pronunciation on their voice mail messages but not on grammar use. Reference [42] Concludes that cartoons can be a tool for improving written language skills and oral language proficiency. Reference [43] confirms the pedagogical value behind using animated cartoon in language classroom, because of its ability to help learners to develop four language skills; reading, writing, listening and speaking.

10. Recommendations

Based on the research findings, the following recommendations were addressed to those who are closely related to English teaching and learning. This study hopes that those recommendations will be useful, especially for EFL teachers, students, schools' authorities and other researchers.

Language is learnt to be spoken. So it is better for the EFL teachers to teach speaking skills as well as pronunciation to their students as early as possible through cartoons. Pronunciation is very important for the students as a basic ability to motivate them to using English language. Cartoon films are familiar things for students. Cartoon films provide a good pronunciation model to students. Moreover, cartoon films can attract students' attention. For this respect, EFL teachers should adjust the cartoon films presented with the materials

given and the level of the students. EFL teachers should also use transcripts when class is going to have a voice over activities. Teachers should also use transcripts for other purposes such as: practicing particular dialogues in the class. It was also suggested to the teachers to explain the role of the characters in the films before conducting a voice over activities.

Thanks to the development of modern technology, the government must provide schools with technological equipments, language laboratory, audiovisual rooms, visual aids (computer, LCD, headphone, video projector, projection screen, etc.), internet connectivity devices that support the teaching and the learning process in order to improve the educational quality, and radio-cassettes apart from books. In addition, the classes' size must be reduced for most of EFL classes are overcrowded. The headmasters or school authorities should also encourage teachers to use different teaching strategies to teach English especially speaking and pronunciation abilities in order to motivate the students to use the language for real communication.

All these measures can't be taken without including teachers' training. They must be trained to know how to use technological equipment like LCD or projector. Before going to teaching profession, teachers must be trained. The government and all educational authorities should employ men and women who have received the appropriate training which can enable them to serve as professional teachers in our schools. They must be trained with new techniques and methods of teaching EFL and using technological devices.

Moreover, some incentive measures need to be taken to motivate teachers. Teachers' status must be reviewed because the majority of EFL teachers use their free time take other supplementary courses in other institutions to complete their petty salary. As a result, teachers, in spite of their good will, don't take enough time to prepare their lessons, which jeopardises their teaching performances. EFL Teachers must be trained on the Competency-Based Approach as well as how to integrate cartoons in their lessons as a way to motivate students.

Motivation plays an important role in language acquisition and language use. So EFL teachers should pay attention to students and use their interests to motivate them. There are some good attitudes teachers should develop toward students. Indeed, teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another. In addition, they should be kind to their language learners and love them. Moreover, teachers need to promote students' attentiveness and curiosity in the language classes as well as trying to uphold and preserve their motivation.

The results of this research was expected to be able to encourage other researchers to undertake different studies related to the effectiveness of cartoon films on students writing, reading, or listening skills. Otherwise, they can also examine the improvement of communicative skills using other media.

11. Conclusion

In Beninese secondary schools, most of EFL learners are unable to communicate in English language. Moreover little time is given to speaking skills teaching and learning whereas EFL teachers devote their teaching time to work on listening and reading activities. Knowing that the aim of any language teaching is to enable learners to communicate with people in the target language, we have decided to focus our study of exploring the impacts of

the cartoons on motivating EFL beginner students to speak English in Benin context. The aim of this study is to suggest EFL teachers some practical strategies and techniques likely to help them integrate efficiently cartoons as visual aids in EFL teaching and learning so as to increase and develop speaking skills.

Many researchers focus their study on the use of cartoon in language acquisition in different ways. They tried to show the advantages of cartoon in teaching EFL by emphasizing the development of language skills; the impact of technology in learning language; the link between learning and motivation.

To carry out this research, we have adopted a qualitative and quantitative data collection approach. The sample of our study includes teachers, students of Atlantique region of Benin Republic. As methods of collecting data, we used questionnaire and class observation.

After our investigation, the results reveal that in teaching EFL classes, almost all the EFL teachers use only course books with pictures to teach in EFL class. Therefore, a problem of teaching materials becomes important because most of our secondary schools lack of audio visual materials. Another problem reveal through our findings is a problem of class size. Moreover, most of English teachers haven't received appropriate teaching. In order to remedy to the problems that undermine the acquisition and learning of language in secondary schools, some recommendations have been made. The government and all educational authorities should employ EFL teachers who have received the appropriate training which can enable them to teach effectively.

