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## The Impact of Using Translation of The Animated Movies on EFL Young Learners

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### تأثير استخدام ترجمة أفلام الرسوم المتحركة على متعلمي اللغة الإنجليزية الصغار كلغة أجنبية

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#### Abstract

This research studies the impact of using translation of animated movies on young learners in their vocabulary, pronunciation, and culture, also identifies the use of films on young learners and by teachers in their classroom. The second section shows some previous studies that support the research. The Third focus is on how data was collected in this study is a questionnaire directed to a sample of 13 teachers who were selected from the Faculty of Human Science. In addition, the other directed from questionnaire and observations to a sample of 52 young learners who were selected from three schools in Libya (Zliten) to provide a deeper analysis on the impact of using translation of cartoon films on young learners. The results of those data showed that many teachers have a positive attitude about the use of translation movies, including developing vocabulary and consolidating it in the minds of students and the correct pronunciation of words, as well as developing listening and speaking skills. Because of its long-lasting impact on young students. Based on the results of the analysis, some recommendations for teachers in schools come from research students at Alasmarya Islamic University about the intensification of the use of the translation of animated movies and strategies for young students and another recommendation for educational institutions about producing translation cartoon films for young learners within the educational curriculum.

**Keywords:** Using translated movies, English vocabulary, Pronunciation.

## الملخص

يدرس هذا البحث تأثير استخدام أفلام الرسوم المتحركة المترجمة على المتعلمين الصغار في مفرداتهم ونطقهم وثقافتهم، وكذلك التعرف على استخدام الأفلام على المتعلمين الصغار ومن قبل المعلمين في فصولهم الدراسية. القسم الثاني فيعرض بعض الدراسات السابقة التي تدعم البحث. أما القسم الثالث فيتعلق بكيفية جمع البيانات في هذه الدراسة هو الاستبيان الذي تم توجيهه إلى عينة مكونة من 13 معلماً تم اختيارهم من كلية العلوم الإنسانية، والأخرى هو الاستبيان والملاحظات الذي تم توجيهه أيضاً إلى عينة مكونة من 25 معلماً صغيراً تم اختيارهم من ثلاث مدارس في ليبيا (زليتن) بهدف تقديم تحليل أعمق حول تأثير استخدام أفلام الكارتون المترجمة على المتعلمين الصغار. وأظهرت نتائج البيانات أن العديد من المعلمين لديهم اتجاهات إيجابية حول استخدام أفلام المترجمة، بما في ذلك تطوير المفردات وترسيخها في أذهان الطالب والنطق الصحيح للكلمات، فضلاً عن تنمية مهارات الاستماع والتحدث. لما لها من تأثير طويل الأمد على الطالب الصغار. وبناء على نتائج التحليل تأتي بعض التوصيات للمعلمين في المدارس من بحث طلابي في الجامعة الأسمرية حول كثيف استخدام أفلام الرسوم المتحركة المترجمة واستراتيجياتها للطلاب الصغار وتوصية أخرى للمؤسسات التعليمية حول إنتاج أفلام كرتونية مترجمة للمتعلمين الصغار ضمن المنهج التعليمي.

الكلمات الدالة: استخدام الأفلام المترجمة، مفردات اللغة، النطق.

## 1. Introduction

Translation involves conveying the meaning of a text from one language to another, essential for sharing knowledge and ideas globally. In today's world, accurate translation is vital for businesses to expand into international markets and connect with customers worldwide. It plays a key role in promoting international cooperation, resolving conflicts, and sharing advancements in fields like science, medicine, and technology. Translation acts as a bridge between diverse cultures, facilitating the exchange of ideas, fostering political cooperation, driving economic growth, and promoting cultural understanding. As our world becomes more intertwined, the importance of translation in promoting understanding among nations becomes increasingly crucial. It not only connects us but also enhances our collective pursuit of knowledge, peace, and friendship across borders (Venuti, 2017). In fact, Translation is a powerful tool for effective communication, cultural exchange, and knowledge acquisition, given the diversity of languages and cultures. Literary translation plays a vital role in fostering cooperation between different cultures. Translators aim to achieve proper equivalency between terms and concepts in the source and target languages, despite the lack of a standard framework for translation. Cultural differences make this process complex, requiring deep understanding of both cultures. Bridging these cultural gaps is particularly challenging, as it involves finding equivalents for culturally specific phrases. Translating from English to Arabic presents unique linguistic, morphological, and cultural challenges. Understanding these issues necessitates examining the cultural and social roots of the source material. (Mona Salem, 2023)

Teaching is a noble profession that requires significant effort to effectively communicate knowledge to students. Teaching translation, in particular, is a complex task that demands proficiency in

both theoretical teaching and practical translation skills. Translation teachers must be highly qualified and skilled in both languages to effectively perform their job. It is crucial for them to adopt specific methods to ensure the quality of their work (Munday, 2016). Animated cartoons, TV shows, or short films using drawn characters, are effective teaching tools for transmitting values, morals, and examples of life problems to young viewers. Research by Bayez and Farhad (2016) showed that watching English cartoons positively impacts primary pupils' grammatical accuracy, though it does not improve their writing skills. Moreover, the researchers have found a strong connection between vocabulary growth and exposure to target words in a specific context, such as in-translated cartoons. This strategy is considered essential for vocabulary acquisition and learning programs (De Ridder, 2002). Teachers prefer this method as it allows for more effective vocabulary development. Contextual cues play a vital role in helping learners understand and infer the meaning of new words, with repetition and frequent exposure aiding in vocabulary acquisition. Starting this practice at a young age is advantageous for mastering a new language, as watching engaging cartoons can spark a child's interest in learning English (Bayez & Farhad, 2016).

