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EDUCATIONAL CARTOONS IN TEACHING SPEAKING TO YOUNG LEARNERS OF
PRIMARY SCHOOL (GRADE 2) VIA CHARACTER IMITATION AND ACTING-OUT
ACTIVITIES

Master's thesis

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16.05.2025

PREFACE

Young children nowadays, more than in previous generations, have developed into avid technology users in the twenty-first century. It results from profound adjustments and advancements brought by industrialization and globalization. Smart digital gadgets surround children, including tablets, and smartphones, which expose kids to a variety of experiences both on and off the screen, cartoons are one of such products. According to Farhodjon (2022) using cartoons for teaching children speaking skills has many advantages: it helps understand and remember vocabulary, sentence structures, and conversational patterns. In the process of watching cartoons children can learn shapes, numbers, and colours. Furthermore, watching cartoons helps develop child's cognitive skills, logic and reasoning ability. The imitation of cartoon characters develops visual and auditory processing, and sustained and selective attention of a child. The language used is usually simple for children to understand. The imitation of character's speech allows children to speak fluently as cartoons' characters do. Language learning and language teaching take place unconsciously. This unconscious involvement of a young learner in the language interaction process helps them acquire the language.

The research problem is to understand why cartoons, namely, educational cartoons, being many in number and well accessible via on-line platforms, still seem to be underused, especially in teaching young learners of primary school. Hence, the research task is to reveal the potential benefits and challenges associated with incorporating cartoons into the language learning curriculum for 2nd grade students of primary school.

The aims are to investigate the effectiveness of using educational cartoons as a tool to enhance speaking skills among Grade 2 primary school learners; to explore the role of character imitation and acting-out activities derived from cartoons in promoting verbal communication in young learners; to examine how cartoon-based speaking activities influence learners' pronunciation, vocabulary acquisition, and sentence formation; to provide practical recommendations for primary school teachers on integrating cartoon-based activities in speaking lessons for young learners; to conduct a survey among EL teachers of primary school to reveal the place of educational cartoons in teaching speaking to young learners, purposes of use, frequency, and teachers' opinions; to analyse how the imitation of a character affects the development of speaking skills by developing and delivering sets of lessons/observations/assessment of speaking skills before and after cartoon based classes.

The present Master's thesis consists of four parts: the Introduction, two main chapters and the Conclusion. The Introduction discusses the positive impact of cartoons on young learners (2nd grade) speech development, as well as possible methods of teaching speaking to young learners via character imitation and acting-out activities. The first chapter, "Teaching Speaking to Primary School Young Learners via Cartoons: Character Imitation" focuses on various methods of teaching speaking, different types of exercises and types of cartoons. The second chapter "Using Cartoons for Developing Speaking Skill via Character Imitation and Acting-out Activities " analyses survey results and application of the devised cartoon-based activities in the class. The Conclusion summarises the outcomes of the research and comments on the hypothesis.

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INTRODUCTION

Speaking as a Skill

Speaking of any language constitutes an essential part of its acquisition. To be able to communicate fluently in a foreign language is number one goal for many language learners. Developing speaking skills is of vital importance in EFL/ ESL programmes. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers (Zaher, 2006, p. 14).

According to Crisianita and Mandasari (2022) speaking is one of the most crucial communication skills worldwide. It allows individuals to share important information about others. Teaching speaking is essential in schools to help students develop their language abilities, enabling them to enhance their skills in the future. Through speaking, they learn how to express themselves with their peers, which is key to building connections, especially with foreigners, in today's globalized world.

In learning English, speaking is one of skills that have to be mastered. Brown (2000) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving, and sharing information. In addition, McDonough, Shaw and Masuhara (2013) assert that speaking is not oral production of written language but involves learners in the mastery of a wide range of sub skills, which, added together constitute an overall competence in the spoken language. It means that any process of oral communication which people share information, ideas, and feeling. That process involves not only spoken and written word but also body language and style of anything that adds meaning to message. According to Gert and Hans (2008), "speaking is speech or utterances with the purpose of having intention to be recognised by speaker and the receiver processes the statements in order to recognize their intentions" (p.207). Additionally, Minarta and Ernawati (2016) state that it means that both the speaker and the listener must understand each other regarding the topic being discussed in order for the conversation to flow smoothly.

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. In Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thought and is the representation of social behaviour. Furthermore, in Oktarina (2002) Dasari underlines that speaking skill is the ability of arranging sentences since communication happens through the series of sentences constructing in performing the various behaviour from various society. In a bit different

statement, Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Crisianita and Mandasari (2022) mastering speaking skills in English is essential for effective communication, as it involves a complex interplay of verbal and non-verbal elements. Understanding the interactive nature of speaking, along with the ability to convey thoughts and feelings clearly, is crucial for successful interactions in diverse social contexts.

To promote this skill, Celce (2001) said that discussion, speeches, role-plays, conversation, audiotape oral dialogues journals, and other accuracy-based activities can be implemented to increase students speaking skills.

Teaching Speaking to Young Learners

According to Sahyoni (2018) speaking is widely recognized as a key skill in language learning. Unlike other skills, speaking encompasses grammar, pronunciation, vocabulary, and fluency all in one area. It serves as a measure of one's success in learning a language, particularly English. Mastery of speaking is a top priority for second or foreign language learners.

Learning to communicate in a foreign language, English for instance, is a process of very complex activities of language acquisition. For young learners, to start learning a foreign language is like to start learning one's mother tongue. They need some more time to listen to a foreign language in the classroom and they should have also more chances to repeat some of the utterances they hear. According to Slattery and Willis (2001), although repetition of set phrases does not mean that children are acquiring language, it is still very important. They argue that repetition prepares children for meaningful communication in several ways i.e. by helping them get used to saying English, by allowing to practise the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a lot of praise. Accordingly, for teacher of young learners (YL) it is suggested to open chances and more time for the learners to listen words, utterances, set of phrases as a process of developing learners' speaking skill.

Equipping learners to use a foreign language for authentic communication in real-life situations is essential. As Cameron (2001) highlights, children should be enabled "to use the foreign language with real people for real purposes" (p. 37). It is important to consider approaches to teaching speaking to young learners in view of the social aspect of foreign language learning. Meaningful communication that involves relevant and age-appropriate topics can help structure

the language acquisition process. New words should always be linked to existing language knowledge and presented in useable chunks, sentences, and/or dialogue structures.

Cameron (2001) emphasizes two guiding principles for TEYL: “Meaning must come first” – children need to understand the spoken language to learn it and “to learn discourse skills, children need both to participate in discourse and to build up knowledge and skills for participation” (p. 36). The target of teaching should be discourse as situational language use to enable the children to speak about relevant content in real conversational situations. Discourse happens whenever teachers and learners interact during tasks and activities in (language) classrooms. Young learners need repeated listening to models of language use, especially by native or proficient speakers. Language input through listening can be provided by audio or video recordings and/or in-person visits from native speakers in addition to their language teachers.

Furthermore, Cameron (2001) states that they should be given various opportunities to practice words and phrases in different contexts, along with continuous feedback to enhance their fluency and accuracy.

According to Meyer (2022), the basic structure of each dialogue is introduced to students in an initial lesson, using a short video clip or a role-play by the teacher. Key vocabulary needed to understand and perform the dialogue should be taught and practiced in earlier lessons. The first step is ensuring that students grasp new words through gestures, body language, facial expressions, and real objects. During a second presentation of the situation, questions and listening tasks help focus the students' attention and provide the teacher with feedback on their level of understanding, highlighting areas that may need further explanation. Extensive pronunciation practice and repetition follow to ensure accurate pronunciation and intonation.

Moreover, Meyer states that the flow charts can be adjusted to suit the learners' abilities and proficiency levels (e.g., negotiating prices, buying multiple items, asking for help, etc.). To encourage extended speech, it's essential to provide preparation time and various opportunities for practice with dialogue partners. Allowing each group to present their dialogue and praising their efforts in front of the class motivates others to keep speaking English. Listening tasks ensure that every student is involved in the final presentation and contributes to enhancing each individual's performance. Designated groups can focus on evaluating pronunciation, content, volume, and the quality of the acting.

To conclude, teaching speaking to young learners demands a well-organized approach that blends repetition, meaningful communication, and practical applications. Educators should prioritize offering numerous opportunities for listening and speaking, utilizing methods like role-plays, dialogues, and interactive activities to engage students. Through the use of repetition, context-based learning, and constructive feedback, teachers can support young learners in building the fluency and confidence required for effective communication. Promoting active participation and addressing both the social and linguistic dimensions of language learning will improve young learners' speaking skills and prepare them for real-life conversations.

Approaches to Teaching Speaking to Young Learners

According to Richard (2008), when teaching young learners, it is essential to remember that they are a diverse group with varying abilities, motivation levels, expectations, prior knowledge, and learning styles. Therefore, it is necessary to adapt approaches and provide as many opportunities as possible to ensure every student can find something to connect with, expand on, and grow from. To effectively develop speaking skills, it is important for educators to engage in deeper discussions and collaboration, so they can create strategies that encourage students to become more involved and interested in learning a foreign language.

According to Win (2020), by combining different approaches, varying cognitive styles, and using a mix of methods and tools such as songs, games, chants, rhymes, and dialogues, allow to offer students a wide range of experiences. This variety provides numerous opportunities for them to actively participate in communicative situations, from basic imitation to more intentional exchanges and the internalization of vocabulary, pronunciation, grammar, and communication techniques. At the same time, it helps build strategies that will support their learning as their proficiency in English grows and reaches more advanced levels.

One of the approaches to teaching speaking to young learners is character imitation. According to Win (2020), imitation is a technique used to support the development of a child's receptive language, which refers to how people understand and process what they hear. It involves mimicking sounds, actions, and facial expressions, and plays a key role in early communication before children begin speaking more clearly. Through imitation, children learn to replicate verbal language, which helps advance their language development. When used effectively, imitation demonstrates the connection between words, actions, and behaviours, teaching children to link specific words with particular tasks. For instance, a child might imitate their

parents picking up the phone and saying "hello." Additionally, this technique fosters cognitive, language, and social skill development.

Furthermore, Hamada (2014) claims that shadowing is a skill-integrated activity as both speaking and listening skills are involved in this activity. Shadowing is an active and highly cognitive activity in which learners track the speech they hear and vocalize it as clearly as possible while simultaneously listening.

Moreover, Hamada (2015) underlines that numerous studies focus on the use of shadowing for listening and speaking. Unlike repetition, which allows for silent pauses to facilitate cognitive processing, shadowing provides no pause for meaning. Instead, it primarily helps improve phonology. Kadota (2007) claims that shadowing enhances the students' speech perception, increases their working memory capacity, and strengthens the rehearsal process. Some studies carried out in an EFL context in Japan showed that shadowing is effective for improving listening comprehension skills. Shadowing may be a 'fence rider' strategy, balanced between deliberate and automatized language use as shadowers are able to sound relatively fluent, beyond their individual competences, and stretch their abilities. Moreover, Kadota (2007) states that shadowing enables the listener to hear the utterance twice, adding a more natural emphasis by both hearing and producing the sounds.

In conclusion, effective language teaching to young learners requires flexibility, incorporating diverse methods and tools to accommodate different learning styles. Techniques like imitation and shadowing not only promote language acquisition but also strengthen cognitive and social skills. By utilizing these strategies, educators can create a dynamic and engaging learning environment that encourages active participation and language development.

Teaching speaking skills, particularly to young learners, is a critical aspect of language acquisition. The process of learning to speak a foreign language, such as English, is complex and requires the mastery of multiple components, including grammar, vocabulary, pronunciation, and fluency. Effective teaching strategies must incorporate various methods, such as repetition, role-plays, dialogues, and imitation, to help learners develop confidence and proficiency in their communication skills. Furthermore, creating opportunities for meaningful communication and offering feedback is essential for promoting fluency and accuracy.

Young learners benefit from interactive and engaging activities that encourage both verbal and non-verbal communication, supporting their cognitive, social, and linguistic development.

Techniques like shadowing and imitation play significant roles in facilitating language acquisition, as they help learners connect words with actions and develop their phonological skills. By adapting teaching approaches to accommodate diverse learning styles and ensuring ample practice, educators can help students become more effective and confident speakers. Overall, a well-rounded approach to teaching speaking, emphasizing active participation, contextual learning, and continuous feedback, is crucial for equipping young learners with the necessary skills for real-life communication.

The research seeks an answer to the following research questions: What are the specific language learning outcomes that can be achieved through the use of cartoons in speaking skill development? In what ways do character imitation and acting-out activities influence young learners' speaking performance in terms of fluency, pronunciation, and vocabulary use? What are the perceptions and attitudes of teachers towards using cartoons as a method of instruction for speaking skill development? What are the challenges and limitations of using cartoons in the classroom for enhancing speaking skills in 2nd grade students? What instructional strategies or approaches can be employed to maximize the usefulness of using cartoons for speaking skill development in 2nd grade students?

CHAPTER I TEACHING SPEAKING TO PRIMARY SCHOOL YOUNG LEARNERS VIA CARTOONS: CHARACTER IMITATION

1.1. The Role of Cartoons in the Educational Process

Media have been utilized both in real life and in the classroom for language learning purposes because they provide learners with access to authentic language in a meaningful and motivational way. Media offer students realistic and practical language learning experience through the medium of task-based activities, in-class projects and creative tasks (Nunan, 1991). According to Brown (2001), the use of media helps to stimulate language learning and engage learners. In addition, media enable students to gain a better understanding of culture, and language that traditional approaches to foreign language education often fail to provide. Clark (2000) and Doring (2002) state that cartoons, a popular form of media, have been used in language education as an instructional tool to enhance the language proficiency of young learners.

According to Thomson (2010), a cartoon is a film created through animation rather than live actors, typically a humorous movie aimed at children. Kapelian (2009) claims that cartoons can also be defined as films created by capturing a series of slightly different drawings or models which give the illusion of movement and transformation when played in sequence. These elements are what captivate viewers, especially children, keeping them fully engaged. According to the research conducted by Clark (2000) and Doring (2002) the use of animated cartoons in the language classroom has exerted positive impacts on learners' L2 language performance with regard to language skills and test scores. Cartoons are regarded as an effective source of authentic language input for young learners.

Roesky (2008) argues that cartoon movies as audiovisual media have significant advantages in teaching learning process especially in language teaching. They are interesting and have purposive communication. Moreover, Hadriyanti and Narius (2016) assert that when audiovisual materials such as slides, film strips, overhead transparencies, and movies are thoughtfully designed, they can enhance understanding, make a topic more engaging, improve information retention, effectively teach skills, foster positive attitudes, motivate action, and provide experiences that are difficult to achieve through other means.

Coskuncay (2019) claims that educational cartoons are animated shows that often convey values like patriotism, kindness, respect, love, and helpfulness. They are created with the goal of teaching essential daily knowledge.

Ozgokbel (2011) asserts that the link between cartoons and education lies in the visual elements and movement within the cartoons. Temizyurek and Acar (2014) argue that cartoon characters can simplify complex relationships in nature, while abstract concepts can be portrayed through the actions of characters with clear visuals. Moreover, Cho (2012) claims that students prefer cartoons in the classroom because they create visual distinctions, simplify challenging topics, and make learning more engaging and enjoyable.

Ates (2019) states that cartoons can serve as an effective tool for both cognitive learning and teaching affective and behavioral skills. Arikan (2001) argues that additionally, cartoons can be utilized in educational settings to prevent boredom and create a more enjoyable classroom atmosphere for students. They enhance the learning process by adding fun and engaging elements to the educational environment. Aprianti (2017) claims that cartoons boost students' motivation, help them concentrate on learning, and engage them actively. Additionally, Habib & Soliman (2015) state that Cartoon characters can serve as role models for children, influencing and shaping their behavior.

Bahrani and Soltani (2011) claim that cartoons, as valuable pedagogical tools for language input, can be integrated at any point during teaching or training, provided they are relevant to the topic or designed with a clear purpose. They can enhance the learning environment, but should not be used merely to pass time when there is nothing else to present. In fact, cartoons can effectively break the monotony of reading text after text from textbooks. Often, a single image can convey more meaning and leave a greater impact than written words alone. The scene portrayed in a cartoon could take much longer to describe in writing, and the potential for comprehension would be more limited. Additionally, using cartoons can help reduce boredom, alleviate academic stress, and lessen anxiety and disruptive behaviour.

The pedagogical value of cartoons as an authentic source of language input has been considered by some studies. In an anecdotal study conducted by Clark (2000), cartoons can capture learners' attention and present information in a relaxed, stress-free environment. Additionally, cartoons have the ability to stimulate thinking and enhance discussion skills. Another study was conducted by Doing (2002) focusing on the effect of cartoons on language learning. The study showed that the language learners who had exposure to cartoons could produce oral answers

that were interesting in diverse discussions held in the classes. Additionally, the discussions were rich and the students had high confidence. It seems that the high confidence that the language learners acquire is due to exposure to cartoons which create low affective filter atmosphere for learning. In line with Schoppe (2001) who highlights that songs have the pedagogical potential to create a low-affective filter environment for language learning, cartoons can similarly foster this type of atmosphere.

Bahrani and Soltani (2011) underline that almost any cartoon can serve as an introduction to a lesson or course. The two primary purposes of using introductions are, first, to help learners introduce themselves to one another, and second, to set the stage for the topic at hand. Learners often find that the topic becomes clearer through the use of an engaging and relevant introduction.

Additionally, Bahrani and Soltani (2011) claim that cartoons are enjoyable for people of all ages and are often used in a more hands-on, engaging way to make lessons more impactful. They can help learners view familiar situations or objects from a fresh perspective.

Kroehnert (1999) claims that the outcome of most cartoon exercises is that learners become aware of the importance of lateral thinking, encouraging them to view things from different angles and challenge any preconceived stereotypes they may hold.

Additionally, Bahrani and Soltani (2011) state that visual information, like cartoons, is typically processed by the right side of the brain, which is responsible for holistic thinking, creativity, and artistic expression. In contrast, the spoken word engages the left side of the brain, which handles analysis, word recognition, interpretation, and calculations. While lectures can be interesting and persuasive, students may eventually become disengaged due to the monotony of the same teaching style. By incorporating cartoons, however, it is possible to stimulate both the visual and auditory senses, adding variety and creativity for a more effective learning experience. At the end of a lesson, experienced teachers often debrief students on the key takeaways. By showing a relevant cartoon, the teacher can reinforce important points without necessity say or repeat too many words.

In conclusion, cartoons and other forms of media play a crucial role in modern language education. They provide a dynamic, engaging environment for learners of all ages, helping to boost language proficiency and motivation while reducing stress and boredom. Their ability to simplify complex ideas, foster cultural understanding, and create a low-pressure learning

atmosphere makes them a valuable pedagogical tool in language classrooms. As such, incorporating cartoons into language instruction can enhance the learning experience and encourage deeper engagement with the content.

1.1.1 Cartoons as a Part of Learning

In today's media-driven world, cartoons have transitioned from simple entertainment to essential educational tools. This sub-chapter examines the role of cartoons as an integral part of the educational process.

According to Bahrani and Soltani (2011), cartoons serve a variety of purposes. They can be used individually, in pairs, small groups, or even in large lecture classes. As a highly adaptable tool, cartoons are excellent for enhancing teaching and training. Moreover, cartoons have an immediate visual impact, capturing the attention of language learners regardless of their age or background. The blend of words and images effectively engages learners and draws their interest, helping them connect with the educational message being conveyed. Each learner can respond immediately to cartoons based on their personal interpretation. By engaging with the stimuli presented in cartoons, learners enhance their understanding and learning.

