

GRAU D'ANGLÈS
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Learning English Through *Dora The
Explorer*

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Abstract

The main objective of this Final Degree Project (TFG) is to investigate whether *Dora the Explorer* is a good educational cartoon for teaching English. This project will help teachers when teaching a new language to their students.

Previously, a theoretical analysis will be carried out in order to have all the notable references about this field, accessing relevant information about the function of each cartoon that we can find and the different types that exist, adding the educational values and their influence on their audience. For the study of the chosen cartoon, part of this theory will be used, adding the CEFR information, since it will focus on the A1 English level basics for the study. On the other hand, other questions will also be addressed, such as why it is good for learning English, also the techniques used and the values it can teach.

The main conclusions of this project are that *Dora the Explorer* is a cartoon that contains all the necessary bases for learning basic English, fostering a more playful and entertaining learning experience for those who watch it.

Key Words

Cartoons, *Dora the Explorer*, English, values and influence, A1 level.

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1. INTRODUCTION

From the beginnings of animation, starting with the first sketches, until today, on the big movie screens, cartoons have created special sensations in everyone who sees them, especially in children. Over the years and through the ages, the shapes, colors and sounds in this field have evolved significantly, so much so that the knowledge acquired through these animations has also expanded.

As a result, we have always wondered if watching cartoons can enrich us in some way, and the truth is that they can. Many of them launch educational systems so that those who watch them can learn something new that they did not know, or so that children who have just started in the educational world can learn in a more playful and fun way.

Cartoons contain several functions among them, but they depend a lot on their theme, since not all of them are used for the same purpose. We find cartoons that have some functions as how to learn to be more sociable, to learn how to work in a team, to learn numbers and colors, or even to learn a new language.

Addressing this issue is very important, because children can be greatly influenced by what they see and what they hear, since for them they are one of their great sources of learning. Many of them create their personality and values based on cartoons, which is very important at an educational level, as they should be previously informed about what each drawing expresses and know very well if what they are watching is of good use or not and if it can serve them as an educational branch or if it is just another hobby.

In this study we will discuss all these issues. We will start from the cultural base, as safe information to have more references and to be able to base ourselves with the later analysis. The principal objective within this project is to analyze how a cartoon, such as *Dora the Explorer*, can teach a new language to those who do not know it, such as

children, starting with a cultural origin, which will provide us with knowledge about its creation, and ending with an analysis on the chosen educational cartoon, in order to find out if it is a safe and effective way to learn English by watching the cartoon series and adding other materials that it can offer us.

Choosing this topic for the project was not by chance, because if I become a teacher in the future, the bases of this study on cartoons will help me in the development of my classes to the students. So, as teachers, one of our main jobs is to know the audiovisual and textual contents by which our students can be influenced, so it is a great task and research to nourish ourselves with all this knowledge before putting it into practice in the future. Learning English is not an easy task, but it can be done better with a fun and useful basis that captures all the attention that children need.

2. THEORETICAL FRAMEWORK

2.1. THE ORIGINS OF CARTOONS

To begin the journey through the world of animation, it is necessary to know its origins to have a clearer vision of what was the beginning of this new era. As explained by Ambròs and Breu (2007), in their book on Film and Education, as time goes by, the change of the audiovisual image has become part of people's daily lives, to the point of becoming established as a visual art, animated and full of sensations.

2.1.1. Beginning of Animation and its history

Since the beginning of time, all societies have obtained different ways to entertain themselves using the resources they had at the time. The art of animations and cartoons is something that was already visualized by the ancient primitives. According to a study conducted by French archaeologists (2012), cave artists presented scenes with animals where the repetition of limbs was an attempt to create movement. In addition, and without leaving it aside, we can also consider animations to the figures created by silhouettes, also called Chinese shadows, which were created from creativity and imagination to be able to make figures of all kinds with hands and fingers.

While we follow the timeline, in Ancient Egypt, they also had the idea of telling stories through a series of drawings, the famous hieroglyphs. These represented sounds as if they were an alphabet, and were complemented with signs that added meaning.

Leaving aside the ancient era, the figure truly considered as the father of animation is Émile Reynaud. He was a French visionary who made a simple drawing come to life at a time when animation was thought to be an optical effect of science. As a pioneer of this

new era, Reynaud invented the Praxinoscope, a projection machine evolved from earlier ones which allowed animated images to be viewed through a screen. This was something revolutionary that changed the whole vision put towards the world of cartoons.

2.1.2. The evolution of cartoons

As Gabriela Mornhinweg and Luis Carlos Herrera (2017) explain in their study on *Cartoons as a Tool for Education*, the impact of cartoons changed over the years, although it is worth noting that it was in the 1980s when the big change began. Feature films were the biggest impact of the time, showing a wider variety of characters playing new roles never seen before on screen, which belonged to classic stories, such as the typical contrast between heroes and villains.

Years later, during the 1920s, the evolution of the cartoon changed completely until the first cartoon with sound was created, called *Alice Comedies*, belonging to the famous world of *Disney*. In the work called *Brief Look at the History, Classification and Creation of Cartoons*, Neyder Arias and Liana Ovalles (2016) explain in depth how more research later began to be done on this new phenomenon, until in 1928 the famous *Disney* icon, Mickey Mouse, was born, and with whom the stage of sound cinema in cartoon productions began.

