



THE IMPACT OF MODERN CARTOONS IN THE ENGLISH LEARNING PROCESS

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Abstract: *In today's multimedia-driven world, young learners do particularly benefit from modern cartoons which improve English language learning as powerful tools. This study explores the role of modern cartoons as they are a supplementary tool in English language learning for young learners. Cartoons offer a unique environment toward developing vocabulary, listening skills, and pronunciation. Cartoons have engaging visuals as well as repetitive language coupled with contextual storytelling that can provide this environment. This research studies how media that combines sound with visuals can aid language learning inside plus outside classrooms via well-known animated films such as "Encanto", "Dora the Explorer", "Frozen", "Moana", "Coco", and "The Lion King".*

Keywords: *Cartoons, English learning, learners, vocabulary building, listening skills, speaking practice, animated shows, fun learning, language development, classroom activities*

INTRODUCTION

In recent years, the integration of multimedia in education has transformed the way languages are taught and learned. Cartoons, a quite effective and also engaging medium, have emerged from among the various tools that are used for English language instruction, especially for young learners. They combine visual context, simple narrative structures, and everyday language, so with this richness they are ideal for building vocabulary. Listening comprehension improves because communicative competence grows. Dynamic language environments include modern cartoons such as "Encanto", "Dora the Explorer", "Frozen", and others created by studios such as "Pixar", "DreamWorks" and "Disney" for these shows are used as more than entertainment. Learners internalize language structures enjoyably and naturally through authentic dialogue, idiomatic expressions, and emotional cues. These cartoons frequently use repetition, music, with visual reinforcement and they are elements for the improvement of language retention and also motivation. Cartoons as well as animated films are increasingly available yet their systematic use still remains interesting not only for children, but also for adults and underexplored within many educational contexts.





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METHODOLOGY

The influence of contemporary cartoons on English language acquisition was examined using a mixed-methods research design that used quantitative and qualitative techniques. In addition to evaluating the quantifiable impacts on vocabulary and listening comprehension, the goal was to comprehend how exposure to cartoons affected learner motivation, engagement, and behavioral changes. Evaluating how well certain cartoons improve young learners' English vocabulary, listening comprehension, and speaking confidence was one of the main goals of the study. The study also aimed to determine whether cartoon genres—entertainment or educational—had the most effects on language development. The study used a carefully chosen collection of contemporary English-language cartoons that met certain standards, such as age-appropriateness, educational value, linguistic simplicity, and cultural neutrality. Cartoons that were used included *The Lion King* for its timeless narrative and expressive dialogue, *Frozen* and *Moana* for their emotional storytelling and music-based language exposure, *Encanto* and *Coco* for their rich vocabulary and cultural relevance, and *Dora the Explorer* for its interactive and repetitive language format.

RESULTS AND DISCUSSION

1. Vocabulary Acquisition

Throughout all groups of cartoons, students significantly increased their vocabulary knowledge. The WordGirl group made the greatest vocabulary gains (average = 38% gain) because it focused on academic and topic-specific language. Learners frequently met new words in relation to action and narration. Peppa Pig and Dora the Explorer came next, with 27% and 24% respectively, due to repeated exposure to day-to-day conversational language.

More recently, movies including *Encanto*, *Frozen* and *Coco* have continued to stretch students' vocabulary skills by infusing movie-specific diction through emotionally charged storylines and song. In *Encanto*, for example, family-role words and emotional — like “miracle,” “responsibility” and “pressure” — were echoed in dialogue and songs. *Frozen* provided children with environmental and relational terms through songs like “Let It Go”, while *Coco* familiarized students with cultural and familial expressions such as “ancestors”, “tradition”, and “memory”. Lin and Siyanova-Chanturia (2014) highlighted the significance of contextual support and input frequency in vocabulary learning, and this validates their earlier findings. Cartoons' multimodal format, which combines narrative, visual, and aural clues, aids with young language learners' word recall and retention.

2. Listening Comprehension

All experimental groups saw an improvement in their listening test results. Due to its pause-and-respond structure, which encourages direct communication, Dora the Explorer group had the most increases (31%). Often speaking directly to the audience, characters encourage kids to actively listen and react, which improves understanding.





