ONDOKUZ MAYIS UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

Department of English Language Teaching

THE ROLE OF CARTOONS IN TEACHING GRAMMAR IN EFL CLASSES

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MASTER THESIS

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THESIS

Turkish   : İngilizcenin yabancı dil olarak öğretildiği sınıflarda, gramer öğretiminde karikatür kullanmanın rölü

English   : The role of cartoons in teaching grammar in EFL classes

ETHICAL STATEMENT

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APPROVAL

The thesis named "**The Role Cartoons in Teaching Grammar in EFL Classes**" by **Emel AKAY GÜLLER** has been approved by the following jury unanimously as the Master's thesis at Ondokuz Mayıs University in **the Department of Foreign Language Education, the Department of English Language Teaching.**

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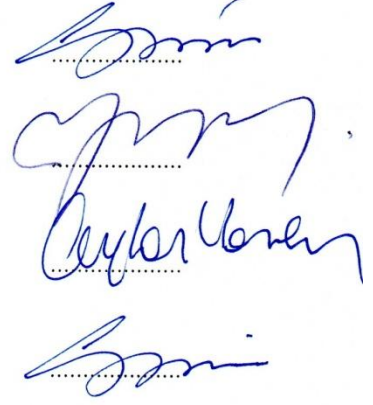
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To my mum, husband and twins.

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İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ SINIFLARDA GRAMER DERSLERİNDE KARİKATÜR KULLANMANIN RÖLÜ

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ÖZ

Yapılan bu araştırmada, gramer öğretiminde karikatürlerin rol aldığı ders etkinlikleri hazırlanmış olup, bu etkinliklerin Samsun Tekkeköy Aşağıçinik Ortaokulu'ndaki 8. sınıf öğrencileri üzerindeki etkisi incelemiştir. Bu araştırma için 8. sınıfta okuyan 29 öğrenci seçilmiştir. Araştırmaya katılan öğrencilerin belirlenen gramer konuarıyla ilgili bilgilerini ölçmek amacıyla her iki gruba da ön test uygulanmıştır. Eğitim sonrasında her iki gruba son test uygulanmış ve bu testlerin analizinde IBM SPSS İstatistik 22 paket programı kullanılmıştır. 10 hafta süren eğitim etkinliği boyunca, on farklı gramer konusu dersin gerek sunum gerekse pratik aşamalarında kullanılan karikatürlerin olduğu ders etkinlikleri 8A sınıfına uygulanmıştır. Uygulama sonunda, yapılan son test sonuçları ön test sonuçlarıyla kıyaslandığında, İngilizce derslerinde dilbilgisi öğretiminde karikatürlerin kullanımının, başarıya etkisi olacağı öngörülmüştür.

Anahtar Kelimeler   : **Gramer (Dilbilgisi), Karikatür, Ortaokul Öğrencileri, Yabancı Dil Öğretimi**

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THE ROLE OF CARTOONS IN TEACHING GRAMMARIN EFL CLASSES

MS THESIS

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GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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ABSTRACT

In this study, lesson activities including caricatures in teaching of grammar were prepared and the role of them was examined on 8th grade students. For this study, twenty nine students in 8th grade in Tekkeköy Aşağıçinik Secondary School were chosen. To define their background knowledge, a pre–test was appled to both groups and it was seen that they have nearly same knowledge for the grammar points chosen. After the education, a post-test was applied to both group and in order to analyse the findings, IBM SPSS Statistics 22 software programme was used. During the 10 week education process, ten different grammar subjects including the using of caricatures and cartoons in presentation or practice sections of the lesson by means of lesson plans were applied to 8th grade students. At the end of the application, it was found that using caricatures/cartoons in grammar teaching had a positive effect on the ahievement when the post test results were compared to pre test results.

Key Words	: **Grammar, Caricatures, Secondary School Students, Foreign Language Teaching**
Number of Pages	: **124**
Advisor	: **Assist. Prof. Gülay ER**

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CHAPTER I

INTRODUCTION

This introductory chapter presents the background of the study including the importance of grammar in foreign language teaching and the general attitudes towards grammar learning. This section will state the problem, purpose, significance, limitations and of the study.

1.1 Background of the Study

Foreign language learning is gaining importance day by day. In Turkey, people learn a foreign language especially English, for some reasons such as finding a good job, communicating with the native speakers of the target language, having a better position or promoting in job and etc. Whatever the reason is, it is not hard to see that foreign language learning has been an indispensable need of our age.

Turkish students are learning English as a foreign language in their schools. English language teachers are trying to teach English in the light of existing language teaching methods and according to the curriculum defined by the Ministry of National Education. Students who do not have opportunity to use the target language outside the classroom learn it according to the coursebooks given by the Ministry of National Education. In these coursebooks, it is possible to see many grammatical structures which the students need to learn to use the language effectively.

Teaching grammar has always been a debate both for the teachers and researchers about the necessity and teaching methods of it. Traditionally, grammar being in the center of language was taught deductively with repetitive drills and excercises. But then, this approach was seen ineffective as language learning was not only knowing the rules by the advocaters of communicative approach. According to these advocators, grammar teaching should not be in the center of language learning and instead of memorizing the rules the students should know how to use them communicatively in real context. In other words; while some think that it is not a necessary element for communication, some think that it is an indispensable part of language learning. According to Kohli (1984), cited in Debata (2013), not knowing

the grammar of the language is like being a driver who knows nothing about the working of the engine while knowing the grammar is like being a driver who knows not only driving but also the working of the machinery. From this illustration, we understand that we can not think a foreign language without its grammar. In his article about the importance of grammar in ELT, Debata (2013) states that grammar is an important source of reference when linguistic customs let down us and a foreign language can not be learnt correctly just with an unconcious learning. Because, unconscious grammar knowledge is not sufficient to speak the target language clearly and effectively.

Ur (1988) states that knowing grammar rules implicitly or explicitly is just necessary to master a language. If you want to use the words, you need to know how to constitute them. All these statements show us that grammar can not be ignored in language teaching process as it is an important element of language learning.

As mentioned before, people learn English for different purposes, not just for simple language use. So, while teaching English to our students, we can not ignore how they will use the language they learn in the future so, we can not ignore teaching grammar at the same time.

Teaching grammar does not mean just making the students learn or memorize the rules in a deductive way. At first sight, trying to learn grammar rules can not be enjoyable for most students because of traditional methods used in teaching grammar. Instead of making the students learn grammar rules in traditional methods such as repetitive drills and exercises, it is better and more motivating to make them learn the rules inductively or with the discovery of the rules by the help of teacher's guide. At schools in which time for teaching English as a foreign language is limited, it is necessary to teach grammar to the students in a more practical way. As mentioned above, in the light of communicative approach, it is essential to teach students how to use the rules they learn in a daily life context. Also, it is important to make students take pleasure while learning grammar. Because, whatever the age is, learning grammar rules does not seem an enjoyable activity for most students. The students who are bored during course cannot be motivated to learn new things. But, if there is humour in teaching and learning environment, they are supposed to take pleasure and focus on the subject whatever the age is. In this subject, Holmes and

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Marra (2002) states that humour is helpfull in terms of installing and supporting relationships which provide harmony to the setting bu expressing colloboration. Also, according to Ginmanand Ungern-Sternberg (2003), it is evident that the message is saved easily if humour is used with it. There have been many techniques to teach grammar in an effective way and in my opinion, using humour is one of the best ways. When humour is combined with the positive effect of visual aids, then, we can make use of cartoons in grammar courses. Cartoons which include both humour and visuality and show the grammar structure in a real context can be used in teaching grammar in an enjoyable atmosphere.

In this study, it is aimed to show the effects of cartoons which not only include humour and visuality but also present the grammar structure in a context on learning grammar of English as a foreign language.

1.2 Statement of the Problem

Grammar is an important part of language learning and its requirement can not be ignored as it provides students to use correct, meaningful and suitable linguistic forms. The students need to learn grammar of the target language for effective language learning. But, grammar rules are generally boring to learn for most students whatever the age is. Grammar learning does not mean memorizing the rules directly and giving these rules in a deductive way does not draw students' attention. As a result of this, grammar learning turns into a bogey.

If the students need to learn grammar then, it is important to present an enjoyable atmosphere during teaching – learning process and grammar learning should not be a frightening activity for students.