As we already know, from the many stories created by the famous Walt Disney, each time new faces, new projects and new technological advances in the world of animation came to the market. In this case, we find the famous Pixar company, which specialized in computer animations, and with whom, during the end of the 20th century, we got to know the movies and the world in three dimensions (3D) with the launching of the film *Toy Story* (1995).

2.2. TYPES OF CARTOONS

Seeing the long trajectory that these animated creations have had, several types of cartoons have been developed, which can be classified according to their category and depending on what they wanted to convey to audiences.

There is a wide range of categories, six of which stand out for being the most consumed by the population, and they are:

1. Political or Editorial Cartoons

This is the type of caricature that we have had more present throughout time, and the one that is still seen today. Political cartoon is a type of animation characterized by drawings that present a scene of a political issue, usually presented in a satirical tone (*see Appendix I*).

These types of animations are usually found in newspapers, as this is where we find the current news. They are usually located next to editorial columns, which is why they can also be called "Editorial Cartoons".

2. Comic Strips or Panels

This type of cartoon is characterized by a series of images that are positioned and designed in such a way that the reader can read them as if they were a narrative, following a correct reading order. Normally its use is to make people laugh but with a more serious humor (*see Appendix I*).

3. Gag Cartoons

Gag is the direct definition of "joke". These types of cartoons are very similar in structure to comic strips, in that they are vignettes that follow a particular storyline and are accompanied by a sentence or text under each vignette (*see Appendix I*).

Gag cartoons represent a comic scene about real situations and are used to make fun of the mistakes or defects that we human beings have throughout our lives. Also, sometimes, they include situations of political character, to highlight the actions of politicians.

4. Illustrative Cartoons

Illustrative cartoons are different from the ones mentioned above, as they are a representation of particular ideas that help in teaching about something or explaining stories. They are characterized by their images, since thanks to seeing them, the reader understands much more than through the text that accompanies them (*see Appendix I*).

These kinds of animations are usually present in textbooks, especially those dedicated to young children, so that they can better follow the story they are reading.

5. Animated Cartoons

Animated cartoons are what we know today as cartoons that are drawn with a machine with the purpose of making them look like they are designed manually (*see Appendix I*). They are animations that create movement and action and that is why we will never find them in a magazine or newspaper, as they are typical of the film world, since they are accompanied by special effects and sound.

6. Educational Cartoons

Finally, one of the most important types are educational cartoons. They are characterized for being an important resource for the people who watch and consume them, since their purpose is to promote learning in general, either by

discovering new things or analyzing and solving the problems of daily life (*see Appendix 1*).

2.2.1. Characteristics of Educational Cartoons

As we mentioned previously, educational cartoons represent a large section of learning. They are based on educational technology, which, thanks to technological tools, facilitates teaching and learning.

One of their main characteristics is that this type of caricature makes it easier to remember, so when teaching something, they make us internalize more what we have learned, such as words or expressions.

On the other hand, if we talk about its use for children, it is a fun educational resource that brings benefits for their cognitive development, since they can learn many useful values for their daily life thanks to them.

2.2.2. Examples of Educational Cartoons

Within this educational world, we find a great variety of educational cartoons, adapted to different ages and that provide one type of content or another accordingly, as Cristina Cantudo (2022) said in her article about cartoons for infants and children, where she presents the most recommended educational options.

As first among the youngest, between 1 and 5 years old, we have three famous cartoons: *Pocoyo*, *Caillou* and *Peppa Pig* (*see Appendix 2*). The first one is characterized by telling adventures through the learning of colors, shapes and how he perceives the world, around his friends, and within this way the child will begin to recognize this content in his daily life. On the other hand, *Caillou* and *Peppa Pig* are very similar, as both begin to teach

values related to respect for the family, and explain how they perceive the adult world from their perspective.

However, if we focus on other types of cartoons, such as those that transmit educational values through music and are somewhat more artistic, we have a great variety, but among them one of the most famous is *Timmy Time* (see Appendix 2), appropriate for children between 3 and 5 years old, as it is a cartoon series that only transmits music and sounds. In addition, related to the world of music and geography, we find the cartoon called *Little Einsteins*, based on the adventures of four young children whose purpose is to solve missions or problems and also provide information about art, musical melodies or places in the world. This is a very good educational cartoon that children between 3 and 7 years old usually watch, as it teaches different things than the typical cartoons and makes children be more interested in culture.

Next, in education about helping others and knowing oneself, we find several educational animations such as *Paw Patrol*, *Doctor Toys* or even *Sesame Street* (see Appendix 2). These drawings are especially for children between 4 and 8 years old, as they are engaging for the messages they convey and the charisma of their characters, as they learn shared values such as empathy, responsibility, knowing how to manage day to day problems, and also how to detect emotions and know how to manage them.

Finally, if we go to animations that provide didactic values, we recognize, as one of the most famous educational cartoons of all, the one called *Dora the Explorer* (see Appendix 1). It is usually seen by children between 3 and 9 years old, since through this character, children interact with her in an active way and they will learn new expressions in another language, as it can be English.

2.3. INFLUENCE OF CARTOONS IN CHILDREN'S EDUCATION

At present, many more children make use of new technologies for everything, so the daily use of cartoons in early ages is becoming more typical, which makes parents and teachers come to wonder if that has a positive or negative educational load.