Translation also plays a crucial role in foreign language (FL) vocabulary acquisition, particularly for young learners. According to Camó and Ballester (2015), using the mother tongue (L1) as a teaching tool in the early phases of FL learning significantly aids in vocabulary retention and recall. Their study demonstrated that young learners exposed to both English input and L1 translations of target vocabulary items retained and accessed these items more effectively than those only given English input. This finding is supported by Kit (2003), who noted that children quickly learn vocabulary in their native language through exposure and minimal guidance, a process that can be adapted for FL learning by mapping new lexical forms onto pre-existing L1 conceptual meanings (Takač, 2008). Regular exposure to FL vocabulary and explicit instruction are essential for embedding new words into long-term memory, particularly in non-immersive learning environments where FL input is limited (Cameron, 2001; Laufer, 2005; Kersten, 2010).

Furthermore, incorporating L1 translation exercises in FL instruction can significantly enhance vocabulary acquisition. Kalantari Dehaghi (2023) found that young students who participated in L1 translation activities performed better in vocabulary acquisition than those who did not, highlighting the effectiveness of using L1 in teaching FL vocabulary. This approach aligns with findings by Deller (2003) and Rinvulcri (2001), who advocate for the use of L1 as a valuable teaching tool. Additionally, the integration of multimedia, such as animated cartoons, can further support vocabulary learning by providing contextual cues and engaging visual aids (Cugusi, 2021; Kabooha, 2016). Research has shown that movies and cartoons, when carefully selected to match course content and student interests, can significantly boost vocabulary acquisition and engagement (Greenaway, 2015; Atakul, 2022). These multimedia tools not only



make learning enjoyable but also help students internalize language through repeated exposure and emotional connection, thereby enhancing both their linguistic and cognitive skills.

In general, translation has played a vital role in human development throughout history, but formal translation instruction began only in the nineteenth century. Marín and Clavijo (2013) emphasize the challenges faced by translation educators in cultivating translator competency in a globalized society. Early translation studies, emerging in the mid-20th century at institutions like Geneva and Sorbonne, relied heavily on conventional methods and linguistic techniques to define various translation strategies. Prominent figures such as Newmark and Minette contributed to this foundational understanding by contrasting linguistic features between source and target languages. However, as translation studies evolved, a functional approach gained traction. Nord (2008) suggested that translation instruction should reflect real-world translation practices, while Gile (2008) advocated for a focus on the translation process rather than merely analyzing problems. Kiraly (2005) critiqued traditional methods for lacking a cohesive pedagogical framework, proposing a collaborative learning environment that fosters cognitive flexibility and empowerment in translation students.

However, the primary aim of translation is to create a global communication platform, essential due to globalization, immigration, commerce, technology, and media. Mona's study at Alasmarya University's English Department explored EFL students' attitudes towards translation, their main translation challenges, and preferred techniques for improving translation skills. Most students found translation learning exciting and beneficial. The main challenges included difficulties in translating between Arabic and English, finding appropriate structures in the target language, and selecting context-specific meanings. Preferred improvement methods involved extensive grammar and vocabulary exercises from textbooks and online resources. The study recommends increasing the number of translation courses, emphasizing lexical, pragmatic, and semantic differences between source and target languages, and using diverse teaching methods, including group discussions and extensive practice. This study benefits EFL students and anyone interested in pursuing a translation career. (Mona Salem, 2023)

In recent decades, translation studies have become a prominent academic field, leading to the establishment of over 350 translation programs globally, which prepare students for various careers in translation and related fields (Venuti, 2016). This growth has led to the development of a standardized curriculum, particularly at the master's level, integrating theoretical concepts with practical skills. Courses often emphasize the sociocultural context of translation and are informed by various disciplines, including linguistic and cultural studies. As Al-Kufaishi (2004) noted, translation is a cognitive activity that requires the use of schemas to construct meaning, highlighting the importance of discourse analysis and cultural context

in the translation process. Despite the evolution of translation pedagogy, challenges remain in creating effective instructional methods that align with the discipline's goals, as Shore (2001) noted. The field continues to explore innovative approaches, including the translation of children's cartoons, which poses unique challenges and opportunities for educators (Charkhtab & Monsefi, 2018; Sharei & Yazdanmehr, 2017).

Moreover, translation has been a crucial aspect of human development, evolving significantly in response to global changes and technological advancements. According to Ivana and Milena (2018), the increasing complexity of pronunciation and the advent of new technologies have contributed to the rise of various translation methods. One of the oldest professions, translation has expanded into numerous sectors due to industrialization's transformative effects. The field now encompasses a "new" kind of translation known as audiovisual translation, which introduces additional elements that need to be considered in the translation process. Matkivska (2014) highlights that technological advancements have led to new forms of intercultural communication, necessitating innovative translation techniques. Although terms like "film translation," "TV translation," and "screen translation" are often used interchangeably, audiovisual translation specifically refers to translating audiovisual texts, which can occur either intralingually or interlingually (Chaume, 2013). This method combines both visual and auditory channels, emphasizing the synchronization of verbal and non-verbal elements (Matkivska, 2014).