Ziegler (1998) states that cartoons are widely used in language teaching, but they have also been found to be an effective tool for developing specific skills, such as social and speaking skills. Moreover, cartoons can be adapted for use with a wide range of groups in various teaching contexts, including primary and secondary schools, students with special educational needs, English language learners, undergraduate and postgraduate students, teachers, and even parents. While some cartoons may need to be adjusted for different groups to ensure clarity, they are generally easy to use and produce effective results.

Akande (2023) claims that cartoons have a visually captivating and engaging quality, thanks to their vibrant colors, imaginative settings, and unique character designs. Their lively animation easily grabs children's attention and sparks their curiosity. With simple storylines and easy-to-follow plots, cartoons are designed for young children to easily understand. The clear narratives make it simple for kids to keep up with what's happening on screen. The characters and situations are often relatable, allowing children to form emotional connections with them. The fun, playful nature of cartoons—filled with silly gags, slapstick humor, and witty dialogue—keeps kids entertained and laughing. Children often enjoy mimicking the characters by repeating their most memorable lines. Additionally, many cartoons offer educational content,

including letters, numbers, new words, and phrases, making them a fun and effective tool for promoting speech development in young children. Cartoons have proven to be a dynamic and effective tool in education, engaging learners through their captivating visuals and interactive nature. Their ability to cater to a wide range of learners and contexts, combined with their entertainment value, makes them a valuable asset in both formal and informal educational settings. By integrating cartoons into educational practices, educators can create a more engaging, inclusive, and effective learning environment for development speaking of young learners.

1.2 Teaching Young Learners through Cartoons for Developing Speaking Skills

Nhung and Dieu (2020) claim that EFL/ESL teachers have access to a wide range of authentic teaching materials that cater to various learning needs across different educational settings. Although social interaction as a source of authentic language input may be limited in the EFL context, other forms of authentic language input, such as audio-visual aids like songs, movies, and cartoons, are commonly used for language learning. In particular, cartoons have proven to be an effective tool for enhancing the language skills of young learners.

Moreover, Rice (1993) states that cartoons offer both visual and audio elements, allowing students to grasp the content of the story more effectively than with audio materials alone. Watching cartoons enables students to listen to the characters while observing their movements at the same time. Additionally, cartoon stories often reflect situations relevant to young students' lives. This allows students to imitate the body language and voices of cartoon characters, using them as models for real-life communication. Additionally, Kirkgoz (2011) states that young learners find it easier to remember the language spoken by cartoon characters. As a result, watching cartoons helps them enhance their speaking and listening skills.

Hadriyanti and Narius (2016) underline that one effective technique to motivate and engage learners in teaching speaking is by using short cartoon movies. In this method, the teacher begins by showing a short cartoon movie related to the topic while the students observe. After watching, the class discusses the cartoon, and then the teacher provides the students with the text of the story for further discussion. The teacher splits the story into two parts, with one student narrating the first part and the other student telling the rest. Finally, in pairs, the students retell the story in front of the class, and the other students offer feedback on their performance.

Karakas and Sarıcoban (2012) assert that multiple studies have explored the use of cartoons in primary education, demonstrating a positive effect on students' vocabulary acquisition. Moreover, Kayaoglu, Akbas, and Oztruk (2011) underline that there was evidence that students' vocabulary improved by watching cartoons in English class. Furthermore, Algilasi (2010) states that in addition to boosting vocabulary knowledge, watching cartoons can also improve students' overall language skills. Also Arikan and Taraf (2010) claim that particularly except speaking skills, cartoons help to improve grammar skills. Pranatha underlines that cartoons also enhanced students' motivation and interest in learning languages.

Additionally, Minarta and Ernawati (2016) state that while watching cartoon movies, children can pick up new words, understand their meanings, and learn how to use them in sentences. They may also observe how tone of voice or gestures can alter the meaning of entire sentences.

According to Lin, Chen and Dwyer (2006) cartoons are regarded as an effective educational tool for young learners to study English for various reasons. Previous research indicates that incorporating cartoons in language teaching not only enhances students' language skills but also boosts young learners' motivation to learn languages. Watching cartoons helps students better understand subjects, expand vocabulary, and improve grammatical structures.

Also Clark (2000) states that cartoons, with their scenes, realistic character dialogues, and props, tend to capture students' attention more effectively than text-based materials. Additionally, Fata and Wahuyni (2016) assert that young students are generally more interested in learning English through cartoons than by using printed books. Moreover, Nunan (1999) claims that the authentic language featured in cartoons can help students connect the language learned in the classroom with real-life communication.

Nunan (2003) believes the objective of teaching speaking is to achieve communicative effectiveness. Learners should be able to convey their message clearly, utilizing their current proficiency to its fullest. They should aim to prevent misunderstandings caused by errors in pronunciation, grammar, or vocabulary, while also adhering to the social and cultural norms relevant to each communication context. Furthermore, Richard (2008) claims that to support students in developing communicative efficiency in speaking, teachers can use a balanced approach that incorporates language input, structured output, and communicative output.

Pratama and Awaliyah (2016) state that language input, based on watching cartoons, includes teacher talk, listening exercises, reading passages, and the language students encounter outside

of class. It provides learners with the necessary material to start producing language on their own. Language input can be either content-oriented or form-oriented. Structured output emphasizes correct language form. In this approach, students may have different response options, but each one requires them to use the specific form or structure recently introduced by the teacher. The goal of structured output is to help learners feel confident using newly introduced language items, often alongside previously learned ones. Teachers frequently use structured output exercises as a bridge between the presentation and practice stages of a lesson plan. Textbook exercises are also commonly effective for structured output practice. Moreover, structured output emphasizes the correct use of form. In this approach, students may be given response options, but all options require them to apply the specific form or structure the teacher has recently introduced. The goal of structured output is to help learners become comfortable producing specific language items that have just been taught, sometimes in combination with previously learned material. Teachers often use structured output exercises as a bridge between the presentation and practice stages of a lesson. Success in communicative output activities is measured by whether the learner successfully conveys the message. Accuracy is not a priority unless it hinders the clarity of the message.

Cartoons offer a versatile and engaging approach to language learning, providing young learners with the opportunity to improve their speaking, listening, vocabulary, and grammar skills. Their visual and auditory elements make them particularly effective in helping students internalize language and relate it to real-life contexts. Furthermore, cartoons serve as a motivational tool, encouraging students to participate actively in the learning process. Integrating cartoons into language teaching not only enhances students' language proficiency but also makes learning more enjoyable and relevant to in the modern educational environment.

1.2.1 Characteristics of Young Learners

According to Aziza (2018), students who are young learners are those in elementary or junior high school, aged 7 to 12, and who have studied English as a second language for one to four years. It might be in kindergarten or pre-school. Children in their first year of formal education (5 or 6 years old) through their eleventh or twelfth year are considered young learners. Young learners differ from adult learners in a number of distinctive ways. Educators should try to understand and comprehend how significant support is in further developing their instructing strategies. In order to boost students' interest in learning, teachers need understand the aspects involved in instruction, such as method, strategies, technique, and available materials. Pinter

(2006) defines young learners as being between the ages of five and fourteen. However, she suggests that the specific age range is not a significant factor when it comes to teaching language to young learners. The primary focus in language teaching should be on recognizing that each child is unique, with considerable individual differences, including cultural variations.

More specific young learners' personal and behavioural characteristics provide clarifications concerning their ability to absorb a foreign language. Researchers have found that children follow behavioural patterns that allow them to have an advantage in language learning. Susan Halliwell (1992) highlights the qualities of young learners that make them more inclined to easily acquire a foreign language. Children possess a remarkable ability to communicate meaning without needing to translate individual words, often doing so in a creative manner. They also tend to learn in an indirect way, enjoying the process and allowing their imaginations to roam freely. Scott and Ytreberg (1990) also conclude to learner' ability to grasp situational knowledge at the expense of linguistic knowledge. To achieve this, they largely connect their perception to physical movements. That is why they plead for experiential contact with the language. Moreover, young learners having short attention span, they demand constant reminder and praise to keep them highly motivated. Research by Brewster, Ellis and Girard (2002) also indicate young learner' features that seem to be followed when they opt for a second language. These characteristics are mostly related to their positive predisposition to visual stimuli, such as pictures or realia, though, always along with the instructor' guidance when implementing a task.

Moreover, Harmer (2007b) identifies several characteristics of young learners: (1) They can understand meaning even if they don't know every word; (2) They tend to learn in an indirect way rather than through direct instruction; (3) Their understanding comes not only from explanations but also from what they see, hear, and especially from what they can touch and interact with; (4) Abstract concepts like grammar rules are challenging for them to grasp; (5) They are generally enthusiastic about learning and curious about the world around them; (6) They need individual attention and approval from their teacher; (7) They enjoy talking about themselves and respond well to learning centered on their own lives and experiences; and (8) They have a short attention span unless the activities are highly engaging, at which point they can become easily bored. These characteristics have influenced the development of various teaching approaches for young learners. The success of a particular approach is often linked to the specific needs of the learners. Therefore, teachers should create a general approach based

on their understanding of how young learners learn most effectively and consistently. Pinter (2006) states that as the teaching of English to young learners becomes a global focus due to the widespread use of the language, there is a need for specialized approaches to effectively teach them.

In the Estonian National Curriculum for Basic Schools junior pupils are defined as pupils from 1st to 3rd grade (RÕK, 2023)

Furthermore, the Estonian National Curriculum for Basic Schools outlines the skills students should acquire and provides guidelines for assessing them at the end of each year. Additionally, a scale is provided that allows teachers to evaluate a student's knowledge.

In conclusion, young learners, typically aged 5 to 12, represent a unique group of students in language education. Their developmental stages and characteristics, including their ability to absorb language and learn through indirect means, make them distinct from adult learners. Researchers highlight various traits that contribute to young learners' language acquisition, such as their remarkable ability to communicate meaning creatively, their short attention spans, and their preference for experiential, hands-on learning. Moreover, young learners are highly visual, responding well to images, realia, and interactive tasks, which is crucial for language acquisition. The Estonian National Curriculum for Basic Schools aligns with these principles by outlining specific language skills students should acquire at various stages, with guidance on assessing progress. Ultimately, teaching young learners effectively requires an approach that incorporates their learning preferences, such as hands-on experiences, visual aids, and personalized interactions, while ensuring a balance between structure and engagement. By understanding these characteristics and adapting teaching strategies accordingly, educators can enhance young learners' language acquisition and overall development.

1.2.2 Assessing Young Learners' Speaking

According to McKay (2006) evaluating the language learning of young learners requires an understanding of both their general characteristics and the specific traits of their language development. A solid grasp of how children approach and what they need in second language learning is essential for conducting fair and accurate assessments. Without this knowledge, teachers and assessors may make decisions that unintentionally disadvantage some or all children. This could occur during the assessment process itself or in the subsequent teaching based on the assessment results.

Pinter (2006) states that assessment is a crucial component of the teaching and learning process. It involves the analysis of data that teachers use to gather evidence about their learners' performance and progress in English. Moreover, McKay (2006) states assessment serves various purposes, one of which is to transform people's lives. Ioannou-Georgiou and Pavlou (2003) claims that to assess, track, and support children's progress, while fostering clear and effective communication between teachers and parents and to evaluate teachers' performance and plan for future work. Also Cameron (2001) states that to offer feedback on students' learning. Ioannou-Georgiou and Pavlou (2003) asserted that assessing young learners' speaking performance is essential, as speaking is often regarded as the most rewarding and motivating skill for them. Young learners typically feel excited when they can express even a few things in a target language. Therefore, it is suggested to use criteria such as pronunciation, intonation, and turn-taking when assessing their speaking performance. Ultimately, the goal is to facilitate oral communication, and teachers should evaluate their communicative proficiency in basic functions, such as asking questions or introducing themselves.

Furthermore, Cabrera and Bazo (2002) assert that it is important to consider that the level of language input (listening) should be higher than the level of language production expected from the students. At the early stages, a variety of speaking activities should be used to allow students to participate with minimal verbal responses. However, in the later stages, students are encouraged to manipulate the language and express themselves in a more personal way. In primary schools, two main types of speaking activities are commonly used. The first type, including songs, chants, and poems, encourages students to imitate the model they hear on the cassette. This helps them master the sounds, rhythms, and intonation of the English language through simple repetition. The second type, which involves games and pair work, also relies on a given model but provides students with more opportunities to manipulate the language by offering a certain degree of choice, though still within a controlled setting. For any speaking activity to be successful, children must recognize that there is a genuine reason for asking questions or sharing information. Therefore, the activities, which are presented to the students provide a clear purpose for speaking, whether it's to play a game or to gather real information about their classmates. Once the activity starts, teacher needs to ensure that children are speaking as much English as possible without interrupting to correct any mistakes they may make. Teachers should address errors casually by praising the response and simply repeating it correctly, without explicitly pointing out the mistakes. Finally, it is always necessary to provide praise for their effort, regardless of the accuracy of the English they produce.

In conclusion, effectively assessing young learners' language skills requires a holistic approach, understanding both their developmental needs and language proficiency. Assessment should be purposeful, supportive, and focused on encouraging communicative proficiency, particularly in speaking, through engaging and interactive activities. Teachers must balance offering constructive feedback while fostering a positive and encouraging environment for language learning.

1.3 Cartoons for Teaching Young Learners Speaking: Assessment, Techniques Activities

1.3.1 Techniques of Speech Imitation

According to Arsy (2021) imitation involves replicating the words, stress, pauses, intonation, facial expressions, and movements of native English speech. It helps EFL learners develop the ability to listen to sounds and recognize the sound patterns of English words, while also training them to produce their own accurate sounds.

Adank, Hagoort and Bekkering (2010) assert that imitative actions cover a wide range of behaviours, including manual gestures, body postures, facial expressions, mannerisms, and speech patterns.

Berdimuradova (2023) states that imitate technique is used for enhancing the students' ability in pronouncing different sounds from their foreign language. Listening then imitating the sounds repeatedly will ease the students pronounced them perfectly. During this process, students might basically not be bothered about the sentence composition themselves, rather they are just focused on communicating, understanding and expressing thoughts or ideas. Berdimuradova (2023) also claims that imitate technique improve students' pronunciation skill significantly.

Sugiarto, Prihantoro and Edy (2020) describe the shadowing technique as a listening activity in which students follow the words they hear and repeat them as accurately as possible, while staying focused on the forthcoming information. Shadowing technique utilizes the ability of short-term memory with this short duration as a medium to facilitate pronunciation and to practice fast response to process and to produce speech again. A student must remember speech input and reproduce it in real time. It requires listening and speaking skills to function at the same time in order to be effective in improving his/her skills in listening comprehension, speaking, and conversational activity.

Foote and McDonough (2017) state that shadowing offers advantages for both instructors and students. It enables students to practice multiple aspects of pronunciation simultaneously. This makes it an effective classroom activity, especially when students have varying pronunciation challenges.

Bloom, Hood and Lightbown (1974) argue that imitative learning, where individuals mimic observed sounds and patterns, plays a pivotal role in early language acquisition. This process helps expand vocabulary and enhances understanding of language's rhythm and structure. Wernicke (1984) highlights the crucial role of speech imitation in language development, stating that mimicking spoken words is a key task for children learning to speak. Research has demonstrated that children who practice imitation exhibit variations in both lexical and grammatical elements of their speech, suggesting active processing and learning.

Bloom, Hood and Lightbown (1974) also claim that speech shadowing is the practice of repeating speech immediately after hearing it, which activates the brain's motor regions and supports the processing of syntax and semantics. This technique is useful in both first and second language acquisition, demonstrating the effectiveness of imitative learning in enhancing language skills.

To improve speaking skills teachers need to use different techniques of speech imitation.

A) Phonetic imitation

Wieczorek and Rojczyk (2024) state that phonetic imitation refers to the act of copying the unique sounds of speech, such as vowels, consonants, and articulation patterns. As the most basic form of speech imitation, it is essential in language learning, particularly when learning a new language or dialect. This type of imitation is especially important for second language learners who may struggle to pronounce unfamiliar sounds accurately. Learners often use phonetic imitation to enhance their pronunciation by reproducing specific phonemes or sound units and replicating stress patterns on syllables within words. Phonetic imitation is closely tied to cartoon characters because many of them have exaggerated and unique speech patterns, along with distinctive voices that are easy to imitate. These characters often use pronounced vowels, consonants, and articulation styles, making them ideal for phonetic practice. For language learners, particularly those studying a second language, mimicking cartoon characters can be a fun and effective way to work on pronunciation. By replicating the specific sounds, stress patterns, and vocal quirks of these characters, learners can enhance their speaking skills in a

playful manner. The exaggerated nature of cartoon voices also helps in identifying and reproducing challenging sounds or unfamiliar patterns in a new language. As a result, cartoon characters provide accessible and enjoyable tools for improving phonetic imitation and supporting language learning.

B) Prosodic Imitation

Persson, Hagquist and Michelson (2016) claim that prosody refers to the rhythm, stress, and intonation patterns in speech. Imitating prosody involves replicating how speech "flows," including aspects like pitch, speed, and the rise and fall of the speaker's voice. This kind of imitation is crucial for expressing meaning beyond the words themselves, such as emotions, sarcasm, or irony. Prosodic imitation helps speakers match the emotional and communicative tones of the original speech. When working with young learners, using prosodic imitation can focus on pitch variation—mimicking the rise and fall of the voice—along with replicating tempo (whether fast, slow, or moderate), stress patterns, and the melodic contours of speech. For example, in language learning, one might imitate the rising intonation of a question or match the speed and rhythm of native speakers. In English lessons, prosodic imitation can help convey a character's emotional state by reflecting the tone and delivery of their lines.

Miururi (2021) underlines that cartoon characters are closely associated with prosody due to their exaggerated and distinctive speech patterns, which make their intonation, rhythm, and pitch easy to recognize and imitate. These characters often feature heightened prosodic elements, such as extreme pitch variations, fast or slow speech, and dramatic voice fluctuations, making them ideal models for practicing prosody. For young learners, mimicking cartoon characters offers an engaging approach to practicing prosody. For example, learners can mimic the rapid, high-pitched speech of Mickey Mouse or the slow, deep voice of Darth Vader. These characters demonstrate clear variations in pitch, stress patterns, and tempo, which are simple to replicate, helping learners practice voice fluctuations and different speaking speeds.

Miururi (2021) also states that in language acquisition, imitating the prosody of cartoon characters can support the development of a more expressive and dynamic speaking style. By emulating the character's emotional tone and delivery, learners can better understand how prosody shapes communication, enabling them to express emotions or intentions more effectively—whether conveying a rising intonation in a question or using a sarcastic tone. In

this way, cartoon characters provide a fun and accessible way to master prosody, improving both pronunciation and emotional expression.

C) Selective Shadowing

Hamada (2024) states that selective shadowing is a language learning method where learners concentrate on specific elements of speech, such as particular words, sounds, or phrases, by listening and repeating the audio. This technique helps learners target and improve specific language features they struggle with. For instance, a learner might focus on shadowing words with challenging vowel sounds or pay attention to the intonation patterns of a sentence.