While it is true that animation is a learning process that explains information in an easy and fun way, with the purpose that the person who is watching it can interact and at the same time learn from what they see. In spite of this, it is not always certain that all that information is really for those children to be able to use it correctly in their daily lives.

2.3.1. Television and Education

According to Joan Ferrés i Prats (1997), in his study on Television, Spectacle and Education, there is a joint relationship between the television world and the educational world, but it should be known that the two things are not necessarily linked to each other, since education has much more weight of importance than any value that television wants to transmit, but even so every educational system has to allow itself the luxury of applying its knowledge to the world of television, to obtain a greater response from the students.

2.3.1.1. Classification of values

As we have already seen, within the many types of educational cartoons mentioned before, if we talk about the different values that cartoons can transmit, according to the study carried out by Núria R. Puiggròs, Maria A. Pujol and Verónica V. Holz (2005), we have four different types of values according to what they teach.

- **Ethnological values:** They transmit the different needs of society combined with imagination, fun and cultural information about the world around us.

- **Didactic values:** These are the values that we can identify with educational cartoons the most. They are also the most accepted values by children due to their educational content.
- **Psychological values:** They encourage imagination much more, since they capture much more attention. Children can relate to the character they are watching and like, which will later lead them to behave in the same way as that character in their daily lives.
- **Linguistic values:** They are the greatest source of learning that cartoons have. A person who is watching a cartoon series on TV can grasp with greater attention the teaching of the language that is being transmitted, due to its content in vocabulary, different expressions, etc.

Apart from these, which we already make use of in our daily lives, cartoons show many other secondary values that are probably more forgotten, but are no less important. The values that the characters transmit in terms of relating to other characters, not discriminating against other characters, violence or cruelty among them, or love, are considered of great importance, since for the child or teenager who is watching it, depending on what is shown, it can be beneficial or detrimental to him/her.

As for the value of violence or cruelty, it is true that in all cartoons, movies, comics, among other sources, we have seen such scenes, but with the passage of time they have evolved to the point of not being just physical cruelty. The child or teenager unconsciously learns to use this psychological violence that today is so present among the youngest, so they can develop a different behaviour than they used to before seeing these situations. For parents it is a very worrying issue, because for them, showing a series or a movie to their child should not be synonymous with entertainment only, but also an

action that serves them for their mental development and so that they do not acquire anything that in the future can harm them.

2.3.2. Advantages and disadvantages of the use of cartoons in children's learning

Starting from the basis that we explained previously, cartoons are used with the purpose of teaching new things in life, to deal with the problems that arise, to know cultures, to learn languages, among many others. For all this and more, it is necessary to take into account which specific cartoons to show to the child who watches them, because as we have already mentioned, not all of them have the same use and not all of them teach things that can help in a positive way.

2.3.2.1. Positive Aspects:

Cartoons around children are of great importance, since, like everyone else, they perceive the world around them through the senses and cartoons are that escape route for them to live and dream beyond what they experience in their day to day life.

In addition to this, children watching educational cartoons helps them develop their cognitive skills to a great extent, such as finding a logical explanation for what they are seeing and hearing. Moreover, several studies affirm that the most efficient educational means in cartoons are the changes of colors, since they are used as a tool to teach something, which makes the child pay more attention to what is being shown.

Another of the positive characteristics that we found is, that thanks to them, they can develop better their language, since this educational way can help them to develop their skills in the field of linguistics and thus also help their way of speaking.

Finally, but not less important and related to the above mentioned about colors, this type of cartoon enhances the creative capacity that children may have, since it inspires them to create stories in their imagination from what they have seen.

2.3.2.2. Negative Aspects:

As we have already seen, cartoons can affect children's lives in many ways, but we have to keep in mind that, apart from the positive way they have to teach, we must also be careful with the negative parts that can affect the child's subconscious, and so know what they are to avoid it.

First of all, and as we have already mentioned above in the values of cruelty, violence on these platforms can be something very dangerous for those who watch it, especially for children, as it can create episodes of violence in their daily lives thinking that they do not create any consequences, as they observe in the cartoons.

All this is followed by a series of "bad words", vocabulary that is not appropriate for children to use in their daily lives, which also triggers bad behavior towards those around them. Disobedience is one of the consequences that has the greatest effect on them, since they never see a real punishment for this bad behavior in these cartoons.

To recapitulate, these drawings focused on violence and lack of empathy, generates that the child who sees it has some models to follow that are not the correct ones for a good education, since they do not contribute anything positive that will form him/her as a person or as a student.

In conclusion, cartoons in general are a good educational source if we know how to find which ones are really worth it and leave aside those that may offer poorer content.

3. OBJECTIVES

After all this collected information, the project will consist of two different objectives that gather part of the bases and studies previously explained.

The first one is to check if *Dora the Explorer* has the characteristics to be a good educational cartoon, based on the study carried out by Luis Carlos Herrera (2017) and other scientific articles.

On the other hand, the second objective of the project is to analyze this cartoon, so that we will check if it has all the necessary bases and tools so that a person can acquire a basic level of English.

4. METHODOLOGY

The methodology that I will carry out, for the accomplishment of the two objectives, first consists of informing myself about the characteristics of what a good cartoon has to have so that from it one can learn, that is to say, to look at its pedagogical bases, its values, if the one who sees it can feel identified with the character and recognize and understand what he/she is observing.

