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## MEMOIRE DE FIN DE CYCLE

### **THEME:**

*The importance of Arts and  
Cartoons in EFL teaching and  
learning: case study of CAEB  
and Lycée Toffa 1<sup>er</sup>*

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# **DEDICATION**

- ♣ This research work is dedicated to my sister Amandine ASSOGBA DELEKE and my father ASSOGBA T. Gratien for the great support they have been for me in the learning of English since my childhood.



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**LIST OF ABBREVIATION**

- BAPES** : Brevet d’Aptitude au Professorat de L’Enseignement Secondaire
- CAPES** : Certificat d’Aptitude au Professorat de l’Enseignement Secondaire.
- CD** : Compact Disc
- CAEB** : Conseil des Activités Educatives du Bénin
- EFL** : English as Foreign Language
- ENS** : Ecole Normale Superieure (Advanced Teachers’ Training School)



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## **GENERAL INTRODUCTION**

Today, the acquisition of knowledge is one of the greatest challenge people are confronted to in order to reach self-fulfillment. Due to globalization, English is considered as one of the most spoken languages worldwide. Once you can write and speak English, you are a citizen of the world. English is the language of science and it is the medium of communication in most International Organizations.

To help young people and adults benefit from the advantages English is offering to the world, Benin has introduced it as a foreign language in secondary school curricula. The purpose of teaching English in Benin secondary schools is to help students communicate easily with foreigners in order to live through the language. But unfortunately this objective is barely reached. It is always sad news for officials and authorities of the country to notice that after a long period of training, students are still unable to make themselves understood, or are unable to decode a message in English.

Both teachers and learners agree to share the responsibility for this situation. Most teachers complain about the less motivated classes they have, lack of good libraries and the use of the mother tongue and French. Most students find English class boring. It is just when Arts and Cartoons importance comes in as revolutionary tool to make the goal of both learner and teacher reachable.

In fact, Arts and Cartoons have a profound ability to enrich the lives they touch and can be an invaluable tool for teachers at all levels to enhance and strengthen instruction for EFL students. By integrating Arts and Cartoons into English language teaching and learning, students develop and deepen their understanding of their own and other human experiences. In combination with reading, writing, speaking and listening, Arts and Cartoons open doors for high levels of analysis and also challenge students to explore themselves and their

surroundings, and thus find avenues for sophisticated comprehension and communication. Arts and Cartoons convey what it means to be human, challenge the intellect and provide rich experiences in analysis, exploration, reflection, observation, imagination, experimentation, and communication.

In Benin, learners of English as a second language are students who have a lot of difficulties reaching the required English proficiency because they come from a home where languages, other than English, are spoken and score at below “Proficiency” the Beginning, Intermediate, or Advanced level of English.

Fortunately, today we are living in the world of unlimited possibilities. What was a myth yesterday is a common fact now. The rapid growth of the information and technology oblige educators to use Cartoons and Arts to make their messages accessible to their audience.

Cartoons and Arts are very good tools exploited by many language teachers to reach their expected goals. Language centers and some secondary school teachers understood this value and implemented it in their pedagogy as we can notice in the book Go For English and many other manuals. Software producers and programmers are also using Cartoons and Arts to make good games and learning tools for their clients.

In some countries, and even in some private schools and language centers in Benin, the advantages drawn from the use of Cartoons and Arts is very motivating and can be very profitable for both EFL learners and teachers and the community as whole. The work is structured into five chapters. The first chapter includes the problem statement, the purpose of the study. It also raises the research questions, provides details about the significance of the study as well as clarifications of some concepts related to the study. The second chapter deals with the literature review where information is provided about what previous research in the area has found and the different sources I have used to deal with the topic. The third chapter presents the methodology of the research. It present information about the setting of the study, the target population and

the instruments used to collect data. It also provides the data analysis procedure. The data and their analysis are presented in chapter four. The last chapter is about the recommendations and suggestions made by the study.



**CHATER ONE: INTRODUCTION TO THE STUDY**

**1-1- STATEMENT OF THE PROBLEM**

Learning a foreign language is an adventure; and it requires for both teachers and learners some techniques and patience to make their goals a reality. The proficiency of the students' is not caused mainly by the students' low motivation, high anxiety, or limited vocabulary; rather, the primary cause of their poor skill is the technique the teachers use and the way to facilitate students' speaking. A teacher as an artist must use a lot of motivating resources if he wants his students to learn fast. Learners should also be as guides. They should guide their teachers toward their needs, and what mostly motivate them to learn. Most students and teachers need books, manuals and tools full of Arts and Cartoons in order to make their message across, and avoid wasting time. But unfortunately those tools are very rare and people who are supposed to design the perfect materials needed are also rare in Benin. Then, there rises a question:

How can we make our teachers and learners in Benin discover the importance of good Arts and Cartoons and use them efficiently in their classes? Then the following questions are to be examined:

- 1-What do teachers in secondary school think about the importance of Arts and Cartoons in EFL classes?
- 2-How are learners well aware of the advantages of Arts and Cartoons in their learning process?
- 3-In what way can education specialists help teachers use efficiently good Arts and Cartoons in EFL classes in Benin?

## **1-2- PURPOSE OF THE STUDY**

The main purpose of the study is to demonstrate the importance of good Arts and Cartoons in EFL teaching. The research focuses on teacher's and learners' opinions to see how well they are aware that Cartoons and Arts can make them reach their goals very fast. The research is also focused on how to make authorities of Benin equip teachers and learners with good Arts and Cartoons, in order to help them reach quickly their goals.

## **1-3- SIGNIFICANCE OF THE STUDY**

The main purpose of EFL teaching in competency based approach is to help students to be good at English in order to communicate easily in real life situation.

My research work is significant for many categories of persons:

Firstly, this research can make every layer of the educational system be aware of how powerful good Cartoons and Arts can spark the brain of the new generation of students in Benin and make them much better at English. Secondly, through the findings of the work, EFL teachers in Benin will notice the importance of Arts and Cartoons in the teaching and learning process. So, they can use them in order to make their English classes more interesting and more vivid. In their turn, students will benefit from the effective teaching they have received and consequently become good English speakers. Thirdly the research will make school specialists take stringent decisions in order to improve language teaching in secondary schools in Benin.

## **1-4- Scope and limitations**

The implantation of this research work was not an easy task, because I was limited by many factors.

First of all, the area of investigation of this research is limited to CAEB and Lycée Toffa 1<sup>er</sup>. This fact doesn't allow me to take into account many areas.

Students were not so fluent to give all their takes in English. Also, the financial problem doesn't allow me to enrich my work as much as possible.