Bibliography

- [1] David, R.(2009).Your Brain at work: Strategies for Overcoming Distraction , Ragaining Focus and Working Smarter All Day Long. Harper Collins Publishers United States Corporate.
- [2] Evan, H. (1997). Me and Hitch Faber and Faber, Limited United States, Paperback, 91 pages.
- [3] Burden (2004)
- [4] & [5] Larsen-Freeman, D. & Anderson. (2011). Techniques & Principles in Language Teaching (3rd ed). New York: Oxford University Press.
- [6] and [7] Egounleti P. and Hindémè U. (2017). Exploring EFL Teachers' Views on Job Satisfaction in Beninese Public Secondary Schools. In international Journal of Humanities, Arts, Medicine and Sciences. Vol.5, Issue 02, pp 7-18.
- [8] Amara (2002)
- [9] Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.
- [10] Dobell (2004)
- [11] Nunan, D. (1999). Second language teaching & learning. Boston, Mass: Heinle & Heinle Publishers.

- [12] & [13] Keogh, B. & Naylor, S. (1998) Learning in Science: Using Cartoons as an innovative teaching and learning approach. Proceedings of the 8th IoSTE Symposium, Volume III, 133-9, Edmonton, Canada.
- [14] Dewey, J. (1997). Experience and Education. New York: Touchstone. F&C: Dewey, J (1989) Freedom and culture.
- [15] (Ibd).
- [16] Vygotsky, L. S. (1978). Mind in Society: The development of higher psychological Processes. Massachusetts: Harvard University Press.
- [17] Gardner, H. (1982). Art, Mind, and Brain: A Cognitive Approach to Creativity- The Journal of Aesthetic Education Vol.18, N° 2, Special Issue, pp. 108-110
- [18], [19] Hergaty M., Sims, V., K. (1994). Individual differences in mental animation during mechanical reasoning. Memory & Cognition, Volume 22, Number 4, pp 411-450.
- [20] Rule, S. (2008). Scrolling, Clicking, and Reading English: Online Reading Strategies in a Second/Foreign Language. The Reading Matrix, 3 (3), 55-60
- [21] and [22] Holm, D. and Stephenson, S. (1994). Reflection-A Student's Perspective. In Palmer, A. Burns S. and Bulman, C. (eds) Reflective Practice in Nursing: the growth of the professional practitioner. Blackwell Scientific Publications: Oxford 53-62
- [23] & [24] Stoney, S. & Oliver, R. (1998). Interactive multimedia for adult learners: can learning be fun? Journal of Interactive Learning Research, 9(1), 55-82.
- [25] Clark, S., C. (2000). Work/Family Border Theory: A New Theory of work /Family Balance. <https://doi.org/10.1177/0018726700536001>, vol 53, Issue 6 ,pp 747-770
- [26] Bates, E., & Dick, F. (2000). Beyond Phrenology: Brain and language in the next millennium. Brain and Language, 71, 18-21.
- [27] Yunis (1991)
- [28] & [29] Barak, A., & Fisher, W.A. (2002) .The future of Internet Sexuality. In A. Cooper (Ed.), Sex and Internet: A guidebook for clinicians (pp. 263-280). New York: Brunner/Routledge.
- [30] Cook, V. (2000). Linguistics and second language acquisition. Beijing: Foreign Language Teaching and Research Press and Macmillan Publishers Ltd.
- [31] (Ibd)

- [32] Nunan, D. (1999). *Second language teaching & learning*. Boston, Mass: Heinle & Heinle Publishers.
- [33] (Ibd)
- [34] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- [35] Gardner, H. (1982). Art, Mind, and Brain: A Cognitive Approach to Creativity- *The Journal of Aesthetic Education* Vol.18, N° 2, Special Issue, PP. 108-110
- [36] Dewey, J. (1997). *Experience and Education*. New York: Touchstone. F&C: Dewey, J (1989) *Freedom and culture*.
- [37] Johanna (1995)
- [38] Al-Jarf, R., S. (2004). The Effects of Web-based Learning on Struggling EFL College Writers. *Foreign Language Annals*, 37, 1, 46-56.
- [39] (Ibd)
- [40] Ramanchandran et al., (2004). Inclusion of extruded grass pea, *Lathyrus Satirus* seed meal in Compound diets for rohu, *labeo rohita* (Hamilton, 1822) fingerlings. *Acta Ichthy Pisc.*, 34 (2): 205-218.
- [41] Kim S, et al. (2003). The GIT family of proteins forms multimers and associates with the presynaptic cytomatrix protein Picollo. *J Biol Chem* 278 (8) :6291-300
- [42] (Ibd)
- [43] Sarko, R. (2008). *Teaching English Vocabulary to children by using pictures and cartoon videos: A comparative study at Sdncilubang ii, Bogor, Gunadarma University*.