

ANIMATION IN THE SERVICE OF FOREIGN LANGUAGE LEARNING: THE IMPACT OF ANIMATED FILMS ON ENGLISH ACQUISITION AMONG TUNISIAN PRIMARY SCHOOL STUDENTS

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Abstract: This study examines the impact of animated films on improving language learning outcomes for primary school students, particularly in the Tunisian context. Addressing the limitations of traditional foreign language teaching methods, the research explores how audiovisual media, specifically animated films, can enhance listening comprehension and vocabulary acquisition. Grounded in the theoretical frameworks of multimodal learning (Mayer, 2001) and involuntary memorization (Zinchenko, 2001), the study highlights the benefits of integrating visual, auditory, and contextual elements into the learning process. The methodology employed combines pre- and post-intervention assessments with structured questionnaires to evaluate students' linguistic progress. The findings reveal significant improvements in listening skills and vocabulary retention, demonstrating that animated films provide an engaging and effective learning environment. The study also emphasizes the role of emotional engagement and interactive contexts in fostering involuntary memorization and learner motivation. This research underscores the potential of animated films as a transformative educational tool, advocating for their integration into teaching strategies. The implications suggest that audiovisual media can enhance the accessibility and efficiency of language learning, especially in primary education.

Keywords: Animated films ; Educational audiovisual ; Language learning ; Listening comprehension ; Primary school students

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1. Introduction

In an increasingly globalized world, English occupies a central role as a language of international communication. In Tunisia, it is taught from the primary school level as a foreign language, alongside Arabic and French. The primary goal is to equip students with basic linguistic skills that enable them to access future educational and professional opportunities. However, the challenge lies in the teaching methods. Traditionally, English lessons rely on textual and grammatical approaches, often perceived as monotonous and unengaging by young learners. As Mayer emphasizes, multimodal learning, combining images and text, is more effective in sustaining attention and improving comprehension than text-based approaches alone” (*Multimedia Learning*, 2001). This is echoed by (Sabbah, 2024), who shows that computer-based interactive videos can significantly enhance learners’ engagement and comprehension in scientific texts, suggesting that similar multimedia strategies could benefit language acquisition as well.

Despite efforts to include English in school curricula, current teaching methods face significant limitations. Textbooks, focused on rote memorization and repetitive exercises, often lack dynamism and interactivity. These shortcomings result in low student motivation and modest learning outcomes. Furthermore, the absence of an immersive context complicates the acquisition of oral skills, which require regular exposure to the language in stimulating environments.

To address these challenges, the integration of educational animated films into English instruction emerges as a promising solution. Through their visual and auditory content, these media captivate *students' attention while making learning more accessible and enjoyable. Stories told through engaging characters contextualize the language, thereby facilitating retention and application of knowledge. This immersive and interactive approach could not only enhance students' performance but also strengthen their interest in learning English.*

In this context, the following research question arises: to what extent can educational animated films improve the learning of English as a foreign language among primary school students in Tunisia?

2. Literature Review

2.1 Multimodal learning: enhancing language acquisition through visual, auditory, and verbal inputs

Multimodal learning, as developed by (Mayer, 2001), is based on the idea that learners retain information more effectively when it is presented through both verbal and visual channels simultaneously. Mayer argues that integrating *text, images, and audio* reduces cognitive load and facilitates understanding by engaging both the visual and auditory cognitive channels (Mayer, 2001). This helps learners create richer mental representations, which fosters better comprehension and retention of information. This approach is particularly beneficial in *foreign* language learning, where students can connect words to visual contexts, enhancing memory retention and understanding of language structures.

This approach is supported by Paivio’s (Paivio, 1986) dual coding theory, which asserts that associating words and images in learning improves memory by creating cognitive traces in two separate systems: verbal and visual. This makes information easier to access and recall. In the context of foreign language learning, this theory suggests that using visual aids, such as illustrations or animations, helps students connect abstract words to concrete situations, making learning more accessible and less abstract.

Furthermore, research by (Moreno and Mayer 2007) shows that using videos or animations enriches the learning experience by helping students build integrated mental representations that combine verbal and visual information for a more complete understanding. This is particularly relevant for language learning, where *animated films* provide a way for students to visualize vocabulary and grammatical structures within a narrative context, making learning both more interactive and engaging. (Gardner's, 1983) theory of multiple intelligences also supports this approach, as it suggests that students have different ways of learning. By integrating both visual and verbal elements, multimodal learning addresses a diversity of intelligences, particularly *visual-spatial* and *linguistic* intelligence, allowing each student to better understand and retain information.

