Boosting Foreign Language Vocabulary Learning Through “Anime”
The Case of Second-year Students of English, Larbi Ben M’hidi University.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences

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DEDICATION

In the name of Allah, The Most Beneficent, The Most Merciful.

Due to his blessing and mercy, this work is fulfilled.

To my beloved angels, those whom I am blessed to have in my life, those who were right there for me. Whose love made me make it through

Whose strength, care, affection, and tenderness helped me to find my better side

The first to cheer when I dared to fly, and when I fell the first to cry

“Father and Mother”

My heart is full of endless gratitude

For all the times you stood by my side, the joy you brought to my life,

I owe so much to you, I’ll be forever thankful

To my lovely little sister “Omeima”

To my darling brothers “Charaf Eddine and Taki Eddine”.

To my precious soul mate “Sana”.

To the one who gave me inspiration “Jihed”.

To all my best friends and my Otaku friends.

To all my teachers since birth.

To the world of children, purity, peace, and innocence.
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ABSTRACT

The greatest amount of vocabulary foreign language learners acquire comes from outside the classroom walls; TV programs, social media, books, etc. The teacher’s responsibility to choose a felicitous material inside the classroom to enhance their learning and build up a sufficient quantity of vocabulary is also another source. Nevertheless, the selection of the material is the hardest task that came across the path of teaching. In this respect, the current investigation aspires to spotlight on the incorporation of “anime” into the EFL classroom. Correspondingly, a hypothesis is stated as “if anime is used as a learning/teaching material in EFL class, it would boost learners’ foreign language vocabulary”. In order to fulfill this objective, second-year students of English at Larbi Ben M’Hidi University were chosen as the sample of this study. The sample was divided into three groups; two experimental groups and a control one to mold “Solomon Three Group Experimental Design”. The two experimental groups went through seven sessions of treatment, in which they watched a war anime series called “Code Geass: Lelouch of The Rebellion” which is full of political terminology; followed by a set of questions aiming at involving them in the process of watching. The first experimental group was exposed to the dubbed version, while the second was exposed to the subtitled one. The control group on the other side was taught vocabulary through the ordinary method. All the groups were pre- and post-tested. The results gained from this study showed that the integration of anime as a new method for teaching/learning has a considerable influence on boosting English learners’ vocabulary. Further, it has drawn the distinction between dubbed and subtitled anime and brought to an end that dubbed anime is the most effective version. Therefore, it is recommended that anime has to be considered as a tool for teaching FL in the near future.

Key Terms: Vocabulary, Anime, Dubbed, Subtitled, EFL classroom.
List of Abbreviations

AVT: Audio Visual Translation
EFL: English as a Foreign Language
ESL: English as a Second Language
Fansub: Fan-subtitled
i.e.,: It means
L2: Second Language
VL: Vocabulary Learning
VLS: Vocabulary Learning Strategy
Vs.: Versus
WWII: Second World War
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General Introduction

Learning a foreign language is a complicated process that involves many elements. It is concerned with what is learned (the language), how is it learned (methods and approaches), what surrounds the language or exists in the background (culture), and what materials are used. Materials, in particular, are essential for the process of learning to be complete and effective; they are the link that connects all the elements of learning together into one whole unit that is guaranteed to succeed.

Eventually, the selection of appropriate materials can be considered as a challenge for the teacher in order to meet the objectives of a given course. There is no doubt that the chosen materials should be beneficial and practical. Furthermore, interesting and innovative materials can have additional benefits. Therefore, our research suggests “Anime”, or Japanese animation, as a possible material for teaching foreign language in general and vocabulary in particular. Anime is a medium that is gaining universal popularity, which is not only interesting, but practical as well when it comes to teaching/learning a foreign language and its vocabulary.

1. Statement of the Problem

Learning language vocabulary is a hard task for many learners, what makes it harder is the lack of effective methods and materials. Further, Students of English at Larbi Ben M’hidi University have always complained about the fact that they suffer a lot from vocabulary deficiency which hinders them from the appropriate production of language and gets in the way of their academic achievements. Thus, Anime (subtitled & dubbed) can be used as a material for learning and enhancing their vocabulary.
2. Aims of the Study

The present research work aims first at investigating:

- Whether Anime has an impact on English learners’ vocabulary.
- A second aim would be to examine the most beneficial type of Anime for vocabulary learning: dubbed Anime or subtitled one.
- A further aim would discover the way this new material could be successfully integrated in English Foreign Language classes.

3. Research Questions and Hypotheses

In order to achieve the research aims, the following questions and hypotheses are put forward:

**Q1.** Does Anime have an impact on English students’ vocabulary?

**Q2.** Which is more effective then, subtitled anime or dubbed anime?

**Q3.** How can we implement Anime in English Foreign Language class?

**H1:** “If anime is used as a learning/teaching material in English Language class, it would boost learners’ foreign language vocabulary.”

**H0:** “If anime is used as a learning/teaching material in English Foreign Language class, it would have no effect on EFL learners’ acquisition of vocabulary.”

**H2:** “Dubbed anime would have a greater impact on students’ vocabulary than subtitled one”
4. Research Methodology

The experiment is conducted with Second-year English students (90 students of three different groups) to test whether Anime (subtitled and dubbed) can be used as a material for teaching/learning and enhancing vocabulary. It has been opted for second-year students because they already had an experience of how vocabulary and other skills are learned. Yet, first year students are still beginners and do not know how programs work.

The chosen anime is “Code Gease: Lelouch of The Rebellion”; a Japanese anime series created by Sunrise, written by Ichiro Okouchi, which would be used as a treating material. It is concerned with a specific category of vocabulary, which is related to politics and war theme, which is supposed to be clearly observable and measurable.

5. Research Means

The main procedure used in the present investigation is “Solomon Three Group Experimental Design”. The three groups are divided as follows: the first experimental group is the one which watch dubbed anime (non-subtitled), the second experimental group watches subtitled anime, and the control group would receive the ordinary way of teaching vocabulary. The tests would be classified into three major classes: a pre-test, which would be delivered for the three groups in the form of different vocabulary assignments, containing certain political terminology. After that starts the period of treatment which would be delivered for the two experimental groups; however, the difference reveals in the types the anime (Sub Vs Non Sub). Finally, the post-test that all the three groups would receive, and the results of the dependent variable of this study would be observed. A comparison would be made of the three groups to assess the effects of the independent variable on the dependent variable, and thus coming up with the final results.

This work will be divided into two major chapters. The first theoretical chapter will be sectioned on two: The first section deals with vocabulary learning/acquisition, its entity in foreign language learning and teaching, its significance as an element constituting language, its types, and what useful strategies to follow in order to facilitate learning vocabulary. The second section tackles anime in foreign language teaching; what is its significance in the world wide and in Japan, its history, development, types (subtitled & dubbed), how it is considered as a tool for vocabulary learning and enhancement. Finally it ends up by shedding the light on how it could be integrated into a foreign language class. The final chapter will be the practical version of this research, in form of “Solomon Experimental Three Groups Design”, which would be composed of several tests on three different groups as it is mentioned above.
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Introduction

Whenever we tackle the idea of learning a language, there must be some united components that elaborate together to produce such a concept: phonetics, morphology, syntax, semantics, etc. Though, there is a common ingredient which all these components share, that is “vocabulary”. A simple way to define vocabulary, is having that ability to acquire and use a complex system of connections and words between people to practice a language, however, we cannot express our own ideas nor understand each other in the target language unless we comprehend those connections’ and words’ meaning. That is to say, having a quantity of vocabulary in mind. So, to learn a foreign language, there must be a supply of vocabulary in order to, both, produce and receive the language effectively.

In this section, an attempt is made to shed the light on this fundamental basic-vocabulary- to learn a foreign language. The section defines the notion of vocabulary, types, and discusses its importance in the classroom. It also tackles vocabulary strategies that are preferred to follow in English teaching and learning, and the factors that affect vocabulary learning. Finally, some instructions to make vocabulary learning more effective.

1. What is Vocabulary

Various definitions have been stated by various authors and researchers. According to Graves (2000, as cited in Mukoroli, 2011), vocabulary is that supply in mind of knowing and recognizing the meaning of words. He reported that the lexicon of language is its vocabulary. Furthermore, Krashen (1998, as cited in Mukoroli, 2011) expanded it more by saying that the speaker’s mental vocabulary is arranged and organized by the lexicon. In other words, each language lexicon plays the role to set up vocabulary in our minds.
Gardner (2009) explains vocabulary differently, that is not just limited to the words’ meaning but also how they are structured in the language i.e., it is the knowledge of both words’ meaning and structure.

So, we may say, vocabulary is the understanding or the realization of the meaning and the construction of words, it is like having a thesaurus in memory where these words come from whenever needed.

Moreover, Hassan (2009) noted that “vocabulary should not be limited to individual words. It needs to include lexical items, grammatical features, whole phrases and discourse chunks also known as bundles as its units of identification” (p.22). He meant that the lexical chunks, phrases of two or more words, and the grammatical traits should be regarded to get the concept of the word. For instance, “Good morning, and Glad to see you”, are single lexical units that contain more than a word, but carry a meaningful and clear usage of written or spoken English. Several types of vocabulary were stated by Herrel (2004):

- **Reading Vocabulary:** this type involves the words we recognize while reading a text.
- **Listening Vocabulary:** it involves the words we understand while listening to a speech.
- **Writing Vocabulary:** it means the words we use while producing a written text.
- **Speaking Vocabulary:** it covers the words we utter orally while speaking.

