

Using Cartoon Video-Based Instruction for Developing Oral Fluency of Jordanian Grade 4 EFL Pupils

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Abstract—This study explored the effect of using cartoon videos on developing the oral fluency of Jordanian grade 4 EFL pupils. The participants included 42 pupils who were selected from two classes; a class of 20 pupils and a class of 22 pupils. The two classes made up the control group and the experimental group respectively. Furthermore, oral fluency pretest and posttest were designed, and the quantitative approach was used to assess the oral fluency of both groups. Significantly, the post-test results revealed differences between the scores of the control group and the experimental group, as the pupils in the experimental group had higher scores than the control group's pupils. Thus, videos had a positive effect on developing the experimental group's oral fluency. The study recommends the integration of cartoon videos-based instruction into the grade 4 EFL curriculum in Jordan.

Index Terms—cartoon videos, oral fluency, Jordanian pupils, pedagogical implications, Jordanian primary schools

I. INTRODUCTION

Teaching English to primary school pupils is characterized by complexity and unique capabilities, particularly at the age of 12 or below. This age group necessitates developing the pupils intellectually, providing them with appropriate sensory inputs, addressing and paying more attention to their affective needs, and providing them with authentic learning materials. Much significantly, at the primary school educational stage, pupils are in dire need of developing their oral fluency competence.

Zhang (2018) and Suzuki and Kormos (2023) defined oral fluency of EFL learners as the ability to produce speech fluently. There are different underlying dimensions of developing oral fluency, which combine cognitive linguistic knowledge (i.e. size of vocabulary, recall of lexis, speed of articulation and grammar rules), and fluency of uttering well-constructed sentences. Oral fluency can be developed through various learning tasks such as picture narration, argumentation, reading-speaking tasks, and tasks of reading during the listening-speaking activities (Alsheehri, 2021).

Furthermore, Kilag et al. (2023) indicated that the development of primary school pupils' oral fluency competence is essentially important to developing their communicative competence. In this respect, EFL primary school teachers usually face challenges in achieving that objective. This is attributed to various factors, the most common of which are related to the difference between the forms of some English words and their pronunciation. This challenge affects the pupils' cognitive ability to comprehend and memorize meanings of certain English words.

Moreover, Kilag et al. (2023) pointed out that pupils may experience discomfort during the English classes, particularly when EFL teachers ignore innovation and creativity in presenting lessons. In this respect, EFL teachers may go through arduous tasks to select appropriated teaching strategies that address their pupils' learning needs. One of the potential solutions to these challenges is the use of cartoon videos, which are interesting learning tools for the primary school pupils.

Furqan and Shabir (2021) clarified that cartoon videos increase the interest of primary school pupils to learn, as they include visual aids, animation, and audio-aids. In this respect, cartoon videos help primary pupils to develop English language skills in an integrated way. They expose pupils to authentic learning materials and create useful audiovisual learning environments, which help in developing the primary pupils' listening comprehension, and make them familiar with different English accents and different patterns of speech.

A. Statement of the Problem

The use of English as the language of commerce, medicine, technology, etc., has given it a global significance. It has ultimately increased the need to master this language. Moreover, the ultimate goal of learning English as a foreign language is to be able to speak it fluently. This requires the use of effective methods and techniques that facilitate EFL learning.

In this respect, the Jordanian ministry of Education has given EFL teaching and learning much importance. Recently, the National Center for Curriculum Development (2024) published a framework for English language standards and performance indicators, emphasizing that the English language curriculum in Jordan's public schools should provide

learners with the opportunity to develop insights into the intricacies, processes and nuances of the language, fostering a holistic understanding of the underlying cultural concepts woven into the language.

The term 'Grade 4 EFL pupils in Jordan' refers to the fourth grade primary school children whose ages range between 10 and 12. Significantly, this stage of EFL learning is characterized by many difficulties, especially at the level of developing oral fluency. Despite the fact that the curriculum and teaching methods emphasize teaching English to communicate, interact by producing guided simple cohesive exchanges to retell stories and communicate different events, grade 4 EFL pupils in Jordan still face difficulties as they try to develop their oral fluency.

Therefore, the current study explored the effect of using cartoon videos on developing the oral fluency of grade 4 EFL pupils in Jordan. The examination of the participants' oral fluency focused on the aspects of vocabulary size, recall of lexis, speed of articulation, grammar rules and fluency of uttering well-constructed sentences.