For grammar teaching, it is possible to see many techniques through the history. In this study, we aim to teach grammar through cartoons by making use of their humour, visuality and presenting the structure in a context.

In other words, we aim to prevent the negative thoughts and emotions which arise during grammar teaching by using the humorous effect of cartoons and provide an effective and permanent learning.

1.3 Purpose of the Study

For most students, learning grammar of English as a foreign language is a tedious work and as they are bored, we can not see their participation very often during courses. To prevent this problem it is necessary to provide an enjoyable atmosphere in grammar courses. Because, it is known that students learn better while enjoying. To draw students' attention and to increase their attendance in grammar courses, it is important to use materials they will like. With this thought, we propose to use cartoons in grammar courses. Our aim is to make use of the important properties of cartoons such as including humour, visuality and presenting structure in a context so as to increase their interest and get rid of their negative emotions towards grammar learning.

1.4 Significance of the Study

For most foreign language learners, learning grammar is not an enjoyable activity as they think it is full of rules. According to Gardner (2008), English language teachers are trying to teach grammar in a more communicative way in order to teach grammar in a meaningful context instead of using traditional methods including teaching formal rules. It is important for the students to know how to use what they learn. As well as including humour, the cartoonspresent a real life context. Hence, in this study, it is tried to provide an effective grammar learning by using cartoons.

1.5 Research Questions

This study addresses the following research question:

Is there a significant effect of using caricatures in grammar teaching in EFL classes on the students' achievement?

1.6 Sub-Questions

1. Is there a significant difference between the grammar achievement pre test scores of the experimental and control group students?

2. Is there a significant difference between the pre-test and post-test scores of the experimental group students?

3. Is there a significant difference between the pre-test and post-test scores of the control group students?

4. Is there a significant difference between the post-test scores of the experimental and control group students?

1.7 Hypotheses

In this study, the following hypotheses are formulated in relation to the research questions already mentioned above:

1. There is significant effect of using cartoons in grammar learning in EFL classes.

2. There is a significant difference between the pre-test and post-test scores of the experimental group.

3. There is significant difference between the post-tests scores of the experimental and control group students.

1.8 Limitations of the Study

-This study is limited with the use of cartoons in teaching English grammar to secondary school students.

- This study is limited to 8th grade students in Aşağıçinik Secondary School.

- This study is limited to a ten- week instruction.

1.9 Definitions

Grammar: **"**It is a description of the rules for forming sentences, including an account of the meanings that these forms convey" (Thornbury, 1999, p. 13).

Foreign language:

> "It is a language which is not the native language of large numbers of peoplein a particular country or region and is not used as an instructionin schools, and is not widely used as a communication tool ingovernment, media, etc. Foreign languages are typically taught as school subjects to communicate with foreigners or to readprinted materials in the language" (Richards and Smith, 2010, p. 224-225).

Approach: "In language teaching, thetheory, philosophy and princibles underlying a particular set of teaching practices" (Richards and Smith, 2010, p. 30).

Method: A way of teaching a language which is based on systematic principles and procedures.

Target language: The language which a person is learning in contrast to a first language or mother tongue.

1.10 Abbreviations

EFL: English as a Foreign Language

FLL: Foreign Language Learner

SLL: Second Language Learner

CHAPTER II

REVIEW OF LITERATURE

2.1 Grammar

It is possible to see different definitionsof the term "grammar" which have been made by grammarians and linguists. Before these definitions are mentioned, it is necessary to look at the historical background of the "grammar" as a term.

Valeika and Buitkienė (2003) mentions the historical background of the grammar by stating that grammar as a term comes from the Greek word "grammatikē", where itmeantsomething written. The part "tikē" comes from"technē" andmeant art. So, grammatikē is the art of writing.

In their "Language Teaching and Applied Linguistics Dictionary", Richards and Schmidt (2010) makes the definition of grammar as a depiction of the structure of a language and the way of combining words and phrases to produce sentences in the language.

According to Crystal (2008), grammar is the organization of words structurally and independent from phonology and semantics, and branched as syntax and morphology. Within this context, grammar refers to studying how the words and their constituent parts are combined to form sentences.

Ur (1996) mentions grammar as a group of rules which define how to combine or change words to form agreeable units of meaning within language.

Thornburry (1999) states that grammar is partly the study of possible forms or structures in a language. In traditional meaning, grammar is the analysis of the sentences. So, grammar describes of the rules which direct the formation of sentences.

According to Leech, Deuchar and Hoogenraad (1982), there is a procedure which the concept of grammar is used as for. When communication is needed with other people, language works according to this procedure. In order to describe this procedure, a group of rules which lets us put words together are needed.

In his article, Debata (2013) states that grammar means accuracy orinaccuracy of the language for an ordinary citizen while it is an analytical and terminological study of sentences for a school student.

Debata (2013) also adds that knowledge of grammar helps the student while correcting mistakes and improving written work and a person can not learn a foreign language accurately only through a process of unconscious similarity.

It is seen that there are various definitions of grammar but, in general, grammar is defined as a whole of rules which help the learners to make efficient sentences to communicate and understand morphology and syntax.

2.2 Types of Grammar

There are different variaties of grammar; in other words, there are different ways of describing and analysing the structures and functions of language. Generally, it is possible to mention two main types of grammar; descriptive and prescriptive grammar which are concerned with rules but, in different ways. There are also several types of grammar according to objectives and general purposes such as, pedagogical, functional and generative.

Prescriptive Grammar

Latin was both common language among nations and dominant in the languages of science, trade and literature till 16th century. But, then English started to take place of Latin and it started to be improved. The rules of Latin were adopted to make English rule governed. Adopting the rules which were not in accordance with English gave rise to prescriptivism.

Crystal (1997) states that ingeneral, prescriptivism is the vision that one variety of language has an intrinsically more value than others, and that this should be applied on the whole of the speech community. The vision is suggested especially about grammar and vocabulary, and mostly with reference to pronunciation.

According to Valeika and Buitnike (2003), the first grammars of English were prescriptive and the purpose of this grammar was to teach us to state ourselves truly to provide us to decide all phrases and forms of construction, whether it is right or not.

Huddleston (1984, cited in Sarıçoban 2001) defines the aim of prescriptive grammar as telling its reader what grammatical rules they should follow.

According to Bourke (2005), traditional grammar is inclined to be prescriptive, requires the rules of correct usage, the 'dos' and 'don'ts' and it is quite dogmatic and it also makes clear distinctions between 'good' and 'bad' grammar and he also expresses the following terms of prescriptive grammar:

"- Never end a sentence with a preposition.

- Never begin a sentence with 'And'.

- Do not divide the infinitive

- Do not use 'shall' for 'will' or vice versa.

- Use 'must' for interior obligation, and 'have to' for exterior obligation" (p.86).

Richards and Schmidt (2010) states that prescriptive grammars are often based on the grammarian's idea of what is best instead of the descriptions of real usage.

Valeika and Buitkiene (2003) characterize prescriptive grammar by the following features:

"1) Patterning after Latin in classifying words into word classes and establishing grammatical categories;

2) Reliance on meaning and function in definitions;

3) Approach to correctness: the standards of correctness are logic, which was identified with Latin, and the past.

4) Emphasis on writing rather than speech" (p. 12).

According to Odlin (1994), cited in Bourke (2005), judgements about what is good and bad are essentially incoherent and do not often represent any vital principle of language or thought. Thus, Bourke (2005) states that traditional perspective grammar is not often accurate and it is subjective, and rules out the real usage.

To sum up, perspective grammar has an interest with rules, and perspective grammarians present rules about what they believe to be the "correct" or "incorrect" use of language instead of describing the ways in which a language is actually used. It mostly focuses on writing rather than speech so; it creates better writers of the target language rather than speakers of it.

Descriptive Grammar

A descriptive grammar is concerned with rules about language like prescriptive language, but it deals with the rules about language depended on how it is indeed used rather than stating how it should be.

Valeika and Buitkiene (2003) states that understanding grammar modernly and newly aroused with the beginning of descriptive grammar. He adds that according to descriptivists, grammar is an explanation of the structure of a language scientificaly and grammar meant the system of word structures and word arrangements of a given language at a given time when of structural descriptive linguistics appeared.

Akmajian et al.states (1995):

> "When linguists speak of rules, theyare not referring to prescriptive rules. Rather, linguists try toformulatedescriptive rules when they analyze language, rulesthat describe the actual language of some group of speakers and not some hypothetical language that speakers should use" (p. 7).