These types of vocabulary show the strong relationship between vocabulary and the four skills either for producing the language (writing and speaking) or receiving it (listening and reading).
2. The Importance of Learning Vocabulary

Without an adequate vocabulary; learners cannot get each other or express their thoughts, and communication would be very limited and the process of foreign language learning/teaching would be more complicated. Wilkins (1974) reported that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). We may exemplify his statement from noticing that learners usually carry dictionaries rather than other books, because without knowing the meaning of words, any other module would be of little interest. Lewis (1993) emphasized more by stating that “lexis is the core or heart of language” (p. 89). In other words, the basic and the principal of any language is vocabulary.

Another evidence which shows the significance of vocabulary, is the obstacle many foreign language learners face in examinations or tests related to oral and writing performances even at grade levels, this is due to the lack of sufficient knowledge of vocabulary that may give rise to failure in learning (Mukoroli, 2011, p. 08).

3. Vocabulary Learning Strategies (Oxford’s Taxonomy)

Different definitions of vocabulary learning strategies have been proposed by different scholars and researchers. For Schmitt (1997), the technique that leads to grasp new vocabulary is a vocabulary learning strategy. Another definition of VLS was stated by Chamot and Kupper (1989, as cited in Asgari, 2010) as “techniques which students use to comprehend, store, and remember information and skills” (p.9). In other words, vocabulary strategies are related to learners and their manner of perceiving and conserving new words in the target language. Thus, VLS are needed for EFL learners to ease the perception of new words they come across. They, indeed, make part of language learning strategies in general.
Many L2 researchers contributed many classifications about VLS; however, the one of Oxford (1990) seemed to be much more comprehensive and inclusive.

3.1. Social Strategies (SOC)

Social strategies depend on the interaction of the learner with classmates and teachers in order to figure out the meaning of words they find difficult to get. For instance, consulting the teacher about the meaning or extra information about new words, conversing with other classmates in a group discussion, in addition, the interaction with native speakers may be included. Researchers have registered many benefits of this strategy, Dansereau (1988) reported that mutual group learning boost the processing of information actively, further; motivation of the participants would be enhanced.

3.2. Memory Strategies (MEM)

In this kind of strategies, known as mnemonics, Oxford (1990) explained that learners use certain techniques called “tactics” to remember words, i.e., these tactics are supportive to help them store and retrieve information about new words. In other words, the integration of a new word with previous knowledge or personal experience, images, colors, or songs, help better to recover the meaning of words. For example, link the word with its synonymous, associate or draw a picture within the word to illustrate its meaning instead of mere definitions, and here learners are free to create their own mental pictures.

3.3. Cognitive Strategies (COG)

Cognitive strategies are a bit similar to memory strategies, however, they do not centralize on the manipulation of the mental processing, they instead focus on guessing, using linguistic items, using dictionaries, note taking, verbal and written repetition, for example, repeating the word aloud orally or writing it more than once.

3.4. Meta-cognitive Strategies (MET)

Meta-cognitive strategies are based on learners self control and self evaluation on their learning, they are well known as “thinking about thinking”, i.e., thinking or judging
about what one already knows and use it to fulfill the task in the foreign language, in other words, the combination of what learners already know with what they do not know to learn the target word, with regard that they have an overview or previous knowledge about the learning process in general. For instance, the first time learners started to learn how to write an essay, had already passed through the experience of writing a paragraph, so the remaining task to accomplish is how to produce several organized paragraphs in order to create a completed essay.

3.5. Determining Strategies (DET)

They are strategies used by learners, in the sense that, they determine the meaning of the target word via guessing from context, asking others, extract its root and affixes, or making an analysis of part of the speech where the word belongs to, in order to gain the sufficient knowledge about it.

4. Factors Affecting Vocabulary Learning

Several factors have been indicated by many research works on VL and its strategies. In fact, it is not easy to follow certain VLS and then guarantee of learning vocabulary, nevertheless, there must be some factors influencing the process of learning vocabulary. In this respect, Ellis (1996) deduced and grouped some of these factors under three broad classes:

- **Learner Individual Difference Factors**: they are factors related to the internal features that characterize each learner from the other. They cover: belief, attitude, motivation, and language learning experience.

  a- **Belief**

  According to the research done by Gu (2002), Chinese university learners dismissed memorization as a strategy in vocabulary learning, they rather use meaning oriented strategies. They believe that words should be explored according to their meaning and the strategy which they follow is related to what they believe. Though, another contrary view
has been detected by Wei(2007), learners’ VLS do not submit to their beliefs, the latest manifest in getting the meaning of words with a full understanding of the context seems appropriate.

b- Attitude

Attitude is taken into account as an influencing factor on learners’ VLS use. The findings of Wei (2007) in China confirmed that learners with positive attitudes towards the process of learning vocabulary use VLS much more than those with negative attitudes, for example: the use of dictionary, guessing, management, etc, either to discover the meaning of new words or to integrate them within a context.

c- Motivation

Motivation is of a great relation with learning vocabulary. This is emphasized by Marttinen’s (2008) work on Finnish ESL learners, he noted that students with high motivation achieve better in the field of vocabulary learning and use multiple strategies than those of low motivation.

d- Language Learning Experience

Having an experience in language learning is considered for many researchers as a factor affecting the use of VLSs. One of them is, Siriwan (2007) who has inspected how students diversify their use of VLSs based on their learning experiences, i.e., those students who experienced much more in the field of language learning make use of different VLS than those who experienced less.

- Social and Situational Factors: are related mainly to the setting of learning, these factors encompass the field of the study, course type, class level, gender and language learning environment.

a- Field of Study

There have been a lot of worthy proofs about the relationship between the field of the study and the frequency or the variety of using VLSs. Among the clear instances, Gu’s
(2002) results showed the distinction existed between art and science learners in terms of strategy use, science students head for using multiple strategies including visual coding more than art students, in other words, the VLSs differ accordingly to students’ disciplines.

b- Course Type

A key element that manipulate the use of VLSs is the type of the course presented, and here the term type meant as what Siriwan (2007) referred; ‘regular’ and ‘part time’ programs. He found that students in Thai university following a regular program made use of VLSs better than other students who follow part-time programs. A similar study done by Al-Shuwareikh (2001) found out the majority of foreign language learners learning at morning produced different VLSs than those who learn at evening.

c- Class Level

Apart from course type, class level was investigated by many researchers who considered it as one of the effective factors on VLSs. Among the studies, the one of Monkgol (2008, as cited in Boonkongsaen, 2012) manifested that the application of VLSs was done in different ways by learners of Thai university at second grade more than those at the first grade; in order to get words’ meaning they use VLS to anatomize affixes and roots. However, this evident is not always the case, we sometimes recognize even those at first level use a variety of VLSs without awareness though, they may not tend to use analytical thinking to find the meaning of words, but they may instead use discussion with others or they try to associate the words with a previous experience, etc.

d- Gender

One of the crucial factors that snatched big attention from researchers is gender. In this regard, Siriwan (2007), strategies used by Spanish females and males were totally different. By contrast, others see it the opposite, like Tsai and Chang (2009), who both reported in their research in China, no distinction in VLS use between the two.
e- Language Learning Environment

According to many research works, this factor was assorted into: formal and informal language learning environment. Kameli et al., (2012) detected that the environment where teachers, classmates, and peers exist, had a great influence on Malaysian ESL students and their use of VLSs. For instance, teachers who always prompt their learners of foreign language to discover the meaning of new words, lead them to use different VLSs. On the other hand, informal language learning environment for Asgari and Mustapha (2011), lies on the unsupportive parents that actually influenced the Malaysian learners who lost motivation, and by result, no VLSs was detected.

- Learners’ Learning Outcomes: which are the final results learners reach or achieve after learning, they include: students’ language achievement, language proficiency, and vocabulary knowledge.

a- Language Achievement

Some studies upheld the relation between the use of VLSs and learners achievement. This was first claimed by Gidey (2008, as cited in Boonkongsaen, 2012), who showed in his study that high achievers used VLSs greater than low achievers. His findings were harmonious with the findings of Suppaseteree and Saitakham (2008), which revealed the distinction between high and low achievers in Thai university studying English as a foreign language.

b- Language Proficiency

There should be a logical relationship between language proficiency and VLSs usage since the previous factor had been already argued for, the two factors are surely related. Accordingly, Louckey (2003) found that most of the skillful Japanese college learners multiply VLSs than those with low skillfulness in the foreign language.
It is a reasonable effect, the higher we achieve in learning a foreign language, and the greater we reach the level of proficiency and expertise, the more we vary and manipulate our strategies to grasp new vocabulary.

**c- Vocabulary Knowledge**

A significant proof supported the connection between VLSs use and learners’ amount of vocabulary knowledge. Tilfarlioglu and Bozgeyik (2012) demonstrated that EFL learners with a good size of vocabulary use VLSs positively than those without sufficient knowledge of vocabulary.

