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## Developing Listening Skills to Children Through Cartoons

**Zaynab Shermamatova<sup>1</sup>, Marjona Ungalova<sup>2</sup>, Umida Mansurova<sup>3</sup> \***

*Teacher of English at the Chair of Lexicology and Stylistics of English, Samarkand State Institute of  
Foreign Languages, Uzbekistan<sup>1</sup>*

*Student of English Faculty-I, Samarkand State Institute of Foreign Languages, Uzbekistan<sup>2</sup>*

*Student of English Faculty-I, Samarkand State Institute of Foreign Languages, Uzbekistan<sup>3</sup>*

### Abstract

*Listening, as a discrete skill within language teaching, is recognized as a difficult skill to learn and teach. It has perhaps become more challenging recently due to the current emphasis on using 'real' language, with background noise, at a natural speed, with hesitations, interruptions, fillers etc. combined with the use of a variety of accents. Our article is devoted to developing listening skills to children through cartoons.*

**Key Words:** *listening, cartoons, methods and children.*

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\* Corresponding Author

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### **Introduction**

Language is not the main thing in communication, but also in our learning. You cannot communicate well and understanding of a subject. English is the language mostly learnt by EFL learners plays a central role for learners in their learning processes. Considering its importance, EFL teachers must prepare some strategies in order to improve learners' English skills. Language has a social function where we establish relationship. This relationship is finally called as society. Language and Society is important for anyone who wants to understand the way in which languages function in society. It will help the learners to acquire an understanding of the different concepts and methods used to analyze language within different social settings. In Uzbekistan Nowadays, special attention is paid to education of harmoniously developed young generation. President of Uzbekistan Shavkat Mirziyoyev pays great attention in teaching English in Uzbekistan. As we know listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. That's to say most children have good listening skills. We need, I think, to focus on giving pupils a real reason for purposeful talk. For a start, we can surprise them! Surprise makes human beings want to talk, to exclaim, to check out with others what might be happening, to explore ideas about the event and so on.

Teaching the comprehension of spoken speech is therefore of primary importance if the communication aim is to be reached. The necessity of

improving foreign language learning; this means, a good development of the four skills (listening, speaking, writing and reading) when learning English. However, this activity is not being well done by a significant amount of teachers. An example of this is the low level of listening comprehension some learners have of the English language. Besides, when communicating with native speakers the problem increases due to the fact that learners rarely face authentic communicative materials. They get used to a certain type of pronunciation and leave the native one relegated. In other words, when learners get a mid-listening comprehension level of the language, they are able to understand their teacher, and some leveled textbook materials, but in most cases they have huge difficulties understanding native pronunciation that is found in authentic materials such as news, songs and movies. Besides, listening is one of the most applied skills in class but people have a lot of difficulties when developing it which is why it is necessary to work harder to improve it.

### **Main Part**

Listening is the cornerstone for all other abilities to be established and the primary medium by which learners develop original interaction with their target language and culture. It is considered the most challenging language skill for specific language learners. Therefore, the presentation of object issues audiences using sound (cartoon) are expected to attract learners' passion for materials presented through multimedia (text, image, image, image the sound, cartoon) in different colors and images

are exciting and found that many learners felt satisfied with the learning environment when applied media to the blended training. If there is contact between speakers and listeners, communication occurs. Therefore, auditory functions are explicitly and substantially linked to the amount and consistency of speech skills. Listening to language learners depends on many factors, such as language abilities, context awareness, etc. Learners need to listen to many different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, guidance on how to work, voice, poetry, songs. The key purpose of listening to the secondary level is that, in actual circumstances, learners can learn how to work effectively [4,87].

According to Van et al, using media to help learners learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Luu et al claim that not many studies examine the effectiveness of some kinds of media in developing English competence. The aim of listening is to provide guidance to learners or collect information from different types of messages or genres such as voice, study, directive, poem, song, etc., and dialogue: debate, debate, movies, etc. Teachers should consider things such as student motivation, interest, and learning styles, to achieve goals. Abstract Listening is a fundamental ability to train English. The purpose of this plan is to describe the use of audiovisual media in improving learners listening skills. The primary purpose of this research is to

know the application of sound learning to sound development in improving listening and understanding the ability to listen to English learners after learning how to use visual media. This review is quantitative. About data analysis, percentage, and point t-test, the sample was used. The results show that learners of English learners a significant increase in understanding after learning with cartoons and learners the positive attitude for using cartoons in listening to listening skills.

Cartoon is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. From the descriptive above, the author defines descriptive cartoon as several storage formats for moving pictures that contain description of people, place or historical building. Briefly, also define as the cartoons that contain description things. As multimedia technology cartoon becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening, hopefully becomes new strategy in teaching listening. Cartoon allows integration of text, graphics, audio, and motion cartoon in a range of combinations. According to Carla Meskill "cartoon is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language learners". In line with that Brooks said multimedia systems with cartoon under learner control are also preferred other instructional activities. In short, multimedia input such as cartoon as an authentic material

apparently motivates learners and engages their attention to aural input.