From these remarks, it is understood that descriptive grammar includes rules describing the real usage of the target language.

At that point, Thornbury (2006) also states that prescriptive grammar is about how people should speak while descriptive grammar is about how people do speak and the explanation is based on real information collected from speakers of the language.

Richards and Schmith (2010) and Huddleston (1984), cited in (Sarıçoban, 2001), define descriptive grammar as a grammar which describes how a language is actually spoken and written. In other words; it underlines the actual usage of speakers.

Crystal (1997) states that the descriptive approach is necessary because it pacifies the competing of different claims. Because, when the facts of language use are known characteristics of personal opinions are avoided to make realistic suggestions about teaching.

Bourke (2005) discusses descriptive grammar from a different point of view. He expresses that descriptive grammar stands on structural analysis; it deals with various levels of syntax such as morpheme, word, phrase, clause, sentence, and text. To explain this, he states that every sentence is analysed into its component sentence

elements such as; subject, verb, object, etc at the sentence level. Then, these are analysed into their phrasal constituents such as noun phrase, verb phrase, etc.

Thornbury (2006) mentions this detail with the following remarks:

> "A descriptive grammar tries to account for the fact thatsequences like "love my is like a rose red, red and "my love are like a red, red rose" are considered ungrammatical (or ill-formed), whereas "my love is like a red, red rose "is considered grammatical (or well-formed)" (p. 92).

It is seen that descriptive grammar deals with the syntax which describes the rules that direct the way in which the elements of a sentence are gathered and sequenced.

According to Akmajian et al (1995), various sides of language are generalized and regulated by descriptive rules.

Thornbury (2006) states thatif descriptive grammars deal with the forms of language rather than their meanings, it is called formal grammars and if some deal with the meaning making power of grammar and regulate their description with these meanings, this is called functional grammar.

Briefly, descriptive grammar refers to a grammar that describes how language is used by its speakers and as a result, it can be said that it helps the learners write and speak like a native speaker.

Pedagogical Grammar

A pedagogical grammar is a description showing how to use the grammar of the target language in communication for foreign language learners.

It is possible to mention some definitions related with pedagogical grammar.

Crystal (2008) states that pedagogical grammar is a grammar which is designed especially to teach or learn a foreign language or to improve one's consciousness of the mother tongue.

A pedagogical grammar is a type of descriptive grammar which is designed for learning and teaching processes and as apart from vocabulary, phonology or discourse. It concentrates on grammar as subsystem of whole language competence (Thornbury, 2006).

According to Davies (2007), a pedagogic grammar might be on the basis of:

"1. A grammatical analysis and definition of the language;

2. Aspecific grammatical theory;

3. The study of the grammatical problems of learners or on an integration of approaches" (p. 21).

Thornbury (2006) states that, "Most pedagogical grammars are formal rather than functional; they are organized around structural categories such as simple present, past continous, etc, rather than functional ones such as reporting, expressing time, etc" (p. 92).

We understand that pedagogical grammars are organized around structures and so they are formal.

According to Cameron (2001), in pedagogical grammar, patterns are described definitively. Although the teachers want to review the whole language they need to teach, pedagogical grammar is presented in small amounts for the learners.

In brief, it is possible to say that pedagogical grammars describe how the target language learners will use the target language grammar to communicate. So, we can say that it aims to increase fluency and accuracy of speech in target language instead of stating theoretical information.

Functional Grammar

As a linguistic theory first proposed in 1970s, functional grammar deals with content and meaning; in other words, it deals with functional notions of the language.

Crystal (2008) states that functional grammar concentrates on both the rules which direct verbal interaction, and on the rules which govern the linguistic expressions that are used as instruments of this activity.

According to Halliday (1994), the functional grammar is called as functional because its cognitive system is fnctional in term of interpretation of texts, system, and the elements of linguistic patterns.

Functional grammar stresses how spoken and written language run in various social situations and it is very helpful to indicate the ways in which texts work beyond the

level of the sentence and different texts are structured, and how language varies to suit the aim of the users. (Feng, 2013)

According to Halliday (1994), functional grammar is an essentially "natural" grammar, because everything in it can be explained, finally relating to how language is used.

Schleppegrell (2004) states that EFL students can see how meaning and form are relevant in various options which are existing in the grammatical systems of English language with the help of functional grammar.

Feng (2013) states it is essential for EFL teachers to have enough knowledge about functional grammar because it is part of the English language and it may chance EFL teaching and learning. Functional grammar can help EFL students to have success in other subject are as like history and science.

In conclusion functional grammar provides language learners to see how language is used in real-life situations and it serves a communicative purpose of language learning.

Generative Grammar

Before giving the definitions related with generative grammar, it is important to explain where the term "generative" comes from. In this sense, Crystal (2008) states that the term "generative" is obtained from mathematics, and introduced by Noam Chomsky in his book *Syntactic Structures* (1957) to indicte to the capacity of a grammar to define the set of grammatical sentences in a language.

Chomsky (1957) cited in Bourke (2005) claims that language is a natural born ability which is unique to the human species. Also, he claims that language is made in the mind, and hence grammar is the mirror of the mind.

According to Richards and Schmidt (2010), generative grammar is a kind of grammar which tries to explain all the grammatical sentences of a language by a number of rules or principles and this type of grammar is said to generate, or produce, grammatical sentences.

Crystal (2008) explains generative grammar as a number of formal rules which plans a limited number of sentences upon the possibly unlimited number of sentences which forms the language as a whole definitively.

As a conclusion, as a branch of theoretical linguistics, generative grammar tries to provide a set of rules which can correctly predict which word combinations can make grammatically correct sentences.

After all these discussions about the rotion of grammar, it would be best to handle the place of grammar in language teaching.

2.3 The Place of Grammar in Language Teaching

There have been debates about the necessity of grammar competence in teaching a foreign language. However, with different approaches and methods to grammar teaching, we see that this debate has turned into how to teach grammar rather than whether to teach it or not. In other words; it has been agreed that that grammar is an important part of language learning and the students should have some knowledge about the grammatical structures of the target language in order to have a functional knowledge of that language.

Widodo (2004) mentions two main approaches that can be applied in grammar teaching; deductive and inductive.

According to Widodo (2004), in deductive approach, which is also be called rule driven learning, a grammar rule is explicitly presented to students and followed by practice applying the rule.

Swan (1995, cited in Thornbury, 1999) mentions some important criteria to present the rules such as:

> "1. The rules should be true;
> 2. The rules should show clearly what limits are on the use of a given form;
> 3. The rules need to be clear;
> 4. The rules ought to be simple;
> 5. The rules need to make use of concepts already familiar to the learners;
> 6. The rules ought to be relevant" (p. 32).

Thornbury (1999) explains the possible disadvantages of deductive approach as follows:

"1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.

2. Younger learners may not able to understand the concepts or encounter grammar terminology given.

3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.

4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).

5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule" (p. 30).

According to Thornbury (1999), there are some advantages of deductive approach such as:

"1. The deductive approach goes straight forwardly to the point and can, therefore, be time-saving.

2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.

3. A number of direct practice/application examples are immediately given.

4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.

5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style" (p. 30).

An inductive approach which is also called rule discovery approach suggests thata teacherstart teaching grammar with presenting some examples of sentences and learners understand grammatical rules from the examples. (Widodo, 2004)

According to Widodo (2004), this approach includes learners' taking part in their own teaching actively and heartens them to develop her/his own mental strategies to deal with tasks. In other words, this approach tries to emphasize grammatical rules implicitly in which the learners are hearthened to accomplish the rules given by the teacher.

Thornbury (1999) mentions advantages of inductive method as follows:

"1. Learners are likely to fit their existing mental structures and it makes the rules more meaningful, memorable and serviceable.

2. The mental efford involved ensures a greater degree of cognitive depth which ensures greater memorability.

3. Students are more actively involved in the learning process rather than being simply passive recipients and so, they are more attentive and more motivated.

4. The approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge.

5. If the problem solving is done colloboratively, and in the target language, learners get the opportunity for extra language practice.

6. Working things out for themselves prepares students for greater self-reliance and is therefore conductive to learner autonomy" (p. 54).

Thornbury (1999) defines the disadvantages of inductive method as follows:

"1. The time and energy spent in working out rules may misguide students into believing that rules are the objective of language learning rather than a means.