### **1-5- CLARIFICATION OF KEY CONCEPTS**

Before we go forward in this work, it is important to clarify some key concepts:

**EFL:** means English as Foreign Language. It consists of teaching English in nonspeaking region. It must be noted that teaching and learning EFL is not an easy task; it requires a lot of techniques and patience due to the environment and the low level of students.

**ART:** Based on Oxford Dictionary of English, Art is the expression or application of human creative skill and imagination, typically in a visual form such as **painting** or **sculpture**, **producing works** to be appreciated primarily for their beauty or emotional power. It covers **painting**, **music**, **literature**, and **dance**. **Photography** is also part of Arts.

**CARTOONS:** Based on Oxford Dictionary of English, Cartoon means simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one in a newspaper or magazine.

- A cartoon strip is a narrative sequence of humorous drawings in a comic, magazine, or news paper, usually with caption.

Ex: the cartoon strips of the prophet Mahomet in Charlie Hebdo newspaper.

- A film using animation techniques to photograph a sequence of drawings rather than real people or subjects.

Ex: Sinbad, Legend of the Seven seas.

- A full-size drawing made by an artist as a preliminary design for a painting or other work of Art



## **CHAPTER TWO LITERATURE REVIEW**

In this chapter you will have deep understanding of the problem raised by the topic through the publications of some writers, former researchers. So you will see some works of some researchers on the importance of Arts and Cartoons in EFL teaching.

### **2.1. THE IMPORTANCE OF ARTS AND CARTOONS IN EFL CLASS**

#### **2.1.1 Importance of Art**

Through its article submitted in 2007, on Art in the classroom, British council showed why teaching English by using Art is good. *“As the saying goes, Art is all around us. In its many forms it presents fantastic opportunities for discussion, focused language work and skills-based activities. However, this bottomless cultural resource is largely underused by many language teachers.”* British Council Art in the classroom. Moreover, the Council went forth in his argument and stated that: *“Lessons based around works of Arts have many benefits for both the teacher and the students.”* So responding to Arts can be very stimulating and lead on to a great variety of activities. Furthermore he argued and stated: *“Using Arts provide useful change of pace. While many teachers use visual images to introduce a topic or language item, actually asking the students to engage with and respond to, the piece of Art can encourage students to become involved on quite a different level”*. British Council Art in the classroom.

*“Incorporating Art into the class or syllabus can take the students out of the classroom and encourage them to use their language skills in the real world. A visit to an Art exhibition or an assignment that involves research on the internet can generate all sorts of language”*. British Council Art in the

classroom. *“Thinking about or even creating Art can be very motivating. It can take the emphasis off of accuracy and put it onto fluency and the ability to clear the express thoughts and ideas. This is great for students whose progress in speaking is hindered by fear of making mistakes”*. British Council Art in the classroom. *“Responding to Art has the potential to develop students’ creative and critical thinking skills»*. British Council Art in the classroom

From all those quotations of British Council Art in the classroom, we can understand that children develop easily their skills through Arts.

### **2.1.2 The importance of Cartoons**

Through its article submitted in 2011 on the use of Cartoons and comic, the British council showed the importance of Cartoons in EFL teaching.

*“Cartoons and Comic strips can be used from beginner to advanced level for a variety of language and discussion activities»* British Council Using cartoons and comic strips.

Cartoons are powerful teaching tools and can:

- ✓ Tell a complex story In a few images
- ✓ Provide comment and provoke thought on events and issues in the news
- ✓ Give an example of vocabulary related to current trends and fads.
- ✓ Provide easily identifiable characters to form the basis for sketches
- ✓ Show culture in action with the ways that men or women are behaving and expected to behave.

But, *“the language used can sometimes be too colloquial and referential for lower levels to cope with. Teachers and students must choose their cartoons and Comic strips with care.”* according to British Council Using cartoons and comic strips.

### **2.1.3 Arts and Cartoons and the listening comprehension skill:**

Using Arts and Cartoon is more and more useful in teaching and it has been applied as teaching materials for language teachers. Audiovisual method of Arts (music) and Cartoons helps EFL students not only understand what they hear but also improve their vocabulary, pronunciation. To encourage the development of students' listening comprehension, audiovisual materials with subtitles suppose a powerful pedagogical tool which can help improve the vocabulary learning of second-language.

Cartoon videos and Arts with subtitles are kind of useful and important audiovisual materials in EFL teaching. Also, *“Cartoons are supposed to have potential valuable contribution in teaching; Van Wyk (2011) and they have visually impacted all students immediately without discrimination of age or background, and are able to respond in some way to the educational point being made. Indeed, Cartoon videos with subtitles are kind of useful and important audiovisual materials in teaching/ learning the second language.”*

*“Using educational cartoon videos with subtitles can attract students' attention, so develop the students' motivation on listening skill and effect of vocabulary acquisition on listening skill. The purpose of listening comprehension, is that students must understand what good listening comprehension entails and understand meaning of the dialogue, so vocabulary learning was often considered to be of paramount importance”* (Taiwei Wu, 2008) . To understand the importance of subtitle towards vocabulary acquisition and improve listening skill through watching cartoon videos/ audiovisual materials, many teachers help students to know how to get that. In a research of a group of authors as Abdolmajid Hayati and Firooz Mohmedi (2011) expressed that acquisition of various types of language properties may be acquired by watching subtitled television programs, which may use to be improvement in the ability to discern separate words in the flow of spoken language, word

pronunciation, and proficiency in constructing correct sentences. However, in the other line this group of researchers has also supposed more and more English as foreign language (EFL) teachers have begun to use movies in their classes at different levels. But the teachers of English Were sometimes in a dilemma whether they should show a subtitle with or without subtitles and in what language and, above all, which way will benefit their students most in relation to listening comprehension.

#### **2.1.4- Arts and Cartoons and the speaking skill:**

A study conducted by Clark (2000) highlighted that Cartoons can engage the attention of the learners and present the information in a non-threatening atmosphere. Besides, *“Cartoons have the potential to encourage thinking processes and discussion skills”* (Clark, 2000). Another study was carried out by Doring (2002) which focused on the effect of the exposure to Cartoons on language learning. The result of the study was *“indication of the fact that the language learners who had exposure to Cartoons could produce oral answers that were very proactive and interesting in different discussion held in class”* Doring (2002). The use of Arts and Cartoons can also be helpful in speaking, practicing and assessing speaking skill. Today there are much software made on Cartoons and Arts which are especially for students to practice the dialogue they have previously watched in animation.