However, the use of audiovisual media, particularly video, has been recognized as a valuable educational tool, challenging traditional perceptions of its role in the classroom. Lewis (2014) argues that when videos are treated as texts rich in information, they can effectively support language development while engaging students. Implementing strategies like the "flipped" classroom model allows students to explore content through videos outside of class, fostering in-class discussion and application of learned concepts. Herrero and Vanderschelden (2019) underscore the relevance of audiovisual media in contemporary education, as it forms an integral part of youth culture, particularly through platforms like Netflix and YouTube. The New London Group (1996) laid the groundwork for multiliteracies pedagogy, advocating for a comprehensive understanding of literacy that encompasses both visual and verbal skills. Viebrock (2016) further emphasizes that films, despite their scripted nature, provide genuine resources for language learning, facilitating cognitive and emotional engagement. By connecting classroom experiences to learners' lives, feature films can enhance language acquisition and critical media literacy, ultimately enriching the educational landscape.

### **1.1. Statement of the Problem**

Recent studies have found that animation helps children learn English vocabulary and pronunciation. Children often prefer watching subtitled animations, which creates an engaging and imaginative learning environment. However, difficulties arise when translations are inadequate, leading to misunderstandings. Proper guidance and careful selection of educational animations by teachers can enhance language acquisition, but poor translations can hinder comprehension and appreciation, presenting a double-edged sword for young learners

### **1.2. Aim of the Study**

This study aims to explore how translation in animated films impacts language learning by examining the development of vocabulary, comprehension, and linguistic skills. It seeks to support the production of engaging and educational translated films for young learners, enhancing their interest in English and cultural awareness. Additionally, the study will develop recommendations for content creators and provide resources for teachers, focusing on effective translation strategies, cultural differences, and the long-term effects of exposure to translated animations on young learners. The object of the study is the effect of use translation of a cartoon films when teach it on young students in vocabulary and pronunciation and their culture, and knowledge that advantages and disadvantages of using movies, with what to extend the translation of animated movies in enhance interactive learning in classroom.

## **2. Method**

This research described as analytical. The data collected to find answers to the researcher's questions. The methodology that used based on both quantitative and qualitative clarification of the mixed-methods questionnaire that was prepared for teachers in school and the Faculty of Human Science (Appendix 1), and prepared for young learners (Appendix 2). The tools used to collect data for this research are questionnaires for teachers, observations and questionnaires for young learners. These tools used to explore the impact of translation animation movies on young learners.

This study conducted in the city of Zliten (Libya) for young learners. (3) Schools covered in this study, which are Manaret AL\_Eaz, AL\_Madenah International School, and Nobel Center. The study conducted on 52 young learners from these schools. The study conducted on 13 teachers, one of them from AL\_Madenah International School, the other teacher from Nobel Center and the rest of teachers from Faculty of Human Science, Alasmarya Islamic University.

### 3. Findings

#### 3.1. The Finding and Analysis young learners' Closed- Ended Questionnaire

##### Q.1. Do you like watching movies a lot?

Figure (1) shows that the highest percentage is 96.15% agreement, while 3.85% disagreement. This shows that 96.15% of participants agree that young learners like watching movies a lot, so we can use it to change in a positive way.

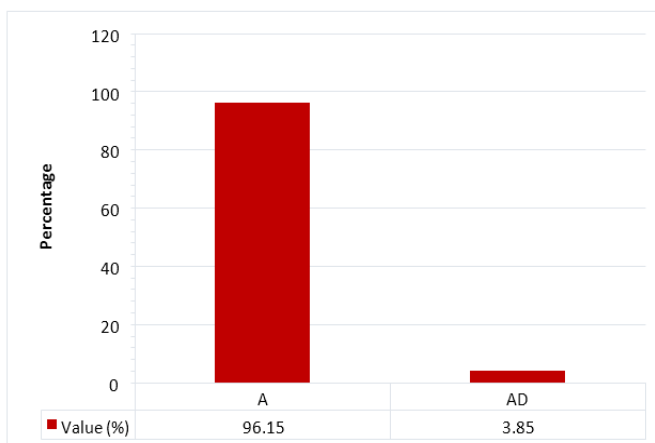


Figure 1. The percentage of young learners' choice of Q.1

##### Q.2. Through watching movies, did you learn new words or vocabulary?

According to Figure (2), it could be see that 73.08% of participant's agreement, while 26.92% disagreement. This shows that 73.08% of young learners agree that they learn new words and vocabulary through watching movies, and using it to teach helps to enhance language learning easily in a fun way.

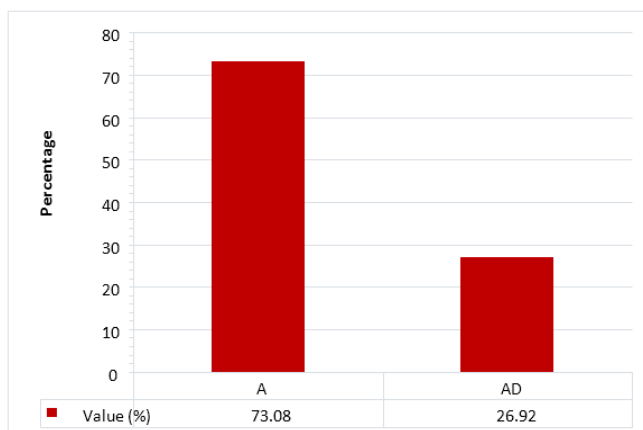


Figure 2. The percentage of young learners' choice of Q.2

### Q.3. Did you enjoy watching movies?

Figure (3) shows the highest percentage 90.38% is agree, while 9.62% is disagree with the participants. It is clear that 90.38% of young learners feel happy and enjoy after they watch animated movies and it out to me as a researcher that the use of cartoon movies is one of the good ways to use them in the classroom to teaching.