B. Objectives of the Study

This study will achieve the following objectives:

1. To know the extent to which the use of cartoon videos is effective in improving the Jordanian 4th grade EFL pupils' oral fluency.
2. To find out if there is a significant difference between the results of the control group and experimental group in the post-test performance.

C. Significance of the Study

This study deals with the techniques that help in developing the oral fluency of Jordanian EFL pupils at an early stage of learning. Furthermore, it highlights the importance of oral fluency to EFL learners. Therefore, it is consistent with the goals of Jordanian Ministry of Education in developing the process of teaching and learning English in the primary schools. This study also gives insights to the EFL curriculum planners and designers for developing EFL syllabus in the Jordanian primary schools. Significantly, none of the available studies has been applied to Jordanian pupils, and this makes the current study among the early studies, if not the first study, which assert the importance of using cartoon videos as a teaching technique to develop oral fluency of primary school pupils in Jordan.

D. Theoretical Framework

Zhu and Shao (2021) demystified that the primary school pupils can effectively enhance their learning of English vocabulary through watching cartoon videos. These videos provide pupils with different patterns of words, phrases and sentences. Therefore, the primary school pupils' speaking skills can be enhanced using cartoon videos. These videos enable learners to correct their pronunciation and improve their comprehension of grammar and structures of sentences.

Significantly, it is argued that the use of cartoon videos can also be beneficial for teachers (Handayani et al. 2022). These videos enable teachers to stimulate their pupils' attention. In this respect, cartoon videos can suit various teaching strategies by providing real-life teaching contexts, and increasing opportunities of practice and reinforcement. In contrast to other types of videos, cartoon videos are more attractive to primary pupils in the case of teaching English vocabulary. This can be attributed to the bright colours, funny stories, and fun animations used in this type of videos.

By using cartoon videos, teachers can present English vocabulary in a meaningful context to primary pupils. In this way, they can ensure sustaining the primary pupils' comprehension and remembrance of vocabulary. Through cartoon videos, teachers can also provide correct models of pronunciation and intonation patterns. Therefore, there is a need to explore the effect of using cartoon video instruction to develop the oral fluency of Jordanian grade 4 EFL pupils.

The current study defines cartoon video-based instruction as the use of relevant educational cartoon videos for developing the oral fluency skills of pupils. It is specifically used to describe the teaching method used in teaching the pupils forming the experimental group.

Furthermore, this study views oral fluency as the pupils' speed of articulating vocabulary, recall of lexis and ability in uttering well-constructed sentences (Suzuki & Kormos, 2023). The term is applied here to describe the 4th grade Jordanian EFL pupils' ability and speed in producing well-constructed sentences.

II. LITERATURE REVIEW

Pujiani et al. (2022) qualitatively analyzed the perception of using animation videos for teaching English to primary school pupils during the pandemic of COVID-19. Data was collected from 25 EFL teachers and parents. It was collected via a questionnaire and interviews. The study found that most of the participants strongly believed in the use of animation videos as an effective distant teaching and learning tool that attracts children's attention and interest to learn English. Besides, the animation videos provided authentic learning materials, which helped to yield positive learning outcomes. According the teachers and parents' views the animation videos increased the pupils' motivation towards learning English at home and kept them actively engaged in the online teaching process. The combination of pictures, text, music, colours and sounds largely attracted the pupils to comprehend the language content being taught online fully. The teachers and parents also believed that animated videos supported the pupils' comprehension of English vocabulary. The study concluded that the use of animation videos was an effective teaching strategy that should be adopted by EFL teachers to enhance their pupils' English mastery levels.

Singer (2022) examined the impact of unintended or incidental learning, in the form of watching cartoon and animation movies at home, on improving the Egyptian EFL learners' ability to acquire and use English vocabulary. The study explained that most of the Egyptian EFL learners could not communicate in English outside the classrooms in spite of their daily exposure to various online media. Moreover, it explained that the lack of oral communication ability on the part of Egyptian EFL learners arises from fears of cultural shocks, poor knowledge of FL culture and receiving ineffective teaching strategies in schools. The study recommended that English language teachers should make use of that type of incidental learning and adapt their teaching strategies by using cartoons and animation movies as part of classroom activities. Besides, it recommended the use of subtitled cartoons and animation movies to enhance the Egyptian EFL learners' vocabulary. It concluded that cartoon-based incidental learning creates a useful learning environment beyond the classroom, thus increasing the Egyptian EFL learners' motivation towards learning English as they became more interested to learning English. It also sustains their knowledge of English vocabulary and understanding of various uses and meaning of certain English words and expressions.