2. The time spent to\work out a rule can be at the value of time spent inputting the rule to a kind of productive practice.

3. Students may assume the wrong rule and their comments of the rule may be either too broad or too narrow.

4. The teachers need to be careful in choosing and organising the suitable data.

5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule" (p. 54-55).

To sum up, deductive approach includes conscious learning process which stresses error correction and presentation of explicit rules while inductive approach includes subconscious learning like first language acquisition in which meaningful interaction is more important than the form of language.

It is necessary to see the place of grammar in the methods which was proposed for language teaching through the history and how the place of it differed through the history.

Grammar Translation Method

Grammar translation method which was originally used to teach Greek and Latin in the late 19th century was used to teach to help students read and appreciate foreign language literature in the earlier in 20th century.

Thournbury (1999) summarizes the GTM as in the follows:

> "Grammar translation, as its name suggests, took grammar as the starting point for instruction. Grammar–translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue" (p. 21).

As we understand from these remarks that grammar teaching is the center of Grammar Translation Method and it is taught deductively.

According to Richard and Rodgers (1986), the principal characteristics of grammar translation method are as follows:

> "1. Iit is a way of studying a language which approaches the language through detailed anaylsis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
>
> 2. Reading and writing are the major fucus while speaking and listening has little or no importance.
>
> 3. Vocabulary selection is based on the reading texts used and words are taught bilingual word lists, dictionary study and memorization.
>
> 4. The sentence is the basic unit of teaching and language practice and much of the lesson is devoted to translating sentences into and out of the target language.
>
> 5. Accuracy is emphasized and students are expected to attain high standards in translation.
>
> 6. Grammar is taught deductively.

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7. The student's native language is used to explain new items and to enable comparisons to be made between the foreign language and native language" (p. 3-4).

According to Qing-xue and Jin-fang (2007), the Grammar-Translation Method has met some offensives from reformers. Some criticizes that this method often makes the students frustrated as it includes boring and endless list of useless grammar rules which need to be memorized and it does not let the students practice freely as a result of the dominance of the first language; others says that this method does not pay enough attention to the student's communicative competence.

Although there are violent offensives, the Grammar-Translation Method is stilllargely practiced. Because there is no subsistent contrariety between grammar instruction and communicative approach, and a kind of clear grammarteaching cancomplete communicative language teaching to increase learners' awareness of the form and structure of the target language. Also, the misunderstanding in the process of the second language learning can be removed by the help of first language. Then, the learners thinking about formal features of the second language and translating to practice gain an active problem-solving ability. (Qing-xue and Jin-fang, 2007)

Direct Method

Grammar translation method was not effective and sufficient in making the students use the target language in classroom environment and because of its limitations, a new method called "direct method" aroused.

According to Thornbury (1999), direct method gave importance to oral skills while following a syllabus of grammar structures and it rejected deductive grammar teaching because they believed that the learners perceived the grammar as the children perceived the grammar of their mother tongue.

The direct method is a fundemantal change from Grammar-Translation Method as it uses the target language as a means of teaching and communication in the language classroom and as it refuses the use of the first language and translation as a technique. (Qing-xue and Jin-fang, 2007)

Richards and Roger (1986) mentions the principles and procedures of the direct method as follows:

"1. Classrrom instruction was conducted in target language

2. Only everyday vocabulary and sentences were chosen to teach

3. Oral communication skills were strengthened gradually

4. Grammar was taught inductively

5 .New teaching points were introduced orally

6. While concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas

7. Both speech and listening comprehension were taught

8. Correct pronunciation and grammar were emphasized" (p. 9-10).

Thornbury (1999) states that in direct method, explicit grammar teaching was rejected although a syllabus of grammar structures were followed. The learners grasped the grammar in the same way as the children grasp the grammar of their mother tonque.

Audio Lingual Method

Audio lingual method which had its origins during World War 2 was derived from structural linguistics and behaviourism.

Richards and Rodgers (1986) mention the characteristics of structural view as in the follows:

"1. Elements in a language were thought as being linearly produced in a rule governed way

2. Language samples could be thoroughly described at any structural level of description (phonetic, phonemic, morphological, etc.)

3. Languistic systems were thought as sytems within systems" (p. 50).

Qing-xue and Jin-fang (2007) state that behaviourism which is the psychological basis of this method comments language learning in the sense of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning.

Richards and Rogers (1986) define the psychological foundations of Audio Lingual Method as follows:

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"1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes.

2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen inwritten form.

3. Explanations of rules are not given until students have practised a pattern in a variety of contexts and so, grammar teaching is inductive.

4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation" (p. 51).

Thornbury (1999) states that the audiolingual syllabus consisted of a gradual list of sentence patterns which constituted the source of pattern-practice drills.

According to Larsen-Freeman (2000), teachers who want their students to be able to use the target languagecommunicatively are like an orchestra chef directing and controlling the language behaviours of their students. New vocabulary and structural patterns are tendered through dialogs and target language is used in classroom rather than native langauge.

Silent Way

Silent way which was introduced by Caleb Gattegno is based on the foundation that teacher should be as silent as possible and the learners should be encouraged to produce language as much as possible.

Richards and Rodgers (1986) summarized the underlying theory of learning of the Silent Way as follows:

"1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

2. Learning is facilitated by accompanying (mediating) physical objects.

3. Learning is facilitated by problem solving involving the material to be learned" (p. 99).

According to Richards and Rodgers (1986), silent way method generally aims to give the beginning level students oral and aural ability in main units of target language,

the general aim for language learning is to have near native fluency in the target language and the current objective is to provide a basic useful information about the grammar of the target language.

Larsen-Freeman (2000) states that in silent way, the teacher is like a technician or engineer. They help when it is necessary, concentrateon the students' senses, and compel their mindfulness.

Richards and Rogers (1986) states that in Silent Way Method, language istaught through artificial situations by distinguishing it from its social context and usually represented by rods. A sequence based on grammatical complexity is followed in lessons, and new lexical and structural material is separated into its elements, with one element presented at a time. Structural patterns of the target language are presented to the students and they learn the grammar rules inductively.

Suggestopedia

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov.

Lozanov (1978) claims that if we get rid of the students' psychological barriers to learning which cause their ineffectiveness, language learning can quicken. According to Lozanov, this fear of failure prevents using mental powers fully and we make use of only five to ten percent of our mental capacity. When the limitations to learning are removed, we can make better use of our parted capacity.

According to Richards and Rogers (1986), the most striking caharacteristics of suggestopedia are the decoration, furniture, arrangement of the classroom, the use of music and the authoritative behaviour of the teacher.

Richards and Rogers (1986) states that the most notable feature of suggestepoedia is the use of music and musical rhtym to relax learners.

Larsen-freeman presents the principles of suggestopedia as follows;

"- Learning is facilitated in a cheerful environment.

- Peripheral learning is encouraged through the posters and decorations including teh target language.

- The teacher is the authority and the students tryst and respect him/her.

- Psychological barriers are desuggested.

- Assuming a new identity enchances students' feelings of security.

- Grammar and vocabulary are presented and explained through the bold print in the dialogue briefly.

- Meaning is made clear through native language translation in one way.

- The fine arts provide to reach subconscious learning.

- Students are encouraged to be like a child to make them ore open to learning

- Errors are corrected gently.

- Using the language in a cheerfull atmosphere is focused on rather than focusing linguistic forms" (p. 79-81).

Suggestopedic course is bright and cheerful and posters showing the grammatical information are hung to make use of peripheral learning. Grammar is taught clearly but, minimally. According to Larsen–Freeman (2000), it is believed that students will learn best if their conscious attention is focusedon using the language rather than language forms.

Community Language Learning

In communicative language learning, the students are thought as whole. According to Larsen-Freeman (2000), in whole-person learning, teachers consider both their students' intellect and understand the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn.

Dinçay (2010) defines that establishing interpersonal relationships between the teacher and students to facilitate learning is the main principle of this method. It ıs thought that learning which is like living, is a social affair and can come only from social interaction. The students' first form interpersonal relationships in their native language while the teacher focuses their attention on students' needs.

According to Richards and Rodgers (1986), community language learning is usually used to teach oforal proficiency, but with some modifications it may be used in the teaching of writing. Atraditional language syllabus, which shows in advance the grammar, vocabulary, and other language items to be taught is not used in Communicative Language Learning.

