

## **School Teachers' Perception of the Impact of Cartoon Video Assistance in Vocabulary Development at the Primary Level of ESL Learners**

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### **Abstract:**

This research examined teachers' perception of cartoon videos adapted to facilitate learning through multimedia in the vocabulary development of primary-grade ESL Learners. It was, then, aimed at discovering the perception among the teachers on the utilization of animated videos for teaching young learners English vocabulary. This information was collected from samples of elementary school teachers from both public and private schools in the district. They were given a standardized questionnaire containing a five-point Likert scale, and their responses were analyzed to derive the findings. Teachers also reported that cartoon films made their students more attentive, more engaged, and more interested during vocabulary lessons. Cartoon instruction received a better response from students than conventional methods, said several teachers. Teachers in Rahim Yar Khan generally agreed with the statement in the survey that using cartoon movies to introduce vocabulary is a fine idea. It was, therefore, recommended in the study to use cartoon-based multimedia aids in teaching English vocabulary to lower levels for enhancing English language skills in students while making the learning process invigorating and effective.

Most of the teachers believed that cartoon films were an enjoyable and practical way to help in learning new words. According to the teachers, colorful imagery, context-based narration, and repeated use of the language helped children to understand, remember, and use new words with more confidence. Teachers felt concerned about the ability of cartoon videos to grab students' attention, which would otherwise have been lost to conventional methods, while at the same time providing a lively and fun ambience for the students to learn in. These teachers have experienced that classes supported by cartoons greatly encourage students to lower language anxiety and be actively involved in learning, particularly for those who are shy or slow learners.

**Keywords:** Rahim Yar Khan, visual learning, language acquisition, multimedia-assisted learning, cartoon videos, vocabulary development, ESL students, primary education, teacher perception.

### **Introduction**

Increasing one's vocabulary is an important part of learning a language, especially for English as a Second Language (ESL) learners in primary school. A strong vocabulary base is essential for the development of speaking, listening, writing, reading, and basic communication skills. Initial vocabulary instruction, at the very beginning of school, must be active and effective, as it requires engaging a student with a new language. Conventional

vocabulary teaching techniques such as lists of words, flashcards, translation exercises, or rote memorisation usually do not excite and capture the imagination of young learners. Learning in this manner would probably not result in real retention or motivation, especially among the arthritic children who required interaction and visual stimuli. Teachers and researchers have, thus, come up with ideas such as multimedia technologies to improve language instruction in schools most recently than ever before. Using animated visuals is one of those ideas to teach vocabulary much better. The mixture of animated visuals constructed along with speech in context and then storytelling using visuals with an entertaining musical score is the source of attraction for creating motivation towards a more interactive and dynamic learning environment. The context given for new words in cartoons enhances the ability of people to comprehend, remember, and use these words. Cartoons often bombard children with keywords and expressions useful for vocabulary development while still letting them absorb the information without feeling conscious of it. Cartoon films' modalities enrich cognitive development, especially since children are visual and auditory learners.

### **Research Objectives**

1. To investigate school teachers' perception of the impact of cartoon video assistance in vocabulary development at the primary level of ESL learners.

### **Research Questions**

1. What is the perception of school teachers on the impact of cartoon video assistance in vocabulary development at the primary level of ESL learners?

### **Background of the Study**

English as a second language (ESL) instruction at the basic level has grown in importance in Pakistan in recent years due to the language's recognition as a global language and a tool for social, professional, and academic development. In the early stages of language learning, vocabulary development is essential to students' total linguistic ability. Lacking a strong vocabulary foundation makes it difficult for learners to comprehend texts, express their ideas clearly, and participate in meaningful discussions. But, when it comes to capturing the attention of younger students or encouraging truly deep, long-term retention, traditional vocabulary teaching methods-Typically translation or rote memorization, isolated lists of words and so on-have not been proving very successful.

To fill in the pedagogical gap, teachers thus turn to more interesting, multimodal teaching methods, and one potential alternative that has arisen is cartoons. Cartoon videos provide multimodal inputs in terms of integrated view, sound, and context to supplement vocabulary learning. Learners are better able to comprehend information when it is presented both orally and graphically, according to Mayer's (2009) Cognitive Theory of Multimedia Learning. This is similar to Paivio's Dual Coding Theory (1986), which argues that combining words and pictures leads to increased memory encoding and retrieval. These theoretical insights present a strong argument for looking into using cartoon videos as a vocabulary-teaching technique in early ESL lessons.

