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CARTOONS AS AN ADDITIONAL RESOURCE FOR TEACHING ENGLISH

Abstract. *Cartoon comes from the Italian word «Cartone», meaning a large paper. Over time, it has evolved into a powerful medium that serves not only entertainment but also educational purposes. In the field of language learning, cartoons have proven to be an effective visual tool that simplifies abstract concepts, stimulates curiosity, and promotes active engagement. Previous studies have demonstrated that visual narratives enhance learners' motivation, retention, and comprehension of linguistic structures. Nevertheless, the systematic process of designing cartoons that are directly aligned with English Structure lessons has received limited attention. This research applies a design and development approach to explore how a cartoon can be constructed as a supplementary material for teaching grammar. The study describes each stage-from needs analysis and storyboarding to character creation, scripting, and animation-emphasizing the integration of grammar points into context-based storytelling. The final product, titled «Coraline in the Country of Nightmares», presents English sentence structures through imaginative yet pedagogically relevant scenarios that support both understanding and enjoyment.*

Key words: cartoon, English grammar, cartoon design, visual learning, language teaching, narrative technique.

Introduction

As a teaching tool, numerous studies have been conducted on teaching with cartoons or other animated illustrations, such as comics. The studies show a definite positive effect on students' language learning performance, especially on their grammatical competence. An experimental study by Arikana and Tarafa on the use of cartoons in English language classes showed that the experimental group, which used cartoons in English language classes, performed better in vocabulary and grammar skills than the control group [1]. Cartoons are not only for children, but also for people of all ages, including adults. High school or college students must deal with images of everyday life. This explains why age is not an obstacle to cartoons having their audience. Piaw conducted an experimental educational study using cartoons for students aged 20.2 years. The study showed that the students' learning speed increased. The students' motivation to read also increased, which yielded significant results: students were able to comprehend complex ideas after reading the text through the cartoon.

The course «Foreign Language in Intercultural Communication» at the Department of Foreign Languages of Shakhimov University is compulsory for students specialising in English language teaching and is held in the second semester. This course aims to improve students' skills, knowledge, understanding and accuracy of English language structure, with an emphasis on English grammar and structure. The materials used in class are mainly in the form of e-books, PDFs and PPTs with some images or illustrations on their pages/slides. However, cartoons that have a positive

impact on students are not promoted in the classroom. Thus, this study presents new material for studying English grammar and structure.

Cartoons are useful not only for entertainment but also for teaching students in a different way. They offer an engaging and informative learning process. However, creating a cartoon that transforms text material into a cartoon is not as simple as drawing pictures. Creating a cartoon for teaching requires certain basic processes and principles. Thus, in this study, we will try to give an idea of how a cartoon is created as supplementary material for university students and show complete examples of cartoon design.

In the field of education, there are several concepts for creating cartoons as supplementary teaching material. The first three concepts are taken from Kabapinar's book [2], based on his research in science classes with some students. As teaching material, an effective cartoon can serve as a means of identifying students' ideas without influencing the ideas of others, it can serve as a practical work goal and correct students' misconceptions. Another concept is described by Kabapinar [2], who described some concepts of cartoons as teaching material. The main principles are: the amount of text in the cartoon should be as small as possible, the cartoon should represent a real-life situation, and the content of the cartoon should be reliable and scientific, as it is focused on reading.

Materials and Methods

The type of this research is project research, which creates a product based on certain theories and previous research rather than creating a new theory. Based on this, a method and strategy for conducting the research is developed. These are commonly accepted methods used in design and development research by Richey & Klein [3]. There are several stages of design and development, but we use the general stages described in Ellis & Levy [4]. The stages include: a) identifying the problem; b) describing the objectives; c) designing and refining the artifact; d) testing the artifact; e) evaluating the test results; and f) communicating these results. Below are illustrations of the periods used in this study:
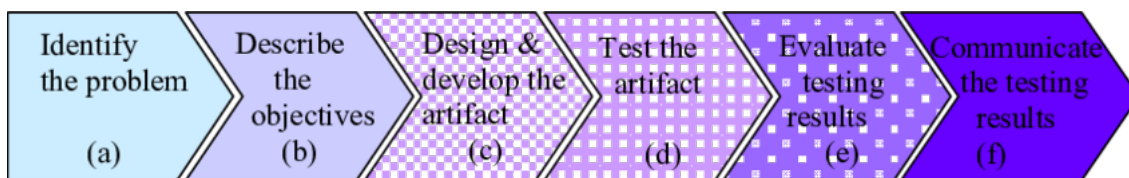