Additionally, multimodal learning is aligned with the *cognitive theory of multimedia learning*, which highlights the importance of well-designed multimedia elements to support the brain's dual-channel processing capability (Mayer, 2005). This theory underscores the significance of coherence in multimedia materials ensuring that all visual and verbal elements are directly related to the learning objectives. For example, in animated films for language learning, presenting concise dialogues aligned with meaningful imagery not only helps learners grasp new vocabulary but also supports the development of contextual language use. By fostering this synergy between multiple sensory inputs, students can build deeper cognitive connections, leading to more robust language acquisition.

In conclusion, multimodal learning provides a richer and more dynamic approach, especially effective in foreign language teaching. By combining visual and verbal stimuli, it helps students better understand and memorize the target language while making the learning process more interactive and motivating.

2.2 . *Involuntary Memorization Through Emotional and Contextual Engagement in animated films*

The concept of involuntary memorization, as elaborated by (Zinchenko 2001), sheds light on the pivotal role of *emotional involvement* and *contextual relevance* in the learning process. Zinchenko posits that memorization often takes place unconsciously when learners encounter information in an engaging, immersive, and emotionally resonant environment. This type of learning occurs naturally when learners are involved in experiences that evoke emotional responses and are rich with context, as opposed to the more deliberate, conscious process of memorizing isolated facts. Such processes are common in *animated films*, where linguistic elements *words, phrases, and structures are absorbed* as part of the narrative. This occurs without the learner actively focusing on learning, a process that makes learning both effortless and authentic.

Animated films provide an ideal setting for this type of learning. The combination of *visual stimuli, audio elements, and storytelling* creates a context where learners are emotionally invested in the story. As they follow the actions of characters, the audience absorbs the language unintentionally. This engagement is critical for *spontaneous language acquisition*, as learners begin to internalize new vocabulary, idiomatic expressions, and grammatical structures without conscious effort. (Schank, 1999) emphasizes that emotional engagement significantly enhances memory retention. When learners form an emotional connection with the narrative, it is easier for them to recall information later, as emotional experiences are often more vividly remembered than neutral ones. The effectiveness of this type of learning is particularly evident in the context of *foreign language acquisition*, where learners are often exposed to language in dynamic, real-life contexts. Research by (Ellis, 2002) reveals that language learners benefit from contextual exposure, as it allows them to connect

the language to real-world experiences. In this way, animated films are more than just a medium for language acquisition; they offer learners valuable cultural insights and pragmatic knowledge about how language is used in everyday life. The *visual cues*, *body language*, and *situational context* in animated films help students grasp the cultural and emotional nuances of the language, deepening their understanding and improving their ability to use the language appropriately in various contexts.

Additionally, (Rosenblatt, 2005) highlights the importance of *meaningful narratives* in fostering language learning. When learners are immersed in a story, especially one with engaging characters and emotional depth, the process of language acquisition becomes *organic and deeply integrated* into their cognitive frameworks. In this scenario, language is not learned in isolation but as part of a larger, immersive experience. As learners absorb the language through context, it is encoded in their long-term memory, making it easier to retrieve and use in future interactions. The theory of *involuntary memorization* suggests that students, particularly young learners, benefit from a natural process of learning through *contextualized exposure*. In the case of animated films, the *interactive and stimulating nature* of the medium helps reinforce language structures and vocabulary in a way that is less formal and more enjoyable than traditional classroom settings. The emotional connection that children develop with animated characters also plays a role in fostering a lasting memory of the language. As learners see characters interact, express emotions, and navigate situations, they naturally associate the words they hear with real-life contexts, solidifying their understanding of the language.

This type of learning can be further enhanced by the *dual coding theory* proposed by (Paivio, 1986), which suggests that combining verbal and visual information leads to more robust memory retention. Animated films, by seamlessly integrating spoken language with visual storytelling, enable learners to encode information in two different ways *verbally and visually* thereby strengthening the learning process. The integration of these two modes of information helps learners create a more complete mental representation of the language, facilitating both understanding and recall. Finally, the impact of *involuntary memorization* can be particularly profound in the context of *young children learning a foreign language*. Studies have shown that younger learners are more likely to internalize new language skills through passive exposure, such as watching animated films, than through more formal learning methods (Mayer, 2001). Animated films, with their *colorful characters, engaging plots*, and *emotionally rich contexts*, create an ideal environment for *spontaneous language acquisition* that occurs without explicit intent. This makes animated films not only a tool for language learning but also a *powerful vehicle for cultural and emotional engagement*, enriching the overall educational experience.