**5. Some Tips and Instructions For effective Vocabulary Learning**

Undoubtedly, vocabulary is one of the most challenging elements of language whether for the teacher or the learner. The teacher needs some instructions to transmit this concept to learners, and learners as well need some strategies to ease the process of learning vocabulary. Here are some suggestions accomplished by previous scholars to both teachers and learners when learning vocabulary in the target language:

“Select words that are common or generally useful for students to know” (Marinak, et al., 1997, p. 4). i.e., teachers should begin introducing common words or words that come across usually in order to applaud for the coming words and gain a positive attitude toward vocabulary in general. Otherwise, starting with unfamiliar words may decrease their enthusiasm about learning, and feelings from failure may rise.

“Choose terms that are strategic to academic success and are not typically acquired independently” (Baker, et al., 1995, p. 170). It means, teachers should select the academic items which are introduced in a reading text, or a written passage, in order to pave the way to an academic language.

“Identify words that are essential for understanding a reading selection” (Marinak, et al., 1997, p. 1). In other words, teachers may ask learners if they do not recognize the
meaning of the chosen word, the passage is still clear or not? If the answer is yes, then it means that the word is not fundamental to understand the presented piece.

“Pick textbook vocabulary that addresses key concepts or ideas” (Ellis & Farmer, 1996-2000, n.p.). That is, each unit of a textbook include certain specific terms of vocabulary, that represent certain notions and conceptions, thus the teacher should explore this feature to organize and classify vocabulary each unit he encounters.

“Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word” (Ellis & Farmer, 1996-2000, para. 2). In other words, presenting new words should be accompanied with a significant context to smooth the process of getting their meanings, further; the social strategy is supported here, in order to help students make use of the discovered words.

“Ensure that students hear the correct pronunciation of the word and practice saying it aloud” (Fay & Culter, 1977, p 506). So, the right pronunciation should be engaged, and repetition is also preferred.

“Identify examples/applications and related to the meaning of the new word” (Ellis & Farmer, 1996-2000, para. 2). Here, the context is again confirmed, so teachers should illustrate the new words within examples to ease the way students guess, in addition to the practice, where students gain double understanding.

“Help students connect new vocabulary to something with which they are already familiar” (Ellis & Farmer, 1996-2000, para. 7). In other words, teachers should relate the new words students face with their previous knowledge. This would prevent ambiguity and facilitate their learning.

“Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term” (Ellis & Farmer, 1996-2000, para. 7). That is to say, let them reword the meaning of the discovered term by their own, as a result, they would set apart the core idea linked to the term.
“Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process” (Ellis & Farmer, 1996-2000, para. 5). In here, teachers should vary the techniques or the forms of learning vocabulary, for instance, introducing new elements via new tools, by which, the routine would be changed, and learning would be more interesting than before.

**Conclusion**

To sum up, vocabulary should be considered as a substantial element in foreign language learning and teaching. Whether for the teacher or the learners, vocabulary is of paramount significance to language learning. A finite size of vocabulary will hinder communication, and a failure in foreign language learning will inevitably happen. Moreover, students usually return to vocabulary, and feel curious to know the meaning of words at the first place. Either in written tasks or oral discussions, inside or outside the classroom; they cannot stand a distance from the necessity of vocabulary knowledge. With regard to the previous views about it, teachers should take crucial decisions about when and how to introduce such element to learners in suitable and interesting manners.
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Introduction

Learning a foreign language is not an easy task to achieve, especially in terms of choosing the techniques, methods, and materials that suit learning and engage learners in the learning process. Fortunately, the development of technology and media has contributed too much to the field of learning/teaching. This, grants a chance to use other materials in teaching to improve learning; for instance, authentic videos, games, audio visual materials, computers, etc. Thus, anime is such a support that may be used to enhance language learning in general and vocabulary in particular.

In this section, anime would be highlighted. A part is given to its definition, history, what distinguishes it from other media forms, what makes it more popular. At last, an attempt is devoted to link between anime and vocabulary, and the way it could be inserted in an English classroom and considered as a new tool for teaching.

1. Anime as a New Media Form

Mass media is the form of media that carries a variety of programs to the public; it is responsible to produce the programs which would be consumed by the audience. In other words, mass media store and deliver those programs, in different ways (Reitze & Ridder, 2006).

Meulemann and Hagenah (2009) stated that “Mass media have a program: They pre-package contents and distribute them according to some substantive regime and some time schedule – they are media for masses of meanings’’ (p. 02). The programs made by mass media are well organized and well scheduled through a fixed stream from which they produce and publicize toward a huge number of audiences.

However, a difference between mass media and individual media may be regarded. From its name, individual media is the media used by each person individually, for instance: the book, the letter, the cell phone, or the internet. So, they are limited to specific
circle of people such as friends, family and peers, by contrast, mass media is targeting the whole public (Meulemann & Hagenah, 2009).

As a result, mass media vary from one type to another. According to Donglian (n.d.), mass media has three types: 1 “Print Media”: it covers the print and the written tools, including newspapers, magazines, and books, etc. 2 “Electronic Media”: known also as “Broadcast Media”, it involves television and radio. And “New Age Media” that is the media resulted from the advanced technology, which is characterized by the high speed and the easy access to anything instead of waiting for a scheduled program. It covers mobile phones, computers, internet, and electronic books. It is considered as part from electronic media.

Television and internet under the category of electronic media turned up to be in different forms and genres: movies, films, documentary programs, clips, video games, cartoons and “Anime”. The later refers to the Japanese Animated Film and Television. It is “Japanese movie and television animation, often with a science fiction subject”. (Oxford Advanced Learner’s Dictionary). Among the characteristics of anime is the modern media, within unified networks of cultural and commercial tasks, which exceeded the national confines to the United States and many other countries. The aim of this new form of media was to produce a big ground of literature to extend and deepen the perception of Japanese animation among the public. Thus, one major reason behind the global success of anime was media with its industries. Furthermore, a sort of globalization, or in specific terms, “Japanization”, is outspread because of the sustainability of anime’s form, artistic expression, and the style famed by Japanese, through media service. Hence, a logical relation and a strong interdependence does exist between anime and the social side of media, which holds “the social energy” between the public and media (Condray, 2013).

Another point of view that emphasized the entity of anime as a new media, and the relationship between each, was of Herlander (2012), in his famous work, “The Anime
Galaxy”, that media and anime are, indeed, the most significant vehicles to export Japanese culture, and the success of anime would not be attained without media and technology, by saying, “anime assimilates and benefits from the new media and new technologies, namely the graphic ones. It remains impossible to avoid studying anime within the new media framework that contemporaneity knows” (p. 16). He, further, pointed that, since Japan is well-known by its advanced technology, robotics engineering, video games and anime, media should go in harmony with them, and what makes anime considered as a new form, is the formula of communication media carries coming from cultural and literary graphics and cinematic-videos.

2. Brief Synopsis of Anime and Manga

Anime (アニメ), or Japanese animation, which is often called a “Japanimation”, appeared in the early of the 20th century when the animation techniques started to be familiar by Japanese filmmakers. In the early 1900s, the film industry was born in Japan where anime roots came from. Through time, many techniques and methods of the animation started to emerge: chalkboard drawings, painting directly on the film, paper cut-outs, sound, color, multiplane camera system, etc. Despite the damage left in Japan after WWII, the phenomenon of anime continued and became the major Japan’s cultural force. Although anime was created by and for Japan, it started to weep in an international scale, particularly, the USA and other English speaking countries. Eventually, the first animated export “Astro Boy” in 1963, found a great success from both the Japanese and the Western society. Among the great Japanese animators was “Hayao Miyazaki”, who won the Oscar for his best film picture “ Spirited Away”, in 2003, and many other awards for his creative and artistic animations (Davis, 2008).

Manga (まんが), according to Thompson (2007, as cited in Blondal, 2014), is used to refer to the Japanese comics, in different forms: comics strips, graphic novels and so on.
Some scholars think that it is difficult to know when exactly manga was first originated. One theory claimed that manga came from the scrolls of illustrations made by the Buddhist monks in the 12th century, when the sequential art in Japan began to emerge. What characterized those illustrations were the laughable scenes of animals in expressive and humorous manners. The other theory has referred manga to the scribbles in a sketchbook of the Japanese artist “Hokusai” in the 1800’s, “whimsical sketches” was also referred to his drawings.

![Figure 1: One of the Animal Scrolls.](image)

Like anime, manga industries after WWII started to emerge. Manga usually goes in harmony with anime; thus, anime is considered as the animated version of manga, or what was called “bringing the manga to life” by Casvallaro (2010) when he stated: “Anime adaptations from earlier periods tend to consist of fairly loyal page-to-screen transpositions of popular literary sources” (p. 2). This means that anime is the transformation from manga to an animated version, i.e., a more vivid one. Among the famous Japanese mangaka- manga maker was: Masashi Kishimoto, Echiro Oda, Osamu Tezuka.

By the late of 1990s, the word anime became known and familiar in the West, and anime clubs started to appear in USA with the movement of translation, the word anime became used and known enough to be used in cross-words, in addition, since the two words, anime and manga, have been included in the English dictionary, they are not italicized, and their plural form remain unchanged (Dudley, 2012).
3. Anime vs. Cartoons

The comparison between anime and cartoons was studied before by many researchers, what is meant by anime and cartoons is Japanese animation and American cartoons. In order to figure out the difference between the two, we have to know first what does cartoon mean.

According to Donglian (n.d.), cartoon is a kind of visual art composed of two dimensional illustrations. Over time, this definition has changed to be “a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, humor, or to the artistic style of such works” (Donglian, n.d., p. 4). In other words, cartoon is an art of illustrations and paintings aim to entertain people in a sarcastic way far from reality. The one who creates cartoons is a cartoonist. Among the very famous American cartoonists are Walter Disney, Bill Waterson, and Matt Groening.

