Hacettepe University Graduate School of Social Sciences
Department of Foreign Language Teaching
English Language Teaching

THE USE OF AUTHENTIC ANIMATED CARTOONS IN TEACHING TENSES TO YOUNG L2 LEARNERS AT A PRIVATE PRIMARY SCHOOL

Hayriye ULAŞ TARAF

Master's Thesis

Ankara, 2011

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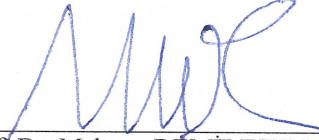YOUNG L2 LEARNERS AT A PRIVATE PRIMARY SCHOOL

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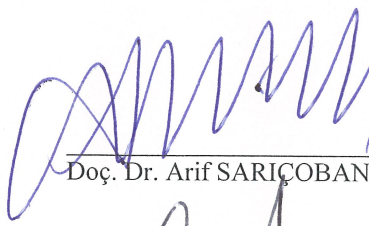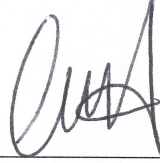English Language Teaching
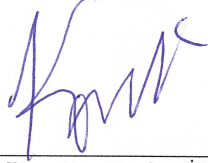
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ÖZET

ULAŞ TARAF, Hayriye. *Özel İlköğretim Okulu Öğrencilerine İngilizce Zamanların Öğretiminde Otantik Çizgi Film Kullanımı,* Yüksek Lisans Tezi, Ankara, 2011.

Bu çalışma 9–10 yaş grubundaki Türk öğrencilere İngilizce zamanların öğretiminde otantik çizgi filmlerin kullanımını inceledi. Böyle bir çalışmanın yararlılığını ölçmek için deney ve gözlem grupları oluşturularak deneysel bir çalışma yapıldı. Bu çalışmaya özel bir ilköğretim okulunda öğrenim görmekte olan 30 dördüncü sınıf öğrencisi katıldı. On beşer öğrenciden oluşan bu gruplara, İngilizce dil bilgisi farklı yollarlarla öğretildi. Gözlem grubunda, geleneksel yollarla dil öğretilirken, deney grubunda İngilizce dil bilgisi öğretimi, otantik çizgi filmlerin ders içi materyal olarak kullanılmasıyla sağlandı. 9–10 yaşlarındaki bu öğrencilere İngilizce zaman öğretiminde çizgi film kullanımının başarısı ve etkisi araştırıldı. Bu amaçla, ön test ve son test, İngilizce yeterlilik testleri, ders değerlendirme formları ve yabancı dil öğretmenleri ile röportajlar, veri toplamak için kullanıldı. Bu araçlarla toplanan veriler SPSS 18 adlı istatistik programı ile analiz edildi. Verilerin istatiksel çözümlemeleri, İngilizce zaman öğretiminde çizgi filmlerin ders materyali olarak kullanıldığı deney grubunun, geleneksel dilbilgisi öğretim yöntemleriyle zaman öğretimi yapılan ve herhangi bir özel uygulama yapılmayan kontrol grubuna göre önemli derecede başarılı oldukları ortaya çıkmıştır. Bunu yanı sıra, bu çalışma, deney grubundaki öğrencilerin İngilizce dersine karşı olumlu bir tutum geliştirdikleri ve derslerde daha da güdülendiklerini ortaya çıkarmıştır. Fakat böyle bir çalışma röportaj yapılan öğretmenler tarafından kullanışlı bulunmamıştır.

Anahtar Sözcükler:

Otantik çizgi film; çocuklara dil öğretimi; İngilizce zaman öğretimi.

ABSTRACT

ULAŞ TARAF, Hayriye. *The Use of Authentic Animated Cartoons in Teaching Tenses to Young L2 Learners at a Private Primary School,* Master's Thesis, Ankara, 2011.

The current study examined the role of authentic animated cartoons in teaching English verb tenses and aspects to young Turkish learners of 9-10 years-old. The effectiveness of such an approach was investigated through an experimental longitudinal research in which a control group and an experimental group was formed and randomly assigned to the treatment. Thirty 4th grade students studying in a private primary school participated in the study. The control group (n=15) followed their regular lessons, mostly based on traditional grammar teaching while the experimental group (n=15) watched and made use of different cartoons as class materials. Using a pre-test and post-test design and language proficiency tests, a comparison was made between grammar instruction based essentially on traditional teaching and one that made use of authentic animated cartoons, and its effectiveness was evaluated. Moreover, through lesson evaluation forms, the participants' perceptions of the use of animated cartoons in their language classes were investigated. Lastly, in order to examine the practicality of the use of authentic animated cartoons as class materials, an interview was conducted with five language teachers. Results indicate that the experimental group performed better than the control group in both post-test and language proficiency test. The use of authentic animated cartoons in young learners' foreign language classes was effective in teaching English and English verb tenses and aspects in particular. However, the experimental did not perform significantly better than the control group in using their knowledge of English tenses and aspects in writing. Results also show that animated cartoons are motivational tools. However, teachers of English do not think that authentic animated cartoons are practical and useful. The findings of the current research recommend that authentic animated cartoons offer language teachers opportunities to present grammar, and other language components of the target language in a meaningful context and an enjoyable, motivating learning atmosphere.

Key Words:

Authentic animated cartoons; young learners; teaching tenses; contextualizing.

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CHAPTER I

INTRODUCTION

1.0. INTRODUCTION

Teaching of English to children has become a world-wide phenomenon owing to the international expansion of English teaching. English language teaching has been introduced at primary level in a number of European countries. Many governments have attempted to reduce the starting age of learning English and involve it in the curriculum in the primary education. The number of coursebooks published for young learners is continually increasing. The motivation for change in governmental policy in language teaching has combined with parental demands. Today many parents are concerned about their children's language training and they are willing to pay for their children to take English lessons outside the school.

In order to meet the challenges of globalization and internationalization, the government of Turkey has also attempted to expand the teaching of English as an essential part of the school curriculum (Genç, 2004; Kırkgöz, 2008; Okan and Yıldırım, 2007). Starting in 1997, English became a compulsory subject of fourth and fifth graders aged 9-11 in primary schools, which previously started in the sixth grade in the secondary schools. Turkish state schools have followed this mandate since then (MNE, 1998). On the other hand in some contexts in Turkey, namely in private primary schools children start to learn English in kindergarten at the age of six or even earlier.

The continuing expansion of Teaching English to Young Learners (TEYL) has led to a need for developing effective TEYL, and has brought a number of challenges, most of which stem from the characteristics of young learners that are different from those of older learners (Cameron, 2003). The needs and the world of a young learner are significantly different from those of an adult or an adolescent. The development of effective TEYL can benefit from a deep understanding of how children learn a language and how they approach language learning. It is crucial for language teachers to explore and understand what happens in child foreign language learning so that teachers can be trained effectively, and so that they can adjust the way they teach a foreign language.

Young learners aged 7 to 10 are more enthusiastic and motivated to communicate with others. Therefore they seem to be less embarrassed than older learners at using a new language. Young learners (YLs) also enjoy playing with the language. They have an ability to absorb language

through games, videos and other materials which they find enjoyable. They can be actively involved in tasks when they are interested and motivated. However, they have a short attention span and they tend to lose their interest more quickly. They tend to experience boredom and they have difficulty in keeping themselves focused on tasks they do not find interesting and stimulating (Pinter, 2006). Hence, implementing activities to avoid boredom in class is of utmost importance for effective language instruction.

Children of 7 to 10 years are full of energy and they need to be involved in tasks physically. Activities for young learners should include movement and appeal to different senses. Physical activities such as miming, playing games, drama, action songs and hands-on activities like cutting out and making things can provide contexts for children to learn English successfully (Moon, 2000). Children are also great observers and they make use of such contextual clues as movements (body language), intonation, mimics and gestures, actions, signs and messages in order to understand and interpret the language itself (Brewster et al., 2002; Cabrera and Martinez, 2001; Halliwell, 1992).

Older learners can be involved in an analytical approach, which means they can analyze the language and try to understand language as an abstract system. Therefore, teachers can make use of their metalinguistic awareness and competence (the ability to describe or explain language itself) in order to explain about grammar or discourse. However, young learners have a holistic approach to language; in other words, they learn implicitly or indirectly. They can understand meaningful messages, but cannot analyze language yet (Cameron 2001; Halliwell, 1992; Keddle, 1997; Pinter, 2006; Slatterly and Willis, 2001). Within this line, it is a crucial need to present and provide the language within meaningful contexts reflecting the authentic use of language.

The brief research presented on how young learners learn confirms the need for materials to be topic or story-based; to allow purposeful and meaningful tasks and activities for the learners; to appeal to a variety of learning styles and intelligences; to cater to the needs and interests of the learners (Cameron, 2001; Hughes, 2001; Moon, 2000). Therefore, it would seem appropriate and obvious that materials and tasks for young learners should reflect current research on how young learners learn. Otherwise, traditional ways of language learning can lead to unsuccessful early learning. Such unmotivated young learners can come to believe that learning English is a difficult and boring job, or a waste of time.

In an attempt to help language teachers to prevent boredom in their classes and make students motivated, and present language in a meaningful context, the use of animated cartoons with authentic quality in the target language, apart from being a young child's free time friend, is recommended as an invaluable audio-visual tool in language classes with pupils. Here the question 'Why cartoons?' can come to the readers' mind. Not surprisingly, young learners like cartoons (Ito, 2002; Talwar, 2005). Hence it seems reasonable that if animated cartoons can be used in an educational context, an interest in learning may also be created. Within this line, this study aims to examine the effectiveness of animated cartoons in teaching English to young Turkish learners aged 9- 10. In the study, the use of animated cartoons with authentic English in teaching YLs is examined with an emphasis on teaching tenses, which Turkish students are having difficulty in acquiring and mastering. Focusing on the practical consequences of contextualized young learners' English lessons through cartoons, implications are offered for effective TEYL. In the following part, some earlier studies examining the use of videos in general and animated stories, and cartoons in particular are presented.

1.1. BACKGROUND TO THE STUDY

Bringing the compulsory instruction of English to fourth graders in primary schools, the 1997 education reform in Turkey has had a great impact on English Language Teaching (ELT) at primary level. Growing parents' awareness of the benefits of early foreign language learning has also contributed to the enormous expansion of the field of teaching English to young learners in Turkey (Kırkgöz, 2007). As it has happened in other countries, such an expansion of teaching English at primary level has led to a great challenge for language teachers in Turkey, placing more importance than ever on studying the issues concerning TEYL and keeping abreast of recent global methodological innovations in English teaching. Among these challenges there is an increasing tendency towards the use of video as audio-visual tool in teaching English to children because of the integration of technology into curriculum and communicative concerns of the field of language teaching.

With the belief that the use of video in different forms (films, TV programmes, clips, cartoons and so on) is a rich audio-visual source of the target language, it has been recommended as a pedagogical instrument for foreign language learners and teachers (Canning-Wilson, 2000; Çakır, 2004, 2006; Demirezen, 1992; Katchen, 2002; Köksal, 2004; Rhodes and Puhfahl, 2003; Tomalin, 1986; Yüksel and Tanrıverdi, 2009). Norum (1997) states that actions, grammatical and lexical items can be explained easily with video clips and other visuals (in Rhodes and Puhfahl, 2003). Morris (2000) also believes that visuals are a powerful medium to enhance

student learning (in Rhodes and Puhfahl, 2003). Canning-Wilson (2000) notes that videos "used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point." As well as the researchers above, many language teachers find videos useful, and they recommend their students to watch foreign TV channels, and films with the belief that being exposed to natural language through videos will promote their language proficiency (Arın, 2010).

Recognizing the potential teaching role of videos, researchers in various countries have carried out many experimental studies to examine the effectiveness of videos in teaching English to students of different levels. It is accepted true that the use of video in various contexts has been successful in providing effective language instruction in stead of textbook instruction or traditional ways of instruction. When the available literature above is reviewed, it can be noticed that researchers and language teachers have used videos in the form of film and TV for a long time. However, in recent years, with the increasing emphasis on early foreign language instruction, newer ways of video use have been explored to appeal to young learners' learning characteristics, interests and needs. In some contexts outside Turkey, animated cartoons with authentic quality in the target language are suggested as a powerful audio-visual tool in teaching English to young learners.

Actually, the development of animated cartoons was emphasized by Fleming earlier. In 1964, Fleming laid stress on the need of the development of animated cartoons in language learning, and he strongly argued that researchers must make every effort to produce new animated visual materials to provide elements of both recreation and education (Fleming, 1964). Since then, a good deal of support for utilizing animated cartoons has been provided by many other researchers, and a few attempts have been made to integrate animated cartoons into teaching English as a second language to children.

One of these studies was conducted by Jylha-Laide in 1994. It was a case study in which a six-year-old girl from Finland acquired English by repeatedly watching cartoons. The researcher attempted to explore whether the young Finnish girl would learn a foreign language by watching English language cartoons on video, without taking formal instruction or communicating with native speakers of English. The results of the study showed that she achieved to acquire some English grammar and a native-like pronunciation of English. She could master many sounds that are often problematic for Finnish learners of English. She was

also good in the areas of speaking and understanding spoken English. Jylha-Laide (1994) also mentioned that certain aspects of cartoons may make learning language easier; their content can easily capture the viewer-learner's attention, and they can provide a strong picture-word interconnection, which helps illustrate the meaning. Furthermore, the dialogue of the cartoons is characterized by sentences that are simple and complete, and the pace of speech is slow and repetition is also used frequently. All these aspects of cartoons have contributed to a young learner's foreign language development.

One of the other attempts in the use of animated cartoons has been made by Kristiansen, a Norwegian educator who worked on integrating animations into the curriculum and language lessons in particular (2001). In his study, he focused on using '*The Simpsons*' as animated cartoons. He claims that some aspects of the curriculum can be stimulated and taught by using animations from '*The Simpsons*' because animated cartoons have a special appeal to kids, and teens as well. He states the reason of the attraction of animations with these words below:

> Everything looks neater when it is animated - the food looks better, the houses seem cozier and the people appear more attractive. Everything is exaggerated, and that goes for the voices, too. The actor giving an animated character a voice cannot rely on body language and gestures, and therefore the voice must be sufficient on its own. This is very useful when teaching English as a foreign language. We get authentic material that doesn't have the constructed feel of most texts designed for teaching, while it is distinct and understandable.
>
> (Kristiansen, 2001)

As understood from his statement, using cartoons can be effective in teaching English since they offer an attractive world, vivid presentation of language and authenticity for students. Furthermore, Kristiansen believes that learners need to be relaxed and safe in order to speak a foreign language, by being involved in a positive atmosphere in class. He mentions that humour though cartoons can enable to create such an atmosphere.

In another research titled "*Cartoons as an entertaining source of learning English (L2) for the young learners (YL")* conducted by Sharmin Sultana in Bangladesh, some young learners have been observed in foreign language classes by the researcher himself while they are watching cartoons (2010). In this observational research, he has chosen and used three cartoons; *Tom and Jerry, Ben 10* and *Barbie Girls*. The researcher has hypothesized that cartoons can be "a dynamic source of learning English for the young learners". The findings of the research accord with his hypothesis and show how cartoon-watching has promoted children's English learning.

He has also observed that children picked words and sentences easily. As understood from all this literature and earlier studies presented above, the use of animations and animated cartoons in teaching a foreign language is a popular idea in other educational contexts outside Turkey. However, there aren't any earlier studies which are set in Turkish educational context and examine the practical consequences and implications of using animations and animated cartoons in learning English as a foreign language, except for a study which was carried out by Torun (2008).

With an experimental study, Torun investigated the role of authentic animated stories on the attitudes of young EFL learners (English as a Foreign Language) towards learning English (2008). The effectiveness of these animated stories was examined in terms of students' attitudes towards learning English. The participants of the study were 31 sixth grade students aged 11-12, attending to a state primary school in Adana. Five different animated stories titled *Where's my hat?*, *One colour day*, *I want to whistle!*, *Goldilocks and the three bears*, and *Royal race* were chosen and used as class materials including some basic target vocabulary and grammar. To investigate students' attitudes towards English language learning through animated stories, an attitude questionnaire was implemented by the researcher. Data gathered from this questionnaire were consolidated with an open-ended questionnaire, a semi-structured interview, and lesson evaluation forms. Finally, results drawn from the data analysis showed that students had positive attitudes towards English itself and learning it through these stories, and their concerns relating learning English were lowered through such contextualized instruction, increasing their level of motivation, interest, enjoyment and pleasure towards learning. As Torun reports, the findings of the research suggest that animated stories can offer teachers opportunities to present and practise vocabulary, grammar, and language skills within in a context, integrating a rich variety of activities.

The study conducted by Torun is one of the attempts to make use of authentic videos while teaching young learners. However, the scope of this study is limited to investigating learners' perceptions of learning a language through stories. The participants' language development was not examined. As Torun recommended, further research investigating the potential role of language instruction through authentic animated stories would shed light on learners' language proficiency.

Given the overall support for the use of animated cartoons in teaching a foreign language, and the limited scope of previous research on the issue in Turkey, it is deemed appropriate to

evaluate the effectiveness of animated cartoons with authentic quality in teaching English tenses to young Turkish learners aged 9-10 and compare its effectiveness to traditional language teaching sessions in a primary school setting.

1.2. STATEMENT OF THE PROBLEM

Thinking of the reformation attempts in foreign language education system in Turkey, and the huge amount of existing materials and activities for TEYL, and the advantage of early foreign language education it seems that YLs would attain a high or at least moderate foreign language proficiency. However, many researchers in Turkey argue that in spite of a great deal of time, money and effort spent on foreign language education in Turkey, the problem of low foreign language proficiency level still hasn't been solved (Çelebi, 2006; Demirel, 1999; Işık, 2008; Kabaharnup, 2010; Kırkgöz, 2009; Öztürk and Tılfarlıoğlu, 2007; Yıldız, 2006 and so on). Teachers' being unable to use their theoretical knowledge in practice, the ever-existing traditional ways of teaching and the defects in language planning are listed as some reasons of the problem, in the studies above.

Moreover, when students in language classes are observed, it is seen that they experience boredom and view foreign language learning as a difficult job. Research on young learners' English language classrooms in Turkey reveals that methods, strategies, and materials are rather inadequate for effective English teaching (Aküzel, 2006; İşpınar, 2005; Mersinligil, 2002; Yıldırım and Şeker, 2004). These studies also echo that most language teachers do not appeal to young learners' characteristics and needs, and cannot cater to the need to contextualize language instruction. These findings can be the reasons of unsuccessful language instruction and boredom faced by students. In line with these findings and problems above, there is a need to give up traditional methods and integrate a different way of teaching a language in order to appeal to young learners' characteristics and needs, and create the right conditions for successful early language learning to occur.

The current study has a conviction that animated cartoons, apart from being a child's free time friend, can become every young learner's school time treasure. Authentic animated cartoons can serve for young learners' characteristics and needs, bringing the real language into the classroom context and providing authentic use of language, and increasing students' motivation and creating suitable learning conditions for children. As well as the implications of animated cartoons for teaching a foreign language, the lack of any former work relating teaching through animations in the field of English language teaching in Turkey necessitates a deeper and

detailed analysis of using animated cartoons in this field. Bearing all this in mind, this study has been an attempt to examine the role of authentic animated cartoons in teaching English tenses to young learners aged 9 to 10.

1.3. PURPOSE OF THE STUDY

Based on the discussions made above, this study aims to examine the role of authentic animated cartoons in teaching young learners English tenses. It attempts to answer whether apart from being pupils' entertainment; cartoons can be effective and useful as class materials in learning English in general, and tenses in particular. Within this line, this experimental study investigates a group of young learners' experiences of language learning while they are watching cartoons, and compares their experiences with that of another group of students who are taught tenses in traditional ways. Another purpose of the study is to find out language teachers' perceptions about using cartoons in terms of their practicality since perceptions of teachers are believed to be a factor in an effective implementation of cartoons in their classes. Interviewing with language teachers, the researcher desires to find out whether the idea of using cartoons is welcomed by teachers.

Last but not least, it aims to contribute to an effective TEYL by addressing some aspects of TEYL and presenting some insights into how young learners learn. With the experience of the researcher as a language teacher and an efficient technology user, the study suggests ideas on how teachers can develop and adapt authentic animated cartoons, and alternative activities and materials appropriate for YLs that the teacher can employ to support language instruction at primary level. A word of caution is necessary here. Admittedly, the material the study aims to deal with is vast, and to pick useful ones from a rich availability of cartoons is a challenge. They need to be appropriately selected and carefully organized to promote foreign language learning of young learners. The purpose of the study is to give an overview of a small part of the available material to show some of its implications and possibilities that exist for effective language teaching.

As mentioned earlier, taking account of the problems with early language learning and the limited number of effective practices in TEYL in Turkish context, this study has a significant role by providing important implications about the use of authentic cartoons as a way of teaching English.

1.4. SIGNIFICANCE OF THE PROBLEM

When the available literature is reviewed, it is obviously seen that the use of an animated cartoon as an audio-visual material in foreign language instruction has an important role in providing a positive atmosphere and learner-centered instruction, appealing to young learners' interests, allowing authentic language use, contextualizing language and stimulating and motivating students and so on. In spite of the potential role of authentic animated cartoons in language development, the research relating its use in teaching young learners is limited to just one study by conducted Torun in Turkey (2008). The significance of the study arises from this gap in literature. This study aims to bridge this gap in literature. The study can also act as a trigger for exploring this new, exciting material in other contexts of foreign language learning.

1.5. RESEARCH QUESTIONS

To investigate the effectiveness of authentic animated cartoons in teaching tenses to young Turkish learners of English, the following research questions are designed.

1. Is using authentic animated cartoons for young learners in language teaching motivating?
2. Is the use of authentic animated cartoons in teaching English to young children effective?
3. Is using authentic animated cartoons for young learners in language teaching practical?
4. Is there a significant difference between the test scores of the experimental group and the control group on learning the target English tenses?
5. Does the experimental group perform better in grammatical accuracy in using tenses in writing than the control group?

1.6. METHOD

The participants of the current study are 30 young learners of English who are in the fourth grade aged 9-10 at a private primary school in Kayseri, Turkey. The study has lasted for one all academic year. In this experimental research, both quantitative and qualitative methods are used. In order to collect data, a pre-test and post-test, language proficiency tests, a semi-structured interview, and lesson evaluation forms have been used as the instruments. First using a pre and post-test design, a comparison is made between instruction based essentially on traditional grammar teaching and one that made use of authentic animated cartoons. The control group (n= 15) follows a traditional grammar-based syllabus for the 2010-2011 academic year

while the experimental group (n= 15) watches and makes use of different authentic animated cartoons as classroom material. Moreover, through language proficiency tests, pupils' performances in English in the beginning of the study and in the end of the study are evaluated. Then lesson evaluation forms are filled out by the participants. Following the study, a semi-structure interview is conducted with five language teachers working in the primary school in which the study takes place. Data have been analyzed using descriptive statistics through SPSS 18.

1.7. LIMITATIONS AND ASSUMPTIONS

There are four limitations that need to be acknowledged and addressed regarding the present study. The first limitation of the study is the scarcity of studies examining the use of animated cartoons as teaching materials within the Turkish context. The fact that there is no former work that deals with animated cartoons and teaching a foreign language can limit the scope of the current study.

As the second limitation, the limited number of the participants needs to be mentioned. The study has been conducted with only 30 fourth grade students of a private primary school in Kayseri, Turkey. Findings and results need to be supported by conducting similar studies with a large number of students from different grades, across different cities in Turkey. Studies using different groups and languages may yield different results than those of this study.

Another limitation with the study is just focused on grammar teaching. It aims to examine the effectiveness of authentic animated cartoons in teaching English tenses to young learners. Further research should shed light on all aspects of the use of authentic animated cartoons in improving students' language skills and aspects.

Among the limitations of the current study, the last one concerns the number of English tenses which are taught the participants. The target structures and vocabulary items are assigned by the school curriculum in the setting of the study. As assigned by the school curriculum, as 4th grade students, the participants are taught the present and past forms of verb *'to be'*, the present simple, present continuous and past simple tenses. The study would present more important results for the field of English teaching and learning if the study integrated the instruction of a few more English tenses.

Despite these limitations, the researcher considers that the data gathered provide some valuable insights into this under-explored area. Although the study has a focus on primary school language teaching, it is assumed that recommendations and implications of the research may ring true for all levels of language teaching.

1.8. CONCLUSION

In conclusion, this study attempted to investigate the effectiveness of authentic animated cartoons in teaching English tenses to thirty 4th grade Turkish pupils aged 9- 10 in a private primary school in Kayseri, Turkey. Firstly, the study aimed to show whether cartoons were effective in teaching English tenses to YLs successfully. In order to find out whether there was a significant role of cartoons in grammar instruction to young learners, the researcher compared the performances of two groups with a pre-test and post-test design. The study also tried to examine how the experimental group performed in grammatical accuracy in the writing part of the language proficiency tests compared to the control group. Moreover, by the help of lesson evaluation forms, the students of the experimental group were asked to reveal their attitudes and perceptions of using authentic animated cartoons in learning tenses in English. Lastly, the study examined the practicality and usability of authentic animated cartoons in teaching English by conducting semi-structured interviews with language teachers. In the light of the overall findings taken from these data collection tools above, conclusions and implications were offered in TEYL.

1.9. DEFINITIONS OF TERMS

In this study, the following terms should be considered in their meanings below.

Animated Cartoons: An animated cartoon is a short, hand-drawn (or made with computers to look similar to something hand-drawn) film for the cinema, television or computer screen, featuring some kind of story or plot (even if it is a very short one) (Wikipedia).

Young Learners (YLs): Young learners are those between five and twelve years of age (Cameron, 2001). YLs who participated in this study are those at the age of 9-10.

Behavioristic Approach: The behaviourist approach to second language learning takes its root from behaviourism, a school of psychology, which was prevalent in the 1950s. A behaviourist approach puts emphasis on students' behaviours and views language as a kind of verbal

behaviour. It proposes that children learn language through imitation, repetition, reinforcement, and similar processes (Fromkin, Rodman, and Hyams, 2007: 314).

Imitation theory: According to the imitation theory, children imitate the sounds, patterns and speech which they hear around them. Encouraged by their behaviour, they continue to imitate these sounds and patterns until they form correct habits. Therefore, imitation is seen as a primary process in language development (Lightbown and Spada, 1999: 9).

Repetition theory: Repetition theory suggests that children can learn by repeating the same structure and word time after time (Lightbown and Spada, 1999: 10).

Reinforcement theory: Another proposal in the behaviouristic approach is that children learn to produce correct (grammatical) sentences because they are positively reinforced when they say something right and negatively reinforced when they say something wrong (Lightbown and Spada, 1999).

Mimicry-Memorization (Mim- Mem) Method: The behaviouristic approach proposes that students can learn by listening to dialogues and miming and memorizing them.

Audio-Visual Approach: The audio-visual approach is intended for teaching everyday language at the early stage of second/ foreign language learning. It is similar to the audio-lingual method in many ways. However, it differs from audio-lingual method in presenting new language using filmstrips and corresponding tapes that describe social scenarios (taken from the website of Auburn University).

Semiotic Approach: The Semiotic Approach to foreign language teaching is in relation to semiotics which studies the sign language, to provide language teachers with the understanding of how messages and meaning can be negotiated and interchanged through verbal, nonverbal, and visual communications, and how such semiotic elements as signs, symbols, icons can be dealt in the teaching and learning process of a language and its culture in language classes (Sert, 2006; Şenel, 2007).

Scaffolding: The concept of scaffolding is a metaphor to describe and explain the role of adults or more knowledgeable peers in guiding children's learning and development (Bruner, 1983).

Metalinguistic Awareness: A speaker's conscious awareness about language and the use of language, as opposed to linguistic knowledge, which is largely unconscious (Fromkin, Rodman, and Hyams, 2007: 552).

Motivation: Peacock (1997: 144) defines motivation of learners as 'learner interest, persistence, attention, action and enjoyment'.

The abbreviations used in the present study are:

MNE: Ministry of National Education
EFL: English as a Foreign Language
ESL: English as a Second Language
ELT: English Language Teaching
TEYL: Teaching English to Young Learners.

CHAPTER II

REVIEW OF LITERATURE

2.1. INTRODUCTION

With the explosion of English classes at primary level of education, researchers are conducting diverse studies to analyze the language acquisition of young learners since teaching a foreign language to children differs from teaching older learners in many ways. There are important differences resulting from 'the linguistic, psychological and social development of young learners' (Cameron, 2001:1). The main difference that is widely accepted in this regard is that children basically tend to learn from their sources of entertainment in a contextualized and implicit way rather than formal and explicit instructions. That's why researchers and language teachers try to incorporate new insights into teaching young learners.

This chapter first points out what lies underneath as characteristic of children as learners in general and language learners in particular, and what kind of activities, tasks and materials are appropriate for them, and what difficulties are faced by Turkish young learners when learning English. Following an overview of theory and research relevant to children's language learning, the chapter continues to clarify contextualized language instruction and the rationale behind contextualizing language instruction. Lastly the chapter deals with how to use authentic animated cartoons to contextualize language instruction, and the potential role and use of authentic animated cartoons.

2.2. YOUNG LEARNERS

There is a link between children's learning in general and language learning in particular. This part is devoted to questions how children learn in general and learn a foreign language in particular. Moreover, language instruction which is appropriate for young learners is presented with reference to some pedagogical methods, activities and materials.

2.2.1. Children's Foreign Language Learning

In this part, an overview of theory and research relevant to children's learning is presented in reference to the work of three important psychologists, Piaget, Vygotsky and Bruner. This part offers implications for children's foreign language learning taken from their work. Since understanding of children's language learning is viewed as central to effective teaching, a lot of importance is attached to this part. These influential theorists, Piaget, Vygotsky and Bruner in

understanding children's developmental psychology helped researchers to analyze characteristics of children as learners and foreign language learners in particular.

Jean Piaget (1896-1980) put forward an important theory of children's cognitive development, and he shed light on how children function within their environment and how this shapes their mental development. He viewed children as active learners, which means that children construct knowledge for themselves by actively making sense of their own environment. For example, a baby might face the problem of how to reach for a toy. In solving the problem, with arms and hands, the child learns the muscle control and stretching out his arm in order to get or touch something. As seen from the example, knowledge of the world is not transmitted verbally but is constructed and reconstructed by the learner while interacting with his physical and social environment. In order to construct or reconstruct knowledge, a child uses two different ways; assimilation and accommodation. Assimilation happens when construction takes place without any change to the child whereas accommodation requires the child to adjust his or her existing knowledge (Piaget, 1926). The child's construction of knowledge with concrete objects continues with the abstract ideas, solving the problems mentally and constructing thought from action. Readiness is an important factor in a child's intellectual development, which asserts that children cannot learn something until maturation provides certain prerequisites. Within this line, there are certain stages in learning, and children cannot do certain things if they still have not reached that stage.

In the light of all this discussion about Piaget's theory, it can be stated that a Piagetian-inspired teaching emphasizes a learner-centered educational approach which allows children opportunities to explore, to discover, to experiment, and to question ideas for their own learning. Teachers have a role as a guide, helping children to find out their strengths and weaknesses, allowing them to make mistakes and learn from their mistakes (Ginn, 1995). Piaget's theory of child learning suggests that the child is an active learner and seeker of knowledge, constructing his or her own knowledge from dealing with objects or ideas around him or her. In learning a foreign language, they try to make sense of other people's actions and language. A language teacher needs to have a learner-centered philosophy and create opportunities to children for learning actively.

Another great psychologist is Lev Vygotsky (1896-1934) whose ideas of development are rather different from Piaget's. Piaget attaches less importance to the role of language in intellectual development than Vygotsky does, and he also neglects an important factor in children's

learning: his or her social interaction with others, which is seen as central to Vygotsky's theory (Cameron, 2001). Vygotsky shared some of Piaget's beliefs about child development and accepted the fact that children construct knowledge for their own learning in an active process. However, he pointed out the role of the child's social environment, and he claimed that a child's social interaction with others has an important role in his or her development. The Vygotskian concept, the 'Zone of Proximal Development' (often referred to the 'ZPD') arose from his belief that some help and support from a more knowledgeable peer or adult assists the child with learning something beyond his or her current level. That's to say, with the assistance of adults, children can understand and achieve much more than they can do on their own (Vygotsky, 1978).

Another point on which Vygotsky laid stress is the role of language in the child's world. He believes that speech is a prerequisite for thinking, and that language equips the child with "new opportunities, for doing things and for organizing information through the use of words as symbols" (Cameron, 2001: 5). Hence language is an important opportunity or tool for a child to learn and understand information through the use of words. Vygotsky's ideas can also contribute to the theoretical framework of second language teaching. The field of second language teaching can benefit from the idea of ZPD by Vygotsky. Considering that children's learning occurs through his or her interaction with peers and adults, a teacher must offer opportunities to students to work in pairs or groups, engaging them in social interactions (Pinter, 2006).

As inferred from Vygotskian theory, the language a teacher uses is the main source of input for children in foreign language learning. That's to say, a teacher of English can provide input by using it in class and contribute to students' language learning. For example, in an English class, when students listen to the teacher model a new sentence: *I like fish and chips*, some students try to make a similar sentence, using other phrases or chunks *I like chicken and salad* whereas some other students just repeat the teacher's sentence *I like fish and chips.* In this way, children learn new linguistic items within meaningful contexts. Moreover, a teacher can also find a chance to measure students' ability. Briefly, listening to the language teacher is of utmost importance for modelling pronunciation, for comprehending new input from context, and for assessing student's ability so that a language teacher should plan her or his lesson thinking carefully how to support learning. Vygotsky also puts emphasis on the significance of the words for children learning a language. In his opinion, words are recognizable linguistic units for a

child, and children can notice words in the new language. Therefore, it is essential to present words, phrases and vocabulary chunks in the new language effectively (Cameron, 2001).

As for Jerome Bruner (1915-), an American psychologist, it can be mentioned that he developed his view of development, building on both Piaget's and Vygotsky's theory. He introduced the term 'scaffolding' which refers to verbal help provided by an adult or peer to the child in a systematic way when the child is stuck (Bruner, 1983). Scaffolding is provided to support learning, by enabling the child to gain confidence and carry out the task as successfully as he or she can. Language is an important tool for useful scaffolding. Adults, namely parents and teachers need to use this tool carefully to ensure learning. Bruner also put forward the role of using routines and formats. Being exposed to the same formats or routines, a child can be supported to achieve more, and making some changes in the language used within the formats and routines given to the child, adults can advance their help and guidance. For example, a parent can talk about characters with a simple language and make such simple sentences *Look at this cat. It has got a tail, hasn't it?* while reading a story for his or her child. Then the parent can provide further language and ask the child to be involved in tasks gradually being demanding. Over a period of time, the parent can ask various questions grounding on what the child knows about the story, such as *Where's the cat?* and *Where's its tail?*. As seen from the examples, by the use of formats and routines, an adult can scaffold a child's learning process (Pinter, 2006).

Lastly, teachers also need to be aware of Bruner's important term, "scaffolding" and they must plan how they can scaffold young learners' early foreign language production in their English classes and how they can encourage them to use language meaningfully and purposefully with their peers. They can make use of different questioning techniques to elicit language from their students. Furthermore, his notions of formats and routines can put an emphasis on the use of classroom routines and instructions. Classroom routines can create opportunities for meaningful language learning. If a teacher uses similar classroom routines and instructions, the child will feel the security of familiar experience. For example, if cutting and colouring activities are carried out in the same way, they can not have a problem with the routines they need to follow during the activity because they can predict what happens next in the activity. Within this familiar experience, students can predict the message, meaning and intention. The teacher can add some new things to this experience, using more complex language so that they can be exposed to more input and involved in active process of making sense of new input (Cameron, 2001).

Under this title, the key principles in thinking about young learners' learning a foreign language have been reviewed suggesting some implications of theories by Piaget, Vygotsky and Bruner for language learning. The following part underlines the points on which young learners differ from older learners.

2.2.2. Characteristics of Younger Learners and Older Learners

As mentioned before, because of the psychological, mental and social development of young learners, children show some differences in learning a foreign language than those of older learners. One of the central differences is how they approach language. Older learners can analyze language in an abstract way because they have an access to metalanguage, which is used to examine or describe the structure of a language (Cameron, 2001). Words and phrases such as 'verb', 'noun', 'present perfect continuous', 'phrasal verb' and 'reported speech' are all examples of common classroom meta-language (BBC). They can identify lexical and grammatical aspects of a language whereas children are not able to use language to talk about language. In other words, they do not have the same tendency as older learners to metalanguage (Cameron, 2001; Lobo, 2003; Pinter, 2006). Teachers cannot name or utter those words and phrases given above while teaching grammar and vocabulary to young learners.

The difference mentioned above also puts light on how young learners and older ones learn a language. Older learners can focus on the language and talk about the language, using their linguistic awareness. They usually tend to learn a language directly or explicitly while children cannot be subjected to explicit and formal language instruction. In their book, Slatterly and Willis mention that "children are not able to understand grammatical rules and explanations about language" (2001: 4). They do not have linguistic awareness, and thus they cannot reflect on how a second language works, and they cannot show an ability to notice language forms (Cameron, 2001; Halliwell, 1992; Slatterly and Willis, 2001). An explicit approach to teaching a foreign language highlights the value of intentional study of grammatical and lexical items analyzing it deductively or utilizing an inductive analogy in order to organize linguistic elements efficiently and accurately. In contrast, an implicit approach suggests that target language points be presented in meaningful and comprehensible contexts so that learners can pick up subconsciously and learn the target language as naturally as possible (Scott, 1990). This approach means learning holistically without catching students' attention to abstract language forms. Pinter claims that "pupils can learn the second or foreign language if they are having fun and if they can work out messages from meaningful contexts" (2006:18). Within this line, it is essential to present language to young learners in meaningful and contextualized way through

indirect language teaching methods and techniques, enabling them to be involved in subconscious and natural processes of acquiring the language.