#### **2.1.5 Arts and Cartoons and reading skill**

Cartoons and Arts contribute a lot in developing EFL learners’ reading comprehension skill and other subs-skills related to it as well. Cartoons strip is and will always be the passion of kids and young people. Literary works provide teenagers and adults with a lot of information they can easily use later in their speeches or essay writing.

### **2.1.6 Arts and Cartoons and the writing skill**

Shio-Ling Tsai, (2011) is one of those researchers who wrote a lot on the importance of Arts and Cartoons in the development of skills. Many EFL teachers use Cartoons and Arts (pictures) as good tools for teaching writing. Most of the time EFL students after enjoying literary work or Cartoons have a lot to share with their peers. The teacher assesses their knowledge on the issue by asking them to relate what they have read or watched in a few lines. Many teachers have proved the efficiency of this method especially teachers at language lab as CAEB.

### **2.1.7 Arts and Cartoons and EFL assessment and testing**

Arts and Cartoons can also be used to assess EFL students' knowledge. They help ensure correct assessment language ability. Many EFL teachers are now using these tools to assess their students. There are also many useful website and games especially designed for Cartoons and Arts to test students.

### **2.1.8 Cartoons and Arts and learners' autonomy**

Since the growth of Cartoon's Industry with Walt Disney, many parents notice how well the language proficiency of their children has improved with some special cartoon programs they have watched on TV. Children love Cartoons, as well as Arts and they like to be they own master when they are sitting in their armchair staring at the screen.

## **2-2- ARTS AND CARTOONS AND STUDENTS-CENTERED**

### **LEARNING:**

#### **2.2.1 Definition**

“*Learner-centered education (student centered learning) encompasses methods of teaching that shift the focus of instruction from the teacher to student*” (Roger, 1993). The goal of student-centered learning is to strengthen learner’s autonomy and independence by making the students responsible for his learning. Student-centered learning instruction focuses on skills and practices that enable lifelong learning. Student-centered learning are based on constructivism theory and that emphasized the learner’s critical role in constructing meaning from new information and prior experience and independent.

#### **2.2.2 Background**

Many theorists informed about students learning centered; among these theorist John Dewey and Lev Vygostky whose collective work tackle how students learn. Rogers wrote that “*the only learning which significantly influences behavior and Education is self-discovered*”(p.12). It is well known that children learn through independent self-direction interaction with previously presented activities.

## **2.3 ARTS INTEGRATION IN EDUCATION**

Arts integration is an approach to teaching that integrates the fine and performing Arts as primary pathways to learning. Arts integration differs from traditional education by its inclusion of both the Arts discipline and a traditional subject as part of learning (e.g. using improvisational drama skills to learn about conflict in writing.) The goal of Art integration is to increase knowledge

of a general subject area while concurrently fostering a greater understanding and appreciation of the fine performing Arts. The John F. Kennedy Center for Performing Arts defines arts integration as “*an approach to teaching in which students construct and demonstrate understanding through an Art form. Students engage in a creative process which connects an Art form and another subject and meets evolving objectives*”.

#### **2.4. Arts and Cartoons and technology policy of Benin**

Access to internet is a basic human right and it is one of the objectives of UN to bridge every human to information technology. Cartoons and Arts are part of technology to make this dream a reality. With rapid growth of Information technology due to globalization Benin can't stay behind. The law 2003-17 has been voted on 11 November, 2003 not only to regulate internet but also to orient education toward technology in Benin secondary School. Since internet is a wide library this compensate children's need and permit them to download some Cartoons and Arts on YouTube and other website that are not available on the market.

#### **2.5 The law 2003-17 on orientation of Education**

The law 2003-17 modifies the law 2005-33 and establishes the principles of the educative system in Benin, by offering chance to every student in Benin. It also shows why it is important for children to have access to innovation around the globe. As we all know, Arts and Cartoons are the first sparks of innovation in children's world. The Article 10th of the law mentions that the scientific and technological research is a guarantee to economic; social and cultural development. So it is pretty clear that if we want children to be well educated, we need to couple Education with their world; that will make things easier.

## **CHAPTER THREE METHODOLOGY OF THE STUDY**

Through this chapter, I will present the methods, procedures and techniques used to collect the data by describing, the setting, the participants and research instruments on the one hand; and the data collection and data analysis procedures on the other hand.

### **3.1. THE RESEARCH DESIGN**

The current study has collected quantitative and qualitative data by using questionnaires to explore CAEB language lab teachers' and students' awareness on the importance of using Arts and Cartoons in EFL class. The questionnaires also target teachers and students in Lycée Toffa 1er to find out how well they are aware of the importance of Arts and Cartoons in their classes. After that, I use interview for educational specialists to explore the reason why schools are not using good Cartoons and Arts and how they can help.

The quantitative approach is used to collect data; it is followed by the statistical items and the analysis of the results. The quantitative approach refers to non-numerical data through interviews.

### **3-2- SETTING OF THE STUDY**

This research work is carried out in the pattern of teaching English as a Foreign Language in Benin secondary schools. The survey has been carried out in CAEB language laboratory, in Porto-Novo, and Lycée Toffa 1er, a secondary school which is located also in Porto-Novo. In fact, I have chosen the language lab of CAEB and Lycée Toffa 1er as case study of this research work for having been used to CAEB and also having attended my practicum in Lycée Toffa 1er. CAEB (Conseil des Activités Educatives du Benin) is a place where students enjoy the pleasure of learning. It is composed of 3 language labs (English-

French, Spanish, and German), two libraries and one cyber café for students' research. It is a place which attracts a lot of students in search of knowledge. Lycée Toffa 1er is a boarding school constituted exclusively of young girls, some living in the dormitories and others outside in the town. At CAEB there are many teachers intervening in the language labs and the majority of them are men. At Lycée Toffa there are many teachers with different status intervening in this school and the majority of them are women and the administrative board is composed of women too. Among these teachers, there are teacher advisors, qualified teachers, part time teachers and untrained teachers.

Since the study is about the importance of Arts and Cartoons in EFL teaching and learning, our research will be targeting teacher, students and school specialists. They are the main focus of this research work and also constituted the main source of the data collection. So the teachers at CAEB language lab, those at Lycée Toffa 1er of Porto-Novo, and also their students of troisième, have been the sampled to give their point of view and appreciations about the theme. Our research tackles the following questions:

- 1- What do teachers think about the importance of Arts and Cartoons in EFL class?
- 2- What do learners think about the importance of Arts and Cartoons in EFL learning?
- 3- How can school officials and the governments help teachers in a serious usage of good Arts and Cartoons for the benefits of the students?

The Chapter is also focused on the information about the research design, the participants, the data collection instruments and the data collection procedure.

