ENHANCING A2 LEARNERS’ SPEAKING COMPETENCE THROUGH “ENGLISH SINGSING” ANIMATED DIALOGUES.

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Abstract: This research investigates the challenges of developing oral proficiency among A2-level learners in Uzbekistan and proposes an integrative framework using "English Sing Sing" animated dialogues. Previous studies have shown that the traditional grammar-focused methods often lead to "speaking anxiety" and linguistic barriers. By implementing a structured "Watch-Mimic-Produce" cycle this study demonstrates how multimodal input can lower the affective filter and enhance communicative competence. The results of a pre-test and post-test experiment revealed a significant increase in students’ fluency and pronunciation accuracy.

Keywords: A2 learners, Uzbekistan ELT, English Sing Sing, integrative approach, multimodal learning.

“INGLIZCHA QO‘SHIQLAR” ANIMATSION MASLAHATLARI ORQALI A2 O‘QUVCHILARINING NUTQIY MALAKALARINI OSHIRISH

Annotatsiya: Ushbu tadqiqot O‘zbekistonda A2 darajasidagi o‘quvchilar orasida og‘zaki nutqni rivojlantirishdagi qiyinchiliklarni o‘rganadi va “Inglizcha qo‘shiq ayt” animatsion dialoglaridan foydalangan holda integrativ asosni taklif qiladi. Avvalgi tadqiqotlar shuni ko‘rsatdiki, an’anaviy grammatikaga yo‘naltirilgan usullar ko‘pincha “gapirish xavotiri” va lingvistik to‘siqlarga olib keladi. Strukturaviy “Ko'rish-taqlid qilish-ishlab chiqarish” siklini amalga oshirish orqali ushbu tadqiqot multimodal kirish affektiv filtrni qanday pasaytirishi va kommunikativ kompetentsiyani qanday oshirishi mumkinligini ko‘rsatadi. Testdan oldingi va testdan keyingi tajriba natijalari talabalarning ravonligi va talaffuz aniqligi sezilarli darajada oshganligini ko‘rsatdi.

Kalit so‘zlar: A2 o‘quvchilari, O'zbekiston ELT, Inglizcha qo‘shiq ayt, integrativ yondashuv, multimodal o‘rganish.

ПОВЫШЕНИЕ УРОВНЯ РАЗГОВОРНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ УРОВНЯ А2 ПОСРЕДСТВОМ АНИМИРОВАННЫХ ДИАЛОГОВ «ENGLISH SINGSING».

Аннотация: В данном исследовании изучаются проблемы развития устной речи у учащихся уровня А2 в Узбекистане и предлагается интегративная модель с использованием анимированных диалогов «English Sing Sing». Предыдущие исследования показали, что традиционные методы, ориентированные на грамматику, часто приводят к «тревожности при разговоре» и языковым барьерам. Внедрение структурированного цикла «Смотри-Имитируй-Создавай» демонстрирует, как мультимодальный ввод может снизить аффективный фильтр и повысить коммуникативную компетентность. Результаты предварительного и итогового тестирования показали значительное повышение беглости речи и точности произношения учащихся.

Ключевые слова: учащиеся уровня А2, преподавание английского языка в Узбекистане, English Sing Sing, интегративный подход, мультимодальное обучение.

Introduction. “Tell me and I forget, teach me and I may remember, involve me and I learn” Benjamin Franklin

Nowadays, children are growing up in a pervasive digital environment, where their daily lives are entirely surrounded by technology. The younger generation has become “digital natives” naturally gravitating towards social media platforms such as YouTube and Telegram, where they consume a constant stream of short-form videos and “shorts.” This deep engagement extends to television programming, creating a strong visual dependency. Since learners are already heavily invested in these digital mediums, the traditional classroom must adapt by integrating similar audio-visual tools to align with their modern learning habits. Leveraging this existing digital connection through educational resources like “English Sing Sing” provides a familiar and motivating context for language acquisition."

In order to better comprehend the use and the importance of video-based lessons in pupils’ learning and by extension in language teaching and learning, first one needs to explore its definition. Recent educational research highlights the shift towards multimodal learningenvironments. Individuals learn more deeply from words and pictures than from words alone. (Mayer’s Cognitive Theory of Multimedia Learning,2001). In the context of English as a Foreign Language (EFL) Canning-Wilson (2000) argues that visual support in the form of video can help clarify messages and provide a contextual richness that traditional textbooks lack. Furthermore, the integration of songs and rhythmic dialogues, as seen in platforms like “English Sing Sing,” aligns with Ludke’s (2013) findings that “listen-and-repeat” activities paired with melody significantly enhance foreign language verbatim recall.

In Uzbekistan, where the digital divide is narrowing, utilizing these platforms allows teachers to bridge the gap between students' out-of-school digital experiences and in-school formal learning.

