Cartoons for Young Learners: Pedagogical and Cultural Views

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Abstract---Children generally love animated cartoons. An animated cartoon is a film uses animation techniques to photograph a sequence of drawings rather than real people or objects. Stories in cartoons for children are humorous yet they may deliver life principles and concepts. Besides having a good time enjoying the cartoons, children learn and understand other people's habits or cultures. As an addition, children can be exposed to English pronunciation, intonation, and stress in spoken English. Charlie and Lola is a cartoon produced by the BBC about a sibling's daily life. Charlie is a caring brother and Lola is a witty cute sister. The stories are depicted in a simple yet interesting way. Showing this to young learners' class is expected to lead to better intercultural understanding, broaden their knowledge and make sense of the world. McCloseky and Thornton (2002) propose that using stories (in cartoons) is very appealing and makes teaching more effective. Deacon and Murphy (2001) also add that stories also introduce new vocabulary and language forms within rich networks of associations. Therefore, integrating stories, specifically cartoons, in teaching and learning English may enhance young learners' English and other related aspects even more as it is done deliberately this way. This paper will report on 1) young learners' learning characteristics attended by Charlie and Lola Cartoon 2) language and cultural points they learn, and 3) their responses to the cartoon.

Keywords---Young Learners, Cartoons, Learning Characteristic

I. INTRODUCTION

As one of prominent international language, English is taught since elementary level of education. English once was included in the curriculum and now it serves as an extracurricular subject. However, the importance of teaching and learning it doesn't change. Some parents send their children to English courses to give them more exposure of English. They think two hours a week of English lesson at school is not sufficient, so they consider that by giving their children more lessons of English may result in better learning outcome. What they believe may be that children who get good quality of exposure, such as good pronunciation; and sufficient frequency and volume of contact with the target language may be good user of English.

Using technology has demonstrated positive outcome in language teaching. According to Pino-Silva and Antonini (2000) Following are objectives: to escalate students' awareness and understanding of their own learning processes; to cultivate an autonomous attitude in students toward language learning; to assist students recognize and incorporate pertinent strategies that help them learn on their own; and to encourage students critical thinking and express themselves reflectively.

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II. MULTIMEDIA AND LANGUAGE LEARNING

Multimedia is defined as the use of several media devices, sometimes in a coordinated fashion (e.g., synchronized slides with audio tape, perhaps supplemented by video). Advances in technology have combined these media so that information previously delivered by several devices is now integrated into one device. The computer plays a central role in this environment. (Kozma, 1991) In line with the above definition, Tolhurst (1995) states that multimedia is suggested as meaning the use of multiple media formats for the presentation of information. When presented using a computer system, multimedia may overlap with the term hypermedia and hypertext, if it includes nonlinear interactive links, but multimedia does not necessarily include computer usage.

Multimedia applications can be used as a learning tool. In educational context, multimedia applications can be applied creatively based on the need analysis. The aim to achieve is to increase students' knowledge on particular subjects and give them a purpose for learning them. Learning theory in multimedia encompasses refining students' skills and preparing students to identify certain challenges, build their personalities, and augment their knowledge. The 'learning to learn' concept differs according to fundamental epistemological and ontological assumptions.

The use of multimedia, specifically, videos in the foreign language classroom have indicated many benefits, for instance:
- more appealing and entertaining for the students than audio exclusive materials;
- expose students to authentic language in natural situations;
- provide a situational and visual context to language interactions; and
- expose students to authentic nonverbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language

(Ambrose 2002; Antonini 2004; Gower, Phillips, and Walters 1995; Hemei 1997; Hoven 1999; Mackenzie 1997; Rubin 1994)

A. Teaching and Learning Principals

Alessi and Trollip（2001）propose that there are 4 steps to transferring and acquiring knowledge: 1) perception and attention, 2）encoding, 3）memory, and 4）comprehension.

Perception and attention focuses on the information within the learning environment. Learners use their senses to absorb information. Challenges arise because human beings are constantly being bombarded by different stimuli. Educators must maintain a particular level of attention of the learners in order to facilitate the transfer of information in a classroom. One way that educators maximize this effect is by making changes in activities and delivery styles throughout the course of any particular lesson.

The second is encoding. The information that has been perceived must then be encoded for storage in the brain. In the ESL classroom environment, encoding has generally been conducted through aural stimuli. However, Clark & Paivio (1991) argue that "dual coding", using both aural and visual encoding, has been verified to enhance encoding process by learners.