Larsen-freeman (2000) mentions the the basic princibles of Community Language Learning as follows:

"- Building a relationship with and among students is very important.

- Students are imformed about what will happennin each activity to make them feel secure.

- Language is for communication.

- The teacher is not in front of the class to make the students feel relaxed and to facilitate the learning.

- Teacher and students are whole persons. To know one another and build community, they share learning experiences.

- The teacher counsels the students.

- Students learn best when they practice.

- Students need to discriminate to perceive similarities and differences.

- Cooperation is encouraged rather than competition" (p. 95-98).

In Community Language Learning, using target language communicatively is expected from the students and just particular grammar points are worked with according to the language the students have generated (Larsen–Freeman, 2000).

Total Physical Response

Total physical response which was developed by James Asher, a professor of psychologyat San Jose State University, California depends on coordination of speech and action.

According to Richards and Rogers (1986), the main objectives of TPR are to teach oral proficiency at a beginnig level. Comprehension is a means to the end and the basic aim is to teach basic speaking skills.

Larsen–Freeman mentions the princibles of TPR as follows:

"1) Meaning in the target language can often be conveyed through actions. The target language should be presented in chunks, not just word by word.

2) The students' understanding of the target language should be developed before speaking.

3) Students can firstly learn one part of the language rapidly by moving their bodies.

4) The imperative is a powerful linguistic device through which the student can direct student behavior.

5) Student can learn through observing actions as well as by performing the actions themselves.

6) It is very important that students feel successful.

7) Students should not be made to memorize fixed routines.

8) Correction should be carried out in asubmissive manner.

9) Students must develop flexibility in understanding novel combinations of target language chunks.

10) Language learning is more effective when it is fun.

11) Spoken language should be emphasized over written language.

12) Students will begin to speak when they are ready.

13) Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them" (p. 11-113).

In TPR, the teachers' role is very active. S/he decides to what to teach, shapes and present new materials and s/he chooses the necessary materials for classroom while the students listen carefully and responds physically to the commands given by the teacher. Grammar structures are emphasized over other language areas within imperatives.

Communicative Language Teaching

Communicative Language Teaching which is under the effect of Hyme's communicative approachmainly aims the communicative competence of language learners.

According to Richards (2006), communicative competence includes the following aspects of language knowledge:

"1. Knowing how to use language for a range of different purposes and functions.

2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)" (p. 3).

Dinçay (2000) lists the general princibles and features of CLT as follows:

"1) An emphasis on learning to communicate through interaction in the target language.

2) The introduction of authentic texts into the learning situation.

3) The provision of opportunities for learners to focus, not only on language butalso on the learning management process.

4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5) An attempt to link classroom language learning with language activities outside the classroom" (p. 56).

Thournbury (1999) mentions two versions of CLT as follows;

In the shallow- end version, grammar was the main component of the syllabus of the CLT courses as it didn't refuse grammar teaching out of hand. But, despite this, the syllabus was equipped in functional labels such as; asking the way, talking about yourself, making future plans and etc.

Deep–end version, on the other hand, refused both grammar–based syllabuses and grammar instruction, in stead of it, there was a syllabus of tasks in which no formal grammar instruction was needed.
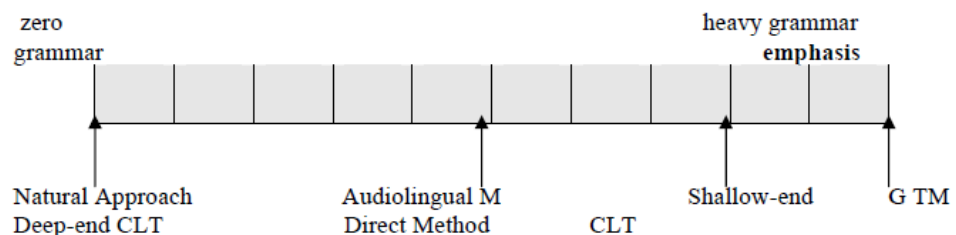

Table 1 The Relative Importance of Grammar in Different Language Teaching Methods

(Thournbury; 1999)

In CLT, the teacher is like a facilitator or monitors rather than being being the model for correct speech. While the teachers are less dominant; the students who use the language through communicative activities such as games, role plays and problem solving tasks are more responsible in their own learning. Language functions are stressed through forms.

As a conclusion, the place of grammar varies according to methods and approaches. Grammar Translation Method is based on grammar and grammar rules are presented and studied deductively. In this approach, students have to memorize grammar rules and they should be aware of them to translate correctly. In direct method, grammar rules are induced by the students and they gain the grammar knowledge unconsciously through speaking and reading. In audio lingual method, grammar is learned from models and it is taught by drills and no specific grammar rules are given. In TPR, lessons are organized around grammar and especially around verbs. Grammar is taught from the imperatives of the teacher and they are learned inductively. In CLT, grammar rules are not in the center of the approach and error correction is not important. They learn grammar from the function and the situational context.

2.4 New Trends in Teaching Grammar

As well as traditional approaches, it is possible to mention three more approacheswhich make the communication fundamental. They are; content based instruction, task based instruction and participatory approach.

According to Larsen–Freeman (2000), what these approaches in common is teaching through communication ratherthan for it and they give priority to process over predetermined linguistic content.

Content Based Instruction

CBI is a teaching approach inwhich the learning of language and learning of content are integrated concurrently.

Richardsand Schmidt (2010) defines content based instruction as follows, "A method that integrates language instruction with subject matter instruction in the target language, for example, studying science, social studies or mathematics through the medium of English in a content-based ESL program" (p. 125).

Stryker and Leaver (1997) mentions Content Based Instruction as an approach in which language competence is obtained by altering the focus point of the course from just learning the language to the learning of subject matter.

According to Stryker and Leaver (1997), Content Based Instruction should have the following characteristics;

- Subject Matter Core: Instead of forms, functions, sitiautions, skills, the curriculum is is mainly organized by the subject matter.

- Use of Authentic Language and Texts: Texts, videotypes, audio recordings and visual aids are chosen from the language learning activities produced for native speakers and these activities center upon understanding and spending meaningful messages and succeeding realistic tasks.

- Appropriate To The Needs Of Specific Students: The content and learning activities are suitable to the students' professional needs and personal interests. So, a CBI curriculum must primarily harmonise to the needs of the student and be flexible.

- Learning of New Information: The foreign language should be learnt to learn new information and evaluate it.

According to to Larsen-Freeman (2000), when the students study academic subjects in a non-native language, they will need a great amount of aid to understand subject matters texts so, there must be clear language objectives as well as content learning tests.

Stryker and Leaver (1997) mention three types of CBI as follows;

- Theme based model which include the activities studying grammar with readings and activities on topics rather than studying grammar systematically. These kinds of themes are in the centre of the curriculum of CBI.

- Sheltered model which is used in second language acquisition includes using special methods and techniques to protect the subject matter such as such as making the content gainable to the second language learners.

- Adjunt model which is used to make connections to study both a foreign language and a particular topic can increase the students' self-confident.

Stryker and Leaver (1997) mention the importance of content based foreign language instruction with the following words:

> "Content based foreign language instruction, on the other hand, encourages students to learn a new language by playing real pieces- actuallay using that language, from the very first class, as a real means of communication. Furthermore, the philosophy of content-based instruction aims at empowering students to become independent learners and continue the learning process beyond the classroom. After all, the ultimate goal we foreign language teachers should have for our students is that they spread their wings, leave the nest and soar off on their own horizon. CBI is a way of showing our students how to can fly" (p. 4).

As a conclusion, we understand that CBI is a means of making the students use communicate in target language freely and beyond the classroom atmosphere.

Task Based Instruction

Task based instruction is a kind of instruction which help the students place in a situation like in the real world where oral communication is necessary for doing a specific task.

Richards and Schmidt (2010) mentions task based instruction as a teaching approach which is based on using communicative and interacting tasks to plan and deliver instruction and it includes more extensive principles of Communicative Language Teaching.

Ellis (2003) identifies the criteria features ofa task as follows:

> "1. A task is a work plan which takes the form of teaching materials for activities that emerge in the course of teaching.
>
> 2. A task focuses on meaning primarily.
>
> 3. A task involves real world processes of language use.
>
> 4. A task can include any of four language skills.
>
> 5. A task occupies cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information.
>
> 6. A task has a clearly defined communicative outcome" (p. 9-10).