As a consequence of this, the methodology for the future analysis consists of analyzing the television series *Dora the Explorer*. Here, first we will look to the content provided by the A1 level of English and see if it matches the content that *Dora* teaches us, for this we will combine the television audio, i.e. listening, and also the reading and writing part, from the English language workbooks provided by Oxford, regarding on this cartoon, on its web page.

It is an interesting research, as it will give me a more critical view of all the information and news about the educational world and its different systems in order to be efficient.

5. PRACTICAL PART

This study aims to analyze the content that can be found in cartoons and the influence they have in different areas. As we already know, cartoons are a good tool with which children can learn a lot if they are put to good use, and within this analysis we will check if our main character in this project, *Dora the Explorer*, is the cartoon that every family would like to put their children on television. So we need to prove that it has a pure and good knowledge that will serve children for their future, even if it is only the main basis for their studies later on with the English language.

5.1. ANALYSIS ON THE CARTOON: *Dora the Explorer*

- **Who is *Dora the Explorer*?**

Dora the Explorer is an American cartoon series created by Chris Gifford, Valerie Walsh, and Eric Weiner, and which was broadcast mainly through the television channel Nickelodeon.

Dora the Explorer is a brave girl whose main function is to explore, as her name suggests, all kinds of landscapes. During all her adventures, she is always accompanied by her great friend "The Monkey Boots", and she also makes use of her main tools which are "The Backpack" and "The Map", which help her to survive during those trips.

As we already know, *Dora* is a character of Latin origin, globally recognized and above all acclaimed, according to BBC news, by experts of Latin communication in the U.S., where the little Americans welcomed the series as a new discovery, which finally triggered a large audience.

The idea of creating this character was not only to give life to a Latin voice that would teach a language unknown to many, but thanks to that cartoon series, textbooks, video games, clothes and even dolls of the TV series were also published later.

Despite being a cartoon in English, it is very interesting for Americans to watch this type of animation, because thanks to this Spanish-speaking character, they can learn words in the Spanish language. Moreover, when it began to be broadcasted in Spanish-speaking countries, such as Spain, Argentina, Mexico, Colombia, etc., it had the opposite effect, these countries began to learn English words by watching the series.

This is how the producers demonstrate that a child watching this series can learn one of the two languages in its entirety, since they get to have a real command of the language by repeating their expressions and words with the character.

All this takes us back to the present day, with the new technologies, since we could say that it is a source of great use for all those who want to learn a language from home and in a more interactive way. We will see all this in more detail in the analysis below.

- **Is Dora the Explorer a good Educational Cartoon?**

As I mentioned in the theoretical framework, educational cartoons are a source of great importance for those who consume them in their daily lives, since they provide learning of all kinds. In the case of *Dora the Explorer*, we associate it to that group of cartoons whose main purpose is to teach a new language, to interact with its audience by teaching expressions in another language, which in our case we analyse the cartoon from its teaching with English. In addition, one of the biggest advantages of this Educational Cartoon is that we can find it very easily on any platform nowadays. It adapts to the new technologies of today, making it more accessible to everyone.

If we focus on its most important or essential characteristics when it comes to playing the role of an educational cartoon, children who watch this series feel identified with the activities shown by *Dora* and become familiar with the world, since it transmits a series of positive values, according to what we have seen in the study by Núria R. Puiggròs, Maria A. Pujol and Verónica V. Holz (2005), that make it very special in terms of moral learning. Some of the values that she teaches are:

- Linguistic values. We can find familiarity with English, as it is an important part of the children's education, and knowing the importance of learning a language, in order to be able to communicate with others.
- How to face all kinds of adventures, thanks to its guide "The Map" and teaches the keys to find your way around easily to get to a place.
- Values of respect, which we can classify it into Ethnological Values, where the following come into play: kindness or knowing how to be empathetic, all through phrases built with a "thank you" or a "please". It teaches that everyone is different and that it is good to help others, since not everyone has the same facilities to do things.
- The value of friendship, as she never separates from her best friend "Monkey Boots", and counts on him for everything. We also see this value in most educational cartoons. We can also say that she encourages teamwork, since he achieves many things thanks to his best friend "The Monkey Boots" and his main tools for his travels, "The Map" and "The Backpack".
- The Value of the Female figure, as the main head of this series, achieving everything it sets out to do.
- Didactic Values, as she teaches the importance of appreciating everything that we have around us: vegetation and animals, the environment in general.

Thanks to this series of values that we draw from this cartoon, we can know with certainty that there is no negative aspect, as far as teachings are concerned, since it does not show any sign of violence in its content.

In pedagogical terms, *Dora the Explorer* is characterized for being that cartoon with which all children can feel identified, it teaches things that they themselves remember easily thanks to its expressions and vocabulary. It is very enriching in terms of content, as we have already seen, which will help these children to develop their cognitive function better.

- **How does Dora the Explorer Educational Content work?**

Dora the Explorer, as with all foreign language teaching, follows a set of guidelines to offer a rich content for learning that new language, which in our case is English. This language is based on a series of levels that depending on which one is taught, the difficulty will be higher or lower, and we can divide them into three sections: A1 and A2 (Basic User), B1 and B2 (Independent User), C1 and C2 (Proficient User).