Memory is the learner's ability to recall the information that they have acquired and stored. According to Fleming & Levie (1978), there are two major principles that are the foundation for the process of memory augmentation: the principle of organization and the principle of repetition. The organization principle states that information is retained better and longer if it is organized, while the repetition principle states that information that is practiced or used is more easily committed to long-term memory. Alessi and Trollip（2001）surmise that organized information is more important than repetition, even though it is sometimes inconvenient to use, particularly when dealing with large amounts of information. In the ESL environment, a good example would be that vocabulary is often repeated in order to enhance memory. However, a combination of both of these principles is more effective, especially when organization is the most appropriate method to use.

Finally, comprehension is a major goal of any teaching syllabus. Thus, educators strive to develop language and learning skills so that students are able to add the learned information to their current knowledge. Traditional testing techniques are simply ways to elicit recall of information. However, Alessi and Trollip（2001）have demonstrated that this is simply the first step toward comprehension. Educators must build opportunities that will allow students to

demonstrate that they can use the information that they have acquired and facilitate the desired behavior. Video is one of the new tools that have become available to educators to impact the learning process.

In line with the above arguments, Houston (2000) and Sherman (2004) asserts video needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students. Therefore, it can be concluded that video materials have an advantage because of the innovative features that can be used to make instruction more appealing to learners.

A.   Young Learners' Learning Characteristics

Young learners differ from adults. They have their own learning characteristics which are different from those of adults. Recognizing young learners' learning characteristics would be advantageous for teachers in setting the teaching methods and designing suitable activities. As the result the teaching and learning process may run smoothly. Following are the characteristics of young learners' learning from several resources:

1)   Through physical experience; young learners learn by way of physical experience (hands-on experience). This means their understanding comes not just from explanation, but also from what they see and hear and, crucially, have an opportunity to touch and interact with. Harmer (2002:38), Musthafa (2002), Harmer (2002:38) and Scott and Ytreberg (1990:2). Shin (2006:3) also that young learners' understanding comes through hands, eyes, and ears

2)   One thing at a time; young learners are able to cope with one thing at a time without a great deal difficulty. Teaching a lot of things to them at once may cause frustration and failure, both to young learners and the teacher. It is suggested when teaching 'preferences', for example, a teacher does not have to use all the subjects at once as it is possible to be done in adult classes. He should limit based on their timely need (I and You first then next session followed by He and She). Shin (2006:4) also recommends teaching the lesson in themes. So, giving a variety of activities is good to facilitate their short attention span, but it is important to have them connect to each other in order to support the language learning process.

3)   Learn when kept as a whole; learn indirectly; Brown (2002) states that young learners often learn indirectly rather than directly that is they take in information from all sides, learning from everything around them rather than focusing on the precise topic. And they generally display enthusiastic manner for learning and a curiosity about the world around them.

4)   "I"-centered characteristic; when talking about themselves, young learners are ardent. They retort well to learning when main topics in the classroom are about themselves and their own lives. So, it is worth taking into consideration to give them topics that are in the interior of their erstwhile knowledge. Therefore, they will learn the language when they are exposed to sufficient demonstration (Brown: 2002).

5)   Learn fast forget quickly; unless activity are tremendously involving young learners can easily get bored, losing interest after several minutes of the activity. Because they are pinpointed to here and now, on the practical purposes of language, therefore, activities should be designed to apprehend their immediate interest Brown (2002) and Shin (2006).

6)   Fun learning; young learners cannot be expected to sit down and do a certain activity for a long time. Activities should be planned to seize their interest, short, and varied to allow a change of their mood.

7)   Responsive; young learners respond to context even if they do not understand separable word Harmer (2002).

The above characteristics of young learners learning should be taken into consideration in designing the teaching techniques so that the target of teaching and learning can favorably achieved. The pedagogical implications are teachers need to can be done facilitate young learners' learning characteristics. This can be carried out by setting up a fun, engaging yet meaningful learning atmosphere. Then, the material given should be within young learners prior knowledge and relevant to their 'here and now' need. The activities should be designed by grading the level of difficulty in each task.

Then modifying the tasks into silent and rigorous ones is recommended to avoid boredom. There should be physical activities, such as role-play, play games, or do Total Physical Response activities. Sensory aids can help them to internalize concepts. The smell of fragrance, the touch of different types objects and fruits, and the taste of food; the usage of audiovisual aids like video, pictures, tape, music are vital components in their language teaching. In short, the physical world is dominant in young learner's life. Integrating the applicable criteria of the formatter will lead to positive learning outcome.

III. METHODS

A. Research Questions

This research aims at seeking answers for the following questions:

1) What young learners' learning characteristics are attended by Charlie and Lola Cartoon series?
2) What language and cultural points they learn?
3) What responses do young learners show/give while watching the cartoons?