In conclusion, *involuntary memorization* provides a framework that aligns perfectly with the use of *animated films* in language teaching. The combination of emotional engagement, rich visual context, and authentic language use makes it easier for learners to acquire and retain new vocabulary, grammatical structures, and cultural knowledge. This type of learning, which occurs organically through the natural interaction between the learner and the content, highlights the potential of animated films to create a more *effective, enjoyable*, and *lasting learning experience* for young foreign language learners.

2.3 . The impact of audiovisual media on primary school students learning English

The integration of *audiovisual media* into *language teaching* has garnered considerable attention in educational research, with a growing body of evidence underscoring its substantial benefits for learners. One of the primary advantages of incorporating

audiovisual materials, such as educational videos and films, is their ability to enhance *listening comprehension* while also providing a richer understanding of *vocabulary*. (Chun & Plass, 1996) argue that the combined use of *visual* and *verbal* inputs creates an immersive learning environment, wherein students encounter new vocabulary in real-life contexts, facilitating a stronger connection between words and their meanings. By associating language with visual cues, learners are able to bridge abstract linguistic forms with concrete experiences, promoting both comprehension and *retention*. This dual-channel approach supports the cognitive processing of language and helps learners understand key elements such as intonation, *emotional subtleties*, and *cultural references*, all of which are essential for mastering a language in its entirety.

In further research, (Zhao & Lai, 2007) explore the use of *animated films* as a particularly effective tool for language learning, especially for younger learners. Animated films are characterized by their *dynamic visuals* and *simplified language*, which not only capture young learners' attention but also foster a positive, low-pressure environment where students can absorb new language spontaneously. These films encourage *involuntary memorization* by embedding linguistic structures within familiar and engaging contexts, allowing students to internalize vocabulary and grammar without conscious effort. The emotional resonance of characters and stories plays a crucial role in sustaining learners' interest, which supports their ability to remember and recall language elements with greater ease.

Vandergrift and Goh, (2012) further emphasize the role of *audiovisual* media in improving *listening comprehension* and *pronunciation*. Exposure to *native speakers* through *animated films* and educational programs provides learners with diverse linguistic input, including various *accents*, *rhythms*, and *speech patterns*. This exposure helps students become more attuned to the *nuances* of spoken language, improving their ability to distinguish between different sounds and meanings. Moreover, (Bennett & Haggard, 2016) note that frequent interaction with *audiovisual* content enhances *fluency* by fostering learners' contextual understanding and their capacity to apply appropriate grammar and vocabulary in real-life conversations.

The distinctive appeal of *animated films* lies in their *multisensory nature*, which engages learners on visual, auditory, and emotional levels. By combining *images*, *sound*, and *storytelling*, animated films create a rich, engaging learning environment where students are more likely to retain information. Beyond language acquisition, these films also provide an opportunity for learners to gain insights into the *culture* of the language they are studying, offering an authentic context in which to understand the language. This approach contrasts sharply with traditional methods of language learning, which often rely on isolated exercises that lack real-world context and engagement.

Overall, the use of *audiovisual media*, particularly *animated films*, presents a highly effective pedagogical strategy in *foreign language education*. These tools foster an immersive, enjoyable, and interactive learning experience, promoting both *active participation* and *involuntary memorization*. As educational systems continue to seek out innovative methods to enhance language acquisition, the integration of audiovisual media holds significant promise. By making language learning more *interactive*, *accessible*, and *engaging*, these media tools can revolutionize the way languages are taught and learned, leading to a deeper and more meaningful connection with the target language.

3. Methodology

The methodology of this study clearly defines the research framework by focusing on three fundamental aspects: the educational context in which the intervention took place, the characteristics of the participants involved, and the systematic steps employed for data collection and analysis. A structured questionnaire was utilized as a key tool to assess students' perceptions, attitudes, and progress after their exposure to animated films.