Figure 1 – 6-phase development and design [4]

The first step is to define the problem. The problem in this study is the lack of cartoon material in the course «English based on entertainment resources» for university students. Design studies are usually conducted because of complex problems that require immediate tool development or because of the lack of an effective method in a particular context [4]. In this study, the problem is the lack of a tool in the subject. However, this does not mean that existing tools, methods, or teaching and learning strategies are ineffective. The purpose of this study is to introduce a new teaching aid known as a cartoon and to evaluate the possibility of using cartoons in the classroom. The next step is to describe the purpose. As mentioned above, this study is typically conducted to provide a new teaching aid. However, the main purpose is to understand how a cartoon is created for university students and how it can be implemented for developing speaking skills. Once the researcher has formulated the problem and objectives of this study, the design phase is carried out. According to Ellis & Levy [4], the researcher must consider certain factors at this stage, such as:

- Creating a conceptual framework, including functionality and system requirements;
- Analysing alternative solutions and designing the system architecture;
- Creating a prototype;

Testing and evaluating the artefact. This step is intended to assess the reliability of the product and whether it is applicable in the described context [4]. Typically, the method of testing and evaluating the artefact involves direct observation. Here are some of the indicators to consider when testing and evaluating the artefact:

• Determining how the product meets or fails to meet its established functional capabilities and requirements;

• Applying generally accepted, literature-supported processes;

• Ensuring recognition of the value of the artefact.

This project is managed using a method of expert evaluation and direct monitoring of end users.

University students, second-year students majoring in Translation at Shakhim University, are participating in this study. An expert is participating – a lecturer with a PhD in education who has experience in developing educational cartoons, or another lecturer with a master's degree in education who teaches English. The data collection methods involve two stages: before and after the design. To collect data, the researcher distributes a questionnaire to each participant. Participants are given three different questionnaires. The first type is distributed among students at Shakarim University to gather information about their needs, shortcomings and interests in the course «English based on entertainment resources». The second type of questionnaire is sent to students learning English. The questionnaire sent to students is designed to obtain preliminary data about learning and the context of learning in English language structure classes. In addition, the questionnaires sent to experts are aimed at obtaining feedback and recommendations on the creation of cartoons as supplementary material for the English language course.

Results and discussion

From the answers to the questionnaire, it was interesting to study the subject «English based on entertainment resources». The students enjoyed the course and understood the material. This discipline used some teaching materials, such as texts, books, magazines, worksheets, and song lyrics. Cartoons or comics were not used in the teaching and learning process in the course. Students thought that using cartoons in class could make the learning process more fun and help them understand the concept of the 11 topics presented in the questionnaire; two out of five students chose the topic «The use of grammatical features in narrative and descriptive texts». In addition, the rest chose other topics, such as direct and indirect speech, modal auxiliaries and conditional clauses. The reason why two students chose the topic «The use of grammatical features in narrative and descriptive texts» is that «this topic is best suited for cartoons and helps students better understand the topic» and «grammatical features are difficult».

The researcher sought material on this topic from an English teacher specialising in «English as a second language in intercultural communication», who is an expert in this field of research. Based on the material studied, it was found that this topic explores several subtopics, such as the genre of narrative text, the structure of narrative text, the use of the past tense, and conjunctions. The researcher decided to focus on the most important of the various subtopics of narrative text using an example of narrative text rather than explaining the essence of narration. The reason we focus on the example of a story is that this cartoon allows students to recognise and analyse the text before starting the lesson. So, the purpose of this cartoon is to help students analyse the grammatical features and characteristics of narrative text.

The researcher chose myth as the genre. Coraline in the Country of Nightmares was chosen because the story is not taught in school. This story is a myth because it is related to other people's beliefs in their family values.