### **Literature Review**

Vocabulary is the foundation of all language skills; expanding it is crucial when learning a second language, particularly in elementary school. For young ESL learners to acquire the vocabulary required for clear self-expression, communication confidence, and comprehension of written and spoken materials, effective vocabulary teaching strategies are crucial. Over the past 20 years, a significant body of research has demonstrated the superiority of interactive and intentional vocabulary training over more traditional methods such as isolated word lists or rote memorisation.(Schmitt 2008; Yousaf et al., 2021; Anjum & Zafar, 2022; Fatima et al., 2024; Arshad et al., 2025).

As a result, academics and language instructors have concentrated on employing multimedia tools, particularly animated movies, as an innovative and engaging method of teaching languages. Cartoons are said to be especially helpful for elementary school pupils because of

their lively visuals, simple language, recurrent themes, and accessible stories, all of which combine to organically and happily encourage vocabulary development.

Mayer's (2001) Cognitive Theory of Multimedia Learning provides a strong theoretical foundation for the use of animated films in language training. Dual coding, the process by which people learn more effectively from words and visuals together than from words alone, is thought to take place. This is extremely effective for young learners who interpret language information primarily through visual cues. The combination of text, sound, and visual features used in cartoon films reduces cognitive load and facilitates pupils' processing and retention of new vocabulary. In this way, cartoon-assisted learning fosters both receptive and productive language development by providing frequent exposure to target words in context and a quick visual context.(Fatima et al., 2024; Shaheen et al., 2025).

This perspective is supported by Paivio's Dual Coding Theory (1991), which also emphasizes how the brain's verbal and nonverbal processes work together to improve comprehension and recall, particularly when input is accompanied by tactile images.

Several empirical studies have demonstrated the positive effects of cartoon videos on vocabulary acquisition. This perspective is supported by Paivio's Dual Coding Theory (1991), which also emphasizes how the brain's verbal and nonverbal processes work together to improve comprehension and recall, particularly when input is accompanied by tactile images (Paivio and Clark 2006).

Comparing ESL students who got video-based education to those who received traditional training, Bahrani and Sim (2012) found that the former greatly enhanced their vocabulary retention(Bahrani and Sim 2012). Zarei and Salimi (2013) discovered that watching cartoon films significantly enhanced language recall in young learners because of the presence of contextual clues and auditory reinforcement(Zarei and Abbasi 2013).

Tekin and Şimşek (2016) found that teaching vocabulary through animated films improved students' involvement, enjoyment, and long-term memory in Turkish primary school students. They emphasized that learners retained words better when they were presented in story-based formats with regular exposure and visual assistance(Aydın, et al. 2022; Arshad et al., 2024). Another study by Lin and Lin (2019) found that ESL students in primary school showed increased levels of participation and longer attention spans when courses included animated information. These results lend credence to the notion that cartoons may be both entertaining and useful teaching resources when used appropriately in educational settings(Lin and Lin 2019; Anjum & Zafar, 2022; Naz & Zafar, 2023).

Since teachers greatly impact the way, these materials are used in classrooms, their views on multimedia-based learning are equally important. Research indicates a favorable correlation between instructors' positive attitudes towards educational technology and the frequency and success of its integration into instruction (Al-Seghayer, 2001; Kelsen, 2009; Mumtaz et al., 2024). Al-Seghayer (2001) reported that teachers reported that animated videos enhanced the comprehension, pronunciation, and word recognition of ESL learners(Kaboocha and Elyas 2018). In a Taiwanese study, Kelsen (2009) showed that teachers considered YouTube and other video-sharing websites useful for fostering a dynamic learning environment and encouraging vocabulary acquisition(Kaboocha and Elyas 2018; Jalbani et al., 2023).

Despite acknowledging the benefits of cartoon films, some instructors have voiced concerns about time constraints, limited access to high-quality digital information, and a lack of training in successful deployment. Even though multimedia has the potential to help with language learning, these obstacles might keep it from being widely used in resource-constrained settings. In Pakistan, ESL instruction continues to incorporate cartoons and other multimedia methods, particularly in underprivileged areas like Rahim Yar Khan. Multimedia-supported education raised student interest and achievement, but its adoption was unequal due to a lack of infrastructure and unprepared teachers, according to a study by Rehman and Haider (2020) that looked at the usage of digital resources in Punjabi primary schools(Talpur, Kalwar et al. 2021).