Learning a foreign language as a second language is a dynamic process in which several factors affect learners' linguistic development. The most widely used language for those who speak a foreign language as a second language is English in Vietnam. It is very difficult to acquire a foreign language, but there are ways to help second language learners learn the new language more easily with each skill. I want to speak on how to improve communication skills in this study. One of the problematic skills for learners, especially young kids, is internal listening. Therefore, to help kids learn this skill well through media, we need very appropriate learning methods. Practical listening abilities help you understand what the speaker needs to say and edit the pronunciation and standardize it.

In conclusion, to enhance learners' comprehension, teachers should use cartoon resources as a replacement for teaching. Rosdiana says about the usage of audio visuals as media to enhance the listening capacity of learners. Learning media refers to learners' means and means of communication or knowledge. It is anticipated that the media in teaching and learning will help educators enhance learning achievements in learning. In teaching and learning, learning is that it produces new interests and advantages, motivates and encourages learning behaviors, and gives learners psychological effects [7,132].

The first two forms of listening, Nunan explains, are specifically

listening, where learners have to listen to a material and then stabilize the particular details in the text. It is predicted that listening practices are linked explicitly to text, and learners will undertake these activities while listening. She says listening to an English song will improve listening skills based on her diary since the song could be a platform for improving listening skills. You can incorporate vocabulary, develop grammar, understand listening skills, and have a way to improve listening skills through listening to the English album. Rizka Amalia shows listening and listening skills strengthened by using images of animation and method of debate. Animated cartoons can encourage learners to understand more because they represent a visual sense that enables learners to understand their learning abilities and develop them. The key benefits of using cartoons are the use of animated cartoons that can assist learners in understanding more complicated concepts.

The techniques used for the implication of the cartoon in class are a variety of realistic techniques:

- a. Watches for viewing
- b. The freeze-frame predicts that learners will see it from the start.

In framing and forecasting practices, teachers pause the cartoon to display photos, feelings, responses, and feedback while the cartoon is being played. Do teachers discuss the quality of the cartoon in a corresponding activity to learn about the cartoon? The research of Mardiya Kamilah focuses on the usage of contextual cartoon to enhance the output of learners' capacity for listening. Teachers should

instruct learners to familiarize learners with English terms and conversations in order to make learners more interested in teaching. The student response table indicates that the learners in the laboratory reacted more accurately than the learners in the control group. The student's response to the use of context cartoons in practice is based on the questionnaire study, the response of the student to the practice of using context cartoons. With the meaning in context, the benefits of contextual cartoon in the knowledge of English learners in practicing responses to learners on the merits of the context of the English language are spelled out. In the percentage of learners linked to the relational psychology of learners, contextual cartoons have a variety of forecasts to understand what meaning is conveyed. With respect to student psychology, the meaning of the context increases the learners' motivation and interest in listening. Learners should concentrate more on listening because contextual cartoons have a dynamic and sound vision of 130, which draws the attention and interest of learners, then makes learners enjoy listening practice time.

Dewi Cahyaningrum presents the effectiveness of the use of cartoon in teaching oral narrative text listening. It is expected that the listener would combine their past experiences with text, listening to grasp a storytelling narrative. Based on the above explanation, it is expected that the teaching of the text of the story using the cartoon would be more successful than teaching the story without cartoon by mouth. The teaching of the

text of the story using the planned cartoon is more productive than teaching the story by mouth without using the cartoon, based on the description above. In teaching stories about the mouth, the use of cartoon as a teaching means that text will inspire learners to listen to stories. It makes sense and logic, based on the explanation, if teachers use cartoon to teach stories through their mouths to establish favorable conditions for learners to listen to stories. In this scenario, teachers should use cartoon to teach text storytelling because the cartoon has had a good effect on creating situations for learners to listen to a better oral story. There are also several other media that can be studied for media efficiency so that they can be applied to listening to text to allow learners to understand oral skills and improve verbal skills.

### **Conclusion**

New technologies mean new realities and for younger learners in particular they have become an essential part of life and the learning process. They open up new and exciting possibilities for teaching listening skills and strategies, and for English language teaching as a whole. Twenty-first century research has enhanced our understanding of the complex cognitive demands that listening involves, and listening in L2 is even more difficult. This frequently perceived difficulty of listening, which can cause anxiety in learners further impeding their performance, can be overcome in several ways. Firstly, through an understanding of where comprehension breaks down for which we owe much to Anderson, Goh and

others due to their analysis of cognitive processing in L2 listening, and subsequently attention being paid by teachers to all stages in the comprehension process (perception, parsing and utilization). The use of bottom-up and top-down cognitive strategies need to be employed by learners to overcome their difficulties, so these must be taught. Secondly, metacognition needs to be addressed and learners need to be made more aware of listening strategies through inclusion in courses and textbooks, to enable them to become autonomous learners and improve their listening.

Finally, learner difficulties can be eased and supported by a full

exploitation of new technologies, in particular websites with cartoon content alongside subtitles and transcripts, as opposed to audio. The visual clues provided by using cartoon can help counteract the difficulties involved in L2 listening with all its authentic features such as accent, hesitations, fillers as well as the intrinsic difficulties of a language such as English, such as connected speech, weak forms etc. We have only begun to scratch the surface of the potential inherent in new technologies, and further research will help guide us more accurately in finding the most efficient ways to improve our learners listening abilities.

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