Zajdler (2020) underlines that selective shadowing differs from regular shadowing in that learners deliberately choose specific words or phrases to shadow, allowing them to concentrate on particular areas they wish to improve. This method is particularly effective for tackling pronunciation challenges, as it lets learners focus on troublesome sounds or stress patterns. By isolating and practicing these difficult elements, learners can more efficiently refine their pronunciation.'

Hamada (2024) also claims that incorporating selective shadowing into language learning practices can result in notable improvements in speech accuracy and fluency, especially in areas where learners struggle the most. In cartoons, characters frequently display exaggerated or stylized speech patterns, featuring distinct intonations, rhythms, and word choices. Mimicking these characters offers learners a chance to focus on specific speech elements while also helping to enhance their accuracy and fluency.

D) Chunking Shadowing

Ellis (2017) states that in chunking shadowing, learners divide the audio into smaller, more manageable "chunks" (such as phrases or clauses) and shadow each one individually. This approach allows learners to concentrate on smaller language units, making it easier to master specific expressions, rhythm, and pronunciation without being overwhelmed by lengthy sentences.

Monica (2017) claims that in this technique, the learner listens to a segment of speech—such as a sentence, group of sentences, or even a paragraph—and repeats it as accurately as possible. The aim is to replicate the rhythm, intonation, and stress patterns of the speaker within these

larger speech segments. This method enhances speaking fluency by allowing learners to practice entire ideas, rather than just individual words, leading to more natural, spontaneous conversation. By focusing on chunks, learners can improve their pronunciation, as they mimic the rhythm and stress patterns of the whole phrase instead of just single words. This approach also exposes learners to language in context, making it easier to understand how specific expressions and structures are naturally used.

E) Pronunciation-Focused Shadowing

Ulfa and Fatimah (2019) claim that this type of shadowing focuses on closely mimicking the speaker's pronunciation, paying particular attention to aspects like stress, rhythm, and individual sounds. It's particularly effective for improving pronunciation and developing a more native-like accent in the target language.

Roach (2009) states that every language has its unique rhythm, shaped by stress patterns and syllable structures. For example, English is stress-timed, meaning some syllables are longer while others are shorter. Practicing natural rhythm and speech flow during shadowing helps learners adopt a more native-like speaking style. In English, for instance, the word "record" can be a noun (with stress on the first syllable) or a verb (with stress on the second syllable). Practicing sentence stress helps learners sound more fluent and avoid a monotone delivery. Additionally, the complexity arises from pairs of words with similar sounds. To help learners distinguish between these words, teachers often use minimal pairs—like the cartoon characters who say them. These are pairs of words that differ by just one sound, such as "bit" vs. "beat." By mimicking audio containing these minimal pairs, learners can refine their ability to detect and produce subtle sound differences, which is essential for accurate pronunciation.

Ulfa and Fatimah (2019) underline that in pronunciation-based shadowing, learners focus on the melody of the language, practicing how the pitch rises and falls throughout phrases and sentences. Intonation is also essential for conveying meaning. For instance, a rising intonation at the end of a sentence often signals a question ("Are you coming?"), while a falling intonation indicates a statement ("You are coming"). Native speakers naturally pause between ideas, phrases, or breath groups. A crucial aspect of pronunciation-focused shadowing is mastering when to pause correctly and matching the pace of speech—whether it's quick or slow and deliberate.

F) Audio-Visual Shadowing

Martinsen, Montgomery and Willardson (2017) state that in this type of imitation, learners engage with both audio and video. They watch a video while listening to the audio, attempting to replicate not just the speech, but also the speaker's body language, facial expressions, and gestures. This approach aids learners in enhancing their language comprehension and speaking abilities by imitating both verbal and non-verbal elements, such as the use of gestures and facial expressions in communication.

Martinsen, Montgomery and Willardson (2017) also claim that by imitating the precise way a native speaker pronounces words, learners can refine their accent and pronunciation. This practice helps them grasp subtle details like stress, intonation, and rhythm that may be overlooked in standard listening exercises. Through real-time imitation, learners cultivate a more natural and fluid speaking style. Watching the speaker also offers context, making it easier to understand and absorb the language.

Martinsen, Montgomery and Willardson (2017) assert that this technique works effectively in the classroom when using cartoons. Cartoon characters tend to speak in clear, exaggerated, and highly expressive ways. Their speech is often slower and more deliberate, making it easier for learners to accurately mimic sounds and words. Additionally, these characters frequently express strong emotions, which are visually shown through their facial expressions and body language. This provides learners with important cues to understand the emotional tone of words and how to express themselves effectively. Many cartoons feature simple, repetitive language, making them ideal for beginners or intermediate learners. The repetition helps with mastering commonly used phrases, idioms, and expressions. The visual aspect of cartoons also allows learners to observe how characters move their mouths, lips, and faces when speaking, offering valuable insights into speech patterns and pronunciation.

In conclusion, incorporating various imitation techniques into language learning strategies can significantly enhance a learner's pronunciation, fluency, and communication skills. Each technique offers unique advantages, focusing on specific sounds, rhythms, or emotional tones, and is particularly effective when learners interact with clear and expressive models, like cartoons. By emphasizing imitation in language teaching, educators can help students develop more natural and dynamic speaking abilities, ultimately improving their overall language proficiency.

1.3.2 Types of Assessment for Developing Speaking Skills by Young Learners via Cartoons

A) Role Play

Harmer (2007b) states that role-play is a commonly used technique by teachers in teaching speaking. Role play involves imitating the character and behaviour of someone other than yourself. Many students can gain significant benefits from incorporating role-play into classroom activities, as it allows them to simulate real-life situations in the classroom. Before asking students to role-play a mini-dialogue in front of the class, teachers provide a "word repetition task" to assist young learners in pronouncing the dialogue correctly. Lowenstein (2016) defined role play is a dramatic technique that prompts participants to improvise behaviours that reflect the expected actions of individuals in specific situations. Additionally, Holt and Kysilka (2006) explained that role play demonstrates the effects of students' actions and behavioural changes in relation to their environment. In a role-playing exercise, students must take responsibility for their roles and extend their performance as much as possible to enable imitation to occur.

Pratama and Awaliyah (2016) claim that students can briefly summarize a tale or story they heard from someone else, or they can create their own stories to share with their classmates. Storytelling encourages creative thinking and helps students organize their ideas into a clear structure, including a beginning, development, and ending, as well as characters and setting.

Harmer (2007b) states that in role-play activities, students assume different social contexts and roles. The teacher provides the learners with information, such as who they are and what they think or feel. For example, the teacher might say, "You are David, and you're going to the doctor to explain what happened last night."

In conclusion, cartoons, with their colourful characters, distinct voices, and straightforward dialogues, provide an excellent model for students to mimic, making it easier to grasp pronunciation, tone, and context. In role-play, students are often asked to imitate others' behaviours and speech patterns, much like how cartoon characters portray specific roles with clear emotions and tones. In this way, cartoons serve as an engaging tool for imitation, allowing students to enhance their language skills while role-playing real-world situations in class. By practicing imitation through cartoons and role-play, learners can achieve smoother communication and a deeper understanding of how language operates in various contexts.

A) Simulations

Kayi (2006) stated that simulations are similar to role-plays, but they are more detailed and elaborate. In simulations, students can bring objects to class to help create a more realistic environment. For example, if a student is playing the role of a singer, they might bring a microphone to sing into, and so on.

Therefore, the connection between simulations and cartoons lies in their ability to engage learners by presenting dynamic and vivid examples of communication. Cartoons offer clear, often exaggerated models of language use, while simulations provide learners with the opportunity to practice the language in realistic, interactive settings. When used together, learners can imitate the patterns and behaviours demonstrated in cartoons and apply them in simulated scenarios, which helps them develop more natural and confident communication skills.

B) Repetition

According to Pratama and Awaliyah (2016) repetitive speaking is a key technique in helping students transfer knowledge from short-term to long-term memory. In this approach, the teacher typically drills common expressions that are useful for communication with the students.

Repetition involves listening to a model, which could be provided by the teacher, a recording, or another student in the classroom, and then repeating what is heard. In this process, the teacher presents the model (words or phrases), and the students echo it (Tice, 2004). Typically, individuals can learn to perform tasks they didn't know before by observing the model or pattern that shows them how to do it.

As students, they can begin learning English by observing the model or by repeating what the model says or does. Repetition drills are an effective method for helping students learn English, as they can repeat a word after hearing it. The teacher can repeat a sentence multiple times with clear pronunciation, allowing students to listen carefully and absorb the sentence. Repeating the sentence helps students become familiar with the words, which can aid in learning new vocabulary and be especially useful in pronunciation practice.

To sum up, repetition is closely tied to cartoons because they often include recurring phrases, dialogues, and situations that reinforce learning and strengthen language patterns. In cartoons, specific expressions or catchphrases are repeated throughout episodes, giving learners the chance to hear and absorb them multiple times. This repetition enhances pronunciation,

comprehension, and fluency as learners grow more familiar with the language structures and vocabulary. Furthermore, cartoons use visual cues and exaggerated actions to aid understanding, making it easier for learners to link the repeated words or phrases with their meanings. This continuous exposure through repetition helps learners retain and use the language more naturally and confidently.

C) Discussion

Kayi (2006) asserted that after a content-based lesson, a discussion can be conducted for several purposes, such as reaching a conclusion, sharing thoughts on an event, or finding solutions within discussion groups. Before starting the discussion, it is important for the teacher to clearly define the purpose of the activity. This ensures that the discussion stays focused on relevant points, preventing students from wasting time on unrelated topics.

In the whole, discussion is closely linked to cartoons in several significant ways, especially in the context of language learning and communication development. Cartoons frequently include engaging dialogue, character interactions, and emotional expressions, making them excellent conversation starters. As learners watch cartoons, they can discuss the characters' motivations, storylines, and language usage, leading to more in-depth conversations about themes, cultural elements, and language structures.

D) Storytelling

Kayi (2006) claims that students can give a brief summary of a story they heard from someone else or create their own stories to share with their classmates. Storytelling encourages creative thinking and helps students structure their ideas with a clear beginning, middle, and end, while also including essential elements like characters and setting.

In this case, storytelling is strongly linked to cartoons, as both use narrative elements to capture the audience's attention. Cartoons typically feature stories with well-defined plots, characters, settings, and conflicts, similar to traditional storytelling. The visual and auditory components of cartoons—such as colourful animations, lively action, and expressive character voices—enhance the story, making it more engaging and easier for viewers, particularly language learners, to follow and comprehend the narrative.

E) Story Completion

Kayi (2006) states that in this activity, the teacher begins telling a story but pauses after a few sentences. Each student then continues the story from where the previous one left off, adding

four to ten sentences. Students have the freedom to introduce new characters, events, descriptions, and other elements to the story.

To sum up, story completion is linked to cartoons in that both foster creativity, imagination, and engagement with narrative structures. In story completion exercises, learners are presented with an unfinished story and asked to complete it, which requires them to consider plot development, character motivations, and language use. Similarly, cartoons often feature partially developed stories, where visual or auditory cues leave room for interpretation or continuation. For instance, a cartoon might depict a character in a specific situation, but leave the outcome unresolved, encouraging viewers to imagine how the story could progress. This format is similar to story completion exercises, where learners are prompted to finish a narrative. By using cartoons as a foundation, learners can practice storytelling, expand their ideas, and enhance their language skills in an interactive and creative way. The visual context offered by cartoons also helps learners focus on key details, enabling them to craft coherent and imaginative story conclusions.

In conclusion, effective teaching of speaking to young learners requires a blend of engaging activities tailored to their developmental needs and interests. By focusing on the unique characteristics of young learners and incorporating interactive methods, teachers can help students improve their speaking skills and build confidence in their ability to communicate.

1.3.3 Strategies in Teaching Speaking to Young Learners

According to Phillips (1993) teaching speaking to young learners is highly rewarding because they are less self-conscious than older students. However, it can be challenging for teachers, as learners need to master vocabulary, pronunciation, structure, and function to express themselves effectively. Cameron (2001) holds it is assumed that a significant portion of teaching and learning for young learners will be oral. Additionally, she suggests two key principles for teaching speaking to young learners: (1) Meaning must be prioritized: children cannot learn spoken language if they do not understand it; (2) To develop discourse skills, children must both engage in conversations and build the necessary knowledge and abilities for participation. This means that young learners should be placed in situations where they can practice speaking with real people for authentic purposes. Graham-Marr (2004) provides some of the speaking skills that deserve classroom attention include fluency, phonological clarity, effective strategies, the ability to produce language chunks, appropriacy (register), understanding elliptical forms, and the use of cohesive devices.

Phillips (1993) states that based on the explanation above, teaching speaking to young learners should be tailored to their characteristics to ensure the learning is meaningful. Using songs and cartoons can be effective for teaching English stress patterns and rhythm.

In conclusion, teaching speaking to young learners involves combining engaging methods with a focus on key language skills. By emphasizing meaning, providing opportunities for real-life communication, and incorporating enjoyable activities like songs and cartoons, teachers can help young learners build both fluency and clarity in their speaking abilities. This approach makes the learning process both effective and enjoyable, ensuring a meaningful experience for young learners.

This chapter has examined the influence of cartoons on enhancing speaking skills of young learners, focusing on imitation methods, instructional techniques, and evaluation approaches. The practical component of the research will adopt a mixed-methods framework, integrating both qualitative and quantitative strategies to evaluate the influence of cartoon-based tasks on speaking skills of Grade 2 students. By using pre- and post-assessment, teacher questionnaires, and classroom observations, the study seeks to gauge progress in pronunciation, vocabulary, and fluency, while also collecting feedback from both students and educators on the efficacy of cartoons in language acquisition.

CHAPTER II CARTOONS FOR DEVELOPING SPEAKING SKILL VIA CHARACTER IMITATION AND ACTING-OUT ACTIVITIES

2.1 The Purpose of the Study and Research Questions

The study examined the role and significance of educational cartoons in English language teaching and learning, focusing on their impact on the development of speaking skills among Grade 2 students—particularly through character imitation and acting-out activities. The aims of the study were to investigate the effectiveness of using educational cartoons as a tool to enhance speaking skills among Grade 2 primary school learners; to explore the role of character imitation and acting-out activities derived from cartoons in promoting verbal communication in young learners; to examine how cartoon-based speaking activities influence learners' pronunciation, vocabulary acquisition, and sentence formation; to provide practical recommendations for primary school teachers on integrating cartoon-based activities in speaking lessons for young learners; to conduct a survey among EL teachers of primary school to reveal the place of educational cartoons in teaching speaking to young learners, purposes of use, frequency, and teachers' opinions; to analyse how the imitation of a character affects the development of speaking skills by developing and delivering sets of lessons/observations/assessment of speaking skills before and after cartoon based classes.

The research took place at Narva Pähklimäe school. The participants of the study included one class of Grade 2 students from Narva Pähklymäe shool and English language teachers from different Narva schools.

The students were divided into two groups: an experimental group and a control group. Both groups consisted of Grade 2 students with similar characteristics, including age (7–8 years old) and level of English proficiency.

The experimental group participated in English lessons that incorporated educational cartoons as a key teaching tool. These lessons included activities such as character imitation, acting out short scenes, and practicing dialogues based on cartoon content. The control group, on the other hand, continued with English lessons without the use of cartoons or animated materials.

Throughout the study, both groups were assessed using oral pre- and post-speaking tests, which consisted of 11 questions, along with classroom observations, to monitor their development in essential speaking skills: vocabulary application, pronunciation, fluency, and readiness to speak.

The pre-test served as a reference point by evaluating the students' speaking capabilities prior to the intervention. It focused on their vocabulary usage, assessing their ability to employ a range of words, their pronunciation in terms of clarity, their fluency based on the fluidity of their speech, and their readiness to speak by observing their comfort and self-assurance during interactions.

The post-test, conducted after the intervention, sought to determine any advancements in these areas following exposure to alternative teaching strategies, particularly the inclusion of cartoons in one of the groups. This test was designed to closely resemble the pre-test, allowing a direct comparison of progress. In addition to the tests, classroom observations provided qualitative feedback on student involvement and participation throughout the study. These observations helped evaluate how the cartoon-based method influenced student behaviour, particularly in terms of their excitement and willingness to engage in speaking tasks.

To assess the effectiveness of this method, both a pre-test and a post-test were conducted, measuring students' speaking performance in terms of vocabulary usage, fluency, pronunciation, and willingness to speak. Both pre- and post-tests allowed students to respond verbally at their own pace, ensuring a relaxed and supportive environment.

A questionnaire was created to gather English teachers' perspectives and experiences related to the use of cartoons in language teaching.

2.2 Methods: Design, Procedure and Subjects

A questionnaire was designed to examine English teachers' views and experiences regarding the use of cartoons in language instruction. The purpose of the survey is to gather information on how cartoons are integrated into lessons, their perceived benefits, and the challenges teachers encounter when incorporating them into their teaching practices.

This survey will be conducted using a structured questionnaire, which will be distributed to a group of primary school English teachers. The objective is to collect diverse perspectives on teachers' experiences, teaching methods, and the perceived advantages and challenges of using cartoons in their lessons.

The questionnaire will include a mix of closed-ended questions and a few open-ended ones, allowing teachers to provide additional insights and experiences. The questions will focus on

key areas, such as the frequency and types of cartoons used, the grade levels being taught, and the specific skills targeted by cartoon-based activities. Teachers will also be asked to evaluate the benefits of using cartoons, including their impact on students' speaking skills, pronunciation, vocabulary, and overall engagement. Additionally, the survey will explore any challenges teachers face, including the time required for preparation, the relevance of cartoons to the curriculum, and access to technology.

The results from the survey will be compiled into a report that highlights the perceived benefits, challenges, and overall impact of using cartoons in primary English classrooms.

The survey is anticipated to offer meaningful insights into the use of cartoons in primary school English instruction, as well as teachers' perceptions of their effectiveness. One of the key expected findings is that cartoons are commonly employed as teaching tools, especially in lower primary grades, where visual and auditory content plays a crucial role in capturing young learners' attention. Teachers are also likely to report a variety of benefits linked to cartoon use, such as heightened student motivation, greater involvement in speaking exercises, improved pronunciation, and expanded vocabulary. Cartoons are expected to be particularly valued for their role in building students' confidence in speaking English.

Additionally, the survey is expected to identify the most frequently used cartoons in classrooms, such as *Peppa Pig* or *Dora the Explorer*, and the characteristics that make them suitable for language instruction. These may include clear, slow-paced speech, frequent repetition of key phrases, and the presence of simple vocabulary appropriate for young learners. The findings may also show that activities like role-playing or imitating cartoon characters are especially effective for encouraging participation among shy or quiet students.

At the same time, the survey is likely to bring attention to various obstacles teachers encounter when using cartoons in their lessons. These challenges might include the additional time required for lesson planning, difficulty aligning cartoon content with educational standards, and limited access to necessary technological tools. Furthermore, the results may show differences in how often and in what ways cartoons are integrated into lessons—whether through group activities, speaking tasks, or dramatizations—highlighting the diverse approaches teachers take when using this resource in the classroom.

2.3 Results of the Survey

The questionnaire was developed to investigate the views, instructional methods, and professional experiences of primary school English teachers concerning the implementation of cartoon-based activities in language education, with a particular emphasis on Grade 2 students. The survey comprised both multiple-choice and open-response items, organized around several central topics: how frequently cartoons are used, their intended instructional purpose, perceived advantages and limitations, supporting techniques such as role-play and character imitation, and the specific animated programs incorporated in lessons.