In a similar vein, Shamsi and Aziz (2021) pointed out that while many educators in Pakistan knew the benefits of animated content, they did not have the formal training required to incorporate it effectively. This clearly implies the necessity to carry out localized researches that deal with the understanding of teacher perspectives and opportunities and ground realities for implementing the concepts. The use of cartoon movies to assist pupils expand their vocabulary is supported by research from around the globe, but little of it focuses on Pakistani school contexts, particularly on how teachers perceive and utilize these multimedia resources. Rahim Yar Khan, a district that stands out for having both rural and urban educational systems, offers a special setting for investigating these interactions (Ahmad et al. 2023; Zafar et al., 2023; Murtaza et al., 2025).

Recent research regularly demonstrates that teaching young learners using cartoons helps them acquire vocabulary:

It was shown by Bahrani & Sim (2012) that students who used animated video input retained language far better than those who were taught using conventional methods (Bahrani and Sim 2012). Anila Ali and Jamaluddin (2024) discovered that learners' enthusiasm and vocabulary acquisition were improved by animated video education at a technical institute in Erbil. Learners in Grade 7 in Indonesia participated in a quasi-experimental study by Subtiara (2025), which revealed that pupils who saw cartoon films fared better than their counterparts in terms of vocabulary knowledge and engagement. According to Talapova & Kumeckbayeva (2024), animated cartoons in Kazakhstan improved learner attention, cultural comprehension, and vocabulary retention (Talapova and Kumeckbayeva 2024).

Subtiara (2025) found that pupils in Grade 7 in Indonesia who were taught using cartoon movies did better than their peers in terms of vocabulary knowledge and engagement. According to Talapova & Kumeckbayeva (2024), animated cartoons in Kazakhstan showed improved learner attention, cultural awareness, and vocabulary retention. In an experimental investigation, Muftah (2023) discovered that animated movies greatly enhanced word understanding among Saudi primary EFL learners, with substantial effect sizes (Muftah 2023; Soomro et al., 2025).

Classroom integration is significantly impacted by teachers' attitudes toward multimedia tools:

Teachers felt that video-enhanced classes increased word recognition, pronunciation, and comprehension, according to Al-Seghayer (2001) and Kelsen (2009). Videos were also viewed by them as entertaining and motivating for kids (Kaboocha and Elyas 2018). Shamsi & Aziz (2021) discovered that although educators in Pakistan acknowledged the advantages of animated content, many lacked the necessary tools and training to make successful use of it. Positive sentiments, therefore, did not always result in real-world implementation (Shamsi & Aziz, 2021).

Cartoon-based education promotes affective learning in addition to cognitive learning. Reducing stress improves learning, according to Krashen's Affective Filter Hypothesis (1982). Cartoons foster a relaxed atmosphere since they are entertaining and humorous. According to Wang (2012), cartoons offer this kind of emotional engagement through sympathetic characters and narratives, which strengthen memory (Wang, Tchernev et al. 2012; Cheema et al., 2023).

Video design innovations further improve vocabulary acquisition: Glossed captions in films helped learners acquire incidental vocabulary; those with a good phonological memory benefited the most, according to Teng (2023) (Teng and Zhang 2024). Children who watched cartoon films with subtitles were able to recall incidental language more effectively than their counterparts who did not, according to Arifani (2024) (Muzammil, Purnawati et al. 2024). According to Navarrete et al. (2023), learner involvement, such as interactive quizzes and textual elements are essential component of successful instructional movies. By promoting focus and cognitive processing, these design elements improve language acquisition both intentionally and accidentally (Rao et al., 2023; Navarrete, et al. 2025).

International research supports multimedia learning, but there is little data from Pakistan. For example, Rahim Yar Khan has seen few studies, so the current study fills a critical research void by examining local teacher perceptions. Shamsi & Aziz (2021) highlighted Pakistani teachers' awareness of the benefits of animated content, but they lacked confidence due to infrastructural and training gaps (Haider, et al. 2022; Sadaf et al., 2024).