### **3-3- PARTICIPANTS**

In this research we involved 12 Education specialists. There are 09 EFL teachers' Advisers, the Director of language lab of CAEB, the Coordinator of American Corner of Porto-Novo, and the Director of Language Improvement Corner (LIC).

During our investigation 12 teachers have been investigated and all of them are in Porto-Novo. They teach in different classes from sixieme to terminal. There are 9 men and 3 women. There are 4 teachers of CAEB, 8 civil servants of Lycee Toffa1er, 5 of them are under government contract and 3 are part time teachers. They answer a questionnaire of 10 questions.

Moreover, we also involved EFL students of CAEB and Lycée Toffa 1er. As far as the 20 investigated learners (10 of CAEB, 10 of Lycée Toffa 1er) are concerned, their questionnaire is formulated into 6 questions. They were students of troisieme. They were targeted to help in the data collection process. You will find the data collection on the appendices pages.

### **3-4- THE DATA INSTRUMENTS**

There are two instruments which are used in this study: questionnaires for EFL teachers and learners of CAEB and Lycée Toffa 1er and Interviews to educational specialists. The goal of these instruments is to find more about how well Cartoons and Arts are important for teachers and learners and educational specialists, and to have also their opinions on what can justify the non-existence of good Arts and Cartoons tools in EFL teaching and learning process in Secondary schools in Benin.

### **3.5. DATA COLLECTION PROCEDURES**

It takes 6 weeks to collect data for this study. Each participant went through questionnaire or interviews. The interviews take 30 minutes per

participant. The questions were well formulated in order to know the importance of Arts and Cartoons in the teaching and learning process and why the participants are not using them, in order to find the right answer to this problem. All participants were regularly met with the questionnaire until all questions have been answered. For the EFL students, they were met after class, and each of them was happy to be chosen to take part in this wonderful experience. Sometimes they don't understand the question in English, but after translation they find it easy and they give freely their opinions.

### **3-6. DATA ANALYSIS PROCEDURES:**

The analysis of the questionnaires and interviews is based on quantitative and qualitative methods. Statistical approach has been used to quantify and analyze the results of the questionnaire from a sample to the generalization to the entire EFL teachers and students of CAEB and Lycée Toffa 1<sup>er</sup>. The questions are formulated according to the research questions.

I analyze the interview in a non-statistical approach. The results are discussed in order to know how important Arts and Cartoons are, and solutions authorities must take in order to help both EFL teachers and EFL students benefit from them.

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

Here, I present the data collection through teachers' and students questionnaires, and analysis. After presenting the results of the interview, we discussed.

**4.1 Presentation of the data**

**4.1.1. Data related to teachers' opinions about the Importance of Arts and Cartoons**

- Based on the research questions 1: What do teachers in secondary school think about the importance of Arts and Cartoons in EFL classes?

The following questions are formulated.

- 1- What do teachers at CAEB think about the use of Arts and Cartoons in language acquisition?
- 2- What do teachers at Lycée Toffa 1er think about the importance of Arts and Cartoons in their classes?

We ask a series of questions to teachers in order to know the real importance of Arts and Cartoons in their classes.

The different questions to teachers help to know their perception about the importance of Arts and Cartoons.

Table 1: Cartoons and Arts items used by EFL teachers at CAEB

What are the Cartoons and Arts items that you use?

	Teachers	Items	Percentage %
	4	Cartoons, movie , computers and cartoon strip software, photos , internet, Books	100
Total	4		100

**Table 2:** Cartoons and Arts items used by EFL teachers at Lycée Toffa 1er

What are the Cartoons and Arts Items that you use to teach?

	Teachers	Items	Percentage%
	7	Textbooks	87.5
	1	Pictures, textbooks	12.5
Total	8		100

When we observe the results in table 1 and 2 we understand that teachers use different items to teach with Cartoons and Arts. Also the result shows us that 100% of the teachers at CAEB use different interactive Cartoons and Arts tools (internet, Cartoon movies, books, pictures, software, projectors, etc...) to teach, while with those of Lycée Toffa 1<sup>er</sup> 87.5% of them are limited to traditional tools (textbooks) and only 12.5% of them use textbooks and pictures. The consequence is that the teaching of CAEB teachers is more interactive than those of Lycée Toffa 1<sup>er</sup>.

**Table 3:** The frequency of the use of Cartoons and Arts at CAEB

**How often do you use Arts and Cartoons in your classes?**

	Teachers	Answers	percentage %
	3	Everyday	75
	1	Twice a week	25
Total	4		100

**Table 4:** The frequency of the use of Cartoons and Arts at Lycée Toffa 1<sup>er</sup>

**How often do you use Cartoons and Arts**

	Teachers	Answers	percentage%
	6	Sometimes	75
	2	Twice a month	25
Total	8		100

Through table 3 and 4 we understand that 75 % of teachers at CAEB use Cartoons and Arts everyday and only 25% of them use them twice a week

while in Lycée Toffa 1er 75% of them use Cartoons and Arts sometimes and 25% use them twice a month.

**Table 5:** The purpose of the use of Arts and Cartoons in CAEB by teachers

**What do you use Arts and Cartoons for?**

	Teachers	Answers	Percentage %
	1	To be informed Increase vocabulary	25
	1	For teaching and learning	25
	2	Developing listening, speaking, reading and writing skills	50
Total	4		100

**Table 6:** The purpose of the use of Arts and Cartoons in Lycée Toffa 1er by teachers

**What do you use Arts and Cartoons for?**

	Teachers	Answers	Percentage %
	5	Teaching	62.5%
	2	To develop speaking, reading and writing skills	25%
	1	Increase vocabulary	12.5%
Total	8		100

I understood through table 5 and 6 that both teachers at CAEB and Lycée Toffa 1er know the value of Cartoons and Arts for development of skills and other purposes. So 50 % of the teachers at CAEB use them for developing skills, 25% use them for teaching and other 25 % use them for teaching and

learning. For the teachers of Lycee Toffa 1er 62.5% of them use cartoons and Arts in their textbooks for teaching; 25 % of them use them for developing skills, and 12.5% of them use them to increase vocabulary.

**Table 7:** Teacher at CAEB's perception of the advantages of Arts and Cartoons

**What are the advantages that you get from them as a teacher?**

	Teachers	Answers	Percentage %
	1	It is helpful to save time	25
	2	Good for pronunciation	50
	1	They provide information about topic and help students to learn very fast	25
Total	4		100

**Table 8:** Teacher at Lycée Toffa 1er's perception of the advantages of Arts and Cartoons

**What are the advantages that you get from them as a teacher?**

	Teachers	Answers	Percentage %
	2	To develop students understanding	25
	6	Improve their skills	75
Total	8		100

Through table 7 and 8 we understand that all the 12 teachers know the value of Arts and Cartoons.