This research is theoretically grounded in the work of Nhung and Dieu (2020), who highlight the effectiveness of animated cartoons as a pedagogical resource for enhancing young learners’ English communication abilities. Their study supports the application of Communicative Language Teaching (CLT) principles and multimodal learning frameworks, both of which promote the use of authentic, interactive, and contextually meaningful content to foster organic language development among early learners.

The survey was conducted in Narva and involved 20 English language teachers representing six different primary schools. All participants are currently engaged in teaching lower primary grades, with a specific focus on Grade 2 instruction.

1. Do you use cartoons in your English lessons?

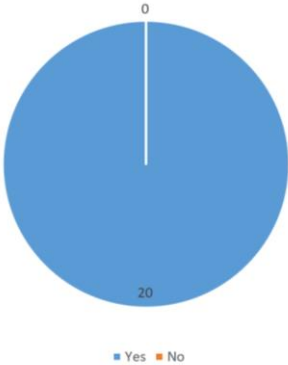


Figure 1. Use of cartoons in English lessons

Among the respondents, all 20 teachers use cartoons in English lessons.

2. How many years of experience do you have teaching English to primary school learners?

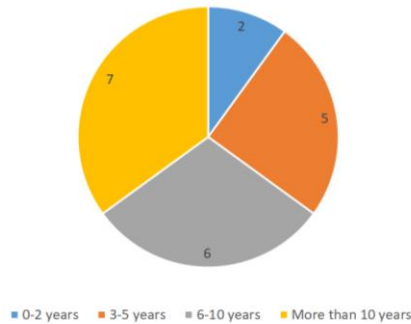


Figure 2. Experience of teachers in teaching English

Among the teachers, only 7 out of 20 work more than 10 years. 6 out of 20 teachers have experience in teaching English in primary school from 6 to 10 years. According to the survey results, 5 out of 20 teachers teach English from 3 to 5 years in primary school. Among the respondents, only 2 teachers have experience 2 years or less.

3. What grade levels do you currently teach?

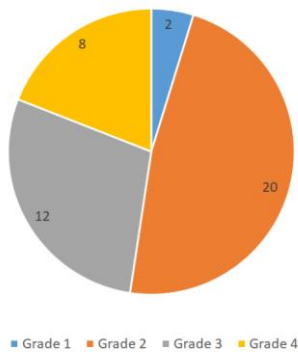


Figure 3. Grade levels currently taught by teachers.

Among the respondents, 20 of them are teaching the 2nd Grade, while 12 out of 20 teach English in the 3rd Grade. Additionally, only 8 out of 20 teachers work in the 4th Grade and only two teachers teach English in the 1st Grade.

4. How often do you use audio-visual materials (e.g., videos, cartoons, animated clips) in your English lessons?

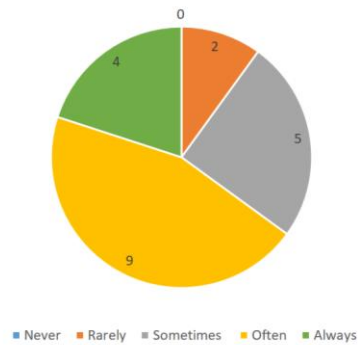


Figure 4. Frequency of audio-visual material usage among respondents.

According to the survey results, only four teachers always use media-based teaching tools. Nine teachers often use audio-video materials in their lessons. Moreover, five respondents sometimes use audio-video materials in their lessons. Only two responders rarely use multimedia resources in their lessons.

5. In your opinion, how effective are educational cartoons for improving the following skills in young learners? (1 = Not effective, 5 = Very effective)

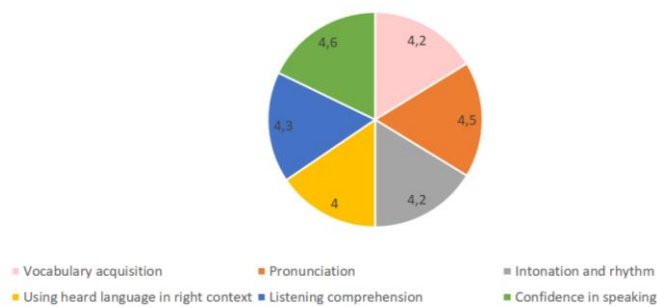


Figure 5. Perceived advantages of cartoon-based speaking activities in Grade 2 classrooms.

According to the survey results, most of the teachers think that using educational cartoons in lesson give confidence in speaking to young learners and help to improve pronunciation. Fewer teachers think that educational cartoons help to improve listening skills, intonation and rhythm and expand vocabulary. The lowest in the survey is using heard language in right context. Moreover, none of the indicators was rated below 4 by teachers.

6. What do you think are the advantages of using cartoon-based speaking activities in Grade 2 classrooms?

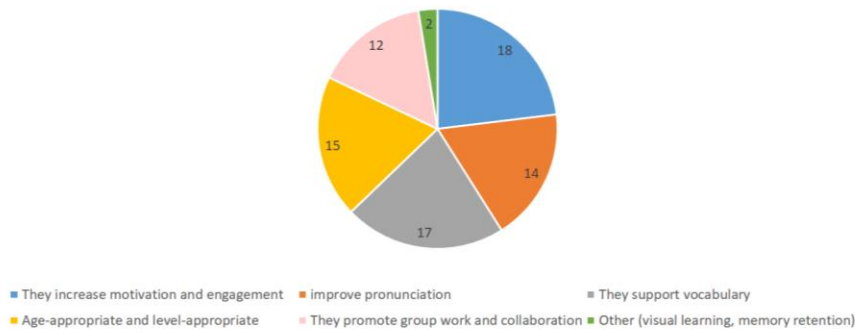


Figure 6. Teachers' perceptions of the advantages of using cartoon-based speaking activities in Grade 2 classrooms.

Among teachers, 18 teachers think that the most important advantage of using cartoon-based speaking activities in Grade 2 is to increase motivation and engagement. 17 teachers believe that these activities support vocabulary. 15 out of 20 teachers think that cartoon-based speaking activities are age-appropriate and level-appropriate. A little fewer respondents, namely 14 out of 20, think that using cartoon-based speaking activities in Grade 2 help to improve pronunciation. Slightly more than half of teachers think that cartoon-based speaking activities in Grade 2 promote group work and collaboration. Only 2 out of 20 respondents give own advantages of using cartoon-based speaking activities in Grade 2. They are visual learning and memory retention.

7. What do you think are the challenges or limitations of using cartoons in language teaching?

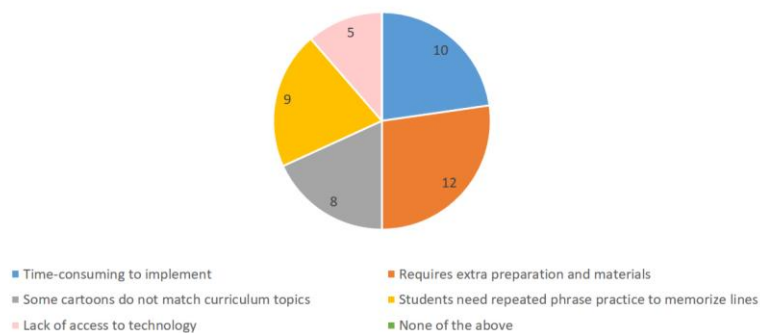


Figure 7. Teachers' perceptions of the challenges in using cartoons for language teaching.

According to the survey results, 12 out of 20 teachers think that the most difficult in using cartoons in lessons is extra preparation and materials that teachers need to elaborate. Half of the respondents think that using cartoons in language teaching is time-consuming to implement. A little fewer, namely 9 out of 20 teachers state that students need time to practice repeated phrases to memorize lines. Among the responders, 8 out of 20, think that some cartoons do not match curriculum topics. Only 5 out of 20 teachers suggest that challenges and limitations of using cartoons in language teaching are connected with lack of access to technology.

8. Have you ever used character imitation or drama activities (e.g., role-play, acting out scenes) in your English lessons with young learners?

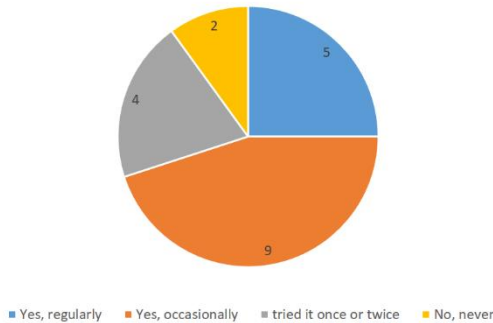


Figure 8. Teachers’ use of character imitation and drama activities in English lessons with young learners.

Among respondents, 9 out of 20 teachers use occasionally imitation or drama activities in English lessons. Five responders always use imitation and acting-out activities in their lessons. Four teachers tried to use imitation and acting-out activities once or twice in lessons. Only two responders didn’t use imitation and acting-out activities in lessons.

9. In your experience, how do acting-out tasks affect students’ willingness to speak English in class?

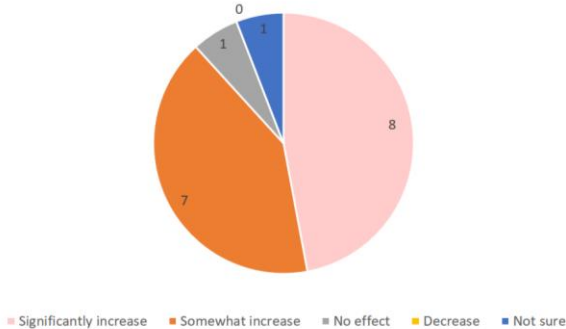


Figure 9. Teachers’ perceptions of the impact of acting-out tasks on students' willingness to speak English.

According to the survey results, eight responders find that using acting-out tasks in English lessons help significantly increase willingness to speak English in class. A little fewer, namely seven teachers think that by using acting-out activities willingness to speak English in class somewhat increase. Among responders only one thinks that acting-out activities have no effect on speaking and one teacher is also not sure about it.

10. In your opinion, do shy or quiet students benefit from acting out cartoon characters?

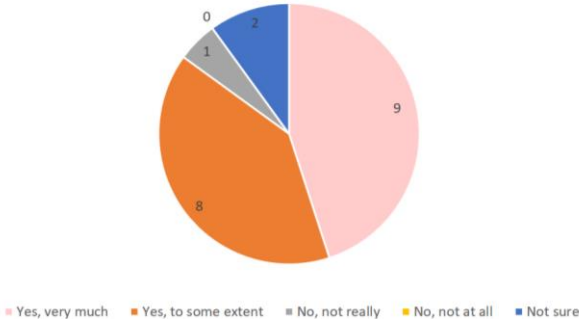


Figure 10. Teachers’ perceptions of the benefits of acting out cartoon characters for shy or quiet students.

Nine responders state that such activities benefit shy students very much. In additionally, eight 20 teachers agree that it helps to some extent. Two teachers are not sure about any benefits. One teacher answered negatively.

11. If you used cartoons when write names of cartoons

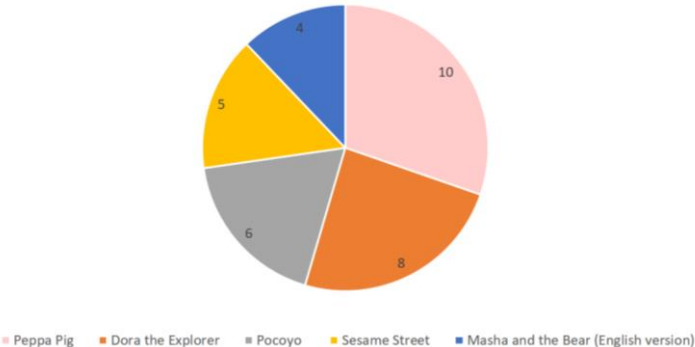


Figure 11. List of cartoons used by teachers in English lessons.

According to the survey results, half of responders use Peppa Pig in English lesson. A little less than half, namely 8 out of 20 teachers use Dora the explorer. 6 out of 20 prefer to use cartoon Pocoyo in lessons. Quarter of responders use cartoon Sesame Street in English lessons. Moreover, only four teachers use the cartoon Masha and the Bear (English version) in own lessons.

11. Reasons why teachers use these cartoons

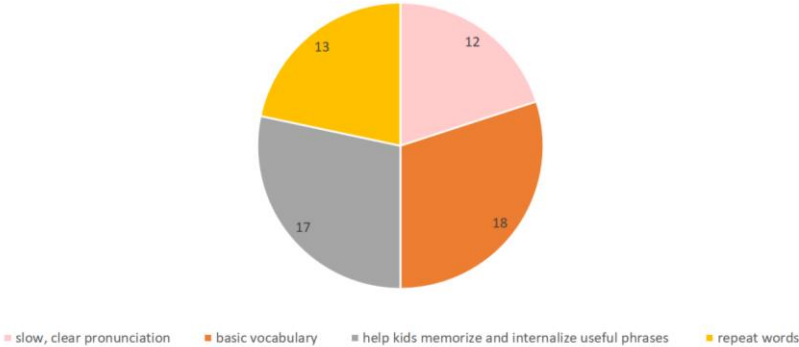


Figure 11. Teachers’ reasons for using cartoons in English language teaching.

The respondents explain the choice of cartoons for English lesson by focusing on slow, clear pronunciation of the character’s speech, twelve teachers prefer to use cartoons, where there is repetition of words. Furthermore, eighteen teachers prefer to work with cartoons, where there is basic vocabulary. Also 17 teachers note that cartoons help kids memorize and internalize useful phrases.

2.4 Analysis of the Survey

The survey findings demonstrate a strong agreement among primary school English teachers regarding the effectiveness of cartoons as a teaching resource. All twenty participants reported the use of cartoons in their classrooms, reflecting widespread adoption of this approach. Most respondents have between 3 and 10 years of teaching experience, indicating a blend of mid-career and newer educators. The majority of respondents, who primarily teach Grade 2—the main focus of the study—also work across other lower primary levels.

Teachers generally view cartoons as a useful tool for enhancing students’ speaking confidence and pronunciation. They also recognize additional benefits such as improved listening skills, vocabulary acquisition, and a better sense of rhythm. Cartoon-based activities are widely seen

as motivating and engaging, making them well-suited to both the age and language level of young learners. Nonetheless, some challenges remain, including the extra preparation time needed, the necessity for repeated exposure, and concerns about fitting cartoon content within the official curriculum.

Most teachers incorporate multimedia resources in their lessons to some extent, although only a few use them regularly. Drama and imitation activities are also commonly employed to increase student engagement, with many teachers reporting that these methods positively influence students' willingness to speak—particularly among those who are typically shy or reserved. Frequently used cartoons include *Peppa Pig*, *Dora the Explorer*, and *Pocoyo*, chosen for their clear pronunciation, repetitive language, and simple vocabulary.

In summary, the survey underscores that while cartoon-based teaching is broadly accepted and considered effective, its success relies on sufficient preparation time, easy access to suitable materials, and support for aligning such resources with the formal curriculum.

2.5 Selection of Cartoons for Study

For the study, the researcher designed and implemented a series of cartoon-based speaking lessons. These lessons were built around carefully selected episodes from age-appropriate cartoons, including “Peppa Pig”, “Dora the Explorer”, “Pocoyo” and “Daniel Tiger’s Neighborhood”. The cartoons were chosen for their clear language, slow-paced speech, repetitive sentence structures, and relatable themes that cater to the communicative needs of young learners. Additionally, the content was aligned with cross-curricular themes from the Estonian National Curriculum, including “Me and Others,” “Daily Life,” and “Cultural Identity.” They also supported units in Narva school language learning programme from the course book *Family and Friends 1*, including topics such as “Animals”, “Clothes”, “Jobs” and “Hobbies and free time”.

The researcher created original teaching materials to accompany the cartoons. These included simplified scripts and flashcards. The students were encouraged to first imitate character voices and later act out short dialogues in pairs or groups. The teaching cycle spanned six weeks, consisting of two 45-minute lessons per week. Each cartoon episode was explored over the course of five lessons.

Each lesson followed a consistent structure:

1. Warm-up – Revisiting familiar expressions and introducing new cartoon characters along with key vocabulary.
2. Viewing – Watching a short cartoon clip (2–5 minutes) with a focus on selected dialogue.
3. Imitation Practice – Practicing key phrases and lines in groups, emphasizing correct pronunciation and intonation.
4. Acting Out – Performing brief scenes using character roles and props, encouraging both memorization and improvisation.
5. Reflection – Engaging in group discussions and receiving teacher feedback on the performances.

During each acting-out lesson, students were encouraged to use their imagination and take on character roles actively. Props such as handmade character masks, flashcards, and short scripts were used to support role-play and memorization. Scripts were simplified to match students' language level and to encourage spontaneous speaking where possible.

The learning environment was designed to be low-pressure, playful, and visually engaging. The classroom was arranged to allow space for group performances, and students had the opportunity to choose which characters they wanted to play. This autonomy increased their motivation and willingness to participate in speaking activities.

2.6 Design and Implementation of Cartoon-Based Speaking Lessons

2.6.1 Use of *Peppa Pig* Episode in Speaking Lessons

One of the cartoon episodes incorporated into the speaking lessons was taken from the popular animated series *Peppa Pig*, specifically the episode titled “Lunch.” This particular episode was chosen due to its simple and accessible vocabulary, slow-paced dialogue, and relatable context centred around a family mealtime. The food-related theme is especially suitable for Grade 2 learners, as it connects to topics they are beginning to explore—such as describing daily routines, expressing likes and dislikes, and using polite conversational phrases in English.

The episode introduces key vocabulary and basic sentence structures within a familiar and engaging setting, which encourages students to actively participate and confidently use English in class. It supports language development through the following features:

- Vocabulary related to food (e.g., *salad, tomato, cucumber, pizza, cake*)

- Expressions of preference (e.g., “*I like pizza.*” / “*I don’t like tomatoes.*”)
- Polite language (e.g., “*Please,*” “*Thank you,*” “*Here you go.*”)
- Simple question-and-answer exchanges (e.g., “*Do you like salad?*” / “*Yes, I do.*” / “*No, I don’t.*”)

Lesson Sequence Using *Peppa Pig* – “Lunch”

Lesson 1 – Vocabulary Introduction and Pre-Viewing Activity

The first lesson focused on introducing students to food-related vocabulary featured in the selected cartoon episode. The teacher used a combination of flashcards and realia (such as plastic food models) to present key words including *salad*, *tomato*, *pizza*, *cucumber*, and *cake*. Students then practiced forming basic preference sentences, such as “*I like pizza*” and “*I don’t like tomatoes.*”

To reinforce their understanding, students participated in a matching activity, pairing vocabulary words with corresponding images. This was followed by a simple classroom survey, where students asked their classmates about their favourite foods, practicing both speaking and listening skills in an interactive setting.

To sum up, lesson 1 offered a dynamic and student-centred introduction to food vocabulary. Through the use of visual supports, teacher modelling, and peer interaction, students began to express personal preferences with growing confidence. The structured speaking activities encouraged the use of complete sentences, providing a strong foundation for upcoming speaking tasks in subsequent lessons.

Lesson 2 – Viewing and Listening

Students watched short segments from a *Peppa Pig* episode featuring characters discussing and eating different foods. At key moments, the teacher paused the video to ask questions such as, “What are they eating?” and prompted the class to repeat the food words they heard. This was followed by a movement-based activity using two cards labelled “Yes, I eat...” and “No, I don’t eat...”. In response to prompts like “Do you eat bananas?”, students moved to the appropriate card, reinforcing comprehension through physical engagement.