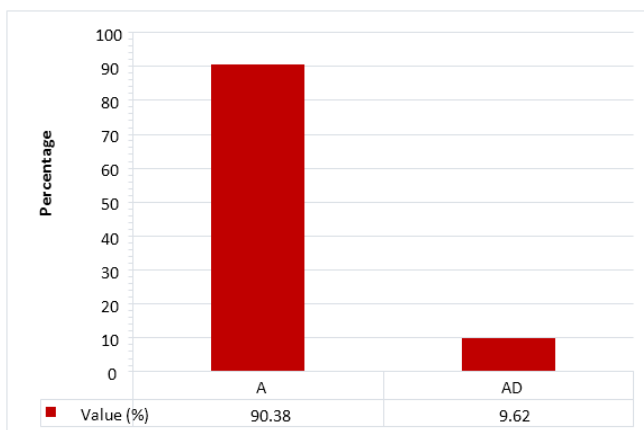


Figure 3. The percentage of young learners' choice of Q.3

### Q.4. Do you know the names of the movies that you watched?

Figure (4) shows that out of the total participants, 84.62% agreed with the statement while 15.38% is disagreed this indicates the young learners are watching many films and know the names of the movies that were presented.

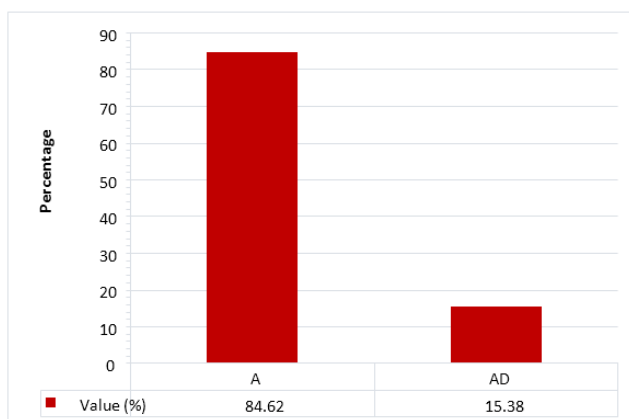


Figure 4. The percentage of young learners' choice of Q.4



### Q.5. Did you understand everything that said in the movie?

According to Figure (5), it could be see that the highest percentage 59.62% is disagreed, while 40.38% is agreed. The young learners that have difficulty reading translates into movies because of the vocabulary chosen in the films, some of them find it difficult to understand terms that aren't appropriate for their age.

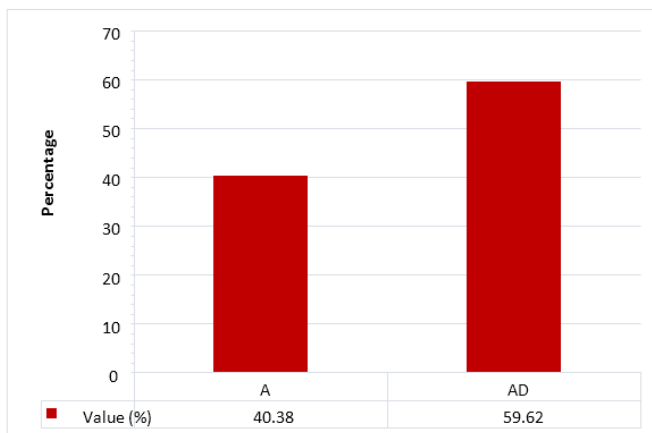


Figure 5. The percentage of young learners' choice of Q.5

### Q.6. Did you understand simple words in the movies?

Figure (6) shows that out of the total participants, 92.31% are agreement with the statement while 7.69% are disagreement. This indicates a majority support of young learners for understanding simple words in the movies, so we can say the participants focus on simple vocabulary that they can easily to memorize.

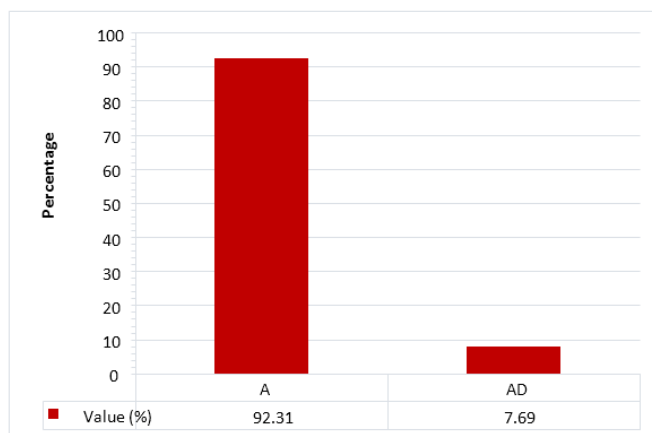


Figure 6. The percentage of young learners' choice of Q.6

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**Q.7. Do you prefer to watch movies dubbed into your language?**

Figure (7) shows that the lowest percentage is 42.31% agreed, while 57.69% disagreed. This shows that 57.69% of young learners preferred to watch movies without dubbed into their mother tongue. The proportion is often the smallest among younger learners in Primary 1,2,3. They are accustomed to watching dubbed films a lot, but this can exploit by showing them short and simple cartoon films, which makes it easier for them to learn and love them.