According to Larsen–Freeman (2000), the purpose of the task based approach is to preparea natural context for language use for learners. When the learners complete a task, they have lots of opportunity for interaction which is thought to facilitate language acquisition.

We understand that task based approach provide a real life situations which help learners gain oral proficiency in target language.

Larsen–freeman (2000) mentions the princibles of task based approach as follows;

- The activities in class have a percieved aim and explicit result.

- A pre task helps the students see the logic related with what they are asked to do.

- The teacher separates smaller steps the logical thinking process to complete the task

- Teacher makes adjustments according to their interests and readiness to learn to find ways to know how thet are involved in the process.

- The teacher uses whatever language is necessary to make the students grasp the steps in pre- task.

- The jigsaw task helps the students to engage in real speaking and listening and give opportunities to develop their comprehension and speaking skills.

- The students should take feedback for their success level in completeing the task.

According to Richards and Schmidt (2010), this approach does not need a preestablished grammatical syllabus because it is applied when it is needed while the learners are working with interactive tasks.

In conclusion, task based instruction provides the learners use the language in a natural context. The learners who try to complete a task have a lot of opportunity to interact and trying to understand each other and checking what they have comprehended eases their language acquisition.

Participatory Approach

Participatory approach includes solving the learner's problem in real life using the target language as a tool for this purpose.

The participatory approach aims to help students to understand the social, historical and cultural forces that affect their lives and then to help them to take action and make decisions to gain control over their lives (Larsen–Freeman, 2000).

According to Larsen–Freeman (2000), participatory approach begins with a meaningful content for students and the content is based on issues of concern to students. The language focus in this approach is followed from content which emerges from continous cooperative investigation of critical themes in students' lives instead of establishing in advance.

Larsen–Freeman (2000) mentions three methodological novelties such as learning strategy training, cooperative learning and multible intelligences. According to him, what differs them from the previous approaches is that the main concern is with the language learner.

Learning Strategy Training

Learning strategy includes the specific actions to make the students better in learning a target language. Learning Strategy Training is based on the problems students meet in the process of learning target language.

According to Rubin (1975), who investigated what good language learners did to facilitate their learning, identified some of their learning strategies. These strategies are as follows:

"1. The good language learner is a willing and accurate guesser.

2. The good language learner has a strong drive to communicate, or to learn from a communication.

3. The good language learner is often not inhibited.

4. In addition to focusing on communication, the good language learner is prepared to attend to form.

5. The good language learner practices.

6. The good language learner monitors his own and the speech of others.

7. The good language learner attends to meaning" (p. 45-48).

Larsen–Fremann (2000) states the necessity of training of language strategies with the following words:

"In order to maximize their potential and contibute to their autonomy language learners- and especially those not among the group of so-called 'good' learners- needed training in learning strategies. ...... Such suggestions led to the idea of learning strategy training-training students in the use of learning strategies in order to improve their learning effectiveness" (p. 159).

So, it is understood that training students in terms of learning strategies is expected to increase their potential and improve their autonomy.

Larsen–Fremann (2000) gives the following principles for learning strategy training;
- The students' previous knowledge and learning experiences should be appreciated
- Certain learning strategies should be studied to contribute to academic success.
- The teacher not only teaches language, but also teaches learning
- Strategies should be learnt by many students
- Students should be free learners to gain autonomy
- They should be able to transfer the strategy they have learned by using it in diffrernt situation.

After the teacher shows the use of the strategy, the students practise it. The students gain auotonomy as they evaluate their own learning. The teacher teaches both the language and learning.

Cooperative Learning
Cooperative or collaborative learning includes the students's learning from eachother.

According to Richardsand Schmidt (2010), cooperative learning is an approach which includes organizing students to make them work in small and co operative teams. It increases the learners' learning. Because, it is not threatening for most students, it incerases the students participation and it prevents teacher centered lesson.

According to Larsen–Fremann (2000), in cooperative learning, teachers teach students collobrative or social skills to make them work together more effectively.

Richards and Schmidt (2010) mentions five distinct types of co-operative learning activities as follows:

"1. Peer Tutoring: Students help each other tolearn, drill and tutor in turns

2. Jigsaw: All the members of a group have some information neded to complete a group task.

3. Co-operative Projects: Students work together to produce a product, such as a written paper or group presentation.

4. Co-operative/Individualized: Students develop at their own rate with the help of individualized learning materials but their development increses the team' achievement

5. Co-operative Interaction: Students work together as a team to complete a learning unit, such as a laboratory experiment" (p. 135).

Cooperative learning makesuse of thedifferent abilities of students to increase their cognitive, psychological and social performance, and it is an efficient way to deal with the problem of individual differences.

Multiple Intelligences

It is generally known that students have different strengths and as a result of these strengths their way of learning differs.

According to Larsen–Freeman (2000), having different learning or cognitive styles causes some differences among the students in language teaching. For instance, some students are better visual learners and they learn better when they are able to read new material rather than just listen to it.

Gardner (1983) cited in Larsen–Freeman (2000) has theorized that individuals have at least seven distinct intelligences that can be developed over a lifetime as follows:

"1. Linguistic intelligence; the ability to use language effec tively and creatively.

2. Logical-mathematical intelligence; the ability touse numbers effectively, to see abstract patterns, and to reason well.

3. Musical intelligence; an ability ro recognize tonal patterns and a sensitivity to rhythm, pitch, melody.

4. Spatial intelligence; the ' ability to orient oneself in the environment, re creates mental images and sensitivity to shape, size, color.

5. Bodily-kinesthetic intelligence; the ability to use one's body to express oneself and to solve problems.

6. Interpersonal intelligence; the ability to understand another person's moods, feelings, motivations and intentions

7. Intrapersonal intelligence; the ability to understand oneself and to practice self discipline" (p. 169-170).

Gardner (1993) cited in Altan (2012) introduces three new intelligences as follows:

"- Naturalist intelligence; the ability to recognize flora and fauna, to make other consequential distinctions in the natural world, and to use his ability productively.

- Spiritual Intelligence; the ability to master a set of diffuse and abstract concepts about being.

- Existential Intelligence: "the capacity to locate oneself with respect to the furthest reaches of the cosmos" (p. 59).

Altan (2012) defines three areas to integrate Multiple Intelligences (MI) to English language teaching:

"1. EFL teachers should be aware of both their own profile or multible intelligence and the learners' profile of MI.

2. MI theory offers a means for building dailylesson plans, weekly units and yearlong things. In these programs, there should be away that all students can have their strongest intelligences stressed at least some of the timein the curriculum process.

3. If the learners have different profiles of intelligences, then they have different ways of learning and therefore, they should be evaluated in accordance with them" (p. 60-61).

All these methodological novelties focus on the language learners and try to take most of the students to the teaching and learning areas taking into consideration their strengths, weaknesses and intelligences.

2.5 Attitudes to Grammar Teaching

There has always been a debate about whether teaching grammar in second or foreign language is necessary is necessary or not. For the proponents of grammar, it is impossible to teach a second or foreign languge without teaching its grammar while opponents think that one can learn a language without learning its grammar.

Kohli (1984) cited in Debata (2013) gives an anology to sample the use of knowledge of grammar as follows:

> "Imagine two car drivers. The first drive knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he is doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue" (p. 483).

From these remarks, it is understood that, without knowing grammar, it is not possible to communicate in an artistic manner with well defined structures. In other words, for an effective manner of communication, grammar should be studied.

As well as discussions about the necessity of teaching grammar, there are also discussions about how to teach it. As mentioned in detailed in previous section while talking about "The Place Of Grammar In Language Teaching", there are two approaches about teaching grammar;

- Deductive approach in which learners are given rules and specific information about the language to make them apply these rules while using the language. Language teaching methods which give importance to studying the grammar rules of a language such as Grammar Translation Method make use of deductive approach.

- Inductive approachin which learners are not taught grammatical rules directly but they are asked to induce or discover the rules. Language teaching methods which give importance to using the language rather than presenting the information about the language such as direct method make use of inductive approach.

Thornbury (2006) states that in order to speed up the hypothesis formation and to prevent the students from making a wrong hypothesis, the teacher can guide the learners by asking the leading questions and this approach is called "Guided Discovery".

