Using Cartoon in Language Classroom from a Constructivist Point of View

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Using Cartoon in Language Classroom from a Constructivist Point of View

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Abstract

This paper aims to explore how animated cartoon as a pedagogical material can be employed in language classroom from a constructivist point of view. Through examination of existing literature, this study outlines the numerous pedagogical values of using cartoon. It presents the characteristics of cartoon that bring much valuable effects to language learning. The paper discusses both the efficiency of animated cartoon as an authentic audiovisual learning material and how it can be employed in language classroom in order to satisfy the intended pedagogical outcomes of the 21st century. Although many teaching approaches can be utilized in order to promote the effectiveness of authentic materials for second language teaching, the model of constructivism enables learners to get benefits of educational technological resources, mainly, animated cartoon. Constructivism is a social-based teaching approach that encourages learners to construct knowledge from the surrounding social context throughout a process of investigation. In relation to the concept of cartoon, it works as incentive tool that enhances learners' social involvement within both collaborative discussion and the content of animated film. The paper concludes by drawing some implications of the concept of using cartoon in language classroom from a constructivist point of view.

Key words: animated pictures, cartoon, sociocultural theory constructivism, motivation, social interaction, cognition

Introduction:

Nowadays, the world of educational technology has been rapidly improving with the development of audiovisual tools and means which awards educators with many possibilities to construct activities and utilize techniques around the use of authentic materials in language classroom. Nunan (1999) 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.

> Animated Films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Usually, each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession at 24 frames per second. (Animated Films site page: http://www.filmsite.org/animatedfilms.html)

> Animated cartoon as an authentic material has been considered as an effective tool that assists language learning, mainly, in EFL learning context as it clarifies abstract concepts and add humor to a topic.

Keogh and Naylor (1996) 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.

Using animated cartoon as an educational tool in language classroom not only has an influence on second language learners' performance, but most importantly the methodology of utilization cartoon in classroom also has an effective impact. However, innovative learning tools must not be separated from creative teaching strategy. Consequently, the aim of this paper is to discuss how animated cartoon as a pedagogical material can be employed in language classroom from a constructivist point of view.

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. Successful application of constructivist approach in language classroom will not be beneficial enough to improve students' language performance, unless instructors select an appropriate cartoon film which is completely integrated to the learning material**.**

Theoretical Background of Constructivism:
        Constructivist Approach can be defined as "teaching and learning approach that is based on students' active participation in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging". (Constructivism Page: https://constructivisminelt.wikispaces.com). Phillips (2000) writes about many constructivist traditions. He focuses on the theoretical framework of the two most popular who tackled the constructivist approach which they mainly are:
    1: personal constructivism attributed to Jean Piaget
    2: social constructivism associated with Lev Vygotsky.

        Piaget, the founder of the constructivism, argues in his theory that humans can generate their knowledge and meaning by interaction between their own experiences and ideas. When an individual is exposed to new experience , he/ she filters the concepts through a mental structural process (Schemata) which correlates an individual's previous knowledge, perspectives or beliefs with new concepts he gets (Phillips 2000). Piaget (1973) theorizes that understanding is produced by discovery. Unless an individual understands he/she will mainly depend on repetition. So, learner would lose innovation and productivity. Piaget was first who introduced that children are permanently testing their understanding of the world. He believed that children don't own logic thinking as the adults do.

        Vygotsky's (as cited in Rice & Wilson 1999) sociocultural theory possibly gives the most credence at the children's cultural background and their interactions with peers which probably has its significance on the child's overall cognitive development (ZPD). He believes that cultural and social perspectives have an influence on the child's mental development. Vygotsky presented the concept of the zone of proximal development which mainly focuses on the difference of child's capability of accomplishment in isolation than that which can be accomplished with assistance. To illustrate more, a child has better ability to solve and dissect complicated structures at a particular age of mental development if he gets an assistant from teachers, peers or parents than that he can do separately (Rice & Wilson, 1999).

        Constructivism is based on constructing knowledge by making interconnection between learner's previous experience and that knowledge he/ she receives form a social interaction. Dewey (1997) 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. Dewey 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.

The constructivism approach reinforces the individual creation of knowledge and structuring new concepts. Constructivist approach assumes that a learner's existing knowledge is of great importance in the learning and in that process which occurs through cognitive and social interaction (Matthews, 1997).

Based on Vygotsky's theory (1978), 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. Gardner's socio-economic model (1982) 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".