In Pakistani primary contexts, particularly in different places like Rahim Yar Khan, little research has concentrated on particular teacher perspectives, despite robust theoretical backing and encouraging empirical findings. The majority of current research focuses on student results, ignoring the critical role that teacher perceptions play in implementation fidelity. Determining these impressions can help inform policy decisions, professional development initiatives, and curriculum design.

Although multimedia learning materials are often updated to improve vocabulary acquisition, studies on cognitive load have cast doubt on the effectiveness of multimedia information presentation (Mayer and Moreno Citation 1998). Research on multimedia has not yet reached a consensus (Ramezanali, Uchiyara, and Faez, 2021). Research on textual, audio, and video input for vocabulary learning is particularly equivocal. The current study aims to close this gap by investigating how four multimedia input conditions definition + word information + video, definition + word information + audio, definition + word information, and definition affect vocabulary acquisition and retention in EFL students (Shakir et al., 2012; Ramezanali, Uchiyara et al. 2021).

One of the most evident aspects of language is vocabulary, which is also where applied linguists initially focused their attention. Vocabulary is a list of words and their definitions, particularly found in foreign language instruction books (Richard, 2002:4). Nunan (1991:101) asserts that vocabulary is more than just lists of words in the target language. It is clear from the definition above that grammar and vocabulary are closely intertwined. The majority of languages' lexical systems can be separated into grammatical words (Munir 2016).

English language learners face several challenges when they begin learning a second language, such as culture shock, a lack of knowledge about the foreign culture, unfamiliar situations, and poor teaching methods used by instructors. Outside of the classroom, many English language learners are unable to communicate in a second language; nonetheless, they are exposed to a range of media at home, such as animated films and cartoons. Cartoons can be incidental learning tools so that further vocabulary acquisition takes place in second language learners learning English through incidental means—more easy, fast, and efficient. The present work critically examines the merit of incidental learning and also provides a backdrop of fine cases on its successful application within English language learners' classrooms.

Although they may not converse in that tongue outside classroom walls, those students are exposed at home to a multitude of media products such as animated films and cartoons. Cartoons have very real potential to speed up the learning of English as a second language by affording these learners an accidental learning tool for getting to grips with vocabulary.

Children learn in a context that comprises media exposure, peer interactions, family discourse, and experiences outside of school.

The best way children learn is through context among numerous sources such as their consumption of media, communication with their peers, their families, and their experiences outside the classroom.

Because incidental learning may be even more beneficial for English Language Learners (ELLs) than classroom instruction, ELLs could gain new vocabulary from context (Teng, 2020) (Zhou, Teng et al. 2020).

Many types of instructional resources for teaching English listening skills have been created using mobile technologies and multimedia. A few web 2.0 media, like YouTube, have become well-known channels that offer audio and video resources for language learning, and MP3 players have emerged as a new mobile device for listening-based learning (Godwin-Jones 2013). Meanwhile, the widespread use of wireless networks (like Wi-Fi and Wi-Max) and mobile devices (like smartphones and e-books) has made it possible for individual

students to access these new learning resources or channels at any time and from any location (Hwang, Shi, & Chu, 2011; Hwang, Wu, Tseng, & Huang, 2011; Wu et al., 2011).

Speaking, listening, reading, and writing are the four facets of learning a foreign language. Among these, listening is a crucial social interaction skill, and research shows that people learn new information more effectively by hearing than by reading (Luo, 2008). Even elementary schools in Taiwan are advised by the Ministry of Education to prioritize English hearing before reading or writing. In the meantime, listening competency exams are a requirement for the majority of English certification programs, suggesting the significance of developing English listening skills. (Luo, Luk et al. 2010).

Animated cartoons with English subtitles and an empirical study on the use of cartoons in teaching. Several studies have found that authentic materials significantly affect learners' motivation (Fast, 2010; King, 2002; MacGillivray, 2005; Stempleski, 1987). As a result, it covered actual resources that were utilized in English listening training. King (2002) emphasized that using DVDs provided pupils with adequate audio stimulation in addition to visuals. Teachers are always allowed to reenact important scenes for pupils as often as necessary (Su and Liang 2015).