Based on previous studies related to the distinction between anime and cartoons, Donglian (n.d.), summarized them into three standards:

- **Visual Characteristics**

  The physical features of the characters in anime are overstated and far away from being similar to the real features, for instance: the large eyes, the extended limbs, and the very small nose that almost disappears. However, cartoons are, in a way, similar to the real traits.

- **Background**

  When turning to the background or the setting, it is almost the opposite. The anime environments often reflect the real life ones. For instance in “Detective Conan”, the Tokyo Metropolitan Police Department, Tokyo Tower, Osaka Castle, and other places are exactly the same as reality, unlike the imaginary environment of the cartoons. Spongpop Squarepants is a clear example.
Stories

Donglian (n.d.) explained the distinction in the content saying that the stories of anime are different from those of cartoon, because of cultural issues. His analysis, of taking only one example from anime and another one from cartoons, is not really enough to decide about those standards of comparison. In fact, there are many anime that have fictional backgrounds, taking for instance: Dragon Ball Z or Gundam Wings.

By contrast, the work of the two Danish researchers Olsen and Johnsen(2012) analyzed much more of the animated works, and compared between the two studios “Disney” and “Ghibli”, and found that the differences reveal in many other things.

The first thing is in the production. Japanese studios create the product (anime) quicker than American studios. Among the reasons behind this difference is the salary, the details of the work, and pressure of the studios on workers. This is quite clear in their report: “Producing one episode of The Simpsons takes 6-9 months, while producing one episode of One Piece takes 1-3 months. The production rate in Japan is higher. The Japanese anime are also much cheaper to produce, costing around $126 000 to produce
each episode, compared to the $5 million it takes to produce one episode of The Simpsons” (Olsen & Johnsen, 2012, p. 15). Another difference, according to their study, reveals in the structure and the story of both anime and cartoons. American animations tend to define good and evil characters in separate ways, while in anime; there is a mixture of qualities within one character. This can be manifested in Spirited Away vs. Alice in Wonderland.

In addition, cartoons are more children-oriented unlike anime which is oriented to the whole public. Furthermore, almost all cartoons start from the ground up, and they are created by many cartoonists and can be edited. In contrast, anime has already its story, visualizations, characters, and other things in manga, and each manga/anime is made by one mangaka/animator.

Another thing that shows the distinction between the two is the audience. Dudley (2012) in her research showed that there is a high growing in popularity of Otakus _anime fans_ in the Western society. American children cheer up for Picatshu(Japanese) rather than Bugs Bunny (American), because American animation is based on “slapstick gag”, repeated characters and movements as, Tom never catches Jerry, Bugs Bunny is always smarter than the Hunter, etc.

Hence, the content, the artistic style, the design, the complexity of stories and plots, and even the music lead to the uniqueness of anime and make it more successful and popular than cartoons. The best example is that of “Hayao Miyazaki” animated movies, every movie of him is a masterpiece, each film is full of ideas, images and emotions. The creativity is so immensely, the wonderful style and sophistication, the incredible sensitivity and vision, done by passion and skillfulness. One can learn from his works which carry a quantity of qualities and morals, the beauty of the natural world, one can conceive. He profoundly affected the animation world and kept a great inspiration among generations, and marked that anime is for everyone.
4. Audio Visual Translation (AVT)

Audiovisual translation meant to be the programs of transmission from the original language to another, it is composed of both: audio _what is heard_, and visual _what is seen_ in front of the screen, in order to make the audiences, who do not recognize the original language, comprehend the delivered program (Aldea, 2016, p. 07).

In other words, the interpretation of the original version of the language to another is done to make the public understand well what they are exposed to, via an audiovisual translation. Anime is greatly demanded among the foreign programs, so it needs to be translated.

4.1. Subtitled Anime vs. Dubbed Anime

There are two major techniques constituting the audio visual translation: subtitling and dubbing. Subtitling is defined as the translation into a written text that appears in the screen, while, dubbing is the translation into another spoken language without script (Aldea, 2016, p. 07).

That is to say, a subtitled anime keeps the original language heard by the audience, followed simultaneously with the written version shown in the bottom of the screen, so they watch and read altogether to understand. Aldea (2016) stated that “subtitling, the translation of the dialogue of a foreign-language film shown at the bottom of the screen, is one of the approaches to translating audiovisual media” (p.08). By contrast, a dubbed anime is directly replaced by a spoken version of the target language without a written text of the original language, thus, the public watch the original piece and listen to the oral performance.

4.2. Weaknesses vs. Strengths

Strong Points of Subtitled Anime
**Authenticity:** Among the advantages of watching subtitled anime is the authentic touch of the original work, the sound, the intonation, the voice of the performers that lead to the exact emotional signification, so that the difference between the spoken language and the subtitled one on the screen will not bother the audience while watching (Aldia, 2016). This means that subtitling maintains the characteristics of the original work patterns as they are, such as the actors’ speech, voice, tone… etc, and this, for her, creates more enthusiasm.

**Language acquisition:** According to Koolstra (2002, as cited in Aldia, 2016), a subtitled anime with its original language will make the audience acquire some Japanese words spontaneously. A clear example of acquiring the language and getting influenced by its culture is the Japanese word “Kawaii” that has been also added to the Oxford Dictionary.

**Translator’s Visibility:** according to Aldia (2016), the subtitled anime allows the viewer to make a comparison between the two languages at once, they can listen to the original language and compare it with the translation they see, so that, it is challenging for the translator, since the audience keep an eye on the translation and hear at the same time.

**Aesthetic:** subtitles in anime according to Carroll (1998, as cited in Aldia, 2016), do not affect the non-verbal language, they only affect the spoken language, they may add some signs, messages, or letters on the screen.

**Constraints of Subtitled Anime**

Aldia (2016) summarized them into:

**Spatial Constraints:** Subtitled anime are limited to two lines of a text as maximum, taking into consideration the speed of the viewers, thus, it will not permit for a long explanation.
**Temporal Constraints:** watchers should read and comprehend the subtitles on time, otherwise, the subtitle is not successful, regarding that the number of the lines in English subtitles is only two, 35 characters in each line, and the time needed is 6 seconds, more than 6 seconds, the watchers may think that they got other subtitles.

**Textual Constraints:** in watching a subtitled anime, the viewer should focus on both, the original and the translated language, so they are given two kinds of information: the performance and the translation, this would split their attention, in addition the the time and space constraints.

**Linguistic Constraints:** space and time constraints influence other translation methods such as word order, grammar, omission of linguistic elements etc. Kovakic (1991, as cited in Aldia, 2016)

**Aesthetic constraints:** some watchers think that the subtitles which appear on the bottom of the screen “crowd out” the picture presented in front of them. Carroll (1998, as cited in Aldia, 2016)

**Strong points of Dubbed Anime**

**Aesthetic:** unlike subtitled anime, in which the dialogue presented is, for some, a distraction, dubbed anime allows the watchers to enjoy without dividing their focus. This has been the most significant argument for dubbing. Moreover, Marleau (1982, as cited in Aldia 2016) emphasized that less mental effort is demanded when watching a dubbed anime.

**Accessibility:** dubbed anime are accessible to everyone. People with poor eyesight, reading difficulties, poor level of literacy, can all watch and enjoy (Aldia, 2016).

**Easy Adaptation:** among the advantages of a dubbed anime is for example the adjustment that the dubber can make when he faces untranslatable joke or unknown parts by creating a new one that suits the target language (Aldia, 2016).
Familiarity: the dubbed version of an anime is more familiar than the subtitled version, since the language presented within dubbed anime is the same of the audience, and there is no distraction of Japanese language (Aldia, 2016).

Constraints of dubbed Anime

Loss of Authenticity: one of the main disadvantages of dubbing is the loss of the authentic touch of the anime; i.e., when the original voice is replaced be by another voice actor, this will reduce the authenticity of the original performance.

Lip Synching: it is one of the biggest problems in dubbing an anime or any other program. Dubbers should synchronize the language to the movements of the characters’ mouth; otherwise, it would be seen as unnatural. For Koolstra (2002), synchronization is one of the hardest tasks to maintain while dubbing.

Hence, both approaches of audio visual translation, subtitling and dubbing, have benefits and ill effects as well. The most appropriate approach according to the research done by Tanase (2012) differs from one culture to another. For instance, in USA they mostly prefer subtitling, because it carries the original Japanese product as it is. Whereas in others areas, they prefer dubbing because it does not hold any distraction.

4.3. Fansub vs. Official-sub

Fansub (short for fan-subtitled) is “a version of a foreign film or foreign television program which has been translated by fans and subtitled into a language other than that of the original. It is opposed to an officially licensed translation done by professionals, which is often called Official-sub or “Licensed” (Fansub, 2017, Definition, para. 1).

Anime is one of the foreign popular programs that occupies the arena of fansubbers, their translation has some specific features unlike the professional translators. They tend to make their translation synchronous with the original version of anime, they keep even the offensive or the unpleased language they derive from the original work, their translation contain many of the colloquial language and slang, and it is closer to our daily life.
Whereas official sub follow certain principals and methods of translation, for instance the adaptation, the remove of some abusive statements, etc. The reason why some scholars consider fansubs as an informal language which does not suit the standards of the academic language. However, fans and Otakus prefer fansub translation because it carries the original content (Wang, 2014).