Ibda et al. (2023) examined the effect of using cartoon media on enhancing the Indonesian grade 5 EFL pupils' learning practices in EFL classrooms. The participants were 19 pupils; 12 males and 7 females. Data were collected through means of observation, assessment tests of listening and vocabulary. The study explained that learning English is a challenge for most Indonesian pupils as they achieved low performance in English learning outcomes, particularly in relation to listening and vocabulary skills. Significantly, it found that the EFL teachers in Indonesian primary schools are required to create more attractive, enjoyable learning environments. The prospect of teaching English in the Indonesian primary schools can be optimized through the use of cartoon media in order to elevate the pupils' achievement in English and sustain better learning outcomes. Moreover, the use of cartoon media enormously enriches the Indonesian pupils' understanding of English vocabulary. They became more tuned to the different patterns of English intonations and accents. As a result, their understanding of English sentence structures and their pronunciation are improved. The improvement of Indonesian pupils' learning outcomes appeared in the first cycle due to the reliance on different learning materials presented through cartoon media. The study clarified that cartoon media encouraged Indonesian pupils to learn, made them engaged in the classroom activities and enabled them to overcome the feeling of getting bored. It concluded with stressing that cartoon media stimulate the pupils' curiosity to know about the end of stories they are watching.

Li (2023) investigated the effect of three different teaching methods on enhancing the oral English in the Chinese primary schools. The study explained that *Dumb English* is a dominated feature among Chinese EFL learners. It reflects the difficulty faced by Chinese EFL learners as they tend to fluently and naturally speak English, in spite of spending several years in learning English. Therefore, the study suggested that the effective teaching and learning of English should start as early as primary schools and tested the effect of three different led teaching methods, namely *Game* method, *Movie* method and *Role Playing* method to enhance the oral English skill among Chinese pupils. Significantly, the study found that *Game* method encouraged the tested pupils to participate in the speaking activities since it stimulated their interest of learning English, *Movie* method enhanced the participants' listening skills through understanding the spoken English. Thus, it leads to the development of the pupils' speaking skills through the increase of their vocabulary size, and understanding of different meanings associated to words. The *Role Playing* method gave the participants opportunities to practice English in contextualized situations. It is a practical training, which enabled the participants to use language in different contexts and situations. It also sustained the pupils' knowledge of English grammar and sentence structure patterns. In enhancing the pupils' oral English, the study emphasized teachers' roles in correcting the pupils' errors, which were mainly related to pronunciation and grammar. In addition, teachers should help pupils build up their self-confidence in speaking English by overcoming fears to communicate in English.

Zamzami (2023) exploited cartoon videos to design vocabulary-teaching technique for grade 6 elementary school pupils. The study clarified that teaching English to children should rely on using advanced technology because social media including TikTok and YouTube videos have become part of the younger learners' daily lives. Cartoon videos helped to develop the participants' concrete thinking, solve learning difficulties and increase their motivation to learn English. Thus, it is useful to exploit cartoon videos to design vocabulary-teaching approach to elementary school pupils. Furthermore, it concluded that using cartoon videos could effectively create successful learning environment, improve the participants' involvement in the classroom, make learning as an enjoyable experience, and realize the objective of effective learning. Significantly, the study introduced a cartoon video-based design for teaching English vocabulary. The teaching design consists of three phases. In the pre-watching phase, the teacher makes an introduction about the topic and the vocabulary used in the video. For preparing the pupils to the cartoon video, the teacher can apply some brainstorming activities to activate the pupils' prior knowledge about the topic. In the while-watching phase, the teacher may raise questions to ensure the pupils' focus on the content and check for their comprehension of the newly introduced words in the video. In the post-watching phase, the teacher may hold discussion about the cartoon video content and give vocabulary practice activities.