As mentioned earlier, children can not be exposed to overt formal language instruction, and they tend to learn things by doing; by being actively and physically involved in the process of language learning (Cameron, 2001; Keddle, 1997; Lobo, 2003; Slatterly and Willis, 2001). In her experimental study, Can (2007) claims that art- craft activities have an positive effect on teaching vocabulary to young learners. Thereby, different kinds of hands-on activities and materials such as arts and crafts, "making" things, must be part of language instruction.

As another noteworthy characteristic of young learners, it can be mentioned that children of 9 to 10 years are good observers and they can use some contextual clues to understand the language, such as body language, intonation, facial expression, gesture and posture, actions, circumstances and the social context itself that help them to negotiate and comprehend meaning (Brewster et al., 2002; Halliwell, 1992; Slatterly and Willis, 2001). Thereby, to facilitate children's understanding and grasping of new language items, teachers need to integrate these contextual clues with both visual and audio materials in a contextualized way. Besides, children are good imitators; they have a great ability to imitate what they see and hear, and thus they tend to learn by imitation and repetition. They enjoy repeating sentences, words, imitating sounds (Slatterly and Willis, 2001). To benefit this ability of YLs, language teachers must incorporate listening material to create opportunities for students to be exposed to listening input such rhythm, intonation and pronunciation of the target language. By means of authentic videos in the forms of films, TV programmes and animated cartoons, and, songs and chants, YLs can be provided with both natural use of the target language and awareness of such linguistic features as rhythm, intonation, and stress (Brewster et al., 2002; Slatterly and Willis, 2001).

Children are also different from teenagers or adults owing to their need for physical movement in class (Brewster et al., 2002; Lobo, 2003). They are physically active and full of energy. They have a natural tendency to spend their energy in class. The need to include movement in foreign language lessons is supported by language teaching approaches such as Total Physical Response (TPR). Therefore, children always enjoy activities and tasks that make them involved in physical movement and action. The activities can be exemplified with the use of playing physical games, listening to music and dancing, conducting competitions, role-playing and miming, which are effective in promoting early foreign language learning (Keddle, 1997).

Another factor making children unique learners is that they enjoy fantasy and imagination. They can be deeply absorbed in the world of fantasy and imagination whereas older learners start to be interested in real life issues (Halliwell, 1992; Pinter, 2006; Slatterly and Willis, 2001). Halliwell (1992) points out that children's inclination to imagine and fancy is just not a matter of enjoyment. The real world around them and the imaginary world that they build are difficult for children to distinguish at certain stages in their development. Utilizing this characteristic of children, language teachers can make them absorbed in the process of language learning at the same time. To do it, teachers can make use of stories, fairytales, animations, animated films and cartoons in which fantasy and imagination play an important role (Brewster et al., 2002; Cameron, 2001; Lobo, 2003).

Another feature which distinguishes between younger learners and older learners is that children are more motivated and enthusiastic. They are spontaneous and eager to participate in class (Lobo, 2003). As Cameron states, young learners would like to "have a go at an activity even when they do not quite understand why or how" (2001; 1). Older learners are more inhibited than children because they are usually afraid of making mistakes and being humiliated by their peers. Children do not have such worries, and besides, they are less embarrassed than older learners at initiating or keeping on a talk in the target language (Cameron, 2001). From early phases of their childhood, children have a tendency to communicate with others, continually asking people questions to negotiate meaning and make sense of the talk in the context of action. They maintain this tendency while they are learning a foreign language. They mostly volunteer to participate in activities and they enjoy using the language in activities such as making dialogues, acting out, drama, miming or etc.

As further characteristics of young learners with 9 to 10 years of age, being receptive and curious can be mentioned. Children, at this age, usually welcome any new thing, any new material what the teacher offers them. Novelty in materials, activities and tasks arouses curiosity and interest. Unlike older learners, children are open to new ideas, activities and materials. Therefore, a variety of materials and activities can be used in class, but it is really important to choose only those that are appropriate for young learners' language instruction (Lobo, 2003).

As seen from the discussion of characteristics of young learners aged 9-10, such many characteristics as being motivated, showing enthusiasm and interest, being receptive and curious, enjoying novelty in class, being good imitators, mimics, and observers are favourable factors in making a teacher's work easier. On the other hand, some features of younger learners

such as losing their attention quickly and forgetting things easily can bring great challenges to teachers. Although young learners want to start an activity immediately what the teacher offers, they can lose interest more quickly compared to older learners because of having short spans of concentration and attention (Brewster et al., 2002; Cameron, 2001; Lobo, 2003; Slatterly and Willis, 2001). Hence, a variety of class materials and activities must be integrated into language lessons and each of them should not be longer than almost 10-15 minutes. Otherwise children will experience boredom and will not be able to follow. When they also find a task difficult to achieve, they cannot manage to keep themselves tracked on it (Cameron, 2001). An appropriate variety of pace should be set in the flow of language instruction.

Another challenging characteristic of learners with 9- 10 years of age is that they forget things easily and quickly although they learn fast (Keddle, 1997; Scott and Ytreberg, 1990; Slatterly and Willis, 2001). Children cannot remember things later if the target language items are not recycled regularly. To provide long term retention of the target language items and consolidation of knowledge, Keddle (1997), and Slatterly and Willis (2001) put an emphasis on the need of constant recycling of new language. Thereby, materials and activities must allow chances to practice and reinforce the language in different situations at regular intervals. Besides, remembering is multisensory; if children use many different senses and many different ways of learning a language item, the more likely they are to remember it later because it gives students many different ways of recalling. These two characteristics of young learners, having short attention span and forgetting easily, need to be taken into serious consideration in YLs language classrooms.

Apart from all the characteristics stated above, it is also very important to remember that though being all young learners and sharing common features, children are all different (Lobo, 2003). They have different learning styles and intelligences. It is the teacher's duty to cater for those individual differences and have a balance of multiple intelligences and appeal to many different senses. Scott and Ytreberg (1990) assert that variety is an essential element in YLs language classrooms; therefore, presenting the language in a variety of ways, with diverse materials and activities makes the language accessible to different types of learners in a class.

As the last characteristic of young learners, it can be said that they have an emotional attachment to the teacher. They feel closer to the teacher than older students do. They want to please the teacher, and they try to catch teacher's attention, by waiting for his/her approval to their work, showing enthusiasm, completing a class task first. They also tend to talk about

things that happened out of the classroom -at home, in the street, etc. A language teacher can exploit this characteristic of YLs, which creates opportunities for using the target language in a meaningful and purposeful way as much as possible: for appraisal, asking and answering questions, agreeing or disagreeing, and so on, in real and contextualized situations (Lobo, 2003). The following table, based on the work of Cameron (2001; 2003), Lobo (2003), Pinter (2006) on examining characteristics of younger and older learners, attempts to present a brief and clear summary of the differences of two groups of learners; younger learners and older learners.

Table 1

Characteristics of Younger and Older Learners

Younger learners (aged 9 to 10)	Older learners
1. do not analyze the language.	1. analyze the language.
2. tend to learn a language implicitly.	2. tend to learn a language explicitly.
3. learn by doing.	3. learn though formal instructions.
4. are good observers and imitators.	4. do not imitate.
5. are able to pick up new sounds accurately.	5. have difficulty in acquiring sounds.
6. are highly motivated.	6. show boredom and indifference.
7. are physically active and full of energy.	7. are less active and energetic.
8. enjoy fantasy and imagination.	8. show interest in real life issues.
9. have a short attention and concentration span.	9. have a longer attention and concentration span.
10. are more willing to participate.	10. are not so enthusiastic about participation.
11. are less embarrassed at communicating in the target language.	11. are more inhibited at communicating in the target language.
12. are receptive.	12. are not open to new ideas.
13. are highly attached to the teacher.	13. are not attached to the teacher.
14. can forget things fast.	14. can remember things for a long time.

The research above cites the need to design and implement an appropriate language instruction for students at primary level. It is obvious that only successful materials and activities meet children's interests and take into account of their characteristics. This part has attempted to shed light on how children aged 9 to 10 differ from older learners and what main practical implications of examining younger learners' characteristics are in terms of materials, activities

and tasks for EFL classes. The following part gives an overview of appropriate language instruction for young learners with reference to these materials, activities and tasks for EFL classes of young learners.

2.2.3. Appropriate Language Instruction for Young Learners

Effective language instruction and successful classroom activities are those that are adjusted to cater to the learning needs and interests of pupils, rather than to the demands of the coursebooks or to the interests of the teacher. Considering the needs and interests of 9-10 year-olds, language instruction for them requires very different materials, methods and teaching styles from a class of 15-16 year-olds. In this part, taking account of the research on how younger children learn and on the differences between the characteristics of young learners and those of older learners, implications for choosing appropriate language instruction in reference to materials, activities and tasks are suggested below.

2.2.3.1. Materials for Young Learners

The choice of materials necessitates serious care as all class activities and tasks are shaped on materials. Materials give teachers a chance to contextualize what they are trying to teach. Young learners make sense of language with things which they hear, see and experience in their immediate environment (Keddle, 1997; Scott and Ytreberg, 1990). Within this line, materials can be a great help for language teachers to turn abstract language system into concrete language experience if they are selected and used carefully. Some appropriate materials for language classes of young learners aged 9-10 are presented in the light of the characteristics of this age group.

As mentioned before, children are holistic learners and they need to be exposed to meaningful language through materials providing a rich context. In order to provide a context for linguistic items, short stories, fairytales, story books, different types of videos such as movies, cartoons, animations can be used as class materials. Through such materials, student can make use of their ability to benefit from contextual clues to comprehend the language.

It is also widely accepted that children learn a lot from visuals. Presentation of linguistic items should be supported visually for young learners. Colourful pictures, picture cards or flashcards, drawings, paintings, maps, charts and grids, diagrams, wall displays, and posters are rich visual sources of making sense of the language. Classroom objects, realia, toys and models are also visual materials which can be used with children. Using toys, puppets, and masks can also catch

young learners' attention to the target point in class, and offer opportunities for children to make dialogues with their friends in class.

Children enjoy any kind of rhythm in class because they like listening to music. When you use music to teach language, it will help the students to be motivated and stimulated, and also they can remember the language easily. Therefore, children can be absorbed in learning through songs, chants, rhymes and tongue twisters (Scott and Ytreberg, 1990; Slatterly and Willis, 2001). Especially the use of authentic songs, written and sung for the target language's native speakers, can give them more exposure to real language input. Many researchers have claimed that authentic materials have a positive effect on learner motivation in the foreign language classroom (Dörnyei and Csizér, 1998; Nunan, 1999; Peacock, 1997). In order to bring more authentic use of language into class, the teacher can use such written texts as newspapers, magazines, comics and cartoon strips and also such different forms of videos as movies, animations, documentaries an so on (Phillips, 2001). Through such authentic materials, young pupils can also be introduced to the target culture and its people inside the class.

The availability of class materials is not limited to those articulated here; this list can be enlarged through many more materials. The huge amount of existing materials presents a challenge; however, the teacher can deal with this challenge by considering his or her learners' interests and needs, the objectives of the curriculum, objectives of the lesson, the resources available, and the physical conditions of the class. Moreover, the teacher should keep in mind the fact that very simple new material can produce the most enjoyable activities and tasks and can create meaningful contexts for using the target language. A teacher just needs to know how to handle a particular material to benefit most from. The next part provides a number of activities which can be developed and adapted based on the materials presented here.

2.2.3.2. Activities and Tasks for Young Learners

Since children do not have the access to metalanguage, any activities based on the analysis of the language have little chance to be successful in a class of learners aged 9-10. According to Piaget's theory mentioned earlier, children of those ages seek the meaning when they are involved in the language learning process. In line with this, they need to be provided with an atmosphere which can trigger their active involvement in seeking meaning, and also their imagination and creativity through a variety of activities appropriate to the world they live in (Çakır, 2004). The teacher must also bear in mind that children are emotionally excitable, and they have a go at a new activity, but at the same time they can get bored easily and lose their

interest quickly. With respect to this fact, teachers need to utilize a variety of activities in YLs language classrooms (Brewster et al., 2002; Cameron, 2001).

First of all, young learners like playing with the language. Some activities linking music and language can be conducted to teach grammar and vocabulary such as:

- Listen to the song, and order the pictures,
- Listen to the song and touch or point to the picture,
- Listen to the song, and hold up the flashcard,
- Act out the song,

As well as these activities linking music and physical movement, children can carry out some written tasks like filling in the blanks in the song, ordering the lines of the song, or numbering the lines in the correct order and so on. Using music can also create a pleasant, relaxed atmosphere in the classroom.

As another characteristic of young learners, their need of physical movement has been mentioned earlier. Some language teaching activities and tasks should keep pupils physically active because they are full of energy and they need movement in class. Some action games (playing charades, miming or etc.), tracing and joining activities, playing games (e.g. board games, hangman, bingo, scrabble), game-like competitions (in pairs or groups), doing hands-on activities, doing puzzles, and art-craft activities like cutting, drawing, and colouring are ways of making young learners involved physically in learning a foreign language. As well as the students' tendency to be physically active, they also need to be mentally engaged in some activities which can keep their minds busy. They have pleasure in doing puzzles like jigsaw puzzles, crossword and wordsearch puzzles, mazes, and matching games (pelmanism), playing tic tac toe, taboo, and some memory games (Phillips, 2001).

As stated before, young learners have an amazing power of imagination and fantasy (Halliwell, 1992; Pinter, 2006; Slatterly and Willis, 2001). Therefore, they enjoy reading and listening to stories. With the task of reading or listening to a story, many activities below can be conducted in order to foster their imagination and fantasy.

- The students can put themselves in the place of the characters and reflect upon them.
- They can pretend in a play and drama.
- They can conduct imaginary interviews with the characters.
- They can act out some scenes or these imaginary interviews.
- They can rewrite their own playscript.

- They can rewrite their own story endings.

- They can write letters to each other as different characters.

(Wright, 2000)

Another element which must exist in language classes of young learners aged 9-10 is humour. The teacher should bring in humour, laughter and smiles. Through fun activities like telling jokes, riddles, and tongue twisters and reading comics and cartoon strips, and watching animations, using puppets and finger puppets, young children can be absorbed in learning a foreign language effectively.

Lastly, children like talking about themselves. When a child starts a conversation, she or he can talk about everything about himself or herself: about her/ his favourites (food, colour, animal, pet, song, etc.), likes/ dislikes, hobbies and sports, family and friends, and so on. Activities should also allow children to speak up in class. Self evaluation questionnaires, checklists, surveys and interviews can be used to give more opportunities for YLs to express their likes/dislikes, experiences, favourites or etc.

To conclude, teaching young learners aged 9-10 differs from teaching older learners and adults since they have their own characteristics of their age group. Selecting appropriate materials and activities necessitates care and wisdom. In this part, a variety of appropriate materials and activities has been presented with reference to their implications for effective TEYL. A language teacher can adapt many of them in her/his lessons, depending on the objectives of the lesson, the availability of resources and materials, the physical conditions of the class.

2.2.4. Difficulties Faced by Young Turkish Language Learners of English

Chomsky's theory of Universal Grammar highlighted further the unique capacity of the child as a language learner, and a general idea of children's learning a second language better than adults, and the issue of a critical age for successful language acquisition (the Critical Period Hypothesis) led to a serious interest in the advantages of an early introduction of foreign language teaching (Cameron, 2001). However, on the other hand, Cameron (2003) claims that such an early start may not bring 'automatic improvement' to language proficiency and may lead to some problems in language classes. Admittedly, there is some evidence that young language learners benefit the advantages of an early start in such areas of language skills as listening and pronunciation. As young learners have been exposed to the target language much longer than older learners, they can be better in listening comprehension. They also tend to develop better accents and pronunciation (Cameron, 2001). However, on the other hand there is

also some evidence that production skills and grammatical knowledge do not benefit as much as might be expected. (Cameron, 2003). Harley, Howard and Hart (1995) state that younger pupils learn the grammar of the target language more slowly than older learners. That means young learners make slower progress even though they start earlier with language learners. Moreover, young pupils may be aware and clear about the foreign language, but they are not usually mature enough to talk about the language and its grammatical system because they lack metalinguistic awareness. These discussions can lead to the argument that grammar has no place in a young learner's language classroom. Actually, grammar has an important place in children's foreign language learning that teachers cannot disregard. The real argument must be how grammar teaching with young learners at primary level can be skilful and useful. Grammar can not be taught young learners in the same way older learners are taught. Older learner can be exposed to explicit grammar instruction and it can produce good results. However, children cannot acquire the target grammar through overt explanations since they lack metalinguistic awareness. This part of the chapter aims to provide language teachers with some insights into how they can teach young learners grammar appropriately. Before that, it gives a glance at grammar teaching in Turkey. In Turkey, grammar, either implicitly or explicitly, is taught from the primary education to the undergraduate studies for more than eight years. Thus, Turkish students are expected to be good at using grammar. However, it is observed and reported that despite of teaching grammar so extensively, students fail to produce grammatically correct sentences (Çakır, 2011). In the following part, some problems faced by Turkish learners with learning English tenses are presented, and as a new way, the use of animated cartoons in teaching English tenses to young learners is discussed.

2.2.4.1. Problems in Learning English Tenses by Turkish Learners

English verb tense- aspect system includes mainly three tenses; present, past and future, and three aspects; simple, continuous and perfect. Turkish learners of English experience some problems in leaning this verb tense-aspect system because of their first language, namely Turkish interference and existing distinctions in English (Çakır, 2011; Çiftçi, 2010). This chapter presents those problems reported by some studies carried out in the contexts of Turkey. One of the studies is conducted by Çiftçi in 2010. In her research, Çiftçi reports that 9th grade Turkish students have difficulty in learning irregular past tense verbs. She states that the mastery of irregular verbal inflection is a challenging and difficult process for Turkish EFL learners. She explains the source of this problem with those words:

In Turkish the past tense morpheme applies to verbs, and it has eight allomorphs according to the preceding stem vowel and consonant. The suffix vowel and the stem vowel have to share the same specification for both backness and rounding. Likewise, the suffix consonant and the stem consonant have to share the same voicing. Regardless of the vowel and consonant harmony, past tense marker has a single form, -dI. Turkish is an inflectionally rich language in which grammatical morphemes is totally rule-governed. For that reason, irregular verbs are one of the most problematic language items for Turkish learners of English language.

<div align="right">(Çiftçi, 2010)</div>

As understood from Çiftçi's statement, because of the differences between Turkish and English, students can have trouble in acquiring English verb-aspect system. Çiftçi also puts blame on the materials and activities used in language classes in Turkey. The materials and activities are not developed and organized in a way which can achieve an improvement in students' grammatical accuracy, motivation and classroom participation.

Another study which focuses on the problems in teaching tenses to Turkish students has been conducted by Çakır (2011). By collecting data from their written exams, Çakır reported a list of problematic and confusing tenses for Turkish learners. The data consisted of the errors of the students in their written exams, and showed that the students had difficulty in acquiring such tenses as past simple and present perfect tense, present continuous and present simple, past simple and past continuous tense. In the following, there are some sentences including grammatical errors, produced by the students in the research:

1. *"I have seen that film last year"*
2. *"I am living in Ankara"*
3. *"I told him he is at home"*
4. *"I am playing football on Sundays"*
5. *"I was go to Istanbul last summer"*
6. *"I am understanding now"*

The findings of the research revealed that these errors mostly derive from the mother tongue interference and lack of students' adequate linguistic background. As well as the mother tongue inference and differences in Turkish and English, the problems in learning grammar in general or English verb tenses in particular also stems from the instructional experiences and practises of the language teachers (Çakır, 2011). Probably, this last factor is the most important one of those. In Turkey, grammar is usually taught through traditional ways of teaching (Çakır, 2011; Çiftçi, 2010). Linguistic items are presented with formal instruction and structure based activities in most cases. Teachers follow such a way to teach grammar; give rules with overt explanation, present some example sentences, and allow students to be involved in drills or

other mechanical exercises in which students are not actively involved. With a teacher-centered approach, students usually sit, listen, recite and hopefully learn. Students can perform well in the tests or exams in the short term following the instruction. However, in the long term, it is observed that they forget things and perform poorly later because grammar instruction has not been meaningful and memorable. Such a traditional way of teaching also makes the task of maintaining or restoring learners' motivation difficult, which is a common problem faced in language classes in Turkey. Rogers (2004) claims that an important reason for any lack of enthusiasm stems from traditional teaching approach.

To overcome the problems in teaching grammar and English tenses in particular, teaching methods, materials and activities should provide students with opportunities to acquire grammar naturally from meaningful input and within a context which necessitates learner's active involvement and participation. Last but not least, they must be suitable for the age groups of the students. The current study handles young learners of 9 – 10 years old, and thus an appropriate way of teaching grammar to this group of young learners is presented below.

2.2.4.2. The Use of Animated Cartoons in Teaching English Tenses to Young Learners
Grammar teaching has usually been viewed as a 'structure based, formal activity' by teachers (Sarıçoban and Metin, 2000). Therefore, they have mostly focused on teaching grammar in rather isolated ways and formal exercises. This may be a reason why Turkish young learners of English have trouble in learning the target grammar, probably because the materials, activities and methods used to teach grammar are not appropriate for them. When the brief research presented on how young children learn is reviewed, it can be remembered that the overt teaching of grammar to younger children is relatively much a waste of time, since grammar terminology like 'third singular –s' or etc. are too difficult for them to understand in any language. They learn holistically, learning chunks of language through clear contexts such as stories and videos rather than through analysis (Brewster and et al., 2002; Cameron, 2001; Halliwell, 1992; Hughes, 2001; Moon, 2000; Pinter, 2006; Slatterly and Willis, 2001). Therefore, teachers must enhance young children's learning context with content that is stimulating and relevant to them where they may learn together from different types of teaching-learning media and other sources of knowledge. Furthermore, as articulated by Sarıçoban and Metin, 'structure-discourse match' techniques can be used effectively to teach grammar. The researchers refer to the techniques in which the target structure is presented and taught in a discourse. Through such an approach to grammar teaching, language teachers may make a grammar lesson effective, beneficial, and interesting (2000). As a technique of 'structure-

discourse match', the integration of animated cartoons can be used to teach grammar effectively.

Taking account of all the research here and above, the use of animated cartoons can be proposed as a grammar teaching tool for young learners aged 9-10 so that it can reduce and probably prevent the problems faced by Turkish learners by increasing retention, providing linguistic items with a context and allowing students to use contextual clues and visuals in order to make sense of the language. More importantly, as content, cartoons are something for young learners to talk about and thereby practice speaking English as a foreign language.

The following chapters present a detailed discussion of the rationale why animated cartoons can be used to teach English to young learners of this age group, and how they can be benefitted by language teachers with some reference to practical ideas on the choice and use of materials, activities and tasks in class. Within this line, this part is kept short. As the research above is reviewed, it is obvious to see that presenting language within a context is the touchstone of successful TEYL. Contextualization has long been an issue of widespread interest in ELT and in the following section, contextualized language instruction, its theoretical basis, and implications for language teaching is dealt with in detail.

2.3. CONTEXTUALIZING LANGUAGE INSTRUCTION

Before moving to the rationale behind contextualizing language instruction, it is necessary to define what is context and what is meant by contextualizing language instruction. Walz (1989) states that context refers to a communicative situation which provides clues to make language use and discourse clear and comprehensible. As for contextualization, it can be defined as presenting the target language in a naturalistic setting, giving students a chance to see real language use. Hymes (1974) points out that a real language use presents such details about the discourse as its physical conditions, the purpose and type of the interaction, the roles of the speaker and listener, and such elements of an interaction as the medium, topic, tone and register of the exchange.

The idea of contextualizing language has become a worldwide phenomenon in the field of English Language Teaching. The interest in presenting a new language within a context stems from the integration of cognitive and communicative approaches into language teaching. These approaches have emerged as a reaction against traditional approaches which put emphasis on presentation and practice of a linguistic item in an isolated way. On the other hand, the

cognitive and communicative approaches to language teaching have offered more naturalistic ways of second language learning, bringing real language into classroom. In line with this, researchers have put stress on presenting language within a context through discourse as stated by Widdowson "normal linguistic behaviour does not consist of production of separate sentences but in the use of sentences for creation discourse" (1978:22). Celce-Murcia (2002) also puts stress on naturalistic learning of second languages in context by stating that it can only occur at the level of discourse rather than the sentence level.

2.3.1. The Rationale for Contextualizing Language Instruction

The rationale for contextualizing language instruction and the theoretical basis which involves Ausubel's Subsumption Theory as well as Bartlett's Schema Theory and Background Knowledge in language comprehension are presented below.

2.3.1.1. Ausubel's Subsumption Theory

The rationale for contextualizing language instruction mostly stems from the belief that permanent learning can be provided through meaningfulness and organization of background knowledge (Omaggio Hadley, 1993). Through his theory of meaningful learning, David Ausubel, an influential cognitive psychologist, claims that if new experiences and knowledge are meaningfully related to already existing cognitive structures, learning can occur successfully (1968). Brown (1980:71) also describes meaningful learning. He mentions that learning can be meaningful in two ways (a) when the student has a meaningful learning set - that is, a tendency to relate the new learning task to what he already knows (b) the learning task itself is potentially meaningful to the student – in other words, it must relate the learner's structure of knowledge. In order to make sure that learning is meaningful, it is necessary to see whether it is kept in retention. When learning becomes meaningful, the newly-presented information is assimilated or related to the learner's existing cognitive structures. Therefore, meaningful learning is expected to contribute to the retention of information in the long-term memory (Brown, 1980).

Another important tenet of Ausubel's theory (1968) is the need for "advance organizers", which are devices that activate previous background knowledge to enable the learning and retention of newly-presented information (Ommaggio Hadley, 1994). These organizers are used in order to bridge the gap between what the student is going to learn and what he/she already knows. Ausubel (1968) argues that learning must be meaningful and relatable to the knowledge that the the student already has, and therefore language teachers must create opportunities for activating the background knowledge in order to relate the new material with the existing schemata.

2.3.1.2. Bartlett's Schema Theory and Background Knowledge

Bartlett's Schema theory sheds light on the importance of background knowledge in language comprehension (Carell and Eisterhold, 1983). The concept of schema was first used by Bartlett (1932). Through this concept, he referred to organization of new knowledge into the existing one. Ommaggio Hadley (1993:134) clarifies the term with these words: "the previously acquired knowledge structures accessed in the comprehension process are called schemata (plural of the word, schema)". It is necessary to be aware of this term in language classes because "schemata describe how people anticipate social events and situations in terms of their previous experience(s) of similar contexts, events and situations.

It is crucial to state that individuals construct their schemata not just for their education but also for all other aspects of their lives through their experiences. On the other hand, individual and cultural factors have a potential role in shaping on the way schema is constructed. One's schemata represent his or her way of life and understanding of the world. Bartlett's Schema theory puts stress on the importance of creating a context for language learning and the importance of background knowledge in providing comprehension. Basically the theory puts forward the idea that a message or a new language item can not gain meaning in an isolated way out of a context. Therefore, a new material needs to be presented within a context.

Schema theory offers some implications for foreign language instruction. For successful language learning, pupils need contextual clues to make connections between ideas and build schemata. Such visuals as pictures, illustrations, videos, songs, games, demonstrations, and various kinds of audio-visual materials and techniques may be employed by language teachers to help students not only to relate new knowledge with their previous knowledge but also to strengthen the existing connections. If the context becomes more familiar, it gets easier for learner to understand (Shrum and Glisan, 1994). Learners need to be able to relate the information to the knowledge they already have in order to comprehend the meaning of the information. By means of animated cartoons, the students easily contextualize the items to be learnt. In Demirezen's paper on video use in language teaching, he provides a list of functions of video reported by a research carried out Francis Macknight (1992). One of the frequent functions of the video is contextualisation of a new language. In line with this finding, as a form of video, cartoons are powerful tools in contextualizing foreign language instruction. All the support for contextualizing language instruction has been given above. Within this line, animated cartoons are suggested as a vehicle to contextualize language instruction.

2.4. CONTEXTUALIZED LANGUAGE INSTRUCTION THROUGH ANIMATED CARTOONS

The rationale for choosing animated cartoons as a tool for contextualizing language instruction is presented in the light of three approaches to second language acquisition; the Semiotic Approach, the Behaviouristic Approach, and the Audio-visual Approach.

2.4.1. The Semiotic Approach

Semiotics, the study of signs and symbols, has brought a new perspective to foreign language teaching, and thus the semiotic approach to English language teaching has attracted attention of many scholars and practitioners. Taking account of the implications of the semiotic approach for ELT, teaching a foreign language may have promising results and may lead to long-term success. To provide a better understanding of the semiotic approach to foreign language teaching, it is necessary to explain the nature of semiotics. Actually, there are two main concerns of semiotics. Firstly, it studies the relationship between signs and meanings. Secondly, it deals with how people use communication devices to interact. An act of communication can be the negotiation of meaning and the transmission of information or message. These communication devices can be the use of voice, gestures, mimics or bodily activities. Semiotics asserts that the meaning cannot be ensured without the use of such signs (Sert, 2006). Hence, the object of semiotics is to analyze the various elements of linguistic, gestural, physical, visual, audio and mathematical signs which a society systematically and conventionally benefits in order to communicate. With a careful examination of semiotics, some implications of semiotics in the context of language teaching can be suggested.

The first implication of semiotics for language teaching stems from its focus on kinesics, which is the study of body language such as gestures and facial expressions. Body language, gestures and facial expressions contribute to understanding the meaning of our behaviours within a social life because gestures can clarify things which cannot be achieved with words and they can complement speech. Therefore, a language learner must learn the target language's gestural system and be aware of what gestures in the foreign language and its culture mean. While Antes claims that the close relationship between verbal communication and visual communication has been neglected by the teachers, he sheds light on the significant role of gestures as an aid to ensure learning and producing language. This relationship should not be ignored because the visual action can be utilized to reinforce what is presented auditorily, thus achieving comprehension. For example, an up-down intonation can be accompanied with an up-down gesture such as moving the eyebrows (1996).

The use of gestures and facial expressions can serve as an invaluable tool in a language class, especially when teaching young learners. As mentioned earlier, young learners are great observers, and so they are good at making sense of gestures, mimics, and bodily expressions. By making use of these visual actions, a child can guess the meaning of words, phrases and expressions unknown to him or her. They are much more effective compared to verbal explanations in presenting a new vocabulary item or grammar structure. A teacher can simplify and clarify the meaning, and convey it more easily with gestures rather than using verbal expressions. Hence, the teacher can avoid ambiguity and redundancy (Crystal, 1970).

The use of such signs as gestures and mimes also creates a meaningful context for language learning. The target language can be presented through frequent repetitions in meaningful contexts with the use of correct "signs" so that it can be coded to the long term memory. Such an approach to teaching in a meaningful context will probably result in automaticity. Within this line, in order to expose students into such a meaningful context, the use of authentic animated cartoons is suggested in foreign language teaching. An authentic audiovisual material is rich in providing these communication devices like the use of voice, making gestures, using mimics or bodily activities. For example, if one watches an authentic audio-visual material like a movie or cartoon, he or she can see and understand the situation from the visual clues in the following:

- from their clothes, one can estimate the wealth, power and possibly the role of each person,
- from their clothes, one can also guess the time of year and the climate,
- from their position – standing, sitting or lying, etc. – one can estimate the relationship between the people,
- their proximity (closeness) to each other will also be a clue to their relationship,
- from their way in which they move, their gestures and facial expressions, one can guess the mood of each individual,
- If one can also hear their voices, she or he can guess their mood – angry, happy, bored, tired, sick or healthy,
- from their intonation, one can probably guess if they are asking questions, giving answers, apologizing, explaining, persuading, denying, expressing affection or sympathy, etc.

This list can be extended with more examples, but even these examples are enough to illustrate well how much people can understand through such communication devices and signs before they have understood a single word of what they are saying.

The second component of the relationship between semiotic and foreign language teaching is culture. Semiotics also puts emphasis on the notion that culture is interwoven with social signs, symbols, icons and codes. Therefore, it attributes an important role to culture. To understand a language it is necessary to have cultural information. Nöth (in Şenel, 2007) expresses their strong interconnection stating that "language is the most highly developed and culturally most important for all semiotic systems" (Nöth 1990:227). Since a language cannot be separated from its culture, the integration of cultural signs and semiotic elements into foreign language classes is inevitable. It is widely accepted that studying a second language is different from studying other school subjects since it involves aspects of another culture. Bearing all this in mind, a language teacher must also teach the target culture along with its language. Making children familiar with foreign cultures and ways of living, a language teacher can help them have more positive attitudes towards the language and its people. This is the other reason why the use of authentic animated cartoons can be suggested into language teaching classes. Authentic animated cartoons may illustrate cultural and nonverbal behaviour well. The power of authentic animated cartoons in this sense is well explained by Fleming (1968). He states:

> "Nobody today would doubt that the effect of visual impact on the senses has a profound influence over our capacity to interpret our conscious world. Nor can there be any doubt about the urgent need for ever more effective, functional and dynamic new modern-language teaching tools, which in their- still- visual form should present significant fleeting moments of the target language sign-culture, enabling the teaching of -bits of language- without recourse to the mother tongue".

Fleming means 'animated cartoons' with his words 'dynamic new modern-language teaching tools'. He argues that teaching through animated cartoons is an effective way of teaching the relation between the target language sign and culture. Through cartoons, students can be informed about the culture of the language they're learning. With his words, Fleming also puts emphasis on the potential role of visuals in making sense of the world and information. Similarly, Sert (2006) highlights the importance of the authentic audio-visuals in teaching a foreign language and its culture, stating 'drawing upon the discourses of movies, media and literature, is obviously beneficial to foreign language learners in many respects as they can not be exposed to target language and its culture in natural settings'.

Briefly, using the animated cartoons in which gestures, mimes, nonverbal behaviour, and other communication devices are embedded, language teachers can provide students with not only meaningful learning, but also cultural values of the second language. Doing so, they can help

their students get motivated to use the second language and store what they have learnt in the long term memory (Şenel, 2007).

2.4.2. The Behaviouristic Approach

Behaviourism is one of the early schools of psychology dating back to the 1950s. A behaviourist approach to language learning focuses on students' observable behaviours, and views language as a kind of verbal behaviour. It proposes that children learn language through imitation, repetition, reinforcement, mimicry-memorization and similar processes (Fromkin, Rodman, and Hyams, 2007: 314). Although it has been heavily criticized, it has had an enormous impact on the field of teaching and learning foreign languages. The concepts of behaviourism are useful at the early stages of language learning as the techniques such as repetition, imitation, mimicry-memorization are the basic exercises in the acquisition of both vocabulary and pronunciation (Demirezen, 1988). In contextualized language instruction through animated cartoons, the teacher can benefit most from these techniques.

Repetition: Children gain confidence through repetition. They learn a foreign language by listening and repeating (Moon, 2000). Young children love to hear stories again and again and the same case goes for cartoons. By watching a cartoon several times children can learn by absorption and imitation. Many researchers and language teachers also believe that practice makes perfect; therefore, learning would take place by imitating and repeating the same structures time after time.

In his study '*The effects of repetition on vocabulary knowledge'*, Webb (2007:64) has found that repetition affects incidental vocabulary learning from reading. Learners who encounter an unknown word more times in informative contexts are able to demonstrate significantly larger gains in vocabulary knowledge types than learners who have fewer encounters with an unknown word. Similarly, animated cartoons can create lots of meaningful contexts which students can often meet a lot of repetition and reinforce the target vocabulary and structures.

Imitation: Moon (2000:3) points out that young learners learn a foreign language by imitating the teacher and the speakers of that language. They like imitating the teacher because they want to please him/her. Imitating the pronunciation of their teachers, the students also repeat words and phrases. They memorize the lines of dialogues not to make mistakes when using the same structures because they feel embarrassed when they make mistakes. They also enjoy imitating famous people and characters which they encounter through movies or other types of

multimedia. Similarly, through animated cartoons children can meet new people and characters who represent models for them in making dialogues and speaking that language. Moreover, children imitate the sounds and patterns which they hear through these audio-visuals. Encouraged by their behaviour, they continue to imitate these sounds and patterns until they form correct habits. So imitation has an important place as a means to help the learners have a more automatic articulation. Therefore, imitation is seen as a primary process in language development (Lightbown and Spada, 1999: 9).

Reinforcement: Another proposal coming from the behaviourist circles of language learning is reinforcement. It is a vital element in the learning process since it has a great effect on the behaviour to occur again and become a habit (Richards and Rodgers, 2001). Watching animated cartoons can be a type of reinforcement for young learners and serve the same purpose as a praise, a compliment, a flattering remark or a gift, because they have pleasure in fun ways of learning. Students are encouraged not only by cartoons themselves but also gains they've obtained from learning a foreign language while they are watching animated cartoons. Within this line, animated cartoons can be a valuable kind of reinforcement.

Mimicry-Memorization (Mim-Mem) Method: In the behaviouristic process of language learning, the importance of mimicry is also emphasized. As mentioned in the earlier parts, young learners are good imitators and mimics (Lobo, 2003). Through animated cartoons, language teacher can have the advantage of their being great mimics. In this way, students can imitate and memorize the daily expressions and dialogues representing the real life situations, presented through cartoons. Finally, students act them out. By contextualizing foreign language instruction through animated cartoons, language teachers can make use of imitation, repetition, mimicry-memorization techniques frequently in their classes with young learners, especially when teaching pronunciation and vocabulary.