Next, the class practiced useful phrases from the video, including “I don’t like tomatoes” and “Thank you, Grandpa Pig,” with a focus on pronunciation and natural intonation. In a speaking

task, students used picture cards to act out simple dialogues expressing their food preferences—for instance: “What do you like?” – “I like apples.” These exchanges encouraged verbal participation and helped students gain confidence in using the target language with their peers.

The lesson introduced four new food-related words—*apple*, *orange*, *banana*, and *pear*—and gave students repeated opportunities to use them in context. By combining visual input, movement, and interactive dialogue, the lesson enhanced students’ vocabulary retention, speaking fluency, and motivation to communicate in English.

Lesson 3 – Character Imitation

Students practiced and performed brief scripted dialogues inspired by the episode, using a color-coded mini-script featuring roles for Peppa, George, and Grandpa Pig. They collaborated in pairs and small groups to rehearse and act out simple scenarios such as requesting food, rejecting a vegetable, or expressing gratitude. The teacher placed particular emphasis on accurate intonation, appropriate facial expressions, and the use of polite language. Examples of scripted lines included: “I don’t like tomatoes!”, “Please try it.”, “It’s a dinosaur!”

In conclusion, through character imitation and dramatized role-play, students improved their fluency and expressiveness. Rehearsing short conversations allowed them to internalize new vocabulary and sentence structures in a fun and stress-free environment. The focus on courteous language and expressive speaking contributed to both linguistic growth and the development of interpersonal communication skills.

In this session, learners utilized various props—such as paper plates, imitation food items, and toy kitchen tools—to design and perform their own lunch-themed scenes. Working in small groups, they either recreated moments from the episode or developed original short skits centred around preparing and sharing a meal. Each group performed their scene using complete sentences, including phrases like, “This is my lunch,” “I have salad and cake,” and “Do you want some pizza?”

To sum up, this imaginative, hands-on task encouraged the use of full sentences within an enjoyable, team-based environment. Students engaged with vocabulary in a practical and meaningful way, while practicing polite expressions, offers, and refusals related to food. The element of improvisation supported spontaneous speech, enhancing learners’ confidence and overall communicative ability.

Lesson 4 – Acting Out

Students put on character-inspired accessories like Peppa Pig ear headbands and used basic props—including toy dishes, pretend food, and paper napkins—to bring scenes from the episode “*Lunch*” to life. In small groups, they acted out familiar parts of the cartoon, such as Peppa saying no to tomatoes or Grandpa Pig preparing lunch, and also created their own original, imaginative mealtime situations. Each group was encouraged to incorporate the key vocabulary and expressions they had practiced in earlier lessons, such as “Do you want some cake?”, “I don’t like salad,” and “Here you go.”

The teacher offered gentle support while encouraging students to improvise, giving them opportunities to practice turn-taking, expressiveness, and accurate pronunciation. The lesson focused on using polite expressions, complete sentences, and lively, clear speech. Each group performed in front of the class, receiving applause and positive feedback from their peers, which contributed to a warm and encouraging classroom atmosphere.

In summary, this interactive activity gave students a fun and practical way to reinforce their language skills. By engaging in role-play and using props, they deepened their grasp of food-related vocabulary and everyday phrases. Working in groups promoted creativity and teamwork, while acting out scenes helped boost their speaking confidence. The lesson successfully combined learning with enjoyment, making the language practice both effective and memorable.

Lesson 5 – Reflection and Post-Test

In the concluding lesson, students participated in a brief oral evaluation and reflection activity. They described various food items using flashcards and answered structured questions such as “Do you like salad?” and “What’s your favourite food?” The teacher assessed their use of vocabulary, grammatical accuracy, and speaking fluency. During a follow-up discussion, many students expressed enjoyment in “pretending to eat” and “speaking like Pippa.”

To conclude, the final session provided an opportunity to evaluate students’ learning progress through an applied speaking task. Learners successfully demonstrated their grasp of food-related vocabulary and sentence construction with clarity and confidence. Their positive feedback highlighted increased motivation, engagement with the playful and relatable lesson context, and a noticeable boost in their willingness to communicate in English.

In conclusion, the incorporation of the *Peppa Pig* episode “Lunch” into a structured five-lesson teaching sequence proved to be a successful strategy for enhancing speaking skills among young English language learners. The familiar and relatable theme of food and family mealtime, along with the episode’s slow, clearly articulated dialogue, made it especially suitable for Grade 2 students practicing how to express preferences, ask polite questions, and apply everyday vocabulary.

Each lesson struck a balance between guided instruction and creative engagement, allowing learners to practice constructing full sentences and communicating in authentic, meaningful situations. Utilizing *Peppa Pig* as both a visual and thematic focal point provided students with a sense of motivation and reassurance, resulting in speaking activities that were not only pedagogically sound but also enjoyable and highly impactful.

2.6.2 Use of Dora the Explorer Episode in Speaking Lessons

One of the segments used in the speaking lessons was taken from the popular animated show “Dora the Explorer”, specifically the episode titled “*Save the Puppies.*” This particular episode was chosen due to its engaging format, simple and repetitive dialogue, and an appealing storyline focused on helping animals—a fun and age-appropriate topic for second-grade learners. The animal-related theme is both educational and easy to connect with, making it ideal for introducing vocabulary, action verbs, and question forms in English. The episode featured familiar language patterns such as animal vocabulary (e.g., “puppy,” “cat,” “duck,” “monkey”), simple commands (e.g., “Come on!” / “Let’s go!”), questions and answers (e.g., “Where are the puppies?” / “Do you see the dog?”) and expressions of excitement and concern (e.g., “Hooray!” / “Oh no!”).

Lesson Sequence Using “Save the Puppies”

Lesson 1 – Vocabulary and Pre-Viewing Activity

In the initial lesson, key animal-themed vocabulary was introduced using flashcards and visual aids (e.g., dog, cat, bird, rabbit, monkey). The instructor asked basic questions to tap into students’ existing knowledge, such as “Which animals do you like?” and “Do you own a pet?” To help reinforce the new terms, students engaged in a matching activity that paired animal images with their respective names.

This lesson effectively presented key vocabulary related to animals and fundamental action verbs through fun and hands-on activities. The use of visual tools, interactive games, and straightforward questions allowed students to relate new words to their existing knowledge and real-life experiences. These tasks laid the groundwork for future listening and speaking exercises, while also boosting students' confidence and motivation to learn English.

Lesson 2 – Viewing and Listening

Students viewed a short 3–4 minute clip from the episode, in which Dora and Boots set out on an adventure to rescue the puppies. The teacher paused the video at important points to ask questions such as, “What animal is that?” or “Where are they going?” Learners repeated simple, clear phrases spoken by Dora and practiced responding to basic questions about the animals. The interactive nature of the episode promoted active involvement through call-and-response activities.

The lesson strengthened students' grasp of vocabulary related to animals and basic sentence patterns through repeated exposure and focused listening. By interacting with the engaging elements of the episode, learners had the opportunity to develop their speaking and understanding skills in an enjoyable and lasting manner. The use of visual cues, teacher-led questions, and call-and-response techniques fostered active participation and enhanced their ability to remember new language.

Lesson 3 – Character Role-play

During this session, students practiced mimicking lines spoken by Dora, Boots, and even the Map. The dialogue was simplified and color-coded according to each character. Working in groups, students concentrated on expression, rhythm, and energy. The teacher first demonstrated the lines, and then students took turns performing them. Example phrases included: “Do you see the puppy?”, “Let's help the animals!”.

To sum up, this activity enhanced students' pronunciation, speech rhythm, and confidence in speaking by involving them in familiar and repetitive dialogues. Role-playing characters in an enjoyable and well-organized setting gave learners the chance to practice expressive oral language without the pressure of formal performance. Working in pairs, along with clear teacher demonstrations, contributed to developing fluency while maintaining an engaging and lively classroom atmosphere.

Lesson 4 – Acting Out

Students wore animal-themed headbands and used basic props (a paper map, paw prints, and plush animals) to act out the rescue adventure. In small groups, they recreated the scene where Dora and Boots locate and save the puppies. Learners were encouraged to use key vocabulary and improvise when needed. The classroom atmosphere was supportive, and students were praised for their creativity and speaking skills.

In conclusion, this activity provided students with an enjoyable and interactive way to practice language skills. By acting out scenes and using props, they were able to reinforce vocabulary and sentence structures in a fun, memorable context. The lesson fostered teamwork, creativity, and language fluency, while helping students build confidence in speaking. Overall, the engaging environment encouraged active participation, ensuring the learning experience was both effective and enjoyable.

Lesson 5 – Reflection and Post-Test

For the evaluation, students looked at still images from the episode and described the scenes using the words and phrases they had learned. They also took part in a group conversation about their favourite animal from the story and shared what they enjoyed most. Many students expressed excitement about “helping like Dora” and saying fun expressions such as “Let’s go!” and “We did it!”.

To conclude, the evaluation gave students a chance to showcase their grasp of the vocabulary and phrases they had acquired. By describing scenes from the episode and talking about their favourite animals, they were able to creatively use the new language in a fun and interactive way. The group discussion also provided an opportunity for students to share their thoughts and enthusiasm for the lesson, strengthening their speaking abilities and boosting their confidence in applying English in everyday situations.

In conclusion, this episode of *Dora the Explorer* was highly effective in supporting language development among young learners. Its engaging animal theme, paired with Dora’s clear and repetitive speech, made it a great tool for expanding vocabulary. The interactive structure kept students engaged and motivated, while the visual storytelling improved comprehension and minimized the need for translation. The adventure elements and problem-solving tasks

promoted active involvement, helping students build speaking skills and confidence. Overall, the episode provided a fun and educational setting for practicing real-life communication skills.

2.6.3 Use of Pocoyo Episode in Speaking Lessons

One of the episodes used in the speaking lessons was from the animated series *Pocoyo*, titled “Pocoyo’s New Shoes.” This episode was selected due to its simple storyline, slow-paced dialogue, and age-appropriate humor, making it well-suited for young learners. The clothing theme is especially relevant for Grade 2 students, as it connects to their daily lives and helps them build useful vocabulary. Clothing items are introduced in a fun and relatable context, making the episode perfect for vocabulary reinforcement and interactive speaking exercises.

The episode features several common language structures, including:

- Clothing-related vocabulary (e.g., shoes, hat, socks, jacket)
- Use of the simple present tense (e.g., “I have new shoes,” “He is wearing a hat”)
- Basic question-and-answer patterns (e.g., “What is he wearing?” / “He’s wearing red shoes”)
- Expressions of surprise and preference (e.g., “Wow!” / “I like your shoes!”)

Lesson Sequence Using "Pocoyo’s New Shoes"

Lesson 1 – Vocabulary and Pre-Viewing Activity

In the first lesson, students were introduced to basic clothing vocabulary using flashcards, drawings, and real clothing items (e.g., hat, shirt, shoes, coat). They practiced identifying and describing the clothes using colour adjectives (e.g., "blue shirt," "red shoes"). To support pronunciation and word recognition, a clothing-themed bingo game was played. The teacher also engaged students by asking questions like, “What are you wearing today?” to encourage simple spoken responses.

Overall, the first lesson successfully introduced key clothing vocabulary through interactive and hands-on activities. By naming and describing items, students expanded their vocabulary while improving pronunciation and recognition skills. The teacher’s use of open-ended questions encouraged students to apply the new language in conversation, providing a strong foundation for future lessons.

Lesson 2 – Viewing and Listening

In this lesson, students watched a 3-minute clip from the episode where Pocoyo finds and tries on new shoes. The teacher paused the video at key moments to emphasize important vocabulary and ask comprehension questions such as, “What is Pocoyo doing?” and “What colour are his shoes?” Students also practiced echoing simple lines spoken by the characters, with an emphasis on correct pronunciation and intonation.

To sum up, this viewing and listening activity helped reinforce vocabulary and improved listening comprehension. By repeating lines from the episode, students developed clearer pronunciation and became more confident in speaking, making the lesson both educational and enjoyable.

Lesson 3 – Character Imitation

In this session, students engaged in character imitation by repeating short phrases and lines spoken by Pocoyo and the narrator. They were given a simplified script that highlighted key vocabulary—especially clothing-related terms—in bold for easier recognition. Working in pairs, students took turns playing the roles of Pocoyo and the narrator to practice pronunciation, intonation, and conversational flow. Example phrases included: “Look at my new shoes!”, “What is Pocoyo wearing?”, “He is wearing a hat!”

In conclusion, this role-play activity allowed students to actively use new vocabulary in a fun and meaningful context. By taking on character roles, they built speaking confidence, improved fluency, and deepened their understanding of sentence structure and everyday expressions.

Lesson 4 – Acting Out

In this lesson, students used simple clothing props such as paper shoes, hats, and jackets to dress up as Pocoyo or other characters from the episode. They participated in a short skit inspired by the scene where Pocoyo tries on various clothes. Students were encouraged to speak in complete sentences (e.g., “I’m wearing a red hat”) and to improvise when appropriate. The classroom environment was fun and encouraging, giving students the confidence to express themselves creatively.

To conclude, this acting activity brought language learning to life by combining movement, creativity, and spoken English. It provided an engaging opportunity for students to use

vocabulary in full sentences, build speaking confidence, and enjoy practicing language in a supportive, imaginative setting.

Lesson 5 – Reflection and Post-Test

To evaluate student progress, learners were shown still images from the episode and asked to describe what each character was wearing. A brief speaking assessment followed, where students matched clothing items to the correct characters and described them using full sentences. During the class discussion, several students shared that they enjoyed “dressing like Pocoyo” and “saying what he wears,” reflecting their engagement and enthusiasm for the activity.

To sum up, this final lesson served as both an assessment and a reflection on the learning experience. It allowed students to demonstrate their vocabulary knowledge and speaking skills in a relaxed, familiar context. Their positive feedback highlighted the effectiveness of the unit in making language learning fun, memorable, and meaningful.

In conclusion, this episode provided an ideal setting for young learners to practice speaking in a playful, confident, and structured way. It helped them internalize vocabulary and sentence patterns through storytelling, imitation, and role-play. The episode *"Pocoyo's New Shoes"* was successfully incorporated into a five-part speaking lesson series for Grade 2 students. Its child-friendly storyline, clear language, and appealing visuals made it an excellent resource for teaching clothing-related vocabulary and basic sentence structures. The unit was carefully structured to build speaking skills step by step—starting with vocabulary practice and progressing through listening, role-playing, performance, and reflection. Engaging tasks like mimicking characters, acting out scenes with props, and participating in speaking games kept students motivated and encouraged them to use new language in context. With a mix of structured exercises and imaginative play, students not only enriched their vocabulary and honed their pronunciation but also became more confident English speakers.

2.7. Analysis of Cartoon-Based Speaking Lessons

2.7.1. Cartoon-Based Speaking Lessons Using *Peppa Pig* – “Lunch”

This five-lesson speaking module, tailored for Grade 2 students, effectively incorporates the *Peppa Pig* episode titled *“Lunch”* as a core instructional tool to introduce and reinforce English vocabulary related to food and everyday conversational phrases. The selection of this particular

episode is purposeful and age-appropriate due to its slow speech, straightforward dialogue, and repeated language structures. The familiar scenario of a family mealtime enables young learners to relate the new vocabulary to real-life situations, making the learning process both meaningful and engaging.

Throughout the unit, students were introduced to essential food-related vocabulary such as *salad, tomato, cucumber, cake, pizza, apple, and banana*. These terms were taught using interactive strategies like flashcards, songs, and real-life items (e.g., toy food), encouraging visual and auditory connections to meaning. In the initial lessons, children practiced using these words within simple sentence structures like “I like pizza” and “I don’t like tomatoes.” This phase laid the groundwork for vocabulary acquisition and oral language development.

In the subsequent lessons, selected scenes from the cartoon were used to enhance understanding and reinforce language within context. The teacher paused the video at key moments to pose questions and emphasize important expressions. Pupils practiced repeating short phrases, which supported pronunciation and introduced polite forms such as “Please,” “Thank you,” and “Do you like...?” These activities promoted listening comprehension and helped learners internalize practical, functional language.

By the third and fourth lessons, students began engaging in role-play exercises using simplified dialogues modeled after the cartoon. Familiar characters like Peppa, George, and Grandpa Pig helped reduce speaking anxiety and increased students' willingness to participate. These group performances encouraged learners to build confidence, practice natural speech elements like intonation and turn-taking, and explore expressive language. Props and costumes added a creative dimension, making the sessions lively and immersive.

The final lesson functioned as a review and informal evaluation. Students took part in brief speaking tasks using flashcards to describe foods and answer questions such as “What’s your favourite food?” and “Do you like salad?” The teacher assessed their vocabulary usage, sentence formation, and fluency. Feedback from students indicated high levels of enjoyment, especially in acting out scenes and using English in a fun, imaginative context.

In summary, incorporating the Peppa Pig episode “*Lunch*” into a structured speaking unit proved highly effective for early language learners. The integration of animated media, engaging characters, repetitive speech, and hands-on learning activities provided a supportive

environment for developing oral skills. Each lesson was purposefully scaffolded—from vocabulary introduction and repetition to creative role-play and spontaneous speech. In addition to language gains, students also practiced social skills such as politeness and collaboration. Overall, this approach successfully blended education with entertainment, making the learning experience both enriching and enjoyable.

2.7.2 Cartoon-Based Speaking Lessons Using *Dora the Explorer* – “Save the Puppies”

The instructional plans created for second-grade pupils (aged 8–9) present a carefully structured and stimulating method for developing English speaking abilities. Centered around the *Dora the Explorer* episode titled “*Save the Puppies*,” the lessons progressively introduce and strengthen vocabulary, grammatical patterns, and conversational skills through interactive, developmentally appropriate activities.

These sessions are closely tied to fundamental language acquisition goals. Building vocabulary—particularly words related to animals and food—is a major emphasis, alongside core grammatical forms such as “Do you like...?”, “What is it?”, and “Do you see...?” The primary focus is on enhancing listening and speaking competencies, supported by additional reading and writing tasks. Moreover, cognitive and cultural objectives—such as expressing likes and dislikes or requesting help—are naturally embedded into classroom interactions and playful exercises, allowing students to use language in relevant, real-life contexts.

A key asset of these lessons is the effective integration of multimedia and visual aids, including flashcards, animated content, and interactive whiteboard exercises. The chosen *Dora the Explorer* episode is particularly well-suited due to its repetitive speech, vivid visuals, and relatable characters, all of which support comprehension for young learners. Activities such as sing-alongs, video-based tasks, and role-play create an engaging, multi-sensory environment that caters to different learning preferences, especially for visual and kinesthetic learners. Examples include action-based games, ball-passing question rounds, and collaborative circle tasks that actively involve students while reinforcing new expressions.

From a teaching standpoint, the lessons follow a communicative and student-centered model. Instead of passively absorbing information, children actively use the language through structured dialogue, interactive questioning, and dramatized scenarios. This methodology emphasizes fluency and practical language use rather than perfect grammar, encouraging

learners to express themselves without fear of making mistakes. Balanced teacher guidance and peer interaction also nurture both linguistic and social skills, fostering cooperation, empathy, and teamwork.