III. METHODOLOGY

This study adopted the quantitative approach of data analysis to assess the oral fluency of both examined groups (e.g. Purba et al., 2022; Saro et al., 2022; Marghany, 2023; Oplas et al., 2023). Descriptive statistics, including the mean scores, standard deviations, and minimum and maximum scores, was calculated. Inferential statistics, like paired samples t-test

and independent samples t-test, was also used. The participants included 42 pupils who were selected from two classes; a class of 20 pupils and a class of 22 pupils. The two classes made up the control group and the experimental group respectively.

The pupils were randomly divided into two groups; a control group comprising 20 pupils and an experimental group comprising 22 pupils. The oral fluency pretest was administered in the first week of the first semester, school year 2023-2024. Moreover, the researcher used the traditional instruction to enhance the oral fluency of the pupils included in the control group. On the other hand, the oral fluency of the experimental group was developed by using cartoon video instruction over a 12-week training program (Appendix C). The training program delivered to the experimental group included cartoon videos to develop the oral fluency skills in the form of listening, speaking and reading activities (Table 1). The training program was theoretically based on the definition of EFL learners' oral fluency (Suzuki & Kormos, 2023). In implementing the training program, the researcher used the teaching strategies designed by Zamzami (2023). Therefore, the teaching of each cartoon video was done through three stages; pre-listening, while-listening and post-listening.

TABLE 1
CONTENT OF CARTOON VIDEOS TRAINING PROGRAM

-	Learning the vowels with Cuqulin's magic balloons
-	Rhymes
-	Great Listeners
-	The lion and the mouse
-	Speaking cartoon
-	Reading skills
-	Back to school carton
-	Smart Kids Stories
-	Messy Monkey
-	What's that?
-	Read with Akili and Me
-	Educational cartoon
-	Looney Tunes
-	Funny Money
-	Bravest Warriors

(Source: designed by the researcher)

The oral fluency pre-and-posttests were forwarded to three TEFL professors for the purpose of checking their internal and external validity. Based on the professors' recommendations, the researcher modified both versions of the oral fluency tests. Both tests were also piloted and the Cronbach's alpha coefficients were 0.91 and 0.92 for the pretest and the posttest, respectively. The two coefficient values indicate high reliability of both tests. Along with the researcher, two senior elementary school English teachers took part in marking the pupils' answers of the two tests. Assessment of pupils' answers was based on vocabulary size, recall of lexis, speed of articulation, grammar rules and fluency of uttering well-constructed sentences.

Furthermore, the construction of oral fluency pre- and post-tests relied on reviewing different related studies such as Dixon et al. (2020), Rustamov and Mamaziyayev (2022), and Qasserras (2023). Each of the oral fluency pre- and post-tests (Appendices A & B) consists of four sections; namely, reading passage, role plays, spontaneous speech, and word list. Each test was marked out of 100 marks; 25 marks were allocated to each section. Both tests include authentic materials derived from different English learning websites. For instance, the two excerpts of reading passages used in the oral fluency pre- and post-tests were taken from *Grade 4 Leveled Reading Workbooks* (<https://store.k5learning.com>). The second section of the oral fluency pretest employs a dialogue taken from *Liveworksheets* (<https://www.liveworksheets.com>). Furthermore, the role-play question of the oral fluency posttest used a dialogue from *Everyday Cup of English* (<https://everydaycupofenglish.com>). In section three, pupils were required to spontaneously talk about one topic. They were asked to talk about their weekend activities in the pretest. Meanwhile, they were instructed in the posttest to spontaneously talk about 'A school day'. In the fourth section, the pupils were required to read two different word lists in the oral fluency pre- and posttests. Each word list includes words of different manners and places of articulation and minimal pairs. The two word lists were taken from *Minimal Pairs Word List* (<https://www.learningfundamentals.com>).

In this vain, the following questions will be answered in the next sections.

1. To what extent is the use of cartoon videos effective in improving the Jordanian 4th grade EFL pupils' oral fluency?
2. Is there a significant difference between the results of the control group and experimental group in the post-test performance?

IV. RESULTS

This quantitative study compared the oral fluency performances of the control and experimental groups in the pretest and posttest. It determined the development in the oral fluency performances of both groups in the posttest. Moreover, the paired samples t-test was employed, and the quantitative analysis helped to identify significant differences in the oral fluency performances between the two groups in the posttests. The independent samples t-test was also used.