2.4.3. The Audio-Visual Approach

The main principle lying in the audio-visual approach to foreign language teaching is that students do not only learn a language from words. It is widely accepted that visual imagery dates back to ancient ages before linguistic symbolism. Many researchers have stated that 'stories and dialogues are not the only way in which 'new' language can be contextualized" (Wright, 1976: 4). To be more specific, the teacher can contextualize language instruction through numerous audio or visual materials. All audio- visual materials create meaningful contexts for learning because they tell a meaningful story to their viewers. Learners can see

who's speaking, what they are talking about, where the speakers are, what they're doing, etc. All these visual clues can contribute to comprehension. Successful learning of a foreign language is likely to occur within a context because humans already have a natural tendency to learn visually. In line with this, the teacher can make his/her verbal communication clear and concrete through audio-visual materials.

There are many other implications of presenting and contextualizing the foreign language through audio-visual materials for effective language instruction. First of all, contextualization of the language through audio-visuals helps students to associate the target grammar point or vocabulary item with the realia she/ he sees on the screen, which is the most effective way to learn the language (Mueller, 1955).

Teachers are often challenged with the problem of catching the attention of the pupils to the subject matter which they are teaching. The teacher easily can capture their attention by means of an attractive audio-visual tool since it can awaken curiosity and interest of the learner and engage him/ her in knowing more about the subject. Moreover, if a new word and expression or structure is presented on the screen, it will make an effect on the student's memory lasting much longer than a mere verbal presentation because it creates a mental connection in the learner's mind. The students can remember the language easily (Mueller, 1955).

Such an audio-visual approach to foreign language teaching involves the presentation of new materials through a combination of videos and explanations by the teacher through pointing, demonstration, selective watching and listening, question and answer, reinforcement through repetition, memorization, and practice. In this sense, using animated cartoons may result in satisfactory results with young learners because they are rich visual sources of language accompanying audio input.

2.5. TEACHING YOUNG LEARNERS THROUGH ANIMATED CARTOONS

Wikipedia defines an animated cartoon as "a short, hand-drawn (or made with computers to look similar to something hand-drawn) film for the cinema, television or computer screen, featuring some kind of story or plot". As understood from the definition, animated cartoons are visual and live representations of stories. Being children's free-time friends, animated cartoons have been chosen and used as powerful pedagogical tools in teaching English tenses to young Turkish learners aged 9-10 in the current study. In this part, the rationale for language instruction through animated cartoons is presented first, and then it mentions the nature and

procedure of the language instruction with animated cartoons with reference to materials, activities and tasks which can be exploited in a class, and lastly it gives language teachers a practical framework of how to use technology in order to integrate animated cartoons in foreign language classes with reference to necessary software programs and computer skills.

2.5.1. The Rationale of Making Use of Animated Cartoons

As Sultana (2010) states, pupils tend to learn from the sources of enjoyment rather than explicit, traditional language instruction. Watching cartoons, an indispensable daily activity for children, can be a 'dynamic source of learning English for the young learners (Sultana, 2010). Far from being mere entertainment, if chosen carefully, they can be a useful and extremely motivational teaching tool in TEYL for a number of reasons presented below.

First of all, according to the research-based understanding of what developmental characteristics children have and how they learn a foreign language, motivation and interest are key elements for successful language learning by pupils (Dörnyei, 2001; Ellis, 1994; Lobo, 2003). Moreover, Gardner (2001; 2) states that "motivation is a central element along with language aptitude in determining success in learning another language in the classroom setting". Young learners of 9 to 10 years are already motivated to learn and participate in class. A teacher's responsibility is to use appropriate activities and materials in order to foster the motivation that young learners bring to class. After carrying out a survey with 200 EFL teachers in Hungary, Dörnyei and Csizér (1998) makes a list of 10 great ideas on how to motivate students. One of these ideas relating the choice and use of materials is that teachers need to use authentic materials. Authenticity of class materials has been discussed and studied for a long time. One of its broadest definitions is that authentic materials are samples of language that have not been specifically produced for the purposes of teaching language (Brinton et al., 1989 in Richards and Rodgers, 2001; Nunan, 1999). To put it simply, authentic materials are non-ELT aids and they present the target language without having any teaching purpose. Language teachers have made use of authentic materials in the forms of films and TV for a long time. In line with the finding of the survey in Hungary, animated cartoons can be also used effectively as a motivational tool since they offer authentic use of the target language. Cartoons, being a form of videos and thus having authenticity, can provide access to real-life situations with natural use of the target language.

Another factor lying behind the use of cartoons is the amount and type of exposure to the target language, which is one of the main issues in foreign language learning. However, a language

teacher can provide only a limited experience of the language in class because of several hours of teaching in a school week. Most students cannot find a chance to be exposed to the target language, namely English, outside the school, except for the media. English is so commonplace that students can meet the use of English on videos, television, computers and films. Such English-based media provides further access to English outside the classroom settings. Specifically, cartoons may promote exposure to English language.

Cartoons are also motivating because they are visually appealing, colourful, attractively laid out, and they feature interesting and appealing characters. Things, objects, and characters look clearer when they are exaggerated through animations. Motivation is likely to result from such a lively way of teaching, and cartoons help encourage an eagerness to learn and pupils' active engagement and involvement with the content in language classes. Besides, Kristiansen (2001) believes that when it is animated, the voices are also exaggerated. Within this way, such components of speech as stress, intonation and pronunciation are carefully and vividly integrated into cartoons. Exploiting this point can prove very useful when teaching listening skills. The integration of cartoons can assist in the teaching of the abstractions of speech such as pronunciation, stress, and intonation. They can consolidate speech fluency in the target language (Fleming, 1968). On the other hand, illustrations or still pictures could be used to present the target language point, but they are less effective and less likely to capture attention than animated cartoons, since without animations the characters and events lose much of their vitality, seeming to be expressionless and meaningless (Schwartz, 2003). Video clips, in particular, have been shown to be superior to still pictures or word definitions alone for vocabulary acquisition (Al-Seghayer, 2001). Similarly, grammatical structures and items can be taught effectively in a context supported by visual and audio components of animated cartoons.

Another element what makes cartoons motivating is that they include humour. Fleming (1968) strongly recommended the development of animated cartoons as an effective teaching aid in language learning since it integrates "various kinds of mime and gesture in humorous situations". He views humour as a vital element and a constructive force in learning a foreign language. Dörnyei and Csizér (1998) also state that for fostering motivation in the foreign language class, language teachers must include humour and laughter into their lessons. Besides, Kristiansen (2001) thinks that teaching English necessitates promoting students' affective development by creating a positive atmosphere in class. Language teachers need to view the value of using humour as a pedagogical and motivational tool because young learners need to feel relaxed and secure in order to learn to speak a language. He views animated cartoons as

pedagogical tools which can assist in constructing such a non-threatening learning environment. Watching cartoons also makes the learning environment enjoyable and attractive, and language learning becomes a happy experience (Sultana, 2010).

Cartoons, being powerful visuals, can develop visual memory. Visual memory is accepted to make an important contribution to the process of language learning by combining pictorial sense with oral and written bits of language, thus bringing into action all memory components (Fleming, 1968). In this way, animated cartoons can stimulate the retentive powers of the learner and provide better retention of the target language items which the learner has acquired.

As mentioned before, young children have an amazing skill to use contextual clues and making sense of the world around themselves, and so they succeed to understand events or situations even if they do not understand all the language used in cartoons (Sultana, 2010). This visual comprehension ability, which is so strong in young children, tends to weaken as linguistic comprehension becomes more important with non-authentic videos, having a teaching purpose. When young learners enter the foreign language classes, they need to become children again. To serve this purpose, language teachers need to re-activate children's visual comprehension skill. Cartoons with authentic quality in the target language provide a valuable tool for re-activating visual comprehension skills.

Cartoons go beyond the simple need to present and practise English, and portray the everyday life of a child powerfully. In other words, language is presented in contexts reflecting the everyday life of the students, which engages young learners at a much deeper level, and enables the extension of the language outside the class. In time, students start to see the characters in the cartoons as new friends, and they develop a relationship with the characters, which enables children to like English speaking people. Cartoons also present the realistic models to imitate for role-play. Children have pleasure in imitating characters by miming, role playing and acting out some scenes.

Furthermore, it's not right to see cartoons as tools which provide information about just the target language. They give much more information about the culture of the target language. Cartoons give a chance to find out how other people live and think. Through cartoons pupils can learn about aspects of culture; values, traditions, clothes, food, sports, schools, holidays, history, geography, etc. In line with this, cartoons have a potential role in increasing learners' awareness

of other cultures and fostering positive attitudes towards the target language, its people and its culture (Kristiansen, 2001).

Making use of cartoons as materials in class also offers a holistic, multi-sensory experience for students, appealing to many senses. Cartoons can allow teachers to implement a rich variety of activities in class so that teachers can cater to different abilities and learning styles, especially visual learners. Many opportunities for using physical movement and arts and crafts to develop language skills can be suggested through cartoons.

In brief, cartoons show great promise in effective TEYL with these overall benefits of their use. They are a valuable vehicle for transmitting English language to young learners in such a highly motivating way. Cartoons seem to have potential not just in engaging and entertaining students, but also in promoting language learning. At an early stage of language acquisition, cartoons can offer an effective way of contextualizing new language and introducing authentic use of the language, making it meaningful and memorable. To benefit from them effectively in teaching young learners of 9-10 years-old, cartoons or movie clips from cartoons need to be chosen carefully. Some criteria which must be kept in mind in the selection of animated cartoons are presented in the next section.

2.5.2. Selection of Authentic Animated Cartoons

As defined earlier, authentic animated cartoons are, in the form of videos, visually vivid representations of stories, prepared for children. They do not have any teaching purposes, but with their entertaining appeal and wide availability, animated cartoons with authentic quality in English, if appropriately selected and organized, can offer a wide range of opportunities to promote foreign language learning of young learners. Because of their implications for effective TEYL mentioned above, they are viewed as powerful and effective instructional instruments. However, authentic animated cartoons may also have some disadvantages for YLs if they are not carefully selected. The teacher must have a thoughtful approach to the selection of the cartoons, and judge cartoons by some criteria. Therefore, this part explores and examines the criteria which must be taken into serious consideration while selecting and organizing authentic animated cartoons.

The British and American animation industry has witnessed a boom in recent years with a variety of creations such as Bob the Builder, Nick Park's Wallace and Gromit, SpongeBob SquarePants, the Family Guy, South Park, Matt Groening's the Simpsons, Walt Disney

Cartoons (Mickey Mouse, Bugs Bunny, Tom and Jerry, Donald Duck, and Goofy, or etc.), the series of Ice Age and Shrek, Up and so many animated movies on. Among a rich variety of these cartoons, teachers are challenged to find out which cartoons can be the most useful for language instruction and suitable for children. There are some criteria that teachers should keep in mind for selecting the cartoons as class materials.

The first criterion concerns the watchability of the cartoon. It questions whether the cartoon is enough interesting and appealing to be watched by the students. The teacher should ask himself or herself '*Would a young native speaker want to watch this cartoon?* while choosing it. Another way to choose an interesting cartoon is to ask students what types of cartoons they like. By conducting a questionnaire with students, or showing some short segments of the cartoons and asking for students' opinions about these segments, the teacher can decide upon the cartoon.

Another criterion relates the density of language. Density refers to the amount of language spoken in a particular time. If a cartoon consists of too much speech, it means that the language is dense. The density of the language can make the cartoon more difficult for learners to comprehend. In addition to the density of speech, its delivery also has a crucial role in understanding the cartoon. Clarity of speech, speech pace and accents are all important factors in determining how difficult a cartoon segment will be for students to comprehend.

Another noteworthy factor is the comprehensibility of the cartoon. It refers to the language level of the cartoon. The language level of the cartoon should be appropriate for the level of the class without the teacher's having to explain too much. Actually, from Krashen's *i+1 input theory* to Vygotsky's *Zone of Proximal Development*, it is stated that input must be comprehensible but slightly challenging. However, if the language used in the cartoon is difficult, the student will experience boredom and frustration. In order for successful learning to occur through animated cartoons, the student needs to have a feeling of achievement, picking up some sentences and phrases from the cartoons. To serve this purpose, the teacher should choose cartoons which involve a standard use of English, but not too difficult or not too easy (Katchen, 2002).

The teacher must adjust the dose of humour and laughter. Admittedly, a cartoon includes elements of humour; however the objective of the instruction should not be just mere entertainment. The teacher should take account of the objectives of the curriculum while selecting cartoons. In addition, the teacher should pay attention to language content. In selecting a cartoon to present language, the teacher needs to consider the linguistic items such as

grammatical structures, language functions, chunks or colloquial expressions presented in the scene.

Another important factor in selecting a cartoon is the appropriateness of content. The content of the cartoon should be suitable for young learners. Cartoons which have been rated for ages under 12 may have appropriate content. The teacher must decide whether the cartoon is also suitable for the culture of students' context. Moreover, the cartoon should not include themes of physical violence, vandalism, or any kind of abuse. While choosing the content, the teacher must also bear in mind the fact that children have different tastes and interests due to gender differences. Boys usually prefer actions and adventure cartoons like *Cars*, *Ben 10*, *Tom and Jerry* whereas the girl children like fairy tales, supernatural and magical cartoons like *Barbie Girls* (Sultana, 2010). The cartoon must be an equal appeal to students of both genders.

For practical concerns of language instruction through cartoons, the length of the cartoon is very important; it shouldn't be too long, perhaps between 2 and 15 minutes depending on the learning objective. Otherwise, long segments can lead to unnecessary time consumption and boredom. Another concern relating the choice of cartoons is the maturity of children. Children mature very quickly and their tastes can change easily through maturation. A group of 9-year-olds can find a cartoon 'too babyish' whereas a group of 7-year-olds cannot make meaning of a cartoon because they are not able to understand the concepts in the video. The teacher should carefully examine whether a cartoon has been intended for older children or a group of younger children.

The teacher should also adjust the degree of visual support. To provide visual input for presenting a linguistic point, the teacher can choose scenes that are very visual. The more visual a segment is, the easier it is to understand - as long as the pictures illustrate what is being said. Moreover, the clarity of picture and sound is an important criterion to be considered. If the cartoon has been copied from the television or internet, the teacher needs to make sure that both the picture and sound are clear. Another important factor is the amount of repetition of the language content. Authentic animated cartoons for young learners will often contain a lot of repetition. It is also useful to see if the linguistic content in the cartoon can be linked to that of the language curriculum or the course book, thus providing a way to integrate video work into the course as a whole.

Lastly, the teacher should think about the availability of related materials. Today some authentic cartoons come with ready made materials that can be used for language teaching

(For example, Wallace and Gromit and the 'Speak Up' series of films in Spain.) Other videos may have been adapted from books, which could be used in the classroom to support the video. (The 'Spot' series and Eric Carlyle stories such as 'The Very Hungry Caterpillar').

2.5.3. Application of Authentic Animated Cartoons in Class

The use of animated cartoons can provide teachers with a very rich and flexible set of materials, activities allowing them to expand the language syllabus into other meaningful contexts. Before examining the materials, activities, and tasks relating the use of cartoons, a word of caution needs to be mentioned. Most kids are used to watching cartoons, and like them, but this also presents a challenge. As language teachers, we need to find a way to bridge the gap between entertainment and teaching to benefit from its potential role in teaching a foreign language effectively. In other words, we must make sure that the attitudes of the pupils must be geared towards learning even though they watch cartoons. Within this line, teachers must make use of videos with care and wisdom; they mustn't view them as an escape route when they have nothing better planned. Teachers should be consistent in this respect so that pupils know that although it is a different and entertaining way of teaching, it is teaching nonetheless, and that they are supposed to remember and learn from what they are watching.

In line with this concern mentioned above, the activities and tasks to be used through cartoons need to be chosen carefully and they must have a teaching purpose as well. If the activities and tasks fail to catch students' attention to the objectives of the lesson, or stimulate students and teach the target vocabulary, structures and functions, the use of animated cartoons can produce some unfavourable effects on children. Children can show a tendency to viewing cartoons passively just as they watch TV at home on the sofa. Teachers should avoid learners' staying passive in class when cartoons are played by implementing stimulating and motivating activities where students can interact with both learning and having fun. This section provides language teachers with a list of various activities and tasks which can be used to make their students involved actively in learning from cartoons. They are categorized into such groups as pre-watching, while-watching and post-watching activities for practicality.

2.5.3.1. Pre- watching Activities with Animated Cartoons

This group of activities is carried out before the video is switched on or fully watched. These activities usually have the aim to inform the students properly about the topic and prepare them for what they are going to see. A variety of activities listed here can be used before watching animated cartoons.

- Capture learners' attention: Teacher needs to introduce the topic in a fun and interesting way. She/he can bring interesting objects to the class.
- Brainstorm about the topic: By looking at the poster, discussing the title, showing some pictures taken from the scenes of the video, students can be guided to guess what the topic of the cartoon is.
- Introduce the characters: The characters of the cartoon can be introduced and described with their pictures. Student can be given some drawings of the characters and asked to colour them, or these drawings can also be given to make finger puppets which can also be used later to act out the story of the cartoon.
- Describe the characters: Teacher shows the pictures of the characters and asks the students to find as many adjectives as possible to describe the characters. They can describe their personality or physical appearance.
- Pre-teach new vocabulary: Teacher shows the pictures of the target vocabulary. Students can match the words with the pictures.
- Forward viewing: Students can try to predict the topic with forward viewing activity in which the video is played fast forward. Then students watch the scene and compare it with their own predictions.
- Active viewing: Before watching a cartoon, teacher writes some questions on the board so students can have a basic idea about the content of the cartoon. They can take some notes while viewing; after watching, students answer the questions orally.
- Silent viewing: A cartoon is played with sound off and teacher gets students to guess what is happening and what the character is saying.
- Freeze the first scene. Teacher freezes the first scene and asks students to describe the characters and the scene in detail. Teacher asks them what's going to happen in the cartoon.

2.5.3.2. While- watching Activities with Animated Cartoons

The second group of activities is implemented by students while watching the cartoons. They aim to engage students' viewing attention by having them watch or listen for specific information. These activities must keep students mentally active so that they can have pleasure in both watching and learning. With these activities, students are usually expected to answer comprehension questions, to fill in some worksheets, to guess what will happen next or to reflect upon what has gone before. However, in the following list there are some different while-watching activities.

- Voices in my head: It is a while-watching activity to guess the character's thoughts. A specific scene is frozen, and students are expected to imagine what is going on in the head of the character.

- Sound-on and vision-off activity: Students can hear just the dialogues. Through this activity students can predict what has happened in that scene or they can draw the scene.

- Vocabulary exercise: Teacher gives a number of words on a paper, and students can tick the words they hear. Students complete the sentences with words after watching.

- White lies: Short paragraph is based on the facts told in the cartoon; however, 3 or 4 of them are changed. Students are supposed to find the statements which are not true.

- Who says: Some quotations are given to students. Students try to remember who says them, or while watching the cartoon, they can be asked to clap their hands when they hear that quotation.

- Mystery end: Students write their own endings without watching the end of the video. They can read their alternative endings in class.

- Who Am I? : The name of the character is written on a paper and then pinned onto the back of a student. The student, who has the name on his/her back walks around the class and asks Yes/No questions to discover the character.

- Pictureless task: A scene is played with the screen turned away from students, or covered. Teacher asks students to listen to the sound and ask them what's happening, what was happening or what happened depending on the linguistic focus of the lesson.

- Tell me: Teacher pauses a particular scene of the film. Then she/he asks students to get into pairs, one of them sits facing the screen, and the other one turns his back to the screen. Then teacher plays the cartoon. The student facing the screen explains what's happening in the scene while their partner takes notes. Then the students who didn't see the scene tell the class what happened in the scene.

2.5.3.3. Post- watching Activities with Animated Cartoons

The last group of activities used with animated cartoons is conducted after watching them. Through these activities and tasks, students are mostly expected to produce something showing their comprehension and acquisition of the target language points of the lesson, in different forms such as writing something, doing a project, and so on. Here are some post-watching activities below.

- Role playing: Students can be in characters' shoes. They can act out a particular scene or the whole story.

- <u>True or False</u>: Students write two sentences after watching the cartoon. Some sentences may not be true. Other students decide whether the sentences are true or not.
- <u>Retelling</u>: After watching the cartoon, students retell the event by looking at the pictures taken from the videos.
- <u>Ordering exercise</u>: Students are expected to order the pictures of the scenes.
- <u>Dubbing</u>: Students watch the scene a few times and work out their lines. Then they view the same scene without sound. Volunteers come and dub the cartoon reading their lines.
- <u>The Journalist</u>: Students watch a specific scene. Teacher asks them to imagine that they are a journalist who witnesses the event and asks them to write the event as a newspaper article.
- <u>Changing the title</u>: Students in pairs or in groups are expected to find a new, creative title for the cartoon they've watched. In order to choose the best title, students vote each other, and the pair or group who takes most votes wins a prize.
- <u>Drawing</u>: Student can draw their favourite character, favourite scene or an imaginary ending for the cartoon.
- <u>Rewriting</u>: Students can be asked to write their own scripts, scenes from the points of view of different characters, or alternative endings.
- <u>Backward viewing</u>: Teacher plays a scene backwards, and then asks students to reconstruct the event in a chronological order, using past tense.
- <u>Creating a character</u>: Students can be given a blank frame of a human body. They can be expected to draw and colour it. After creating and describing their characters, students introduce them to the class
- <u>Graphic organizers</u>: As visual and graphic representations of information taken from the cartoons, graphic organizers can be used to give a summary at the end of the lesson (Appendix 12).

2.5.4. Using Technology to Integrate Animated Cartoons into Language Classes

Since using cartoons as class materials requires handling of technology and visual aids, it can necessitate a little more preparation on teachers than other traditional ways of teaching. If a teacher doesn't have some authentic cartoons with their ready made materials that can be used for language teaching, she or he needs to produce his or her own materials by using some computer skills. This part provides language teachers with some practical guidance on how to use technology in order to integrate animated cartoons or any forms of videos in foreign language classes so that language teachers can save time and effort with the preparation. In

order to present clear guidelines on making use of technology, this part is divided into three subheadings below.

2.5.4. 1. How to Download Videos

Many teachers are worried about how to download them when they come across useful videos on the Internet. Actually, there are many ways to download videos from websites. However, an easy way to download videos is a computer program, Real Player. A teacher can download the free version at *www.realplayer.com*, and install it. After making sure that the program has been installed, the teacher can play the video on the website again. At that time, the 'Download This Video' button will appear automatically when playing the video. By clicking on the button, the teacher can start downloading the video to the hard drive of the computer. When downloading has been completed, the teacher can open the videos using Library part within Real Player Program or in the hard drive of the computer. A list of useful websites where a language teacher can find animated cartoons and other forms of videos is presented in Appendix 1.

2.5.4. 2. How to Handle and Play Videos

After downloading any forms of videos, a language teacher can handle them in a way she or he wants to use. For example, a cartoon can be too long, and a teacher needs just a five-minute segment of the cartoon, or the teacher can find some parts of the cartoon unnecessary and inappropriate. The teacher can get rid of these parts and take useful segments by cutting the video. Cutting the videos is really an easy job with any video splitter programs. To give an example, a video splitter program at *http://www.boilsoft.com/videosplitter/* can be downloaded and installed freely. After cutting some segments, a teacher can need to join some parts into the video. He or she can join the scenes with a video joiner program at the same website, using the link: *http://www.boilsoft.com/avi-mpeg-rm-joiner.html* . Lastly, the teacher can open the video with any video player such as Media Player, Gom Player, Real Player, etc.

2.5.4.3. How to Capture Some Pictures from the Video

As seen in the part of '*Application of Authentic Animated Cartoons in Class',* some materials or activities include the pictures of some scenes taken from the videos. A teacher can capture the picture from the video, while it is playing, through the simple use of a button on the keyboard. A teacher can have the picture using *Prt Scr/Sys Rq (Print Screen)* button on the keyboard when the scene appears. Then the teacher needs to paste it on a picture program such as *Microsoft Office Picture Manager* or *Paint Program* and crop it with the picture editing tools. Figures 1 and 2 show the *Prt Scr/Sys Rq* buttons on the keyboards. As seen in Figure 1, one button is enough to capture the picture whereas the function of this button is provided with the use of

three buttons in some keyboards, showed by Figure 2. You need to use *Fn, home* and *end* buttons at the same time in order to capture the picture of the screen.

Figure 1.

Prt Scr/Sys Rq Button 1

Figure 2.

Prt Scr/Sys Rq Button 2

2.6. CONCLUSION

It is perhaps rather surprising that there have been few studies which examine the role of animated cartoons in teaching young learners, though authentic animated cartoons suit well to the interests, needs, and characteristics of young learners, and they can be exploited for teaching children English effectively both in a meaningful context and an enjoyable learning atmosphere. This study attempts to address this shortfall, by investigating the potential role of authentic animated cartoons in teaching English tenses to young learners of 9-10 years. First, this chapter has attempted to review literature relating young learners' foreign language learning, their characteristics, and appropriate language instruction. In doing so, it has aimed to provide some insights into successful early language instruction. Following an overview of theory and research relevant to children's language learning, the chapter has continued to clarify the rationale behind contextualized language instruction and the rationale behind using animated cartoons as a way to contextualize language learning, and its potential role. Lastly the chapter has dealt with how to use authentic animated cartoons in class, to handle technology for their integration into language instruction, by providing practical ideas and implications. The following chapter is devoted to the presentation of the method of the study.

CHAPTER III

METHODOLOGY

3.0. INTRODUCTION

This research reports a longitudinal experimental study that investigated the effectiveness of authentic animated cartoons in the acquisition of the English verb tense/aspect system by second language learners aged 9-10 in a private primary school setting. A comparison was made between instruction based essentially on traditional grammar teaching and one that made use of authentic animated cartoons. To conduct the study and collect data, a few instruments were developed. In this chapter, research design of the study is described with reference to information about the setting and participants, design of the grammar instruction through animated cartoons, data collection tools and procedures. Lastly, data analyses are explained.

3.1. DESIGN OF THE STUDY

This is a longitudinal study that lasted approximately two academic terms with almost 33 weeks, excluding holidays. An experimental design was used, where a control group and an experimental group were formed, and the groups were randomly assigned to the levels of the independent variable. For the comparison of these two groups, a 'pre-test-pos-test control-group design' was used, which means both of two groups were pretested before the treatment; the experimental group was put under some treatment.; after the treatment, both these groups were posttested. Quantitative data were collected from these pre-and post-tests, and language proficiency tests as well. In addition to the quantitative methods, the researcher also used qualitative methods in order to gather further data for the study. To examine the perceptions of the participants in the experimental group, lesson observation forms were used. Lastly, face-to-face semi-structured interviews were conducted with five English language teachers, who are the colleagues of the researcher and work in the school where the study was conducted.

3.2. SETTING AND PARTICIPANTS

A total of 30 Turkish students whose ages range between 9 and 10 participated in this study. These young learners of English are in the 4th grade at a private primary school in Kayseri, Turkey. Convenience sampling was used for the selection of the participants, in which respondents of a study are individuals who are available and easily accessible for the research (Dörnyei, 2007). Since the researcher works as an English language teacher at this school, her students have been selected as participants.

These 4th grade students took part in the study for a period of two terms in the 2010- 2011 academic year. They had already been assigned to classes, 4A and 4B, when the study started. As it can be inferred from the fact that the participants attend to a private primary school, they all come from high socioeconomic backgrounds except for two students, one in class 4A and the other in class 4B. These two students come from poor families and they are granted a scholarship because of being the children of a martyr and a war veteran. As for the participants' language background, they all have previous experience in learning English as they were taught English intensively from kindergarten through 4th grade in this school. In the kindergarten, first and second grades, they had English instruction of 6 hours per week. When they were in the 3rd grade, they were taught English eight hours per week. They are now in the 4th grade and study English a total of ten hours per week. Two of these hours are allocated for speaking and writing lessons taught by a native speaker, which goes hand in hand with the main English course of 7 hours per week. They also have one hour of studying through an interactive English software programme called DynEd in computer labs. The students' English proficiency level is equivalent to A1 of the Council of Europe's Common European Framework of Reference for Languages (Council of Europe, 2001).

Since all the participants acquired experience in learning English under the same conditions in the same setting, two classes were randomly designated as control and experimental groups. The number of the students in the experimental group and the control group was equal; 15 students. There were 6 boys and 9 girls in the control group, and 5 boys and 10 girls in the experimental group. As for the setting, the study was conducted in a private primary school in Kayseri, which has technologically well-equipped classes. The school management granted approval for the study, but they demanded to remain anonymous. Having respect for the respondents' right to privacy, the researcher did not mention the name of the school throughout the study.

3.3. DESIGN OF GRAMMAR INSTRUCTION

In the study, both the control group and the experimental group followed the same syllabus and textbook assigned by the school management, as mandated. However, two different designs of grammar instruction, specifically teaching of English verb tense/aspect, were developed and compared; namely one is grammar instruction based essentially on traditional ways of teaching, and the other is contextualized grammar instruction through authentic animated cartoons. In this part, these two designs are described with some reference to the syllabus, materials, activities and tasks organized and used with the control and the experimental groups in the study. Before

moving to these designs of the grammar instruction, the target English verb tenses and aspects to be taught within the scope of the study are presented below.

3.3.1. The Target English Verb Tenses and Aspects in the Design

The researcher did some research on choosing English verb tenses and aspects which are appropriate to teach a group of learners aged 9-10 years. In order to see what tenses are taught the 4th grade students, she carefully examined the coursebooks being used at this level in primary schools. Some of these books used at this level are *Robo, Go English 4*, *Trip 4*, *Time for English 4*, and *My Way English 4*. First, she looked over these coursebooks according to which syllabuses and methodological guidelines were prepared by the Turkish Ministry of National Education. However, since the groups in the study were taught English intensively, the researcher found out that the structures studied by the coursebooks of MNE are relatively limited to the level of this group of learners. Table 2 below presents the target English verb tenses and aspects, and modality which are specified by some coursebooks assigned by MNE in Turkey.

Table 2

Target Grammar Structures of the Coursebooks by MNE

Structure	Core Language
• Positive form of 'to be'	- I am Ali.
• Short form of 'am, is, are'	- She's Ayşe.
• Imperatives with *classroom instructions* and *classroom language*	- Open your book.
	- Listen to me carefully.
• Have/ has got with *affirmative, negative* and *interrogative forms*	- Ahmet has got a cap.
	- I haven't got a coat.
• There is/ are with *affirmative, negative* and *interrogative forms*	- There is a sofa next to the table.
	- There aren't any books on the table.
• Modality- Suggestions with *Let's*	- Let's play football.

As seen from Table 2, there are few structures relating the use of English verb tense/ aspect system. These coursebooks used in state primary schools present a restricted amount of structures (only present form of 'to be', imperatives, 'have got/ has got', and a modal verb 'Let's'). Therefore, the researcher continued her research on examining the English coursebooks of the 4th grade being used in other private primary schools. These books were *Chatterbox 4*,

Backpack 4, and *Cool English 4*. She found out that the syllabus of their own coursebook
Incredible English 4 paralleled the target structures of these coursebooks. She concluded from
this research that the present form of 'to be', simple present tense, present continuous tense, past
forms of 'to be' and past simple tense are appropriate for young learners aged 9-10 to be taught.
Table 3 presents a detailed presentation of the target English verb tenses and aspects. These
English verb tenses and aspects were taught both the control group and experimental one within
the scope of the study.

Table 3

Target Grammar Structures of the 4th Grade Syllabus

Structure	Core Language
• Simple present tense with *want to*	- I want to (play basketball).
	- I don't want to (go swimming).
• Simple present tense with *daily routines, adverbs of frequency (always / never / usually and so on)*	- He / She goes to bed at six o 'clock.
	- I / We / You / They go to bed early.
	- She always goes to school.
• Present form of verb 'have/have got' with *illnesses*	- I've got (a cold).
	- She's got (flu).
• Present form of verb 'be' with *there's/ there are*	- There's some (water).
	- There isn't any (cheese).
	- There are some (tomatoes).
	- There aren't any (beans).
• Present continuous tense	- What's Molly doing?
	- She is watering the tomatoes.
• Present form of 'be' with *adjectives* and *comparatives/ superlatives*	- Billy's faster than Coco.
	- Billy's the biggest.
	- Is it (slow)? Yes, it is.
• Imperatives with directions	- Go left at the traffic lights.
	- Go right at the ….
	- Stop at the ….
• Simple past form of 'be'(was / were)	- I was/ I wasn't (good at History).
	- Were you (good at History)?
	- Yes, I was. / No, I wasn't.
• Simple past tense with *Irregular Verbs*	- I saw (an octopus).
	- I didn't see (a shark).

	- Did you go (to the beach)?
• Simple past tense with *Regular Verbs*	- Yes, I did. / No, I didn't.
	- He wanted (a computer).
	- He didn't want (a phone).
• Modality- Ability with c*an/ cannot*	- Can you (swim)?
	- Yes, I can. / No, I can't.
	- Can she/he…?
• Modality- Suggestions with *Let's*	- Let's (go sailing).
• Modality- Giving advices with s*hould/ should not*	- You should (sit still).
	- You shouldn't (eat sweets).
• Modality- Asking for help with c*an*	- Can you help me/him/her/us/them?
• Modality- Obligation with *must / mustn't*	- I can help you/him/ her/ them.
• Modality- Permission with *Can I..?*	- You must (wear a helmet).
	- You mustn't (run across the street).
	- Can I (have a biscuit)?

3.3.2. Design of Grammar Instruction Based on Traditional Ways of Teaching

The control group followed the syllabus and textbook assigned by the school management, without changing anything relating the use of the syllabus and textbook (Appendix 2). The students of this group were exposed to an essentially grammatical instruction of English verb tense and aspect system. The instruction was based on such traditional ways of language teaching as focusing on formal features of the language and presenting grammatical structures and rules explicitly in a rather isolated way, making use of grammatical terminology and sometimes checking students' understanding by referring to the mother tongue, Turkish.

The teacher did not modify any materials and activities, and she used them just as included in the coursebook, which is the fourth one of a six-level primary book series, *Incredible English.* It also has an activity book and a MultiROM CD for listening tasks. There are 9 units in the book, each of which attempts to integrate all four skills, reading, listening, speaking and writing, but they are mostly limited to only one short reading text, writing at sentence level, speaking in the form of repeating dialogues given in the book. When each unit is analyzed, it is obvious that target vocabulary is presented only with pictures and grammar is given in a rather decontextualized way. The teacher introduced each grammar point given through Table 3 above, with the help of MultiROM CD. However, the presentation of the grammar point with the MultiROM was done in a rather isolated way, with providing the students with overt rules and

affirmative, negative and interrogative forms of a particular tense. After the teacher discussed the rules, she showed the example sentences. She asked the students to copy the rules and sentences in their notebooks. Figure 3 shows an example of such a presentation of the present simple tense, taken from MultiROM CD of the book. The specific aim in this context was to familiarize the students with the target structures in their affirmative, negative and interrogative forms through a set of sentences containing these structures. These sentences or questions were written on the board by the teacher and the students copied them in their notebooks.

Figure 3

Presentation of the Present Simple Tense through MultiROM CD

To allow more practice, the teacher made use of the grammar tiles in the coursebook, which focus mainly on the structure at sentence level. Figure 4 gives an example of the grammar tiles prepared to reinforce the students' knowledge of the simple present tense. As seen from Figure 4, the grammar tiles required the students to read the sentences or questions and made more sentences and questions using the set of grammar tiles. As understood from Figure 4, the students were exposed to the target structure only at sentence level.

Figure 4

Grammar Tiles of the Present Simple Tense
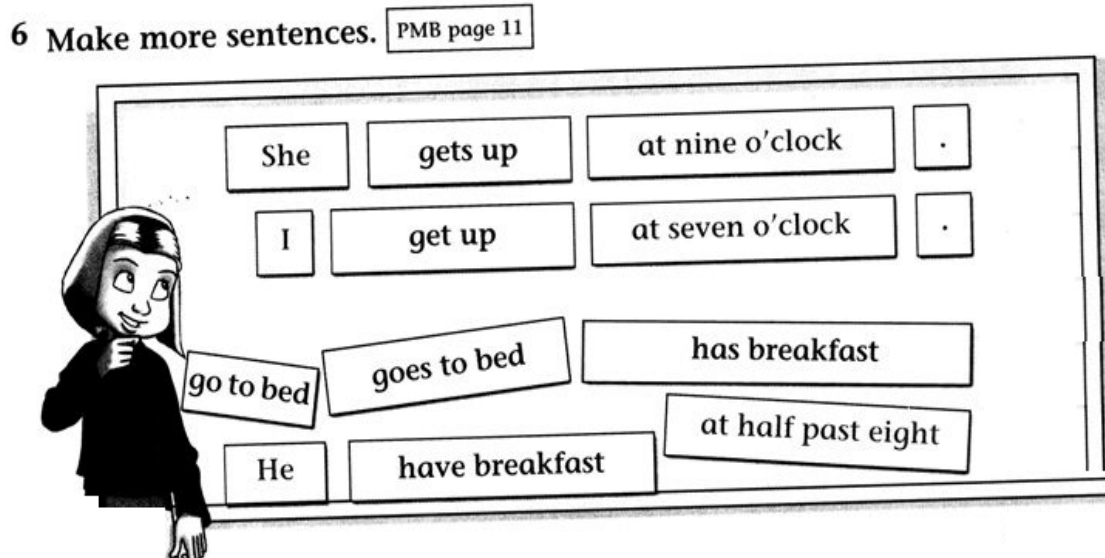
As seen from the examples, the control group practised newly presented language forms through mechanical exercises and had to listen to the teacher's metalanguage on the correct use of these structures. Both Turkish (the students' and teacher's native language) and simplified metalanguage in English were used to explain the rules and transformation from the affirmative to the negative or the interrogative case. The teacher implemented such rather traditional activities as drills, dictation, sentence formations and controlled activities like gap fills or sentence matching, question-answer, and so on, and the target language was modelled and practiced using these activities. She also integrated pair work, individual practice, and at times, structurally focused games which were used to achieve the desired goal. These were followed by the reading of short texts and the writing of simple sentences, all of which contained the target structures. Throughout this process, however, a positive classroom atmosphere was achieved in which the students could participate in the class work without much anxiety.