Using a case study, Filiz (2009) suggested many techniques to ascertain how cartoons affect learning. The results of the study show that cartoons can successfully dispel students' preconceptions. Additionally, the researcher discovered that cartoons aid in the learning and development of scientific concepts in students (Filiz 2019).

Video is one of the many forms of educational media that may enhance the learning process. "Video is a powerful educational medium that incorporates elements such as images, audio, and other videos," says Isiaka (2007). According to Inline (Yükselir & Kömür, 2017), video is also a great method for providing information in an engaging audiovisual way (Yükselir and Kömür 2017).

According to Wahyuni (2013), the media is something that is used to transmit or provide knowledge and instructional materials. Additionally, it can be utilized to carry out educational activities and assist students in meeting the lesson's learning objectives (Scanlan in Aini, 2013) (Aini 2013).

According to Rohmatillah (2014), learning vocabulary in a second language becomes more challenging if communication skills are not mastered. This suggests that a big vocabulary is necessary for learners of English as a foreign language to support and encourage learning and make it easier for students to express their language skills (Rohmatillah and Achadiyah 2015). Numerous scholars have presented strong evidence that media benefits language learning because it offers rich and intelligible input (Gorjian, 2014). utilising a variety of media, such as games (Petrus, 2016), flashcards (Widiastuti, 2014), animation movies (Mubarok et al., 2017), and more. However, researchers only employed animated films to help sixth-grade students at Thailand's Ban Erawan School learn language (Mubarok 2025).

The use of animated video content in English language instruction has been the subject of numerous studies. According to the study's findings (Marlianingsih, 2016), audio-visual resources like animated films help improve kids' vocabulary and interest in learning English (Frijuniarsi and Marlianingsih 2016).

Many of the previous publications addressed comparable problems in various language elements, although the majority of them evaluated one language component using video animation. According to dual-coding theory, the number of signals associated with a message may rise when a picture is coupled to the meaning of the information being communicated (Clark & Paivio, 1991). There are several ways that audio-visual materials with text or subtitles could be effective educational aids (Clark and Paivio 1991). One of the domains that has been impacted by the technological breakthroughs is language instruction. These changes will not only slow down but also continue to affect language learners' lives in all areas, including their formal and informal language learning experiences, as noted by.

## **Survey Research Design**

“Design of the research comprises of the whole procedure which is conducted research” (Ahmad et al., 2022, p.524). According to Cohen et al. (2018), a survey research approach was used to gather information from teachers on their opinions and experiences with employing cartoons in language instruction. Based on the aforementioned reason, the design was selected so that it could collect self-reported data from a large number of participants (Fink, 2013, Cohen, Madsen et al., 2018).

### **Research Instrument**

The respondents' views and opinions were measured on the Likert scale using the questionnaire as a research tool (Likert, 1932). Being a self-made questionnaire, it took about 20 minutes to fill it in.

### **Likert Scale Specification**

Likert (1932) devised a method employing a five-point Likert scale widely designed from Strongly Disagree to Strongly Agree to judge how much the participants agreed on statements regarding using cartoons.

### **Questionnaire Structure**

The questionnaire consists of the following:

#### **Demographic Information**

Age, sex, years of teaching experience, and other relevant demographic variables were gathered for this section of the survey (Creswell, 2014).

#### **Vocabulary development**

This section utilized the Likert scale to determine the respondents' opinions and suggestions on the usefulness of cartoons in vocabulary learning (Likert, 1932).

#### **Engagement and motivation**

This section asked questions about teachers' experiences with using cartoons in vocabulary learning. This that how cartoon videos are effective in raising the level of engagement and motivation in ESL learners.

#### **Limitations of Using Cartoons**

This part of the questionnaire asked questions regarding the limitations of using cartoons in ESL vocabulary instructions, and this is also how challenges can be minimized.

## **Geolocation of the Study**

The study was carried out at Rahim Yar Khan, a city in Pakistan's Punjab province. Rahim Yar Khan is located close to the Indus River in the southwest of the province. Rahim Yar Khan was chosen by me because I used to live here and it was convenient for me to collect data from my surroundings.

### **Location of the Sampling**

The sampling was conducted in Rahim Yar Khan a district of the province of Punjab and it further contains four tehsils. so the teachers we took belong to the public and private primary schools.