Constructivist Design Model:
Gagnon and Collay (2006) develop the model of constructivist approach which consists of six elements that must be considered while preparing a lesson plan. The elements focus on constructive activities that allow students to develop critical thinking towards the content learning material rather than teacher's demonstrative behavior in the classroom. Most teachers' classical lesson plans concentrate on oral instruction or visual demonstration of the learning topic which is usually followed by students' practice, however, constructivist approach grants the students the opportunity of discovering knowledge. The six elements of the constructivist approach were designed to promote teacher's ability to construct activities that provoke students' curiosity and skills to discover knowledge. These six elements are the followings (constructivist page: https://constructivisminelt.wikispaces.com):

Situation: teacher develops the situation for students to explain.
Grouping: teacher organizes groups and selects the process of grouping the material (whether they want the learners to work in whole class or in collaborative thinking teams of two, three etc.)
Bridge: teacher should build the bridge between students' prior experiences and what they might learn while tackling the lesson (This may involve simple problem to solve, whole class discussion, playing game, or making lists)
Questions: teacher tries to provoke students to ask guiding questions that will stimulate students to discover knowledge. Teacher should not provide the students with the final explanation of the situation.
Exhibit: in this stage, students should present their findings and conclusions in any form that they prefer. This can be done in writing description, verbal presentation, visual representation (acting out, role play, making video tape, photographs, etc.)
Reflections: this stage include students' reflections on their learning for example, what they have learned, what were their feelings when finalizing the exercises, what their expectations towards the final explanation to the problem to be, etc.
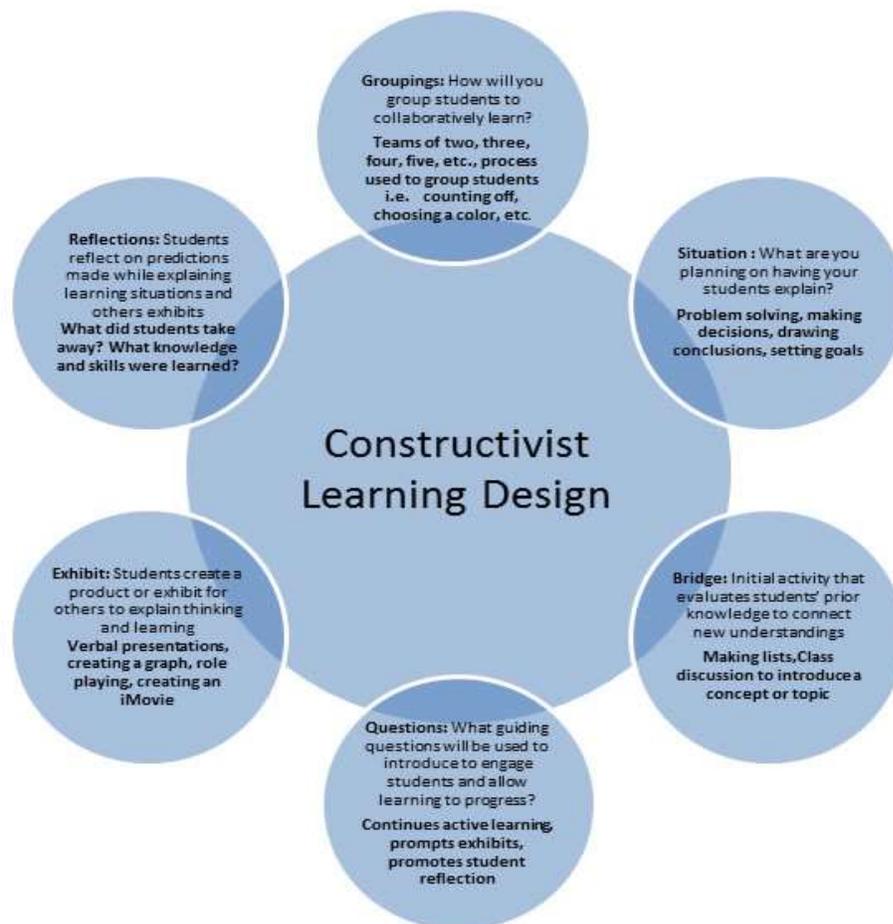
Figure 1 Model of Constructivist Approach

This model is very useful contribution and even the newest of instructors can use as it provides a structured format for helping instructors design constructivist learning opportunities. It offers comprehensive advice on numerous issues, starting with establishing a teaching situation, grouping students and drawing on their interests and past experiences, promoting authentic exhibits of their learning and concluding with reflections.

