

Using Cartoon in Language Classroom from a Constructivist Point of View

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Abstract

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

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