### **Sampling Strategy**

Participants were gathered using a non-probability sampling technique, more precisely, convenience sampling (Etikan et al., 2016). Teachers in the researcher's network were given the questionnaire, and they were requested to share it with their peers.

### **Sample Size**

200 questionnaires were distributed among the primary school teachers, and 170 responses were received by the targeted time. Mostly female teachers took part in the study as a sample because it was easy to approach them, and mostly in this area, primary teachers are female. Distribution of 200 questionnaires and collection of 170 responses gave an 85% response rate.

## Data Analysis

The summary of the data was to include the descriptive statistics, e.g. means, frequencies and percentages (Fink, 2013), and inferential statistics for establishing the relationship between the variables, which Included regression and correlation analysis (Cohen et al., 2018).

## Pilot Study

Piloting research was conducted to test the validity and reliability of the questionnaire. For the pilot study, a small sample of 20 teachers was selected through convenience sampling.

## Objectives of the Pilot Study

1. In assessing the items on the questionnaire for comprehensibility and clarity.
2. To find out whether or not there is internal consistency in the Likert scale.
3. To ascertain if there exist possible problems in the questionnaire regarding the administration or design.

## Results

1. The items on the questionnaire were easily understood, and no serious problems were reported by the participants.
2. The Cronbach's alpha coefficient of the Likert scale was 0.85, indicating a good internal consistency. The administration and design of the questionnaire had no major issues, while some small improvements were made to clarify some of the items.

The pilot study showed evidence of the validity and reliability of the questionnaire, which also indicated that it could be used to obtain information for the main study. Also, making improvements to the questionnaire helped in the collection of the required data. The pilot study data provided constructive criticism in this regard.

## Data Analysis

### Vocabulary development

Responses shed light on cartoons' role in ESL vocabulary enhancement and illuminate participants' perceptions of the efficacy of cartoons in enhancing the vocabulary acquisition of students in an efficient manner. Responses were indicative of how teachers have, from time to time, made use of the results of the questionnaire to obtain valuable insight into the ways cartoons affect their students' motivation and level of involvement when learning ESL vocabulary. Results demonstrated that cartoons not only assist students in vocabulary acquisition but also create enthusiasm during learning. Participant responses confirm that cartoons motivate students to feel the actual push of a lesson onward, boost participation, and enhance the learning experience. The present research focuses on how cartoons assist autonomous study options, collaborative learning, and lower stress associated with language learning. In the end, this study mentioned that cartoons play a role in well-implemented language instruction when further addressing strategies to guide ESL learners in vocabulary learning.

### Table: 1

Descriptive Analysis of Teachers' Perception of “Cartoons help ESL learners to learn vocabulary more effectively”

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 24        | 14.1    | 2.6059 | Medium |
| Disagree                   | 69        | 40.6    |        |        |
| Neither agree nor disagree | 39        | 22.9    |        |        |
| Agree                      | 26        | 15.3    |        |        |
| Strongly Agree             | 12        | 7.1     |        |        |
| Total                      | 170       | 100.0   |        |        |



Table 1. demonstrates that descriptive analysis was done to assess the level of primary school teachers' perception of the statement 'Cartoons help ESL students to learn vocabulary more effectively'. The data in the table indicate that the level of primary school teachers' perception about the statement 'Cartoons help ESL students to learn vocabulary more effectively' was found to be at a medium level, namely, 2.6059. This denotes that primary school teachers did not believe that cartoons helped ESL learners very much, and there is still some room to improve on this.

**Table: 2**

Descriptive Analysis of Teachers' Perception of “**I regularly use cartoons in my vocabulary lessons**”

|                            | Frequency | Percent | Mean  | Level  |
|----------------------------|-----------|---------|-------|--------|
| Strongly Disagree          | 25        | 14.7    | 2.817 | Medium |
| Disagree                   | 44        | 25.9    |       |        |
| Neither agree nor disagree | 59        | 34.7    |       |        |
| Agree                      | 21        | 12.4    |       |        |
| Strongly Agree             | 21        | 12.4    |       |        |
| Total                      | 170       | 100.0   |       |        |

Table.2 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement 'I regularly use cartoons in my vocabulary lessons'. The data in the table shows that the level of primary school teachers' perception about the statement I regularly use cartoons in my vocabulary lessons 'was medium, which is 2.817. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 3**