3.3.3. Design of Contextualized Grammar Instruction through Authentic Animated Cartoons

In the treatment which the experimental group got, language instruction was contextualized through a number of authentic animated cartoons. Before the treatment started, the researcher carefully selected authentic animated cartoons which she thought could be useful and effective in teaching English tenses to her students and would be suitable for children, taking account of the criteria presented above in part 'Selection of Authentic Animated Cartoons' in Chapter 2.

Finally she had a list including many animated cartoons, and she conducted a mini opinion poll in her class in order to ask for her students' perceptions about the animated cartoons in the list. The first five animated cartoons children most wanted to watch were *the Simpsons*, series of *Wallace and Gromit*, *SpongeBob SquarePants*, and animated movies, *Up* and *Bee Movie*. The previous list of authentic animated cartoons also included the Walt Disney Cartoons (*Mickey Mouse*, *Bugs Bunny*, *Tom and Jerry, Donald Duck*, and *Goofy*, or etc). However, the students stated that they were 'too childish'. For this reason, they were sorted out of the list. In the list, there were also the series of *Ice-Age* and *Shrek*, which are usually very popular with kids. However, the students reported that most of them had already watched these movies and did not want to watch them again. Therefore, these animated movies were taken out from the list. At the end, the researcher concluded from this poll that *the Simpsons*, series of *Wallace and Gromit*, *SpongeBob SquarePants*, and animated movies, *Up* and *Bee Movie* were acceptable for these students. Here these cartoons are described with reference to their plot, characters and content.

- *The Simpsons:* The American animated comedy series, the Simpsons has become one of the most popular cartoons for the participants by their votes. Similarly, these animated series have thousands of fans all over the world, and they do not appeal to only kids but also teenagers and grown- ups (Kristiansen, 2001). The Simpsons has been created by Matt Groening. It was premiered in 1989 and today, it is the longest-running comedy in television history with 23 seasons, and over 500 episodes (Fox TV). In the study, many of its episodes were used. These series depict a life of a lovely, dysfunctional family living in a small fictitious town called Springfield. There are five members in the Simpsons family:
  o Homer is the father. He is a worker at a nuclear plant. He is very lazy and overweight but likeable.
  o Marge is the mother. She is a patient and caring mother and a hardworking housewife.
  o Bart is ten years old. He is so lazy and naughty. He is a bully with a good heart.
  o Lisa is eight years old. She is a hardworking student and super achiever. She is also feminist, vegetarian and social activist.
  o Baby Maggie is one year old. She can't walk and talk. She just quietly sucks her pacifier all the time.

Kristiansen (2001) states that the Simpsons really look different from real life people with their yellow skin, four fingers on each hand and hair style, but they deal with a lot of the same

problems and issues as people do. That is why the researcher uses *the Simpsons* as teaching material.

- *Wallace& Gromit*: Wallace and Gromit are the main characters in a series consisting of six British animated short films by Nick Park. Three of them were used in the study: *A Grand Day out*, *the Wrong Trousers* and *A Close Shave*. Wallace is an inventor, and Gromit is a faithful dog, Wallace's companion. They live together in a house which is full of gadgets they've invented. In each film, they appear with new adventures.

The reason why Wallace and Gromit are used in the study stems from some previous research done on these series. The research articulates that *Wallace& Gromit* can be used as a tool in an educational context since it has an age-appropriate, clear language, humour, a simple plot, reinforced concepts over episodes, dynamic visuals rather than static images, and lastly intelligent and clever characters (Johnson, 2006).

- *SpongeBob SquarePants:* SpongeBob (often referred so) is an American animated television series by Stephen Hillenburg. It appeared on TV in 1999, and since then, it has been loved much by kids. The setting of these series is an underwater city called 'Bikini Bottom'. The series are about the adventures of the title character, SpongeBob, and his best friend, Patrick Star, and many other friends. SpongeBob SquarePants is an energetic and optimistic sea sponge. Young children have pleasure in knowing more about sea life. Therefore, these series can catch students' attention successfully.

- *Up:* Disney-Pixar's Up is an animated comedy adventure about a 78-year-old man who ties balloons to his house and flies away, with an 8-year-old stowaway. The old man is Carl Fredrickson, and the young boy is Russell. Their adventure has received positive reception and has been nominated one of the best animated films of all time.

- *Bee Movie:* Bee Movie is a 2007 animated family comedy film. It tells about bee life. The main character is Barry B. Benson, a bee who has just graduated from college, is disillusioned at his lone career choice: making honey. He leaves his hive, and then he finds himself in different adventures. The movie is about his adventures outside the hive.

In the design of contextualized grammar instruction through these animated cartoons and movies, a variety of materials, activities, and tasks were employed by the teacher. The target

English verb tenses and aspects (present form of 'to be', simple present tense, present continuous tense, past form of 'to be' and past simple tense) were taught through this variety of activities based on these animated cartoons. The experimental group had two or three lessons of instruction through animated cartoons each week. During these lessons, they carried out some of the pre-watching activities mentioned in Chapter 2, with the purpose of discussing the title, guessing the topic, describing the characters and so on. They watched different cartoons or episodes for each grammar point during the study. While watching, the teacher also implemented some activities in order to keep her students mentally active and focused on the objectives of the lesson. From time to time, the students first watched the cartoons for pleasure without any activities. In this viewing, the aim was to expose them to the nature language use in a non-threatening setting. Following this viewing, some post-watching activities such as making a summary of the plot, filling in a graphic organizer, and role-playing were conducted to make a review of the cartoon. Each episode was also shown with different worksheets. The general lexis on the worksheets was familiar to the students (e.g. similar phrasing from their general lessons).

Lastly, the students spent time on learning the target English tenses or aspects through some activities necessitating the use of some segments from the cartoon or the focus on some scenes in the cartoon. The teacher used the strategy of 'pausing and replaying' by asking questions related to the scene they watched. She presented the target structures implicitly within a context formed by the cartoon. She also made use of the cartoon to provide them with more practice by asking them to make sentences, dialogues using the target structures. As well as pausing and replaying, stopping and winding forward or backwards, the teacher also used some PowerPoint presentations including some images captured from the videos. The students in the experimental group had an active role in all the sessions through role playing, acting out activities, dialogues, games, art-craft activities, and question-answer exercises.

The design of contextualized grammar instruction through animated cartoons was shared here to give a sense of the main instructional features of the application. However, some weekly lesson plans of this design of language instruction give detailed overview of the application, referring to the target language, objectives, and description of specific materials, activities, and tasks used in the lessons. (Appendix 11).

3.4. INSTRUMENTS
This study addressed the following research questions:

1. Is using authentic animated cartoons for young learners in language teaching motivating?

2. Is the use of authentic animated cartoons in teaching English to young children effective?

3. Is using authentic animated cartoons for young learners in language teaching practical?

4. Is there a significant difference between the test scores of the experimental group and the control group on learning the target English tenses?

5. Does the experimental group perform better in grammatical accuracy in using tenses in writing than the control group?

With respect to these research questions, this study necessitated combining quantitative and qualitative research methods, and therefore, it utilized four instruments in order to collect data. These instruments are described in detail below.

3.4.1. Pre-test and Post-test Design

First, a pre-test and post-test design was formulated. These tests were developed with the purpose of measuring the participants' acquisition of English tenses. Both the pre-test and post-test were prepared by the researcher, and were reviewed and revised by the colleagues of the researcher and foreign language lecturers working in the Department of English Language Teaching at Hacettepe University.

The pre-test was designed to assess the participants' knowledge of English verb tense, aspect and modality and to see whether groups would perform equally or similarly before the study started. The pre-test, prepared in multiple-choice format, includes five parts as A, B, C, D and E and 25 items in total. Each of the items is assigned 4 points, and in total the test is graded out of 100 points. Each item includes three choices as a, b and c (Appendix 3). The limited number of items and choices in the pre-test stems from two factors. One is that the participants acquired the present form or 'to be' and present continuous tense and simple present tense, as given through Table 4 below, when they were in the 3rd grade. Therefore, only 25 questions could be designed to test the target grammatical structures which the participants were taught before. Secondly, they had no previous experience of taking such achievement tests. When they were in the 3rd grade, they only took small quizzes because their English proficiency was not graded and recorded in their report cards.

Table 4

Target Grammar Structures of the 3rd Grade Syllabus

Structure	Core Language
• Present form of verb 'be'	- is/ are
	- It's … / It isn't… / Is it…?
	- They're… / They aren't… / Are they…?
• Present continuous with *wearing*	- What's he/ she/ Finn wearing?
	- He's / She's wearing…
• Present form of verb 'have/ has got'	- Have you got a/ any…?
	- I have got… / I haven't got…
	- Has he /she/ Finn got a/ any...?
	- He/ She has got… / He/ She hasn't got…
• Present form of verb 'like'	- Do you like…?
	- Yes, I do. / No, I don't.
	- I like / I don't like…
	- Does he/ she like…?
• Simple present tense with verbs 'do' and 'play'	- Do you play…?
	- Do you do…?
	- I play… / I don't play…
	- I do… / I don't do…
• Simple present tense with *daily routines*	- What time do you get up?
	- I get up…
	- What time does she/ he get up?
	- She/ He gets up…
• Present continuous tense with *circus actions*	- Is he/ she walking…?
	- He/ She is riding…
	- We/ You/ They are swimming…
• Modal Verb- Ability with Can/ Cannot	- Can you …?
	- I can …/ I can't…
	- Can she/he…?
	- She/he can… / She/ he can't…

After the experimental group received the treatment, both the experimental and control groups were posttested. The post-test was an example of achievement tests which are conducted in order to see whether and where progress has been made in terms of the goals of learning after

instruction. The post-test also includes five parts as A, B, C, D, E and F. This time the researcher designed 50 items in total. Each of the items is assigned 2 points, and in total the test is graded out of 100 points (Appendix 4). Table 3, given earlier, shows the specifications of the post-test, which are in accordance with the Incredible English 4 Syllabus (Appendix 2). The post-test was applied to measure the groups' post-treatment performance and to see whether there would be a significant difference between the test scores of the experimental group and the control group on learning the present form of 'to be', simple present tense, present continuous tense, past form of 'to be' and past simple tense. The second quantitative research instrument, language proficiency test is described next.

3.4.2. Language Proficiency Test

As well as the pre-test and post-test design, language proficiency tests were used as quantitative methods to evaluate the effectiveness of animated cartoons in teaching English to young children. In fact, except general written English exams carried out throughout the academic year, the school where the study takes place conducts two language proficiency tests every year; one is applied at the early beginning of the academic year, and the other at the end of the year. These tests are designed by the Office of Measurement and Evaluation in the central institution by which this school is controlled and organized. They are prepared and used at different primary levels starting from 4th to 8th grade in order to measure students' proficiency in English. The test consists of five parts: listening, use of English (grammar), vocabulary, reading and writing. Each part usually contains approximately 20 points. The test is graded out of 100 points.

During the 2010-2011 academic year, both the control group and the experimental group took these two language proficiency tests. The first language proficiency test was conducted in September 2010 (Appendix 5). It included five parts, as mentioned above, and the students were expected to complete in 60 minutes. The first part, Listening, was in multiple-choice format and was assigned 10 points. The second part, Use of English, was in multiple-choice and was given 30 points whereas part of Vocabulary, in multiple choice formats, was assigned 20 points. The fourth part, Reading, included two types of items, true- false and essay items, and this part involved 20 points. The last part, Writing, assigned 20 points, asked the students to write a guided paragraph about a crocodile using the information given about it. Writing is graded according to the grading criteria sheet (Appendix 6). To give a clearer format of the exam, Table 5 is presented below.

Table 5

Format of Language Proficiency Test 1

Parts of the Test	Types of Items	Number of Items	Points
PART 1- LISTENING	Multiple Choice	5	10 pts
PART 2- USE OF ENGLISH	Multiple Choice	15	30 pts
PART 3- VOCABULARY	Multiple Choice	10	20 pts
PART 4- READING	A- True-False	4	8 pts
	B- Wh-Questions	6	12 pts
PART 5- WRITING	Essay Writing	-	20 pts
		TOTAL	100 pts

As for the second language proficiency test, it was applied in the end of May in 2011 (Appendix 6). It also consisted of five parts, as mentioned above: Listening, Use of English, Vocabulary, Reading, and Writing. In this exam, points were equally distributed to the parts. Table 6 presents the format of the second language proficiency test. This time all the question items were in the format of multiple-choice except for Writing. Writing task demanded the students to write a guided paragraph about their free time activities in general, and activities they did last weekend, in particular. Writing task was graded according to the grading criteria sheet (Appendix 8).

Table 6

Format of Language Proficiency Test 2

Parts of the Test	Types of Items	Number of Items	Points
PART 1- LISTENING	Multiple Choice	10	20 pts
PART 2- USE OF ENGLISH	Multiple Choice	10	20 pts
PART 3- VOCABULARY	Multiple Choice	10	20 pts
PART 4- READING	Multiple Choice	10	20 pts
PART 5- WRITING	Essay Writing	-	20 pts
		TOTAL	100 pts

3.4.3. Lesson Evaluation Forms

As a qualitative research instrument, lesson evaluation forms were used to explore the perceptions of the students getting treatment which is contextualized grammar instruction through animated cartoons with authentic quality in English (Appendix 9). The lesson

evaluation forms were developed based on those used in a similar study conducted by Torun (2008). They were administered in Turkish with the idea that students would feel more comfortable and express their opinions more clearly in their mother tongue. These forms were given the participants in the experimental group at the end of each term during the study, so each student completed two lesson evaluation forms. This instrument was used to gather data on the students' perceptions of the authentic animated cartoons which they watched, with reference to its topic and characters, activities, and materials. With these forms, the students were also supposed to express whether they liked or what and why they liked and did not like. Furthermore, the respondents were also asked to evaluate what they learnt from the instruction through that cartoon.

3.4.4. Interviews

As the second qualitative research method, a semi-structured interview was used where there is a set of guiding questions prepared in advance and its format is open-ended, and the interviewer can provide guidance and direction (Dörnyei, 2007). It was conducted with five language teachers who are the colleagues of the researcher and work in the private primary school where the study was carried out. The interview included three parts and 24 questions in total (Appendix 10). After piloting the interview questions with three English language teachers who are the colleagues of the researcher and work in state primary schools, necessary modifications were made relating the clarity and comprehensibility of the questions. They were asked to comment on their experience of using technology, and videos and the use of animated cartoons in language classes with young learners. In the first part, the interviewees were asked five questions. If the interviewee said 'yes' as a response to the fifth item in the first part, she continued the second part and she was not asked the questions in the third part. However, if the interviewee said 'no' as a response to the fifth question in the first part, she was asked to answer the questions in the third part. During the interviews, when necessary, the researcher added a few more questions.

3.5. DATA COLLECTION PROCEDURES

On the surface, this experimental study took approximately two academic terms, but in fact it took three months more for the researcher to make necessary preparations and arrangements before the implementation of the study. She watched as many cartoons as she could, and she carefully selected what she thought could be useful and effective in teaching English tenses to her students and would be suitable for children, taking account of the criteria presented above in Chapter 2. She downloaded these cartoons from different websites using some Web 2. Tools,

which are described under the title of '*Using Technology to Integrate Animated Cartoons into Language Classes'* in Chapter 2. She watched them many times, and split large videos into smaller video clips in order to carry out some activities or crop unnecessary parts out. She captured some pictures while she was watching the cartoons, and she also used them to develop some materials and activities. All these preparations and arrangements were completed before the study started.

The implementation of the study started in September 2010 and lasted until the end of May 2011.The control group was taught using the syllabus, textbook and materials chosen and developed by the institution. On the other hand, the experimental group was taught using the syllabus modified and relevant materials and activities developed by the researcher to present contextualized language instruction through animated cartoons. Both groups received seven hours of English per week from the same teacher. The students' knowledge of English tenses was measured by a pre-test and post-test, developed by the researcher, throughout the study. Besides, the students' language development and proficiency in English was measured two times throughout the study using the Language Proficiency Tests prepared by the institution: at the beginning and end of the school year. Moreover, the researcher gave lesson evaluation forms to the students in the experimental group in order to examine their comments on the lessons. They were used twice throughout the study: at the end of the first term and the end of the second term. Lastly the researcher carried out semi-structured interviews with five teachers of English in the school. The interviews took place at any time when the interviewee spared the time. The teacher who participated in the study was the researcher herself. She carefully prepared two different designs of grammar instruction, teaching of English verb tenses in particular, according to the requirements of both the general syllabus for the control group and particular syllabus for the experimental group. She refrained from showing a penchant for either type of instruction. Her performance in each group was periodically observed by her language coordinator, who ensured that she did not exhibit a preference for one type of instructional approach over the other.

3.6. DATA ANALYSIS

This study produced both quantitative and qualitative data through a pre-test and post-test design, language proficiency tests, lesson evaluation forms and interviews. The quantitative data obtained from the pre-test and post-test, and language proficiency tests were analyzed by using a statistical package, SPSS Version 18. The scores gathered from the tests were analyzed and compared by using one-way analysis of variance (ANOVA). The scores of the language

proficiency tests were also analyzed using Paired-Samples T-test in order to see how each group made progress in their proficiency level of English. The qualitative data comprised the semi-structured interviews with the teachers and the lesson evaluation forms completed by the students. Interviews were transcribed and analyzed through content analysis, with a view to comprehending the teachers' reflections on their experience of using videos or cartoons in the form of videos. Lastly, data gathered through the lesson evaluation forms were content analyzed and grouped to reveal students' perceptions of contextualized grammar instruction through authentic animated cartoons.

3.7. CONCLUSION

This chapter has been devoted to the design of the study. Detailed information was provided about the participants and setting, the implementation of instruction of English tenses and aspects through traditional ways of teaching and the one that made use of authentic animated cartoons, data collection instruments and data collection procedures, and data analysis. The results of data analysis will be presented and the findings of the study will be discussed in the following chapter.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0. INTRODUCTION

In this chapter, the findings of the quantitative analysis are provided firstly, and they are presented in the order of the instruments utilized to collect quantitative data: 1. pre-post test design, and 2. language proficiency tests. The results of the descriptive statistics through one-way ANOVA are presented to reveal and compare the test scores of both control group and experimental group. The results of the language proficiency tests are also analyzed using Paired-Samples T-test in order to see language development of each group, in general. Following the quantitative analysis, the results concerning the qualitative data are given through content analysis in the order of the instruments used to collect qualitative data: 1. lesson observation forms, and 2. interviews.

4.1. FINDINGS OF THE PRE-POST TEST DESIGN

The findings of the pre-post test design concern the fourth research question of the study, and so, the findings of the pre- test and post-test are presented in the light of the research question in the following:

- (4) Is there a significant difference between the test scores of the experimental group and the control group on learning the target English tenses?

As cited by the fourth research question, one of the purposes of the current study is to investigate whether animated cartoons are effective in promoting in the learning of the target English verb tenses and aspects (namely present form of 'to be', simple present tense, present continuous tense, past form of 'to be' and past simple tense) by 4th grade Turkish EFL students aged 9-10 years. To serve this purpose, the experimental group got a special treatment in which their grammar instruction was contextualized through animated cartoons whereas the control group was taught with traditional ways. Before the treatment, both two groups were pretested. Since both groups had been taught English under the same conditions from kindergarten through the 4th grade, it was assumed that their language proficiency levels were nearly equal. In order to test the validity of this assumption, both groups were pretested. Table 7 provides the means (M) and the standard deviations (SD) on the pre-test. As Table 7 shows, the mean of the control group (M=59,4) is slightly higher than that of the experimental group (M=55,3). An ANOVA was conducted on the means to see whether there was a significant difference in the

means of the groups. However, a statistical significant difference was not found in the pre-test results (p=, 331). In this way, the assumption proved true. Table 8 shows the results of the ANOVA test.

Table 7

Descriptive Statistics for the Pre-test

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
					Lower Bound	Upper Bound		
Control	15	59,4667	13,42634	3,46667	52,0314	66,9019	32,00	80,00
Experimental	15	55,3333	9,06064	2,33945	50,3157	60,3509	40,00	72,00
Total	30	57,4000	11,44884	2,09026	53,1249	61,6751	32,00	80,00

Table 8

ANOVA Table for the Pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	128,133	1	128,133	,977	,331
Within Groups	3673,067	28	131,181		
Total	3801,200	29			

After it was ensured that both groups were at the same level of proficiency in the acquisition of English verb tense/ aspect, they were put under treatment. They received almost 33 week-treatment. Following the treatment, both the experimental group and the control group were posttested in order to reveal whether there was a statistically significant difference between the test scores of the experimental group and the control group on learning the target tenses, present form of 'to be', simple present tense, present continuous tense, past form of 'to be' and past simple tense after the treatment. Table 9 reveals the means (M) and the standard deviations (SD) on the post-test. As Table 9 shows, the mean of the post-test scores of the experimental group is 74,5 whereas that of the control group is 47,7. These means of the post-test reveal that the experimental group performed better than the control group at this measurement. An ANOVA was conducted on the means of the post-test to find out whether this difference in the means of the groups was significant. Table 10 shows the results of the ANOVA test.

Table 9

Descriptive Statistics for the Post-test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	15	47,7333	13,13374	3,39112	40,4601	55,0066	28,00	66,00
Experimental	15	74,5333	13,67932	3,53199	66,9580	82,1087	56,00	98,00
Total	30	61,1333	18,95682	3,46103	54,0547	68,2119	28,00	98,00

Table 10

ANOVA Table for the Post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5386,800	1	5386,800	29,958	,000
Within Groups	5034,667	28	179,810		
Total	10421,467	29			

As Table 10 shows, a one-way analysis of variance indicated that there was a significant difference between the scores of the experimental group (M= 74,5, SD=13,67, N=15) and the control group (M=47,7, SD=13,13, N=15), F (1,28)= 29,96, p< .001. The effect size was very large (eta squared= 0,51), which indicates that the experimental group outperformed the control group in the post-test. This significant difference gives a positive impression about the effectiveness of the animated cartoons in teaching tenses to the students of the experimental group, which will be discussed in detail in the next chapter.

On the other hand, the difference between the mean of the pre-test scores of the control group and that of their post-test scores is surprising. The control group showed a decrease in the means of their pre-test and post-test scores, and the possible reasons of this decline will be also discussed in the following chapter. The next section presents the findings of the language proficiency tests.

4.2. FINDINGS OF THE LANGUAGE PROFICIENCY TESTS

As mentioned earlier, a Language Proficiency Test is designed by the school management to assess the English of primary learners between the ages of 9-14, and implemented twice every year: in the beginning and in the end of each academic year. The test is adjusted to the grade level of the students. It consists of five parts: Listening, Use of English, Vocabulary, Reading and Writing. In this study, two language proficiency tests were taken by the control and

experimental groups throughout the year. The findings of these language proficiency tests are presented regarding the second and fifth research questions of the study:

- (2) Is the use of authentic animated cartoons in teaching English to young children effective?
- (5) Does the experimental group perform better in grammatical accuracy in using tenses in writing than the control group?

The results of these language proficiency tests are in the order of these research questions. Firstly, the scores of these tests were computed and analyzed through one-way ANOVA in order to evaluate the effectiveness of authentic animated cartoons in teaching English to young learners of 9-10 years-old. Then a Paired-Samples T-test was employed to see whether each group made progress in their proficiency level, and to find out which group made much more progress throughout the study. Secondly, with respect to the fifth research question, writing parts in the language proficiency tests were analyzed in detail in order to find out whether the experimental group performed better in grammatical accuracy in using tenses in writing than the control group.

The first Language Proficiency Test was conducted in the first week of the 2010-2011 academic year. The test scores of both two groups were analyzed and compared through one-way ANOVA in order to support the data gathered from the pre-test. Table 11 shows the means (M) and the standard deviations (SD) on the first language proficiency test. Prof1 refers to the total score taken from the test. Descriptive statistics on the parts of Language Proficiency Test 1 are also presented in Table 11.

As Table 11 shows, the mean of the control group (M=56,2) is slightly over that of the experimental group (M=54,1). An ANOVA was conducted on the means to find out whether this difference in the means of the groups was significant. However, a statistical significant difference was not found in the test results (p= 0,715). Table 12 shows the results of the ANOVA on Language Proficiency Test 1. The results of the first language proficiency test showed that both two groups were almost at the same level of English before they were exposed to the treatment. In this line, the results of this test consolidated the findings of the pre-test.

Table 11

Descriptive Statistics for Language Proficiency Test 1

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
PROF1	Control	15	56,2000	14,58081	3,76475	48,1254	64,2746	30,00	81,00
	Experimental	15	54,1333	16,01725	4,13564	45,2633	63,0034	32,00	96,00
	Total	30	55,1667	15,08615	2,75434	49,5334	60,7999	30,00	96,00
LISTENING1	Control	15	8,5333	1,40746	,36341	7,7539	9,3128	6,00	10,00
	Experimental	15	7,8667	1,59762	,41250	6,9819	8,7514	6,00	10,00
	Total	30	8,2000	1,51771	,27709	7,6333	8,7667	6,00	10,00
USEOFENGLISH1	Control	15	21,3333	4,93771	1,27491	18,5989	24,0677	10,00	30,00
	Experimental	15	19,4667	5,62985	1,45362	16,3490	22,5844	12,00	30,00
	Total	30	20,4000	5,28890	,96562	18,4251	22,3749	10,00	30,00
VOCABULARY1	Control	15	14,0000	3,70328	,95618	11,9492	16,0508	6,00	20,00
	Experimental	15	14,9333	3,36933	,86996	13,0675	16,7992	10,00	20,00
	Total	30	14,4667	3,51090	,64100	13,1557	15,7777	6,00	20,00
READING1	Control	15	7,8667	4,51769	1,16646	5,3649	10,3685	2,00	16,00
	Experimental	15	6,5333	4,18956	1,08174	4,2132	8,8534	3,00	20,00
	Total	30	7,2000	4,33431	,79133	5,5815	8,8185	2,00	20,00
WRITING1	Control	15	4,4667	3,15926	,81572	2,7171	6,2162	,00	13,00
	Experimental	15	4,6667	4,98092	1,28607	1,9083	7,4250	,00	18,00
	Total	30	4,5667	4,09948	,74846	3,0359	6,0974	,00	18,00

As Table 12 also shows, there are not any significant differences in the means of each part in the test. Both of the groups performed equally in grammar, vocabulary and language skills: listening, reading and writing.

Table 12

ANOVA Table for Language Proficiency Test

		Sum of Squares	df	Mean Square	F	Sig.
PROF1	Between Groups	32,033	1	32,033	,137	,715
	Within Groups	6568,133	28	234,576		
	Total	6600,167	29			
LISTENING1	Between Groups	3,333	1	3,333	1,471	,235
	Within Groups	63,467	28	2,267		
	Total	66,800	29			
USEOFENGLISH1	Between Groups	26,133	1	26,133	,932	,343
	Within Groups	785,067	28	28,038		
	Total	811,200	29			
VOCABULARY1	Between Groups	6,533	1	6,533	,521	,476
	Within Groups	350,933	28	12,533		
	Total	357,467	29			
READING1	Between Groups	13,333	1	13,333	,702	,409
	Within Groups	531,467	28	18,981		
	Total	544,800	29			
WRITING1	Between Groups	,300	1	,300	,017	,896
	Within Groups	487,067	28	17,395		
	Total	487,367	29			

1

Through this study, it was intended to evaluate the potential role of authentic animated cartoons in teaching English to young children. In line with this purpose, the second language proficiency test, implemented at the end of the 2010-2011 academic year, was used to reveal some insights into the effect of animated cartoons in improving their English after they received almost 33 week-treatment. Table 13 reveals the means (M) and the standard deviations (SD) on Language Proficiency Test 2. Prof2 refers to the total score taken from Language Proficiency Test 2. As Table 13 shows, the mean of the control group is 62,8 while that of the experimental group is 74,5. The difference in the means indicates that the experimental group performed better than the control group in Language Proficiency Test 2. As well as the total scores, all the parts in the test show similar differences in the means of the groups except for reading in which both groups performed equally. In Listening, the mean of the experimental group is 17,20 while that of the control group is 14,40. There is a similar difference in the means of Use of English: the experimental group (M= 16,4) and the control group (M=12,8). On the other hand, there is a slight difference in the means of Vocabulary: the experimental group (M= 14,8) and the control group (M=13,6). However, the means of Writing signal a relatively significant difference between the experimental group (M= 13,7) and the control group (M=9,9). ANOVA was conducted on the means to figure out whether the difference in the means of the groups was statistically significant.

Table 13

Descriptive Statistics for Language Proficiency Test 2

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
PROF2	Control	15	62,8667	13,99932	3,61461	55,1141	70,6192	40,00	83,00
	Experimental	15	74,5333	15,16983	3,91683	66,1326	82,9341	42,00	95,00
	Total	30	68,7000	15,52118	2,83377	62,9043	74,4957	40,00	95,00
LISTENING2	Control	15	14,4000	3,79473	,97980	12,2985	16,5015	8,00	20,00
	Experimental	15	17,2000	2,70449	,69830	15,7023	18,6977	10,00	20,00
	Total	30	15,8000	3,53700	,64576	14,4793	17,1207	8,00	20,00
USEOFENGLISH2	Control	15	12,8000	3,18927	,82347	11,0338	14,5662	6,00	16,00
	Experimental	15	16,4000	3,71868	,96016	14,3407	18,4593	8,00	20,00
	Total	30	14,6000	3,86496	,70564	13,1568	16,0432	6,00	20,00
VOCABULARY2	Control	15	13,6000	4,85210	1,25281	10,9130	16,2870	4,00	20,00
	Experimental	15	14,8000	3,68782	,95219	12,7578	16,8422	8,00	20,00
	Total	30	14,2000	4,27825	,78110	12,6025	15,7975	4,00	20,00
READING2	Control	15	12,1333	3,50238	,90431	10,1938	14,0729	8,00	18,00
	Experimental	15	12,4000	4,15417	1,07260	10,0995	14,7005	6,00	18,00
	Total	30	12,2667	3,77773	,68972	10,8560	13,6773	6,00	18,00
WRITING2	Control	15	9,9333	4,16562	1,07556	7,6265	12,2402	4,00	17,00
	Experimental	15	13,7333	4,78788	1,23623	11,0819	16,3848	2,00	19,00
	Total	30	11,8333	4,81437	,87898	10,0356	13,6310	2,00	19,00

Table 14 shows the results of the ANOVA on the second language proficiency test. As Table 14 shows, Prof2 (total score taken from the test) points out that the p value is .037 which is highlighted in the table. This value is bigger than .001 (p<.001). That means a one-way analysis of variance revealed that there was not a statistically significant difference between the scores of the experimental group (M= 74,5, SD=15,2, N=15) and the control group (M=62,8, SD=13,20, N=15), F (1,28)= 4,79, p> .001. However, the p value .037- marked as Sig- is smaller than .05. According to a T-test, this value is considered significant if it is smaller than .05. A T-test would consider that there was a significant difference between the scores of the experimental group and control group.

Table 14

ANOVA Table for Language Proficiency Test 2

		Sum of Squares	df	Mean Square	F	Sig.
PROF2	Between Groups	1020,833	1	1020,833	4,791	,037
	Within Groups	5965,467	28	213,052		
	Total	6986,300	29			
LISTENING2	Between Groups	58,800	1	58,800	5,416	,027
	Within Groups	304,000	28	10,857		
	Total	362,800	29			
USEOFENGLISH2	Between Groups	97,200	1	97,200	8,100	,008
	Within Groups	336,000	28	12,000		
	Total	433,200	29			
VOCABULARY2	Between Groups	10,800	1	10,800	,582	,452
	Within Groups	520,000	28	18,571		
	Total	530,800	29			
READING2	Between Groups	,533	1	,533	,036	,851
	Within Groups	413,333	28	14,762		
	Total	413,867	29			
WRITING2	Between Groups	108,300	1	108,300	5,378	,028
	Within Groups	563,867	28	20,138		
	Total	672,167	29			

Another purpose of the study was to examine the language development of each of these two groups, and to evaluate how they made progress throughout the study. For each group, their scores of both language proficiency tests were separately analyzed through Paired-Samples T-test. First, the tests of the control group are analyzed. Table 15 shows the paired-samples statistics on the tests of the control group. As Table 15 shows, there is a rise from 56,2 to 62,8 in the means of Language Proficiency 1 (PROF1) and Language Proficiency 2 (PROF2). Table 16 presents paired samples correlations between the two tests. Examining the correlation

assumption is also important because it shows the strength of the correlation between the two measures. As Table 16 shows, there is a strong correlation (r=, 701) which means that students who did well on Language Proficiency Test 1 (PROF1) and also did well on Language Proficiency Test 2 (PROF2).

Table 15

Paired-Samples Statistics for the Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Control Group	PROF1	56,2000	15	14,58081	3,76475
	PROF2	62,8667	15	13,99932	3,61461

Table 16

Paired Samples Correlations for the Control Group

		N	Correlation	Sig.
Control Group	PROF1 & PROF2	15	,701	,004

Table 17

Paired Samples Test on the Control Group

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Control Group	PROF1 - PROF2	-6,66667	11,06905	2,85802	-12,79650	-,53683	-2,333	14	,035

The difference in the first language proficiency (PROF1) and the second language proficiency (PROF2) was tested with a paired-samples t-test. Results are shown in Table 17. Results show a statistically significant difference between in scores of Language Proficiency Test 1 (M=56,2, SD=14,58) and Language Proficiency Test 2 (M=62,86, SD=13,9), t (14) = -2. 33, p<.005, but the magnitude of the difference in the means was small (eta squared= .02). These findings reveal that language instruction through essentially traditional ways of teaching has led to a slight improvement in the proficiency level of the students in the control group.

Secondly, the tests of the experimental group are analyzed. Table 18 shows the paired-samples statistics on the tests of the experimental group. As seen from Table 18, there is a relatively large rise from 54,13 to 74,53 in the means of Language Proficiency 1 (PROF1) and Language Proficiency 2 (PROF2). This rise gives a promising impression about the use of authentic animated cartoons in teaching English to children. Table 19 presents paired samples correlations between the two tests, and shows that there is a strong correlation (r=.588), which means that students who did well on Language Proficiency Test 1 (PROF1) and also did well on Language Proficiency Test 2 (PROF2). However, when compared to the correlations of the control group, it is slightly weaker. Therefore, the researcher carefully examined the tests again and the scores of the experimental group. When she looked over the scores, she noticed that the students who performed poorly in the first language proficiency test did really well in the second test. Therefore, there were differences between PROF1 and PROF2 of the experimental group. This may be the reason why a paired samples correlation for the experimental group is weaker than that of the control group.

Table 18

Paired-Samples Statistics for the Experimental Group

		Mean	N	Std. Deviation	Std. Error Mean
Experimental Group	PROF1	54,1333	15	16,01725	4,13564
	PROF2	74,5333	15	15,16983	3,91683

Table 19

Paired Samples Correlations for the Experimental Group

		N	Correlation	Sig.
Experimental Group	PROF1 & PROF2	15	,588	,021

Table 20

Paired Samples Test on the Experimental Group

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Experimental Group	PROF1 - PROF2	-20,40000	14,17140	3,65904	-28,24786	-12,55214	-5,575	14	,000

The difference in the first language proficiency (PROF1) and the second language proficiency (PROF2) of the experimental group was tested with a paired-samples t-test. Table 20 presents the results. Results show a statistically significant difference between in the scores of Language Proficiency Test 1 (M=54,13, SD=16,0) and Language Proficiency Test 2 (M=74,53, SD=15,16), t (14) = -5. 575, p<.005. The effect size was moderate (eta squared= .06).

The findings of the paired-samples t-tests conducted for each of the groups point out that both groups showed a similar trend across the measurements. To be more specific, both of them showed improvement in their English proficiency at the end of the treatment. However, the experimental group performed significantly better than the control group, and this finding bears a positive expectation on the role of authentic animated cartoons in teaching English.

Lastly, this section deals with the findings taken from the writing parts of the language proficiency tests. Both writing parts are graded out of 20 points. As the grading criteria sheets show, 10 points are allocated to grade grammatical accuracy (correct use of required tenses) of students' writings (Appendices 6 and 8). The fifth research question of the study was to find out whether the experimental group performed better in grammatical accuracy in using the target tenses in writing than the control group. In order to answer this question, the points which the groups gathered from grammatical accuracy in their writings were analyzed and compared through one-way ANOVA. First, the results of the first language proficiency test regarding grammatical accuracy are presented, and then those of the second proficiency test are provided in the following.

Table 21 presents the means (M) and standard deviations (SD) on grammatical accuracy in the writings of the groups. As Table 21 shows, both two groups performed almost at the same level. Nonetheless, an ANOVA was conducted on the means in order to make sure that there was no significant difference between the groups regarding their grammatical accuracy. Table 22 shows the results of ANOVA on grammatical accuracy. The results indicated that no difference was found (p= .877). In using grammar accurately in the writing task of the first language proficiency test, no group demonstrated superiority over the other. After they were taught the target English verbs and aspects throughout the treatment, they had the second language proficiency test. The findings of this test are shown with Table 23 below.

Table 21

Descriptive Statistics for Accuracy 1

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	15	2,0000	2,03540	,52554	,8728	3,1272	,00	8,00
Experimental	15	1,8667	2,61498	,67518	,4185	3,3148	,00	10,00
Total	30	1,9333	2,30342	,42055	1,0732	2,7934	,00	10,00

Table 22

ANOVA Table for Accuracy 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,133	1	,133	,024	,877
Within Groups	153,733	28	5,490		
Total	153,867	29			

Table 23 provides the means (M) and standard deviations (SD) on grammatical accuracy in the second writings of the groups. As seen from the table, the mean of the control group is 4,8, and on the other hand, that of the experimental group is 7,0. It seems that the experimental group was better at using English tenses and aspects in the writing task. In order to ensure that the difference in the means was statistically significant, an ANOVA was conducted on the means. Table 24 shows the results of the ANOVA test on grammatical accuracy of the second writing task. As Table 24 demonstrates, one-way analysis of variance indicated that there was no statistically significant difference between the means of the experimental group (M= 7, SD=2,63, N=15) and the control group (M=4,8, SD=2,97, N=15), $F_{(1,28)}= 4,606$, $p> .001$.