Although fansubbers work for free, their work is considered illegal according to the copyright law which interprets their work as a “Derivative Work”, i.e., based on pre-existing works. In addition, fansubbers break the right of reproduction by copying the original source and violating the right to distribution (Hatcher, 2005).

5. The Integration of Anime in English Language Classroom: “The Animated Classroom”

5.1. Anime and Language Learning

A group of teachers at Woodlawn School in Davidson, North Carolina experienced the incorporation of anime in their teaching, through engaging seven students to watch “Spirited Away” by “Hayao Miyazaki”. This experience paved the way to ameliorate the level of students in history, language, and visual arts. Moreover, when students were engaged to solve problems and creative tasks, their knowledge has been increased, and various skills in language have been enhanced. Further, the experience of anime created an atmosphere of enthusiasm, joy and motivation (Dopke, 2016).

Another study of Frey & Fisher (2004) showed that, even children can benefit from subtitled anime to develop their literacy, especially those who suffer from writing and reading problems. They emphasized that this is not just limited to particular people, but also those learners of English as a second language can benefit from anime in the process of learning. Furthermore, they have noticed that other skills have been developed from watching the animated materials with the graphic novels and manga related to anime.
Among the skills, the writing skill has developed in terms of sentence length, word choice, and conventional grammar use.

These claims were similar to the ones of Williams (2006) who made a qualitative research on many students and concluded at last by saying:

They clearly saw anime as a learning aid, all claiming that watching anime positively impacted their language learning, some students watched anime as much for a learning aid as for entertainment. Participants mentioned several ways in which watching anime directly affected their learning: learning grammar, vocabulary, and pronunciation; reinforcing vocabulary, grammatical structures, pronunciation; and learning sociolinguistic factors (p. 186).

5.2. Anime as Motivation to Study English Vocabulary

According to Artanti (2014), using anime for learners can contribute two main things: a motivation with a positive attitude toward learning English, and a reinforcement of other language skills, particularly, vocabulary. He explained that teaching English vocabulary with anime would activate their vocabulary learning process, because they are exposed of a context where the language can be heard and seen. This usage of language would therefore increase the level of interest and motivate them.

In his research, Artani (2014) has found that the implementation of anime in English teaching ameliorated three points related to vocabulary: the spelling of the words, the meaning, and the grammar. In addition, their interest and motivation were clearly noticed. Rubie and Lysne (2010) ventured to make an experience inserting “Spirited Away” of "Hayao Miyazaki” into an English classroom, came up with positive results stating that “the enthusiasm students displayed while working with anime in particular, an art
form they enjoyed, motivated us as teachers. We hope that our experiences will help other teachers use anime to invest their students in the learning process” (p. 37).

On the other hand, the experience of Furo (n.d.) of making an anime course has witnessed a lot of obstacles. The first one had to do with the approval by the faculty teachers belong to, in order to propose an anime course, and to convince the other colleagues that anime can be considered as an academic program to be included in the learning curriculum. The other thing that was challenging is the way how teachers can assess and measure students’ progress in language acquisition and vocabulary. She added that instructors should appreciate anime and analyze it so that we can use it as an excellent teaching tool.

5.3. Anime as a Cultural Experience

As mentioned before, the phenomenon of anime has attracted a massive popularity around the world, particularly, the USA. The increase of the number of anime fandom, the Otaku communities, fansubbers, became greatly noticed. This, “pop culture material” has created an awareness about Japanese culture, and raised a curiosity to know more about what was called the ‘Cool Japan’. It is because the perceptions about any culture emerge from the images we look at, and anime became the famous visible picture to the popularity.

In his research work, Williams (2006) found that his participants perceived some cultural points from watching the anime. For instance, some of them have picked information related to customs, values of Japanese society: going to temples, taking off shoes at school and home, respect for teachers, and the work ethic. This according to him, was sufficient to mold culture learning. He emphasized this idea by saying: “watching anime created a curiosity in participants to learn about Japanese culture and for many of them to seek out other Japanese cultural products” (p. 203).

His findings in general supported that using anime displays the popular culture which make language learning a more enjoyable experience. However, the selection of the
animated material should significantly regarded, because some anime are also a vehicle to carry some cultural beliefs and behaviors which are not appropriate to other cultures.

**Conclusion**

At last, anime has to be considered as a new bright idea that needs attention. Moreover, it’s a tool that should be regarded in the near future, to use in EFL teaching. Admitting that there have been few studies about it, it still enthusiastic and worthy to bring forth something new which indeed attracted the whole public. Certainly, it is really important for teachers, instructors, and learners to decide when, how to use anime, and what anime to be selected. In fact, our classrooms seek an atmosphere of motivation and joy, and anime is a new powerful art that can be used to entertain adults and teach kids a lot of morals at the same time.
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CHAPTER TWO: THE FIELDWORK

Introduction

The research work aims at finding whether anime has an impact on boosting learners’ vocabulary, that is why, an experiment is conducted, and this chapter is considerably devoted to illustrate the experiment, implementation and results discussion.

The various procedures of the research are displayed; the chosen method, the sample, the instruments applied and the statistical analysis of the data gained from both the pre-test and the post test of the sample.

1. The Research Design

1.1. Participants

Second-year LMD students of English at Larbi Ben M’Hidi University, are chosen to be the sample of the study. Three groups are randomly selected to work on. About thirty students are in each group. Accordingly, the sample makes 27.89% of the whole population which consisted of 294 second-year students. It is opted for second-year students because they already have an experience about learning procedures and programs.

1.2. Choice of the Method

In fact, the choice of method depends mainly on the nature of the research work, its topic, and the aim to be investigated. Since the research is done to examine the effect of the independent variable (anime) on the dependent variable (vocabulary), it should be certainly an experimental design. Further, our independent variable “anime” has two forms; dubbed and subtitled, that is why, the necessity of two experimental groups is required, in addition to the control group. Thus, the most convenient research design for this study is “Solomon Three Group Experimental Design”. The two experimental groups receive anime as a treatment to learn new vocabulary words; the distinction between the two is in the form of
anime they watch, one to watch dubbed anime, the other one to watch subtitled anime. Whereas, the control group keeps the common way to learn vocabulary. The chosen method would definitely answer the following questions:

- Does anime have an impact on English students’ at OEB university vocabulary?
- Which is more effective then, subtitled anime or dubbed anime?
- How can we insert Anime in English Foreign Language class?

As a result, it would either confirm or reject the following hypotheses:

**H1**: “If anime is used as a learning/teaching material in English Foreign Language class, it would boost learners’ foreign language vocabulary”.

**H0**: “If anime is used as a learning/teaching material in English Foreign Language class, it would have no effect on EFL learners’ acquisition of vocabulary.”

**H2**: “Dubbed anime would have a greater impact on students’ vocabulary than subtitled”

### 1.2.1. Research Design

“Solomon Three Group Experimental Design” requires three groups as mentioned before, and three phases of tests; the pre-test, period of the treatment, and the post-test. Basically, the research questions and the hypotheses mentioned before lead to explore two variables; the independent variable (anime) and the dependent variable (vocabulary). Consequently, the design of the research can be manifested as:

**Figure 4: Experimental Group 01 Procedure**
Experimental Group 01: consisted of 26 students.

Experimental Group 02: consisted of 28 students.

Control Group: consisted of 28 students.

1.2.1.1. The Experiment

1.2.1.1.1. The Pre-test

The pre-test was in the form of written vocabulary tasks, composing of multiple activities; reading comprehension, synonyms in context, analogies, antonyms, and fill in blanks. The tasks are consisted of 20 vocabulary items related to war and political theme, which are derived precisely from the chosen war anime “Code Geass”. So, learners are asked to find out the 20 missing items spread in each task. The pre-test is delivered for the three groups.
1.2.1.1.2. The Treatment

In this period, the two experimental groups were exposed to watch the anime, though, the difference reveals in the types of anime they watched; dubbed vs. subtitled.

The chosen anime “Code Geass: Lelouch of the Rebellion” is a Japanese anime series created by Sunrise, and written by Ichiro Okouchi. The anime belongs to war category of animation and it is full of war and political terminology. Therefore, a specific type of vocabulary - war and politics- would be clearly observable. The anime tackles both the Japanese and British cultures, and the war existed between them is in an alternate timeline. The story of the anime focuses on how “Lelouch vi Britannia” gained a power called “Geass” and use it to destroy the worlds’ super power; the “Holly Britannian Empire” led by the tyrant, his father. Importantly, the chosen anime is translated (subtitled and dubbed) by an official sub category under a licensed censorship, so the language used is far from being offensive or abusive, it is mostly appropriate to the academic language learning standards.

Figure 7: Code Geass: Lelouch of the Rebellion

Accordingly, 7 episodes were devoted in 7 sessions of the treatment. 20 minutes are in each episode/session. After each episode learners have watched, they were asked a few questions about the events of the anime in order to engage them in the process of watching and not to lose their attention. Consequently, their answers were related. During the treatment sessions, we have noted that learners were amused and interested while
watching, and an atmosphere of joy and motivation was there, especially for those who watched the subtitled version; they were enjoying the Japanese voices and intonations. On the flip side, the control group kept the ordinary way to learn vocabulary and was exposed to common tasks containing war terminology as well.