B. Research Subjects and Research Site

There are two research subjects:

1. Charlie and Lola is a TV series produced by BBC.
2. Young learners in this research are students of English for Children level 4 (EC-4 students) of LBPP LIA Bandung. The class consists of students from different Elementary School in the eastern part of Bandung. They are of 4 to 5 grade of Elementary School. They range from 10-12 years of age. There are 8 students in the class.

The research site is LBPP LIA Bandung. It is located in East Bandung.

IV. DATA COLLECTION

- The Observation, the observation is conducted on
- Response Journals
- Interviews

V. RESULTS AND DISCUSSION

A. Young Learners' learning attended by Charlie and Lola cartoon series

Charlie and Lola is a TV series adapted from fictional children from cbeebies BBC. BBC released its first episode in Nov 2005 and its last episode in July 2008. The series comprise 78 episodes which were made in three seasons. The main characters are Charlie and Lola. Charlie, a seven-year-old boy, is an imaginative and helpful brother of Lola and is a hero. He has the same hair color as her sister, Lola. Charlie is often asked to look after her, and he sometimes has to think of creative ways to keep her busy. Lola is an imaginative, quirky 5-year-old girl. She has a best friend named Lotta. She is described by her brother as "small and very funny". She likes playing and is full of character. She generally wears blue butterfly hair clips. Her eyes are black and her hair is short and blonde. She is a drama queen. She also has an imaginary friend called Soren Lorenson.

The learning characteristics attended by the cartoon TV series are:

- Through physical experience; young learners learn by way of physical experience (hands-on experience). The TV series give them stimuli on their senses, listening, seeing, and feeling. Their understanding which comes not just from explanation, but also from what they see and hear and, crucially, have an opportunity interact with is facilitated. In other words, young learners' understanding comes through hands, eyes, and ears are attended.

- One thing at a time; the cartoons come with one topic in each episode. Therefore, it copes with one thing at a time. This may help learners to focus on thing without a great deal difficulty. Watching one episode which is related to the material taught is prudent whereas giving a lot of things to them at on one occasion may cause hindrance and catastrophe, both to young learners and the teacher. The cartoon's duration is around 10 to 12 minutes long. This facilitates young learners' short attention span. Providing a variety of activities is good, but it is important to have them connect to each other in order to support the language learning process.

- Learn indirectly; since young learners often learn indirectly rather than directly that is they take in information from all sides, learning from everything around them rather than focusing on the precise topic. And they generally display enthusiastic manner for learning and a curiosity about the world around them. The cartoon series provide them information on linguistics as well as cultural aspects.

- "I"-centered characteristic; the topics presented in Charlie and Lola cartoons are all about children. As it is understood that young learners are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. So, it is worth considering giving them topics that are within their prior knowledge so that by sufficient demonstration they will learn the language outlined

- Learn fast forget quickly; unless activities are extremely engaging, young learners can easily get bored, losing interest after several minutes of the activity. Charlie and Lola Cartoons comprise different elements which are engaging for young learners. It displays cute characters, interesting topics and plot of the stories. Moreover, it is also enriched with colorful pictures, cheerful musical background, and songs. Because

they are centered to here and now, on the functional purposes of language, therefore, activities should be designed to capture their immediate interest.

- Fun learning; young learners cannot be expected to sit down and do a certain activity for a long time. Activities should be planned to capture their interest, short, and varied to allow a change of their mood.
- Responsive; young learners respond to meaning even if they do not understand individual word Harmer (2002).

B. Language and Visual Cultural Points

Charlie and Lola cartoon series provides information on how is English spoken by the native speakers, so non-native speakers, young learners, may struggle with the vocabulary used although the vocabulary used in the show is basic. As previously mentioned, the show depicts daily children topics.

The duration of the cartoon is approximately 11-13 minutes is an appropriate length for classroom use. Pre-viewing activities such as warm-up questions or pre-teaching of vocabulary are necessary to make the clips more accessible. When learning a foreign language, students need more than grammar, vocabulary, and pronunciation; another important skill is cultural literacy regarding the target culture.

Repeated viewings For EFL students, one viewing of authentic video is rarely sufficient. The first viewing is good for grasping what the students can and cannot understand, allowing the teacher to give clues for the second viewing. Several comprehension or true/false questions can help the students understand the gist of each scene. Watching authentic video materials does not have to be relegated to just listening exercises. It is best to choose scenes that provide visual reinforcement for the plot or main point. Comprehension questions can be based not only on listening but on visual cues as well. Additionally, talking about what they have seen gives students the chance to use their English to practice pre-taught vocabulary related to the scene.