The story is a work by British writer Neil Gaiman in the genre of dark fantasy for children. It was first published in 2002 and is recognised as one of the classics of children's literature. Neil Gaiman wrote this work for his little girl. He wanted to create a fairy tale for girls, but one in which they could make bold decisions on their own and become real heroes. With the same goal in mind, he created a character named Coraline – an ordinary girl who, thanks to her courage and

resourcefulness, confronts evil forces in a parallel world. In this book by Gaiman, there is no character who is a saviour, as in a traditional fairy tale; the main character is a girl who overcomes her fears on her own [6].

Plot. The main character of the film is a young girl named Coraline. She and her parents move into a new house. Feeling lonely and curious in her new surroundings, Coraline begins to explore the house. In this way, she finds a hidden door that leads her to a parallel, or alternative, world. In this world, everything seems perfect – excellent food, cheerful parents, and all kinds of entertainment. But Coraline realises too late that behind this beautiful spectacle lies great danger. It turns out that the «second mother» of this world is actually an evil spirit. She wants to

bind Coraline's soul forever. Thus, the girl must choose between real life and deceptive fantasy. She fights resolutely to save her real parents and return to her world.

Elements of the cartoon. The cartoon is distinguished by its unique artistic design. a) Frame-by-frame animation requires each character and scene to be created by hand and moved behind the camera. This helps the film to clearly draw a fine line between realism and fiction. b) Colour palette: the real world is represented in dark and cold tones, while the alternative world is represented in light and warm tones. This contrast also reflects Coraline's emotional state. b) Symbolism – elements such as the characters' eyes, the mirror, the door, and the black cat have deep meanings that reflect the alternative reality. c) Music and sound – also play a big role in creating the atmosphere. The musical accompaniment was skilfully used to convey fear and anxiety. [7]

Characters. In this cartoon, the main character is Coraline Jones. She is a brave, curious young girl searching for the truth. Although she feels lonely in her new environment, she is determined to fight evil, finding her inner strength from the moment she encounters the parallel world. Coraline's real mother and father are constantly busy with work in the real world and do not pay enough attention to their daughters. Nevertheless, they love Coraline with all their hearts and try to protect her. The Other Mother is an evil spirit in the form of a mother in an alternate world. At first, she seems very kind and caring, but then she reveals her true, terrible personality. Her goal is to bind Coraline to her world and take possession of her soul. The Second Father is the image of a father in the alternate world. Although he may seem cheerful and caring, he is actually just a puppet controlled by the Other Mother. Wybe Lovatt is Coraline's neighbour. He befriends a girl in the real world and tries to help her. In the parallel world, she does not speak, but continues to help Coraline. The black cat is a mysterious character who inhabits both worlds. While in the real world she is just a cat, in the alternate world she can speak and helps Coraline find her way. Mr. Bobinskey is an eccentric circus performer who lives on the top floor of the house. He is a curious man, sometimes strange, but sincerely wishes Coraline all the best. Miss Spink and Miss Forcible are former actresses and Coraline's neighbours. They run for office and make important observations about Coraline's future.

Research and evaluation of the method

There are several sessions that the researcher conducted with experts. The sessions discuss issues prior to the preparation of the product pilot project, design. After several sessions, the researcher distributed questionnaires to the experts. The design specialist paid particular attention to the episodes of the cartoon, the design of the characters and the background. At the same time, the subject matter expert focused on the theme of the cartoon, the content, some grammatical corrections and the language of the cartoon. The purpose of this step is to determine whether the cartoon is made correctly based on the principle of cartoon design. In addition, the purpose of this step is to determine whether the developed cartoon corresponds to the course objective and whether the cartoon can be used in the learning process.

When developing a cartoon, two things need to be considered, based on discussions with a design expert. The first relates to the size of the characters, and the second to the episodes. Based on the discussion, the size of the characters can be created to demonstrate the power of the speaker or as a general picture to foreshadow the cartoon [5]. The second thing to pay attention to is the duration of the episodes in each frame. Before editing, the total number of frames was 16, but some frames had too much dialogue and needed to be split into two or three frames. The frames that need

to be split into two frames are frames 2, 4, 7, and 8. After splitting the frames, the total number of frames will be 24. Another thing to pay attention to is the background of the cartoon, which should reflect what the story is about. For example, the plot tells the story of a neighbourhood on the outskirts of the city, which should then be depicted by Kent's background.