The general evaluation to identify a person's language level is done through the *DIALANG* system. According to CEFR (Common European Framework of Reference), which is the international standard that defines language proficiency (*see Annex 3*), *DIALANG* is a self-assessment system, with linguistic tests that determine your level according to whether you can write, read, understand, and listen. Finally, we can say that it is the system most used today by language academies and teachers in general, since it is not necessarily something academic mandatory, and thanks to pass the levels successfully you get a certificate recognizing the level that each one has, and thus encouraging people to continue and getting them interested in reaching the next level.

If we analyse the level of English that our character *Dora the Explorer* teaches her audience, we can say that it is based on a basic level for beginners: A1. Let's see what this level consists of:

- **A1 English level**, is based on making the user understand everyday expressions, simple phrases, as how to introduce oneself (e.g.: What is your name? My name is...), and answering questions about personal details (e.g.: Where do you live? Who is he? What is this?).

Based on the CEFR, the A1 level, like all the others, is divided into four sections: **Reading Comprehension, Writing Comprehension, Listening Comprehension** and **Speaking Comprehension**. Each of these sections comprises the basics to understand this language, let's see in what they consist of:

- **Reading Comprehension:**

A1	<p>The user understands the generic idea of the text he/she reads,.</p> <p>It is guide by simple descriptions and by illustrations.</p> <p>They are very short texts, with a very simple and familiar vocabulary.</p>
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- **Writing Comprehension:**

A1	<p>The user is able to write simple and short notes (e.g.: the place where he/she lives, personal data, a short postcard). The dictionary is often used.</p>
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○ **Listening Comprehension:**

A1	<p>The user understands expressions that refer to day-to-day life, expressed clearly enough to be understood. As long as the speech is slow and articulate, the learner will be able to understand it easily.</p> <p>Short, simple questions or phrases related to the times of day and days of the week are also understood.</p>
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○ **Speaking Comprehension:**

A1	<p>The user is able to understand everyday expressions, with basic grammatical structures necessary to know how to communicate.</p> <p>He/she starts to be able to introduce him/herself in short sentences. He is also able to answer personal questions, with a very basic but easy to understand vocabulary so that the student can apply it in his sentences.</p>
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On the other hand, a very important factor in the development of these sections is **Grammatical Competence**. Thanks to grammar the user will be able to learn and understand meanings or phrases. In addition, according to the CEFR, this very basic level is composed of grammatical forms with simple structures, as they are:

- Adjectives and adverbs of frequency.
- Differences between *after*, *then* and *afterwards*.
- Letters, ordinal and cardinal numbers, dates.

- Prepositions of place (*in, on, at*), of transport, of time.
- Pronouns, subjects, objects and possessives.
- Quantifiers, *much, many, a lot of some*, and *any*.
- Differences between *what* and *which*.
- Verbs *go, have* and *get, to be, have*
- Present, Past and Continuous tenses.
- Modal verbs, *can, may* and *might*.

In view of all these, we can say that *Dora the Explorer* makes a mix of all these concepts, since in her Student Books we can see that there is no activity that is exclusive to reading, writing or listening, but in each of the exercises she combines all the concepts (e.g: reading, watching, listening and pronunciation, or listening, watching, pronunciation and drawing). Moreover, it is a way to include everything in one and students will be able to cover more concepts than if it is a book with a lot of varied content.

Even though the activities are based on an A1, this content can be divided into different sections of vocabulary and expressions. According to the Oxford University Press website, which provides us three kinds of Student Books related to *Dora the Explorer*, we can divided them into: **Level 1**, **Level 2** and **Level 3**. Besides, let's take a look at some of the activities provided in the books and see how they relate to the different contents of English level A1.

- **Level 1 - Student Book**

These Student Book contains varied exercises, at a very basic level. They are based on the student focusing on relating concepts and repeating the words of an audio provided with the book (*see Appendix 4*).

The idea is that students become familiar with new phrases and their pronunciation. As we have already seen in the CEFR standards, level A1 provides those basics of learning new words that are familiar to us from our everyday life, expressions such as: "What is your name?", "Hello, I am...", etc. to introduce oneself, or "I am happy" to express an emotion (*see Appendix 4*).

What we can find in this book is the different vocabulary that is used, as it talk about: school (e.g.: "It's a school", "a bag", "It's a book"), family (e.g.: "This is my mommy/ my aunt/ my sister/my brother"), numbers (e.g.: "one book" "two books"), colors (e.g.: "It's yellow/blue/purple"), toys (e.g.: "This is a doll/ a teddy"), the day to day (e.g.: "It is morning?", "naptime", "night"), pets (e.g.: "It is a cat/dog/fish/rabbit") or actions (e.g.: "I can dance/jump/walk"). As well as in the description of level A1, this includes the different answers to personal questions.

○ **Level 2 - Student Book**

As in the previous one, main theme in this second book is that the student continues to develop oral comprehension and become familiar with new expressions. (*see Appendix 5*)

It is used to review vocabulary that we already saw in the Level 1 Student Book, and also new words are added, as: clothing (e.g.: "Put on your hat/ jacket/ dress"), food (e.g.: "I like cake. I don't like nuts"), adventure time (e.g.: "The scooter isn't slow. It's fast") and music time vocabulary (e.g.: "Is it a flute? Yes, it is. / No, it isn't").

This Student Book begins to teach more phrases related to this new content, and we can also see more text to read, which will make students familiar with Reading

Comprehension of the words and thus knowing how they are written (*see Appendix 5*). Moreover, also shows some values such as: being kind, helping the family prepared for adventure, listening carefully, etc.