- Guided discovery which is also known as an inductive approach is an inductive teaching technique in which the teacher gives the examples of the target language and then, guides the learners to find the rules themselves. According to Richards and Schmidt (2010), the teacher may give a text including several examples of the past

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perfect, a set of questions to encourage the students to think about time references, and ask students to try to find the meaning of the past perfect. In this approach, the teacher is like a facilitator who guides the learners to avoid the misunderstanding of the rules. Guided discovery has some cognitive benefits such as encouraging analytic learning, improving the students' critical thinking and cognitive skills. Learners are aware of their mental processes and participate actively in the learning process.

According to Thournburry (1999), differences in attitude to the role of grammar comprise a basis for differences between methods, between teachers and between learners.

He mentions seven arguments to put grammar in the foreground in language teaching and explains them as in the follows;

1. The sentence machine argument; grammar is an explanation of arrangements in a language and to know these arrangements provides the learners to produce large number of original sentences. Grammar is like a sentence machine and when the students are taught grammar, they have the possibilities for limitless linguistic creativity.

2. The fine tuning argument; especially, written language should be more clear than spoken language. Teaching of grammar corrects the ambiguities in the sentences.

3. The fossilization argument; learners taking no instruction are at risk of fossilizing rather than those who receive instruction. Grammar provides the learner to reach a higher level of language proficiency as the learner is aware of the underlying framework of the language.

4. The advance–organiser argument; noticing a grammatical ruleis a prerequisite for acquisition.

5. The discrete item argument; language can be seen a governable challenge for most learners. As grammar is formed from finite set of rules, it helps to reduce the greatness of the language learning task for both teachers and students. Clearing language up and orginising it in to discrete item make the language lighter. A discrete item constitutes the the focus of the lessonor an exercise such as; the present continous, the definite article etc.

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6. The rule of law argument; knowledge from the teacher to the learner is transmitted through grammar. Because, this system can be taught, learned and tested.

7. The learner expectations argument; students may expect to have a grammar focused teaching and they want to make certain that learning experiences is made more efficient and systematic. The teacher should not ignore these expectations not to lose their motivation for learning.

As well as there are arguments in favour of grammar teaching, there are also arguments against it and Thournburry (1999) mentions them as in the follows:

"1. The knowledge – how argument; If the language is seen as a set of skills, then it is learned by doing it; in other words with experiental learning like learning to ride a bike. Instead of exposing a lot of grammar, the learners want to use the language in classroom.

2. The communication argument; with the activities that provide the learners to have life –like communications during courses, the grammar will be learned unconsciously. So, studying the grammar rules is unnecessary.

3. The acquisition argument; in stead of studying grammar rules formally, acguiring the language is more successful because language learning is not useful for real communication.

4. The natural order argument; the presentation of grammar items in the coursebooks should be in the natural order of language acquisition. Because, according to Chomsky, the children are born with a universal grammar and there should be a natural order in the acguisition of grammar items.

5. The lexical chunks argument; learning lexical chunks is an element of item learning such as learning vocabulary or idioms. Learning language chunks make the learner react in real time situations easily.

6. The learner expectations argument; There are learners who want to use language for communication instead of memorizing grammar rules. The teacher should respond this expectation of the learners and balance the amount of the grammar and the activities that give chance to communicate in target language" (p. 18-20).

As a conclusion, there has always been a debate about grammar teaching in terms of the necessity of it in language teaching or the type of its teaching in courses. While

some think that grammar is necessary to have a linguistic competence, to prevent ambiguity, to improve linguistic creativity and to a high language proficiency, some may think that it does not give a chance to use the language and exposing to grammar rules deductively does not make them communicate in target language. Also, they prefer teaching it in a context instead of teaching in isolation.

2.6. Humour and Language Teaching

It is known that humor creates a positive atmosphere not only between people but also in language teaching environment. For this reason humorous materials are usedas instructive materials in language learning atmosphere as they create a positive and relaxed classroom atmosphere and motivate students and increase their motivations.

2.6.1 Definitions for Humour

Pham (2014) defines the original meaning of humor with the following words:

> "Humour originally is a Latin word referring to one of the four fluids of the body (blood, phlegm, choler, and black bile), a balance of which was thought to determine one's health. A person with a good balance, i.e. in good health, was said to be "in good humour." Then, during the Renaissance period humour became a term for one's insanity" (p. 16).

According to Morrison (cited in Pham, 2014), until the 18th century, there was not a change in the meaning of humour to refer to normal human behaviour.

Pham (2014) states that in the modern sense, humour is considered as synonymous with fun, laughter or amusements or, the ability to induce, perceive, or enjoy fun, laughter or amusements and according to these definitions, Pham (2014) describes humour as something humans enjoy as it is funny or amusing or he describes it more clearly as being laughter or the ability to create such things.

Wanzer, Frymier, Wojtaszczyk and Smith (2014) defined humour as "anything that the teacher and/or students find funny or amusing" (p. 7).

Leung (2014) mentions the humour as "the ability to understand, enjoy, and express what is amusing" (p. 7).

Tuncay (2014) gives the meaning of humour as "understanding not only the language and words but their use, meaning, subtle nuances, the underlying culture, implications and unwritten messages" (p. 7).

According to Pham (2014), what is humorous to one in a particular time and setting can be inexplicable, unsuitable, or even aggressive to another in a different context. So, adictionary definition may not explain all examples of humour in a certain study and there is a little agreement about what the humour is and this lack of agrement leads to various definitions.

As a result, it is possible to see different definitions of humour as there is a variation of in the creation and evaluation of humour as it is universal, cultural and personal.

2.6.2. Theories and Classification of Humour

Pham (2014) mentions three main psychological theories used to explain the functions of humour:

- The superiority theory maintains that we find something humorous when we feel outstanding to the people or things. We laugh another person's stupity because we feel more intelligent than him. We laugh at another person's unluckiness because we are lucky as we don't suffer from this. In this regard, the aim of the laughter is derision. As a result, humor and enyoing humour is malignant.

- The incongruity theory states that what does not suit into our view of how the world should be is humorous to us. There are two conditions for the enjoyment of incongruities. Firstly, the incongruities should come in a fine way and we shouldn't feel threatened. Secondly, a person should enjoy the incongruities rather than viewing them as puzzles to be solved. (Morreall, 1997, cited in Pham, 2014)

- The relief theory maintains that humor relieves psychological stress as it release nervous energy, lets us face our fears and get rid of limitations.

According to Pham (2014), there are a number of classifications of humour made by researchers which are mainly based on the following features of humour:

"- Types (the forms humour takes, e.g. jokes or comments),

- Subjects (who/which humour is directed at, e.g. the teacher himself/herself, the students, or the topic, the lesson),

- Relevance (to the lesson or the presentation involved in the studies),

- The levels of preparation (whether the humour is prepared or spontaneous)" (p. 25).

Pahn (2014) makes a list of humor types as in the follows:

"- Joke: a relatively short prose build-up followed by a punch line.

- Riddle: a message presented in the form of an information question with an answer provided in a humorous punch line.

- Pun: an instance in which structurally or phonetically similar words orphrases having two or more meanings are used in such a way as to simultaneously play on their multiple meanings.

- Funny story: an instance in which the teacher relates a series of connected events or the activities of a single incident as a tale.

- Humorous comment: a brief statement containing a humorous element.

- Visual humour: pictures, cartoons, comic strips, etc. containing humorous messages.

- Physical humour: exaggerated or distorted tone or pronunciation, facial expressions, gestures, impersonation, etc. aiming at being amusing.

- Others: the remaining humorous items" (p. 27-28).

Schmitz (2002) proposes three types of humorous discourse as in the follows, "Universal humor which includes humor that obtains mainly from the context and the general functioning of the world, cultural humour and linguistic humour" (p. 86).

2.6.3 The Use of Humour in Language Teaching

In general, learning a foreign language is not an easy task and causes stress on some of the students. Also, they are afraid of making mistakes and they are afraid that their friends will laugh them. As a result of this; unfortunately, they do not want to speak or contribute in the class. In his Affective Filter Hypothesis, Krashen (1982) claims that affective factors influence language learning. If someone's affective filters are high only limited amount of linguistic input is possible. By contrast, low affective filter can make linguistic input wide. In the light of this view, it is generally accepted that humor functions positively as it reduces learners' foreign language learning anxiety. Because it creates a relaxed and positive atmosphere and as a result of this, their level of anxiety and stress will lower.