The advantages of using animated pictures in teaching EFL/ESL learners:
Watching cartoon films in foreign language classroom has various pedagogical advantages. Clark (2000) concludes that, unlike other audiovisual materials, watching cartoon film as source of authentic language enables teachers to involve students, attract their attention, create a non-threatening atmosphere to present information, and it has the potential to enhance critical thinking processes and discussion skills.

Cartoon as an authentic language input would facilitate language practice in the classroom. Sarko (2008) states that exposure to authentic language would serve learners to practice language not only in the classroom, but also in outside where they can utilize language

input to learn more about cultures by their own. Nunan (1999) 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.

- *Enhancing the process of second language acquisition:*

Penfield and Roberts (1959) argues that the ideal age for a child to acquire a language lies within the first ten years of life. During this stage, the brain retains plasticity, and therefore language acquisition takes place easily. They emphasize the role of watching cartoon films inseparably from teaching practices in the classroom. That will increase student's ability to learn language quickly and easily during that stage. They also argue that using cartoon films in language classroom will encourage students' integrative motivation which supports them to improve second language acquisition.

Moreover, when students watch cartoon, they can gain the stimulus to speak the target language. Hull (1943) in his "behavioral theory", argues that four main factors influence second language acquisition; stimulus, association, reinforcement and imitation. Watching cartoon films creates an opportunity for the students to employ vocabulary they gain in different contextual situations, because they are able to get the stimulus needed for building up vocabulary and using language in different forms. Unconsciously, students can utilize the vocabulary they learned from cartoon films in different life situations, if that is accompanied by teacher's reinforcement of these forms in language classroom.

Generally, cartoon films are essential source of authentic language input that match the purposes of second language acquisition. However, teachers must be more cautious while selecting a cartoon film for second language learners. Cartoon films that suit students' level encourage learners to absorb language input and motivate them to utilize linguistic knowledge in different communicative contexts, if they are accompanied by practical teaching strategy.

- *Facilitating understanding of subjects:*

Rule (2008) emphasizes that the utilization of animated cartoon is an effective technique for sharing cultural perspectives. Using computer-animated pictures has become uncomplicated due to the facilitation that either a teacher or a student can get through numerous media tools. Lin, Chen and Dwyer (2006) also confirm that presentations of animated in classroom facilitate understanding knowledge which has a superior effect under specific conditions. Animated cartoon has the potentiality to improve students' comprehension of various subject matters or that of distinct cultural backgrounds. Educators can simply represent abstract ideas of the curriculum into visual animated pictures which mainly aims to enhance students' capabilities to recognize solid concepts (p. 203).

- *Enhancing and facilitating immediate and delayed achievement in the EFL classroom:*

Cartoon films have the potentiality of offering students immediate meaning of language in the classroom. Canning-Wilson (2000) noted that cartoon films were beneficial not only of clarifying messages, but they also enabled learners to have immediate understanding of a language point in a positive way. In addition to that, Lin et al. (2006) state that computer-

animated pictures are more effective in assisting student's retention of complex knowledge or structures than recalling information that student build from classical instruction (p.203).

- *Increasing EFL/SFL Vocabulary:*

Sarko (2008) conducted a study that aims to investigate the impact of watching cartoon films in language classroom. It has been concluded that students' ability to acquire vocabulary and transfer these words or expressions in their daily life has been notably increased. The study showed that students were very much influenced by animated cartoon. They become prone more than the others to pick up many words and sentences from cartoon films and utilize words and dialogues in their daily life. They often tend to switch codes in real life conversations.

Animated cartoons included authentic language input which considered as primary tool for second language learning process. Learners are able to increase vocabulary input by watching cartoon film which speeches are embedded with paralanguage effects such as singles of hands, facial expressions and musical effects which all facilitate understanding. Teachers also can demonstrate vocabulary and illustrate idiomatic expressions that are included in cartoon films by preparing tasks aim to help students to analyze such expressions.

- *Enhancing listening comprehension:*

Danan (2004) has worked on the pedagogical impact of audiovisual materials in language classroom. He claims that cartoon films can be powerful tool in foreign language classroom because of several reasons. First, it is able to improve students' listening comprehension skills. Moreover, it facilitates the learning process by visualizing knowledge that students hear immediately. Furthermore, it develops cognitive abilities by generating deeper understanding of knowledge. Heffernan (2005) concluded in his case study that students who were exposed to authentic videos and who watched cartoon films have notably improved their listening comprehension skills.