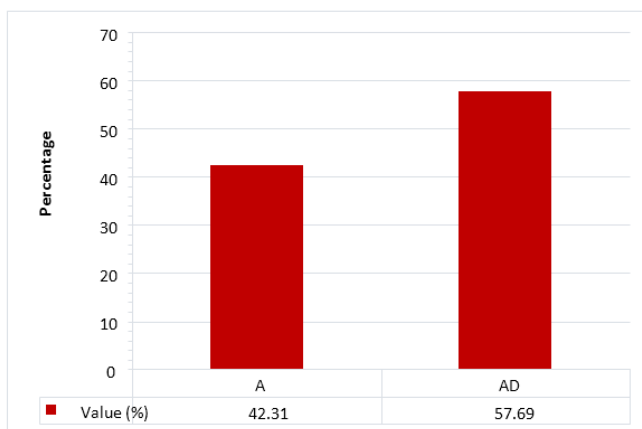


Figure 7. The percentage of young learners' choice of Q.7

**Q.8. Do you prefer to watch movies in their original language with a translation?**

Figure (8) showed the descriptive analysis result, 57.69% of participants agreed with the statement while 42.31% disagreed, demonstrating a predominant lean towards agreement among the young learners sampled, so the result, this provides the opportunity to learn through watching translated cartoons movies.

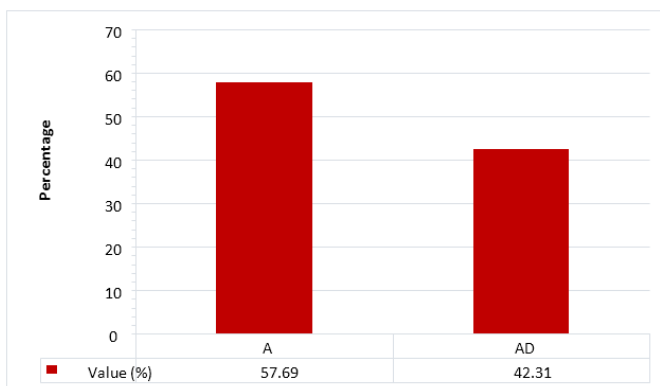


Figure 8. The percentage of young learners' choice of Q.8

### Q.9. Can you read all the translations in the movie?

According to Figure (9), it could be see that 48.08% of the lowest participants are in disagreement, while 51.92% agree. It is clear that the percentage of 51.92% indicates that the translation in any movie is very fast which makes young learners unable to read it completely.

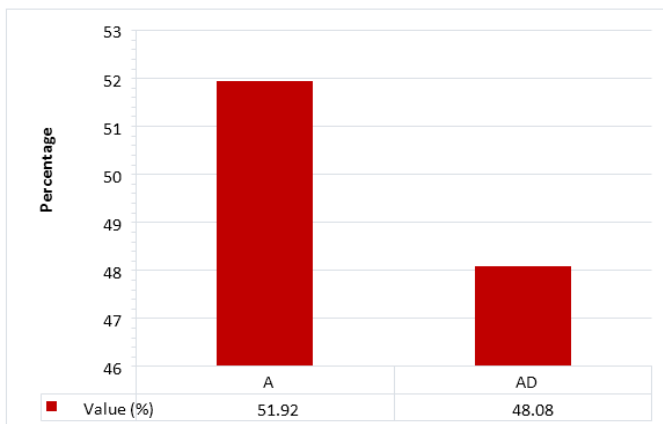


Figure 9. The percentage of young learners' choice of Q.9

### Q.10. Do you like cartoon characters and imitate them?

Out of the total participants, the highest percentage 76.92% is agreement with the statement while 23.08% is disagreement. Figure (10) shows that participants of young learners focused on cartoon characters by imitating them, as the use of the translation of animated movies positively affects memorizing words and remembering them through repeating in their life, and with perfect pronunciation. By imitating these characters, children internalize values such as friendship, teamwork, and helping each other, which can effective their social behavior and their own cultures.

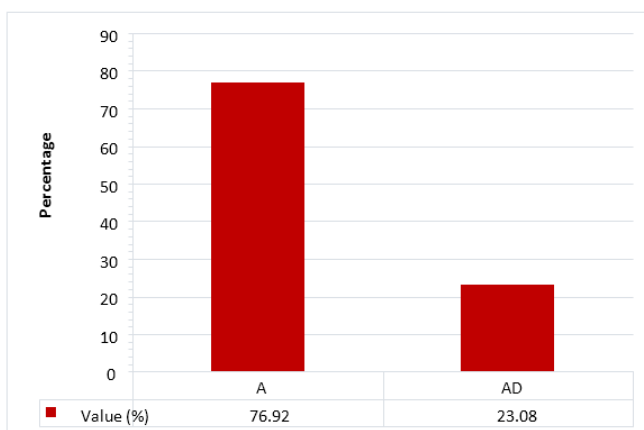


Figure 10. The percentage of young learners' choice of Q.10

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**Q.11. Did you learn any new words from the translation?**

The descriptive analysis showed that the highest percentage 94.23% of participants agreed with the statement while 5.77 % disagreed (as shown in Figure 11), demonstrating a predominant lean towards agreement among the young learners sampled. It is clear to us that teaching translation of cartoons movies in the classroom is very useful for memorizing words and vocabulary, and thus they will learn well.