**Table 9:** Teacher at CAEB's perception of the improvement of EFL learners's English with Cartoons and Arts

**Do you think that students can use Cartoons and Arts to improve their English?**

	Teachers	Answers	Percentages%
	4	Yes	100
Total	4	Yes	100

**Table 10:** Teachers of Lycée Toffa's perception of improvement the English of EFL learners with Arts and Cartoons

**Do you think that students can use Cartoons and Arts to improve their English?**

	Teachers	Answers	Percentage %
Total	8	Yes	100

As you can see in table 9 and 10, both the teachers of CAEB and Lycée Toffa 1<sup>er</sup> affirm that Cartoons and Arts are so important for learners.

**Table 11:** Teachers of CAEB opinion if Cartoons and Arts can supplement libraries

**Do you think that Cartoons and Arts can be a solution to the non existence of library?**

	Teachers	Answers	Percentage %
	4	Yes	100
Total	4	Yes	100

**Table 12:** Teachers of Lycée Toffa 1<sup>er</sup> opinion if Cartoon and Arts can supplement Libraries

**Do you think that Cartoons and Arts can be a solution to the non existence of Library?**

	Teachers	Answers	Percentage %
	6	Yes	75

	2	No	25
Total	8		100

We understood through table 11 and 12 that 100% of the teachers in CAEB and 75% of those at Lycée Toffa 1er agree that Cartoons and Arts can be a solution to the lack of library but 25 % of Those of Lycée Toffa 1er do not agree.

**Table 13:** Teachers' at CAEB ability to use Cartoons and Arts

**Do you know how to use Arts and Cartoons to teach?**

	Teachers	Answers	Percentage %
	4	Yes	100
Total	4	Yes	100%

**Table 14:** Teachers of Lycée Toffa ability to teach with Cartoons and Arts

**Do you know how to use Cartoons and Arts to teach?**

	Teachers	Answers	Percentage%
	3	No	37.5
	5	Yes	62.5
Total	8	No	100

Through table 13 and 14we understand that both all teachers at CAEB know how to use Cartoons and Arts to teach while among those of Lycée Toffa 1er 62.5 % of them knows but 37.5 of them don't know very well.

**Table 15:** Teachers of CAEB ability to get access to Cartoons and Arts

**Do you know where you can get good Arts and Cartoons to teach?**

	Teachers	Answers	Percentage %
	4	Yes	100
Total	4	Yes	100

**Table16:** Teachers of Lycee Toffa ability to get access to Cartoons and Arts

**Do you know where you can get good Cartoons and Arts to teach?**

	Teachers	Answers	Percentage %
	6	No	75%
	2	Yes	25%
Total	8	No	100%

Through table 15 and 16 we understood that all teachers at CAEB know how to have access to good Cartoons and Arts while 75 % of those of Lycée Toffa 1<sup>er</sup> don't know and 25% of them do.

**Table 17:** Teachers at CAEB encouragement of learners on the use of Cartoons and Arts

**Do you encourage your learners in the use of good Arts and Cartoons to improve their English?**

	Teachers	Answers	Percentage%
	4	Yes	100
Total	4	Yes	100

**Table18:** Teachers at Lycée Toffa encouragement learners on the use of Cartoons and Arts

**Do you encourage your learners in the use of Cartoons and Arts to improve their English?**

	Teachers	Answers	Percentage %
	7	No	87.5
	1	Yes	12.5
Total	8		100

As we can see through table 17 and 18, all teachers of CAEB encourage learners in the use of Cartoons and Arts to learn English while 87.5 % of those of Lycee Toffa don't and only 12.5% of them do.

**Table 19** :The impact of Arts and Cartoons on the performances of the teaching of CAEB teachers

**Do you think that the use of Cartoons and Arts help you to reach your goal in teaching English?**

	Teachers	Answers	Percentage %
	4	Yes	100
Total	4	Yes	100

**Table 20** :The impact of Arts and Cartoons on the performances of the teaching of teachers of Lycée Toffa 1er

**Do you think that the use of Cartoons and Arts help you to reach your goal in teaching English?**

	Teachers	Answers	Percentage %
	8	Yes	100%
Total	8	Yes	100%

Table 19 and 20 shows us both teacher at CAEB and those at Lycée Toffa know that the English proficiency of their students improve with the use of Cartoons and Arts.

#### **4.1.2 DATA RELATED TO LEARNERS AWARENESS OF THE ADVANTAGES OF ARTS AND CARTOONS**

In this part, our research is based on the investigation of 20 learners (10 at CAEB and 10 at Lycée Toffa 1er) but all of them in troisieme . The intension

is to check how important Cartoons and Arts are in the improvement of their English.

- **Research question 2:** How well learners are aware of the advantages of Arts and Cartoons in their learning process?

The students' behavior in knowing the importance of Arts and Cartoons has been checked from question 1 to 6 of their questionnaire. Throughout the following tables we will display the answers of the students.

**Table 21:** Cartoons and Arts devices used at CAEB by EFL learners

**What are the Cartoons and Arts items that you often use?**

	Students	Answers	Percentage %
	10	CD, Internet, cartoon strip, cartoon strip, pictures, video projectors, computers, games and software, cartoon channels	100%
Total	10		100 %

**Table 22:** Cartoons and Arts devices used at Lycée Toffa 1er by EFL learners

**What are the Cartoons and Arts items that you often use?**

Students	Answers	Percentage %
6	Textbook	75
2	Textbook and picture	25
8		100

Through the table 21 and 22 , we understand that 100% of learners at CAEB are used to varied Cartoons and Arts technology items offered today to be good at English while at Lycée Toffa 1er 75 % are limited to traditional textbooks and 25% of them are using pictures with textbook.

**Table 23 :** The purposes of the use of Arts and Cartoons by EFL learners at CAEB

**Do you know that Cartoons and Arts can be used for the improvement of your English?**

	Students	Answers	Percentage %
	10	Yes	100
Total	10	Yes	100

**Table 24 :**The purposes of the use of Arts and Cartoons by EFL learners at Lycée Toffa 1er

**Do you know that Cartoons and Arts can be used for the improvement of your English?**

	Students	Answers	Percentage %
	10	Yes	100
Total	10	Yes	100

Here in table 23 and 24 it is obvious that both students of CAEB and Lycée Toffa 1er recognized the importance of Arts and Cartoons in their study. But what to notice here is that while students at CAEB learn English with interactive Cartoons and Arts items (audio, video, internet, games etc) but those of Lycée Toffa 1er are limited to textbook and pictures.