Animated cartoon can provide opportunity for students to improve their listening comprehension skills. Listening practices are usually developed when teacher design activities that encourage students to carefully listen to cartoon's content, in order to accomplish tasks prepared by teacher. Regardless of the purpose behind doing tasks; to argue, to state point of view, to response or answer questions, students need to be cautious of what is being said to finalize activity. In addition, when students are exposed to authentic spoken language in cartoon films, they would be able to gain correct pronunciation of words and the English accent. Because cartoon films represent every day experiences in different contexts, students' pragmatic acquisition of contextual language would be improved, as well.

- *Enhancing EFL / SFL writing skill:*

Baralt, Pennestri and Selvandin (2011) confirm that the use of animation wordle which is the most popular form visualized data, positively affect students' writing skill. The visual representation of frequent text or tag cloud influence students' writing capability because of the followings (p.12):
1. It involves students to participate in a classroom discussion using key words included in the word cloud.
2. It enables students to use animation Wordle as a reflection tool for writing projects.

3. It encourages students to utilize word clouds on other writing topics.
4. It encourages students to produce ideas for new writing topics or themes.

Cartoon films stimulate learners' power of imagination that can be reflected in written or spoken discourses. When students write a response or an essay about a cartoon film, they tend to employ vocabulary they get from film into a meaningful writing tasks which the cartoon film is the main focus. They respond by imagining situations and characters that reflect their own view towards a social context. In addition, cartoon creations enhance students to imagine and write characters' speeches in the wordles.

- *Enhancing EFL / SFL Speaking Skill:*
Doring (2002) concluded in his study that aimed to investigate the impact of using cartoon in language classroom on foreign learners that students who were exposed to cartoon films can produce oral answers more than those who weren't. Students became more confident to practice English language in the classroom; as a result of low affective learning atmosphere that watching cartoon creates.

Cartoons can open doors for valuable contribution of interactive conversation, if it's accompanied by good teaching technique. Employment of cartoons in language classroom enhances students to discuss or argue regardless of student's level of proficiency as cartoons are embedded with language and paralanguage facilitating tools which need less comprehension skills than that needed to analyze solid learning texts or materials. Constructivist approach is based on social interaction that allows students to discuss and relate content of cartoon to learners' prior knowledge in collaborative group works. All students would be able to express themselves or reflect upon cartoon film with in constructivist groups.

- *Enhancing EFL/SFL Reading Skill:*
 Ouda (2012) conducted a study to investigate the impact of utilization cartoon as a method to enhance students' reading comprehension. The study concluded that students who were exposed to cartoon films for six weeks, gained better reading skills. They were able explain complicated meaning and difficult terminology. It improved learners' capability to make inferences, get the main idea, and allow them to achieve high results.

Watching cartoon film as a pre-activity of reading class would be facilitative tool that allows students to interpret and analyze reading text more effectively, if teacher utilizes suitable cartoon film. Cartoon as a learning tool would support affective and cognitive aspects in language classroom. Cartoons display vivid reading comprehensible texts that are embedded by motion, sound and colors which allow students to live with plot of the film and share roles and attitudes. This facilitates leaners' interpretation of text, getting main idea and making inferences. Learners' power of imagination and predication would be notably increased as a result.

The impact of using animated cartoons on learners' attitudes:
Watching cartoon films in language classroom would change students' attitude from negative to positive. Clark (2000) 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, Bates (2000) 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's because of 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 (Yunis, 1991)

Why cartoon as an authentic learning material?
- *Pedagogical Values:*

    Rule and Auge (2005) conducted a research to investigate the pedagogical value behind cartoon usage in language leaning. The result is also indicative of the fact that students prefer cartoons in language learning, because cartoons create low affective filter atmosphere which causes high degree of motivation. On the basis of their research, the researchers claim that the students who use cartoons can improve different language skills and achieve higher test scores.

    Another quantitative study found that low level language learners can achieve a significant language proficiency improvement through exposure to cartoons. They learned number of vocabularies from cartoons, and they used these in real life (Bahrani & Sim 2012). They emphasize the importance of being exposed to cartoon films as a source of authentic language. They also concluded that using cartoon in classroom makes learning faster, because the speech is attached by a movement or sound effect which requires less cognitive process for comprehension.