Table 23

Descriptive Statistics for Accuracy 2

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	15	4,8667	2,97289	,76760	3,2203	6,5130	,00	10,00
Experimental	15	7,0667	2,63131	,67940	5,6095	8,5238	1,00	10,00
Total	30	5,9667	2,97673	,54347	4,8551	7,0782	,00	10,00

Table 24

ANOVA Table for Accuracy 2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,300	1	36,300	4,606	,041
Within Groups	220,667	28	7,881		
Total	256,967	29			

However, the p value is .041 which is smaller than .05. According to a T-test, this value is considered significant if it is smaller than .05. A T-test would consider that there was a significant difference between the scores of the experimental group and control group.

Until here, the quantitative data collected through the pre-post-test design and language proficiency tests have been analyzed and their results have been presented. Some important findings which are worth attention and careful discussion in the next chapter have been obtained. Before moving to the discussion of these findings, the qualitative data collected through lesson observation forms and interviews are also analyzed and presented in the following section.

4.3. FINDINGS OF THE LESSON EVALUATION FORMS

In order to seek an answer to the first research question of the study 'Is using authentic animated cartoons for young learners in language teaching motivating?' lesson evaluation forms were designed and qualitative data were gathered from these forms. The lesson evaluation forms became a valuable tool by shedding light on how students' attitudes were towards the use of the authentic animated cartoons in contextualizing their grammar lessons with reference to the activities and materials used. Furthermore, their perceptions of their own learning were investigated with the lesson evaluation forms. These forms were given twice throughout the study, and 30 forms in total were completed by the students in the experimental group. The first group of lesson evaluation forms was given to the students after they watched *Wallace& Gromit: the Wrong Trousers* in the first term of the school year. The second forms were handed out after the students watched *The Simpsons: Postcards from the Wedge* in the second term of the year. Both of these two groups of lesson evaluation forms are analyzed through content-analysis and the findings of the forms are presented in the order of the items in the forms.

The first item questioned whether the students liked the topic of the cartoon. Table 25 shows the frequencies of the answers. As Table 25 shows, in 28 forms out of 30, students stated that they liked the topic of the cartoon.

Table 25

Students' Opinions about the Topic of the Cartoons

	Frequency
I liked the topic of the cartoon.	28
I didn't like the topic of the cartoon.	2
Total:	30

Two forms indicated a dislike of the topic of the cartoons, and the students also specified why they did not like the topic. Both two students told that they found the topic boring. On the other hand, in the forms many students provided further explanations regarding why they liked the topic of the cartoon. Some reasons expressed by the students are the cartoon's being fun and interesting, having funny characters, including humorous statements and gestures, being educational and teaching new words. All the students gave a summary of the topic in their forms.

The second item in the forms asked the students whether they liked the characters of the cartoon they watched. Table 26 presents the students' opinions about the characters of the cartoons. Most of the students liked the characters. They expressed that they liked Wallace and Gromit because they had a good heart; they were funny and clever; they were good friends; they were lovely. One of the students stated that she did not like Penguin character in the cartoon because he was unfriendly.

Table 26

Students' Opinions about the Characters of the Cartoons

	Frequency
I liked the characters of the cartoon.	27
I didn't like the characters of the cartoon.	3
Total:	30

On the other hand, in other forms, students mentioned that they also liked the characters of the Simpsons, especially Bart, Homer and Lisa. Bart was very popular in the forms because many

students made comments on Bart. They expressed that Bart made them laugh and have fun because he was a funny, naughty boy, and an adventurer. Two of the students also said that they drew a lesson from Bart; students should do their homework on time. They also had a favourable opinion about Homer since they found him funny. Three students expressed that they liked Lisa because she was a good student. One of the students told that she wanted to be as hardworking and clever as Lisa.

The third item of the form concerns students' opinions about the activities used in the lessons through these cartoons. As Table 27 shows, all the students liked the activities with these lessons. Different activities were implemented during these lessons, but the activities the students liked most were acting out the scene in which Gromit was scared of the techno-trousers, playing the roles of Bart and Homer, dubbing activity, drawing heads to the figures in the worksheet, post-it activity in which students wrote their thoughts about the characters and stuck them onto the students representing the characters of the Simpsons. Some of the students expressed that they especially liked the activities in which they were actively involved.

Table 27

Students' Opinions about the Activities Used through the Cartoons

	Frequency
I liked the activities in the lesson.	30
I didn't like the activities in the lesson.	0
Total:	30

The fourth item is related to the materials used in the lessons. It asked students whether they liked or did not like the materials used through the cartoons. As Table 28 indicates, all the students expressed that they liked the materials. Students were asked to express specifically which materials they liked and the reasons why they liked them. Students stated that they mostly favoured the audio-visual materials. They made comments on the computer, screen, projector and speakers used in the classroom during lessons through animated cartoons. Most of them noted down that they enjoyed watching the cartoon on a wide screen in class, and therefore they liked the projector and interactive board. They also cited that they had pleasure in using the computer in class. Moreover, several students expressed that they felt as if they were watching a film in the cinema because of the speakers in the class. Lastly, many students mentioned that they liked the worksheets because the worksheet gave them a chance to draw

and colour pictures, to talk about themselves, to reinforce things they learnt, to work with their friends in pairs or groups, and to play games.

Table 28

Students' Opinions about the Materials Used through the Cartoons

	Frequency
I liked the materials in the lesson.	30
I didn't like the materials in the lesson.	0
Total:	30

The fifth item asked the students if they liked the lesson, and why they liked or they did not like the lesson. As Table 28 shows, all the students liked the lesson, and they specified the reasons why they liked the lesson. Many students expressed that they learnt English from the cartoon, and had fun as well. They noted down that they carried out fun activities in the lesson. Moreover, a few students made positive comments on the integration of technology into their classes by expressing they had pleasure in using technological tools in the lesson. Three of the students pointed out that learning English through cartoons was much better than dealing with tedious worksheets and coursebooks. Especially, one of them expressed in his form that he liked the idea that they did not need to use a coursebook while they had a lesson through a cartoon. Another student stated that she found this lesson more stimulating than other English sessions. On the other hand, one student opined that through cartoons English lessons were much more comprehensible to her, and her notes also showed that she hoped the teacher would continue teaching English through cartoons. Two of the students expressed that they had the feeling of watching a cartoon on TV, but at the same time they learnt English through the cartoon.

Table 29

Students' Opinions about the Lesson through the Cartoons

	Frequency
I liked the lesson.	30
I didn't like the lesson.	0
Total:	30

Lastly, the lesson evaluation form required the students to evaluate their gains they obtained from the lessons through the cartoons. They were asked to note down whether they believed that they learned something and if so, to specify what they learned. In the lessons evaluation forms

completed after the cartoon *Wallace& Gromit: the Wrong Trousers*, many students mentioned that they learnt to make sentences to talk about Wallace and Gromit's daily routines and their own daily activities. They also stated that they learnt some phrases such as *a cup of tea*, *put on*, *breakfast time*, *birthday card*, *money problem,* and some expressions like *Oh, dear!, Fantastic!, Well done, Gromit*, and the target vocabulary such as daily routines, food for breakfast like jam, toast, bread, and tea.

In the lesson evaluation forms given after the cartoon *the Simpsons: Postcards from the Wedge,* all the students expressed that they learnt the word *focused* and the expression *Wait a minute.* That's why Bart used *focused* many times in the cartoon, and the students all liked the scenes in which Bart said *'Focused'*. Even after the lesson through the cartoon, many students tried to pronounce this word as Bart did. Similarly, in a scene in the cartoon, Homer often used *Wait a minute* in a humorous way, which made the students laugh a lot. Furthermore, many students stated that they learnt to make sentences using the present continuous tense, by talking about the actions of the characters and drawing heads to the figures in the worksheet.

In this section, the findings obtained though the lesson evaluation forms were presented in order to investigate the students' perceptions of language instruction contextualized through animated cartoons. The qualitative data continue with the results of the interviews and they are presented in the next part.

4.4. FINDINGS OF THE INTERVIEWS

One of the purposes of the study was to examine English language teachers' perceptions of the use of authentic animated cartoons in teaching English to young learners. In line with this purpose, the third research question 'Is using authentic animated cartoons for young learners in language teaching practical? was designed. To seek an answer to this question, an interview was conducted with five language teachers. The interviews were transcribed and analyzed through content-analysis. The findings gathered from these qualitative data, are presented in the order of the questions.

Brief demographic information about the interviewees is given first. They are the colleagues of the researcher and work in the private primary school where the study was carried out. All of them are female, and their ages are ranged between 26 and 36. The first interviewee (T1) is a teacher with 15 years of experience. The second (T2) and third interviewees (T3) have two

years of teaching experience. The fourth interview (T4) has been teaching for 10 years and the fifth interview (T5) has 4 years of experience in teaching. The second question in the interview was 'Which grades usually do you teach?'

> (T1) I've been teaching for 15 years. I've taught many levels. But mostly I've worked with high levels at university. This year I work in a primary school, so this is the first time I have taught young learners.

A further question was addressed to this interviewee because the researcher aimed to find out her opinion of whether teaching younger learners is different from teaching older learners. The researcher asked T1 how she finds teaching young learners and whether it differs from teaching older learners.

> (T1) Of course it does. It has been a challenging and tiring experience for me. In the beginning of the year, I had really difficulty in appealing them, catching their attention. Later I understood I need to speak to them in a different way. They're young and they need different materials, activities and methods. But in the beginning I mostly used my old way I used with teaching older learners. Later I learnt from you (she means her colleagues in this institution). I tried to change my way. I used more visuals and fun activities with them.

To turn back the second question, the answers of other interviewees are in the following:

> T(2) I usually teach kindergarten, 1st and 2nd grades (aged 6-8).
> T(3) I mostly taught kindergarten, 2nd, 3rd and 5th grades (aged 6-11).
> T(4) I usually teach at secondary level of the primary school. Namely I teach 6th, 7th and 8the grades (aged 12-14)
> T(5) Since the beginning of my career, I've mostly taught 3rd, 4th and 5th grades.

The third question which was addressed to the teachers was 'Do you make use of technology in your classes? How?'. Their answers showed some variation in the amount of integrating of technology in their lessons.

> (T1) I try to use the technology in my classes, but unfortunately not so much. I'm not good at using it. I did not have any computer skills until I started to work here. Here I learnt how to prepare worksheets and ppt presentation. They're the only way I can make use of technology.

(T2) Yes. Generally I use MS tools (word, power point), and sometimes I use the interactive white board (IWB) in the class. I also use internet to find pictures and songs during my lesson preparation.

(T3) Yes, I make use of the computer, projector and IWB to reflect Power Point presentations and the CD player for audio-materials in class.

(T4) Actually I don't. I wish I used technology because it would ease my work in class. But I can't find any time to sit in front of the computer. Preparing PPT Presentations takes a lot of time.

(T5) Well. From time to time, but not often I use technology for PPT presentations in my classes.

As seen from the answers above, three of the interviews use technology less although they work in a school where all classes are fully equipped with such technological tools as interactive whiteboards, computers, speakers, projectors and screens. Another interesting finding is that more experienced teachers express that they rarely make use of technology or they cannot handle technology for their lessons. On the other hand, T2 and T3 who have less years of experience report that they usually utilize a variety of technological tools such IWB, computer, projector, internet, and CD player.

Through the fourth question, the researcher asked the interviews what kind of materials they use in their classes.

(T1) I usually use the coursebook, some dialogue work and different kinds of worksheets. Through dialogue work, I mean first I present the structures and then I ask my students to come to the board and make dialogues using the target structures.

(T2) I use the coursebook, CD, I-Tool, flashcards, pictures and PPT Presentations.

(T3) I make use of some audio and visual materials, flashcards, PPT presentations, puppets.

(T4) I mostly use the coursebook itself, CD of the book, and some printable materials which come together with the coursebook.

(T5) I use the coursebook and workbook, CD, and I-Tools of the books.

As understood from the answers, less experienced teachers (T2 and T3) use a variety of materials like some audio and visual materials, flashcards, pictures, PPT presentations, puppets whereas experienced teachers (T1, T4 and T5) usually make use of the coursebook, and the ready-made materials coming with the coursebook.

The fifth question was addressed to the interviewees in order to investigate whether they integrate cartoons in the form of video into their lessons. Except for T4, other teachers stated that they did not use any cartoons at all. Therefore, T4 was asked another group of questions. Before moving to the questions addressed to T4, other teachers were asked a few more questions. They were asked to specify the reasons why they do not integrate cartoons in their classes.

(T1) Using cartoons depends on the level of the learners. If to speak about primary school, yes it can be useful. Children like watching them. But I don't think you can attract high level students through cartoons. Since I have mostly worked with older learners, I haven't tried to use them.

(T2) Because of the intensive curriculum, I do not give so many extra materials to the students or I cannot use videos. If I intended to use cartoons in my classes, I would need preparation in advance. Sometimes it can be time-consuming, and while I prepare them, I can miss some necessary parts in the curriculum.

(T3) I haven't used it before. I believe it can be waste of time. I can teach the target structure without them, but with the help of other materials like flashcards, PPT presentations and puppets.

(T5) I haven't ever thought of the use of cartoons. I mean I haven't come up with this idea. But I think it would need more preparation. Moreover, I do not know where and how to find cartoons.

To give a brief summary of the reasons outlined by the teachers, two of the teachers think the use of cartoons as class materials can be time-consuming. They believe that they can teach the same thing using alternative materials to the cartoons. On the other hand, two teachers also have an unfavourable opinion about the integration of the cartoons because it needs much more preparation in advance. The first interviewee has relatively a moderate opinion about the use of cartoons by expressing that the use of cartoon can be useful with children since they like watching them. On the other hand, as one of the reasons, the fifth teacher states that she is not knowledgeable about the sources where she can find cartoons.

The interviewees were also asked whether they used other forms of videos.

(T1) If I can find appropriate video for the topic of my lesson, I use it definitely.

(T2) If I find short videos, I can use them. I cannot ignore the importance of authentic audio-visual materials. They can help students to get the meaning easily in a clear way.

(T3) Yes, I do. I use some ELT videos.

(T5) No, I do not use other forms of videos either.

As understood from the responses to this question, the teachers usually use or favour using videos, if they are appropriate and short. A further question was addressed to T3 in order to find out what she meant with ELT videos. She explained that she meant videos which were non-authentic and were prepared to teach English such as videos of some stories like *Goldilocks and Three Bears*.

The eighth question in the interview concerns the teachers' perceptions of the role of cartoons in teaching. It asked the interviews whether they think or they do not think cartoons can be powerful pedagogical tools and the reasons why they think so. Their responses were promising about the potential role of the cartoons as pedagogical tools.

> (T1) I'm absolutely sure that all kinds of technological tools, if appropriate to the topic and to the class level can be strong pedagogical tools.
> (T2) Of course, they can be because students love watching cartoons. So if we use them as teaching materials, students will love them and enjoy while learning a foreign language.
> (T3) Why not! All children like watching cartoons. So they can be used as class materials. However, in stead of spending time on dealing with cartoons, I prefer using other types of materials.
> (T5) I do not usually use any types of videos in my classes. But I can try using cartoons because it seems a good idea to teach children through cartoons so that I can captivate their attention easily.

Lastly, these four teachers are asked whether they think cartoons are practical and useful by specifying the reasons.

> (T1) If they are used correctly, they might be practical and useful. Everything in education, which is used pedagogically correctly, will have good result. It's my strong belief.
> (T2) I believe they can be beneficial if used properly. They can form enjoyable learning environment for the students so that the use of cartoon can decrease the affective filter and make student highly motivated. Both the teacher and the students get benefit from the use of cartoon in teaching and learning language. However, I cannot decide whether it is practical or not. When the cartoons are used as an educational /teaching tool, it can be practical. But, I am not so certain about the process of material development. Planning a

lesson and developing materials using cartoons can be a bit problematic because it needs careful preparation.

(T3) Of course they can be useful like any ways of such a colourful and enjoyable teaching. However, I do not think they are so practical because it can take a great deal of time to prepare and implement the lessons.

(T5) Well. I do not know whether they can be practical or useful without using them. But the idea of using cartoons seems fun. So it can be useful especially when teaching young learners.

As it is clear from the statements above, all the teachers believe that cartoons can be useful in teaching young learners when they are organized appropriately. However, on the other hand, they are unsure about the practicality of using cartoons. They think that the integration of the cartoon into their lessons can need more time and effort. T4 was not asked this group of interview questions which were addressed to the other teachers, who stated they did not use any cartoons at all. However, T4 mentioned that she used the cartoons in her language art lessons a few years ago. In order to examine her experience with the use of cartoons, another group of questions were addressed to her.

First, she was asked which cartoons she used in her lessons. She stated that she used the series of *Mr. Marvel and His Magic Bag* for 1st and 2nd grades, and the series of *Wallace& Gromit* for 3rd and 4th grades. The former one is not an authentic material; it was designed to teach English to children whereas the latter is an authentic animated cartoon series created by Nick Park. Then the researcher asked the teacher how she made use of these cartoons in her lessons. She said that each week she taught children two hours of language arts in which some video stories are used to teach language skills like listening, reading, writing and speaking. She mentioned there were a variety of ready-made activities, tasks and exercises provided by the video book, and through these activities and tasks the students were taught the target structures and vocabulary as well. She used these animations in these lessons twice a week. She was also asked whether the use of these cartoons was her own choice or a mandate assigned by the school. She expressed that the school curriculum included the use of these animations. The researcher also asked the teacher if she had any difficulty in integrating the cartoons into her lessons. She stated that she did not have any problems with using the cartoons as class materials because both these two cartoons had their own video books and ready-made materials, and a teacher handbook which gave all necessary guidelines and tips on how to use the cartoons in class.

Moreover, the researcher asked the teacher whether she found these animations were practical and useful. The teacher expressed that they were absolutely useful because these videos along with their ready-made materials eased my work, and lessons become more fruitful through their pre-watching, while-watching and post-watching activities. They had DVDs and they were practical and easy to handle. The researcher wondered whether the teacher would use cartoons if she was not provided with the ready-made materials and cartoons by the school. The teacher replied that she could not handle technology and find time to use technology. She expressed that probably she would not use any cartoons if she could not find any ready-made materials. The researcher wanted to learn about the students' perceptions about the cartoons, and asked the teacher whether her students enjoyed the cartoons. The teacher said that her students really enjoyed the lessons through these cartoons, and even when they finished watching all the episodes, they wanted to watch them again and again all the year. Then the teacher was asked if she would recommend the idea of using animated cartoons while teaching young learners. She stated that she liked the idea of using cartoons in her lessons with young learners, and therefore she could recommend the use of cartoons to all language teachers who worked with young children. Lastly, the researcher asked her whether she was willing to continue to use cartoons in her future lessons. She replied that she could make use of such animations or cartoons in future when she was provided with such video books and ready-made materials. She said that she could not teach a language through cartoons without their own video books and ready-made materials because she did not know how to find and turn cartoons into class materials.

Through careful examination of the responses provided by the interviewees who are English language teachers in the primary school, some important findings are detected, and these findings look quite promising in shedding light into the third research question of the study concerning the practicality of the use of animated cartoons in teaching a language.

4.5. CONCLUSION

In this chapter, the findings of this particular study which were acquired from a pre-test-post-test design, language proficiency tests, and lesson evaluation forms and interviews were presented. The findings reported in this chapter are discussed in the following chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0. INTRODUCTION

To seek an answer to each research question of the current study, a number of data collection instruments, namely, a pre-test-post-test design, language proficiency test, lesson evaluation forms, and interviews with language teachers were employed. The data were collected from these instruments, and analyzed in the previous chapter. In this chapter, the findings of this data analysis are discussed in detail. The results are interpreted in accordance with the following research questions, by also showing the relationships between them, and reviewing the related studies in the literature:

1. Is using authentic animated cartoons for young learners in language teaching motivating?
2. Is the use of authentic animated cartoons in teaching English to young children effective?
3. Is using authentic animated cartoons for young learners in language teaching practical?
4. Is there a significant difference between the test scores of the experimental group and the control group on learning the target English tenses?
5. Does the experimental group perform better in grammatical accuracy in using tenses in writing than the control group?

The chapter ends with some suggestions for further research and some useful implications of the use of authentic animated cartoons for teaching English to young learners. Conclusions drawn from the findings are discussed on the basis of the research questions presented below.

5.1. IS USING AUTHENTIC ANIMATED CARTOONS FOR YOUNG LEARNERS IN LANGUAGE TEACHING MOTIVATING?

In order to answer this question, the findings of the lesson evaluation forms are summarized and discussed here since they reflect upon students' perceptions of the cartoons. The findings revealed that all the students showed a positive attitude towards English lessons through cartoons. A majority of students expressed that they liked the topic of the cartoons, their characters, activities carried out through the cartoons, materials used in the lessons. The students expressed that they liked the activities, especially those in which they participated actively. For example, two students noted that they liked acting out because they played the

roles of the characters. Rather than watching their friends, students want to do the activity. They also stated that they enjoyed playing the role of the character who they liked most. Moreover, they noted that they liked the worksheets because they gave them an opportunity to talk about themselves. Many students reported that they not only enjoyed the cartoons but they learnt English from them. They also stated that they were happy because they did not need to use their coursebook in the lessons making use of cartoons. They expressed their dissatisfaction with their coursebook and other English lessons in which the coursebooks and worksheets are heavily used. Furthermore, some students noted that they enjoyed the lessons since technology was used in class, and through the effective use of technological tools, they felt as if they were watching a film at the cinema. Lastly, some of them expressed their wishes to continue on learning through cartoons in their English lessons, and other subjects as well.

These results strongly demonstrate overall class motivation when learners use animated cartoons. Cartoons seem to be highly motivating language teaching tools for children aged 9-10 years. The classroom motivation of these learners can stem from many factors relating the use of authentic animated cartoons. To provide a better understanding of these factors, it is necessary to present the definition of motivation again. As mentioned earlier, Peacock (1997: 144) defines motivation of learners as 'learner interest, persistence, attention, action and enjoyment.' Among the reasons of making the students motivated, learner interest comes first. As also mentioned by the students, learners are mostly fed up with burying their heads into coursebooks and worksheet. Coursebooks do not appeal to their interests since they are not supported by audio-visual tools (Mersinligil, 2001). As stated by Tomalin, videos present 'a change from the routine of teacher and textbook', and students are usually pleased with this change (1986:1).

As inferred from the students' statements, such an audio-visual tool as cartoons catches students' interest and attention through its familiar topic, and colourful, funny characters. The students expressed the emotional relationship between the characters and themselves in the forms. Therefore, they were highly interested in learning more about that character and acting its role out. Moreover, the authenticity of these animated cartoons used in the lessons has a potential role in attracting the students' attention and interest, and increasing their motivation. Peacock argued that authentic materials have a positive effect on learner motivation in the foreign language classroom (1997). His view is supported by the students who found coursebooks and worksheets boring. This may be because the coursebooks are artificial materials, and they do not include any novelty for students. Even a child can become bored with

his toys when the novelty of these toys wears off. Students need different sources of information, and cartoons, being authentic materials, suit well to cater to this need. Another finding which consolidated the positive effect of authentic animated cartoons on learner motivation was provided by the students' statement that they felt as if they were watching a film at the cinema. The animated cartoons' being rich in authenticity and novelty most probably gave this feeling. Another factor behind this feeling may be the moving images provided by the cartoons. In coursebooks, still pictures are used, and they fail to arouse interest and attract students' attention. In this sense, moving pictures or animation are much more powerful and effective (Schwartz, 2003).

As well as student interest, persistence with the learning task is another important element which shows that students are motivated in class. As Crookes and Schmidt (1991) stated, persistence with the learning task is indicated by levels of attention or action for an extended duration (cited in Peacock, 1997). As understood from the students' perceptions of the activities used through animated cartoons, it is clear that they most liked such activities as role-playing and acting out in which they participated. This finding shows that they were motivated because they were actively involved in the tasks. The teacher-researcher also observed that the students in class competed each other for participating more in such activities as roleplaying, drama and acting out. She witnessed that if a student was not given a chance to participate, she /he felt disappointment. Moreover, all the students wanted to watch the cartoon even after they had completed all the activities and tasks relating that lesson. Their persistence with the learning task was also shown by their wish for an extended duration of watching cartoons. In the evaluation forms, they expressed their wish to watch cartoons in other English lessons or other school subjects. Their attention and action for an extended duration for this method shows that they were really motivated.

Another component of motivation is the levels of enjoyment and enthusiasm. The findings of the research declare that all the students liked the lesson. None of them noted in the part of I *did not like the lesson* in the form. A majority of the students reported that they learnt English through cartoons and they really had fun at the same time. Their statement confirms Sultana's argument that pupils tend to learn from the sources of enjoyment rather than explicit, traditional language instruction (2010). The students were motivated and stimulated to learn through animated cartoons. They reported that they enjoyed the cartoon's being fun and interesting, having funny and appealing characters, including humorous statements and gestures, being educational and teaching new words, allowing different activities. Such a loveable way of

teaching created a positive atmosphere in class and lessened students' affective filter. Naturally, motivation resulted from such a context which appears in agreement with the notion that suggests language learning be a "happy experience" and that instruction with cartoons could be the basis for "an attractive enjoyable learning environment" (Sultana, 2010).

As well as the findings of the lesson evaluation forms, the interviewees' opinions of the use of animated cartoons can be integrated into the discussion on whether animated cartoons are motivating. Three of the teachers interviewed expressed that the idea of using cartoons seemed nice because children liked watching cartoons. One of them also mentioned that she believed that the use of cartoons can decrease the students' affective filter and increase students' motivation. As for the teacher who used cartoons in her lessons before, she expressed that her students enjoyed the cartoons, and even when they finished watching all the episodes, they wanted to watch them again and again all the year.

In the light of all these findings mentioned here, it is clear to see that students are satisfied with the use of authentic animated cartoons in their language lessons. Increasing learners' level of interest and attention, enthusiasm, enjoyment and involvement in the target activity, authentic animated cartoons are motivating for young learners in learning a foreign language. Young learners aged 9-10 years who are still children enjoy watching cartoons, and so watching them in their English classes gives children the same pleasure. The use of authentic animated cartoons in teaching English makes young learners motivated by creating an enjoyable and relaxed atmosphere.

5.2. IS THE USE OF AUTHENTIC ANIMATED CARTOONS IN TEACHING ENGLISH TO YOUNG CHILDREN EFFECTIVE?

This question is answered in the light of the findings of the pre-test-post-test design and language proficiency tests, and then it is supported by the findings of the lesson evaluation forms and interviews. The findings of the pre-test-post test design indicate that the experimental group performed much better than the control group at the end of the study although the control group had higher scores of the pre-test in the beginning. The experimental group achieved to acquire both present and past forms of 'to be', present simple tense, present continuous tense and past simple tense, which are the target English tenses and aspects at the 4th grade level in the primary school.

As for the findings of the language proficiency tests, both two groups showed a similar trend across these measurements. Though there was not statistically a significant difference between the first language proficiency tests, the control group had a higher mean in the beginning. However, after the treatment was conducted, the experimental group outperformed the control group in the second language proficiency test. It was not a statistically significant difference according to the data analysis through ANOVA. However, when the means are compared, it can be seen that the experimental group is much better than the control group in the second language proficiency test. Improvement within the groups in language proficiency tests was also compared. The experimental group showed a higher degree of improvement in their proficiency in English. Along with the improvement in the students' English proficiency, their increased motivation seems influential in evaluating the effectiveness of cartoons in teaching English to young learners.

All these favourable findings reveal that the use of authentic animated cartoons is an effective method in teaching English to young learners. The findings support the other similar studies. In her research, Jylha-Laide (1994) observed that a Finnish young girl acquired the English grammar and an almost native-like pronunciation of English by repeatedly watching cartoons. The effectiveness of such an approach to teaching English to young learners has also been foreseen by many researchers and practitioners. As Fleming (1968) has suggested, the use of authentic animated cartoons has proved useful and effective because of its implications and the advantage of the teaching situation.

First of all, as a form of video, an animated cartoon is a vast amount of 'audio-visual information stock' because they present visual and audio clues to meaning and comprehension (Demirezen, 1992). In this sense, they probably compensated for the students' deficiencies in comprehending new language by contextualizing English through visuals. Therefore, they most probably helped the retention of the lessons, and enabled the students remember easily. The students were also dragged into real-language situations in the class. They had a chance to practice authentic English in a controlled environment. All these factors seem to have removed the difficulties of learning a foreign language and promoted students' foreign language learning.

Since cartoons are authentic materials presenting real-life use of language, they are also accepted effective in keeping student motivated and interested, by many researchers (Dörnyei and Csizér, 1998; Nunan, 1999; Peacock, 1997). The students in the experimental group were exposed to these authentic materials, and as they reported in their forms, they did not enjoy their

coursebooks. When young learners encounter such novelty, they get interested in learning about it. As seen from the findings of the research, the students wish to be taught more through animated cartoons presenting novelty for them. Any material with a novelty value has the potential role to be successful and effective in teaching English to children. This notion is also supported by Çifti's study which examined the role of games on learning irregular past tense verbs (2010). Her study also focused on teaching tenses using language games. The results of the study indicated that games achieved to promote students' grammar knowledge, increasing student participation and creating an entertaining atmosphere, and sustaining students' motivation. Similarly, the use of authentic animated cartoons in teaching tenses to children produced these positive results. However, the advantages of cartoons can outnumber those of games because videos are effective in communicating meaning better than any other materials (Tomalin, 1986). Making effective use of visual input, communication devices, and semiotic elements, cartoons have a positive impact on comprehension and retention of the information. Such an instruction stimulating students' retentive powers has enhanced their learning, and the students have picked up English tenses and aspects subconsciously. As foreseen by Fleming in 1964, animated cartoons being 'dynamic tools' have contributed to more meaningful and more effective and enjoyable teaching. In the light of all these findings, it can be stated that as motivational and powerful pedagogical tools for young learners, authentic animated cartoons have become effective in teaching them English.

5.3. IS USING AUTHENTIC ANIMATED CARTOONS FOR YOUNG LEARNERS IN LANGUAGE TEACHING PRACTICAL?

Through this question, the study aimed to investigate language teachers' perceptions of the practicality and usefulness of authentic animated cartoons in teaching young learners English. In line with this purpose, an interview was conducted with five language teachers. In order to look for an answer to this question, the findings of the interviewees are presented and discussed in the part. Before moving to questioning the practicality of the cartoons, these five teachers were asked a group of questions in order to reveal their instructional practices.

An important finding of the interviews is that although these teachers work in a technologically well-equipped school, three of them do not make use of technology so often in their lessons. As a reason, one of the teachers mentions that she does not have any computer skills and so she is not a proficient user of technology. On the other hand, another one states that she cannot find enough time to prepare lessons integrating technology. This finding parallels with many other studies examining teachers' technology awareness and practices (Asan, 2003; Gülbahar, 2007,

and so on). Similarly, they reveal that teachers do not integrate technology as expected because of some reasons such as inadequate time, lack of computer skills reported by them. However, today's learners live in the digital age. One of the lesson evaluation forms, many students expressed their satisfaction with the integration of technology into their lessons. For this reason, it is important for language teachers to be aware of the latest innovations in their field and to have knowledge of what they can use to teach effectively. Another finding of the interviews, which is again supported by these studies, is that the teachers who do not benefit technology in their lessons are more experienced than the other two teachers. The teachers who have less years of experience report that they usually utilize a variety of technological tools such IWB, computer, and projector.

Regarding the use of materials, the interviewees show a similar tendency: less experienced teachers use a variety of materials like some audio and visual materials, flashcards, pictures, PPT presentations, puppets whereas more experienced teachers mostly make use of the coursebook, and the ready-made materials within the coursebook. However, the research articulated on language materials cites that though coursebook is the most common material applied by teachers, it should not be the only material (Slatterly and Willis, 2001). The research relating the appropriate language instruction for young learners emphasizes that a variety of materials should be used in young children's language classes for successful language learning. If materials appeal to more senses such as touching, hearing, tasting, feeling and seeing, they become more effective and make language memorable. Language teachers working with young learners must bear all this in mind. Otherwise, they can have problems in addressing young learners, as reported by the interviewee teacher who reported that she mostly worked with older learners and just started to teach young learners. She expressed the problems she had while teaching children. She mentioned that teaching children really differed from older learners, and adjusted her way of teaching by integrating some visuals and fun activities into her lessons.

Another finding of the interviews, only one teacher made use of cartoons in her lessons. The other four teachers were asked to specify the reasons why they did not use any types of cartoons. Two of these teachers stated that they had not come up with this idea before, and they did not know how to benefit technology to find and make use of cartoons; and the other two mentioned that preparation for lessons through cartoons needed much more time and effort, and they did not prefer using them. Similarly, they reported that they did not often use any kinds of videos. Arın (2010) who investigated primary teachers' awareness of effective use of audio-visual ELT materials designed for young learners found the similar results. Many language

teachers in Turkey do not use a variety of materials and confine them into the domination of the coursebooks. A noteworthy finding is that the teachers report that they can use videos if they are short, and ready-made, and appropriate. This finding implies that teachers show a tendency to use the ready-made materials rather than developing their own materials.

As for the crucial findings relating the answer to the current research question, it can be mentioned that all the teachers believe that cartoons can be powerful pedagogical tools because children like watching them, and they are appropriate for the level of young learners. However, one teacher expressed that she preferred other materials to cartoons because they might be time-consuming.

The last question in the interview concerns the practicality of authentic animated cartoons, which is the central issue here. The teachers believe that cartoons can be beneficial and motivational because they create an enjoyable, positive atmosphere. From their statements, it can be inferred that they do not show a strong opposition to the integration of cartoons. However, as for their practicality, the teachers think that preparation period can take a lot of time. They report that in stead of spending time and effort on using cartoons, any types of materials can be used to teach their students. On the other hand, the only teacher who used cartoons, supports the other teachers' statements on the practicality of cartoons. She expressed that she used cartoons, because they were already included in the curriculum and they had ready-made materials. She reported that she would have difficulty in using cartoons and most probably would not use them at all if she was not provided and she needed to prepare them on her own. However, as well as the findings of the lesson evaluation forms, this teacher believes in the motivational role of the cartoons because her students enjoyed those lessons.

Briefly, although animated cartoons are really motivating and stimulating for learners and they are liked by children, teachers do not believe that using cartoons is an essential element in their language lessons because of the practical reasons. They do not think that cartoons are practical, and on the contrary, they can be time-consuming because they require some time and effort in advance. Like many teachers in Turkey, these language teachers are also complaining about the lack of time. Therefore, teachers do not find the use of animated cartoons practical since the integration of cartoons requires more preparation and time beforehand. However, Zhang states that: "Actually, materials, especially authentic materials, play a significant role in foreign language teaching. They are not simply the everyday tools of the language teachers; they are an embodiment of the aims and methods of the particular teaching/learning situation" (2007: 28).

Therefore, the effective choice and use of materials is the teacher's main responsibility for creating a successful language learning environment.

5.4. IS THERE A SIGNIFICANT DIFFERENCE BETWEEN THE TEST SCORES OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON LEARNING THE TARGET ENGLISH TENSES?

To seek an answer to this research question, the findings of the pre-test and post-test are used and presented. In the beginning of the academic year, both the control group and experimental group had a pre-test in which all the items aimed to assess students' grammar knowledge or more specifically, knowledge of usage of English tenses and aspects. All the items in the test included different levels of context provided by the pictures taken from different animated cartoons. The test specifically assessed the acquisition of present form of 'to be', present simple tense and present continuous tense, which the students were taught in the previous year. The findings of this test reveal that both two groups performed almost at the same level, but the mean of the control group was slightly higher. These two groups were taught through two different types of language instruction. The former was taught regular lessons which are based on traditional ways such as frequent use of the coursebook, structure-based drills, isolated words, and sentence based context, as mentioned in the previous chapter. The latter one was taught through contextualized language instruction in which authentic animated cartoons are used and class materials, activities and tasks are shaped around the cartoons. Teaching tenses in the control group was done as assigned by the curriculum and coursebook, mostly making use of rules, simple sentences, grammatical terminology and drill like activities. On the other hand, English tenses were taught the experimental group through the pictures, contexts and discourse taken from the video cartoons. They carried out many pre-viewing, while-viewing and post-viewing activities, and then grammar instruction on English tenses was implicitly provided by examples, dialogues and discourse taken from the cartoons. In order to see whether such an approach to teaching young learners English tenses will produce good results, a post-test has been taken by both two groups. Again the test aimed to assess students' knowledge of English verb/tense aspect system. The post-test included items which used the pictures and context taken from the cartoons which the students in the experimental group are familiar with. The post-test specifically evaluated the extent to which the target English tenses of the 4th grade, namely present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense were acquired.

The analysis of the post-test scores through one-way ANOVA revealed that there was a statistically significant difference between the scores of the groups. When a comparison is made between the means of post tests, this difference is also seen clearly. The overall results indicate that at the beginning of the study, both the experimental group and control group performed poorly in the test; however at the end of the study the experimental group outperformed the control group. This finding of the study has showed that the audio-visual element of cartoons has proved great value. It has uncovered the potential role of authentic animated cartoons in making comprehension clear and communicating meaning through its communication devices such as gestures, mimes, social signs and so on, articulated before. Since the pictures and context used in the post-test have been familiar to the students in the experimental group, they have mostly performed better in answering the questions by making use of these clues provided by the context and discourse in the test. The positive effect of visual memory in the process of language learning has been supported by this finding. By combining pictorial messages to text, thus keeping these messages in the long-term memory, and bringing into action within the same context, animated cartoons have contributed to the students' acquisition of the target English tenses and aspects.