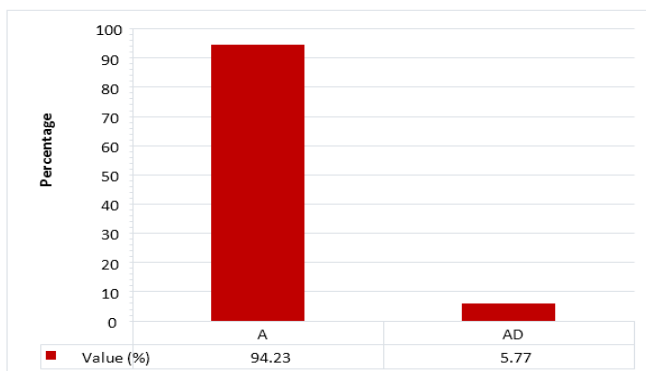


Figure 11. The percentage of young learners' choice of Q.11

**Q.12. Do you support the idea of producing cartoon films for learning the English language and adding them to your education curriculum?**

The descriptive analysis showed that the highest percentage 98.08% of participants agreed with the statement while 1.92 % disagreed (as shown in Figure 12), demonstrating a predominant lean towards agreement among the young learners sampled. It is so clear that young learners want educational institutions to produce animation movies for learning the English language and add them to their education curriculum and they are very excited to do this.

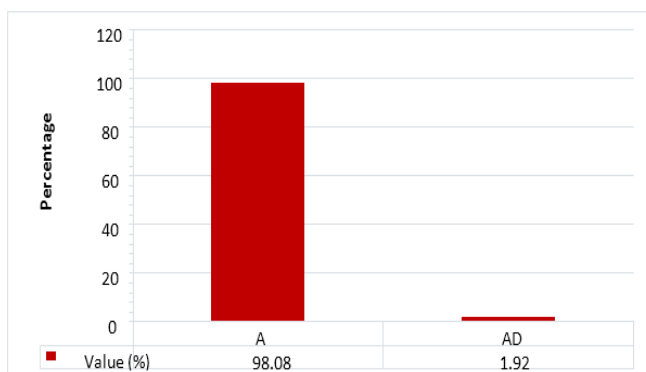


Figure 12. The percentage of young learners' choice of Q.12

**Q.13. Do you feel that translation helps you understand the story better?**

According to Figure (13), it could be see that the lowest percentage 7.69% is disagreed, while 92.31% is agreed. Therefore, the young learners show that the translation help young students to understand meaning easily and what the movie is talking about it.

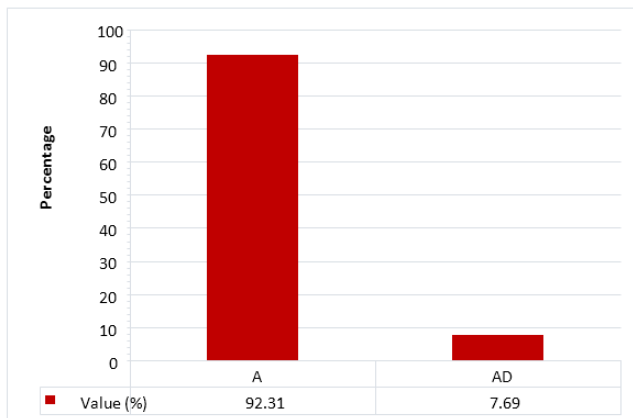


Figure 13. The percentage of young learners' choice of Q.13

**Q.14. Did you enjoy answering this survey?**

Figure (14) shows that the highest percentage 90.38 % agrees, while 9.62 % disagreement. This shows that 90.38 % of participants agree that young learners enjoy when answering this survey.

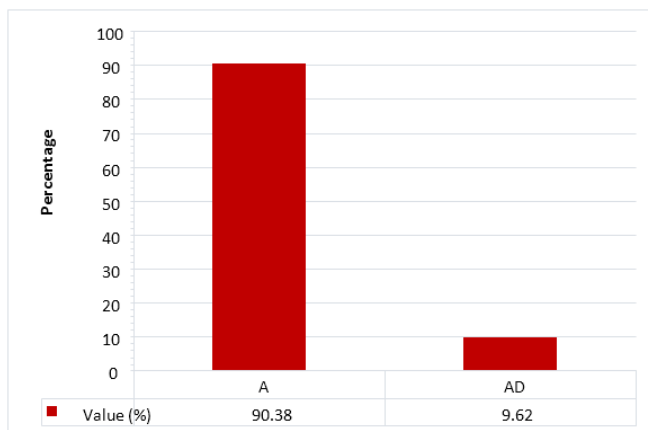


Figure 14. The percentage of young learners' choice of Q.14

### **3.2. The Finding and Analysis young learners' Observations**

#### **3.2.1. Primary One:**

Through the researcher's study of young learners from Firth Grade, the researcher asked them some questions before showing the films, including: Do you like watching films a lot? He noticed that they have great inclinations towards films, especially cartoon films. He noticed through the questions that they acquired vocabulary and simple words such as hello. Yes, no, and ice cream. While showing the films to the young learners, the researcher noticed that they were attentive and enjoyed a lot, but they had difficulty understanding speech and reading the translations, as most of them preferred watching dubbed films more than translated English films. The researcher and teacher played the role of showing the film excerpts by explaining the simple new words to them and repeating them more than once. They had another reaction, which was that the children had acquired the words. After showing the film, the researcher asked questions about the learned words for confirmation, so the children were able to respond positively to the questions "memorized vocabulary and perfect pronunciation". The researcher concludes that young learners cannot sit for a long time because they feel bored, they like to move or stand during the presentation. Different groups of girls and boys face a problem in agreeing on the type of movie each group wants that suits them. Through the study, the researcher concluded that it is possible to show or produce cartoon films linking the two groups (boys and girls). Simple words that are easy to understand chosen from within their educational curriculum, from the alphabet, and others. The format of the films is eye-catching and enjoyable for young learners, and the duration of the film is not long between 5 and 10 minutes, and at a slow speed to make it easier for children to understand.