The final stage is to show the cartoon to the target audience. This is a test of English based on entertainment resources which was conducted for 3-rd year course students. They were selected based on the latest Cambridge English Placement Test (English language proficiency test). Five of the six students took part in this stage. Two of them received the highest scores, two others were in the middle of the list, and one received the lowest score.

The purpose of this step is to describe how the cartoon meets or does not meet the requirements. The cartoon is a tool for identifying students' ideas without the influence of others, correcting students' misconceptions, and developing language. At this point, the researcher used handouts to test students' understanding of the cartoon. The handout was adapted from Padlet, a programme that was commonly used to test students' understanding of storylines. Handouts can show students' reactions to the cartoon and determine whether the cartoon can be used.

Before using the handout, the researcher discussed it with an expert on the topic to determine whether it was a suitable tool. The expert agreed with this tool because there were several questions that required students to write down certain elements of the conversation depending on what they were studying. First, students had to write down the name of the event. Second, students had to describe the characters in the story. Third, students had to describe the situation in which the event took place. Fourth, they had to describe the conflict in the story and how it was resolved. In conclusion, the expert agreed that this handout would help test the students' understanding of the story.

After the expert approved the handout, the researcher determined the order of instruction. In the experimental lesson, students entered the classroom and worked in pairs, with at least one laptop per pair. The classroom did not resemble a typical classroom. Students were given about sixty minutes to work on the cartoon. Students had to open the cartoon's html file and read it. During the lesson, students had to analyse the cartoon using the handouts. The students had to write down the grammatical features (past participles and conjunctions) and a summary of the cartoon. Below are the results of the students' work on the cartoon.

Questions and answers on the handout:

1. What is the name of this story? In this first question, the researcher correctly indicated the name of the cartoon - «Coraline in the World of Fear». However, students A and D shortened it and wrote only «Coraline». Although the title corresponds to the content, it is not a complete answer because it is not the full version. Students B, C and E wrote the correct, full name of the story. Therefore, only three of these answers can be considered complete and specific.

2. What parameters were used to determine this? In the second question, students had to identify the main locations that appeared in the cartoon. Student A wrote down the kitchen, the alternative world and the garden. Student B named the real house, the alternative world and the secret door. Student C indicated the forest, the house, and the dark room. Student D wrote that the kitchen, the hall, and the world of the second mother. Student E indicated only one place - «another world». In general, the students answered in the right direction, but only Student B's answer is specific and closely related to the cartoon content.

3. Who are these characters? In this third question, the students had to name other important characters besides Coraline. All students named Coraline herself. Students A and C wrote the second mother and the black cat. Student B added his mother and father (both real and alternative), as well as Weebie. Student D identified one character that no one else wrote down: the «puppet boy» (which is probably equivalent to Weeb). Student E wrote only Coraline and the cat. Overall, Student B covered a wide range of characters, while Student D named one particular additional character.

4. What are the problems in this story? Only three students answered this question completely. Student A said, «Coraline is alone, her parents don't pay attention to her». Student B

clearly said, «The second mother wants to deceive Coraline and take possession of her soul». Student D wrote, «The alternative world is not real, but it captivates her». Students C and E did not answer this question. Among the answers, Student B's answer is the most complete and clearly reflects the main conflict of the cartoon.

5. What are the solutions? Only students B and D answered this question. Student B said, «Coraline saves her parents and returns to her world. She understands the meaning of real life». Student D said, «Coraline fights bravely and defeats the second mother». Students A, C, and E left this question blank. Both answers are consistent with the content, but Student B's answer is broader and better describes the conclusion.

Conclusion

The purpose of this study is to understand how a cartoon is created as supplementary material for university students and how graphics/drawings interact with speaking skills. The results and discussions answer the first question. The design of a cartoon begins with the selection of a theme and plot, the creation of images, the publication of the cartoon, and ends with the evaluation of the cartoon design by subject matter experts and target end users. After evaluation by experts, the cartoon shows that graphics/images interact with text to convey a message. In this case, the message is the content of the narrative story. The graphics/drawings illustrate the message, and the texts emphasise it. According to the experts, there should not be too much text in the cartoon, as it contains several images that help convey the message.