1.2.1.1.3. The Post-test

The post-test is slightly different from the pre-test in the sense that some tasks are structurally different from the ones of the pre-test, remaining the same missing words. The post-test is also delivered for the three groups, in order to compare and see if there is a difference in scores between the three groups, thus an impact of the independent variable on the dependent one would be noticed.
2. Results

2.1. Pre-test and Post-test Results

2.1.1. Experimental Group 01 Pre-test Results

Figure 8: Experimental Group 1 Results on the Pre-test

Table 1: Experimental Group 1 Results on the Pre-test

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.42</td>
</tr>
<tr>
<td>Median</td>
<td>10.00</td>
</tr>
<tr>
<td>Mode</td>
<td>10</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.139</td>
</tr>
<tr>
<td>Range</td>
<td>9</td>
</tr>
<tr>
<td>Minimum</td>
<td>6</td>
</tr>
<tr>
<td>Maximum</td>
<td>15</td>
</tr>
</tbody>
</table>
The use of SPSS provides a diagram (Figure 8) which characterizes the results of the first experimental group on the pre-test. The variation between 15 and 6 which results in range of 9 is reasonable regarding that the distribution from the largest and the smallest values is quite organized with regard to the standard deviation of 2.13. Thus, the values are not greatly scattered from the mean 10.42. The most frequent value is much clear in the diagram, that is: 10.

2.1.2. Experimental Group 02 Pre-test Results

![Experimental Group 2 Pretest](image)

**Figure 9:** Experimental Group 2 Results on the Pre-test
Table 2: Experimental Group 2 Results on the Pre-test

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>10.32</td>
</tr>
<tr>
<td>Median</td>
<td>10.50</td>
</tr>
<tr>
<td>Mode</td>
<td>13</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.465</td>
</tr>
<tr>
<td>Range</td>
<td>8</td>
</tr>
<tr>
<td>Minimum</td>
<td>5</td>
</tr>
<tr>
<td>Maximum</td>
<td>13</td>
</tr>
</tbody>
</table>

Figure 9 displays a diagram of the scores of the second experimental group. According to SPSS results manifested in Table 2, the variation of values between 13 and 5 makes a range of 8 which is lower than the first experimental group range. This indicates that the dispersion between the values and the mean is lesser than the one of the first experimental group. The standard deviation is set to be 2.46. There is a little difference between the mean 10.32 and the median 10.50. The mode 13 is quite notable.

2.1.3. Control Group Pre-test Results

Figure 10: Control Group Results on the Pre-test
Table 3: Control Group Results on the Pre-test

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>10.14</td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td>9.50</td>
</tr>
<tr>
<td>Mode</td>
<td>7(^a)</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.039</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Figure 10 represents the control group’s results on the pre-test. Corresponding to SPSS, the data gathered in Table 3 shows that the values vary between 6 and 16 performing a range of 10 which is higher than the one of the two experimental groups. This means that the dispersion between the values and the mean is upper; the mean is shown in a standard deviation of 3.03. There is a difference between both the mean 10.14 and the median 9.50. The mode which is set as 7\(^a\) means multiple modes exist which are displayed in the diagram and the smallest value is shown in the table.

2.1.4. Experimental Group 01 Post-test Results

Table 4: Experimental Group 1 Results on the Post-test

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missing</td>
<td>2</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>12.23</td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td>12.00</td>
</tr>
<tr>
<td>Mode</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.215</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
SPSS results in both of (Table 4) and the diagram (Figure 11) show that the data centralize on the middle. The highest value is 17 and the lowest one is 8 as noted. The mean 12.23 is higher than the median 12 which is equivalent to the mode 12. The standard deviation is then 2.21.

Figure 11: Experimental Group 1 Results on the Post-test
2.1.5. Experimental Group 02 Post-test Results

Table 5: Experimental group 2 Results in the Post-test

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>0</td>
<td>11.89</td>
<td>12.00</td>
<td>12</td>
<td>2.657</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
</tbody>
</table>

From the Figure 12 set above, the most frequent value 12 is prominent. There is a difference of 0.11 between the mean 11.89 and the median 12. The distribution of data is
more directed to the left while much of the intensified scores are in the right. The Standard deviation 2.65 indicates that the dispersion between the values and the mean is higher compared to the one in the pre-test.

2.1.6. Control Group Post-test Results

Table 6: Control Group Results on the Post-test

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>10.21</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.440</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Figure 13: Control Group Results on the Post-test
The results of the control group on the pre-test as shown in the diagram and the table indicate that the most frequent value is 10. The mean is somewhat higher than the median, and the data are more left oriented. The results vary between 16 and 6, that makes a range of 10, and which marks no difference in comparison to the range of the pre-test. However, the standard deviation of 2.44 points out there is less dispersion between the values and the mean compared to the pre-test.

2.1.7. Experimental Group 01 vs. Control Group Results on the Pre-test

Table 7: Experimental Group 01 vs. Control Group Results on the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group 01 Pre-test</th>
<th>Control Group Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>10.42</td>
<td>10.14</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>2.139</td>
<td>3.039</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>10.00</td>
<td>9.50</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>271</td>
<td>284</td>
</tr>
</tbody>
</table>

The mean of 10.42 and the sum of 271 is evidence that the first experimental group exceeded the control group in the pre-test. The difference of 0.28 indicates that the two averages are covered by the population mean. Another difference reveals in the standard deviation of the two groups; 2.13 of the first experimental group and 3.03 of the control group which points out that the dispersion between the values and the mean of the experimental group is lesser than those of the control group.
Table 8: Independent Samples T-test Results on the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>ScorePre1 Equal variances not assumed</td>
<td>6.207</td>
<td>0.016</td>
</tr>
</tbody>
</table>

Levene’s test shows that the p-value 0.69 is higher than 0.05, which entails that the difference between the groups in the pre-test is not that considerable. Thus, their level in the pre-test is to some extent similar.

2.1.8. Experimental Group 02 vs. Control Group Results on the Pre-test

Table 9: Experimental Group 02 vs. Control Group Results on the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group2 Pre-test Scores</th>
<th>Control Group Pre-test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.32</td>
<td>10.14</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.465</td>
<td>3.039</td>
</tr>
<tr>
<td>Median</td>
<td>10.50</td>
<td>9.50</td>
</tr>
<tr>
<td>Sum</td>
<td>289</td>
<td>284</td>
</tr>
</tbody>
</table>

Once more, the second experimental group transcended the control group on the pre-test with a sum of 289 and a mean of 10.32. The standard deviation, again, indicates the
difference of the dispersion of the values and the mean of the two groups.

**Table 10:** Independent Samples T-test Results on the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>ScorePre1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances</td>
<td>2.247</td>
<td>.140</td>
</tr>
<tr>
<td>not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Again, Levene’s test displays if there is a significant difference between the control group and the second experimental group in the pre-test. The p-value 0.81 as noticed is higher than 0.05, as a result, there is no significant difference, and their level is almost similar.

2.1.9. Experimental Group 01 vs. Experimental Group 02 Results on the Pre-test

**Table 11:** Experimental Group 01 vs. Experimental Group 02 Results on the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group1 Pre-test Scores</th>
<th>Experimental Group2 Pre-test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.42</td>
<td>10.32</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.139</td>
<td>2.465</td>
</tr>
<tr>
<td>Median</td>
<td>10.00</td>
<td>10.50</td>
</tr>
<tr>
<td>Sum</td>
<td>271</td>
<td>289</td>
</tr>
</tbody>
</table>
The first experimental group scores are a bit higher than the second experimental and the control group scores in the pre-test. Nonetheless, regarding to the means of each group, the level is still approximate, and the independent samples test would confirm it.

**Table 12:** Independent Samples T-test Results on the Pre-test

<table>
<thead>
<tr>
<th>Score Pre1</th>
<th>Equal variances not assumed</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.177</td>
<td>.283</td>
</tr>
</tbody>
</table>

Now, it is clear enough to determine that the difference between the two experimental groups is not significant. Thus, the fact that there is a slight difference between the three groups, does not really determine that they are different, the independent samples test indicated that the difference is not that significant, so the level of the three groups resulted in the pre-test is almost similar.
2.1.10. Pre-test vs. Post-test Control Group Results

Table 13: Control Group Pre-test vs. Post-test Results

<table>
<thead>
<tr>
<th>Report</th>
<th>Control Group Pre-test</th>
<th>Control Group Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.14</td>
<td>10.21</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.039</td>
<td>2.440</td>
</tr>
<tr>
<td>Sum</td>
<td>284</td>
<td>286</td>
</tr>
</tbody>
</table>

Evidently, the difference between the pre-test and the post-test of the control group is not that significant, and this indicates that there is no improvement in the performance of this group. Thus, a paired sample t-test is done using SPSS to confirm the outcomes.

Table 14: Control Group’s Paired Samples T-test Results

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>-.071</td>
<td>2.372</td>
<td>.448</td>
<td>-.991</td>
<td>.848</td>
<td>-.159</td>
<td>27 0.875</td>
</tr>
<tr>
<td>Pretest - Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that the p-value or Sig. (2-tailed) which is 0.875 is greater than 0.05, this confirmed that the there is no significant difference between the performance of the
control group on both the pre-test and the post-test.