Another critical aspect of using animated dialogues is their ability to provide a comprehensible input in a low-anxiety environment. As emphasized by Krashen's Monitor Model (1982), language acquisition is most effective when the learner is exposed to messages that are just slightly above their current level (i+1) while maintaining a low affective filter.

Animated dialogues from "English Sing Sing" act as a multidimensional tool that combines linguistic patterns with visual cues; making the input more accessible than text-based materials.

Furthermore, unlike traditional audio recordings, these visual animations offer situational context allowing A2 learners to observe non-verbal communication. Such as gestures and facial expressions which are essential for true communicative competence.

Methodology. 2.1 Participants. The experimental study was conducted at secondary schools in Syrdaria, Uzbekistan. Both students and teachers participated in this research. In more detail, as far as the students are concerned, we were able to recruit 87 students overall, yet 54 were analyzed. The participants' were A2-level students, aged between 8 and 13. Among them, 52% were male and 48 % were female. These learners were primarily from a monolingual uzbek-speaking background.

Attending general education classes.

Pertaining to the teachers, 35 English language teachers were recruited, but 12 were analysed.

The objective of involving teachers in the study is to provide a pedagogical perspective on the use of digital tools. The teachers' professional experience ranged from 5 to 20 years. Most of them hold Bachelor's degree (BA) in English Philology, 40% B2 and 60% C1 certificate on Common European Framework of Reference for Languages (CEFR). This diverse demographic was selected to ensure a holistic understanding of how "English Sing Sing" dialogues impact both the teaching and learning processes.

Materials and procedures. Following the line of similar pedagogical studies in digital language learning (Mayer, 2005; Ludke, 2013), the data collection and instructional procedures for the current study were realized through a structured integrative framework. This type of instrument was selected on the grounds that it is rigorous, methodical, and consistent, allowing for a clear observation of how multimodal inputs affect speaking performance.

The primary materials utilized were the 'English Sing Sing' animated series, chosen for their phonetic repetition and rhythmic dialogues, which align with the research objectives of reducing speaking barriers in A2-level learners."

1. The interactive observation stage (watch) Students were presented with "English Sing Sing" animated dialogues. During this stage, the focus was not merely on listening, but on visual decoding. Learners observed characters gestures, facial expressions and situational context provided by the animation. This multimodal input

allowed students to internalize the meaning of phrases without the need for mother-tongue translation.

1. The rhythmic imitation stage (mimic) This stage integrated the shadowing technique with melody. Students engaged in choral and individual repetition, synchronizing their speech with the animated characters. The rhythmic nature of the dialogues helped in lowering the affective filter. As students felt less self-conscious when miming a cartoon character compared to a traditional textbook drill. 2. The creative production stage (produce) The cycle culminated in a structured dubbing and role-play activity. Prior to the speaking task, students engaged in written brainstorming and collaborative scripting based on the visual prompts. This written scaffolding allowed learners to internalize grammar structures and accurately arrange their thoughts. Following this brief writing phase, the audio of the animation was muted, and students successfully provided the voices for the characters in real-time, demonstrating enhanced fluency, vocabulary recall, and accurate pronunciation.

Data Collection and Assessment. "The experimental intervention was conducted over a period of three months (12 weeks), during which students engaged in the integrative video-based lessons twice a week. To evaluate the impact of this approach, a pre-test was administered at the beginning of the study and a post-test at the conclusion of the three-month period.

The assessment was designed to measure specific speaking components, including fluency, pronunciation, and grammatical accuracy. Following the tests, the collected quantitative data were analyzed to determine the progress of the 54 primary participants. Additionally, semi-structured interviews were conducted with teachers to gain qualitative insights into the students' behavioral changes.