○ **Level 3 - Student Book**

Finally, this third Student Book is very similar to the previous ones. The contents are very familiar too, since only is to reinforce A1 level (*see Appendix 6*). The activities are based on reading and following the exercise through an audio or a video, and in turn repeating also words or expressions.

On the other hand, a little more vocabulary is also included, in this case it is added: shapes (e.g.: “It’s a pink / circle / triangle /diamond”), different vehicles (e.g.: “Let’s go by bus / airplane /truck”), wild animals (e.g.: “Where’s the whale/ lion/ jiraffe? In the ocean”), weather (e.g.: “What’s the weather like? It’s rainy/ windy/ hot/ sunny”), parts of the bedroom (e.g.: “Where’s the pillow? On the bed. / In the closet”) and the seasons of the year (e.g.: “ It is spring/ summer/ fall/ winter”).

Furthermore, as already explained, from this new content in vocabulary we find new expressions to ask questions and different ways of answering. Within this way, the child receives much more material with which to develop his/her skills with this new language.

Changing the vocabulary, phrases and expressions for the grammar content, we can say that in the three books we find expressions with simple verbs, which include for example: the Present Simple (e.g.: I am... / She is my...), the Past Simple (e.g.: I was dancing), Modal Verbs (e.g.: You can’t do this), the Imperative (e.g.: Don’t do it!) or verbs in -ing (e.g.: I am dancing). However, as we have previously seen, the vocabulary and the different expressions are very broad.

- **Is the television series *Dora the Explorer* an important factor for learning?**

Switching the view from the books to the view on television, the *Dora the Explorer* series is a great source of learning, since it not only gives us that important learning in values of this type of drawing, but also that audiovisual and auditory source with which students can be able to develop their listening and speaking skills more easily.

Dora makes this cartoon series interactive with her audience, encouraging them to repeat many of the expressions she says with her and help her on the adventures. This type of teaching is a very important factor for children, because it creates a thought in the listeners of wanting to continue learning more and more with each chapter they see.

The *Dora the Explorer* series is a good learning method if you do not have the Student Books that we have mentioned before, because you learn the vocabulary, phrases and expressions in a more entertaining way. However, if the books are obtained while watching the series, it is a way of being able to learn twice as much, since many of the activities provided by the books cannot be found in the television series.

The television series, besides teaching similar vocabulary as in the Student Books, also have that point of grammar content of an A1 level, with which they learn to how formulate sentences well done and to understand what is said or asked. As in the books, Present and Past tenses are the most used verb tenses (e.g.: "We did it!" / "I am Dora!"), as well as modal verbs (e.g.: "You can do it!").

Along with teaching idioms, it also teaches how to say the same sentence in two languages, which always begins with: "In English we say..." or "In English we don't say...", and for example in Spanish it would be: "In Spanish we say...". This also helps to see the difference between languages and to learn the meaning of the words.

To sum up, and as a result of this analysis, we can say that all this content are an important part when it comes to learning, since being able to understand a person speaking in another language is one of the main bases for being able to communicate later. From knowing how to understand to communicating there is a step of difference, and the *Dora the Explorer* series provides you with the ability to learn both in an easy and entertaining way.

This character is the Educational Cartoon that everyone loves, she is a family girl and a very good teacher, with whom many students will have had, and will have, the pleasure of being able to enter this very interesting world of English. Not only does it open doors to a new language, but it also gives the necessary basis to be able to apply it to one's daily life, making a person sufficiently capable of communicating with the basics of an A1 level.

6. CONCLUSION

With the realization of this paper it has been possible to verify that cartoons are a great source of influence and essential for all the childrens life, especially educationally speaking.

As for the objectives of this work, we had set two which have been fulfilled. In relation to the first one, it has been possible to prove that our main character, *Dora the Explorer*, is a good educational cartoon since she fulfills all the characteristics and values that are necessary to be able to be one.

On the other hand, with the second objective we have been able to confirm that the English base that our character promotes is of great use for anyone who has not learned this language before. The level is the key to start learning a new language and *Dora* teaches us the main fundamentals of the A1 level. She does it in a very creative way, as well as inspiring you to have more confidence in yourself, to understand what you are told through a very playful way, such as through songs or stories.

Another fact to highlight is that, when analyzing the contents with which *Dora the Explorer* works, I could see how it is a clear comparison to everything the teachers teach us at school, so that its content in books and its content with the cartoon series could serve as extra reinforcement to do at home. In addition, I also believe that it is something that should be considered for all those people who cannot afford to go to an English academy to reinforce their learning with the language.

In summary, I want to emphasize that, thanks to this study and analysis of the world of cartoons, I have been able to learn that it is not always necessary to have a book to learn something. Watching, listening and analyzing we learn many things and the brain, thanks

to this, is nourished with information that will be useful in our daily life and that can help us in complicated moments as well as in moments of learning about anything.

To sum up, according to all the references gathered, it can be concluded that cartoons influence the social, personal and intellectual development of all types of students. They turn out to be a great tool to work at home and could also be included more in schools, in a complementary way to the classes given by the teachers.

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8. APPENDIXES

8.1. Appendix 1: Images: Types of Cartoons



Image 1: U.S. News (2023)



Image 2: Smithsonian Magazine (2018)



Image 3: Alamy.