Briefly, since animated cartoons provide a contextualized language instruction and make learning meaningful and memorable, the experimental group who are taught present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense through cartoon have performed significantly better at the post-test than the control group who are taught these target English tenses through traditional ways of language instruction but not through animated cartoons.

5.5. DOES THE EXPERIMENTAL GROUP PERFORM BETTER IN GRAMMATICAL ACCURACY IN USING TENSES IN WRITING THAN THE CONTROL GROUP?

Through this last research question, the study aims to assess students' ability to make use of their grammar knowledge in a writing task. In other words, it attempts to show whether students with a good command of English tenses and aspects can perform well in using grammatical accuracy in writing. In order to seek an answer to this question, the writing tasks in the language proficiency tests were analyzed.

As widely known, all writing tasks are evaluated according to a grading criteria sheet, namely a rubric. These criteria allocate different amounts of points for the different components of writing such as organization, coherence and grammatical accuracy and format of the writing. In

the study, students' writing tasks were graded out of 20 points. For grammatical accuracy, 10 points were allocated. To assess and compare students' performances in using their knowledge of English tenses and verbs, the points given to grade grammatical accuracy were analyzed. The findings of the analysis of these points revealed that there was no statistically significant difference between the groups. However, from the high means of the experimental group on the post-test, it has been hypothesized that the experimental group may perform better than the control group in grammatical accuracy in using tenses in writing than the control group. More specifically, both two groups were taught present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense; however, the experimental group was expected to get high scores from writing since their language instruction was contextualized and integrated though a variety of activities with animated cartoons. Although the experimental group performed well on the measurement of these tenses, they failed to show the same performance in writing. This failure can stem from two factors: first is the focus of language instruction on tenses; and second is young learners' having difficulty in writing.

As the first reason of this finding, it can be stated that the study mainly focused on teaching present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense in a contextualized way through cartoons. It might have ignored the development of other language skills. Although a variety of activities have been carried out in these lessons, they have been mostly 'listen and do' or 'listen and make' activities such as listening and identifying, listening and repeating, listening and doing, listening and answering, listening and completing, and listening and responding games, listening and colouring or drawing, listening and acting out. These activities probably have failed to contribute to students' writing skills.

Secondly, it's generally known that young learners have difficult in writing as a productive skill (Cameron, 2001; Hinkel, 2003; Pinter, 2006). Many researchers state that as a reason, children are not yet good at writing in their first language, and they should not be expected to write in second language within a short time. On the other hand, Halliwell (1992) explains that an important limitation in writing for children is that learners can no more make use of body language intonation, tone, eye contact and all the other features that they use in their oral productive performance to convey meaning. It is a complex skill progressing from the level of copying familiar words and phrases to the level of developing an awareness of a text. Therefore, the process of learning to write takes a rather long time compared to receptive skills such as listening and speaking. In the light of this research, the participants of the study who are 4th grade students aged 9-10 are too young to produce a writing text which is all grammatically

accurate. It is necessary that language teachers consider these limitations for the young child while designing and presenting their language instruction.

5.6. SUGGESTIONS FOR FURTHER RESEARCH

It is recommended that language teachers and practitioners encourage the use of animated cartoons in young learners' language classrooms since they command students' attention because of their novelty and multisensory appeal. They are also ideal vehicles for presenting real-life situations, meaningful contexts, comprehensible input, and aspects of target culture. Most importantly, they are young learners' good friends, and so they are potentially powerful motivators. In implementing lessons through animated cartoons, students can be provided with grammar and vocabulary in a context, and more importantly, they can acquire language skills. Producing such favourable results, the use of animated cartoons should be studied more detailed and exploited as a research issue. While further research is being carried out, the following limitations should be taken into consideration.

The generalizability of the results is limited by the small scale of the study. It has been carried out with only 30 learners. In order to reach broad results, it can be conducted with large group of students; of different levels, and in different contexts.

The study did not evaluate the role of authentic animated cartoons in teaching language skills. Actually, as the research articulated above, any types of video is strongly suggested to teach language skills since they provide audio-visual input, authentic use of language, and multisensory experience, and discourse which can all contribute to improving language skills effectively. Further research can be conducted in order to investigate whether the use of authentic animated cartoon is effective in teaching language skills.

Another suggestion can be given for the continuation of the current research. The students in the control group and experimental group can be posttested again after a period of time. The purpose of such a study is to evaluate the effectiveness of animated cartoons in keeping acquired knowledge in the long-term memory. Through such a study, it can shed light into the role of audio-visual materials in retention of the information.

5.7. CONCLUSION

Since Fleming and other researchers put emphasis on the need of developing animated cartoons to be used as audio-visual materials in language learning almost a half century ago, many researchers and practitioners have attempted to make use of animated cartoons or video cartoons in the field of foreign language teaching (Johnson, 2006; Jylha-Laide, 1994; Kristiansen, 2001; Sultana, 2010). Using an animated cartoon has also become very popular in many schools in foreign countries since it is a flexible language teaching tool, combining both education and entertainment. As the related literature is reviewed above, it can be seen that these attempts have been made in educational contexts outside Turkey. The field of ELT in Turkey lacked such a study, and thereby the researcher set out to bridge this gap by examining the practical consequences and implications of using animated cartoons in learning English as a foreign language.

Through this study, contextualized grammar instruction through animated cartoons with authentic quality in English was put into practice with a group of 4th grade EFL students in the primary school setting. The main purpose of such an instruction was to ensure that learning English grammar and especially English tenses took place in a meaningful context at a level beyond teaching isolated structures. To serve this purpose, the target English tenses and aspects of the study were determined by the researcher, examining several 4th grade English coursebooks. She decided on the appropriateness of teaching present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense.

Following this decision, animated cartoons were carefully examined and selected to teach the target English tenses effectively. Authentic animated cartoons were integrated into their regular lessons in which the target English verb tenses and aspects, some basic vocabulary, functions of the target language, language skills as well as some aspects of the target culture were blended and presented. Such an instruction also aimed to create a motivating and stimulating learning environment in which young learners can be actively and subconsciously involved in their learning process. The potential role of this instruction and specifically the effect of authentic animated cartoons on the acquisition of English verb tense/aspect system were investigated through a number of data collection instruments, namely, a pre-test-post-test design, language proficiency test, lesson evaluation forms and interviews with language teachers. Data collected from these instruments were analyzed through one-way ANOVA and Paired-Samples T-test and content analysis.

The overall results indicate:

1. The use of authentic animated cartoons for young learners in language teaching has managed to make students motivated.

2. The use of authentic animated cartoons in teaching English to young children has proved effective.

3. Language teachers who are interviewed in the study do not think that the use of authentic animated cartoons for young learners in language teaching is practical since its preparation requires more time and effort than other materials.

4. There is a statistically significant difference between the test scores of the experimental group and the control group on learning present and past forms of 'to be', present simple tense, present continuous tense, and past simple tense. The experimental group outperforms the control group.

5. The experimental group does not perform significantly better in grammatical accuracy in using tenses in writing than the control group.

In the light of these findings, as a source of audio-visual element, animated cartoons have a powerful role in contributing to the process of early language learning and teaching, bringing education and entertainment together. The study benefitted from the implications provided by various approaches to contextualizing language instruction articulated by Ausubel and Bartlett, and implementing their important notions such as creating a context, meaningful learning, real-language input, and using schemas; and it also took into account of the implications of such approaches to second language teaching as the semiotic approach, behaviouristic approach and audio-visual approach and made use of their important elements such as repetition, imitation, reinforcement, mimicry-memorization, communication devices, cultural signs, visual input and retention. As a result of having such a consolidated theoretical basis, language instruction through authentic animated cartoons produced such an effective way of teaching young learners. More importantly, through careful examination and consideration of characteristics of learners aged 9-10 and appropriate language instruction for them, the grammar instruction contextualized through animated cartoons has also proved to be learner-friendly. Such a learner-centred way of teaching, favouring attention and participation, addressing learner needs, encouraging the formulation of ideas has also been effective in motivating the students and enabling them to have a positive attitude towards learning English.

In sum, as a new face of video in language classes, animated cartoons suit well to the needs, interests, and characteristics of young learners of 9-10 years-old, integrating fun and novelty

into their learning environment and creating a positive and motivating atmosphere. They are powerful language teaching instruments in contextualizing new items, making comprehension and meaning clear, providing authentic language and rich, varied input, stimulating attention and participation, reinforcing the teaching, heightening the awareness of the target culture, and promoting the retention of the information.

In the light of the findings from the study, some useful suggestions for language teachers and practitioners can be presented. First of all, in line with the findings, teachers should create learning environments in which children get both aural and visual support in meaningful contexts. While doing that, authentic animated cartoons offer an invaluable way of contextualizing and introducing authentic language by providing audio-visual input.

Secondly, teachers are primarily concerned with optimum results of their instruction. To obtain them they firstly need willing learners. Therefore, they must know what causes motivation in language learning, and how they can create positive motivation in the classroom. The study recommends that teachers of young EFL learners try appropriate authentic animated cartoons in their classes, as they are flexible instruments which may create motivation in class. Animated cartoons can also be motivational for teachers. Such a change from the coursebook of the teacher to materials with a novelty value can motivate language teachers. Otherwise, though an instruction which attributes the teacher a central role and the learners a passive role, the teacher can kill his / her learners' motivation and his/ her own as well.

Lastly, through authentic animated cartoons, students have a great opportunity to acquire language. Therefore, its positive findings should not be limited to only teaching grammar. As a focus, the current study deals with teaching tenses to young learners aged 9-10; however, this study can be a basis for teaching language skills to young learners as well. The use of cartoons shows a strong potentiality in teaching and improving different language skills. Such a study on teaching language skills thorough animated cartoons would also produce positive results in both receptive skills; listening, reading, and productive skills; writing and speaking.

To conclude, the researcher has a strong conviction that this methodological innovation should be exploited in language classes in Turkey. She believes that teaching a language to young learners by cartoons should find its rightful place in Turkish educational contexts because of all their advantages and benefits articulated throughout the study.

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Appendix 1

A List of Useful Websites
(from which videos and animated cartoons can be downloaded)

http://warmupsfollowups.blogspot.com/

http://moviesegmentstoassessgrammargoals.blogspot.com

http://www.watchcartoononline.com/

http://emol.org/movies/cartoons/

http://www.watchcartoons.tv/

http://i-love-cartoons.com/

http://www.watch-movies-online-tv.tv/

http://www.dailymotion.com/tr

http://www.learnenglishfeelgood.com/eslvideo/

http://www.dailymotion.com/video/x45xby_mgm-cartoon-symphony-in-slang-1951_shortfilms

Appendix 2

2010-2011 Academic Year

Incredible English 4- Syllabus

UNIT 1- PLAYING OUTDOORS	
Structure	<u>Collocations with go / play</u> I want to (play basketball). I don't want to (go swimming). Let's (go sailing). <u>Recycled:</u> Can you (swim)? Yes, I can. / No, I can't.
Vocabulary and Fun Expressions:	*fish , water-ski , sail , rollerblade , play hide and seek, row , swim , climb , skateboard , play football , play basketball , play tennis *What's the weather like? Wake up, What time is it, Great idea! , Can I try it, have a rest, Here we go! Let's...,
Listening	* pronounce the words for outdoor activities correctly. * understand simple words and phrases about sports. * recognize the simple sentences about sports. * listen to a story carefully and answer the related questions. *comprehend what the story is about.
Reading	* understand simple sentences related to pictures. * comprehend the e-mail and answer the questions. * understand the letter and correct the mistakes. * comprehend and order the sentences to form a letter.
Spoken Interaction	* ask and answer questions about sports using "Can". * make suggestions. * act out a play. * exchange ideas about sports. * talk about the story and retell it. (Can you …? Yes, I can. No, I can't) (I want to …but I don't want to …Let's…) (What's the weather like? It's …..)
Spoken Production	* talk about outdoor activities. * talk about what a person can do. * sing a song. * say a chant to practise pronunciation. (I want to/ don't want to.)
Writing	* recognize simple words about sports. * write a dialogue using phrase, 'Let's...' about sports. * complete a play script. * write an email. * form simple sentences about activities. * categorize the words * write one paragraph giving personal information about me * writing an e-mail in two paragraphs describing a summer camp.
CLIL	**Geography:** The Water Cycle and the Weather **Vocabulary:** snowy , foggy , stormy , 10 degrees , minus 5, shine , sky , warm

UNIT 2- ART	
Structure	<u>Present Simple</u> Adverbs of frequency (always / never / usually) Action verbs He / She gets up / goes to bed at six o 'clock. I / We / You / They get up / go to bed at six o 'clock. She always goes to school. <u>Recycled:</u> Prepositions (behind , under , in front of , next to , on)
Vocabulary and Fun Expressions:	* firefighter , pilot , doctor , astronaut , policeman , scientist , pirate , actor , artist, dancer , footballer , teacher, engineer, businessman, singer, designer, architect, bank officer, soldier, sailor, chief, lift, to need, paint, musical instrument, uniform, tidy up, bring * I'm bored, We don't know what to do, Don't worry, That's very early, Oh no! What a mess!, Come on!, I've got an idea!
Listening	* listen to a dialogue for specific information. * understand and recognize basic sentences in a dialogue. * understand and choose the related pictures to the given sentences. * listen to sentences and work out anagrams about daily routines.
Reading	* read a story and answer the comprehension questions. * comprehend a notice. * understand the notes about clubs and fill in the chart. * comprehend the sentences and correct the mistakes
Spoken Interaction	* act out a play. * talk about the story and retell it. *say where the objects/people are (Where is Finn? He is behind the …)
Spoken Production	* talk about people's routines (She always gets up at …) * sing a song. * say a chant to practise pronunciation.
Writing	* recognize the simple words about jobs * form simple sentences about daily routines * write a notice about clubs * categorize the words
CLIL	**Art:** Drawing with a Grid **Vocabulary:** lift, tower, restaurant, stairs, clock, grid **CLIL Skills:** I talk about the age and the height of buildings. I learn new words related to buildings.

UNIT 3- HEALTH	
Structure	Giving advice(should / shouldn't) You should (sit still). You shouldn't (eat sweets) . Asking for help (can) Object Pronouns Can you help me / him / her / us / them? I can help / you / him / her / them. Recycled: What's the matter? I've got…..
Vocabulary and Fun Expressions:	*I feel sick , I've got … , a headache , a cough , a cold , a sore throat , a toothache , an earache , a stomachache , I feel dizzy , junk food, fit, dish, cheesecake, fizzy drink, sit still, healthy , unhealthy, dentist * I don't feel well, What's the matter?, Hurry up!, Oh dear, I can't wait, Are we nearly there?, Hurray!, He / she isn't well.
Listening	* listen to a dialogue and understand what people say about their health and illnesses. * understand what the story is about. * recognize the words and phrases about health and illnesses. * listen and fill in the gap.
Reading	* read a story and answer the related questions. * understand for specific information. *comprehend the text and write true or false. * understand and correct the mistakes in sentences.
Spoken Interaction	* act out a play. * ask and answer about illnesses. (What's the matter? I've got …You should…) * talk about the story and retell it.
Spoken Production	* say simple sentences about illnesses. * sing a song about healthy living. * ask and answer simple questions about health. * say a chant.
Writing	* form sentences to give advice * write questions and give answers about leisure time activities. * categorize the words. * write rules for a poster.
CLIL	**Science:** Pulse Rates **Vocabulary:** heart, blood, wrist, thumb, fingers **CLIL Skills:** I learn about words about the pulse rate I learn to measure pulse

UNIT 4- ON THE FARM	
Structure	<u>There is / there are</u> <u>Some / any</u> There's some (water). There isn't any (cheese). There are some (tomatoes). There aren't any (beans). <u>Recycled:</u> What's Molly doing? She is watering the tomatoes.
Vocabulary and Fun Expressions :	* beans , potatoes , onions , peppers , cauliflower , weeds , grass , strawberries , tomatoes , milk , goat, cherry, cheese, bread, sugar, flour, juice, salt, butter, mushroom, coffee, tea, yoghurt, ice cream, pizza, cake, sandwich, egg, peach, cucumber, lemonade, jam, meat, eggplant, to feed, wet , shady , dry, hot, cold, sunny**,** desert, forest , ice , to grow ,air ,plant, to plant, to pick, to water , to help, to forget, to escape (run away) * Watch out! , Ouch, that hurts , We're sorry , You're a great help , Good work, pick(v) , bucket , tap , help(n) , forget ,
Listening	* recognize simple words about farming. * understand simple questions and answer about people on the farm. * comprehend what the story is about. * recognize simple sentences about food. * understand simple sentences and combine them.
Reading	* match the pictures with the given information.
Spoken Interaction	* act out a play. * say what people are doing (What's Molly doing? She 's …)
Spoken Production	*describe their habitats and characteristics of different plants (It's a …It grows in …It is….) * sing the song about farming. * say a chant.
Writing	* write simple sentences about food. * categorize the words about farming. * form sentences and match them with the given pictures. * categorize the words as countables or uncountables. * write sentences related to the pictures. * categorize the given words. * complete a play script. * complete the notes.

CLIL	**Science:** How Plants Grow
	Vocabulary: sunflowers, cacti, spikes, needles, pine trees, leaves
	CLIL Skills: I identify plants from the descriptions.
	                    I learn how plants grow
	                    I describe the habitats and different plants.

UNIT 5- ANIMAL LIFE	
Structure	<u>Comparatives / Superlatives</u> Billy's faster than Coco. Coco's thinner than Billy. Billy's the biggest. Coco's the best. <u>Recycled:</u> Is it (slow)? Yes, it is. Is it (the tortoise)? Yes, it is.
Vocabulary and Fun Expressions :	* fast, slow, fat, thin, long, short, tall, strong, big, small, hungry, wild, cheap, expensive, easy, hard, difficult, dangerous, safe, soft, happy, angry, clever, rich, poor, sad, boring, lazy, honey, to need, to lay eggs, to collect, to ride , to waste, to save, frightened,
Listening	* recognize simple words about animals. * comprehend what the story is about. * recognize simple sentences about animals. * understand the given information and choose the correct word. * listen and put the sentences in the correct order.
Reading	* comprehend the text and write true or false. * understand the text and match the sentences with the given information.
Spoken interaction	* ask and answer simple questions about animals. (Is it a/an ….animal? Yes, it is. No, it isn't.) * act out a play.
Spoken Production	* sing the song about animals. * say a chant. *compare two objects/people/animal (A tortoise is slower than a kangaroo.)
Writing	* form sentences to compare the animals in the story. * categorize the opposite adjectives. * write sentences about animals. * form sentences to compare the people in the pictures. * categorize the comparative adjectives. * form sentences to compare the given information. * categorize the words. * complete a play script. * understand the text and complete the gaps. * make a wildlife website.
CLIL	**SCIENCE:** Bees **Vocabulary:** honey, to need, to lay eggs, to collect, beehive **CLILL SKILLS:** I identify the different types of bees. I understand what happens in a beehive.

UNIT 6- SAFETY	
Structure	<u>Obligation (must / mustn't)</u> You must (wear a helmet). You mustn't (run across the street). Permission (Can I..?) Can I (go and play)? Can I (have a biscuit)? <u>Recycled: Directions</u> Go left at the traffic lights. Go right at the …. Stop at the ….
Vocabulary and Fun Expressions :	* go left, go right, stop, sign, helmet, zebra crossing, traffic lights, road, bike, car, gloves ,to travel , motorway , to calculate , path, track , hill , bush , to protect , litter , to drop , lifeguard , dangerous , 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000 *Watch out for, Be careful! Hold on tight! ,
Listening	* recognize simple words about traffic. * comprehend what the story is about. * understand simple sentences about rules. * understand the given information and number the pictures. * understand the given information and put a tick and a cross. * understand the song and correct the mistakes.
Reading	* comprehend the text and write true or false. * understand the text and match the sentences with the pictures. * understand the given information and find the correct place.
Spoken interaction	* ask and answer simple questions about directions.(Where is the ….Go left…) *act out a play script. *ask for permission (Can I go out and play? Can I …?) *talk about the rules (You mustn't run across the road. You must …)
Spoken Production	* sing the song about traffic. * say a chant.
Writing	* form sentences about rules * categorize the words about traffic.. * make dialogues with the given phrases. * write sentences related to the pictures. * categorize the given words. * complete a play script. * write simple sentences about rules. * make a sign for your school or playground.

CLIL	**Maths :** Speed
	Vocabulary: distance, speed, speedometer (numbers in hundreds and in thousands)
	CLIL SKILLS: I talk about speed in kilometres per hour.
	                 I learn how to calculate speed.
	                 I learn how to use speed scales.

UNIT 7- AT SCHOOL	
Structure	<u>Simple Past (was / were)</u> I was (good at History). I wasn't (good at Maths). Were you (good at History). Was he (good at Science)? Yes, I was. No, he wasn't. <u>Recycled: Do you like (English)?</u> Yes, I do. No, I don't.
Vocabulary and Fun Expressions:	* Maths, History, Geography, Science, P.E., Spanish, Social Studies, information Technology, Art and Design, Music, English, Art, poster, classroom, school, mummy, pyramid, die, bury, wrap, believe, terrible, strict, medal, runner, sick, break time, lucky
Listening	*recognize simple words about school. * comprehend what the story is about. * comprehend the given information and find the correct person. * recognize simple sentences about school subjects. * understand the given information and put a tick and a cross. * understand the song and fill in the blanks.
Reading	* comprehend the sentences and write true or false. * understand the text to match the fact files with the correct people and answer the comprehension questions about the text. * understand the given information and put a tick or a cross. * comprehend the text and complete the fact files.
Spoken interaction	*ask and answer simple questions about likes and dislikes. (Do you like…Yes, I do. No, I don't.) * make a dialogue using the given information. * act out a play script. *talk about past (Were you good at …? Yes, I was good at … How many ….were there? There were two …)
Spoken Production	* sing the song. * say a chant
Writing	* form sentences about school subjects. * categorize the school subjects. * form sentences using the given information. * understand the sentences and complete the gaps * write questions and answers about school subjects. * categorize the given words. * complete the play script

CLIL	**History:** Ancient Egypt
	Vocabulary: pharaoh, god, goddess, pyramid, mummy, headdress
	CLIL Skills: I learn about ancient Egypt.
	                   I describe gods and goddesses.
	                   I learn about the culture of ancient Egypt.

UNIT 8- UNDERWATER LIFE	
Structure	<u>Simple Past (Irregular Verbs)</u> I saw (an octopus). I didn't see (a shark). Did you go (to the beach)? Yes, I did. /No, I didn't. <u>Recycled:</u> How many (fish) are there? / There are lots of (fish). I can see ….
Vocabulary and Fun Expressions:	* shell, starfish, shark, sand, seahorse, jellyfish, crab, octopus, dolphin, fish, boat, water deep, shallow, surface, bottom, pond, lake, sea, river, freshwater (adjective) , saltwater (adjective) lunchtime , fall in , scared , show (n), souvenir, underwater, pack (v) * We had a great day / time!
Listening	* listen to a descriptive text and short dialogue recognize simple words about underwater life in a dialogue. * listen to a short dialogue and find the correct picture. * listen to a short story find and understand detailed information. * listen to sentences and understand the given information to number the pictures. * listen to a song and understand the spelling patterns.
Reading	* read a story and answer the comprehension questions. * read a story and identify familiar words and phrases in it. * read a leaflet and understand descriptions of events and places. * read and understand the chant. * comprehend the descriptive text and write true or false.
Spoken interaction	* ask and answer simple questions about underwater life. * make a dialogue using the given information. * act out a script. *ask and answer simple questions about the past (Did you …? Yes, I did. No, I didn't.)
Spoken Production	* look at the pictures of a story and describe them. *sing the song. * talk about underwater life. * describe people and setting in a simple way. * say a chant and practice pronunciation.
Writing	* form simple sentences using past tense. * categorize the animals in the sea. * complete the text about sea animals. * form sentences using the given words. * make questions using the past tense. * write a dialogue. * categorize the given words. * complete the play. * understand the text and complete the gaps.
CLIL	**Science:** Fish **Vocabulary:** surface, deep, bottom, shallow, lake, river **CLIL Skills:**I learn about the words related to the sea and the lake. I learn the differences between the fresh water fish and the salt water.

UNIT 9- TECHNOLOGY	
Structure	<u>Simple Past (Regular Verbs / Irregular Verbs)</u> He wanted (a computer). He didn't want (a phone). Did you (go to the park)? Yes, I did. No, I didn't. Recycled: Does she need (a mouse)? Yes, she does./ No, she doesn't.
Vocabulary and Fun Expressions:	* memory, stick, laptop, mouse, screen, keyboard, mobile phone, text, message, camera, TV, radio, computer, flags, mirror, horse, drums, communicate , idea , information , send a message, lost , rescue (v), signal (v), fireworks , burglar , chase , newspaper , thief, thieves , steal , arrive, touch, keep in touch , letter , texting * We had a great day!
Listening	* recognize the words about technology * understand what the story is about. * understand the simple sentences and choose the correct picture. * understand the sentences and put a tick or cross. * understand the simple sentences and find the correct ending.
Reading	* understand the sentences and match them. * comprehend the text and match the given information with the correct text. * understand the text for specific information and choose the correct picture. * understand and analyze the text.
Spoken interaction	* ask and answer simple questions about technology. * make a dialogue with the given information. * act out a play. *talk about the past (Did you …? Yes, I did. No, I didn't.)
Spoken Production	* sing the song. * say a chant.
Writing	* form sentences using past tense. * categorize the given words. * form questions according to the given pictures. * write a paragraph about a friend's weekend. * categorize the given words. * complete a play script. * write instructions about a game.
CLIL	**HISTORY :** Sending Messages **Vocabulary:** flags, mirror, horse, drums, communicate , idea , information , send a message **CLILL SKILLS:** I learn about different ways to send messages

Appendix 3

PRETEST

PART A- Read the sentences below. Then circle the correct answer, a, b or c.

1. There _____ five people in the Simpsons family.

   a) am   **b)** is   **c)** are

2. Bart_____ two sisters.

   a) have got   **b)** has got   **c)** is

3. Lisa _____ to Springfield Elementary School.

   a) go   **b)** is going   **c)** goes

4. Homer _____ TV with his family now.

   a) is watching   **b)** watches   **c)** watch

5. Maggie is a baby, so she _____ walk.

   a) can   **b)** can't   **c)** may
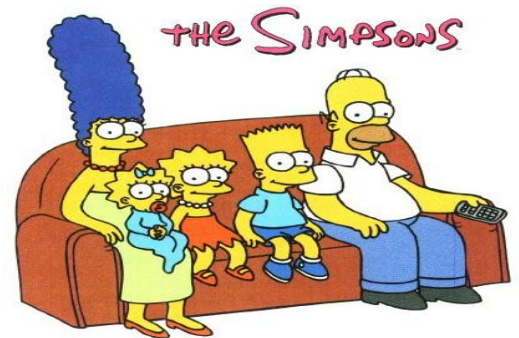
PART B- Read the text and choose the correct answer, a, b or c.

Wallace& Gromit

Wallace and Gromit **1)** _____ good friends. They **2)**_____ in a big house. Gromit **3)**_____ a clever dog. He helps Wallace at home. He always **4)** _____ at eight o'clock in the morning. They **5)** _____ breakfast together at nine o'clock.

1. a) am   **b)** is   **c)** are

2. a) live   **b)** lives   **c)** living

3. a) am   **b)** is   **c)** are

4. a) get up   **b)** gets up   **c)** is getting up

5. a) have got   **b)** has   **c)** have

PART C- Read the questions and complete them. Circle the correct answer, a, b or c.

1. What _____ Garfield _____ now?

   a) does / do

   b) are/ doing

   c) is / doing

2. How old_____ Garfield?

   a) am

   b) is

   c) are

3. What _____ Garfield like?

   a) does

   b) do

   c) doing

4. What_____ Garfield and his friend_____ now?

   a) are / doing

   b) is/ doing

   c) do/ do

5. What_____ Garfield _____ in his hand?

   a) does/ do

   b) have/ got

   c) has/ got

PART D- Read the sentences about the pictures. Then circle the correct answer, a, b or c.
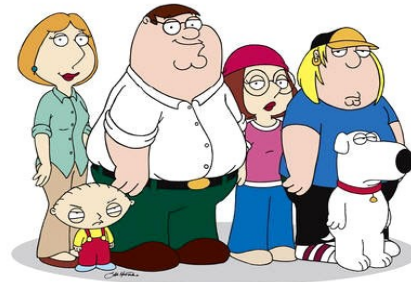
1. These characters_____ in South Park. .

   a) lives

   b) don't live

   c) live

2. They_____ a cat as a pet.

   a) have got

   b) haven't got

   c) has got

3. They _____ at home because they're having a picnic.

   a) are

   b) aren't

   c) don't

4. There _____ any girls in the boat.

   a) don't

   b) are

   c) aren't

5. The boys _____ different hats.

   a) wearing

   b) are wearing

   c) is wearing

PART E- Read the text below and complete the text. Circle the correct answer, a,b or c.

Bears

Bears **1)** _____ in the forest. There are many different bears. A bear **2)** _____ climb a tree. It **3)** _____ honey. It **4)** _____ a big body and short legs. Bears are usually black or brown. People **5)** _____ scared of bears.

1. a) don't live   **b)** live   **c)** lives

2. a) can   **b)** can't   **c)** doesn't

3. a) like   **b)** doesn't like   **c)** likes

4. a) has got   **b)** have got   **c)** hasn't got

5. a) is   **b)** are   **c)** aren't

THE END

Appendix 4

POST-TEST

PART A- Read the text below. Circle the correct answer, a, b, c or d. (6x2=12pts)

Wallace and Gromit

They **1)** _____ Wallace and Gromit. Now they are in the living room. Wallace **2)** _____ a holiday leaflet, and Gromit **3)** _____ at him. They **4)** _____ to go on a cheese holiday because they love eating cheese.

Gromit is a clever dog, but he **5)** _____ talk. He is a great help. He always **6)** _____ Wallace.

1. a) am	**b)** is	**c)** are	**d)** were
2. a) read	**b)** is reading	**c)** reads	**d)** am reading
3. a) are looking	**b)** look	**c)** looks	**d)** is looking
4. a) don't want	**b)** didn't want	**c)** wanted	**d)** want
5. a) can	**b)** should	**c)** can't	**d)** shouldn't
6. a) helps	**b)** help	**c)** is helping	**d)** helped

PART B- Read the text below. Circle the correct answer, a, b, c or d. (6x2=12pts)

Lisa's new friend

She is Juliet, Lisa's new friend. Juliet and Lisa **7)**_____ just a few minutes ago, but they **8)** _____ good friends. Now they are in the park. They **9)**_____ to music and they **10)** _____ together. Lisa is very happy now because she **11)** _____ a friend. Actually she usually **12)** many friends.

7. a) met	**b)** meet	**c)** are meeting	**d)** meets
8. a) becomes	**b)** become	**c)** became	**d)** are becoming
9. a) listen	**b)** are listening	**c)** listens	**d)** listened
10. a) are singing	**b)** sing	**c)** sang	**d)** is singing
11. a) have got	**b)** had	**c)** have	**d)** has got
12. a) doesn't have	**b)** don't have	**c)** haven't	**d)** didn't have

PART C- Read the statements below. Circle the correct answer, a, b, c or d. (10x2=20pts).

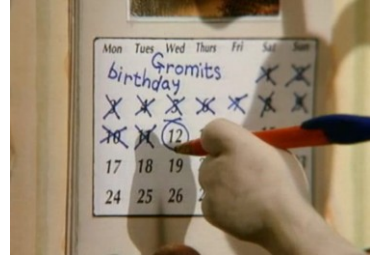**13.** Last week Homer_____ angry with Bart because he _____ his homework.

    a) were / did

    b) was / didn't do

    c) did / didn't do

    d) wasn't / did

14. Today it _____ Gromit's birthday. He _____
Wallace will give him a nice present for his birthday.

    a) is/ thinks

    b) isn't / thinks

    c) is / is thinking

    d) was / thought

15. Bart _____ go out because it _____ cold and snowy outside.

    a) can't / isn't

    b) should /is

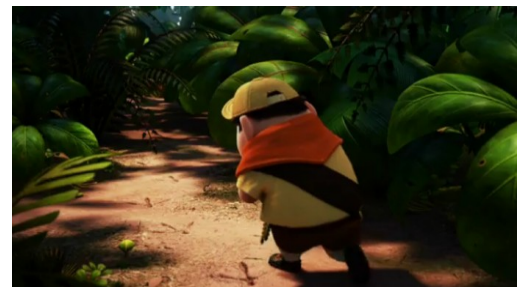   **c)** shouldn't / is

    d) can / is

16. Lisa and Bart _____ a whale on the beach and _____ to help it. Because it was
injured.

    a) see / wanted

    b) saw / want

    c) see/ want

    d) saw / wanted

17. A little boy _____ walk alone in the forest because it can be dangerous.

    a) should

    b) can

    c) can't

    d) shouldn't

18. The students_____ usually very busy because they have many exams.

But today, they_____ because the school is giving a party.

       a) are/ is dancing

       b) are/ dance

       c) is/ dance

       d) are/ are dancing

19. Patrick: 'Where _____ you yesterday?'

  Sponge Bob: 'I_____ at the Jellyfish field.'

      a) did/ was

      b) were/ was

      c) did/ wasn't

      d) weren't / was

20. Patrick: 'What _____ you do at the Jellyfish field?

  Sponge Bob: 'I_____ a jellyfish. '

      a) did/ caught

      b) did/ catch

      c) were/ caught

      d) were/ catch

21. Bart and Lisa usually _____ get on well. But these days, they're

having fun together, and now they_____.

      a) don't / hug

      b) doesn't/ hug

      c) don't / are hugging

      d) doesn't / are hugging

22. Look at that dog! He's over there. He _____ the boy's hand. He is so clever!

      a) shakes

      b) is shaking

      c) shake

      d) are shaking

PART D- Read the statements below. Circle the correct answer, a, b, c or d. (5x2=10pts).

23. Honey bees_____ hardworking insects. They work hard and make honey.

    a) were

    b) am

    c) is

    d) are

24. Honey bees_____ together in a beehive.

    a) don't live

    b) live

    c) doesn't live

    d) lives

25. Barry is a honey bee, but he _____ to work in the beehive. He likes being outside the beehive.

    a) wants

    b) doesn't want

    c) want

    d) don't want

26. Only the queen bee lays eggs. Sometimes a queen bee_____ lay 3,000 eggs in a single day.

    a) should

    b) shouldn't

    c) can

    d) can't

27. The bee in the picture _____ the food from the flowers to make the honey.

    a) collects

    b) collected

    c) collect

    d) is collecting

PART E- Read the text below. Circle the correct answer, a, b, c or d. (13x2=26pts)

Homer and Marge Simpson

Homer and Marge **28)** _____ young and happy twenty years ago. Then they were riding their bikes in the forest. They **29)** _____ really different than how they do now. Today Marge has curly hair, but then she **30)** _____ straight hair. Homer **31)** _____also thinner.

TWENTY YEARS EARLIER

They **32)** _____ married then, and so they **33)** _____ any children. Now they **34)** _____ their good old days. They **35)** _____ find any time for themselves because they have 3 children. Their children are Bart, Lisa and Maggie. Maggie **36)** _____ the smallest one. She's just one year old, and so she always **37)** _____ her mother's care. Especially Marge gets tired because Homer is very lazy. He usually **38)** _____ Marge with housework. Marge does all housework; she **39)**_____ the house and **40)**_____ after her children.

28. a) are	**b)** were	**c)** was	**d)** is
29. a) look	**b)** looks	**c)** are looking	**d)** looked
30. a) had	**b)** has	**c)** doesn't have	**d)** didn't have
31. a) were	**b)** was	**c)** wasn't	**d)** weren't
32. a) are	**b)** aren't	**c)** weren't	**d)** were
33. a) had	**b)** have	**c)** don't have	**d)** didn't have
34. a) miss	**b)** don't miss	**c)** missed	**d)** didn't miss
35. a) can	**b)** want	**c)** can't	**d)** shall
36. a) is	**b)** isn't	**c)** was	**d)** wasn't
37. a) needed	**b)** doesn't need	**c)** need	**d)** needs
38. a) doesn't help	**b)** don't help	**c)** isn't helping	**d)** didn't help
39. a) is cleaning	**b)** clean	**c)** cleans	**d)** cleaned
40. a) look	**b)** looks	**c)** is looking	**d)** looked

PART F- Read the text below. Circle the correct answer. (10x2=20pts)

The Characters of UP

41. This old man is Carl Fredrickson. He **is/ was** an amazing inventor.

42. 70 years ago, Carl **meets/ met** a young adventure lover girl, Ellie.

43. They both **wanted / want** to go to a Lost Land in South America.

44. But 70 years later, Ellie **dies/ died** because she was ill.

45. Carl was so unhappy, and he **wanted / wants** to make their dream true. and build a flying house.

46. Finally he **finishes/ finished** his flying house yesterday.

47. Today he **goes/ is going** away in his flying house.

48. But he is not alone. He **has/ have** a guest, an 8 year old boy named Russell.

49. They **start/ starts** an adventure together.

50. They **meet/ meets** talking dogs, and a bird named Kevin.

Good Luck

Appendix 5

Language Proficiency Test 1

LISTENING

Listen to the dialogue between Kathy and Tony. Tick the correct boxes. **There is** **one** **example (0).**

	Flat	House	Garden	3 Bedrooms	2 Bathrooms
KATHY	√				
TONY					

USE OF ENGLISH

1) Beth is a student. She likes getting up early. She gets up at_____ (7.30)every morning.