    Cartoon films can probably enhance interactive teaching and learning practices in language classroom that both have significant pedagogical values towards language performance and learners' personal skills. Utilization of cartoon films encourages teachers to improve pedagogical practices by constructing activities that allow students to interact within dialogic exercises in classroom. Because cartoon films represent everyday life experiences, students can easily evaluate their skill of reconceptualising previous knowledge and that they share with peers. Cartoons enable students to employ vocabulary they gain from cartoon in collaborative discussions and accomplish learning task based on that film. Teachers, simultaneously, keep rethinking of manageable and meaningful methods that stimulate students' dialogic practices in law affective learning context and assessing students' skills of employment of linguistic knowledge.

- *Audiovisual attributes:*

    Animated cartoon doubles information storage in the brain. Information in an animated cartoon film is coded verbally and visually which is more likely to be remembered than abstract information that students receive by exclusive listening to teachers' instruction in classical classroom. Watching cartoon in language classroom can provide variations in the brain. Bahrani and Sim (2012) encourage using cartoon in language classroom; because it allows the two hemispheres of the brain to fully work in the same time. In the classical learning, student receives instructions orally. Spoken language engages only the left side of the brain. After a period of time, listening typically leads to boredom and less concentration. Whereas audiovisual

utilizations in the classroom can enhance the right hemisphere to dissect pictures and the left works to understand spoken language in the same time.

Furthermore, animated cartoons award students with two different visual attributes: images and motion. Both image and motion are essential for understanding and information retention. Barak and Fisher (2002) state that animation maximizes the potentiality of presenting information regarding a continuity of motion. Yunis (1999) states that movement in animated cartoons is the most important element of a film, because it increases a learner's capability to confirm information which is being stored in the brain.

Because watching cartoon films allows the two hemispheres of the brain to fully work, and because they are embedded with facilitating tools such as music, sound, colorful attributes, cartoon films would be meaningful leaning material that need less comprehension skills and keep the classroom manageable and orderly. Cartoons, usually, attract students' attention and don't allow learners to get released out of the learning context, as they include satisfying tools and comic speeches. In this respect, cartoon as an audio visual learning material can make valuable contribution of immediate understanding that doesn't require higher cognitive skills.

- *Using sounds and music effects :*
The use of sound and music effects and how they are presented in animated cartoon adds to cartoon film's qualifications as an instrument of teaching. It increases students' ability to analyze and interpret information, because the sound supports the image and event in an animated film (Barak & Fisher, 2002).

Animated cartoons encompass live actions that are integrated with music, voice-overs and texts that all support language learners' vocabulary acquisition. The sound and music effect would deepen students' understanding of meaning and content, as it facilitates learners' ability to recall information and analyzing of cartoon messages. In other words, if teachers select proper cartoon films that suit learners' age, cartoon will be satisfying tool that enables teachers to achieve pedagogical purposes due to the nature of cartoon itself.

- *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 modalities (Barak & Fisher, 2002). 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.

Sarko (2008) 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. 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 from real world around them.

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. Students would be able to connect the messages they dissect from context to new vocabulary that refers to.

- *Informal Learning Settings*

Cartoon can't be exclusively assigned for formal learning contexts. The nature of cartoon has the ability to bridge the gap between formal and informal learning, because it is mainly established on everyday situations that encompass ordinary character practicing habitual daily life activities. For example, cartoon has been used in UK, Russia, and Sweden in public transportation system in order to enhance the public for thinking about scientific problems in different daily contexts (Heffernan 2005).

Implications behind Constructivist View of Language Learning and the Concept of Cartoon:

The constructivist view of using cartoon in language classroom has various pedagogical implications. Teachers focus on assisting students to expand their personal capabilities to discover knowledge by their own. As for learners, constructivism is based on enhancing students' abilities to connect between their life experiences and knowledge they construct within collaborative group work. It will be feasible for teachers to apply the basics of constructivism while tackling cartoon films, because animated cartoons represent daily real life aspects in a comic and expressive way which will be easy for learners to understand and relate to their own prior experiences.