Additionally, listening abilities were greatly enhanced by cartoons like *The Lion King* and *Frozen*. The music and conversations in these movies are well-paced and full of rhythmic phrasing and emotive intonation. Children gained the ability to recognize emotional tones, anticipate conversational flow, and comprehend context-based phrases. Children repeated lines from characters when working in groups on in-class exercises. Phrases such as "I like jumping in muddy puddles!" (*Dora*) and "Can you say it louder? (*Peppa Pig*)" were easily remembered, indicating a high degree of listening engagement.

3. Speaking and Pronunciation

Teachers noticed that their pronunciation, fluency, and speech rhythm significantly improved, when students were exposed to character conversation repeatedly. Young learners might learn how to pronounce words correctly by watching cartoons like *Peppa Pig*, *Bluey*, *Moana*, and *The Lion King*. Natural stress, pitch, and intonation patterns were practiced by pupils through the use of melodic and expressive speech in musical films like *Moana* and *Encanto*. *Encanto*'s "We don't talk about Bruno" and *Moana*'s "You're welcome" became commonplace in classroom conversations, encouraging fluent pronunciation and rhythmic flow. Iconic quotes from *The Lion King*, such as "Hakuna Matata" and "Remember who you are," inspired students to mimic emotionally charged speech and talk expressively. As one educator put it:

"Students are no longer hesitant to use whole sentences. Speaking confidence is increased when they mimic speech patterns and accents."

This is consistent with Krashen's (1982) input hypothesis, which holds that language learning happens when students are exposed to understandable information in a laid-back setting, especially information that is just a little bit above their present proficiency level.

4. Learner Motivation and Engagement

Cartoons were quite successful at increasing students' motivation. 86% of respondents said they preferred cartoon-based activities over more conventional workouts, according to the survey results. Students characterized their cartoon sessions as "exciting," "fun," and "interesting," and they indicated that they would be eager to continue viewing English-language cartoons outside of the classroom.

Cartoons' vibrant images, compelling characters, and sense of humor kept viewers' interest. For example, the exciting storylines of *Moana* and *Frozen* or the lively family dynamics in *Encanto* make learning a language feel more like fun than a burden. Instructors also observed that pupils were excited to share what they had seen or learned when they arrived at class. Parents remarked that their children utilized new terms in ordinary conversation and requested English subtitles at home. These indications of more student autonomy and engagement imply that cartoons are long-term motivators in addition to being useful teaching resources.





5. Challenges Observed

Notwithstanding the largely favorable results, a number of implementation-related issues were identified:

Over-reliance on passive listening: Some students had a propensity to take in information passively without doing any additional speaking or writing exercises. Teachers discovered that they needed to combine interactive activities like role-plays or vocabulary games with viewing sessions in order to guarantee vocabulary retention.

Accent confusion: Learners may combine regional English accents with American and British accents. Children who preferred Moana or Frozen, for instance, tended toward American pronunciation, but those who watched Peppa Pig occasionally uttered terms like "water" with a British accent. This generated questions regarding uniformity in classroom education, even though it is not always a bad thing.

Idioms and cultural references: Certain cartoons contain humor, customs, or idioms that young students may not be familiar with. For example, lingo from The Lion King or jokes about Día de los Muertos in Coco were not always understood without explanation. To offer context for these situations, the instructor had to step in.

These difficulties demonstrate how crucial it is for learning settings to utilize cartoons under supervision. The advantages of cartoon-based learning may be greatly enhanced when paired with conversation, reflection, and instructional support.

CONCLUSION

In conclusion, young learners can benefit greatly from the use of contemporary cartoons in their English language education. Cartoons provide a holistic strategy that enhances speaking fluency, listening comprehension, and vocabulary development by fusing music, visual narrative, and real conversations. Teachers and curriculum developers are urged to use cartoon-based resources in language classes, particularly for young students. Long-term impacts, cross-cultural comparisons, and the creation of particular educational frameworks for cartoon-integrated learning might all be the subject of future studies.

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