Image 4: Reader's Digest (2023)



Image 5: Geekosity (2021)



Image 6: The Dubbing Database (2015)

8.2. Appendix 2: Images: Examples of Educational Cartoons



Image 7: Diez Minutos (2022)

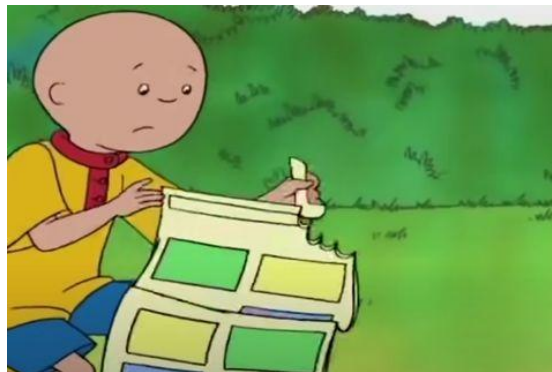


Image 8: Diez Minutos (2022)



Image 9 : Diez Minutos (2022)



Image 10 : Diez Minutos (2022)

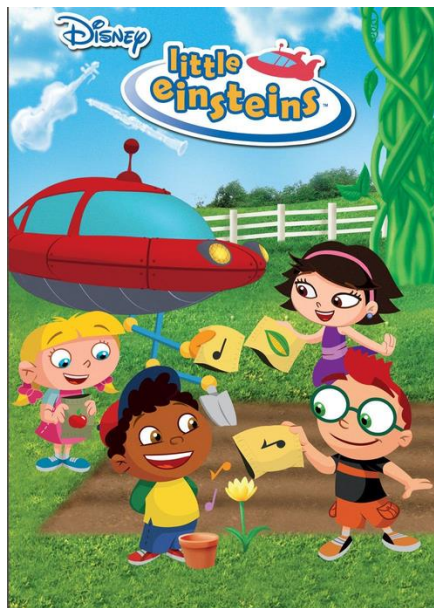


Image 11: Country Living (2021)



Image 12: Diez Minutos (2022)



Image 13: Diez Minutos (2022)



Image 14: The Journal (2017)

8.3. Appendix 3: Diagram of qualifications and test in the CEFR

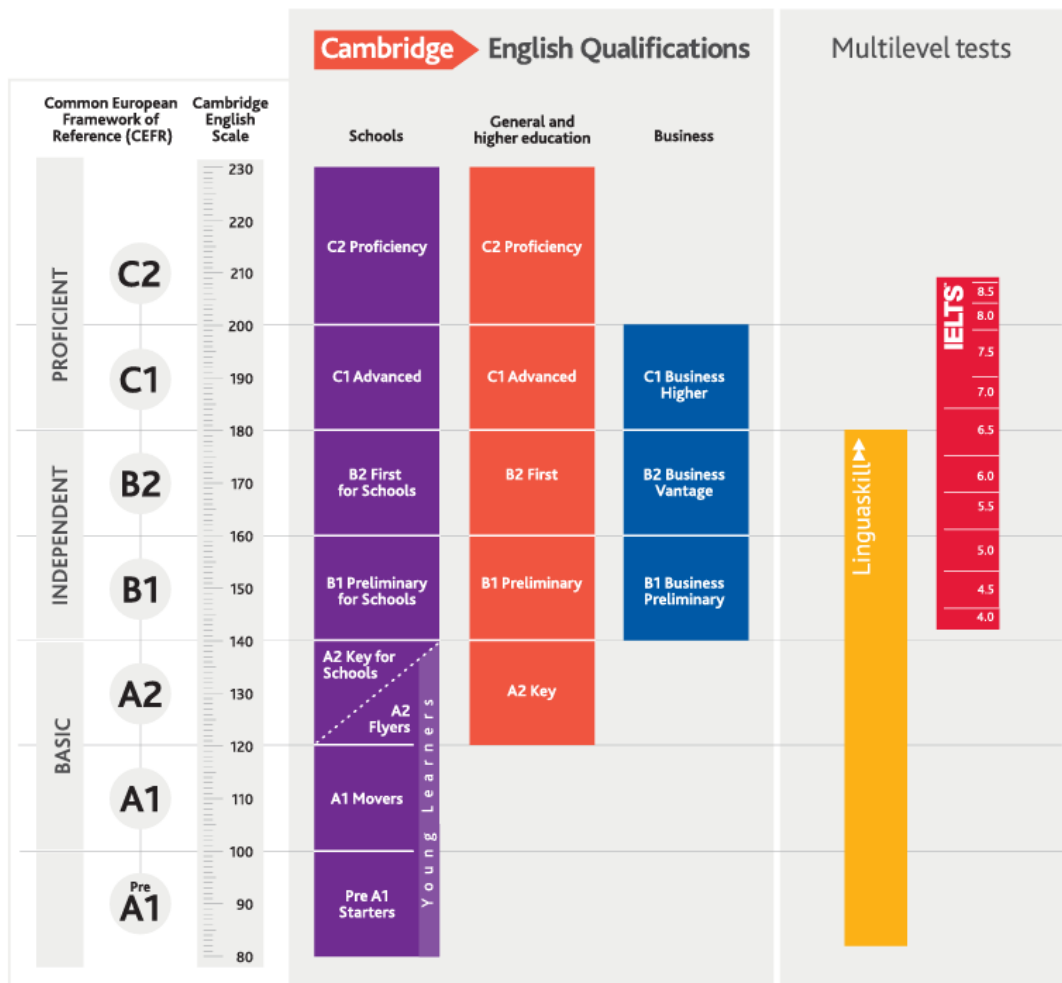


Image 15: Cambridge (2023)