A) half past eight   **B)** half past seven   **C)** quarter past seven

2) My little cat always hides at home. Look! It's_____ the sofa now.

A) behind   **B)** in front of   **C)** in

3) My name is Jack. I've got two brothers. _____ go to the same school.

A) He   **B)** We   **C)** You

4) My sister and I always drink hot milk _____ night before we go to bed.

A) in   **B)** at   **C)** on

5) My favourite animal is a penguin. It _____ small wings. It's black and w It lives in Antarctica.

A) have got   **B)** haven't got   **C)** has got

6) The Siamese cat comes from Thailand and today it's a popular pet all over the world. It _____ a lot of fur. Its body is light brown or grey.

A) haven't got   **B)** have got   **C)** hasn't got

7) There are four swings in Merton Park, but there aren't _____ slides.

A) any   **B)** no   **C)** one

8) I've got a pet.It's a parrot. We keep it in a big cage.It_____ talk. Every morning it says "Good Morning".

A) can   **B)** is   **C)** does

9) Tim: _____ you play the guitar, Tom?
    Tom: Yes, I can, but I only know one song.

A) Do   **B)** Are   **C)** Can

10) Finn: How many new students _____ in your class?
Luke: Two.

A) is there   **B)** there is   **C)** are there

11) St. Mary's Primary School is a big school. There are three buildings and two cafeterias. _____ also a large playground in the middle of the school.

A) There are   **B)** There is   **C)** There isn't

12) Jack: _____ is playing the guitar ?
Sue: Finn.

A) Who   **B)** What   **C)** Whose

13) John: _____ do you live ?
Susan: My home is near here. It's on Center Street.

A) What   **B)** Who   **C)** Where

14) Tim: _____ you _____ to your office every morning?
Mike: Yes, I do.

A) Does / walk   **B)** Do / walks   **C)** Do / walk

15) Cindy: Does Fred get up early in the morning?
Nick: _____ because he goes to school at 7.00 o'clock.

A) Yes, he does   **B)** No, he doesn't   **C)** Yes, he is

VOCABULARY

1) Tom is a student. He goes to school at 8.30 in the morning and _____ school at 3.30 in the afternoon.

A) lives   **B)** leaves   **C)** goes

2) In our hotel, there's a _____ swimming pool with eight slides so a lot of children can swim at the same time.

A) small   **B)** short   **C)** big

3) I love circuses. I like watching trapeze artists best. They're _____. They can swing on a trapeze, juggle and even jump.

A) fantastic   **B)** early   **C)** poor

4) We wear t-shirts and shorts in summer, but in winter we wear _____ and boots to keep ourselves warm.

A) swim suits   **B)** slippers   **C)** coats

5) We go to the _____ three times a week. We read books and listen to stories there.

A) market   **B)** library   **C)** cinema

6) We go _____ every summer. We take sleeping bags, mats, torches and tents with us.

A) camping   **B)** swimming   **C)** waterskiing

7) My favourite vegetable is a carrot. It's _____ . It's orange. Rabbits love it.

A) flowers   **B)** roots   **C)** seeds

8) Finn:What's your surname, Eve?
Eve: Wilkins.
Finn: Can you _____ that, please?
Eve: w-i-l-k-i-n-s

A) count   **B)** draw   **C)** spell

9) My brother is 4 years old. All his toys and clothes are on the floor. His room is always in a _____..

A) mess   **B)** tidy   **C)** dirty

10) Finn: What does that _____ mean?
Eve: It means you can't walk on the grass.

A) sign   **B)** blackboard   **C)** letter
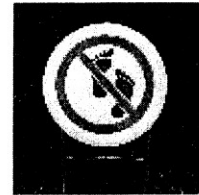
READING

Read the text

¹ My free time is very important to me. On weekdays I'm quite busy and don't have time to relax much. I go to school and do my homework. I usually watch TV, read books or listen to music in my free time. Sometimes, my friend Tony and I get together and play computer games at home or play football in the park near his house. At weekends I do lots of different things with my friends and family. On Saturday mornings I usually clean my room and go shopping with my brother. Saturday evening is my favourite time of the week. I enjoy meeting my friends and going to a fast food restaurant. We eat and talk there and later we go to the cinema. On Sundays I often spend the day with my ⁹ family. **We** go for long rides in the country. I really like the countryside. We go on picnics or have lunch at different restaurants. It's a nice and relaxing way to end the week.

Part A- Write (T) for True statements and (F)for False statements.

1) Craig has a lot of free time on weekdays. (   )

2) He is a student. (   )

3) He spends Saturdays with his friends.(   )

4) Craig and his friends never watch films at weekends.(   )

Part B- Answer the following questions:

1) What's the text about?

a) Craig's school activities
b) Craig's weekend activities
c) Craig's free time activities

2) Why is Craig busy on weekdays?

_____

3) What does he do at home on weekdays?

_____

4) Which day does he like best?

_____

5) What does he like to do on Saturdays?

_____

6) What does **"we"** refer to **in line 9**?

_____

WRITING

Write a paragraph about a crocodile. Use the information below.

Name of the animal: Crocodile
Type: Wild
Size: Big
Colour: Green
Physical Features: Big mouth, long tail, sharp teeth, sharp claws, four short legs.
Habitat: River
Things it eats: Meat
Abilities: Swim

_____

_____

_____

_____

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_____

Appendix 6

Grading Criteria for Writing 1

Grading Criteria (20 pts)

☐ Title (1 pt)

☐ Organization into paragraphs (1 pts)

☐ Clarifying main points and supporting with details (3 pts)

☐ Structure (10 pts)

    Correct use of Present form of verb '*to be*'   _____ / 3 pts

    Correct use of Present simple tense for facts about the animal   _____ / 3 pts

    Correct use of 'have got/ has got' for body parts of the animal   _____ / 2 pts

    Correct use of modal verb 'can' for ability_____ / 2 pts

☐ Spelling and punctuation (2 pts)

☐ Appropriate and varied vocabulary (2 pts)

☐ Using such linking words as *and, but, because or, so* (1 pt)

Appendix 7

Language Proficiency Exam 2

LISTENING

Listen and choose the correct answer a, b, or c. You will hear the conversation twice.

choir

1. Magdalen College School is famous for its……
   a) history   **b)** choir   **c)** library

2. Magdalen School is for……
   a) boys only   **b)** girls only   **c)** boys and girls

3. The students in the choir are between……
   a) 7-18   **b)** 17-18   **c)** 7-8

4. People can listen to the choir……
   a) on the internet   **b)** on the radio   **c)** on TV

5. Every year the choir sing on……
   a) May 31st   **b)** May 11th   **c)** May 1st

6. The choir sings from the College……
   a) garden   **b)** tower   **c)** radio

7. The concert by the choir is a very old tradition to welcome the……
   a) new students   **b)** beginning of spring   **c)** new school year

8. They wear _____ for choir.
   a) special clothes   **b)** comfortable clothes   **c)** school uniform

9. Ollie wears _____ at home.
   a) jeans and t-shirts   **b)** special clothes   **c)** tracksuits and trainers

10. Ollie thinks the music of the choir is_____ boring.
   a) sometimes   **b)** always   **c)** never

USE OF ENGLISH

Read the sentences (11-20) and choose the correct answer a, b, c, or d.

11. Mary: 'Do you know Mike and his sister?'
Susan: 'Who are they? I don't know _____.'
Mary: '_____ are our new classmates.'

a) them / Their
b) us / They
c) them / They
d) they / Them

12. Mike and Jane are neighbours. Mike has got a big house with a huge garden, but _____ is small.

a) Jane's house
b) Janes house
c) Jane house
d) Jane's houses

13. Mum: 'Mary, let's go to the supermarket. The fridge is empty.'
Mary: 'What do we need Mum?'
Mum: 'Well, there _____some eggs, but there _____ any milk.'

a) are / isn't
b) is / are
c) isn't / are
d) aren't / isn't

14. Linda: 'Listen! Someone _____ on the door. Who can it be?'
Tom: 'Well, it can't be Jack. He never _____ before seven.'

a) knocks / comes
b) is knocking / comes
c) knocks / is coming
d) is knocking / come

15. Mary: 'What time _____ to school everyday?'
Julie: 'At 8 o'clock. But today I _____ at home because I'm ill.'

a) are you going / stays
b) did you go / stays
c) do you go / am staying
d) you go / am staying

16. My best friend _____ sick yesterday. She _____ to school. I want to phone her tonight.

   a) was / didn't come
   b) were / don't come
   c) was / doesn't come
   d) were / didn't come

17. Jackie: '_____ you at the football match last night?'
     Alan: 'No, I _____. I went shopping with my aunt.'

   a) Did /was
   b) Did / wasn't
   c) Were / wasn't
   d) Weren't / was

18. I always tidy my room, _____ I never do the washing up. My brother does it!

   a) but
   b) so
   c) or
   d) because

19. The students _____ usually very busy at this time of the year. They study for their final exams. But today, they _____fun because the school is giving a big party.

   a) are/are having
   b) is / have
   c) are/have
   d) are / is having

20. Teacher: 'Paul, you have some problems with spelling. You _____ be careful and practise at home.'

   a) can't
   b) can
   c) should
   d) shouldn't

VOCABULARY

Read the sentences (21-30) and choose the correct answer a, b, c, or d.

21. It is going to be warm and windy on Saturday. Would you like to go _____ on the lake?

    a) skateboarding
    b) sailing
    c) rollerblading
    d) climbing

22. **Jill:** 'Mum, I'm going out. How's the weather outside?'
    Mum: 'Oh, it's _____. Don't forget your umbrella or you will get wet.'

    a) windy
    b) foggy
    c) rainy
    d) snowy

23. **Janet:** 'What does your father do?'
    Susan: 'He is a/an _____. He makes buildings, roads and bridges.'

    a) architect
    b) designer
    c) businessman
    d) engineer

24. When you have got a/an _____, you shouldn't eat sweets and you should see a dentist.

    a) earache
    b) toothache
    c) stomach ache
    d) sore throat

25. Farming is not something easy. You need to take care of the plants and _____ them every day.

    a) grow
    b) pick
    c) water
    d) plant

26. I'm really interested in what people were doing in old days. That's why my favourite subject is _____.

    a) Geography
    b) History
    c) Science
    d) Art

27. I saw my best friend, Jenny, copying in the final test. It's a very bad thing but she is my best friend. What should I do? _____.

    a) I had a great day!
    b) I've got an idea!!
    c) I can't wait!
    d) I don't know what to do!

28. Our teacher is a really _____ person. She doesn't like us to be late for the class or talk in the lesson.

    a) strict
    b) bored
    c) tired
    d) scared

29. Last night two men broke into a bank to _____ money. The police are looking for them everywhere now.

    a) chase
    b) steal
    c) catch
    d) borrow

30. A _____ is an interesting little sea creature with five arms.

    a) seahorse
    b) starfish
    c) shell
    d) crab

READING

Sharks

"Shark!" It's a word which **_frightens_** swimmers and surfers all over the world so they are afraid of swimming in the sea. Many people think the ocean is full of dangerous sharks. **They** think that all sharks want to attack them.

But most kinds of sharks never attack people. There are more than 350 different kinds of sharks. Only about four kinds are very dangerous to humans. They are the white pointer, the tiger shark, the bull shark and the white tip.

Sharks eat fish, seals and other sea animals. They find their food by seeing it, hearing it and smelling it. They can hear very well in the water, and they can smell food hundreds of meters away. Sharks have big, sharp teeth. When they find an animal to eat, they bite big pieces of **it**.

Mark Hanson felt those sharp teeth in May 2001. He was surfing in Hawaii. '_I suddenly felt a **pain** in my leg,_' says Mark. '_I looked down and saw a big shark biting my leg. I hit it and shouted at it. Luckily, it swam away. But my leg was badly cut. I went to the hospital._'

It's easy to understand why people are so frightened of sharks, but they don't attack people very often. There are only about seventy-five shark attacks in the world each year. Only about ten people are killed by sharks. However, each year, people kill millions of sharks. So who is more dangerous? Sharks or humans?

- **bite/ bit:**

Read the text and choose the correct answer a, b, or c.

31.   What does **"they"** refer to in **paragraph 1**?
   a)   people   **b)** sharks   **c)** oceans

32.   What does **"it"** refer to in **paragraph 3**?
   a)   an animal   **b)** teeth   **c)** food

33.   What does "**frightens**" mean in **paragraph 1**?
   a)   scares   **b)** amuses   **c)** kills

34.   What does **"pain"** mean in paragraph 4?
   a)   touch   **b)** ache   **c)** trouble

35.   How many types of sharks attack people and hurt them?
   a)   350   **b)** 10   **c)** 4

36.   What happened to Mark's leg?
   a)   He cut his leg.   **b)** He broke his leg.   **c)** A shark bit his leg.

37. Why did the shark swim away? Because Mark …………. it.
   a) bit   **b)** hit   **c)** killed

38.   What do sharks eat to live?
   a)   sea animals   **b)** people   **c)** surfboards

39.   Why are humans dangerous to sharks? Because people…………. sharks.
   a)   hit   **b)** kill   **c)** bite

40.   Which statement is ___FALSE___ according to the text?
   a)   Sharks can hear very well in the water.
   b)   Sharks can smell food from meters away.
   c)   Sharks can jump very high.

WRITING

Write a paragraph using the information below.
- Your name / age
- Things you like doing in your free time (at least 2 things)
- Things you did last weekend (at least 5 things)
- Your feelings and thoughts about the last weekend

Remember!!!!!!
- write a **title**
- use **and, but,**
- **because, or, so.**
- give **details** and **supportive ideas** to make your paragraph clear, rich and interesting **!!!**

_____

_____

_____

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_____

Appendix 8

Grading Criteria for Writing 2

<div style="border:1px solid black; padding:10px;">

<u>Grading Criteria (20 pts)</u>

☐ Title (1 pt)

☐ Organization into paragraphs (1 pts)

☐ Clarifying main points and supporting with details (3 pts)

☐ Structure (10 pts)

    Correct use of Present form of verb '*to be*'   _____ / 2 pts

    Correct use of Present simple tense for free time activities _____ / 3 pts

    Correct use of Past simple tense for talking about last weekend_____ / 3 pts

    Correct sentence order   _____ / 2 pts

☐ Spelling and punctuation (2 pts)

☐ Appropriate and varied vocabulary (2 pts)

☐ Using such linking words as *and, but, because or, so* (1 pt)

</div>

Appendix 9

Lesson Evaluation Forms

Bu ders hakkında ne düşünüyorsunuz?		
Çizgi Filmin Adı:	Bunları sevdim!	Bunları Sevmedim!
Çizgi Filmin Konusunu		
Çizgi Filmin Karakterlerini		
Derste yapılan etkinlikleri:		
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)		
Bu dersi sevdim çünkü…		
Bu dersi sevmedim çünkü…		
Bu derste şunları öğrendim…		

Ayşe Doğa Tesel
4-A 102

Bu ders hakkında ne düşünüyorsunuz?		
Çizgi Filmin Adı: The Wrong Trousers	**Bunları sevdim!** 😊	**Bunları Sevmedim!** 🙁
Çizgi Filmin Konusunu	Paraya ihtiyaçları var, bir odayı kiraya verdiler. Penguen partalanı basdı, Wallace problem yaşadı.	
Çizgi Filmin Karakterlerini	Ben Wallace'ı sevdim. Çünkü komik biri. Gramit'i de sevdim. Çünkü çok zeki.	Ben pengueni sevmedim. çünkü çok kötü birine benziyor.
Derste yapılan etkinlikleri:	Gromit ve pantolonun yaptığı sahneyi canlandırmaya sevdim. Çünkü komikti, beni güldürdü.	
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)	Sinema salonu ortamında, geniş ekran film izlemek çok güzeldi.	

Bu dersi sevdim çünkü...

Wallace and Gromit çok eğlenceli ve komik. Ayrıca teknolojiyi kullanmak da ayrı bir keşif veriyor

Bu dersi sevmedim çünkü...

Bu derste şunları öğrendim...

Wallace has some jam and toast for breakfast. Gromit has a cup of tea for breakfast.

Şu kelimeleri öğrendim; jam, put on.

Selin Zeynep Şunar
6/A No:5

Bu ders hakkında ne düşünüyorsunuz?		
Çizgi Filmin Adı: The Wrong Trousers	**Bunları sevdim!** 🙂	**Bunları Sevmedim!** 🙁
Çizgi Filmin Konusunu	Wallace evine bir penguen alıyor. Penguen Granitin yerini alıyor. Sonra pantalonu kaçırıyor.	
Çizgi Filmin Karakterlerini	Wallace ve Granit'i sevdim. Çünkü iyi kaplı ve çok iyi dost	Penguen'i sevmedim. Çünkü Granit'in yerini çaldı.
Derste yapılan etkinlikleri:	Granit ve pantolonun yaptığı rolü sınıfta canlandırdık.	
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)	Sinema salonunda izlemek çok güzel çünki geniş ekran	

Bu dersi sevdim çünkü… filmle dersler daha çok anlaşılıyor. Umarım hep böyle devam eder.

Bu dersi sevmedim çünkü…

Bu derste şunları öğrendim… Wallase has some jam and toast for breakfast. Granit has cauf tea for breakfast. Şu kelimeleri öğrendim; jam, put, ... şu kelimeleri öğrendim

Bu ders hakkında ne düşünüyorsunuz?		
Akif T..		
Çizgi Filmin Adı: The Wrong Trousers	**Bunları sevdim!** 🙂	**Bunları Sevmedim!** 🙁
Çizgi Filmin Konusunu	Paraya ihtiyaç duyduğu için evi kiraya verdiler ama kiracı evi ele geçiriyor	
Çizgi Filmin Karakterlerini	Wallace ve Gromit'i sevdim, Çünkü ikisi çok eğlenceli karekterler.	Penguen'i sevmedim, Çünkü penguen kötü kalpli biri.
Derste yapılan etkinlikleri:	Karakterleri canlandırmak çok güseldi. Çünkü eğlenceliydi.	
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)	Bilgisayarla islenk çok güseldi ve büyük ekran isledik.	
Bu dersi sevdim çünkü... Dev ekran islemek çok güsel.		
Bu dersi sevmedim çünkü...		
Bu derste şunları öğrendim... Wallace has get ajam and tost. Gromit has tea. I learn jam, put on, cup of tea		

Yağmur Yılmaz
4-A

Bu ders hakkında ne düşünüyorsunuz?		
Çizgi Filmin Adı: The Simpsons Postcards from Wedge	Bunları sevdim! ☺	Bunları Sevmedim! ☹
Çizgi Filmin Konusunu	Bu çizgifilmin konusunu sevdim Çünkü : Bart hile yapmanın, yalanın sonunda hatasını anlıyor.	
Çizgi Filmin Karakterlerini	Bart : Eski bir metroya gidip çalıştırıyor. Lisa: Kardeşine yardım ediyor Marge : Bart'ı savunuyor	Homer : çok ödev verip kızıyor
Derste yapılan etkinlikleri:	Hepinize bir karakter verildi ve postit oynu oynadık.	
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)	Çalışma Kağıdını sevdim. Çünkü: Kendimizi ifade edip eğlendik	

Bu dersi sevdim çünkü... sürekli kitap okuyup sıkılmaktansa böyle eğlenceli ve öğretici ders işlemek eğlenceli

Bu dersi sevmedim çünkü...

Bu derste şunları öğrendim... focus, present

Sude Bildi
4-A 189

Bu ders hakkında ne düşünüyorsunuz?		
Çizgi Filmin Adı: The Simpsons Postcards from Wedge	Bunları sevdim! ☺	Bunları Sevmedim! ☹
Çizgi Filmin Konusunu	Çizgifilmin konusunu sevdim. Çünkü Bart'ın focused demesi çok komikti.	
Çizgi Filmin Karakterlerini	Filmin karakterlerini sevdim. Çünkü; Homer'in hep aç olması ve Bart'ın yaramazlığı hoşuma gitti.	
Derste yapılan etkinlikleri:	Filmi izlemeden önce postit yapıştırdık. Canlandırma etkinliği yaptık.	
Kullanılan araçlar ve gereçleri (resim, bilgisayar, çalışma kağıtları, tahta, vb)	Çalışma kağıdını sevdim. Çünkü resim çizme vardı ve komikti.	

Bu dersi sevdim çünkü... Hem komikti, hem öğrendim, hem eğlendim. En önemlisi çizgifilm'irledik.

Bu dersi sevmedim çünkü...

Bu derste şunları öğrendim... Bu derste Present Continous Tense'leri öğrendim. Wait a minute and focused kelimelerini pekiştirdim.

Appendix 10

Questions of the Interview about the Use of Cartoons

1. How many years of experience do you have in teaching English to young learners?
2. Which grades usually do you teach?
3. Do you make use of technology in your classes? How?
4. What materials do you use in your classes?
5. Do you integrate the use of cartoons in the form of video into your lessons?

If yes,

6. How do you make use of cartoons in your classes?
7. How often do you use cartoons in your classes?
8. Which cartoons do you prefer using?
9. How do you find and include cartoons into your lessons?
10. Are you having any difficulty with finding cartoons and integrating into your classes?
11. What problems do you encounter?
12. Do you think they are practical and useful? Why/ Why not?
13. Are they enjoyed by the students?
14. Do you recommend the idea of using authentic animated cartoons while teaching young learners?
15. Are you willing to continue to use cartoons in your future classes?

If no,

6. What are the reasons why you do not integrate cartoons into your classes?
7. Do you make use of other forms of videos in your lessons? Why/ Why not?
8. Do you think cartoons can be powerful pedagogical tools? Why/ Why not?
9. Do you think they are practical and useful? Why/ Why not?

Appendix 11

Weekly Lesson Plans

20th September – 4th October 2010

Weeks 1-2 : 'All about me' with the Simpsons

Target Language:

Vocabulary: - Name, Age, School, Grade, Teachers,

- Family members,

- Jobs (teachers, engineers, doctors, lawyers, dentist, secretary)

- School subjects, Turkish, Math, Social Studies, Computer studies, P.E, Science, Music, Art, Drama, English

- Nationality: Turkey/Turkish or etc.

- Outlook: tall/short, of medium height, fat/thin/chubby, curly/wavy/straight, long/short, hair and eye colors, beautiful, handsome, cute…

Structure : - What is your name? My name is…

- How old are you? I am … years old.

- When is your birthday? … It's on the (23rd of October)

- Where are you from? … I am from (Turkey)/ I am (Turkish)

- Which school do you go to? I go to Springfield primary school

- What grade are you in? … I'm in the third grade….

- What is your favorite school subject? My favorite school subject is……

- Have you got any brothers or sisters? Yes, I have ... / No, I haven't got any...

Objectives : The students can …

- read ID Card Information.

- read a sample paragraph introducing oneself.

- ask and answer questions about their family and themselves.

- make a dialogue and act out by using the given prompts.

- can talk about their classmates and their family members.

- describe a friend and/or family members.

- write a paragraph about themselves (name, age, school, grade…) and
   make a poster.

Materials: - video of '*How the Test Was Won*'

- a computer, an interactive board, PPT presentations, worksheets

Description of the Cartoon:

How the Test Was Won' is the 11th Episode of Season 20. It starts with a scene of the first day of the school after summer holiday, which is now the same case in primary schools in Turkey.

Bart is informed that he and a group of his students have received perfect scores on a practice test for the upcoming Vice President's Assessment Test. As a result, he will be exempt from taking the real exam and will be transported by helicopter to a pizza party. Shocked at how Bart could have performed better than she did, Lisa freezes up when it comes time for her to take the exam. However, Bart and the others soon realize their trip is not what it seems, and their day turns into an adventure all its own. Meanwhile, when Homer is late on making an insurance payment, he must avoid bodily accidents at all costs until his insurance check is cashed, making for one very tense afternoon.

Lesson 1: How the Test Was Won

Activity 1- Who are they?

Time   : 15 minutes

Description   : A pre-watching activity to introduce the characters

Language   : Descriptive adjectives

Skills   : Writing sentences with descriptive adjectives

In Class   :

- Show the pictures of the characters.

- Choose five students to represent the characters and ask them to come to the board.

- Place some post-its and pencils on the ground.

- Tell other children to write adjectives on post-its and stick them onto these five students.

- Read and write the adjectives on Worksheet 1.

- Then let students make sentences.

Worksheet 1: Write adjectives into the boxes below the characters.

Activity 2- Lisa is introducing her family.

Time   : 10 minutes

Description   : A pre-watching activity to introduce the characters

Language   : She is …/ He is… / Family members

Skills   : Reading information about the characters.

                Guessing who they are.

In Class   :

- Show the pictures of Lisa and her family with PPT presentation 1.

- Explain that she is introducing her family.

- Show the family tree and ask Sts why they use a family tree.

- Tell Sts to play a game in groups and divide them into two groups.

- Tell them that they have one minute to memorize the characters and choose which group   will remember most.

- Tell them that they will collect points by completing the sentences correctly.

- Then let students make sentences.

PPT Presentation 1: Lisa is introducing her family.
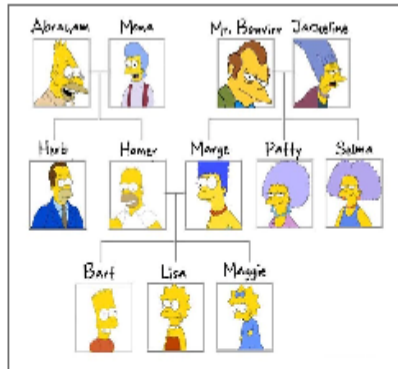
Activity 3- Colouring the characters and making dialogues.

Time   : 15 minutes

Description   : A pre-watching activity to introduce oneself

Language   : I'm…/ My name is…/ She is …/ He is… /

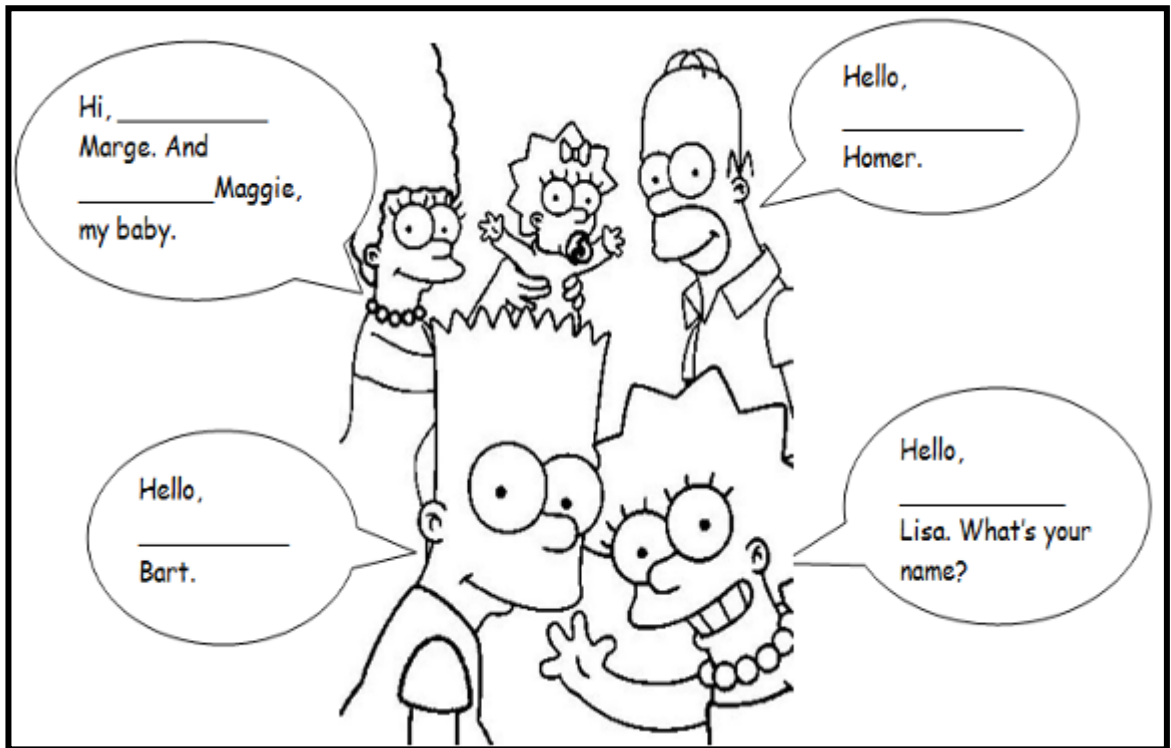Skills   : Completing information about the characters.

                        Making dialogues.

                        Role-playing.

In Class   :

- Give Sts Worksheet 2.

- First ask Sts to colour the characters.

- Then ask them to complete the conversations.

- Let them to put themselves in the place of a character and make dialogues.

Worksheet 2: Complete the conversation with "I'm… / My name's…/ She's…"
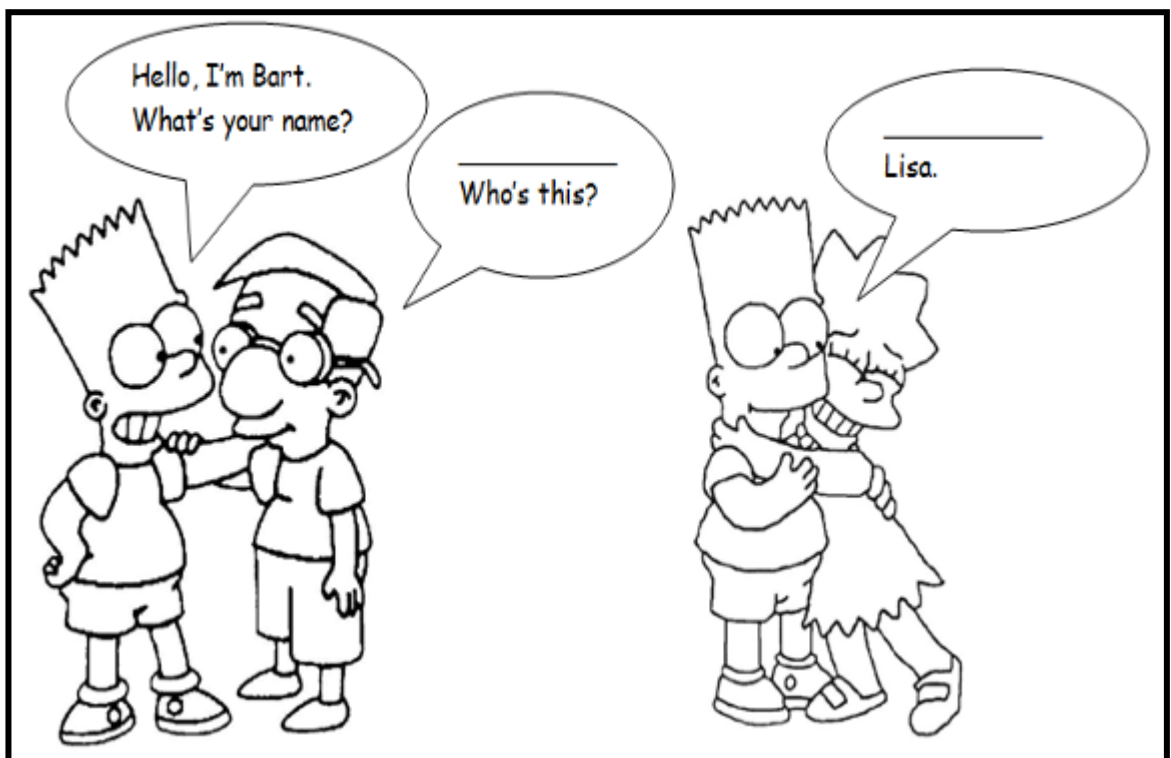
Activity 4- Drawing a family tree.

Homework Sheet: A page taken from a kids magazine titled '*Kids News'*. Here Bart is introducing his family. Read the information about his family. Complete the sentences and draw your own family tree.

Description   : Drawing your own family tree

Language   : Family members

Skills   : Reading about the Simpsons.

                     Drawing a family tree.

FILM

Bart Simpson's Family Tree

Abe Simpson — Mona Simpson
Homer Simpson — Marge Simpson
Bart Simpson
Lisa Simpson
Maggie Simpson

Bart Simpson

Do it

Look at the family tree. Write the names:

1. Bart's dad: Homer
2. Bart's mum:
3. Bart's grandmother:
4. Bart's grandfather:
5. Bart's sisters: and

You **Draw** Draw your family tree.

The Simpsons is showing every evening at 6.00pm on Sky One.

THE SIMPSONS MOVIE

This is my **family!**

1 This is **me**.
My name is Bart Simpson.

2 This is my **mum**.
Her name is Marge.

3 This is my **sister**.
Her name is Lisa.

4 This is my **baby sister**.
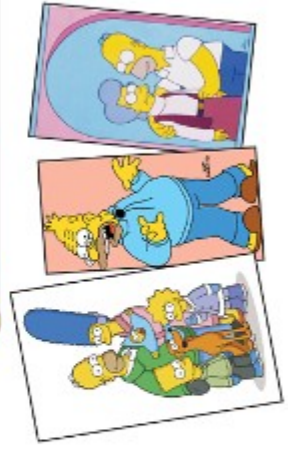Her name is Maggie.

5 This is my **dad**.
His name is Homer.

Read
- The Simpsons are a cartoon family from America.
- The Simpsons is a TV show.
- Now it's a film.

www.thesimpsonsmovie.com

©Kids News

Lesson 2: How the Test Was Won

Activity 1- Forward Viewing

Time   : 5 minutes

Description   : A pre-watching activity to introduce the topic.

Skills   : Predicting the topic.

In Class   :

- Play the video fast forward and ask students what happens.

- Let students guess the topic by asking a few questions.

-After watching the whole video, students compare it with their own predictions.

Activity 2- What happens next?

Time   : 15 minutes

Description   : A while-watching activity to guess what happens in the movie.

Skills   : Understanding the topic.

In Class   :

- Play the video again. Pause and ask Sts what happens next.

- Let students understand the topic by asking what happens in the movie.

Activity 3- Comprehension Check

Time   : 10 minutes

Description   : A post- watching activity to check students' comprehension

Language   : Yes-no questions/ WH- questions

Skills   : Asking and answering about the movie.

                  Reviewing the movie.

In Class   :

- Show PPT presentation 2.

- Ask Sts the following comprehension questions about the scenes taken from the movie.

    - *Is it really a new year?*

    - *Why are Homer and Marge happy?*

    - *Why is Bart unhappy?*

    - *Which school do Bart and Lisa go to?*

    - *Does Homer see the letter?*

    - *Whose teacher is she?*

PPT Presentation 2: How the Test Was Won

Activity 4-   Speaking time

Time   : 10 minutes

Description   : A post- watching activity to allow speaking.

Skills   : Speaking about your experience of the first day at school.

                      Expressing your own ideas.

In Class   :

- Ask Sts how Bart feels on the first day of the new school year.

- Ask Sts how they feel on that day.

- Ask Sts whether they feel as Bart. And elicit their answers.

Lesson 3: How the Test Was Won

Activity 1- Finding the odd one out.

Time   : 10 minutes
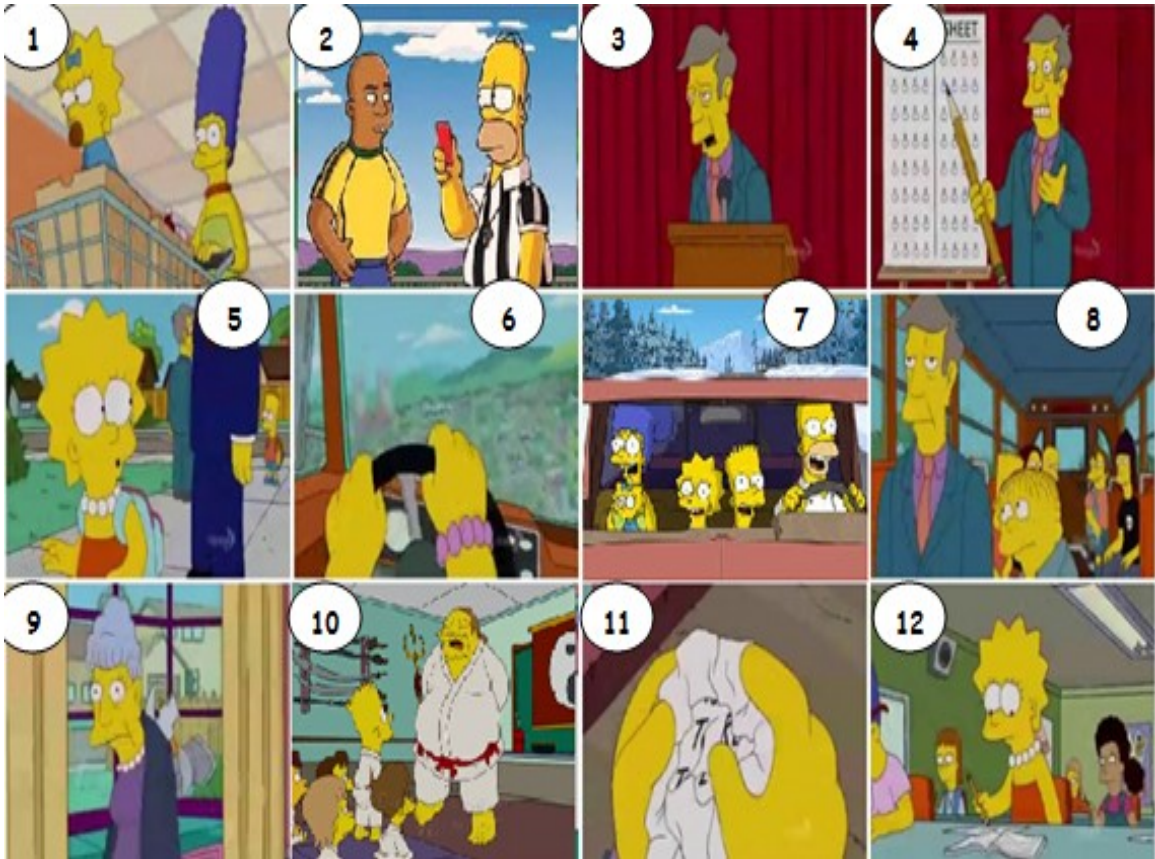
Description   : An activity to remind Sts of the movie

Skills   : Finding the scenes they haven't seen.