The post-test results significantly revealed differences between the scores of the control group and the experimental group. In this respect, the pupils in the experimental group had higher scores than the control group's pupils. Therefore, the hypothesis implying that the use of cartoon videos is not effective in improving the Jordanian 4th grade EFL pupils' oral fluency is rejected. Instead, the hypothesis implying that the use of cartoon videos is effective in improving the Jordanian 4th grade EFL pupils' oral fluency is accepted. Furthermore, the hypothesis implying that there is no significant difference between the results of the control group and the experimental group in the post-test performance is rejected. Thus, the hypothesis implying that there is a significant difference between the results of the control group and the experimental group in the post-test performance is accepted.

Table 2, which embodies the descriptive statistics, reveals that all participants of both groups showed poor oral fluency in the pretest. The oral fluency poor performance is evident in the minimum and maximum scores of the control group (Min and Max=43 and 46), respectively. Besides, the minimum and maximum scores of the experimental group were (Min and Max =43 and 47), respectively. The mean score and standard deviation of the control group (M=1.70) and (SD=2.48) are relatively similar to those of the experimental group (M=1.93) and (SD=2.41).

TABLE 2
THE PRE-AND-POSTTESTS DESCRIPTIVE STATISTICS

Groups	N	Min.	Max.	M	SD
Control pretest	20	43	46	1.70240	2.48462
Control posttest	20	48	70	3.84752	6.80247
Experimental pretest	22	43	47	1.93501	2.41302
Experimental posttest	22	50	89	8.68374	3.58914
Valid N	42				

(Source: designed by the researcher)

Table 3 embodies the results of the paired samples t-test. It evidently shows that the oral fluency posttest performance of the two groups was improved, compared to that of the pretest. Furthermore, the oral fluency posttest performance of the control group did not statistically differ from that of the pretest, as the p value was > 0.05 . Contrastingly, the oral fluency posttest performance of the experimental group statistically differed from that of the pretest, as the p value was < 0.05 . This result leads to the rejection of the first two null hypotheses in the sense that posttest oral fluency performances of the two groups are similar. Besides, there is statistical significance in the posttest oral fluency performance of the two groups. These results are consistent with those reported by Ibda et al. (2023), Li (2023), and Zamzami (2023).

TABLE 3
THE PAIRED SAMPLES T-TEST

Groups	M	SD	N	Df	t-value	Sig.
Control pretest	1.70240	2.48462	20	19	3.571	.193
Control posttest	3.84752	6.80247	20	19		
Experimental pretest	1.93501	2.41302	22	21	8.642	.000
Experimental posttest	8.68374	3.58914	22	21		

(Source: designed by the researcher)

Therefore, the independent samples t-test aimed to reveal the extent of effectiveness of using cartoon videos and traditional method in developing the participants' oral fluency. Table 4 presents the results of independent samples t-test. It indicates that better development of oral fluency performance is attributed to the use of cartoon videos in comparison to the traditional method. Apparently, the participants in the experimental group gained mean score (M=6.74), which was higher than that of the control group (M=2.14). The difference between the two groups mean scores was statistically significant at $p < 0.05$. This result leads to the rejection of the third null hypothesis; cartoon videos and the traditional methods are equally effective in developing the participants' oral fluency. This result agrees with those reported by Handayani et al. (2022), Singer (2022), Ibda et al. (2023), and Zamzami (2023).

TABLE 4
THE INDEPENDENT SAMPLES T-TEST

Groups	N	Gained Mean	SD	Df	t-value	Sig.
Control	20	2.14	4.31	19	5.071	.000
Experimental	22	6.74	1.17	21		

(Source: designed by the researcher)

V. DISCUSSION

Initially, the oral fluency pretest showed poor performance on the part of both groups of participants. Both groups shared the same difficulties in the oral fluency components of vocabulary size, lexical recalling, speed of articulation, grammar rules and fluency of uttering well-constructed sentences. These difficulties were evidently noticed in all pretest

sections, particularly spontaneous speech where participants were expected to employ all these components when speaking spontaneously. In the other three sections of the pretest; namely, reading passage, role-play and word list and minimal pairs, the performance of all participants was marked by hesitation and stumbling. The reasons behind the participants' hesitation and stumbling are related to their unfamiliarity with words, inability of articulating and pronouncing these words properly, lack of understanding the relevant grammar rules, and inability of understanding and producing well-formed sentences.