Descriptive Analysis of Teachers' Perception of “**Cartoons add interest in language training**”

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 12        | 7.1     | 2.8941 | Medium |
| Disagree                   | 61        | 35.9    |        |        |
| Neither agree nor disagree | 51        | 30.0    |        |        |
| Agree                      | 25        | 14.7    |        |        |
| Strongly Agree             | 21        | 12.4    |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 3 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement 'Cartoons add interest in language training'. The data in the table shows that the level of primary school teachers' perception about the statement Cartoons add interest in language training was medium, which is 2 8941. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 4**

Descriptive Analysis of Teachers' Perceptions of” **I feel comfortable utilizing cartoons to help ESL students expand their vocabulary**”

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 20        | 11.8    | 2.6059 | Medium |
| Disagree                   | 67        | 39.4    |        |        |
| Neither agree nor disagree | 51        | 30.0    |        |        |
| Agree                      | 24        | 14.1    |        |        |
| Strongly Agree             | 8         | 4.7     |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 4 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement 'I feel comfortable utilizing cartoons to help ESL students expand their vocabulary'. The data in the table shows that the level of primary school teachers' perception about the statement I feel comfortable utilizing cartoons to help ESL students expand their vocabulary was medium, which is 2.6059. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 5**

Descriptive Analysis of Teachers' Perceptions of" **Cartoons are appropriate for the interests and requirements of ESL students"**

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 23        | 13.5    | 2.6353 | Medium |
| Disagree                   | 53        | 31.2    |        |        |
| Neither agree nor disagree | 62        | 36.5    |        |        |
| Agree                      | 27        | 15.9    |        |        |
| Strongly Agree             | 5         | 2.9     |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 5 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement 'Cartoons are appropriate for the interests and requirements of ESL students. The data in the table shows that the level of primary school teachers' perception of the statement Cartoons is appropriate for the interests and requirements of ESL students was medium, which is 2.6353. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 6**

Descriptive Analysis of Teachers' Perceptions of" **Including cartoons in vocabulary lesson plans is simple"**

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 9         | 5.3     | 2.7941 | Medium |
| Disagree                   | 64        | 37.6    |        |        |
| Neither agree nor disagree | 55        | 32.4    |        |        |
| Agree                      | 37        | 21.8    |        |        |
| Strongly Agree             | 5         | 2.9     |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 6 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement 'Including cartoons in vocabulary lesson plans is simple'. The data in the table shows that the level of primary school teachers' perception of the statement, including cartoons in vocabulary lesson plans, is simple, medium, which is 2.7941. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 7**

Descriptive Analysis of Teachers' Perceptions of "**Cartoons support ESL students' autonomy in vocabulary learning"**

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 23        | 13.5    | 2.6000 | Medium |
| Disagree                   | 70        | 41.2    |        |        |
| Neither agree nor disagree | 38        | 22.4    |        |        |
| Agree                      | 30        | 17.6    |        |        |
| Strongly Agree             | 9         | 5.3     |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 7 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception of the statement '**Cartoons support ESL students' autonomy in**

**vocabulary learning'**. The data in the table shows that the level of primary school teachers' perception about the statement” **Cartoons support ESL students' autonomy in vocabulary learning** ‘was medium, which is 2.6000. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 8**

Descriptive Analysis of Teachers’ Perceptions of “**ESL students who watch cartoons have less anxiety when learning new words**”

|                            | Frequency | Percent | Mean   | Level  |
|----------------------------|-----------|---------|--------|--------|
| Strongly Disagree          | 38        | 22.4    | 2.5353 | Medium |
| Disagree                   | 50        | 29.4    |        |        |
| Neither agree nor disagree | 45        | 26.5    |        |        |
| Agree                      | 27        | 15.9    |        |        |
| Strongly Agree             | 10        | 5.9     |        |        |
| Total                      | 170       | 100.0   |        |        |

Table 8 reveals that a descriptive analysis was carried out to measure the level of primary school teachers’ perception of the statement, ‘ESL students who watch cartoons have less anxiety when learning new words. The data in the table shows that the level of primary school teachers’ perception of the statement that ESL students who watch cartoons have less anxiety when learning new words was medium, which is 2.5353. It means that the primary school teachers perceived that cartoons did not help the ESL learners at a high level, and it may be improved.