What brings more value to the research is that students learn about real-life social experiences in a collaborative setting regardless of the distinct backgrounds of learners. That goes beyond learning purposes. Students can easily transfer the linguistic content of cartoon film to the proper context in real-life communication. To illustrate more, it develops students' ability to understand contextual language and enables them to employ pragmatic use in real-life situations. That's because, students can easily acquire and understand cartoon concepts when these are attached by music and movements. What reinforces concepts and new words are: group discussion, collaborative work and reflecting.

Moreover, this strategy engages students in a meaningful and purposeful language learning context that minimizes the potentiality of misconception. Knowledge and concepts are embedded in the form of an exciting audiovisual material, rather those abstract or solid texts. The presentation of cartoon film allows learners to understand the idea clearly because they will not individually imagine a situation; it is already prepared for them. Learner should only connect between the cartoon content and their previous experiences. If learners misunderstand a notion or an idea, the group discussion or teacher's facilitation would remove that misconception. When using cartoon in language classroom is accompanied by the applications of constructivist approach, educators can achieve their pedagogical purposes.

The following mechanisms are proposed to enable educators to translate the elements of social constructivist theory into a language class which employ the tool of cartoon as an authentic material in EFL classroom:

- *Engagement to a Context and Asking Questions:*
Teacher needs to prepare students for the topic that the animated cartoon is assigned for and they should realize that the content of the animated cartoon film is integrated to the learning goals. Before tackling the cartoon film, it is important to establish a context by using visual cues or asking questions in order to provoke students to talk about their daily life experience or prior knowledge. Teacher should develop students' ideas to promote their curiosity to explore knowledge. Through this primary stage, teacher must make sure that students have been involved to the context and linked ideas to their own lives. Now, they would be ready to decided what they will be discovering from the cartoon film, for example; learning new concepts to prepare for an assignment, exploring the author's opinion on a subject, solving a problem, designing a plan or create a decision towards a phenomenon that the cartoon film presents. Most importantly, students should be encouraged to think beyond the cartoon film and they select their own purposes by themselves.

- *Bridging:*
When students become provoked enough to explore knowledge, they will be allowed to watch the cartoon film. Students watch the cartoon film carefully and write down some notes that are essential to build up an idea that may be supportive for discussion. While watching the cartoon film, students observe the characters' speech, word selection, tenses used, motion and general appearance of character or scene.

Students write key words they think that these will construct main concepts. If a learner comes across a word he/she never heard before, the learner may immediately guess the meaning of ambiguous word when analyzing the motion or facial expression that is attached with spoken language. Students also may guess meanings through group discussion, look for that word after the cartoon film ends, or ask partners about if all trails fail to individually interpret the meaning.

While tackling the cartoon film, students compare and connect that content to their existing experiences of a same subject matter, and then they evaluate their understanding of in group work. So they would construct knowledge by their own.

After students watch cartoon film, they may also develop other questions that they never thought before. They may ask further questions, may be because they noticed a perspective, behavior or vague concepts in the cartoon film. In this case, students can bridge between knowledge they receive from cartoon film and their prior experience, however, that may remain ambiguous till the group discussion takes place.

- *Group Organizing*:
The most feasible way to organize collective groups is to gather students who share the same interest. Students who become eager to look for the same area of inquiry are preferred to be involved in the same group. Teacher may name the groups by colors, numbers or symbolic names that relate to the content of the learning material etc. During group work, the instructor

doesn't interfere, but he facilitates work by offering advice if it is needed. Students are allowed to watch the cartoon film for another time if it is required.

- *Discussion and Argumentation:*

Concept of cartoon in collaborative group work enhances both discussion and argumentation. Students discuss knowledge that they personally interpret by comparing concepts they receive from a cartoon film and their prior experience. After that, students socially develop their knowledge within classroom interaction. They share ideas which they build alone, with other group members in order to finally construct knowledge.

Student may accept peers' perspectives, otherwise; the discussion transforms into a form of argumentation. Although students in the same group share the same area of inquiry, contrasting ideas would emerge due to different cognitive abilities, social backgrounds and experiences. Cartoon films enable students to argue without formal setting. Students need to examine words selected, negotiate pragmatic functions of expressions, study tenses usage, and relate music and movements that are attached to verbal speech in order to convince peers whom they disagree with.

Argumentation among group members can be finalized into a common conclusion. The conclusion in collaborative group work is produced when members scaffold knowledge and concepts. Peer scaffolding is a step forward to "students' roles" because it allows students to become effective decoders and users of cartoon discourse. In order to come out by a conclusion, students need to persuade the others with their ideas by making meaning from language used in the cartoon film. Students need to refer language items to its linguistic functions by analyzing speech components, such as, pronouns, prepositions, phrasal verbs, pragmatic meaning of words.