The lesson sequence reflects thoughtful scaffolding, beginning with simple word recognition and sentence practice, and gradually advancing to more complex speaking exercises such as group skits and spontaneous dialogues. This steady progression helps students grow in confidence and develop their fluency. Utilizing scripts and familiar lines from the episode provides a reliable structure, while opportunities for improvisation—using props like masks or hand puppets—encourage creativity and self-expression.

Assessment is interwoven throughout the unit in a low-pressure, supportive format. Educators monitor engagement, facilitate peer feedback, and guide end-of-lesson reflection. During the final session, children describe scenes and share their favorite animals from the episode, applying the vocabulary and structures they've learned. These reflective moments serve as informal evaluations and also nurture learner autonomy and motivation. Gathering student input further helps cultivate a positive learning atmosphere where children feel acknowledged and respected.

A standout feature of this lesson series is its emphasis on meaningful communication. Learners go beyond memorizing words—they practice expressing opinions, posing questions, and describing their surroundings using simple yet functional English. This practical use of language promotes retention and supports the development of communicative competence. In addition, the fun and immersive setting—featuring storytelling, songs, and movement-based games—maintains enthusiasm and supports emotional connection to the material.

In conclusion, using *Dora the Explorer* as the thematic centerpiece of the speaking unit proves to be both effective and motivating. The show's repetitive format, accessible dialogue, and engaging storyline align well with the developmental needs of young learners. These well-structured lessons successfully merge visual aids, clear objectives, step-by-step progression, and interactive techniques to enhance vocabulary acquisition and speaking confidence. Ultimately, the approach fosters linguistic development, builds self-assurance, and promotes collaboration in a vibrant, learner-focused environment.

2.7.3 Cartoon-Based Speaking Lessons Using *Pocoyo* – “Pocoyo’s New Shoes”

The five-lesson module based on the *Pocoyo* episode “*Pocoyo’s New Shoes*” offers a structured, engaging, and developmentally appropriate method for introducing clothing-related vocabulary and enhancing speaking abilities in second-grade students. Each session builds logically upon the previous one, progressing from basic word identification to more advanced verbal communication. The lesson outlines are clearly sequenced, with well-defined goals relating to vocabulary development, grammatical structures, and oral language use, all supported by interactive and age-suitable activities.

The first session introduces learners to key clothing terms through a variety of tools such as flashcards, tangible items, and playful exercises like bingo. These multisensory techniques help learners associate words with images and objects, improving memory and recall. Students are encouraged to use descriptive expressions such as “blue hat” or “red shoes” and to respond to basic questions like “What are you wearing?”, giving them a chance to personalize their language use early on. This phase enhances both listening comprehension and pronunciation, laying a solid foundation for more advanced speaking tasks in subsequent lessons.

In the second lesson, students engage with visual media by watching a short segment from the selected episode. The teacher strategically pauses the video to highlight target vocabulary and prompt discussion, helping reinforce understanding and introducing sentence formats like “He is wearing...” and “What colour are his shoes?” By repeating dialogue from the clip, learners practice articulation and rhythm while interacting with authentic language in an enjoyable and accessible format.

During the third lesson, students shift toward more autonomous speaking through character role-play. Using simplified dialogue scripts, they work in pairs to perform brief conversations that reflect lines from the episode. This practice fosters fluency, boosts verbal confidence, and supports grammatical precision through repetition. Structured pair work promotes collaboration and peer learning, offering a supportive space for language practice.

Lesson four expands into creative performance activities. Learners use simple costumes and props to act out scenes from the cartoon, speaking in full sentences such as “I’m wearing a red jacket” and improvising short interactions. This imaginative exercise allows students to use language more freely in a meaningful context, enhancing motivation and helping them internalize vocabulary and sentence structures through physical and expressive participation.

The final session focuses on consolidation and informal evaluation. Students describe characters from images, take part in short speaking challenges, and reflect on their learning experience. This relaxed review phase helps reinforce language learned throughout the unit and provides educators with insight into individual student progress. Feedback from the learners—many of whom expressed enjoyment in dressing up and imitating Pocoyo—suggests strong engagement and satisfaction with the lesson series.

In summary, this instructional sequence demonstrates an effective method of teaching English through the integration of animated media, consistent practice, and hands-on learning. The blend of structured repetition and imaginative play allows students to develop vocabulary, grammatical awareness, pronunciation, and verbal fluency. The *Pocoyo* episode serves as a cohesive and appealing context, enhancing comprehension and relevance. By incorporating visual, auditory, and physical elements, the lessons cater to diverse learning preferences, resulting in a lively and memorable language learning experience.

2.8 Comparison of Results in Experimental and Control Groups

In this study, second-grade students were divided into two cohorts: an experimental group that participated in English lessons incorporating educational cartoons, and a control group that received conventional instruction without the use of animated media. Both groups were comparable in terms of age (7–8 years old) and English language proficiency, ensuring that any variations in outcomes could be attributed to the teaching methods rather than demographic differences.

The experimental group was engaged in lessons enriched with cartoon-based activities, including character impersonation, dialogue practice, and role-playing inspired by animated programs. Popular cartoons such as *Peppa Pig*, *Dora the Explorer*, and *Pocoyo* were utilized due to their repetitive and contextually meaningful language, which supported vocabulary acquisition, pronunciation, fluency, and verbal confidence. The cartoons' clear speech, basic vocabulary, and visually engaging content likely sustained student attention, encouraged participation, and reduced the speaking anxiety often associated with traditional instruction.

In contrast, the control group continued with standard teaching practices, which primarily relied on textbook-based tasks, grammar-focused exercises, and structured language drills. These lessons, though educational, lacked the dynamic and multisensory reinforcement found in the

experimental group's cartoon-integrated sessions. While effective to a degree, traditional methods may not have offered the same level of student engagement or communicative practice.

Both groups were assessed using pre- and post-speaking tests, along with classroom observations, to evaluate progress in vocabulary usage, pronunciation accuracy, fluency, and willingness to communicate in English. The pre-test served as a benchmark for initial speaking ability, while the post-test measured gains made after the instructional period. Observational data provided additional insight into student engagement and interaction during lessons.

It was expected that the experimental group would demonstrate more significant improvement in oral language skills, thanks to the dynamic, engaging nature of cartoon-based instruction. Animated content offers a rich linguistic environment with repeated language patterns and real-life contexts that help reinforce vocabulary and pronunciation. Moreover, interactive components such as dramatization and mimicking likely motivated students to speak more freely and confidently. These results correspond with teacher feedback from the survey, which indicated that cartoon use boosts learner confidence, supports pronunciation development, and increases classroom engagement.

Although students in the control group may have shown some improvement in speaking, their progress was likely more limited due to the absence of interactive and visually stimulating materials. While traditional methods may help strengthen grammar and vocabulary knowledge, they often offer fewer opportunities for spontaneous, playful speaking practice in a relaxed setting.

In summary, while both groups received instruction aimed at improving speaking proficiency, the experimental group benefited from more lively and interactive lessons supported by cartoon media. This likely led to greater advancement in fluency, pronunciation, and students' willingness to speak, in comparison to the more rigid structure of traditional teaching. Analysis of pre- and post-test scores, along with classroom observations, provided clear evidence of the positive impact of cartoon-based instruction on the development of oral language skills, with the experimental group showing superior outcomes in key communicative areas.

2.9 Comparative Analysis: Survey Findings vs. Cartoon-Based Lesson Plans

This study examined the use of educational cartoons in teaching English to young learners through three interconnected approaches: a survey capturing teachers' perceptions, lesson plans

incorporating cartoons like Dora the Explorer and Pocoyo, and a classroom-based comparison between an experimental group receiving cartoon-enhanced instruction and a control group taught through traditional methods. Each component offers distinct insights, and collectively they provide a well-rounded understanding of how cartoons can support the development of speaking skills in second-grade students.

The teacher questionnaire indicates a broad agreement among elementary English instructors regarding the advantages of using cartoons in the classroom. Educators observe enhancements in learners' pronunciation, word knowledge, listening abilities, and, most significantly, their confidence in speaking. Cartoons are perceived as age-suitable and engaging, with their repetitive and straightforward language making them highly appropriate for young students. Nevertheless, the survey also points out obstacles such as the time needed for lesson planning and difficulties aligning cartoon content with the official curriculum. Additionally, it provides limited detail on how cartoons are methodically incorporated into teaching practices.

The lesson plans respond to several of the issues highlighted in the survey and illustrate how cartoons can be intentionally integrated into curriculum-based, learner-focused instruction. They present a well-structured, gradual method for developing speaking skills. Learning tasks evolve from simple vocabulary recognition to guided conversations and role-playing, reinforced by visual and auditory aids. The lessons include elements such as drama, collaboration with peers, movement-oriented activities, and informal evaluation, making them both linguistically enriching and highly engaging. In contrast to the more general and occasional cartoon use described in the survey, these lesson plans deliberately convert cartoons into dynamic tools for language acquisition, promoting more meaningful and sustained speaking practice.

Building on this shift from casual to purposeful cartoon integration, the next step involved assessing its potential impact: a pre-test was conducted with both the control and experimental groups to evaluate their baseline English-speaking skills. To establish a baseline, a pre-test was conducted with both the control and experimental groups to evaluate their baseline English-speaking skills. The assessment consisted of ten oral questions centred around personal information, preferences, and everyday subjects. Results from both groups revealed similarly low levels of spoken English proficiency, marked by limited vocabulary, weak sentence construction, low fluency, and a general lack of confidence. In response to the first question, "*What is your name?*", most students gave their name only, without forming a full sentence.

Only a small number managed to say, “My name is...,” and even those often needed prompting. For the second question, “*How old are you?*”, replies were typically brief and included incorrect structures like “I seven” or just “Seven.” Full sentences such as “I am seven years old” were uncommon and usually spoken with hesitation.

When asked “*What is your favourite colour?*”, the majority of students responded with single-word answers like “Blue” or “Red.” Few attempted full sentences, and those who did often made grammatical mistakes, saying things like “My colour blue” or “I like red.” The fourth question, “*What do you like to do in your free time?*”, proved more challenging. Responses were often limited to isolated words or short phrases such as “Play,” “Draw,” or “With friend.” Many students had difficulty understanding the question and required it to be rephrased or translated, and almost none responded in full sentences. The question “*What is your favourite animal?*” followed a similar trend, with students naming animals like “Cat,” “Dog,” or “Elephant” without using complete sentences. Occasionally, attempts like “I like tiger” were heard, though often with grammatical errors.

For the sixth question, “*Do you like to visit the zoo?*”, answers were mostly limited to “Yes” or “No,” with little to no elaboration. Some students tried short phrases such as “I like zoo,” but properly structured responses like “Yes, I like to go to the zoo” were almost entirely absent. Question seven, “*What is your favourite food?*”, elicited answers like “Pizza,” “Rice,” or “Ice cream,” again mostly in isolation. A few students attempted to say “I like pizza,” but incorrect forms like “Pizza is I like” were also common. The eighth question, “*Do you like pizza?*”, produced mostly one-word answers such as “Yes” or “No.” Some students tried to expand slightly with responses like “Yes, I like it pizza,” but these were often ungrammatical.

In response to “*What do you wear in the summer?*”, many students struggled to express themselves clearly. They typically answered with single words like “T-shirt,” “Shorts,” or broken phrases like “Shirt summer.” Hardly any were able to produce a grammatically correct sentence like “I wear a T-shirt in summer.” Finally, for “*What colour is your shirt today?*”, most replies consisted of one-word responses such as “Blue” or “White.” A few attempted slightly longer phrases like “My shirt green” or “Shirt is red,” but these frequently lacked correct structure.

In summary, the pre-test results demonstrated that students in both groups were at a similar starting point in their speaking development. Their responses were generally short,

grammatically weak, and lacked fluency or confidence. Full sentences were rare, and many students required support or repetition to comprehend the questions. This shared initial level provided a consistent foundation for evaluating the impact of the two different teaching approaches—cartoon-based versus textbook instruction—on students’ oral language development.

After the instructional phase, the post-test results revealed noticeable differences in the speaking performance of the control and experimental groups across all ten questions. For the first question, “*What is your name?*”, both groups provided correct responses; however, students in the experimental group more often used full sentences like “My name is Sarah,” whereas those in the control group typically responded with just their name. Similarly, when asked “*How old are you?*”, experimental group learners frequently answered with complete sentences such as “I am seven years old,” while many control group students gave incomplete or grammatically incorrect replies like “Seven” or “I seven,” indicating less developed sentence structure. For the question “*What is your favourite colour?*”, experimental group responses included fuller expressions like “My favourite colour is blue because it is beautiful,” while the control group mostly provided single-word answers such as “Red” or “Green,” with little to no elaboration.

The question “*What do you like to do in your free time?*” revealed the most significant difference between the two groups. Experimental group students gave extended and fluent answers such as “I like to watch cartoons and play football,” demonstrating improved fluency and confidence. In contrast, control group responses were brief—typically “Play” or “Draw”—with students often struggling to elaborate. In response to “*What is your favourite animal?*”, experimental group learners answered with well-structured sentences like “My favourite animal is a lion because it is strong,” while control group students typically named the animal only, with some incorrect phrasing like “I like tiger.” For the question “*Do you like to visit the zoo?*”, the experimental group again showed better development with responses such as “Yes, I like to go to the zoo with my family,” whereas the control group tended to respond with short phrases like “Yes” or grammatically incorrect forms like “Yes, I go zoo.”

The differences were also clear in the question “*What is your favourite food?*”. Experimental group students replied with more fluent and detailed answers like “My favourite food is pizza and ice cream,” sometimes adding a reason, while control group responses remained basic, such as “Pizza” or “I like burger,” reflecting limited progress in constructing full sentences. When

asked “*Do you like pizza?*”, students from the experimental group responded with enthusiasm and greater fluency, saying things like “Yes, I love pizza. It is my favourite food.” In contrast, control group students mostly gave short answers such as “Yes” or “Pizza good.” For the question “*What do you wear in the summer?*”, experimental group students produced grammatically correct sentences like “I wear a T-shirt and shorts in summer,” while control group students offered shorter or less accurate responses like “T-shirt” or “I wear shirt summer.” Lastly, for “*What colour is your shirt today?*”, students in the experimental group typically said things like “My shirt is green today,” showing improved fluency and sentence construction, while control group responses were often limited to one word (“Blue,” “Red”) or grammatically incorrect phrases like “My shirt blue.”

To summarize, the post-test demonstrated that the experimental group showed considerable progress across all speaking aspects, including vocabulary usage, grammar, fluency, sentence formation, and speaking confidence. Their responses were more complete, coherent, and expressive. While the control group exhibited some improvement compared to their pre-test performance, their progress was more limited, with answers remaining short, less accurate, and lacking in communicative depth. These findings strongly support the effectiveness of cartoon-based instruction in enhancing oral language skills among young English learners.

The study of the experimental group confirms the effectiveness of cartoon-based instruction. Students in this group, who were taught using cartoons like Peppa Pig, Dora the Explorer, and Pocoyo, demonstrated greater progress in vocabulary use, pronunciation, fluency, and communication confidence compared to their counterparts in the control group. These findings support the positive teacher perceptions noted in the survey and highlight the success of the strategies outlined in the lesson plans. Classroom observations further showed that students exposed to cartoon-based instruction were more engaged, eager to participate, and less anxious about speaking, suggesting that cartoons play a significant role in enhancing oral language development.

In comparison, the control group, which was engaged in textbook-based lessons, showed more limited improvements in speaking abilities. These students focused on grammar exercises and structured drills, which likely helped with grammatical accuracy but lacked the interactive, communicative practice found in the cartoon-based instruction. Consequently, their speaking development—though evident—was less significant, especially regarding fluency and self-assurance.

Collectively, these three elements highlight a distinct pattern: cartoon-based instruction is more effective than textbook-based study for enhancing speaking skills. The survey reflects teachers' tangible endorsement of cartoons; the lesson plans offer a methodologically solid framework for their integration; and the experimental data provides quantifiable evidence of their effectiveness. Each source reinforces the conclusion that cartoons, when used intentionally and creatively, can transform the language classroom into an environment where students speak with greater ease, confidence, and proficiency.

In conclusion, although all methods aimed to support speaking development, the cartoon-based approach yielded superior results. The experimental group surpassed the control group in every key speaking domain, and their outcomes corresponded with both teacher opinions and the structured approaches outlined in the lesson plans. This evidence strongly advocates for the inclusion of cartoons as a powerful tool in early language education—one that promotes not only verbal fluency, but also enthusiasm, creativity, and meaningful communication in the young learner's classroom.

CONCLUSION

Teaching speaking skills to young learners requires the selection of approaches that promote both linguistic development and active emotional and cognitive engagement. The use of cartoons in English lessons offers a promising strategy for enhancing young learners' speaking abilities, thanks to the engaging, repetitive, and contextually rich nature of animated content. By measuring students' progress through pre- and post-tests, educators can assess their initial speaking proficiency and track improvements over time.

The research conducted at Pähklimäe Gymnaasium demonstrates the effectiveness of cartoons such as Peppa Pig, Dora the Explorer, and Pocoyo in boosting second-grade students' vocabulary, pronunciation, fluency, and speaking confidence. The findings indicate that cartoon-based lessons, featuring activities like role-playing, dialogue exercises, and interactive questioning, significantly enhance oral language skills. These activities not only increase student engagement but also help reduce the anxiety typically associated with traditional language learning methods.

Moreover, the teacher questionnaire provides valuable insights into the practical challenges and benefits of using cartoons in the classroom. It highlights factors like student motivation, how often cartoons are used, and the difficulties teachers encounter. A major issue highlighted was the lack of sufficient preparation time for lessons that include cartoons, indicating that extra resources and support would help better integrate cartoons into standard teaching plans.

In conclusion, the results of this study suggest that cartoon-based lessons are an effective tool for improving young learners' speaking skills. By using cartoons on lessons, students not only expand their vocabulary but also gain fluency and confidence in speaking English. The significant progress seen in the experimental group reinforces the value of integrating cartoons into primary school English curricula, creating a more dynamic, engaging, and communicative learning experience. A limitation of the study lies in its limited scope, which could be addressed by including more second-grade student groups and engaging a wider range of teachers—especially from various regions of Estonia—in reflecting on their teaching practices. Furthermore, utilizing a more diverse selection of children's cartoons could enhance the variety and effectiveness of speaking activities aimed at developing primary school students' oral language skills.

SUMMARY IN ESTONIAN

Noorte õppijate kõneoskuse arendamine eeldab selliste õpetamismeetodite valimist, mis toetavad nii keeleoskuse arengut kui ka emotsionaalset ja mõtlemisprotsessidega seotud aktiivset kaasatust. Käesolevas magistritöös „Multikate kasutamine noorte õppijate kõneoskuse arendamisel inglise keele tundides“ uuritakse multikate, nagu *Peppa Pig*, *Dora the Explorer* ja *Pocoyo*, kasutamise mõju teise klassi õpilaste inglise keele suulise väljendusoskuse arendamisel.

Uuring viidi läbi Pähklikimäe Gümnaasiumis ning tulemused näitavad, et multikatepõhine õpe aitab märgatavalt parandada õpilaste sõnavara, hääldust, ladusust ja enesekindlust kõnelemisel. Tundides kasutatud tegevused – rollimängud, dialoogiharjutused ja interaktiivsed küsimused – suurendasid õpilaste aktiivsust ning vähendasid keeleõppega sageli kaasnevat ärevust.