2.1.11. Pre-test vs. Post-test Experimental Group 02 Results

Table 15: Experimental Group 2 Pre-test vs. Post-test Results

<table>
<thead>
<tr>
<th></th>
<th>Experimental G2 Pre-test</th>
<th>Experimental G2 Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.32</td>
<td>11.89</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.465</td>
<td>2.657</td>
</tr>
<tr>
<td>Sum</td>
<td>289</td>
<td>333</td>
</tr>
</tbody>
</table>

Table 12 displays the difference of performance of the second experimental group between the pre-test and the post-test. As observed, the participants outscored more in the post-test rather than in the pre-test with a mean of 11.89 and a sum of 333.

Table 16: Experimental Group 2 Paired Samples T-test Results

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Experimental Group 2 Pretest - Experimental Group 2 Posttest</td>
<td>-1.571</td>
<td>2.284</td>
<td>.432</td>
<td>-2.457</td>
</tr>
</tbody>
</table>

It is evident that there is a significant difference in performance between the pre-test and the post-test of the second experimental group since the p-value 0.001 is less than 0.05,
and this confirmed that the outcomes before the treatment differ much more than the outcomes after the treatment.

### 2.1.12. Pre-test vs. Post-test Experimental Group 01 Results

**Table 17:** Experimental Group 1 Pre-test vs. Post-test Results

<table>
<thead>
<tr>
<th></th>
<th>Experimental G1 Pre-test</th>
<th>Experimental G1 Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>10.42</td>
<td>12.23</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>2.139</td>
<td>2.215</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>271</td>
<td>318</td>
</tr>
</tbody>
</table>

It is very prominent that the first experimental group’s scores in the pre-test differ greatly from the scores in the post-test. Comparing a mean of 10.42 with a mean of 12.23, there exists an improvement which is confirmed in the following paired sample T-test.

**Table 18:** Experimental Group 1 Paired Samples T-test Results

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Experimental Group 1 Pretest - Experimental Group 1 Posttest</td>
<td>-1.808</td>
<td>2.020</td>
<td>.396</td>
<td>-2.624</td>
</tr>
</tbody>
</table>
The t-test results shows that the p value is less than 0.05 which entails that there is a great difference between the performance of the first experimental group in pre-test and the post-test. The scores in the post-test are much better than the pre-test scores.

2.1.13. Experimental Group 01 vs. Control Group Results on the Post-test

Table 19: Experimental Group 1 vs. Control Group Results on the Post-test

<table>
<thead>
<tr>
<th>Report</th>
<th>Experimental G1 Post-test Scores</th>
<th>Control Group Post-test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>12.23</td>
<td>10.21</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.215</td>
<td>2.440</td>
</tr>
<tr>
<td>Sum</td>
<td>318</td>
<td>286</td>
</tr>
</tbody>
</table>

Over again, the first experimental group exceeded the control group. The inequality between the scores of the two groups is apparent. The mean of the first experimental group is highly superior that the one of the control group. Moreover, an independent t-test is done to support the obtained findings.
Table 20: Independent Samples T-test Results on the Post-test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>Levene's Test for Equality of Variances</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.527</td>
<td>.471</td>
<td>3.183</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51.977</td>
<td>0.002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.016</td>
<td>.633</td>
</tr>
</tbody>
</table>

Levene’s test displayed again that the scores of the two groups are not the same, p-value is less than 0.05, and this indeed is evidence that there is a significant difference in the outcomes of the first experimental group and the control group. Thus the treatment (dubbed anime) has an impact on learners’ vocabulary level.

2.1.14. Experimental Group 02 vs. Control Group Results on the Post-test

Table 21: Experimental Group 2 vs. Control Group Results on the Post-test

<table>
<thead>
<tr>
<th>Report</th>
<th>Experimental G2 Post-test</th>
<th>Control Group Post-test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>11.89</td>
<td>10.21</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.657</td>
<td>2.440</td>
</tr>
<tr>
<td>Sum</td>
<td>333</td>
<td>286</td>
</tr>
</tbody>
</table>
The difference is scores is quite obvious between the second experimental group and the control group. The mean of the experimental group is higher than the control group mean which means that there is a difference of performance of the two groups, this would be more determined via an independent t-test.

**Table 22:** Independent Samples T-test Results on the Post-test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.139</td>
</tr>
</tbody>
</table>

The difference in scores is determined because of the p-value which is less than 0.05.

**2.1.15. Experimental Group 01 vs. Experimental Group 02 on the Post-test**

**Table 23:** Experimental Group 1 vs. Experimental Group 2 Results on the Post-test

<table>
<thead>
<tr>
<th>Report</th>
<th>Experimental G1 Post-test</th>
<th>Experimental G2 Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>12.23</td>
<td>11.89</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.215</td>
<td>2.657</td>
</tr>
<tr>
<td>Sum</td>
<td>318</td>
<td>333</td>
</tr>
</tbody>
</table>
Finally, the comparison between the two experimental group shows that the difference is not that considerable, though, the fact that the first experimental group’s scores are higher means that the received treatment (dubbed anime) has more effect than the other (subtitled anime). Independent samples test would support this results.

**Table 24**: Independent Samples T-test Results on the Post-test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.111</td>
</tr>
</tbody>
</table>

The p-value 0.61 is higher than 0.05, this means that there is a difference but it is not that striking. The fact that there is a little difference would uphold the second alternative hypothesis said that the dubbing version of anime is more influential than subtitling.
**Discussion**

The examination set above is done to accomplish certain goals and objectives. The first one was to find out whether anime has an impact on enhancing learners’ vocabulary. The second was to figure out the most effective type of anime (subtitled/dubbed) on their vocabulary knowledge as well. The last aim sought to find the way this new material would be inserted in an English classroom. In the same vein, three questions were asked, and two hypotheses (the null and the alternative) were stated; the outcomes of Solomon Experimental Design would either confirm the alternative hypothesis by rejecting the null hypothesis.

All in all, an improvement was detected on the level of the two experimental groups, who got better in the post-test, this lead to the affirmation of the alternative hypothesis said “If anime is used as a learning/teaching material in English Foreign Language class, it would boost learners’ foreign language vocabulary.” Further, the results obtained by the first experimental group proved that the dubbed version of anime is the most effective one.

**Conclusion**

In the previous chapter, the method applied in the study has been displayed with the steps followed to manage the experiment. It ends with a discussion of the obtained results of all the groups throughout the period of the treatment. Consequently, the results showed that the two experimental groups have outscored the control group; moreover, there has been a slight distinction between the experimental groups’ scores which lead to the confirmation of the second alternative hypothesis. Hence, watching anime is indeed helpful for the enhancement of learners’ vocabulary knowledge. Further, it has been proved that the use of anime, created an atmosphere of joy and motivation, which is in turn, advantageous and beneficial in the process of learning.
General Conclusion

When all is said and done, the research work was adopted to fulfill the objectives set behind. Consequently, Solomon Three Group Experimental Design has determined the raise of vocabulary level of learners via an exposure of several episodes from the anime. Thus, the final outcomes confirmed the hypothesis said of the impact of anime on learners’ vocabulary, by rejecting the null hypothesis, and it displayed a considerable distinction between the pre-test and the post-test scores of learners who were treated. Over and above, the obtained results of this research showed that dubbed anime is more effective than subtitled anime, via the transcendence of the first experimental group’s scores over the second. Thus, anime can be inserted in an English class after deciding the most suitable type of anime. As a result, the findings of this research work should encourage the use of anime as a teaching and motivating material.

Pedagogical Implications

The present work has shown up the impact of anime on learners’ vocabulary related to war theme. Furthermore, it revealed the most effective version of anime, which is dubbing. Correspondingly, teachers should consider the following points whenever they tackle the animated material as a tool for teaching:

1. Teachers and instructors should first consider the use of anime as a teaching material before integrating it in foreign language class.
2. Teachers should select the appropriate anime that suits learners’ level.
3. Teachers ought to choose the anime according the skill they aim to achieve, because there are several types of anime, each one is different from the other.
4. It is necessary for teachers to know when to administer the anime, because a long time of watching may create a feeling of boredom and dullness among learners.
Limitations of the Study

During the process of conducting this research work, many obstacles came across; such as the absence of the audio visual material which was the major problem that encountered this investigation. The data show was not available for all the times, that is why, a delay of two sessions was obligatory. In addition, time constraints imposed to make only seven sessions, otherwise, the treatment would be more effective. Moreover, it was compulsory to edit and omit some scenes of the anime that are inappropriate for the classroom setting.

Suggestions for Further Research

It would be really interesting if further researchers work on the following:

- A descriptive study, in which they deliver questionnaires and interviews to gain learners’, and teachers’ attitudes and perspectives about the integration of anime in language learning curriculum. And which type of anime they do prefer.
- Since this study is about the effectiveness of Japanese animation with its two versions, it would be worthy if they work directly on American animation and cartoons as an authentic English product that holds no modifications unlike anime.
- Investigating anime as a popular cultural product and its impact on the perceptions of English learners.
- Classroom implementation of anime (methods, techniques, and the practical procedures).
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APPENDICES

Appendix A  The Pre-test
Appendix B  The Post-test
Appendix A: The Pre-test

Activity 01: (Reading Comprehension)

Answer questions 1.2. on the basis of the following passage.

“The Holy Empire of Britannia declared war on Japan. The island country in the Far East had maintained neutrality and the world’s only superpower is: “Britannia”. Between them, it existed an on-going diplomatic conflict that had resulted from the resources in Japan.