**Table 25:** Students of CAEB's use of Arts and Cartoons for Educational purposes

**Do you know that Cartoons and Arts are designed for educational purposes?**

	Students	Answers	Percentage %
	10	Yes	100%
Total	10	Yes	100%

**Table 26:** Students at Lycée Toffa’s use of Arts and Cartoons for Educational purposes

**Do you know that Cartoons and Arts are designed for educational purposes?**

	Students	Answers	Percentage %
	7	Yes	70%
	3	No	30%
Total	10		100

In table 25 and 26 all students at CAEB are well informed about the purposes of Arts and Cartoons for Education while at Lycée Toffa 1<sup>er</sup> 70% of the students do and 30% of them don’t know.

**Table 27:** The impact of Arts and Cartoons on the Students of CAEB’s performances at English

**Do you think that the use of Cartoons and Arts help you to have good marks at school and for exam?**

	Students	Answers	Percentage %
	10	Yes	100%
Total	10	Yes	100%

**Table 28:** The impact of Arts and Cartoons on the Students of Lycée Toffa 1<sup>er</sup>’s performances at English

**Do you think that the use of Cartoons and Arts help you to have good marks at school and for exam?**

	Students	Answers	Percentage %
	6	Yes	60%
	4	I don't know	40%
Total	10		100%

Table 27 and 28 show us that students at CAEB have their English proficiency improved thanks to Cartoons and Arts, while at Lycée Toffa 1er, since they don't use very well these tools they don't know how to appreciate them if they have a positive or negative impacts on their marks at Exam. But nevertheless 60% of them believe that Cartoons and Arts in textbooks even if they are not so well printed, help them in some ways to understand English and been good at it and 40% of them don't know to what they can attribute the improvement of their language proficiency.

**Table 29** :The impact of Arts and Cartoons on Students at CAEB's performances in English classes

**Are your English classes vivid without the use of Arts and Cartoons?**

	Students	Answers	Percentage%
	10	No	100%
Total	10	Yes	100%

**Table 30** :The impact of Arts and Cartoons on Students at Lycée Toffa 1er's performances in English classes: **Are your English classes vivid without the use of Arts and Cartoons?**

	Students	Answers	Percentage %
	10	No	100%
Total	10	No	100%

Through table 29 and 30 all the 20 students of both CAEB and lycée Toffa 1<sup>er</sup> agree that without Cartoons and Arts English class is boring.

**Table 31:** The reason why Students of CAEB can't learn English very well without Arts and Cartoons

**Why can't you learn very well English without Arts and Cartoons?**

	Students	Answers	Percentage %
	10	Develop skills very fast	100%
Total	10	Yes	100%

**Table 32 :**The reason why Students at Lycée Toffa 1<sup>er</sup> can't learn English very well without Arts and Cartoons .

**Why can't you learn very well English without Arts and Cartoons?**

	Students	Answers	Percentage %
	10	Develop skills very fast and they create discussion	100
Total	10	Yes	100%

Through table 31 and 32 both students at CAEB and Lycée toffa 1<sup>er</sup> gave the reason that Cartoons and Arts develop their skills and create discussion.

**4.1.3 Data based on how educational specialists can contribute in the correct use of Arts and Cartoons in EFL teaching.**

The questions to the educational specialists and school officials are designed to have their opinion on how they can help both teachers and learners in secondary schools to have good Cartoons and Arts in order to have good English classes.

- **Research question3:** In what way can education specialists help teachers use efficiently good Arts and Cartoons in EFL classes in Benin?

The 12 specialists interviewed are aware of the importance of Arts and Cartoons in EFL teaching and learning. They also know the obstacles and how to overcome them. To them some of the obstacles are the non existence of television or language laboratory in schools for students. The constant power outage witnessed in schools is also a reason. Most schools in Benin lack equipments and they are overcrowded.

Specialist 2, 3 and 5 points out the lack of creativity of teachers. Most of the time teachers are not ready to make a lot of research. Sometimes they are informed by their learners. They are limited to their textbooks and they don't want to go over them. Most schools don't have projectors.

Specialists 1, 4, 7, 8 point out the lack of teachers qualified to understand and use Cartoons and Arts the right way.

Specialists: 9, 10, 12 point out that Benin school are not designed to use Arts and Cartoons and for that alone, it requires a lot of reforms to make this dream a reality; so it not yet to come.

Specialists: 11, 6 point out that: using Cartoons and Arts require a good class management. Secondly authorities must provides the needed equipment for teachers to offer cartoons and arts show. But unfortunately this is not done because they are afraid that teachers will not care for public equipments and consequently the investment will be lost.

For all of these specialists interviewed, they think that a stringent solution is needed: the government must have a budget allocated for all things related to Arts and Cartoons in the improvement of the education of children. Teachers must be trained and responsible of a the equipment in their hand.

## **4.2 Analysis of the data**

### **4.2.1 Analyses of data related to teachers awareness on the importance of Arts and Cartoons in their classes**

Based on the research question 1 both teachers of CAEB and of Lycée Toffa 1<sup>er</sup> know the value of Arts and Cartoons in EFL classes. If those of Lycée Toffa 1<sup>er</sup> are not using the appropriate Cartoons and Arts and are limited to their textbook pictures, it is because they lack appropriate equipments. Some of them do not know the availability of some channels and some CDs for learning English with Cartoons and Arts. Others don't know how to use efficiently these resources to teach. Others don't know that there is some good software designed with Cartoons and Arts in order to help students learn easily English.

### **4.2.2. Analyses of data related to learners awareness of the importance of Arts and Cartoons.**

All Students since the earlier ages adore Cartoons and Arts as the best way to learn a language. They all agree that Cartoons and Arts help them improve easily their English proficiency; especially those who have access to language lab at CAEB. For the students of Lycée Toffa 1<sup>er</sup>, the lack of appropriate Cartoons and Arts are not helping them to appreciate very well the wonder in the use of Cartoons and Arts. Nevertheless the traditional Cartoons and Arts in textbooks help them in some ways to have good English classes, but they are expecting more from authorities and their teachers. They are all expecting their teachers to effectively start using good Cartoons and Arts in class for the pronunciation aspect and the development of all other skills.

### **4.2.3: Analysis of the education specialists' solutions**

All education specialists recognize the importance of Arts and Cartoons in EFL classes. Some of them are working today on the way EFL teachers can

start using them in order to help students learn fast, the easiest way. They also agree that teachers must have special training in order to offer good teaching with Arts and Cartoons.