#### **3.2.2. Primary Two:**

From the researcher's study of Second Grade. The researcher noticed that the children have similarities with firth Grade, in terms of attention, enjoyment, and admiration for the idea of producing special cartoon films for learning the English language, and Difficulty in understanding the context due to the speed of translation. However, at this stage, it distinguished from the previous stage in that they have acquired more vocabulary than while watching cartoon films on YouTube. Deed where they have a faster understanding and acquisition speed and higher concentration, and the number of words acquired after viewing the film is more than one stage, they feel bored sometimes, but not very much, as they can watch a film for 10 minutes at an average speed. From the researcher's conclusion, it is possible Understanding new words within their curriculum is faster and easier for them to learn. In addition to increase their love for learning the English language, cartoon films can be produced that contain characters similar to those that were shown to them at

a stage, through which the children's relationship with teachers and their admiration for the foreign language increases.

### **3.2.3. Primary Three:**

After studying the children at Third Grade. The researcher concluded that the age stages were similar in terms of their admiration for the idea of learning the English language from cartoon films and producing them for them. Nevertheless, their ability to comprehend faster differed, as the researcher noticed that as the age of the children increased, their ability to acquire the language increased faster and in the number of simple words. From their surrounding environment, especially since children's inclinations to watch English movies with translation than dubbed ones increased after the experience of the cartoon show that the researcher did, as a result, they quickly learned the language easily, and their admiration for the English language subject, which increases the opportunity to learn in a positive, effective and fun way. Children at Third Grade can watch for a longer period than the stages before them, ranging from 15 minutes. The ability of children to increase concentration and imitate characters begins at primary three, so films can show for classes twice a week.

### **3.2.4. Primary Four:**

The researcher concluded from his study at Fourth Grade that there is a clear difference in children's understanding, as before showing the film through questions to the children, they had a high reaction that they spend more time watching cartoon films, especially English ones. Only a few prefer dubbed ones, and they learned more words from them than in the stages. The one before them. After presenting the film and explaining it with simple words and vocabulary that could be understood, I tested them with some questions, and there was a positive reaction from them as they answered the researcher all the questions. The researcher noticed that while showing the films they had a higher cognitive ability and enthusiasm for learning the language in a new way, even though there were slight difficulties they faced when reading the translation, here the researcher, in turn, explains it. After the films, the researcher noticed through studies of the previous stages and this stage that the children's love and admiration for the language increased, and the researcher more than the teachers of the subject in schools did. This has a positive effect in the long term for the young learners. After this study carried out by the researcher, the relationship between children and teachers can be strengthened after years, especially since the older the children become, the more support and support they have for the idea of producing films for them.

### **3.2.5. Primary Five:**

The researcher studied Fifth Grade. The result of the study was that there was no difference between this stage and the previous Primary four. Expect that their ability to acquire the language and new words was

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greater, which enhances the opportunity to learn quickly, as the researcher's dealings with children were faster and easier with this age group, but he noticed that they did not have enthusiasm. Like previous studies, they cannot bear watching for a long time, which led to the researcher's conclusion that it is possible to provide and show a movie once a week as part of their educational curriculum.

**3.2.6. Primary Six:**

Through his study at Sixth Grade, the researcher concluded that they had strong inclinations to learn the language. So influenced them to watch movies and their admiration for cartoon characters and imitate them, as they were able to remember vocabulary words along with situations and explain their meaning, and when movies were presented to them, the researcher noticed that they had more focus, enthusiasm, and attention than anyone else did. Once he studied it, they could read the translation on their own, which made it easy for the researcher to explain the vocabulary well. They had great admiration for the idea of learning English through cartoon films, and they thought it was a smart idea to be a fun way to acquire new vocabulary and words, and they supported the idea of producing films within their curriculum, young children can sit for a longer period with great enthusiasm. It is worth noting that his pronunciation of words was excellent even when he heard them for the first time only, and communication between young learner's increases when they watch many conversations. The researcher can notice that there could a negative effect, so it is the addiction of young people to watching movies only. When the teacher does not choose the appropriate movie or the appropriate words, they negatively affect it in terms of bad words found in movies or cultures that is should not be show to them and characters that are inappropriate for our Islamic society. Therefore, the teacher can choose, as the researcher did, films that have a positive impact on them, and take into account the cultural differences between the West, and our educational institution or we can support the production of films specifically for learning.

It is clear that all teachers agreed that watching cartoon films has a positive impact on student's English language skills, in addition, the whole of the teachers tend to support the idea of producing and using the translation of animated movies in educational settings.

**3.3. Teachers' Open-Ended Questionnaire Findings**

Most teachers have not used movies in the classroom to teach children, though some have and find them beneficial for listening, vocabulary, and interactive skills. Teachers who have used movies observed improvements in students' vocabulary, pronunciation, and engagement. Most teachers support the idea of producing educational cartoons, believing they make learning enjoyable and effective. Opinions on translation's impact vary, with some seeing benefits for vocabulary and listening skills, while others view it



as a distraction. Overall, movies are seen as advantageous for enhancing language skills, though there are concerns about cultural appropriateness and potential over-reliance on technology.