Not only, verbal words can create meaning in a cartoon film, body language and music effects can also be expressive. Cartoon films enable students to construct meanings from paralanguage effects which are accompanied by spoken language. That empowers students' social and cognitive skills which will remain within a learners' daily life. Learners need to think and dissect characters' movement and body language to understand the cartoon messages.

- *Exhibition:*

After the students construct their knowledge or concepts about the cartoon film, they need to present their conclusions. Presentations can have different forms such as, presenting orally, making posters, accomplishing an assignment, creating a movie etc. Regardless of the type of presentation that students tend to make, any type requires integrated language skills. Students need to transfer concepts, key words and vital phrases they gain from cartoon film to the form of the presentation. For example, if students need to represent a cartoon film about "A Journey to Hebron City" in a form of brochure, it's required to analyze content of cartoon film and select proper words needed to inform a tourist about. Students must be selective of vocabulary and phrases, observing the format and layout, being aware of grammatical rules that they may analyze from the cartoon content and employ that rules within the brochure.

Students need to write meaningful paragraphs that encourage a tourist to visit Hebron city. So, they have to transfer sentences, words or expression that attracted them in the cartoon

film. Finally, students are asked to present the brochure in front of classroom and discuss the steps they follow to produce it.

- *Reflecting:*
    Students are asked to reflect upon their experience of using cartoon in language classroom. They need to respond to the cartoon film either by oral discussion or writing a reflective paper. Students need to reflect upon concepts they have already constructed. It's feasible to talk about their own trail to persuade other peers by own ideas and the mechanisms they make use of to have mutual concluded concepts or perspectives.

Conclusion:
    In conclusion, application of constructivist approach into language classroom that utilizes cartoon film as learning material provides second language teaching and learning with significant pedagogical values. Teachers design activities to enable students to construct knowledge from cartoon films in an interactive situation which will apparently stimulate students' energetic participation and enhance their skills to discover knowledge, regardless of their different levels of achievements. To illustrate more, when constructivist approach is applied into animated cartoon as learning material, students' language performance will be developed, due to many reasons. First, animated cartoon is a source of authentic language input that requires less cognitive processing for comprehension which would suit all students' levels. Second, cartoon is an expressive form of language. Cartoon introduces everyday experience in attractive presentation that includes sense of humor, colored senses and characters, music, and sound effect etc. Students facilely can learn and guess meanings because language and movement are correlative in cartoon films. In addition to that, the constructivist approach mechanisms reinforce knowledge they get or construct from watching the cartoon film by self-discovery of knowledge and collaborative discussion.

    In other words, when constructivist strategy is employed into cartoon as a valuable learning material in language classroom, student's language performance would be developed. It would create an exciting learning atmosphere which engages students' and motivates them to discover knowledge by themselves. Both exposure to cartoons and constructivist elements have been claimed to enhance memory when connecting new and old materials experiences.

Recommendations:
  The researchers highly recommend application of constructivist approach on cartoon as a learning material in language classroom due to several reasons:
- Cartoon as an audiovisual material of authentic language enables teachers to involve students, to attract their attention and most importantly to create a non-threatening atmosphere for presenting information. Cartoon films have the potentiality of enhancing their critical thinking processes and discussion skills.
- Cartoon films suit all students' levels of academic achievements, because they require less comprehension skills.
- Cartoons grant learners the opportunity to be exposed to authentic language in different contextual situations. When learners are regularly exposed to cartoon films, they would able to build unconscious knowledge of English language. So that, they will be unconsciously able to produce proper language that suits contexts.

- Cartoons not only build up students' language skills, but they also stimulate their power of imagination.
- Cartoon films must be selected or designed to achieve learning purposes. In order to enable educators to consume time, they must be careful to the quality of the cartoon film which should be completely integrated to the content of the text book.
- Constructivist approach has the ability to reinforce knowledge, because it enables learners to discover knowledge individually. Then, they would be able to construct a complete idea within collaborative group work.
- Combination of constructivist approach applications and Cartoon film as a learning material in language classroom supports pedagogical goals. Both of them are able to develop learners' linguistic knowledge, since they depend on every day's experiences. Cartoon represents everyday activities or experiences. Also, constructivism allows the learner to connect between their prior experience and new concepts.

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