The primary objective is to rigorously evaluate the impact of animated films on enhancing primary school students' language skills, particularly in terms of listening comprehension and vocabulary acquisition. This questionnaire, specifically designed for the study, provided both qualitative and quantitative data, offering a comprehensive understanding of the effects of this learning method. This section outlines a clear and systematic approach that guided the study's implementation, enabling reliable and precise answers to the research questions.

3.1 Context

This research is conducted within the *educational landscape of primary schools in Tunisia*, focusing on the integration of *audiovisual media*, particularly *animated films*, into the teaching of *English as a foreign language*. In the context of Tunisia's education system, English is often taught as a second foreign language, after Arabic and French, in the primary school curriculum. While traditional methods of teaching English involve textbooks, written exercises, and oral drills, there has been a shift towards more *interactive and engaging methodologies* aimed at improving language acquisition and fostering student interest. *Audiovisual materials* such as animated films provide a modern, engaging alternative to traditional approaches by offering both visual and auditory stimuli, which cater to different learning styles. The present study focuses on *young learners* between the ages of *8 to 12 years*, who are at the beginner to intermediate levels of English proficiency. The objective is to determine whether the inclusion of animated films in the classroom can enhance the students' language skills, specifically in the areas of *listening comprehension*, *vocabulary acquisition*, and *pronunciation*. Given that the majority of primary school students in Tunisia have limited exposure to English outside the classroom, this study also explores the potential for *animated films to provide an immersive learning experience* that compensates for the lack of real-world language exposure.

3.2 Participants

The participants in this study include a cohort of *approximately 60 primary school students*, aged *8 to 12 years*, from *public schools* in urban and semi-urban regions of Tunisia. The students were chosen based on their current level of proficiency in English, as assessed through a pre-study evaluation. These students were *beginner to intermediate learners* who had been introduced to basic English vocabulary and grammar but had not yet achieved fluency. The selection process was aimed at ensuring that the sample was representative of the broader population of English learners in Tunisian primary schools. Additionally, *12 English language teachers* were involved in the study. These teachers were responsible for implementing the intervention in their classrooms and supporting students in applying the language skills learned from the animated films. The teachers' experience ranged from *3 to 10 years* in teaching English at the primary level. To ensure the fidelity of the intervention, the teachers received specific training on how to use animated films as an instructional tool and how to facilitate post-viewing discussions and activities that reinforce language learning. This

collaborative approach between researchers and teachers was intended to ensure a practical and effective implementation of the intervention.

3.3 Procedures

The study was carried out over a period of *six weeks*, divided into *three distinct phases*: preparation, intervention, and post-intervention.

In the *preparation phase*, the participants took a *pre-test*, which assessed their proficiency in various aspects of the English language, including *listening comprehension*, *vocabulary knowledge*, and *pronunciation*. The pre-test helped establish a baseline from which improvements could be measured at the end of the study. In the *intervention phase*, students were exposed to *weekly animated film sessions*. These films were carefully selected to ensure they were appropriate for the learners' age group and language level, while also incorporating key linguistic features such as *simple sentence structures*, *basic vocabulary*, and *relevant cultural contexts*. Each film was followed by *interactive discussions* and *vocabulary exercises aimed at reinforcing the language learned in the film*. Teachers led activities such as *role-playing*, *group discussions*, and *word-matching games*, all designed to increase the students' exposure to the target language and to help them internalize new vocabulary and structures. In addition, students engaged in *contextual learning*, where they linked the language they encountered in the films to *real-life situations* through creative exercises and storytelling.

The final phase of the study involved administering a *post-test*, which was similar to the pre-test and aimed at measuring any changes in the students' language skills. The post-test included tasks that assessed their *ability to recognize and use new vocabulary*, their *listening comprehension* (e.g., understanding key ideas from spoken dialogues), and their *pronunciation accuracy*. Alongside the tests, *observational data* were collected throughout the intervention phase. The researchers conducted *classroom observations* to monitor student engagement, emotional responses to the films, and participation in the activities. Additionally, *teacher feedback* was solicited to gain insights into the practical challenges and successes of using animated films in the classroom. This combination of *qualitative and quantitative data* allowed for a comprehensive evaluation of the effectiveness of the intervention.

By combining *standardized testing*, *classroom observations*, and *teacher insights*, the study aimed to provide a holistic understanding of how animated films impact the learning process for young English language learners in Tunisia.