Repeated impressions For EFL students, one authentic video show is rarely adequate. The first view is good for understanding what students can and cannot understand, allowing the teacher to give instructions for watching the second. Some right / wrong understandings or questions can help students understand the essence of each scene. Watching original video material doesn't have to be lowered just to listening practice. It is best to choose scenes that provide visual reinforcement for the plot or main point. Understanding questions can be based not only on listening but also on visual cues. In addition, talking about what they have seen gives students the opportunity to use their English to practice the pre-teaching vocabulary associated with the scene.

Film as one of the fields studied in the study of visual culture is not just a collection of images arranged into a moving image, more than that, film in the study of visual culture is a "material artefact, building and images, plus time-based media and performances, produced by human labor and imagination, which serve aesthetic, symbolic, ritualistic, or ideological-political ends, which addresses the significance of a significant extent (Walker & Chaplin, 1997). Values such as symbolic or ideological represented through images displayed by artifacts that are material because culture itself is a signifying practice. According to Malcolm Barnard, visual culture, which includes film, is an expression of the unconscious so that it can be understood and analyzed one of them using the glasses of psychoanalysis (Barnard, 2001), in other words film is a media produced where an artist expresses his thoughts. Laura Mulvey in her essay entitled Visual Pleasure and Narrative Cinema argues that film is a media in which the dominant culture, in this case patriarchy, is continuously reproduced and established by the dominant group, the images that appear in mise-en-scène represent the social order patriarchal (Mulvey, 2001).

The concept of scopophilia from Freud was echoed by Mulvey in his essay. Scopophilia comes from two Greek words, namely: *scopos* which means seeing activities, and *philia* which is the activity of loving or enjoying something. So scopophilia is the activity of enjoying or enjoying that is obtained from seeing something (Barnard, 2001). Enjoyment is obtained from making women as objects of sexual fantasy to fulfill the narcissistic desires and egos of men who are represented in the film through male gaze.

How this patriarchal social order can be represented in many films, for example, is a cartoon series released by BBC, Charlie and Lola. The two main characters in this series character Charlie is described as an older brother of his sister named Lola. The younger brother, Lola, is described as a younger brother who often gets caught up in a problem or difficulty which later his brother comes as a helper. The male figure in the series is also portrayed as a more mature figure or as an older brother than a female character.

In the episode "Charlie is Broken" there is a scene where Lola wants to do a rolling motion but Lola can't do it, then Charlie comes and helps him. Charlie comes as a helper when Lola can't do anything. Then in the scene after when Charlie had a broken bone, Lola was present as a helper who helped him to do many things at home, such as: brushing his teeth, making drinks for Charlie, and preparing food. Through the images in this scene, the patriarchal social order and feminine myths of women and many struggles in matters of a domestic nature are reproduced . The narrative on this episode–if you don't want to be trapped in generalization, is built on the perspective of the male gaze in which female characters are created as figures who often make mistakes (accidentally) or are stuck in difficulties in building characters in Charlie's character as adult male characters, wiser and more helpful.

With films constructed using the male gaze perspective, the audience as a spectator mediated by the film gets visual pleasure from the fantasy "ideal figure" in the patriarchal social order represented by the characters Charlie and Lola. A philosopher, Slavoj žižek, said in his film entitled 'The Pervert's Guide to Ideology' when he analyzed how fantasy was formed in the films 'Taxi Driver' and 'The Searching' using the psychoanalytic glasses with "... is to construct a scene–not a where I get what I desire , but a scene in which I imagine myself as desired by others "(Fiennes, 2012). Charlie is a fantasy construction "ideal figure" in a patriarchal social order that was built by creating the character Lola as an empty sign which is then given signs so that the construction of Charlie's character is established.

C.

D.   Young Learners' Responses While Watching the Cartoons

In general, young learners positively response to the use of the serial cartoon film during the session. However, there are some important steps to consider. Before the cartoon is played, teachers need to give explanation what learners are going to watch, and what they have to do during the watching, especially, when they watch it for the first time. They might not know what the teachers expect them to do. By doing so, they will not feel bewildered what to do and they may feel ready. Watching cartoon can be used as a supplement. Teachers still hold the important roles in a class room. There may be some questions or comments from learners after they watch the cartoon that teachers should answer or explain.

Finally, Charlie and Lola cartoon can be given to the class as pre or post activity. When it is given as pre activity, learners should get the core explanation from the teacher after they watch it. If it is given as post activity, teachers should have explained the lesson before they watch the cartoon. By doing so, they assist learners to focus on what they are learning.

VI. CONCLUSION

To summarize, the use of Charlie and Lola as supplementary activity is suggested because their lessons are designed by attending seven young learners' learning characteristics. This can diverge the learning activity so that learners may find learning English is fun and enjoyable.

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