Lisaks õpilaste tulemuste hindamisele viidi läbi õpetajaküsitlus, mis andis väärtuslikku teavet multikate kasutamise praktiliste väljakutsete ja eeliste kohta. Selgus, et õpetajad hindavad meetodi kaasahaaravust ja motivatsiooni tõstvat mõju, kuid toodi esile ka ajapuudust tundide ettevalmistamisel, mis viitab vajadusele täiendavate ressursside ja toe järele.

Kokkuvõttes kinnitavad uuringu tulemused, et multikate kasutamine inglise keele tundides on tõhus viis noorte õppijate suulise keeleoskuse arendamiseks. Õpilased mitte ainult ei laiendanud oma sõnavara, vaid saavutasid ka parema ladususe ja enesekindluse inglise keeles suhtlemisel. Eksperimentaalgrupi märgatav areng tõstab esile multikate potentsiaali muuta keeleõpe noortele huvitavamaks, kaasahaaravamaks ja tõhusamaks.

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APPENDICIES

APPENDIX 1: Cartoon “Peppa Pig – “Lunch”” Lesson Plans

Lesson Plan 1

Student’s name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, ball, worksheets, Student’s book

Topics to be covered: Food

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 6 new words of food (salad, tomato, cucumber, pizza, cake) and know how to pronounce it correctly.
- can recognise and use them in speech and writing.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech and writing.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T→ S, T→ Sts, S→ S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the colours. T shows flashcards with colours. T asks "What colour is it?"	SS welcomes the teacher. Ss review the colours by pronouncing the names of them and matching them with a picture.	Speaking (Pronunciation)	T→Sts
2. Introduction to the topic.	1 min.	Defining the subject while listening to the song T requests to hear the song and wonders what the subject is. https://www.youtube.com/watch?v=N sLhWtZVOjc	Ss hear the song, then identify the subject of the lesson.	Listening	T→Sts
3. Presentation of new vocabulary	10 min.	Introducing new words with flashcards. T shows pictures of food and ask question "What is it?". If student doesn't know answer, when teacher helps him or her. T suggests to distribute food cards by color. After distribution of food by colour Sts repeat words	Repeat after the T and answer T's questions.	Speaking, Reading, Listening.	T→Sts T→ S

4. Practice	12 min.	<p>Together on the table with letters and students need a time to make all words for food and students need to show give instructions how to do this exercise. T says to tell the words, which students got.</p>	<p>Sts unscramble letters and word search exercises, write correct phrases. Ss say their answers and correct each other, if necessary. Sts make words of several letters. Students respond and correct one another</p>	Writing Reading	S → T/Sts
5. Active learning	10 min.	<p>T and students are in the circle. T gives pictures with action. T explains that students need to move into circle and make a dialogue with word on the picture. Example: -“Hello! Do you like an apple?” -“Hello! Yes, I like an apple.” -“Bye!” -“Bye!”.</p>	<p>Ss engage in question-answering “Do you like? Yes, I like...” “No, I don’t like...”, vocabulary training and game playing</p>	Speaking	Ss → Sts
6. Practice	5 min.	<p>Food exercises from interactive whiteboard. T provides the instruction. jointly review the students' responses.</p>	<p>Look at the images and match the word and picture the appropriate name of food. If required, ss correct one another.</p>	Speaking.	S → T/Sts

7. Revision.					
8. Homework					

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Lesson Plan 2

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, cards "Yeas, I eat", "No, I don't eat"

Topics to be covered: Food

Objectives:

4. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 4 new words of food (apple, orange, banana, pear) and know how to pronounce it correctly.
- can recognise and use them in speech.
- By the end of the lesson students are able to ask question "Do you like ...?" and answer on it "I like"/ "I don't like"

5. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech.
- Use new phrases in simple sentences with teacher or classmates.

6. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T→ S, T→ Sts, S→ S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the food. T shows flashcards with food. T asks "What is it?"	SS welcomes the teacher. Ss review the food by pronouncing the names of food and matching them with a picture.	Speaking (Pronunciation)	T→Sts
2. Introduction to the topic.	1 min.	Defining the subject while watching to the pictures T requests to watch the pictures (with Peppa Pig and different food) and wonders what the subject is.	Ss watch the pictures, then identify the subject of the lesson.	Speaking	T→Sts
3. Presentation of new vocabulary	10 min.	Introducing new words from cartoon. T shows fragments from cartoon in pause and ask question "What do they eat?". If student doesn't know answer, when teacher helps him or her. T and Sts stand in a circle. On the floor are 2 cards "Yes, I eat" And "No, I don't eat". T names food and ask question "Do you eat?" and students need to go to appropriate card.	Repeat the words with the T and answer T's questions.	Speaking, Reading, Listening.	T→Sts T→ S

4. Practice	12 min.	T plays important scenes again and pauses after key phrases and requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like "I don't like tomatoes.", "Please try it.", "Thank you, Grandpa Pig." Sts practice proper intonation.	Listening Speaking	S→ T/Sts
5. Active learning	10 min.	T and students are in the circle. T gives pictures with action. T explains that students need to move into circle and make a dialogue with word on the picture. Example: -"Hello! My name is Tina. What do you like?" -"Hello! I am Mikk. I like an apple." -"Bye!" -"Bye!".	Ss engage in question-answering "What do you like? I like...", vocabulary training and game playing	Speaking	Ss→Sts
6. Practice	5 min.	T shows cartoon again, pause the cartoon and ask questions "Who says "Thank you"?", "What does Peppa eat?"	Sts watch the cartoon and answer the T's questions If required, ss correct one another.	Listening Speaking.	S→ T/Sts
7. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
8. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

Lesson Plan 3

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: audio/video materials, scripts of dialogue

Topics to be covered: Food

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask question “Do you like....?”.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say Peppa' eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	2 min.	T welcomes the pupils. Revising the food. T shows flashcards with food. T asks “What do you like to eat?”	SS welcomes the teacher. Ss review the food by pronouncing the names of food	Speaking (Pronunciation)	T → Sts

2. Practice	10 min.	T gives scripts with heroes' remarks. T plays scene from cartoon again and pauses after phrases. T requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like "I don't like tomatoes.", "Please try it.", "Thank you, Grandpa Pig." Sts practice proper intonation.	Listening Speaking	S → T/Sts
3. Active learning	10 min.	<p>T gives scripts with heroes' remarks. T divides class into groups of 3. T explains that students need to move into circle and repeat the dialogue in groups using scripts.</p> <p>Example:</p> <p>Grandpa Pig: Peppa, do you like tomatoes?</p> <p>Peppa Pig: (laughs) Yes, Grandpa Pig.</p> <p>Grandpa Pig: George, do you like tomatoes?</p> <p>George Pig: No!</p> <p>Peppa Pig: George does not like tomatoes.</p> <p>Grandpa Pig: Oh dear. Do you both like lettuce?</p> <p>Peppa Pig: Yes, Grandpa Pig.</p> <p>George Pig: No!</p> <p>Peppa Pig: George does not like lettuce.</p> <p>Grandpa Pig: Oh dear. I must have something that George likes. Do you like cucumber?</p>	Ss repeat the dialogue in groups of 3 using scripts "Do you like ...?" Ss train vocabulary have acting-out activity.	Speaking	Ss → Sts

		<p>George Pig: Yuck!</p> <p>Narrator: George does not like cucumbers. And he does not like lettuce. And he does not like tomatoes.</p> <p>Grandpa Pig: Well, George, what do you like?</p> <p>George Pig: Chocolate cake!</p>			
4. Practice	20 min.	T shows cartoon again. T ask one group of Sts come to the board screen. T asks Sts imitate characters' speech in cartoon	One group of Sts watch the cartoon and imitate characters' speech in cartoon	Listening Speaking.	S→ T/Sts
5. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
6. Feedback	1 min	T explains asks Sts feedback in the lesson	Ss give feedback to T		

Lesson Plan 4

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids:

Topics to be covered: Food

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask questions and answer on it and know how to pronounce it correctly.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English and make dialogue.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the food. T shows pretend food. T asks "What is it? Do you like ...?"	SS welcomes the teacher. Ss review the food by pronouncing the names of food and answer T's question.	Speaking (Pronunciation)	T → Sts

2. Explanation of exercise	5 min.	T divides students into groups. T explains to student exercise. T gives opportunity to students choose equipment for own scene.	Ss listen T's explanation. Ss choose equipment for own scene.	Speaking	T→Sts
3. Practice	10 min.	T walks around the classroom and helps Sts to make own dialogue using phrases "Do you want some (cake) ...?", "Do you like?", "I don't like salad".	Sts work in groups and make own dialogue using phrases "Do you want some (cake)?" , "Do you like?", "I don't like salad".	Speaking, Reading, Listening.	T→Sts T→ S

4. Active learning	20 min.	<p>T ask students show own dialogue to other classmates. Example: Example: Grandpa Pig: Peppa, do you like tomatoes?</p> <p>Peppa Pig: (laughs) Yes, Grandpa Pig.</p> <p>Grandpa Pig: George, do you like apples?</p> <p>George Pig: No!</p> <p>Peppa Pig: George does not like apples.</p> <p>Grandpa Pig: Do you both like oranges?</p> <p>Peppa Pig: Yes, Grandpa Pig.</p> <p>George Pig: No!</p> <p>Peppa Pig: George does not like oranges.</p> <p>Grandpa Pig: Peppa, George, do you like bananas?</p> <p>George Pig: Yuck!</p> <p>Narrator: George does not like apples. And he does not like oranges. And he does not like bananas.</p> <p>Grandpa Pig: Well, George, what fruits do you like?</p> <p>George Pig: Chocolate cake!</p>	Ss show their dialogues to other classmates.
5. Feedback.	2 min.	T asks students new what did they like	Ss answer to the teacher
6. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework

Lesson Plan 5

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, ball

Topics to be covered: Food

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to name food (salad, tomato, cucumber, pizza, cake, banana, apple, orange) and know how to pronounce it correctly.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech.

- Use new phrases in simple sentences and ask questions with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the food. T shows flashcards with food. T asks "What is it?"	SS welcomes the teacher. Ss review the food by pronouncing the names of them.	Speaking (Pronunciation)	T → Sts
2. Introduction to the lesson.	1 min.	T tells to Sts that in lesson they consolidate the material on the topic "Food" from previous lessons. T ask Sts give feedback in the end of lesson	Ss hear T and ask questions if they have	Listening	T → Sts
3. Repetition of vocabulary	10 min.	Repetitions of words with flashcards. T shows pictures of food in whiteboard and ask question "What is it?". Sts need to	Sts need to match picture with word.	Speaking, Reading, Listening.	T → Sts T → S

		match picture with word.			
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4. Active learning	10 min.	T and students are in the circle. T puts on the floor rings with colours. T gives to each S a card with food. T explains that students need to move into circle when music plays and when the music stops Sts go to the ring with colour the same like food on the card. Sts need to name the food and colour using sentence “It is apple. It is green”.	Sts listen the T’s explanation. Sts get the card with food. Sts move into circle when music plays and when the music stops Sts go to the ring with colour the same like food on the card. Sts name the food and colour using sentence “It is apple. It is green”.	Speaking	Ss→Sts
5. Practice	10 min.	T and students are in the circle. T ask students to throw a ball to other student in the circle and ask question “What is your favourite food?. S, who catch the ball, answer the question “My favourite food is ...”.	Sts are in the circle. Sts throw a ball to other student in the circle and ask question “What is your favourite food?. S, who catch the ball, answer the question “My favourite food is ...”.	Speaking.	S→ T/Sts

6. Revision.	5 min.	T asks students new word that they learnt in class.	Ss answer to the teacher	Speaking	T → Sts
7. Feedback	7 min	T ask students their feedback from lesson	Ss answer their feedback		

APPENDIX 2: Cartoon “Dora the Explorer – “Save the puppies”” Lesson Plans

Lesson Plan 1

Student’s name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, whiteboard

Topics to be covered: Animals

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 5 new words of food (dog, cat, bird, rabbit, monkey) and know how to pronounce it correctly.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of animals in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	3 min	T welcomes the pupils. Revising the letters. T shows flashcards with letters. T asks "What letter is it?"	SS welcomes the teacher. Ss review the letters by pronouncing the them and matching them with own name.	Speaking (Pronunciation)	T → Sts

2. Introduction to the topic.	1 min .	<p>Defining the subject while listening to the song</p> <p>T requests to hear the song and wonders what the subject is.</p> <p>https://www.youtube.com/watch?v=d81R-LVY2uA</p>	Ss hear the song, then identify the subject of the lesson.	Listening	T→Sts
3. Presentation of new vocabulary	10 min .	<p>Introducing new words with flashcards.</p> <p>T shows pictures of animals and ask question “<i>Who is it?</i>”. If student doesn’t know answer, when teacher helps him or her.</p> <p>T suggests to match cards with animals with the first</p>	Repeat after the T and answer T’s questions.	Speaking , Reading, Listening	T→Sts T→S

		<p>letter in S' name.</p> <p>After matching animals with the first letter in Sts' name Sts repeat words together with teacher.</p> <p>T and Sts stand in a circle. T names animals and students need to show it</p>			
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4. Practice	12 min.	<p>T puts on the table cards with letters and students need to make a word in pairs.</p> <p>T gives instructions how to do this exercise. T says to tell the words, which students got.</p>	<p>Sts unscramble letters and word search exercises, write correct phrases. Ss say their answers and correct each other, if necessary.</p> <p>Sts make words of several letters. Students respond and correct one another</p>	Writing Reading	S→ T/Sts
5. Active learning	10 min.	<p>T and students are in the circle. T shows pictures with animal. T explains that students need to move into circle when music plays and when when music stops make a dialogue with word on the picture.</p> <p>Example: -“Hello! Do you like a dog?” -“Hello! Yes, I like a dog.”</p>	<p>Ss engage in question-answering “Do you like? Yes, I like...” “No, I don’t like...”, vocabulary training and game playing</p>	Speaking	Ss→Sts

		-“Bye!” -“Bye!”.			
6. Practice	5 min.	Exercises with animals on interactive whiteboard. T provides the instruction. jointly review the students' responses.	Look at the images and match the word and picture the appropriate name of animals. If required, ss correct one another.	Speaking.	S→ T/Sts
7. Revision.	2 min.	T asks students new word that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
8. Homework	2 min	T explains homework to the students	Ss listen and write their homework		

		and writes it on the blackboard.			

Lesson Plan 2

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, cards "Yes, it is", "No, it isn't"

Topics to be covered: Animals

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 5 new words of animals (dog, cat, bird, rabbit, monkey) and know how to pronounce it correctly.
- can recognise and use them in speech.
- By the end of the lesson students are able to ask question "What animal is that?" and answer on it "It is"

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of animals in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to ask about animals correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T→ S, T→ Sts, S→ S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the animals. T shows flashcards with animals. T asks "Who is it?"	SS welcomes the teacher. Ss review the animals by pronouncing the names of animals and matching them with a picture.	Speaking (Pronunciation)	T→Sts
2. Introduction to the topic.	1 min.	Defining the subject while watching to the pictures T requests to watch the pictures (with Dora and Boots) and wonders what the subject is.	Ss watch the pictures, then identify the subject of the lesson.	Speaking	T→Sts
3. Practice	10 min.	Repetition of words from cartoon. T shows fragments from cartoon in pause and ask question "What animal is that?". If student doesn't know answer, when teacher helps him or her. T and Sts stand in a circle. On the floor are 2 cards "Yes, it is." And "No, it isn't". T names animal and ask question "Is it a dog?" and students need to go to appropriate card.	Repeat the words with the T and answer T's questions.	Speaking, Reading, Listening.	T→Sts T→ S

4. Practice	12 min.	T plays important scenes again and pauses after key phrases and requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like “What animal is that?”, “Where are they going?” Sts practice proper intonation.	Listening Speaking	S→ T/Sts
5. Active learning	10 min.	T and students are in the circle. T gives pictures with action. T explains that students need to move into circle and make a dialogue with word on the picture. Example: -“Hello! What animal is that?” -“Hello! It is a dog.” -“Bye!” -“Bye!”.	Ss engage in question-answering “ What animal is that? It is a”, vocabulary training and game playing	Speaking	Ss→Sts
6. Practice	5 min.	T shows cartoon again, pause the cartoon and ask questions Who says “Where are they going?”, “Let’s help the animals”	Sts watch the cartoon and answer the T’s questions If required, ss correct one another.	Listening Speaking.	S→ T/Sts
7. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
8. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

Lesson Plan 3

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: audio/video materials, scripts of dialogue, ball, board screen/ interactive whiteboard

Topics to be covered: Animals

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask question “Do you see....?”.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of animals in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to ask help correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T→ S, T→ Sts, S→ S, Sts → Sts, etc.)</i>
1. Warm-up	2 min.	T welcomes the pupils. Revising the animals.	SS welcomes the teacher. Ss review the food by pronouncing the names of food	Speaking (Pronunciation)	T→Sts

<p>2. Presentation of new vocabulary</p>	<p>5 min</p>	<p>Introducing new words from cartoon.</p> <p>T shows pictures with animals and ask question “Do you see puppies?”. Sts stand in a circle. Sts answer “No, we don’t”. T throws ball to S. S, who caught the ball says “The puppies are lost. Let’s help them.” Other S answer “Yes, we will help. Let’s go!”</p>	<p>Sts repeat phrases “No, we don’t”, “The puppies are lost. Let’s help them.” , “Yes, we will help. Let’s go!”</p>		
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3. Practice	5 min.	T gives scripts with heroes' remarks. T plays scene from cartoon again and pauses after phrases. T requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like "Do you see ...?", "Look!", "We found the puppies", "Let's help them", "We did it!" Sts practice proper intonation.	Listening Speaking	S→ T/Sts
4. Active learning	10 min.	<p>T gives scripts with heroes' remarks. T divides class into groups of 4. T explains that students need repeat the dialogue in groups using scripts.</p> <p>Dora: Hello! I'm Dora. Boots: Hi! I'm Boots.</p> <p>Dora: The puppies are lost! Boots: Oh no! Let's help them.</p> <p>Dora: Who can help us? Boots: The Map! Both: Map!</p> <p>Map: Go to the Dog House... Map: Then go to the Big Hill... Map: Then to the Puppy Park.</p> <p>Dora: Say it with us! Dora & Boots: Dog House, Big Hill, Puppy Park.</p> <p>Dora: Do you see the Dog House? Boots: Yes, I see it!</p> <p>Dora: Let's go! Boots: Let's go!</p> <p>(At the Big Hill) Boots: It is big! Dora: Let's climb!</p>	Ss repeat the dialogue in groups of 4 using scripts. Ss train vocabulary have acting-out activity.	Speaking	Ss→Sts

		<p>(Swiper appears) Swiper: I want the puppies! Dora & Boots: Swiper, no swiping! Swiper: Oh man!</p> <p>Dora: Look! Puppy Park! Boots: We found the puppies! Dora: We did it!</p>			
5. Practice	20 min.	T shows cartoon again. T ask one group of Sts come to the board screen. T asks Sts imitate characters' speech in cartoon	One group of Sts watch the cartoon and imitate characters' speech in cartoon	Listening Speaking.	S→ T/Sts
6. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
7. Feedback	1 min	T explains asks Sts feedback in the lesson	Ss give feedback to T		

Lesson Plan 4

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: figures with animals, bag, script

Topics to be covered: Animals

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask questions and answer on it and know how to pronounce it correctly.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of animals in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to ask help correctly in English and make dialogue.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the animals. T shows figures with animals. T asks "Who is it? Do you like ...?"	SS welcomes the teacher. Ss review the animals by pronouncing the names of them and answer T's question.	Speaking (Pronunciation)	T → Sts
2. Explanation of exercise	5 min.	T divides students into groups. T explains to student exercise. T gives opportunity to students choose equipment for own scene.	Ss listen T's explanation. Ss choose equipment for own scene.	Speaking	T → Sts

3. Practice	10 min.	T walks around the classroom and helps Sts to make own dialogue using phrases "Let's help them", "Will you help us?"	Sts work in groups and make own dialogue using phrases "Let's help them", "Will you help us?"	Speaking, Reading, Listening.	T→Sts T→ S
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<p>4. Active learning</p>	<p>20 min.</p>	<p>Task students show own dialogue to other classmates. Example: Example: Dora: Hello! I'm Dora. Boots: Hi! I'm Boots. Dora: The cats are lost! Boots: Oh no! Let's help them. Dora: Who can help us? Boots: The Map! Both: Map! Map: Go to the Cat House... Map: Then go to the Big Hill... Map: Then to the Cat Park. Dora: Say it with us! Dora & Boots: Cat House, Big Hill, Cat Park. Dora: Do you see the Cat House? Boots: Yes, I see it! Dora: Let's go! Boots: Let's go! (At the Big Hill) Boots: It is big! Dora: Let's climb! (Swiper appears) Swiper: I want the puppies! Dora & Boots: Swiper, no swiping! Swiper: Oh man! Dora: Look! Cat Park! Boots: We found the cats! Dora: We did it!</p>	<p>Students show their dialogues to other classmates.</p>	<p>Speaking</p>	<p>Ss→Sts</p>
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5. Feedback.	2 min.	T asks students what did they like	Ss answer to the teacher	Speaking	T → Sts
6. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

Lesson Plan 5

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, ball

Topics to be covered: Food

Objectives:

4. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to name food (salad, tomato, cucumber, pizza, cake, banana, apple, orange) and know how to pronounce it correctly.
- can recognise and use them in speech.

5. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of food in speech.
- Use new phrases in simple sentences and ask questions with teacher or classmates.

6. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their eating preferences correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the food. T shows flashcards with food. T asks "What is it?"	SS welcomes the teacher. Ss review the food by pronouncing the names of them.	Speaking (Pronunciation)	T → Sts
8. Introduction to the lesson.	1 min.	T tells to Sts that in lesson they consolidate the material on the topic "Food" from previous lessons. T ask Sts give feedback in the end of lesson	Ss hear T and ask questions if they have	Listening	T → Sts
9. Repetition of vocabulary	10 min.	Repetitions of words with flashcards. T shows pictures of food in whiteboard and ask question "What is it?". Sts need to match picture with word.	Sts need to match picture with word.	Speaking, Reading, Listening.	T → Sts T → S

10. Active learning	10 min.	T and students are in the circle. T puts on the floor rings with colours. T gives to each S a card with food. T explains that students need to move into circle when music plays and when the music stops Sts go to the ring with colour the same like food on the card. Sts need to name the food and colour using sentence “It is apple. It is green”.	Sts listen the T’s explanation. Sts get the card with food. Sts move into circle when music plays and when the music stops Sts go to the ring with colour the same like food on the card. Sts name the food and colour using sentence “It is apple. It is green”.	Speaking	Ss→Sts
11. Practice	10 min.	T and students are in the circle. T ask students to throw a ball to other student in the circle and ask question “What is your favourite food?. S, who catch the ball, answer the question “My favourite food is ...”.	Sts are in the circle. Sts throw a ball to other student in the circle and ask question “What is your favourite food?. S, who catch the ball, answer the question “My favourite food is ...”.	Speaking.	S→ T/Sts

12. Revision.	5 min.	T asks students new word that they learnt in class.	Ss answer to the teacher	Speaking	T → Sts
13. Feedback	7 min	T ask students their feedback from lesson	Ss answer their feedback		

APPENDIX 3: Cartoon “Pocoyo – “Pocoyo’s new shoes”” Lesson Plans

Lesson Plan 1

Student’s name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, interactive whiteboard

Topics to be covered: Clothes

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 6 new words of food (shoes, hat, socks, jacket, dress, t-shirt) and know how to pronounce it correctly.
- can recognise and use them in speech and writing.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of clothes in speech and writing.

- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their preferences in clothes correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T→ S, T→ Sts, S→ S, Sts → Sts, etc.)</i>
1. Warm-up	3 min.	T welcomes the pupils. Revising the colours. T shows flashcards with colours. T asks "What colour is it?"	SS welcomes the teacher. Ss review the colours by pronouncing the names of them and matching them with a picture.	Speaking (Pronunciation)	T→Sts
2. Introduction to the topic.	1 min.	Defining the subject while listening to the song T requests to hear the song and wonders what the subject is. https://www.youtube.com/watch?v=upLd2zxY2mo	Ss hear the song, then identify the subject of the lesson.	Listening	T→Sts
3. Presentation of new vocabulary	10 min.	Introducing new words with flashcards. T shows pictures of clothes and ask question "What is it?". If student doesn't know answer, when teacher helps him or her. T suggests to distribute clothes cards by color. After distribution of clothes by colour Sts repeat words together with teacher.	Repeat after the T and answer T's questions.	Speaking, Reading, Listening.	T→Sts T→ S

		T and Sts stand in a circle. T names clothes and students need to show it			
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4. Practice	12 min.	T puts on the table cards with letters and students need to make a word in pairs. T gives instructions how to do this exercise. T says to tell the words, which students got.	Sts unscramble letters and word search exercises, write correct phrases. Ss say their answers and correct each other, if necessary. Sts make words of several letters. Students respond and correct one another	Writing Reading	S → T/Sts
5. Active learning	10 min.	T and students are in the circle. T gives pictures with clothes. T explains that students need to move into circle and make a dialogue with word on the picture. Example: -“Hello! Have you got a dress?” -“Hello! Yes, I have a dress.” -“What colour is it?” -“It is blue” -“Bye!” -“Bye!”.	Ss engage in question-answering “Have you got? Yes, I have” “No, I haven’t”, “What colour is it?”, “What colour are they?”, “It is ...”, “They are ...”, vocabulary training and game playing	Speaking	Ss → Sts
6. Practice	5 min.	Exercises with clothes from interactive whiteboard. T provides the instruction. jointly review the students' responses.	Look at the images and match the word and picture the appropriate name of clothes. If required, ss correct one another.	Speaking.	S → T/Sts
7. Revision.	2 min.	T asks students new word that they learnt in class.	Ss answer to the teacher	Speaking	T → Sts
8. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

Lesson Plan 2

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials

Topics to be covered: Clothes

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to know 6 words of clothing items (shoes, hat, socks, jacket, dress, t-shirt) and know how to pronounce it correctly.
- can recognise and use them in speech.
- By the end of the lesson students are able to ask question “What is he wearing?” and answer on it “He is wearing ...”/ “He isn’t wearing ”

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of clothes in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say Pocoyo’ preferences on clothes correctly in English.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
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1. Warm-up	3 min.	T welcomes the pupils. Revising the clothes. T shows flashcards with clothes. T asks "What is it?"	SS welcomes the teacher. Ss review the clothes by pronouncing the names of clothes and matching them with a picture.	Speaking (Pronunciation)	T→Sts
2. Introduction to the topic.	1 min.	Defining the subject while watching to the pictures T requests to watch the pictures (with Pocoyo and clothes) and wonders what the subject is.	Ss watch the pictures, then identify the subject of the lesson.	Speaking	T→Sts
3. Presentation of new vocabulary	10 min.	Introducing new words from cartoon. T shows fragments from cartoon in pause and ask question "What is he wearing?". If student doesn't know answer, when teacher helps him or her. T and Sts stand in a circle. On the floor are 2 cards "Yes, he is wearing" And "No, he isn't wearing". T names clothes and ask question "Is he wearing?" and students need to go to appropriate card.	Repeat the words with the T and answer T's questions.	Speaking, Reading, Listening.	T→Sts T→S

4. Practice	12 min.	T plays important scenes again and pauses after key phrases and requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like "He is wearing ...", "I like your shoes!", "Wow" Sts practice proper intonation.	Listening Speaking	S → T/Sts
5. Active learning	10 min.	T and students are in the circle. T gives pictures with action. T explains that students need to move into circle and make a dialogue with word on the picture. Example: - "Hello! My name is Tina. What are you wearing?" - "Hello! I am Mikk. I am wearing blue shoes." - "Bye!" - "Bye!".	Ss engage in question-answering "What are you wearing? I am wearing...", vocabulary training and game playing	Speaking	Ss → Sts
6. Practice	5 min.	T shows cartoon again, pause the cartoon and ask questions "Who says "Look at my shoes"?"	Sts watch the cartoon and answer the T's questions If required, ss correct one another.	Listening Speaking.	S → T/Sts
7. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T → Sts
8. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

Lesson Plan 3

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, audio/video materials, scripts of dialogue

Topics to be covered: Clothes

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask question “What are you wearing?”.
- can recognise and use it in speech.

4. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of clothes in speech.
- Use new phrases in simple sentences with teacher or classmates.

5. Cultural/cognitive/content objective:

By the end of the lesson students know how to say Pocoyo' preferences in clothes correctly in English.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
<i>(Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>					<i>(T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
1. Warm-up	2 min.	T welcomes the pupils. Revising the clothes. T shows flashcards	SS welcomes the teacher. Ss review the clothes by	Speaking (Pronunciation)	T → Sts

		with clothes. T asks “What do you wearing?”	pronouncing the names of clothes		
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2. Practice	10 min.	T gives scripts with heroes' remarks. T plays scene from cartoon again and pauses after phrases. T requests Sts to repeat them. T pays attention to practice proper intonation.	Sts repeat phrases like "I don't like tomatoes.", "Please try it.", "Thank you, Grandpa Pig." Sts practice proper intonation.	Listening Speaking	S → T/Sts
3. Active learning	10 min.	T gives scripts with heroes' remarks. T divides class into pairs. T explains that students need to move into circle and repeat the dialogue in pairs using scripts. Example: Narrator: Hello, Pocoyo! Pocoyo: Hello! Narrator: What is that? Pocoyo: These are my new shoes! Narrator: What color are they?	Ss repeat the dialogue in pairs using scripts. Ss train vocabulary have acting-out activity.	Speaking	Ss → Sts

		<p>Pocoyo: They are red!</p> <p>Narrator: What else are you wearing?</p> <p>Pocoyo: I'm wearing a blue hat!</p> <p>Narrator: A blue hat? Very nice!</p> <p>Pocoyo: And I have a yellow coat!</p> <p>Narrator: Wow! You look great, Pocoyo!</p> <p>Pocoyo: Thank you!</p>			
4. Practice	20 min.	T shows cartoon again. T ask one group of Sts come to the board screen. T asks Sts imitate characters' speech in cartoon	One group of Sts watch the cartoon and imitate characters' speech in cartoon	Listening Speaking.	S→ T/Sts

5. Revision.	2 min.	T asks students new phrases that they learnt in class.	Ss answer to the teacher	Speaking	T → Sts
6. Feedback	1 min	T explains asks Sts feedback in the lesson	Ss give feedback to T		

Lesson Plan 4

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, script

Topics to be covered: Clothes

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to ask questions and answer on it and know how to pronounce it correctly.
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of clothes in speech.
- Use new phrases in simple sentences with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their preferences in clothes correctly in English and make dialogue.

<i>Lesson stage</i> (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i> (T → S, T → Sts, S → S, Sts → Sts, etc.)
1. Warm-up	3 min.	T welcomes the pupils. Revising the clothes. T shows flashcards with clothes. T asks "What is it? What colour is it?"	SS welcomes the teacher. Ss review the food by pronouncing the names of clothes and answer T's question.	Speaking (Pronunciation)	T → Sts
2. Explanation of exercise	5 min.	T divides students into pairs. T explains to student exercise.	Ss listen T's explanation.	Speaking	T → Sts

3. Practice	10 min.	T walks around the classroom and helps Sts to make own dialogue using phrases “What are you wearing?”, “What colour is it?”, “This is..../ These are”.	Sts work in groups and make own dialogue using phrases “What are you wearing?”, “What colour is it?”, “This is..../ These are”.	Speaking, Reading, Listening.	T→Sts T→ S
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<p>4. Active learning</p>	<p>20 min.</p>	<p>Task students show own dialogue to other classmates.</p> <p>Example: Example: Narrator: Hello, Pocoyo! Pocoyo: Hello!</p> <p>Narrator: What is that? Pocoyo: These is my new dress! Narrator: What colour is it? Pocoyo: It is yellow!</p> <p>Narrator: What else are you wearing? Pocoyo: I'm wearing pink shoes! Narrator: A pink shoes? Very nice!</p> <p>Pocoyo: And I have a yellow hat! Narrator: Wow! You look great, Pocoyo! Pocoyo: Thank you!</p>	<p>Students show their dialogues to other classmates.</p>	<p>Speaking</p>	<p>Ss→Sts</p>
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5. Feedback.	2 min.	T asks students new what did they like	Ss answer to the teacher	Speaking	T → Sts
6. Homework	2 min	T explains homework to the students and writes it on the blackboard.	Ss listen and write their homework		

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Lesson Plan 5

Student's name: Sofja Golysheva

Grade: 2 (8-9 years)

Teaching aids: Flashcards, ball, rings with colours

Topics to be covered: Clothes

Objectives:

1. Language objective (grammar/vocabulary):

- By the end of the lesson students are able to name clothing items (shoes, hat, socks, jacket, dress, t-shirt) and colours and know how to pronounce it correctly.
- By the end of the lesson students are able to use grammar structures as “What is it?” “It is a/ an ...”
- can recognise and use them in speech.

2. Skills objective (listening/speaking/reading/writing):

By the end of the lesson students can

- Recognise the names of clothes in speech.
- Use new phrases in simple sentences and ask questions with teacher or classmates.

3. Cultural/cognitive/content objective:

By the end of the lesson students know how to say their preferences in clothes correctly in English.

<i>Lesson stage</i> (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i> (T → S, T → Sts, S → S, Sts → Sts, etc.)
1. Warm-up	3 min.	T welcomes the pupils. Revising the food. T shows flashcards with food. T asks "What is it?"	SS welcomes the teacher. Ss review the clothes by pronouncing the names of them.	Speaking (Pronunciation)	T → Sts
2. Introduction to the lesson.	1 min.	T tells to Sts that in lesson they consolidate the material on the topic "Clothes" from previous lessons. T ask Sts	Ss hear T and ask questions if they have	Listening	T → Sts

		give feedback in the end of lesson			
3. Repetition of vocabulary	10 min.	<p>Repetitions of words with flashcards.</p> <p>T shows pictures of food in whiteboard and ask question “<i>What is it?</i>”. Sts need to match picture with word.</p>	Sts need to match picture with word.	Speaking, Reading, Listening.	<p>T→Sts</p> <p>T→ S</p>

4. Active learning	10 min.	T and students are in the circle. T puts on the floor rings with colours. T gives to each S a card with cloth. T explains that students need to move into circle when music plays and when the music stops Sts go to the ring with colour the same like cloth on the card. Sts need to name the clothes and colour using sentence “It is a hat. It is yellow”.	Sts listen the T’s explanation. Sts get the card with clothes. Sts move into circle when music plays and when the music stops Sts go to the ring with colour the same like cloth on the card. Sts name the clothes and colour using sentence “It is a hat. It is yellow”.	Speaking	Ss→Sts
5. Practice	10 min.	T and students are in the circle. T ask students to throw a ball to other student in the circle and ask question “What are you wearing?”. S, who catch the ball, answer the question “I am wearing...”.	Sts are in the circle. Sts throw a ball to other student in the circle and ask question “What are you wearing?”. S, who catch the ball, answer the question “I am wearing...”.	Speaking.	S→ T/Sts
6. Revision.	5 min.	T asks students words and phrases that they learnt in class.	Ss answer to the teacher	Speaking	T→ Sts
7. Feedback	7 min	T ask students their feedback from lesson	Ss answer their feedback		

APPENDIX 3: SCRIPTS OF CARTOONS

Peppa Pig “Lunch”

Grandpa Pig: Peppa, do you like tomatoes?

Peppa Pig: (laughs) Yes, Grandpa Pig.

Grandpa Pig: George, do you like tomatoes?

George Pig: No!

Peppa Pig: George does not like tomatoes.

Grandpa Pig: Oh dear. Do you both like lettuce?

Peppa Pig: Yes, Grandpa Pig.

George Pig: No!

Peppa Pig: George does not like lettuce.

Grandpa Pig: Oh dear. I must have something that George likes. Do you like cucumber?

George Pig: Yuck!

Narrator: George does not like cucumbers. And he does not like lettuce. And he does not like tomatoes.

Grandpa Pig: Well, George, what do you like?

George Pig: Chocolate cake!

Dora the explorer “Save the puppies!”

Dora: Hello! I’m Dora.

Boots: Hi! I’m Boots.

Dora: The puppies are lost!

Boots: Oh no! Let’s help them.

Dora: Who can help us?

Boots: The Map!

Both: Map!

Map: Go to the Dog House...

Map: Then go to the Big Hill...

Map: Then to the Puppy Park.

Dora: Say it with us!

Dora & Boots: Dog House, Big Hill, Puppy Park.

Dora: Do you see the Dog House?

Boots: Yes, I see it!

Dora: Let’s go!

Boots: Let’s go!

(At the Big Hill)

Boots: It is big!

Dora: Let's climb!

(Swiper appears)

Swiper: I want the puppies!

Dora & Boots: Swiper, no swiping!

Swiper: Oh man!

Dora: Look! Puppy Park!

Boots: We found the puppies!

Dora: We did it

Pocoyo "Pocoyo's new shoes"

Narrator: Hello, Pocoyo!

Pocoyo: Hello!

Narrator: What is that?

Pocoyo: These are my new shoes!

Narrator: What color are they?

Pocoyo: They are red!

Narrator: What else are you wearing?

Pocoyo: I'm wearing a blue hat!

Narrator: A blue hat? Very nice!

Pocoyo: And I have a yellow coat!

Narrator: Wow! You look great, Pocoyo!

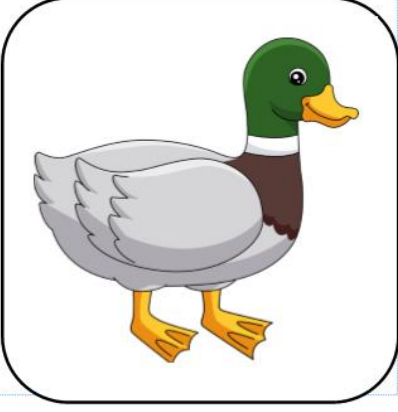
Pocoyo: Thank you!

APPENDIX 4: PRE-TEST AND POST-TEST QUESTIONS

1. What is your name?
2. How old are you?
3. What is your favourite colour?
4. What do you like to do in your free time?
5. What is your favourite animal?
6. Do you like to visit the zoo?
7. What is your favourite food?
8. Do you like pizza?
9. What do you wear in the summer?
10. What colour is your shirt today?

APPENDIX 5: FLASHCARDS







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Sofja Golõševa

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