During the mainland battle, the Britannian army used the Mobile Humanoid Combat Armored Knight, the Knight Mare frame, in combat for the first time. There power was before anything imagined. The defense lines formed to protect mainland Japan, were breached one after another. Japan became a territory of the Empire and had her freedom, rights, and name taken away. “Area 11”, that number was the new name for Japan after her defeat.”

1. What is the meaning of the word “Empire” in the context of this passage?
   a. Reign  c. Domination
   b. Troop  d. Bomb

2. What is the meaning of the word “combat” as it is used in the passage?
   a. Settle  c. Debate
   b. Trial  d. Struggle

3. What is the meaning of the word “breached” according to the passage?
   a. Lost  c. Solved
   b. Broken  d. Safe

Activity 02: (Synonyms in Context)

In each of the following sentences, replace the italicized word/phrase with a more descriptive word/phrase that means the same thing.

1. All units prepare to apprehend the target.
a. Bring             c. Capture
b. Take              d. Lead

2. The squadrons have already been deployed.
   a. Diffused        c. Stored
   b. Charged         d. Ordered

**Activity 03: (Analogies)**

For the following questions, choose the answer that best completes the comparison.

1. War:Peace :: Construct:………
   a. Defeat
   b. Protect
   c. Crash
   d. Destroy

2. Life: Death :: Governor: ……..
   a. Leader
   b. Authoritarian
   c. Citizen
   d. Controller

3. Restriction:Freedom :: Dictatorial:………
   a. Powerful
   b. Democratic
   c. Terrorist
   d. Diplomatic

4. Order:Serve :: Obey:……….
   a. Respect
   b. Keep
   c. Rebel
   d. Clash

**Activity 04: (Synonyms and Antonyms)**

1. Which of these words is closest in meaning to the word provided.

   “Beat off “ “Oppressor”
   a. Reject
   b. Lose
   c. Defeat
   d. Reduce

   “Innocent” “Naive” “Suppressor” “Sophisticated”
2. Which of these words is most nearly the opposite of the word provided?

“Rescue”

a. Save
b. Retrieve
c. Let up
d. Hold

“Abandon”

a. Continue
b. Give up
c. Quit
e. Leave off

Activity 05: Fill in blanks with the appropriate words provided.


Seven years later, “Lelouch”, now a popular ……….. student at Ashford Academy, gets caught up in a terrorist ……….. and finds a girl who saves his life from the Britannian Royal Guard, by making a contract with him, and that grants him a power known as “Geass”. This power, also known as the "Power of Kings" ;allows him to command anyone to do whatever he wants, whether bending their will to live, fight, or die on his behalf – though only once and only through direct eye contact. Lelouch decides to put his Geass to use and find the person who killed his mother, destroy the Britannian……….., and to create a better world where “Nunnally” can live happily. In the process, “Lelouch” becomes “Zero”, a masked ……….. and the leader of the ………..movement known as The Black Knights, gaining popularity and support among the Japanese on his way towards the ………….. of Britannia. However, this does not come without a cost. Lelouch will have to …………..Suzaku, the strongest army in the world, his own half-siblings, and many others in a battle that will forever change the world.
Appendix B: The Post-test

Activity 01: Choose the best word to fill the blank.

1. The Holly ……….of Britannia declared war on Japan.
   a- Bomb
   b- Troop
   c- Empire

2. the Britannian army used the Mobile Humanoid Combat Armored Knight, the
   Knight Mare frame, in ………… for the first time.
   a- Execution
   b- Settle
   c- Combat

3. The defense lines formed to protect mainland Japan, were …………. one after
   another.
   a- Breached
   b- Solved
   c- Lost

Activity 02: Choose the word that best fits each sentence.

1. All units, prepare to (apprehend / bring) the target.

2. The Knight Mare frames have already been (deployed / stored) over the area.

3. Lelouch became the leader of the (rebellion / resistance) movement.

4. The tyrant prince ordered his soldiers to (annihilate / keep) Japan.

5.

Activity 03: For the following questions, choose the answer that best completes the comparison.

1. War:Peace :: Destroy:……….  2. Life: Death :: Citizen: ……. 
Activity 04:

Which of these words is closest in meaning to the word provided.

“Defeat”  “Suppressor”

a. Reject a. Innocent
b. Lose b. Naive
c. Beat off c. Oppressor
d. Reduce d. Sophisticated

Which of these words is most nearly the opposite of the word provided.

“Rescue”  “Abandon”

a. Save a. Continue
b. Retrieve b. Give up
c. Let up c. Quit
d. Hold e. Leave off
Activity 05: Fill in blanks with the appropriate words provided.

resistance - rebellion - vigilante – empire - battle

Lelouch decides to put his Geass to use and find the person who killed his mother, destroy the Britannian……….., and to create a better world where “Nunnally” can live happily. In this process, “Lelouch” becomes “Zero”, a masked ……….. and the leader of the ……………movement, gaining popularity and support among the Japanese on his way towards the …………… of Britannia. However, this does not come without a cost. Lelouch will have to ……………Suzaku, the strongest army in the world, his own half-siblings, and many others in a battle that will forever change the world.
Résumé

La plus grande quantité de vocabulaire les apprenants de langue étrangères acquièrent provient de l’extérieur des murs de la classe : les programmes de télévision, les médias sociaux, les livres, etc. La responsabilité de l’enseignant de choisir un outil efficace dans la classe pour améliorer l’apprentissage et construire une quantité suffisante de vocabulaire est également une autre source. Malgré ca, le choix de l’instrument reste la mission difficile qui rencontre le parcours scolaire. Dans ce domaine, la recherche actuelle a visé à mettre en évidence l’intégration de l’animé aux class d’Anglais comme une langue étrangère. De manière correspondante, une hypothèse est indiquée comme : ‘si l’animé est utilisé comme matériel d’apprentissage/enseignement dans la classe EFL, cela stimulera le vocabulaire de langue étrangère des apprenants’. Pour réaliser cet objectif, les étudiants de deuxième année de l’université Larbi Ben Mhidi ont été sélectionnés comme échantillon pour cette étude. L’échantillon a été divisé en trois groupes : deux groupes expérimentaux et un group de témoin pour former ‘Le Concept Triangulaire de Solomon’. Les deux groupes expérimentaux ont reçu sept séances de traitement, ou ont visionnés une série d’animé de la guerre appelé "Code Geass: Lelouch de la rébellion” pleine de terminologie politique; suivi d’une série de questions visant à les impliquer dans le processus de surveillance. Le premier group expérimental a reçu la version doublé (directement en Anglais), tandis que le deuxième group a reçue une version traduite. (Japonais sous-titré Anglais). D’autre part, le group de témoin a été enseigné d’une manière ordinaire. Tous les groupes ont reçu un pré-test et post test. Les résultats obtenus de cette étude ont démontré que l’intégration de l’anime comme une nouvelle manière d’enseignement et d’apprentissage a un impact significatif sur le renforcement de vocabulaire d’anglais des étudiants. En outre, elle a défini la différence entre l’animé doublée et l’animé traduit et a la fin elle a démontrée que l’animé traduit est la version la plus performante. Par conséquent, il est recommandé que l’anime soit considéré comme un outil d’enseignement dans un proche avenir.
الملخص

أكبر قدر من المصطلحات التي يكتسبها طلاب اللغة الأجنبية تأتي من خارج جدران القسم؛ برامج التلفزيون، وسائل الإعلام الاجتماعية، والكتب وما إلى ذلك. مسؤولية المعلم في اختيار أداة فعالة داخل القسم لتعزيز تعلمهم وبناء كمية كافية من المصطلحات هي أيضا مصدر آخر. رغم ذلك، فإن اختيار الأداة هي مهمة الصعبة التي صادفت الممارسة الدراسية. في هذا السياق، البحث الحالي هدف إلى تسليم الضوء على دمج "الألماني" إلى أقسام تعلم اللغة الإنجليزية كلغة أجنبية. في المقابل، تم افتراض: "إذا تم استعمال الألماني كوسيلة للتعليم والتدرّيس، فأنه سيُعَزز مصطلحات اللغة الأجنبية للطلاب." لتحقيق هذا الهدف، تم اختبار طلاب السنة الثانية في جامعة العربي بن مهدي كعينة لهذه الدراسة. تم تقسيم العينة إلى ثلاث أوراق؛ فوجين تجريبيين و فوج شاهد لتشكيل "تصميم سولومون الثلاثي". تلقى الفوجان التجربيان سبع حضور من المعالجة، حيث شاهدوا سلسلة ألماني حرب ملينة بالمصطلحات السياسية، تليها مجموعة من الأسئلة التي تهدف إلى إشراكهم في عملية المشاهدة. تلقى المجموعة التجريبية الأولى النسخة المدبلجة، في حين تلقى الثانية النسخة المترجمة. من جهة أخرى، تم تدريس الفوج الشاهد على الطريقة العادية. كل المجموعات قامت باختبار ابتدائي و نهائي. أظهرت النتائج المتحلّص عليها من هذه الدراسة أن دمج الألماني كطريقة جديدة للتعليم أو التعلم له تأثير كبير على تعزيز مصطلحات اللغة الإنجليزية لدى المتعلمين. بالإضافة إلى ذلك، رسمت الفرق بين الألماني المدبلج والمرتجم و بين في النهاية أن الألماني المدبلج هو النسخة الأكثر فعالية. لذلك من المستحسن اعتبر الألماني كاداة للتدريس في المستقبل قريباً.