4. Results

This section presents the findings of the study clearly and concisely, supported by tables and figures. The results are organized to illustrate key insights into the impact of animated films on students' language acquisition, with no interpretation or analysis provided at this stage.

Table 1. *Demographic Distribution of Participants*

Age Group	Genre Male	Genre Female	Total
8–9 years	12	14	26
10–11 years	15	19	34
Total	27	33	60

Insight: The participant pool was balanced across genders and age groups, with a slightly larger representation of 10–11-year-olds.

Graph: Line chart showing average scores before and after exposure to animated films

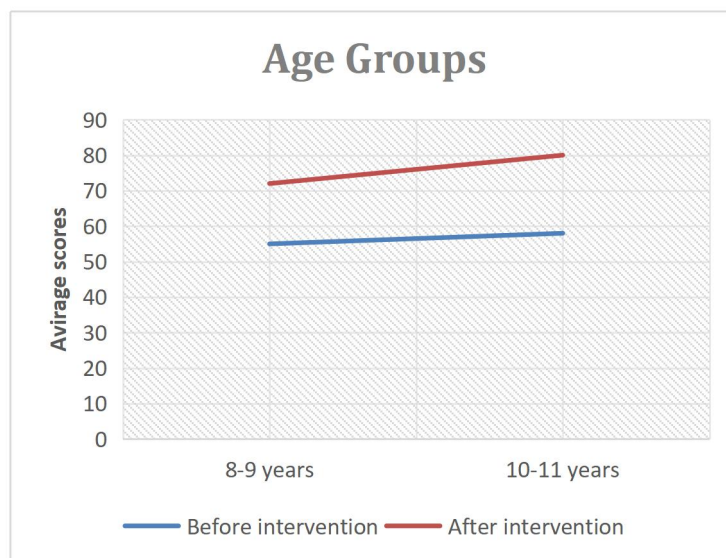


Figure 1. Improvement in listening comprehension scores pre- and post-intervention

- **Description:** Students' average listening comprehension scores increased significantly after watching animated films. For example:
 - 8–9 years: Increased from an average score of 55 to 72.
 - 10–11 years: Increased from 58 to 80.

Insight: The intervention led to notable improvements, particularly for older students.

Table 2. Observed Learning Behaviors Before and After the Intervention

Behavior	Before Intervention (%)	After Intervention (%)
Active participation in class	45	82
Spontaneous use of new vocabulary	28	70
Peer-to-peer collaboration	50	88

Insight: Significant gains were observed in active participation, vocabulary use, and collaboration among students.

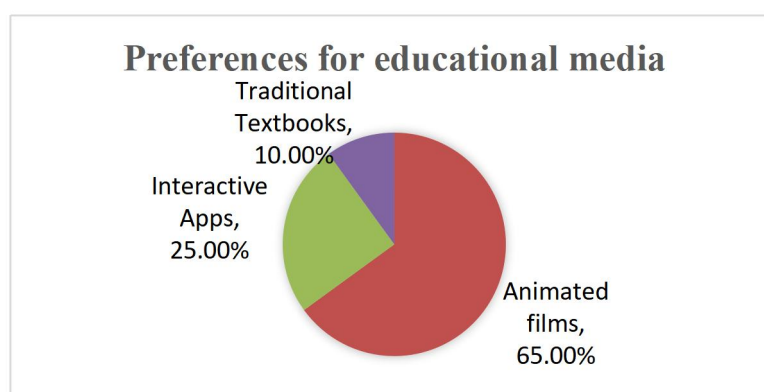


Figure 2. Media preferences of students for language learning

Insight: Animated films emerged as the preferred medium, demonstrating their appeal and effectiveness compared to other tools.

Summary of results :

- **Listening comprehension:** substantial improvements were recorded across all age groups.
- **Learning behaviors:** students exhibited increased engagement and collaborative efforts post-intervention.
- **Media preferences:** animated films were the most favored medium, indicating their potential as a primary teaching resource for language acquisition.

This structured presentation provides a clear and engaging overview of the findings, setting the stage for discussion and interpretation in the subsequent section.

In this section, we present the results obtained from the pre- and post-intervention assessments, as well as the feedback gathered through the questionnaire administered to the participants.

Presentation of the Questionnaire: The questionnaire was designed to assess the students' perceptions of animated films as a learning tool, their level of engagement, and any changes in their language skills. It included closed-ended questions (Likert scale) and open-ended questions to capture qualitative data. The questionnaire was administered to the students at two key points during the study: before and after exposure to the animated films.