School authority, knowing the importance of Arts and Cartoons, must supply the appropriate tools to teachers in order to have a vivid class. It is also important to recognize that in Benin, everything is politicized; consequently education specialists are not well involved in decision making of school affairs. So we need to depoliticize our educational system if we want serious training of our students.



## **CHAPTER FIVE: SUGGESTIONS AND ECOMMANDETIENS**

Based on the data collected, it is pretty clear that most of the participant understood the importance of Arts and Cartoons in EFL teaching and learning. We need a serious commitment from the government and all actors of the educational sector if we want our children to start using Cartoons and Arts for

the assimilation of what they have learnt. This present chapter is focused on the recommendations for improvement of the current situation.

### **5.1 SUGGESTIONS TO THE GOVERNMENT**

The government should schedule in the new curriculum a special program especially designed for Cartoons and Arts class in schools. Government should made artists and cartoonists be involved in school's life. Also, government should organize context on the practice and the usage of Art and Cartoons appropriate for Education. Furthermore, government should accompany educators in the purchasing of the equipment needed in order to help them reach their goals.

### **5.2 SUGGESTION TO EDUCATION SPECIALISTS**

Education specialists must design a special program for the usage of Arts and Cartoons in EFL classes. They need to connect teachers to the new trends in technology. They need to set training program for teachers in the use of Arts and Cartoons. They must determine what students need and supply teachers with the right equipments. Education specialist must provide schools with laboratory movie show room and hall of art.

### **5.3 SUGGESTIONS TO EFL TEACHERS**

It is important for EFL teachers to know how they can adapt themselves to the progress of the world. Every teacher must have his computer and internet connection. They need to be aware of the different software and tools that can help their students to learn more in short time and the easiest way. They need to motivate their students to use the state of the art technology in order to master the language they are learning. They should know how to use Cartoons and Arts to help students improve their listening, speaking, reading and writing skills.

They also need to guide students to the educative Arts and Cartoons in order to help students avoid slangy words.

#### **5.4 SUGGESTION TO EFL LEARNERS**

Learners must know that today all they need is available not only on the market, but also on the internet. They should know that if they want to be strong they need to work hard. They need to develop among each other group works and individual works in order to know how to behave in society. Learners must also understand that Cartoons and Arts are very good tools for their language improvements and they must require them to their parents and their teachers to buy them in English and French version. They also have to know that the world belongs to those who master computer and those who know how to communicate. Learners have to use software which is specially design with Cartoons and Arts in order to develop their listening, speaking, reading, writing skills. Learner must accept to be coach by those who are good speakers and must learn from them. They need to have one O one interaction with native speakers either by social media community like Facebook, skype, twitter etc or by any other means. At the end learners must know that Android phone and tabled can help them download a lot of software, cartoons videos and music in order to be good at English.

#### **5.5. LIST OF SOME INTERESTING WEBSITES OF TEACHING AND LEARNING ENGLISH WITH CARTOONS AND ARTS**

[www.cartoonnetwork.com/](http://www.cartoonnetwork.com/)

[www.kisscartoon.me](http://www.kisscartoon.me)

[www.learnenglish.britishcouncil.org](http://www.learnenglish.britishcouncil.org) › Home › Word on the Street › Art

[www.larryferlazzo.edublogs.org/.../the-best-art-websites-for-learning-en](http://www.larryferlazzo.edublogs.org/.../the-best-art-websites-for-learning-en)  
[https://www.youtube.com/watch?v=N4RNdN\\_FzRE](https://www.youtube.com/watch?v=N4RNdN_FzRE)  
<https://www.youtube.com/watch?v=LRS1lp0yWso>  
[https://www.youtube.com/watch?v=5qg\\_wZNMDPM](https://www.youtube.com/watch?v=5qg_wZNMDPM)  
<https://www.youtube.com/watch?v=ouvkSDe-77>  
<https://learnenglishkids.britishcouncil.org/en/word-the.../cartoon>  
[www.multimedia-english.com/videos/section/kids-5/.../cartoons-](http://www.multimedia-english.com/videos/section/kids-5/.../cartoons-)  
[www.agendaweb.org/videos/cartoons\\_videos.html](http://www.agendaweb.org/videos/cartoons_videos.html)  
[www.englishfuncast.com/best-childrens-cartoons-to-improve-your-engli...](http://www.englishfuncast.com/best-childrens-cartoons-to-improve-your-engli...)  
[www.english-tonight.com/watching-cartoons-can-improve-your-english/](http://www.english-tonight.com/watching-cartoons-can-improve-your-english/)  
[https://www.youtube.com/watch?v=RtRiPq\\_iE9M](https://www.youtube.com/watch?v=RtRiPq_iE9M)  
[www.academia.edu/.../USING\\_CARTOONS\\_FOR\\_ENGLISH\\_LA..](http://www.academia.edu/.../USING_CARTOONS_FOR_ENGLISH_LA..)  
<https://www.teachingenglish.org.uk/.../using-cartoons-comic-strips>  
[www.digitalcollections.sit.edu > ... > IPP Collection > 504](http://www.digitalcollections.sit.edu > ... > IPP Collection > 504)  
[www.lrnngo.com/learn-english/Cartoons-The-Secret-Weapon-for-L](http://www.lrnngo.com/learn-english/Cartoons-The-Secret-Weapon-for-L)  
[www.esolcourses.com/topics/learn-english-with-songs.html](http://www.esolcourses.com/topics/learn-english-with-songs.html)  
<https://learnenglishkids.britishcouncil.org/en/songs>  
[www.fluentu.com/english/blog/learn-english-through-songs-music](http://www.fluentu.com/english/blog/learn-english-through-songs-music)  
[www.bloomsbury-international.com/.../learn-English-with-songs. p](http://www.bloomsbury-international.com/.../learn-English-with-songs. p)  
[www.bbc.co.uk/learningenglish/english/features/witn/ep-150826](http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150826)  
[www.kidsinbarcelona.com/.../7057-learn-english-through-art-play..](http://www.kidsinbarcelona.com/.../7057-learn-english-through-art-play..)  
[www.interactivesites.weebly.com/language-arts.htm](http://www.interactivesites.weebly.com/language-arts.htm)



## **GENERAL CONCLUSION**

Most children who start first form are already able to speak French. Many people ask how children can speak a language fluently at such a young age. That is because these infants have spent thousands of hours every day watching TV mostly Cartoons and learn through Arts. Cartoons were made in order to teach and educate children. Each episode has a specific theme and moral lesson to be learned. It is a great way to listen to casual conversations between the characters and how they resolve problems with one another. Cartoons have simple storylines with a problem and solution, so they are not hard to follow. Even if you do not understand every single word or picture you will be able to visually see the storyline play out and that will increase your comprehension because you will be able to use more than one sense at the same time. When watching Cartoons you use your sight (eyes) and hearing (ears) to increase your comprehension. When using Arts, you use your imagination to decode a message.