8.4. Appendix 4: Images from level 1 of the Student Book



Image 16: Oxford University Press

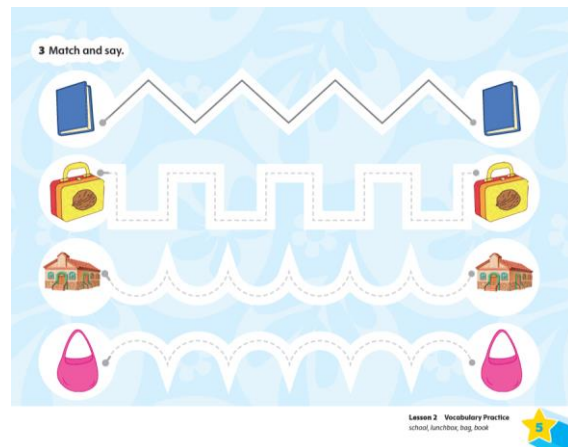


Image 17: Oxford University Press



Image 18: Oxford University Press

8.5. Appendix 5: Images from level 2 of the Student Book

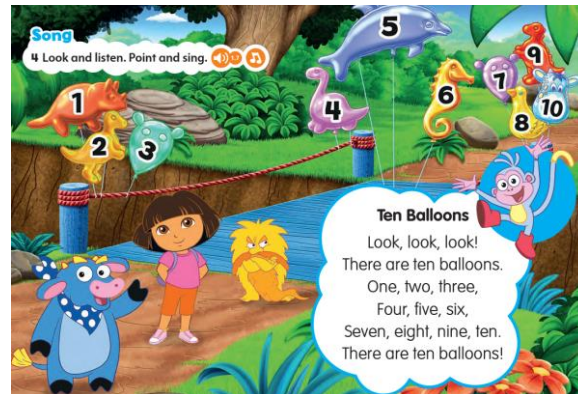


Image 19: Oxford University Press

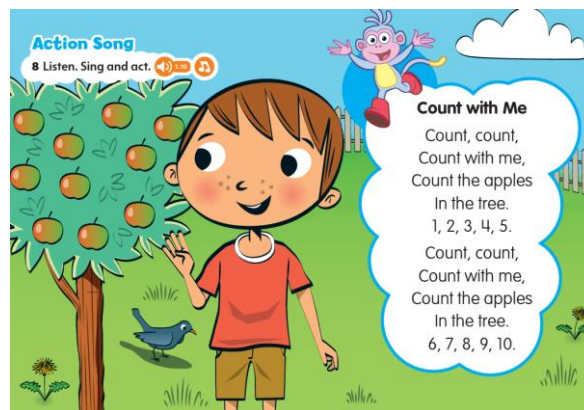


Image 20: Oxford University Press

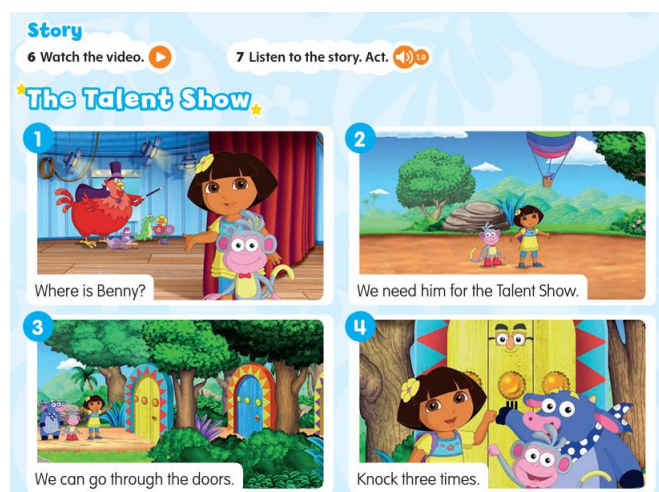


Image 21: Oxford University Press

8.6. Appendix 6: Images from level 3 of the Student Book

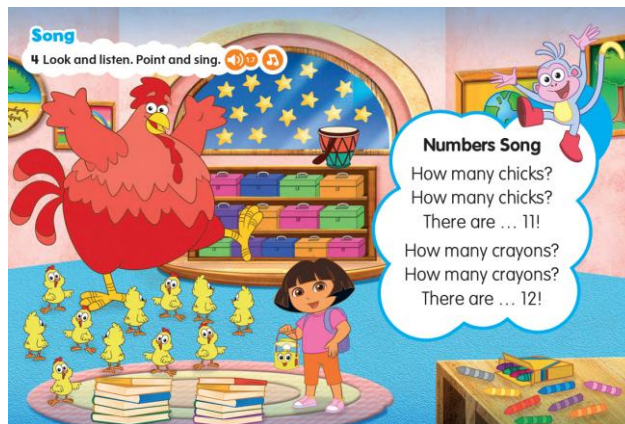


Image 22: Oxford University Press



Image 23: Oxford University Press



Image 24: Oxford University Press