Table 3.

Student responses to the impact of animated films on language learning

Criteria	Percentage of Students	Number of Students
Increased motivation	40%	12
Improved listening Comprehension	35%	10
Increased engagement	15%	4
No improvement	10%	3

Table Legend:

- **Increased motivation (40%):** The percentage of students who reported a significant increase in motivation for learning English after watching animated films.
- **Improved listening comprehension (35%):** The percentage of students who noticed an improvement in their listening comprehension skills.
- **Increased engagement (15%):** The percentage of students who felt more engaged and interested in the learning process after the intervention.
- **No improvement (10%):** The percentage of students who did not observe any significant changes in their learning experience.

This figure shows the distribution of students' responses regarding the impact of animated films on their English language learning, based on three main criteria: motivation, listening comprehension, and engagement.

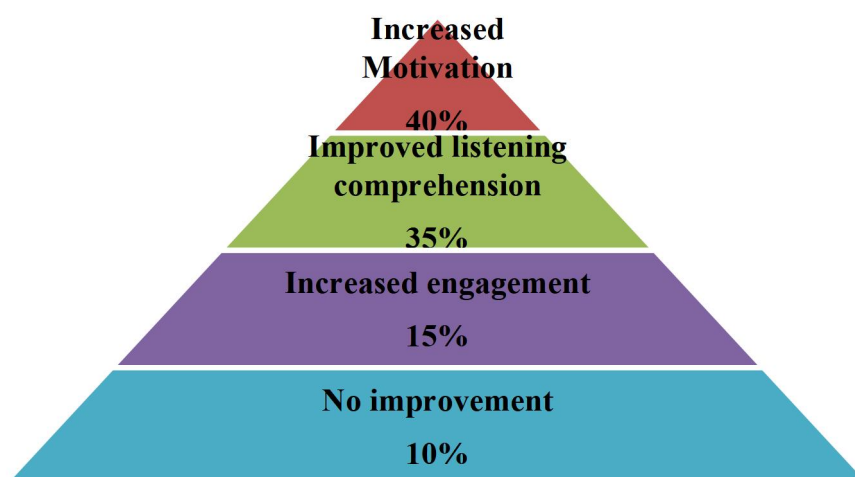


Figure 2. Distribution of students' responses to the questionnaire on the impact of animated films

5. Discussion

The primary aim of this study was to explore whether exposure to animated films could improve English listening comprehension among primary school students in Tunisia. The results show a clear and significant improvement in students' listening comprehension after they were exposed to animated films, confirming the hypothesis that animated films can be an effective pedagogical tool in language learning. The improvement in scores suggests that animated films, with their immersive and multimodal nature, help students retain and understand linguistic information more efficiently. This section will discuss the findings, comparing them to previous research, and also consider the implications of these results.

The results of this study confirm that exposure to animated films has a positive impact on students' listening comprehension skills. The average score improvements from pre- to post-test illustrate that animated films enhanced not only students' ability to understand spoken English but also their retention of vocabulary and language structures. The increase in comprehension scores suggests that the use of animated films as a teaching tool can make learning English more engaging and effective, especially for younger learners who may struggle with more traditional, text-heavy methods.

The findings of this study are consistent with previous research in the field of audiovisual media in language education. (Chun & Plass, 1996) showed that integrating audiovisual media, such as educational videos, into language lessons improves both vocabulary acquisition and listening comprehension. The current study's results similarly indicate that animated films, through their rich combination of visual and auditory input, provide an immersive context where students can hear new vocabulary while associating it with visual representations. This alignment with previous studies underlines the value of using audiovisual resources in language teaching to create more dynamic and effective learning experiences.

Zhao and Lai (2007) also explored the impact of animated films in the context of young language learners. Their study suggested that animated films help to create an engaging and interactive environment that encourages active language learning. Our findings support this, as the students in this study demonstrated high levels of engagement during the exposure to the animated films. The visual dynamics, paired with simple dialogues and relatable characters, likely contributed to maintaining student attention, which is crucial for language acquisition at the primary school level. The immersive nature of the films helped students

internalize linguistic structures without requiring explicit effort, which is in line with the concept of involuntary memorization, as highlighted by (Mayer, 2001).