#### **4. Conclusion**

The researcher chose this topic to explore how animated films influence the development of English vocabulary, pronunciation, and listening skills in primary grades. This research focuses on education within schools and the impact of using translated animated films as a strategy to make learning enjoyable and effective. Despite many teachers not using films in the classroom, those who do find that watching films significantly enhances listening skills, vocabulary acquisition, and pronunciation. The fun aspect of learning through films strengthens the teacher-student relationship and fosters a love for the English language. However, challenges such as large class sizes, limited class time, and insufficient resources hinder the widespread use of this teaching strategy. Observations and questionnaires indicate that both teachers and young learners support the idea of using translated cartoon films in the educational curriculum, affirming their positive impact on student learning.

This research highlights the benefits of using translated cartoon films for language acquisition, showing clear positive effects on vocabulary learning, listening skills, and pronunciation. Films captivate young learners' attention and help them retain vocabulary and correct pronunciation through engaging visuals and contextual usage. However, only a few teachers currently use films in their classrooms, while the rest acknowledge their potential benefits. The findings reveal that watching translated films has a long-term positive impact on language skills and cultural understanding. Despite some negatives, such as potential delays in curriculum and inappropriate content, careful selection of suitable films can create a fun and effective learning environment. Teachers should integrate modern activities and techniques, including translated films, to make lessons more engaging and comprehensible for young learners.

#### **5. Recommendations**

- Educational institutions must produce subtitled cartoon films containing curriculum vocabulary specifically for young learners.
- Teachers should put young students in a comfortable environment to watch movies.
- Using cartoon films related to the lesson that contain the lesson vocabulary.
- Choosing movies with repetitive scenes where words become entrenched in young students' minds.



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**The Impact of Using Translation of the Animated Movies on EFL Young Learners**

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- The teacher must use attractive films with lovable characters, and show films once or twice a week for positive results.
- The teacher must carefully choose films appropriate to the cultural context.
- Teachers should integrate activities, strategies, and modern techniques into their classes, as traditional methods may not be as effective for improving students' English language skills.

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**Appendix 1: For Teachers**



*Ministry of Higher Education & Scientific Research  
Alasmarya Islamic University  
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Department of English Language*

**THE IMPACT OF USING TRANSLATION OF THE ANIMATED MOVIES ON YOUNG LEARNERS**

This questionnaire is very important in the field of teaching the English language, and it helps to know the effect of translating cartoon films on young learners. In particular, it seeks to find the most effective methods and strategies for translating animated films for young learners and how to employ them in teaching. Hence, this researcher hopes, through the answers to the following questionnaire, to make a recommendation for teacher's and students' communication to improve teaching in the future. So, would you be kind enough to answer this brief questionnaire? Your answers will play an important role in the success of this graduation project.

**The researcher will appreciate your assistance and looks forward to receiving your response.**

**Age:** .....

**Years of experience:** .....

**Open-ended Questions for teachers:**

Q.1/ Have you ever used movies in the classroom to teach children?

.....  
.....

Q.2/ If yes, how do you employ them to develop students' skills?

.....  
.....

Q.3/ Have you noticed any improvement in foreign language skills among students who watch cartoon films?

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Q.4/ Do you support the idea of producing cartoon films specifically to educate children and teach them in educational institutions? Why?

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Q.5/ To what extent does the translation of cartoon films enhance interactive learning in the classroom?

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Q.6/ Which skills do you think are most impacted by watching translated movies (vocabulary, pronunciation, and grammar)?

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Q.7/ In your opinion, what are the advantages and disadvantages of using movies?

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Appendix 2: For Young learners



Ministry of Higher Education & Scientific Research  
 Alasmarya Islamic University  
 Faculty of Human Science  
 Department of English Language

THE IMPACT OF USING TRANSLATION OF THE ANIMATED MOVIES ON YOUNG LEARNERS

his questionnaire is very important in the field of teaching the English language, and it helps to know the effect of translating cartoon films on young learners. In particular, it seeks to find the most effective methods and strategies for translating animated films for young learners and how to employ them in teaching. Hence, this researcher hopes, through the answers to the following questionnaire, to make a recommendation for teacher's and students' communication to improve teaching in the future. So, would you be kind enough to answer this brief questionnaire? Your answers will play an important role in the success of this graduation project.

The researcher will appreciate your assistance and look forward to receiving your response.

Age: 7: ..... 8: ..... 9: ..... 10: ..... 11: ..... 12: .....

Name of school: (.....)

Closed-ended Questions for Young learners:

Please choose the most appropriate answer by marking the following (True) or (False) answers.

No.	items	Agree (√)	Disagree (X)
1	Do you like watching movies a lot?		
2	Through watching movies, did you learn new words or vocabulary?		
3	Did you enjoy watching movies?		
4	Do you know the names of the movies that you watched?		
5	Did you understand everything that said in the movie?		
6	Did you understand simple words in the movie?		



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- |    |  |
|----|--|
| 7  | Do you prefer to watch movies dubbed into your language?   |
| 8  | Do you prefer to watch movies in their original language with a translation?   |
| 9  | Can you read all the translations in the movie?  |
| 10 | Do you like cartoon characters and imitate them?   |
| 11 | Do you learn any new words from the translation?   |
| 12 | Do you support the idea of producing cartoon films for learning the English language and adding them to your education curriculum? |
| 13 | Do you feel that translation helps you understand the story better?  |
| 14 | Did you enjoy answering this survey?   |
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