Figure 1

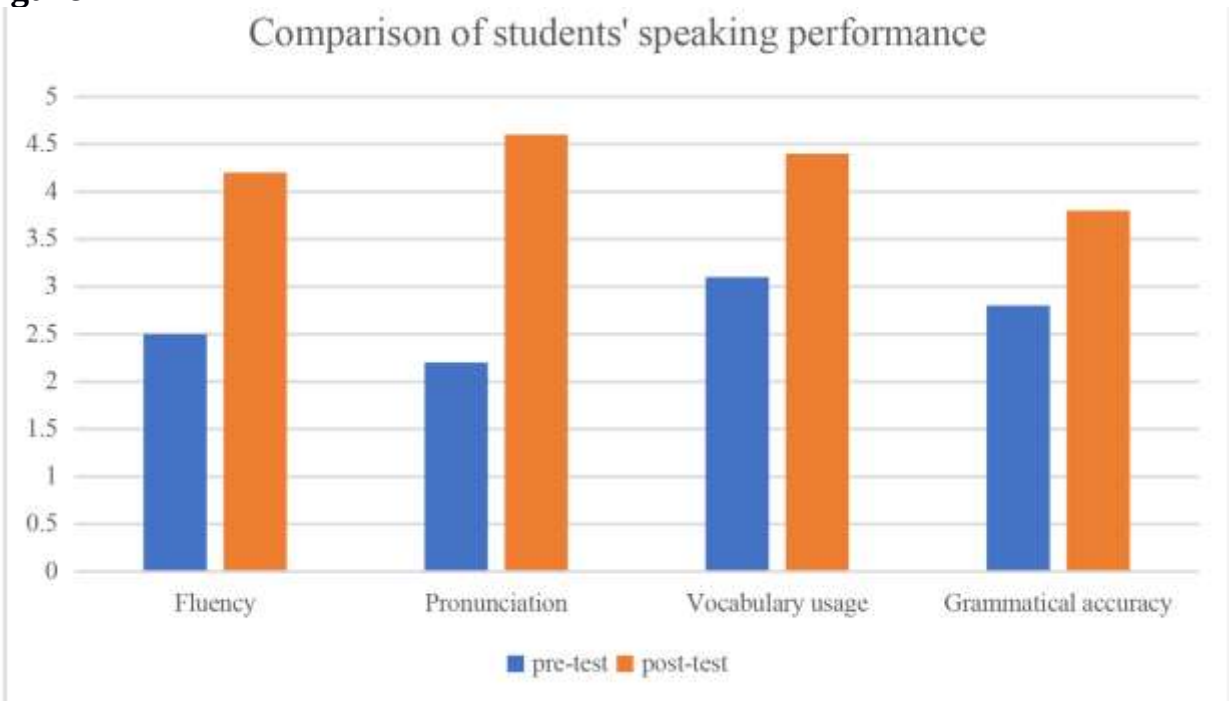


Table 1. Teachers' evaluation of the "English Sing Sing" methodology (n=12)

Evaluation criteria	Strongly agree	Agree	Neither Agree nor Disagree	Disagree
Speaking Anxiety Reduction	58%(7)	25%(3)	17%(2)	0
Fluency Improvement	58%(7)	34%(4)	8%(1)	0
Vocabulary Recall	75%(9)	17%(2)	8%(1)	0
Classroom Motivation	58%(7)	25%(3)	8%(1)	8%(1)

Discussion of Teacher Evaluations. The qualitative data presented in Table 1 indicates an overwhelmingly positive reception of the "English Sing Sing" methodology among the 12 participating educators. The following points summarize the pedagogical rationale behind these results: Vocabulary Recall (75% Strongly Agree): The highest level of consensus was observed in vocabulary retention. Teachers attributed this to the "Watch-Mimic-Produce" cycle, where rhythmic repetition and visual cues allow students to internalize lexical units naturally without the need for rote memorization.

Speaking Anxiety Reduction (58% Strongly Agree): Educators noted that the dubbing activity in the "Produce" stage allowed students to "hide" behind a character's voice. This significantly lowered their "Affective Filter," making them more willing to speak without the paralyzing fear of making mistakes.

Neutral Responses (17% Neither Agree nor Disagree): The neutral feedback regarding anxiety and fluency may stem from the fact that a small group of learners required more time to adapt to the digital format or possessed different learning styles that were less responsive to video-based input.

Classroom Motivation (8% Disagree): The single "Disagree" vote in the motivation category suggests that while digital tools are engaging, they are not a "one-size-fits-all" solution. It highlights the importance of the teacher's role in actively facilitating the transition from passive viewing to active participation to ensure no student remains a mere spectator.

Conclusion and Pedagogical Implications. The findings of this study provide empirical support for the integration of productive skills in EFL classrooms, specifically demonstrating the profound impact of combining writing and speaking tasks among A2–B2 learners. By embedding structured written brainstorming and collaborative scripting prior to oral production, the traditional challenges of speaking anxiety and cognitive overload were successfully mitigated. The visual and rhythmic nature of the "English Sing Sing" animated dialogues, paired with this systematic

"Watch-Mimic-Produce" cycle, allowed students to transition smoothly from structured language absorption to confident, spontaneous production.

Quantitatively, the intervention resulted in significant progress across all measured oral parameters, with pronunciation accuracy and fluency exhibiting the most prominent growth.

Qualitatively, the positive teacher evaluations confirm that integrating a writing phase before speaking tasks builds a secure framework, lowering the learners' affective filter. For educators, these outcomes highlight that speaking skills should not be taught in isolation. To foster genuine communicative competence, instructional designs must blend receptive and productive modes, recognizing that a brief writing and planning preparation empowers young learners to express themselves accurately and fluently.

Used literature:

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