                      Reviewing the movie.

In Class   :

- Show the pictures below.

- Ask Sts to find which scenes are about the movie "*How the Test Was Won*"

Find the odd one out. Say the number.

Activity 2- Describing the characters

Time   : 30 minutes

Description   : An activity to describe the physical appearance of the characters

Language   : Descriptive adjectives (tall/short, of medium height, fat/ thin/ chubby, curly/ wavy/ straight, long/short, hair and eye colors, beautiful/ pretty, handsome/ good looking, cute)

Skills   : Using descriptive adjectives.

              Describing one's physical appearance.

In Class   :

- Show the pictures of the characters with PPT Presentation 3.

- Help Sts to describe the characters.

- Present the adjectives with the pictures.

- Then hand out Worksheet 3.

- Ask Sts to choose the right adjective and complete the sentence.

- Ask Sts to keep the worksheet into their folder.

PPT Presentation 3- Describing people

Worksheet 3- Describing people

Physical Appearance

Look at the pictures and choose the right word from the box. Complete the sentences. There's one extra.

of medium height		thin	ugly	short	handsome
beautiful	tall	cute	chubby	fat	

1. Liz

Liz is _____.

Jane is _____ .

Andy is _____.

2. Tom   Tim

Tom is _____.

Tim is _____ .

The princess   The prince   The witch

3.

The princess is _____.

The witch is   _____ .

The prince is   _____.

The little girl is _____.

Lesson 4: How the Test Was Won

Activity 1- Sts watch the 5th scene again. It takes 4 minutes.

Activity 2- Describing someone's personality

Time   : 20 minutes

Description : An activity to describe the personality of the characters

Language   : adjectives (talkative, noisy, quiet, shy, confident, lazy, hardworking, rude, polite, intelligent, popular, outgoing)

Skills   : Using personality adjectives.

                     Describing one's personality.

In Class   :

- Show the pictures of the characters taken from the movie with PPT Presentation 4.

- Ask Sts what they think about the characters.

- Present the adjectives with the pictures.

Activity 3- Find some who…

Time   : 15 minutes

Description : An activity to speak about themselves

Language   : adjectives (talkative, noisy, quiet, shy, confident, lazy, hardworking, rude, polite, intelligent, popular, outgoing)

Skills   : Speaking with personality adjectives.

                     Describing one's personality.

In Class   :

- Hand out the worksheet (Worksheet 4)

- Ask Sts to walk around and ask their friends who is (shy)

- Ask them complete the forms and recast the answers.

Worksheet 4- Find someone who…

Find someone who…

………………………. is hardworking.

………………………. is polite.

………………………. is outgoing.

………………………. is popular.

………………………. is talkative.

………………………. is confident.

PPT Presentation 4- Describing personality

Lesson 5- How the Test Was Won

Activity 1- All about the Simpsons

<u>Time</u>   : 20 minutes

<u>Description</u> : An activity to introduce someone.

<u>Skills</u>   : Introducing someone else or yourself.

<u>In Class</u>   :

- Choose one of the volunteers to come to the board and play the role of Bart.

- Tell other students that they need to ask Bart (the student) questions to let him introduce himself.

- Tell him that he can use the information on the PPT presentation.

- Then continue the task with other characters.

- This time, there is some missing information. Ask Sts to make predictions and complete the information.

PPT Presentation 5- All about the Simpsons
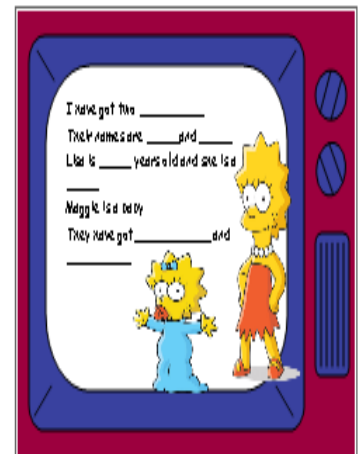
Activity 2- Board Game- All about me

Time _____ : 20 minutes

Description _ : An activity to introduce yourself.

<u>Skills</u>   : Speaking and introducing yourself.

<u>In Class</u>   :

- Divide the class into two groups.

- Tell students that they will compete in groups, groups will answer the questions on the board game card, moving forward by throwing dice.

- They take turns and make sentences about themselves.

- Choose the winner by giving points 1 point for each correct answer.

Board game- All about me

START

What's your name?

How old are you?

Where are you from?

Go back 1 space

Where do you live?

Which school do you go to?

Go forward 2 spaces

What's your mother's name?

What does your father do?

Have you got a sister?

Have you got a brother?

Go Back To Start

What's your favourite school subject?

Which class are you in?

What grade are you in?

Go Back 2 spaces

What's your favourite movie?

What's your favourite book?

What's your lucky number?

Go Forward 3 spaces

When's your birthday?

Who's your best friend?

Have you got a pet?

What are your hobbies?

What do you look like?

What are you wearing?

Go Forward 1 Space

What are your favourite sports?

What do you like doing in your free time?

Go Back 3 Spaces

FINISH Congratulations!

Writing Project 1- All about me

Write a short paragraph about yourself.

Personal Information
-name
-age
-nationality

Outlook
-physical appearance
- clothes

Personality

School Grade
School subjects

All About Me

Hello! My name's

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4th- 8th October, 2010

Week 3- Ability- Can/ Can't

Target Language:

Vocabulary: - sports and martial arts (karate, bowling, boxing, gymnastics, wrestling,)

              - do and play phrases (do karate, do gymnastics, do kung-fu, do judo,

        play table tennis, play football, play basketball, play bowling, or etc.)

Structure   : - I can (play basketball).

        - I can't (do judo).

        - Yes / No questions such as Can you (do gymnastics)?

        - Wh- questions such as What can you do?

Objectives   :   The students can …

        - make sentences using 'I can/ I can't…'

        - ask and answer questions using the target structure.

        - become familiar with vocabulary for sports and martial arts.

        - talk about sports and martial arts.

        - talk about what a person can do.

Materials   :- video of '*The Great Wife Hope'*

        - a computer, an interactive board, PPT presentations, worksheets,

Description of the Cartoon:

"The Great Wife Hope" is the third episode of the twenty-first season of *The Simpsons.* The men and boy of Springfield become obsessed with Mixed Martial Arts, a violent sport where fighters inflict severe pain on one another. When Marge and her friends stage a protest, the show's promoter embraces the controversy and challenges Marge to a match, promising to shut down the competition if she wins.

In order to win the match, Marge starts to learn different sports such as karate, bowling, boxing, gymnastics, wrestling.

Lesson 1 (40 min.)- The Great Wife Hope (the Simpsons)

Activity 1- Sound on-Vision off Activity

Time   : 10 minutes

Description   : A pre-watching activity to introduce the topic.

Skills   : Predicting the topic.

In Class   :

- Tell the students they are going to watch a short segment from the Simpsons.

- Tell them vision will be off and they can just listen to the sounds of the story.

- Tell them they can take notes while watching. For example they can write 3 words, objects or things they have heard.

- Play the video and cover the screen.

- After listening, ask Sts what the video is about.

- Let them read their notes.

- Then play the video again and then decide who had the most correct words, objects or things

Activity 2- Matching actions with pictures

Time   : 10 minutes

Description   : A post-watching activity

Language   : Sports and martial arts

Skills   : Becoming familiar with vocabulary fro sports and martial arts

In Class   :

- Show some of the pictures given below, through PPT Presentation 1.

- Make a list of some sports and martial arts

- Ask sts to match sports and martial arts with pictures, and check their answers.

PPT Presentation 1- Matching Activity

Match the sports with the pictures.
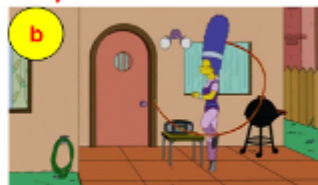
1. boxing
2. wrestling
3. gymnastics
4. bowling
5. karate

Activity 3- Do you like…?

Time   : 10 minutes

Description : A speaking activity

Language   : Sports and martial arts

                  Do you like…? / Yes, I do- No, I don't

Skills   : Practising vocabulary fro sports and martial arts

                  Asking and answering.

                  Talking about what a person likes doing.

In Class   :

- Ask a student whether he/she likes wrestling and ask why.

- Then ask sts to ask and answer in pairs, whether they like boxing/ wrestling/ gymnastics, bowling, karate.

- While they are talking to each other, walk around them and listen to their conversations.

Activity 4- Grouping words

Time   : 10 minutes

Description   : An activity to categorize some sports into do and play activities

Language   : Do and play phrases

Skills   : Practising vocabulary for do and play phrases.

In Class   :

- Divide the board into two parts by drawing a line.

- Write *Activities with Play* and *Activities with Do* in the groups.

- Show the second part of the PPT Presentation 1 below.

- Show sts the pictures of different sports what the Simpsons do.

- Ask sts to put these sports into the right group.

- While giving their answers, enable sts to make a phrase with this sports such *as play table tennis.*

- After matching, then ask sts whether they can do one of these sports.

- Listen to their answers and make comments.

- Then allow sts to write these phrases into their notebooks, making groups and writing these sports in the right group.

PPT Presentation 1- Matching Activity

Lesson 2 (40 min.)- The Great Wife Hope (the Simpsons)

Activity 1- Play and pause Activity.

Time   : 20 minutes

Description   : An activity to practise the use of 'can'

Language   : Ability with 'can'

Skills   : Practising vocabulary for sports.

                    Writing simple sentences.

                    Asking and answering.

In Class   :

- Tell sts they are going to watch the short segment again, but this time your are going to stop and play it from time to time.

- Tell them when they stop watching, they are going to answer the questions on the worksheet, and write their answers in the blanks given by the worksheet.

- Hand out the worksheets (Worksheet 1).

Worksheet 1- What can the do?

What can they do?

Answer the questions.

Can Marge play bowling?
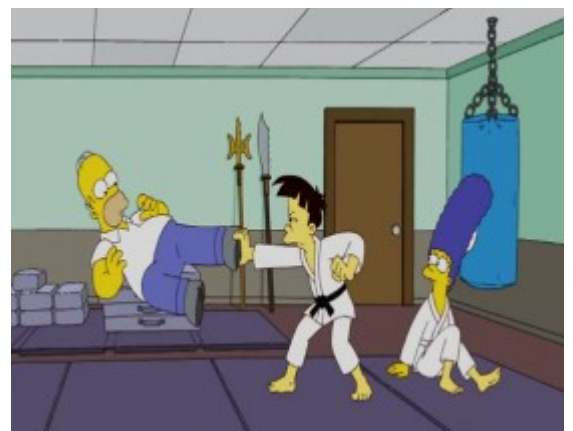Yes, she can. She can play bowling.

Can Marge box?

_____

Can the man wrestle?

_____

Can Marge do gymnastics?

_____

Can Marge do karate?

_____

Can Homer do karate?

_____

Activity 2- Interview- Can you...?

Time   : 20 minutes

Description   : An activity to practise the use of 'can'

Language   : Can (ability)

Skills   : Practising using 'can' for ability.

                    Asking and answering.

In Class   :

- Tell sts they are going to complete a chart by asking and answering questions.

- To complete the chart, a student is going to ask all his/ her friends.

- Hand out the worksheet (Worksheet 2).

- Ask students to write their own name in the first box in the "names" column and write "yes" or "no" for each question.

- Ask sts to mingle and ask the same questions to the other students until their chart is complete.

- Make sure that everyone is questioning someone.

- At the end of the interview, in order to give feedback as a class, ask questions such as "Who can swim?", "Can Damla ski?"

Homework- What can Minnie Mouse do?

- As homework, hand out the worksheet including different pictures of a famous cartoon character, Minnie Mouse.

- Ask sts to write sentences about what Minnie Mouse can do.

Worksheet 2- Interview-Can you do…?

Can you? names	swim?	sing?	play golf?	draw?	ride a bike?	ski?

Homework- What can Minnie Mouse do?

WHAT CAN MINNIE MOUSE DO?

Look at the pictures and write what she can do.

She can skip _____   _____   _____

_____   _____   _____

_____   _____   _____

11th- 25th October, 2010

Weeks 4-5: Simple Present Tense with Structure 'I want to/ I don't want to'

Target Language:

Vocabulary: - leisure time activities (paint, listen to music, sing, play with friends, play hide and seek etc.)

- hobbies and sports (do kung-fu, water-ski , sail , rollerblade , row , swim   climb , skateboard , play football , play basketball , play tennis)

Structure   : - I want to (play basketball).

- I don't want to (go swimming).

- They want to/ don't want to (listen to music).

- She wants to/ doesn't want to (paint).

- Yes / No questions such as Do you want to (dance with me)?

- Wh- questions such as What do you want to do?

Objectives   : The students can …

- make sentences using 'I want to/ I don't want to'

- ask and answer questions using the target structure.

- talk about leisure time activities or hobbies.

- talk about what a person wants to do.

- listen to a song.

- fill in the gaps in a song.

- sing a song.

Materials   :- video of '*Lisa the Drama Queen'*

- a computer, an interactive board, PPT presentations, worksheets,

Description of the Cartoon:

"Lisa the Drama Queen" is the ninth episode of the twentieth season of *The Simpsons.* Homer Simpson takes his children to Springfield Recreation Center. It's a place where there are fun activities. Lisa meets an intelligent girl named Juliet Hobbes, who also likes Josh Groban. These girls create a fantasy world that takes them away from reality.

Lesson 1- Lisa the Drama Queen

Activity 1- Discussing the title

<u>Time</u>   : 5 minutes

<u>Description</u>   : A pre-watching activity to introduce the topic.

<u>Skills</u>   : Predicting the topic.

<u>In Class</u>   :

- Tell the students the title of the movie they will watch, and show the pictures of drama and a queen.

- Let them discuss what the topic of the movie can be.

- Allow them to share their opinions in class.

- Enable them to have a basic idea about the content of the cartoon.

Activity 2- Active Viewing

<u>Time</u>   : 10 minutes

<u>Description</u>   : A pre-watching activity to make students focused on watching.

<u>Skills</u>   : Predicting the topic.

<u>In Class</u>   :

- Write the following questions on the board.

> - *Where do Bart and Lisa go to?*
> - *Are they happy at the center?*
> - *Does Lisa like painting classes?*
> - *Who's Lisa's new friend?*
> - *What do Lisa and her friend do together?*
> - *Is Marge happy? Why?*

- Ask Sts to copy these questions into their notebook.

- Tell Sts that they will answer these comprehension questions after watching, and they should follow the cartoon carefully.

- Tell them that they can take some notes while viewing.

Activity 3- Watching the cartoon

Sts watch a segment of the cartoon without being paused. It takes 7 minutes.

Activity 4- Checking comprehension

Sts watch the cartoon again, but this time the teacher pauses the movie for students to answer each question given with Activity 2 and to write their answers in their notebooks.

Lesson 2- Lisa the Drama Queen

Activity 1- Listening to a song

Time   : 10 minutes

Description : A gap filling activity to present the target structure 'want to' with a song.

Language   : 'want to'

Skills   : Listening to a song.

                 Listening for specific information.

In Class   :

- Tell Sts that they will watch a short segment of the movie again.

- Let them remember the song that Lisa and her friend are singing.

- Tell them that this song is titled 'You Are Loved' and it belongs to a famous singer, Josh Groban.

- Tell them that they will listen to the song and need to complete the gaps in its lyrics in the worksheet.

- Hand out the worksheet (Worksheet 1)

- Then listen to the song again and check the answers.

Worksheet 1- Listening to a song

Listen to the song by Josh Groban and fill in the blanks in the song.

You're loved- By Josh Groban

Everybody   be understood

Well I can hear you

Everybody _____ be loved

Don't give up

Because you are loved

Activity 2- Presenting the target structure 'want to'

<u>Time</u>   : 10 minutes

<u>Description</u> : Introducing the structure 'want to'

<u>In Class</u>   :

- After listening to the song, introduce the meaning of the word 'want' with body language.

- Say ' *I want an ice-cream'* and lick your lips and try to give its meaning in such a way.

- Make sure that all students grasp the meaning and write the sentence *'I want an ice cream'* on the board.

- Ask Sts what they want now, and listen to their answers.

- Turn back the song and use your body language to let your students understand what the song means.

Activity 3- Watching the short segment again

<u>Time</u>   : 20 minutes

<u>Description</u> : Practising the structure 'want to'

<u>Skills</u>   : Using the target structure within a context.

                   Speaking about what you want to do.

<u>In Class</u>   :

- Tell Sts they will watch the short segment again.

- Before they watch, hand out Worksheet 2.

- Play the video.

- Pause the video whenever each picture in the worksheet appears in the movie, and ask whether the characters want to do that activity.

- Then let students choose one of the options given in the box in the worksheet and complete the statements.

- Ask them why the characters want to do it or not.

- By asking more questions, allow speaking practice using the target structure 'want to'

- After completing the worksheet, tell Sts that they are about to finish the lesson and have a break

- Ask Sts what they want to do in the break.

- Listen to their statements and recast them.

Worksheet 2-

Lisa the Drama Queen

Choose the correct phrase from the box and complete the sentences.

want to	don't want to
wants to	doesn't want to

1. Lisa and Bart_____go to Springfield Recreation Center.

2. Lisa _____ paint.

3. They _____ listen to music.

4. The man_____ listen to Lisa and her friend when they are singing.

5. Lisa _____ be best friends.

Lesson 3- Lisa the Drama Queen

Activity 1- Asking and answering

Time   : 25 minutes

Description : Practising the structure 'want to'

Language   : 'want to'

Skills   : Answering Yes-No and Wh- questions.

In Class   :

- Show the pictures taken from the movie through the first part of PPT 1.

- Ask Sts what is happening or what the characters are talking in each picture.

- Present Wh- questions and Yes-No questions with 'want to'

- Expect Sts to answer them.

- Then ask Sts to write those questions and answers in their notebooks, given below.

PPT Presentation 1- First part

Q1 : What does Bart want to do?
Ans: He wants to play with his friends.

Q2 : Do Bart and Lisa want to go to the Springfield Recreation Centre?
Ans: No, they don't.
*   They don't want to go to Springfield Recreation Centre.*

Q3: Does Lisa want to paint?
Ans: No, she doesn't.
*   She doesn't want to paint.*

Q4: *What do Lisa and her friend want to do?*
Ans: *Lisa and her friend want to listen to music.*

Q5: *Does the man want to listen to Lisa and her friend while they are singing?*
Ans: *No, he doesn't. (He refers to the man who cleans the garden)*
He doesn't want to listen to Lisa and her friend.

Activity 2- Acting out

Time   : 15 minutes

Description : Practising the structure 'want to'

Language   : 'want to'

Skills   : Role playing.

Speaking in a dialogue.

In Class   :

- Tell Sts they will act out the scenes taken from the movie, given through the first part of PPT 1.

- Ask volunteers to come to the board and act out a scene with his/ her partner.

Lesson 4- Lisa the Drama Queen

Activity 1- Who says?

Time   : 10 minutes

Description : Practising the structure 'want to'

Skills   : Guessing who.

In Class   :

- Tell Sts that you have three quotations taken from the movie.

- Then ask Sts to guess who says each sentence below.

- *' I wanna play with my friends'*

- *'What do you want to do?'*

- *''Do you want to be best friends?'*

- Students try to remember who says them.

- Then , in order to check students' predictions, use the second part of PPT Presentation 1.

- Show the scenes which have these quotations, and check their predictions.

PPT Presentation 1- Second Part

Activity 2- Write your own dialogue

Time : 15 minutes

Description : Producing sentences with ' want to'

Skills : Writing a dialogue.

Acting out a dialogue.

In Class :

- Give Sts Worksheet 3.

- Ask them to write their own sentences to make a new dialogue.

- Then allow them to act out the scene with their own dialogues.

Worksheet 3

Write your own sentences to create a new dialogue.

1.

_____

2.

_____

_____

3. _____

_____

25th October- 29^h November, 2010

Weeks 6-10: Simple Present Tense with Daily Routines and Frequency Adverbs

<u>Target Language:</u>

<u>Vocabulary:</u> - Daily routines (get up, go to bed, have dinner, do homework or etc.)

　　　　　　　 - Action verbs

　　　　　　　 - Jobs (teacher, scientist, inventor or etc.)

<u>Structure</u>   : - Present Simple Tense

　　　　　　　 - Adverbs of frequency (always / never / usually)

　　　　　　　 - Action verbs

　　　　　　　 - He / She gets up / goes to bed at six o 'clock.

　　　　　　　 - I / We / You / They get up / go to bed at six o 'clock.

　　　　　　　 - She always goes to school.

　　　　　　　 - Prepositions (behind , under , in front of , next to , on)

<u>Objectives</u>   : The students can …

　　　　　　　 - become familiar with vocabulary for daily routines.

　　　　　　　 - become familiar with vocabulary for jobs.

　　　　　　　 - understand the use of times with daily routines

　　　　　　　 - listen to sentences and work about daily routines.

　　　　　　　 - practice talking about people's routines (She always gets up at …).

　　　　　　　 - form simple sentences about daily routines.

　　　　　　　 - understand the use of such adverbs of frequency as *always, never*, and *usually*.

　　　　　　　 - review the use of third singular –s with *he* and *she* in the present simple.

<u>Materials</u>   :- the video of '*Bart gets a Z' (The Simpsons)*

　　　　　　　 - the video of ' *Wallace and Gromit: A Close Shave'*

　　　　　　　 - the video of '*Bee Movie'*

　　　　　　　 - a song titled '*Another Day'* by Paul McCartney

　　　　　　　 - a computer, an interactive board, PPT presentations, worksheets,

<u>Description of the Cartoons:</u>

<u>Bart gets a Z</u>

'Bart gets a Z' is the second episode of the twenty-first season of *The Simpsons.* Just a short segment is taken from the early scenes of this movie. This short video shows a day of Bart's teacher, Ms. Krabappel. At the same time, Ms. Krabappel sings a famous song, *Another Day* by Paul McCartney. This song is also used to introduce daily routines.

<u>Wallace and Gromit: A Close Shave</u>

Although the whole film is watched, just some parts are used to practice the target vocabulary and structure. Wallace is an inventor and Gromit is his dog and friend. The movie is about adventures of Wallace and Gromit. In this movie, Wallace has a new invention - a Knit-O-matic machine, which is the source of all these adventures in the movie.

Lesson 1 (40 min.) - Bart gets a Z.
Activity 1- Talking about the title

<u>Time</u>   : 5 minutes

- Tell sts you are going to watch a cartoon today.
- Present its title, and ask what cartoon it is (*right answer: it's the Simpsons).*
- Ask them whether and why they like Bart or not.
- Listen to their opinions and play the video.

Activity 2- Watching a short segment from the cartoon *Bart gets a Z.*

<u>Time</u>   : 15 minutes

<u>Description</u>   : An activity to introduce vocabulary for daily routines.

<u>Language</u>   : Daily routines (wake up, get up, wash mouth, put on make up, watch TV, do exercise, have breakfast, leave home, and drive to work)

<u>Skills</u>   : Watching a video
                Listening to a song.

<u>In Class</u>   :

- Tell sts they are going to watch a short segment of a cartoon.
- Play the video.

- After watching it, ask sts the following questions:

> - *Who is she in the movie?*
>
> - *What's her job?*
>
> - *Whose teacher is she?*
>
> - *What's the video about?*

- Play and pause the video at the same time, in order to check their answers.

- When checking the answers, give sts some information about the woman in the cartoon.

'She is Bart's teacher. Her name is Ms. Krabappel. She wakes up in her bed, covered with her students' exam papers. Look at Bart's exam paper on the bed. We see he got D from his exam. The video shows us how Ms. Krabappel starts her day and what she does in the morning. Let's look at these pictures.'

- Present target vocabulary with the pictures taken from the video as flashcards through PPT Presentation 1.

- Show each daily routine, and ask volunteers to guess what action it is.

- Then pronounce each word and ask sts to repeat it.

- After presenting each word, ask sts to spell the word.

PPT Presentation 1- Daily Routines
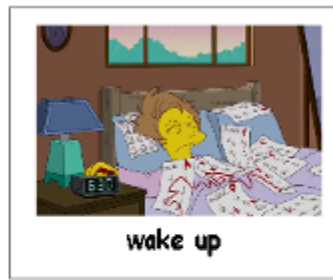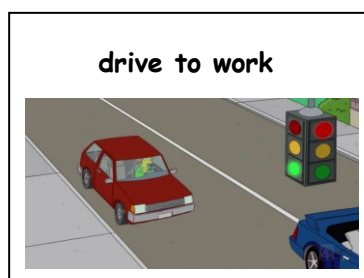
Activity 3- Just a little bit Game

Time   : 10 minutes

Description   : An activity to practise vocabulary for daily routines.

Language   : Daily routines (wake up, get up, wash mouth, put on make up, watch

                       TV, do   exercise, have breakfast, leave home, and drive to work)

Skills   : Playing a game.

                        Practising daily routines.

In Class   :

- Tell sts you have printed out the pictures taken from the video and you are going to use them as flashcards.

- Tell them they are going to play *Just a little bit Game.*

- Hold the flashcards facing you so that sts cannot see them.

- Cover the first flashcard with a piece of card then turn it round so that sts can see it.

- Pull down the card bit by bit; sts make guesses about what it is.

- Repeat with the other flashcards.

Activity 4- Miming Game

Time   : 10 minutes

Description   : An activity to practise vocabulary for daily routines.

Language   : Daily routines (wake up, get up, wash mouth, put on make up, watch TV, do   exercise, have breakfast, leave home, and drive to work)

Skills   : Playing a game.

     Practising daily routines.

In Class   :

- Ask a volunteer to come to the board.

- Choose a daily routine and whisper it in his/her ear.

- Ask him/her to suggest simple mime gestures for the other students to guess.

Lesson 2 (40 min.) - Bart gets a Z.

Activity 1- Watching the segment from the cartoon *Bart gets a Z,* again.

Let the Sts watch the segment again to reinforce the vocabulary for daily routines and remember the story.

Activity 2- What does Ms. Krabappel do in the morning?

Time   : 30 minutes

Description   : An activity to make sentences with daily routines.

Language   : Daily routines (wake up, get up, wash mouth, put on make up, watch TV, do   exercise, have breakfast, leave home, and drive to work)

     Present Simple Tense

Wh-Questions

Skills   : Asking and answering.

Writing simple sentences.

Practising daily routines.

In Class   :

- Use PPT Presentation 2, which includes the pictures of the segment, *Bart gets a Z.*

- Ask sts about the pictures and wait for them to answer.

- Guide sts so that they can make simple sentences using daily routines and simple present tense.

- After completing ask and answer task, allow sts to write down the sentences given with PPT Presentation.

PPT Presentation 2- Just another day

Lesson 3 (40 min.)- Another day Song by Paul McCartney

Activity 1- Listening to a song

Time   : 5 minutes

Description   :An activity to listen to a song called *Another day* by Paul McCartney, including action verbs.

Language   : Action verbs (drink, come, take, leave, feel, find, stay)

               Present Simple Tense

Skills   : Listening to a song.

In Class   :

- Ask Sts to remember which song they hear when they are watching a short segment from *Bart gets a Z.*

- Give some information about the song.

Its name is Another day. Its singer is Paul McCartney. He is a famous singer.

- Tell them they are going to listen to the whole song.

- Play the song.

Activity 2- Gap filling

Time   : 10 minutes

Description   : An activity to fill in the gaps in the lyrics of *Another day* by Paul McCartney,

Language   : Action verbs (drink, come, take, leave, feel, find, stay)

               Present Simple Tense

Skills   : Listening to a song.

               Listening for specific information.

               Writing action words.

In Class   :

- Tell Sts they are going to listen to the whole song, again.

- Give out them the worksheets (Worksheet 1) for a gap filling activity.

- Tell them they are supposed to complete the song while they are listening to it.

- Catch their attention to the box of action words in the worksheet.

- Ask them to use these action words to complete the song.

- Then play the song.

- After completing the song, replay the song and check the pupils' answers.

- Draw students' attention to different forms of action words between in the box and in the song (*take-takes, come-comes, leave-leaves, or etc.*)

Activity 3- Reading about Lisa Simpson

Time   :20 minutes

Description   : A reading activity

Language   : Action verbs

                Present Simple Tense

                Wh- Questions

Skills   : Intensive reading

                Reading for specific information.

                Writing sentences using the third singular -s

In Class   :

- Tell Sts they are going to read about Lisa Simpson and learn more about her.

- As a pre-reading task, ask them what they know about Lisa.

- Listen to them and write their statements on the board.

- Then hand out the worksheets including a reading text about Lisa (Worksheet 2)

- Let sts read the text silently.

- Make sure that all sts are reading the text.

- Then ask them which statements have been mentioned by the sts before reading the text.

- Compare their answers and the text.

- Then project the worksheet onto the screen in class.

- Ask the questions in the worksheet.

- Let sts answer and check their answers.

- Then continue with the second part, True-false exercise.

- Ask them whether each sentence is true or false.

- Make them correct the false statements.

Worksheet 1- Another Day by Paul McCartney

Another Day – Paul McCartney	**Another Day – Paul McCartney**
Listen to the song and fill in the blanks.	**Listen to the song and fill in the blanks.**

<table>
<tr><td>

drink	come	take	
take	leave	feel	find
come	stay	feel	

Every day she _____ a morning bath
She wets her hair
Wraps a towel around her
As she's heading for the bedroom chair
It's just another day

Slipping into stockings
Stepping into shoes
Dipping in the pocket of her raincoat
Ah, it's just another day

At the office where the papers grow
She _____ a break
_____ another coffee
And she _____ it hard to stay awake
It's just another day

So sad, so sad
Sometimes she _____ so sad
Alone in her apartment she'd dwell
Till the man of her dreams comes to break the spell

Ah, stay, don't stand her up
And he comes and he _____
But he leaves the next day
So sad
Sometimes she _____ so sad

As she posts another letter to the sound of five
People gather 'round her
And she finds it hard to stay alive
It's just another day

So sad, so sad
Sometimes she feels so sad
Alone in her apartment she'd dwell
Till the man of her dreams _____ to break the spell

Ah, stay, don't stand her up
And he _____ and he stays
But he _____ the next day
So sad
Sometimes she feels so sad

</td><td>

drink	come	take	
take	leave	feel	find
come	stay	feel	

Every day she takes a morning bath
She wets her hair
Wraps a towel around her
As she's heading for the bedroom chair
It's just another day

Slipping into stockings
Stepping into shoes
Dipping in the pocket of her raincoat
Ah, it's just another day

At the office where the papers grow
She takes a break
Drinks another coffee
And she finds it hard to stay awake
It's just another day

So sad, so sad
Sometimes she feels so sad
Alone in her apartment she'd dwell
Till the man of her dreams comes to break the spell

Ah, stay, don't stand her up
And he comes and he stays
But he leaves the next day
So sad
Sometimes she feels so sad

As she posts another letter to the sound of five
People gather 'round her
And she finds it hard to stay alive
It's just another day

So sad, so sad
Sometimes she feels so sad
Alone in her apartment she'd dwell
Till the man of her dreams comes to break the spell

Ah, stay, don't stand her up
And he comes and he stays
But he leaves the next day
So sad
Sometimes she feels so sad

</td></tr>
</table>

Worksheet 2- Reading about Lisa Simpson

LISA SIMPSON

Hi kids! I am Lisa Simpson. I am eight years old and I live with my family in Springfield, the USA. Marge is my mother. She is a perfect housewife. She makes meals for us, does the shopping, cleans the house and looks after us. Homer is my father. He doesn't like work hard. I also have got one brother, Bart, and one little sister, Maggie.

My teachers say that I am a clever, helpful and responsible girl. I always do my homework. I usually study three hours a day. That's why I get excellent marks at school. My hobbies are playing my saxophone, reading a book, listening to music, riding my bike and writing letters. I am a vegetarian because I think animals are my friends. I often eat fish, fruits and vegetables. When I grow up, I want to become the President of United States and help poor people. A big hug from Springfield!

Read the text and answer the questions. Then say if the statements are True(T) or False(F)

1.- How old is Lisa Simpson?	1.- Lisa is seven years old.
2.- Why is her mother a perfect housewife?	2.-She likes playing the keyboard.
3.-How many brothers or sisters has she got?	3.- Lisa hasn't got a bicycle.
4.-Why does she get excellent marks at school?	4.- She sometimes eats meat.
5.- How do her teachers describe her?	5.- Lisa is a good student at school.
6.- Does she play any musical instruments?	6.- Lisa studies three hours a week.
7.- What does she often eat?	7.- She thinks we must protect animals.
8.-Why is she a vegetarian?	8.- She never eats fish.
9.- Does Lisa study everyday?	9.- She describes her father as lazy.
10.-What does she want to become when she grows up?	10.- Lisa is a helpful girl.

Lesson 4 (40 min.)- Wallace and Gromit: A Close Shave

Activity 1- Introducing the cartoon

Time   : 5 minutes

Description   : A pre-watching activity to introduce the cartoon.

Skills   : Predicting the title

                    Working in pairs

In Class   :

- Begin the class showing the poster but covering the title (Poster below).

- Let children work in pairs and try to guess the title of the film.

- Then show them the title.

- Ask them to describe the poster.

- Ask them

      - whether they know the characters or not.
      - whether they are friends.
      . what they are riding.
      - what their job can be.

- Then tell them they are going to watch this movie titled *A Close Shave.*

Poster- A Close Shave

Activity 2- First time watching the cartoon

Time   : 30 minutes

Description   : A while-watching activity

Skills   : Active viewing

In Class   :

- Tell sts they are going to watch the movie titled *A Close Shave,* and while watching they are going to complete a worksheet (Worksheet 3 below)

- Hand out the worksheets.

- Play the movie.

- After watching the video, check the exercises on the worksheet.

Worksheet 3- A Close Shave- While-watching task

- A Close Shave-

A- Match the names with a character.

Preston- Wendolene – Gromit – Wallace – Shaun

......

....

......

....

B-Circle the rights answer.

1. Wendolene is a...

a) dog   b) sheep c) woman   d) man

2. Preston is a...

a) dog   b) sheep c) woman   d) man

3. Shaun is a...

a) dog   b) sheep c) woman   d) man

4. Wallace is a...

a) dog   b) sheep c) woman   d) man

5. Gromit is a…

a) dog   b) sheep c) woman   d) man

C- Write T (for true) or F (for false).

	T	F
1. Wallace and Gromit clean cars.	____	____
2. Wallace wants a toast for breakfast.	____	____
3. The person on the phone is a woman.	____	____
4. Shaun eats everything.	____	____
5. Wallace is carrying a ladder.	____	____
6. Wallace falls in love with Wendolene	____	____
7. Gromit likes the woman's dag.	____	____
8. The dog steals Wallace's plan of the invention.	____	____
9. Wallace and Gromit are in prison.	____	____
10. Shaun saves them.	____	____

Lesson 5 (40 min.)- A short segment from Wallace and Gromit: A Close Shave

Activity 1- Ordering the pictures.

Time   : 15 minutes

Description   : A post-watching activity

Skills   : Sequencing the actions in the video

In Class   :

- Tell Sts they are going to watch a short segment from the movie *A Close Shave.*

- Ask them to watch it carefully so that they can put the actions in the correct order.

- Play the movie.

- After watching the video, show the pictures of the scenes taken from the movie by using a PPT Presentation 3.

- Ask Sts to number them in the right order.

- Check their answers.

PPT Presentation 3- Ordering the pictures

Activity 2- Matching daily routines with pictures.

Time   : 10 minutes

Description   : A post-watching activity

Language   : Daily routines

                   Present simple tense

Skills   : Revising the present simple tense.

                   Recycling vocabulary for daily routines

                   Asking and answering

In Class   :

- Show some of the pictures given above, through PPT Presentation 4.

- Make a list of some daily routines.

- Ask sts to match daily routines with pictures.

- Check their answers, asking such questions

            - *Who gets dressed?*

            - *Who has breakfast?*

            - *Who gets up?*

            - *Who drinks tea?*

            - *Who wakes up?*

            - *Who reads a newspaper?*

PPT Presentation 4- Matching daily routines with pictures

- Allow sts to answer these questions by making simple sentences.

- Put stress on the third singular –s while recasting students' sentences so that they can make use of –s in their sentences.

Activity 3- Correcting statements.

Time   : 15 minutes

Description   : A post-watching activity

Language   : Negative forms of present simple tense

Skills   : Writing negative sentences in the present simple tense.

In Class   :

- Use the same pictures given above, through PPT Presentation 3.

- Make a list of false statements and write them on the board.

> *- Gromit drinks coffee in the morning.*

> *- Gromit reads a magazine in the morning.*

> *- Wallace puts on jeans every day.*

> *- Wallace eats soup for breakfast on Tuesdays.*

- Ask Sts whether these sentences are correct.

- Ask them to correct these statements on the worksheet below (Worksheet 4)

Worksheet 4- A Day of Wallace and Gromit

A Day of Wallace and Gromit

Look at the pictures and correct false statements.

Wallace puts on jeans every day.

Wallace doesn't put on jeans every day.

He puts on trousers every day.

Wallace eats soup for breakfast on Tuesdays.

_____

_____

Gromit drinks coffee in the morning.

_____

_____

Gromit reads a magazine in the morning.

_____

_____

Appendix 12

Graphic Organizers

CHARACTERS

SETTING

TITLE:

TOPIC

OPINION