The result of this research was a cartoon as a product. The cartoon consists of 25 frames and tells the story of «Coraline in country of nightmares» This cartoon is intended to display one of the narrative texts in the form of a cartoon as supplementary material. In addition, it is assumed that this cartoon will encourage students to analyse the grammatical features of the narrative text. The results of the evaluation conducted by experts show that the cartoon is well made and can be used in the learning process. Below are the factors that indicate that the cartoon is well made:

1. The cartoon corresponds to the educational goal
2. The characters used depict the story
3. The background, text, new phrases, slang, and other images tell the story
4. It is easy to learn the story in the cartoon

However, this study focuses exclusively on the process of creating cartoons. The process of developing a prototype cartoon for students of «English based on entertainment resources» for university students has been completed. The objectives of this study have been achieved. Although the study is relevant and produces results, it can only be the beginning of Shakarim University's research on the subject of «English based on entertainment resources» in English language teaching. It is recommended that further research be conducted on the creation of cartoons and other studies related to the development of English language materials. Many studies show a positive attitude towards the use of cartoons for language learning, but it has not been proven that this cartoon improves students' performance in learning a foreign language. This suggests that further research related to the implementation of the cartoon may be needed.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ҚОСЫМША ҚҰРАЛ РЕТІНДЕ АНИМАЦИЯЛЫҚ ФИЛЬМДЕРДІ ҚОЛДАНУ

Аңдатпа. Карикатура үлкен қағазды білдіретін итальяндық «Cartone» сөзінен шыққан. Карикатура тек көңіл көтеру үшін ғана емес, білім беру үшін де қуатты құралға айналды. Тілді үйрену кезінде мультфильмдер күрделі ұғымдарды жеңілдетуге және оқушыларды мағыналы процеске тартуға көмектеседі. Көптеген зерттеулер мультфильмдердің оқушылардың мотивациясы мен түсінігіне оң әсер ететінін дәлелдеді. Алайда, ағылшын тілі сабақтарының құрылымына сәйкес келетін мультфильмдер жасау процесі әлі де жақсы түсінілмеген. Бұл мақалада ағылшын грамматикасын оқыту контекстінде қосымша материал ретінде мультфильмді қалай жасауға болатыны туралы дизайн және әзірлеу бойынша зерттеу берілген. Зерттеу негізгі грамматикалық ойларды бейнелейтін мультфильмдерді жоспарлау, жобалау және құру кезеңдерін сипаттайды. Бұл зерттеудің түпкілікті нәтижесі ағылшын сөйлемдерінің әртүрлі құрылымдарын қызықты және көрнекі сценарийлерге біріктіретін «Қорқыныш әлеміндегі қыз – Коралина» атты анимациялық мультфильмі болды.

Тірек сөздер: мультфильм, ағылшын грамматикасы, мультфильм дизайны, көрнекі оқыту, тіл үйрету, баяндау техникасы.

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АНИМАЦИОННЫЕ ФИЛЬМЫ КАК ДОПОЛНИТЕЛЬНЫЙ РЕСУРС ДЛЯ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Карикатура происходит от итальянского слова «Cartone», означающего большой лист бумаги. Карикатура стала мощным средством не только для развлечения, но и для образования. При изучении языка карикатуры могут помочь упростить сложные понятия и вовлечь учащихся в осмысленный процесс. Многочисленные исследования доказали, что мультфильмы положительно влияют на мотивацию и понимание учащихся. Однако процесс создания мультфильмов, которые бы соответствовали структуре уроков английского языка, остается недостаточно изученным. В этой статье представлено исследование по дизайну и разработке, посвященное тому, как можно создать мультфильм в качестве дополнительного материала в контексте обучения грамматике английского языка. В исследовании описаны этапы планирования, составления проекта и создания обучающих мультфильмов, отражающих ключевые грамматические моменты. Конечным результатом этого исследования стал мультфильм под названием «Коралина в стране кошмаров», который объединяет различные структуры английских предложений в увлекательные и визуально привлекательные сценарии.

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