The posttest performance showed that the experimental group had better development of oral fluency compared to that of the control group. Thus, the present study rejected the first and second null hypotheses. It rejected the hypothesis that there is no significant difference between the two groups' posttest oral fluency performances. It also rejected the hypothesis that potential differences between the two groups' posttest oral fluency performances are statistically insignificant. These findings are similar to those reported by Ibda et al. (2023), Li (2023), and Zamzami (2023).

The significant development in the experimental group's oral fluency is attributed to the use of cartoon videos instruction in the process of teaching and learning oral fluency. It proves the failure of the traditional method used to teach the same content to the control group. The use of cartoon videos is characterized by attracting the pupils' attention and focusing on the subject being taught. Besides, the cartoon characters' motion saves the EFL teachers' time and efforts by avoiding repeated explanation of the same content. Through cartoon videos, the pupils can form proper learning strategies as they obtain clear image of what is being taught. Thus, the improvement of pupils' attention and interest in learning can increase their involvement and engagement in the classroom activities. The cartoon videos can also increase the pupils' motivation and interest to learn in an enjoyable learning environment. At the cognitive level, cartoon videos facilitate the pupils' comprehension of the linguistic knowledge being explained due to the clearly interesting presentation of that knowledge. Due to its advantages, the use of cartoon videos can also elevate the learning levels of low achievement students, as it is evident in the experimental group's development of oral fluency.

Consequently, the use of cartoon videos-based instruction surpassed in its effectiveness the traditional method in developing the experimental pupils' oral fluency. This result agrees with those reported by Furqan and Shabir (2021), Handayani et al. (2022), Punjiani et al. (2022), Singer (2022), Ibda et al. (2023), and Zamzami (2023).

The development of the Jordanian grade 4 EFL pupils' oral fluency should encompass all components mentioned earlier in the definition of oral fluency. Thus, EFL teachers in Jordan should pay attention to develop the pupils' vocabulary size, recall of lexis, speed of articulation, grammar rules and fluency of uttering well-constructed sentences. Besides, they are required to select proper teaching strategies that enable them to concurrently develop all these components in an integrated way. The use of cartoon videos-based instruction offered solutions to the challenges and difficulties that often encounter Jordanian EFL teachers when developing their pupils' oral fluency. Thus, the design of student-teacher's training programs in the Jordanian EFL context should take into considerations training students and teachers on how to use these videos in the classrooms. They should also be trained on the different stages using cartoon videos for teaching different language skills. Thus, the Jordanian EFL teachers should be trained on how to fulfill the procedural requirement of each stage, such as ways of brainstorming their pupils in introducing the topics of cartoon videos, giving quizzes, exercises and raising questions in the while and post stages.

The use of cartoon videos-based instruction revealed more effectiveness in achieving better development of the experimental pupils' oral fluency, compared to the traditional method applied to the control group. Therefore, the designers and planners of EFL curriculum for Jordanian primary schools should find ways to include activities based on the use of cartoon videos. The incorporation of cartoon videos will yield better results in improving and developing the Jordanian EFL pupils' learning of English language knowledge being taught. This finding is consistent with those reported by Furqan and Shabir (2021), Punjiani et al. (2022), Handayani et al. (2022), Singer (2022), and Zamzami (2023).

VI. CONCLUSION

The low oral fluency achievement of all participants in the pretest raised the need for Jordanian EFL teachers to devise appropriate teaching strategies for developing oral fluency among primary school pupils. The Jordanian pupils can largely benefit from the cognitive and affective functions associated with the use of cartoon videos-based instruction in developing various components of oral fluency, namely, vocabulary size, recall of lexis, speed of articulation, grammar rules and fluency of uttering well-constructed sentences.

In spite of the fact that both the use of cartoon videos and the traditional method led to development of the two groups' oral fluency, the former indicated higher effectiveness in comparison to the latter. Therefore, the current study recommends the integration of cartoon videos-based instruction into the grade 4 EFL curriculum in Jordan. This integration can bring about better development of the Jordanian EFL pupils' comprehension of English knowledge and better learning outcomes.

Thus, this study suggests the following topics for future studies in the Jordanian EFL context:

1. The current study can be replicable at other different educational stages.
2. A study can examine the effect of using cartoon videos on the development of EFL learners' writing skills.
3. A study may investigate the development of EFL teachers' teaching strategies by using cartoon videos.
4. A study can explore the impact of using cartoon videos on the EFL curriculum development of Jordanian primary schools.