Moreover, research on multimodal learning, particularly Paivio's (1986) dual coding theory, supports the current study's findings. This theory posits that the combination of verbal and visual stimuli creates two cognitive traces verbal and visual that make information easier to encode, store, and recall. In the context of this study, the use of animated films offered students a rich multimodal experience, where they were able to connect language forms (words, phrases, grammar structures) with concrete images, thereby improving both comprehension and retention.

One key element that may explain the success of animated films in this study is the emotional engagement they foster. According to cognitive theories of learning, emotional engagement plays a crucial role in memory formation and retention. The narrative structure, the colorful visuals, and the characters' emotional expressions within the animated films likely created a positive emotional experience that contributed to better retention. This emotional engagement supports the idea of involuntary memorization, where students absorb language naturally through their emotional investment in the storyline and characters (Zinchenko, 2001). Our results show that students, without conscious effort, acquired new vocabulary and grammar structures, confirming the idea that emotional and contextual immersion aids in learning.

The findings of this study have important implications for language teaching, especially in foreign language contexts like Tunisia. In many classrooms, traditional methods of language instruction may rely heavily on rote learning and grammar drills. However, the success of animated films in this study suggests that a more engaging, multimodal approach could be more effective. Recent findings further reinforce this perspective. A study conducted in Libya by Ben Khalil and Salem (2024) showed that animated films with subtitles significantly improved vocabulary acquisition and pronunciation among young learners. This supports the use of animation as a pedagogical tool even in non-English-speaking contexts. By integrating audiovisual materials such as animated films into the curriculum, teachers can create an immersive learning environment that stimulates students' interest and helps them internalize language in a meaningful and memorable way.

Recent findings support this perspective. Hammi (2025) demonstrated that educational animation has a direct impact on young learners' cognitive development and fosters engagement through multimodal strategies, particularly in primary school settings. In another study, Hammi (2025) emphasized how translation in animated films can support language learning by reinforcing vocabulary retention and aiding pronunciation among non-native learners.

Furthermore, the use of animated films could address different learning styles, as highlighted by Gardner's (1983) theory of multiple intelligences. This theory posits that students learn through different modalities some may be more visual learners, while others may learn better through auditory input. By using a combination of both, animated films cater to these different styles, ensuring that each student can benefit from the learning process.

However, while animated films show promise, the successful integration of such audiovisual tools depends heavily on the teachers' willingness and ability to use them effectively. As (Hadj Djelloul, 2020) highlights in his study of secondary school teachers in Algeria, the use of computers and other digital resources in language teaching often faces challenges, such as inadequate training, lack of access to technology, and limited pedagogical

support. These systemic issues can hinder the adoption of innovative practices, even when their educational value is evident. Therefore, for animated films to be successfully adopted in language classrooms, especially in contexts like Tunisia, it is essential to provide teachers with the necessary training, infrastructure, and curricular support.

While the findings are promising, there are a few limitations to consider. The study focused on a relatively small sample of students in a specific educational context (primary schools in Tunisia), and further research would benefit from replicating this study in different educational settings and regions. For instance, it would be valuable to test the effects of animated films in language learning in diverse cultural contexts or in secondary schools, as the learning dynamics may differ.

Moreover, while the immediate effects of animated film exposure were measured, the study did not examine the long-term retention of the language skills acquired through these films. Future research could explore whether the improvements in listening comprehension persist over time, or if the gains are primarily short-term.

In conclusion, this study provides strong evidence that animated films can enhance English listening comprehension for primary school students in Tunisia. By integrating animated films into the curriculum, educators can offer an engaging, multisensory learning experience that not only makes language learning more enjoyable but also improves students' understanding and retention of English. The study supports the broader use of audiovisual media in language education and suggests that such tools can play an essential role in fostering a deeper, more lasting connection to the language. Given the encouraging results, future research should continue to explore the impact of these films on other aspects of language acquisition, including speaking and writing skills, and consider their long-term impact on language proficiency.

Discussion of the Questionnaire Results

In this section, we analyze the findings obtained from the pre- and post-intervention assessments, with a specific focus on the feedback provided by the students through the questionnaire. The questionnaire was designed to assess various dimensions of the students' experience, including their perceptions of animated films as a learning tool, their level of engagement, and any changes in their language skills.

The results of the questionnaire shed light on the effectiveness of animated films in enhancing various aspects of language learning, including motivation, listening comprehension, and engagement.