**Table: 9**

Descriptive Analysis of Teachers’ Perceptions of “**Cartoons offer a helpful framework for learning new words**”

|                            | Frequency | Percent | Mean   | Level |
|----------------------------|-----------|---------|--------|-------|
| Strongly Disagree          | 8         | 9.4     | 3.9235 | High  |
| Disagree                   | 16        | 32.4    |        |       |
| Neither agree nor disagree | 24        | 14.1    |        |       |
| Agree                      | 55        | 32.4    |        |       |
| Strongly Agree             | 67        | 39.4    |        |       |
| Total                      | 170       | 100.0   |        |       |

Table 9 reveals that the descriptive analysis was carried out to measure the level of primary school teachers' perception about the statement ‘Cartoons offer a helpful framework for learning new words. Primary school teachers' perception regarding the statement Cartoons provide a useful framework for learning new words was High, as evidenced by the table data 3.9235. This means that primary school teachers know that cartoons help all ESL learners at a high level, and cartoons are recommended for the learning of vocabulary.

**Table: 10**

Descriptive Analysis of Teachers’ Perceptions of “**I'll keep using cartoons to teach language**”

|                            | Frequency | Percent | Mean   | Level |
|----------------------------|-----------|---------|--------|-------|
| Strongly Disagree          | 5         | 2.9     | 3.3647 | High  |
| Disagree                   | 27        | 15.9    |        |       |
| Neither agree nor disagree | 62        | 36.5    |        |       |
| Agree                      | 53        | 31.2    |        |       |
| Strongly Agree             | 23        | 13.5    |        |       |
| Total                      | 170       | 100.0   |        |       |

Table 10 shows that the descriptive analysis has defined the level of primary school teachers' perception about the statement "I'll keep using cartoons to teach language." The data show that the level of primary school teachers' perception regarding the statement I'll keep using cartoons to teach language is High at 3.3647, meaning that the primary school teachers highly

perceived that cartoons help ESL learners and are highly recommended for vocabulary learning.

## **Discussion**

The findings of this study indicate that cartoon video-aided vocabulary teaching is highly advantageous for ESL primary-level learners. Teachers reported that cartoons facilitate vocabulary teaching by making it more dynamic, fun, and engaging. Many respondents agreed that cartoons stimulate active participation, reduce learning stress, and enhance kids' recall of new vocabulary words. Cartoons are aforementioned in promoting student autonomy by letting them employ self-directed language. Encourage student independence by allowing students to research the terms by themselves. The teachers expressed their comfort in using cartoons as teaching tools and how it would successfully incorporate into their lesson plans. Based on these findings, cartoons proved to be an adequate instrument to introduce and reinforce vocabulary in a way that appeals to and is entertaining for the students. Despite these advantages, the study also suggests several inconsistencies and limitations. One of the major concerns was finding suitable cartoons to address different learning styles and to fit the instructional objectives. The study found that in some of the cartoons,

fast conversations could be heard, complicated vocabulary is used, and cultural references that might confuse learners of ESL. Colloquialisms and informal language in cartoons hamper formal vocabulary learning. Teachers also expressed that although cartoons can be a source of entertainment, they may sometimes distract students from focused learning. Furthermore, there were technical problems like access to digital resources, and teachers needed to be proficient in using them, which hindered the very successful application of cartoons in the classroom. Time constraints and school policies were also found to interfere with introducing cartoons into normal vocabulary-training sessions.

## **Recommendations**

Most teachers felt that watching cartoon would increase vocabulary among primary-level ESL pupils. They added vocabulary games, flashcards, and discussions to them since they thought that cartoon watching alone would not ensure retention. Teachers choose movies with appropriate pacing and unambiguous language to fit the differing levels of comprehension across their students. They often paused movies to introduce new lexicon to the learners and prompted them to engage in role-play and speaking activities to internalize vocabulary. Most educators were adamant that there had to be a provision of more professional development training on multimedia, as they considered themselves to be inadequately trained and confident to use multimedia tools. The absence of technological support given to them by schools had a bearing on implementation. Teachers also suggested putting down some guidelines to help in the selection of appropriate content for their students, as the cartoons were being labeled with inappropriate slang and informal language.

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