5. A study may investigate the necessity to develop the Jordanian student-teachers' preparation programs in line with applying cartoon videos-based instruction in the primary schools.

APPENDIX A ORAL FLUENCY PRETEST

1. Reading passage

Participants were asked to read aloud the following passage:

<https://www.k5learning.com/worksheets/reading-comprehension/level-q-childrens-story.pdf>

"Rosa Parks Takes a Stand

Rosa Parks was tired. She had worked long hours that day as a seamstress at a local clothing store in Montgomery, Alabama. However, it was not because she was physically tired that she refused to give up her seat on the bus to a white man. It was because she was worn-out from being pushed around. She was tired of the discrimination in the world around her".

2. Role-play task

Participants were required to perform the following dialogue in pairs

<https://www.liveworksheets.com/w/en/english-second-language-esl/1103026>

"Peter is talking to his friend Jane:

J: Hello, Peter. How are you?

P: I'm not very well.

J: What's the matter? Have you got a headache?

P: No, I've got toothache.

J: Would you like to come to my house?

P: No, thanks. I want to go home.

J: Shall I walk home with you?

P: I'd like that, thanks".

3. Spontaneous speech

Participants were asked to talk about their weekend activities

4. Word-List Reading

Participants were required to read the following word list which includes words of different manners and places of articulation and minimal pairs

https://www.learningfundamentals.com/products/WordLists/Minimal_Pairs.pdf

boat-bow, note-know, rain-ray, bean-bee, bait-bay

APPENDIX B ORAL FLUENCY POSTTEST

1. Reading passage

Derived from <https://store.k5learning.com/reading-comprehension-workbooks/grade-4>

Participants were asked to read aloud the following passage:

<https://www.k5learning.com/worksheets/reading-comprehension/level-q-childrens-story.pdf>

"Rosa Parks Takes a Stand

Mrs. Parks was small as a child, but she was not one to back down from a fight. There were some white children in her neighborhood who would bully black children. Mrs. Parks often stood up to them, sometimes even resorting to using her fists".

2. Role-play task

Participants were required to perform the following dialogue in pairs

Derived from Everyday Cup of English

<https://everydaycupofenglish.com/2019/02/05/dialogue-writing-grade-4/>

"Jo called out to Laurie.

Jo: How do you do? Have you been sick?

Laurie: Better, Thank you! I've had bad cold and cough for a week.

Jo: How have you been passing your time? Do you read?

Laurie: Yes, I do read about it. My mother doesn't allow me to watch television so I read.

Jo: Doesn't anyone come to see you?

Laurie: There isn't anyone who comes. I don't know anyone. Will you come please?

Jo: I'll come if my mother allows me. I will go ask her.

Laurie: Okay, I'm waiting for you".

3. Spontaneous speech

Participants were asked to talk about 'A school Day'.

4. Word-List Reading

Participants were required to read the following word list which includes words of different manners and places of articulation and minimal pairs.

Lock-walk, lake-wake, line-whine, rock-walk, cake-take

APPENDIX C CARTOON ACTIVITIES

- *Learn the vowels with Cuqulin's magic balloons*
<https://youtu.be/fL9CqXXbFm0>
- Rhymes
<https://youtu.be/fL9CqXXbFm0>
- Great listeners
<https://youtu.be/IVnmJpKo1E>
- The lion and the mouse
<https://youtu.be/fL9CqXXbFm0>
- Speaking cartoon
<https://youtu.be/FdILsxR5AE0>
- Reading skills
<https://youtu.be/1oqdI5JMjNjM>
- Back to school cartoon
<https://youtu.be/fL9CqXXbFm0>
- Smart Kids Stories
<https://youtu.be/CzfWPGDAS4g>
- Messy Monkey
<https://youtu.be/LYLGMK-5ckU>
- What's that?
<https://youtu.be/VZFeZYQykdc>
- Read with Akili and Me
https://youtu.be/JBRP_2B2SVc
- Educational cartoon
<https://youtu.be/sIL980MOnrI>
- Looney Tunes
<https://youtu.be/kRvw4rVqYMM>
- Funny Money
<https://youtu.be/-81YMIA6KR0>
- Bravest Warriors
<https://youtu.be/nv99gj1xxWw>

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