Since the target audience for most Cartoons is children, the language used is purposefully simple. The English verbs that are used are common words that you could most likely use in your every day conversation when speaking English. You will not hear complex academic language used in Cartoons. They use common words that most English speakers and learners can understand. Some Cartoons are repetitive and ask the people viewing questions and to repeat back what the character has to do. This is helpful because you can practice listening to and answering questions.

You will learn some new words. Some words might be useful to you and others you might never need to use. Adding new words to your vocabulary as an English language learner is always helpful.

Being able to see and hear what is going on at the same time will likely improve learners' English.

I understand through this research on CAEB and Lycée Toffa 1<sup>er</sup> that both teachers and learners know the importance of Arts and Cartoons in EFL teaching and learning. Things will improve much better if education specialists require the usage of Arts and Cartoons in education the right way.

Every teacher should know that most Cartoons and Arts are so easy and recommend them to their learners. School authorities must make teachers use them as the best tool for learning a language. Parents must also get their children connected to the world of Cartoons and Arts, so children will understand that while entertaining we can be learning.

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- ✓ Roger,1993.[www.ukessays.com/.../the-effects-...](https://www.ukessays.com/.../the-effects-...) Access date 10/ 08/2016  
[www.learnenglish.britishcouncil.org](http://www.learnenglish.britishcouncil.org) >Home > Word on the Street > Access date 10/ 08/2016
- ✓ John F. Kennedy center,John Dewey and Lev Vugostky Student-centered learning <https://en.m.wikipedia.org/.../>
- ✓ Behavioral, Emph. *Behavioral, Emphasis in Art Education*, NAEA Examples of behavioral objectives (learning goals) and how to write them
- ✓ Chapman and Laura, 1978 *Chapman, Laura Approaches to Art in Education, 1978*
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- **Theses and dissertation**

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KALIWIRO IN 2009/ 2010
- ✓ *Improving students speaking Ability by using Cartoons Film* by Norma Prayogi  
2012/2013

- **Articles**

- ✓ *Learning by viewing: Cartoons as foreign language material for children a case study*. JAANA JYLHA –LAIDE
- ✓ *The effect of Learning Integers using Cartoons on 7<sup>th</sup> Grades students' Attitude to Mathematics*
- ✓ *The use of Accent in Disney's animated feature film 1995-2009*  
Janne Sonnesyn

**DICTIONARY:**

- ✓ Electronic Oxford dictionary of English



# **APPENDIXES**

## **APPENDIX A**

### **INTERVIEW QUESTIONS TO EDUCATION SPECIALISTS:**

**Status:** Lecturer; teacher adviser

#### **QUESTIONS**

1. Everyone knows the value of Arts and Cartoons in EFL teaching and learning. Why schools are not using good Cartoons and Arts to teach?
2. Do you think it is time for every Benin school to have its own language lab?
3. Why don't you encourage teachers to use Cartoons and Arts in their lesson plan?
4. How can you encourage EFL teachers to find appropriate Cartoons and Arts?
5. Do you think teachers and students need to be trained before using Cartoons and Arts the right way?
6. What can you do with the government to make students and teachers be well equipped to use the appropriate Cartoons and Arts which can help them reach their goals?

**Thank you for your precious contribution**

**APPENDIX B:**

**II QUESTIONNAIRE TO EFL TEACHERS ON THE IMPORTANCE OF  
CARTOONS AND ARTS IN TEACHING AND LEARNING PROCESS**

Dear colleague, the current interview is about the “Importance of Arts and Cartoons in EFL teaching and learning”. For this purpose, I found it necessary to address you this questionnaire. Your sincerity in giving answers to the questions by ticking (X) those which reflect your personal response and writing some answers will help me in my data collection.

**GENERAL INFORMATION**

**IDENTITY**

NAME.....

AGE .....

SEX.....

STATUS

-Civil servant  under government contract  part time

- School: Lycee Toffa  CAEB

**QUALIFICATION**

DUEL  LICENCE  BAPES  MAITRISE  APES

**How long have you been teaching?**

2years  4years  6years  10years

**-How many students do you have in your class?**

a)-35 to 55  b)-55 to 65  c)-more

**QUESTIONS**

**1- What are the Cartoons and Arts items that you use?**

Book  pictures  Cartoons film  omputer  ktbook  ernet

Cartoons Software

**2 How often do you use Cartoons and Arts tools?**

Every day  every week  every month  twice a week   
Twice a month  sometimes

**3 What do you use Arts and Cartoons for?**

Answers.....

**4- What are the advantages that you get from them as a teacher?**

Answers.....

**5- Do you think that students can use Cartoons and Arts to improve their English?**

Yes  No

**6- Do you think that Cartoons and Arts can be a solution to the non existence of library?**

Yes  No

**7- Do you know how to use Arts and Cartoons to teach?**

Yes  No

**8- Do you know where you can get good Arts and Cartoons to teach?**

Yes  No

**9 Do you encourage your learners in the use of good Arts and Cartoons to improve their English?**

Yes  No

**10- Do you think that the use of Cartoons and Arts help you to reach your goal in teaching English?**

Yes  No

**APPENDIX C:**

**III QUESTIONNAIRE TO LEARNERS ON THE USE OF ARTS AND CARTOONS IN EFL LEARNING**

Dear students, English are foreign language for you and you are studying it at CAEB or Lycée Toffa 1er. You are invited to answer some questions on the importance of Arts and Cartoons. Please feel free to give us your takes.

**A-General information:**

CAEB  or Lycée Toffa 1er

Form: 3<sup>ème</sup>  4<sup>ème</sup>  5<sup>ème</sup>  6<sup>ème</sup>

**B-QUESTIONS**

**1- What are the Cartoons and Arts items that you often use?**

Computer  DVD  Pictures  Cartoon channels

Software  Game

Internet  Books  others

**2 Do you know that Cartoons and Arts can be used for the improvement of your English?**

Yes  No

**3 Do you know that Cartoons and Arts are designed for educational purposes?**

Yes  No

**4 Do you think that the use of Cartoons and Arts help you to have good marks at school and for exam?**

Yes  No

**5 Are your English classes vivid without the use of Arts and Cartoons?**

Yes  No

**6 Why can't you learn very well English without Arts and Cartoons?**

Yes  No

**Many thanks to you for your kind contribution.**