The largest group of students (40%) reported a significant increase in motivation after watching the animated films. This finding is consistent with research suggesting that multimedia tools, such as animated films, can make the learning process more engaging and enjoyable (Moreno & Mayer, 2007). By combining visual storytelling with language learning, animated films create a more immersive experience, which can stimulate students' interest and enthusiasm for learning. This result highlights the potential of animated films to act as a catalyst for greater enthusiasm for language acquisition, particularly among younger learners, who may benefit from the dynamic and visually appealing nature of animation.

Another significant finding is that (35%) of students reported an improvement in their listening comprehension skills. This is an important aspect of language learning, as listening comprehension is often one of the most challenging skills for students to develop. Animated films, with their rich visual context and simple language, help students understand spoken

language in a more contextualized manner. The combination of audio and visual cues enables students to make associations between sounds, words, and meanings, thus facilitating better comprehension. This finding aligns with Mayer's (2001) theory of multimodal learning, which suggests that the integration of verbal and visual information aids in creating stronger mental representations of new language material.

A smaller percentage of students (15%) indicated that they felt more engaged with the learning process after the intervention. Engagement is a critical factor in language learning, as it directly influences students' willingness to participate in learning activities and their persistence in acquiring new skills. While the increase in engagement was not as pronounced as the improvements in motivation and listening comprehension, it is still a notable finding. The interactive nature of animated films, coupled with the activities that followed, may have helped students stay more involved in the learning process. However, the relatively lower percentage of students reporting increased engagement may indicate that some students might not find animated films to be as stimulating as others, highlighting individual differences in learning preferences.

Finally, 10% of students reported no significant improvement in their learning experience. This group of students may have either not felt the effects of the intervention or may have been less receptive to learning through animated films. This result suggests that while animated films can be a powerful tool for many students, they may not be equally effective for all learners. Factors such as prior language proficiency, learning style, and personal preferences may influence how well students respond to multimedia-based learning interventions. This highlights the importance of considering the diverse needs of students when choosing teaching methods and materials.

The distribution of responses from the questionnaire, as illustrated in Figure 3, provides a clear overview of how students perceived the impact of animated films on their language learning experience. The majority of students reported positive outcomes, particularly in terms of increased motivation and improved listening comprehension. However, a smaller percentage indicated changes in engagement or no significant improvements, suggesting that while animated films can be effective for many students, there may be variations in their impact depending on individual differences.

In conclusion, the results from the questionnaire demonstrate that animated films can have a positive impact on several aspects of language learning, particularly motivation and listening comprehension. However, the variability in student responses underscores the importance of personalized approaches to language teaching, where diverse learning preferences and needs are taken into account. The next step in future research could involve exploring additional factors that contribute to the success of animated films as a learning tool, such as the specific features of the films themselves (e.g., type of animation, language complexity) and how these relate to individual learning styles.

6. Conclusion

In conclusion, this study has demonstrated the significant impact of audiovisual media, particularly animated films, on improving listening comprehension and language acquisition among young learners. By integrating visual, auditory, and verbal inputs, animated films provide a rich, multimodal learning experience that not only enhances comprehension but also aids in vocabulary retention and understanding of grammar structures. The findings show that exposure to these films creates an immersive and engaging environment that supports involuntary memorization, where learners absorb linguistic elements without conscious effort.

This approach is in line with existing research, which highlights the benefits of multimedia in education, particularly in language learning (Mayer, 2001; Chun & Plass, 1996). The study also reinforces the importance of emotional and contextual engagement in language acquisition, as suggested by (Zinchenko, 2001), by demonstrating that students learn more effectively when they are emotionally invested and exposed to language in a meaningful context.

By combining entertainment with education, animated films offer a powerful tool to enhance language learning in a way that traditional methods often fail to achieve. The findings suggest that incorporating such resources into language curricula, particularly for young learners, can foster deeper engagement and improve overall language proficiency. This study also resonates with recent research by Hammi (2025), who highlighted how animated films can serve as powerful pedagogical tools when integrated with artificial intelligence, subtitles, or design-driven storytelling, enhancing not just engagement but also memory and cultural awareness in language acquisition contexts. Moving forward, further research could explore the long-term impact of such interventions and expand on the role of audiovisual media in different language learning contexts.

Overall, the integration of audiovisual media in language education presents an exciting opportunity for both teachers and learners, offering a more interactive, accessible, and enjoyable way to engage with a foreign language.

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