Twereou (2011) who focuses on cultural humour in language teaching states that if a foreign humour is different from the learner's, it can also serve as motivation. This is because of the idea that differences make the foreign languages more interesting and attractive, which are motivating factors.

Deneire (1995) defines the positive effect of humor on the students' emotions as follows, "The high anxiety experienced by beginning foreign language learners may provoke frustrationand aggressive reactions. The resulting tension can be released through humorous situations created by the teacher, the students, and/or the materials used" (p. 286).

Twerefou (2011) states that in a "lightened" atmosphere, the students who are being afraid to talking in class will forget their problem. While laughing, they will not think about their worries and will be able to speak without any fears. In fact, humor is not only a source of motivation for students but also, a source of developing linguistic skills such as learning vocabulary, increasing critical thinking, practising semantics and etc. But, it is important to use humour in suitable times and by thinking the students' general situations such as age, gender, culture etc.

According to Twerefou (2011), although the use of humour is suggested in language classes, the choice of humour should depend on the age, gender, religion, traditions, etc. of the learner. The language teacher should know what is allowed and what is not allowed both in foreign and native languages of the learners.

Schmitz (2002) thinks that as well as making classes more enjoyable, humour also functions as a pedagogical tool in terms of developing students' proficiency. According to him, the organization of humorous discourse is divided into three groups: (i) universal or reality-based humor which the students firstly deal with, (ii) culture-based humour which the stuents continue and (iii) linguistic or word-based humour which the students finally deal with and offers serious challenges to students of foreign languages.

Deneire (1995), in the integration of humour with methodology, focuses two important points; the kinds of humour used in foreign language teaching classroom and when and how humour should be used in the teaching sequence.

According to Deneire (1995) the necessary linguistic and cultural information should be given to the students before a joke is presented. So, according to him, instead of using it as a technique to acquire new linguistic knowledge, it should be used as an illustration and reinforcement of acquired knowledge.

On the contrary to Deneire, Schmitz (2002) thinks that at the beginnig of the language teaching, humorous discourse in the form of anecdotes, jokes, puns and quips should be introduced and continued throughout the language program.

Twerefou (2011) explains how to use the humour in language teaching as in the follows:

> "- For oral classes, short somedies or cartons can be the most helpful humour
> - In the teaching of grammar, funny pictures and caricatures can be helpful
> - Reading becomes more interesting if the illustrations are humorous" (p.331).

According to Twerefou (2011), knowing how to use foreign jokes is very important especially at the advanced level of language learning; students should have enough vocabulary, grammatical and cultural knowledge on the language and the country whose language is being learnt. Jokes and humours are fragile parts of all foreign cultures.

2.6.4 The Use of Cartoons in Language Teaching

Humor has a motivating and striking effect in every part of life. It creates a positive atmospehere and so, it has a power on lowering anxiety. From this aspect, it is necessary to use humorous materials in educational setting to provide an enjoyable andrelaxed atmosphere and to make learning more permanent.

As an element of visual humor, cartoons function as a humorous technique ineducation. According to Özer (2007), there is no technique which makes learning as interesting as caricatures do.

Naylor and Keogh (2013) report that using caricatures provide high motivation in all age groups, improve their discussion skills, give them effective learning and evaluation skills, revealed individual differences, allowed students to summarize their own ideas, and helped them use the language.

According to Özer (2005), caricature is a good tool especially in foreign language, social sciences, and science, history and geography courses. He states that caricatures can be used to attract attention at the beginning of the course to create a smiling atmosphere and to attract students' attention to the subject.

Thinking the the importance of using caricatures in education, it is inevitable to use it in language teaching classes. According to Deneire (1995), in foreign language learning, smiling and laughter have both intellectual and emotional components. Because, learning a foreign/second language needs motivation and enthusiasm. Otherwise, it will be a threathening school subject for the students.

As a source of motivation and entertaintment, caricatures/cartoons are important tools of foreign/second language classes.

2.6.5 Relevant Studies
In this part of the present study, some of the relevant studies which have been conducted are going to be presented.

When it is researched, it is possible to see that the role of caricatures on the studuents' achievement was examined in Social Sciences, Science and Turkish grammar courses. But, the number of the studies about the role of caricatures on in EFL classes is very limited. Yet, in this section, a couple of studies will be mentioned.

Güven and Bekdaş (2018) made a research to investigate the effect of using caricatures on vocabulary retention in foreign language teaching. The study was carried out with the voluntary participation of a total of 50 students in the preparatory class of a high school in Tokat during the fall semester of the 2015-2016 academic year. The students were randomly divided into two groups as experimental and control groups. The students in the experimental group were asked to draw the caricatures of the predetermined target words, and these drawings were hung on the walls of the class. The control group students studied the unit without caricatures through traditional methods accompanied by the teacher. At the outset of the study, a pretest covering the predetermined target words was administered to the students before starting the related unit. At the end of the unit, students were given a posttest, and then a retention test was administered after three weeks. The results of the

posttest indicated that there was no significant difference between the two groups. However, there was a significant difference between the retention test scores of the experimental and control groups. Additionally, it was found in the interviews with the experimental group students that using caricatures was beneficial. As a result, it was determined that using caricatures for teaching vocabulary increased retention.

Afrilyasanti and Basthomi (2011) made a research to investigate how cartoons and comics provide students to be 21st century learners. The results verify that cartoons and comics helped students to gain their 21st century skills. By having activities using cartoons and comics, students could enjoy their learning and freely exploring their creative and analytical thinking.

CHAPTER III

METHODOLOGY

INTRODUCTION

This study investigates the role of using cartoons in grammar teaching in EFL classes. Aşağıçinik Secondary School in Samsun is the setting of this study. Students from the 8th grade are the participants in the study.

This chapter presents the methodology of data collection and analysis used in the study. In particular, sections that describe the design, the participants, the instruments, and the procedures of data collection of the present study are presented in this chapter.

3.1 Design of the Study

This is an experimental study that examines the likely effects of using cartoons in teaching grammar in EFL classes.

This study was conducted in Aşağıçinik Secondary School in Tekkeköy.

An achievement test was administered for collecting data. In order to test the validity and reliability of the achievement test, 127 students from three different schools in 8th grade were involved in the plot study. It took 40 minutes for the participants to complete the achievement test. The supervisor of this thesis was consulted for the test before it was administered.

One month later, the same test was applied to the same students in order to test validity and reliability. At the end of the plot study it was recognized that the achievement test needed some modification before administrating to the control and experimental groups.

In order to statistically prove the proposed hypothseses, experimental and control groups were chosen randomly among the 8th grade students at Aşağıçinik Secondary School. The dependent variety of this study is students' levels and foreign language

achievement and motivation. On the other hand, the independent variety is the use of caricatures in teaching grammar.

Before the test period began, a pre – achievement test was conducted to both control and experimental groups. Seven different grammar subjects were used during the instruction. In control group, the grammar subjects were presented through traditional methods accompanied by the teacher while the same subjects were presented through cartoons for the experimental group.

3.2. Participants

This experimental study aims to investigate the role of cartoons in teaching grammar on language learners' motivation and achievement. In order to test the proposed hypotheses, two 8th grade classes were assigned as the control and experimental groups. Thestudy groups of this research were selected randomly as they shared the same teaching conditions and determined as 29 students in 8A and 8B classes. 8B class was chosen as contol group and 8A class was chosen as experimental group. There were 5 male and 9 female students in experimental group and there were 8 female and 7 male students in control group. The ages of the students are 14.

3.3 Materials and Instruments

In this study, seven grammatical subjects were used as the subject matters to teach through caricatures and cartoons. These subjects were chosen according to 8th grade English course curriculum of national education ministry. To test the teaching process, an acheivement test including 25 multiple choice grammar questions was used. Firstly, this test was applied to 127 students from different schools in the 8th grade to test the validity and reliability firstly and one month later, the same test was applied to the same students again to test the reliability.

The first test has a general internal consistency (Cronbach's Alpha Reliability) of 0,825.

Table 2 The Reliability Statistics of First Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,825	,820	25

Table 3 The Reliability Statistics of Second Test

The second test has a general internal consistency (Cronbach's Alpha Reliability) of 0,820

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,820	,817	25

Table 4 Item Statistics of First Reliable and Validity Test

Item Statistics

	Mean	Std. Deviation	N
Question1	,6457	,48020	127
Question 2	,4488	,49934	127
Question 3	,3858	,48872	127
Question 4	,5591	,49847	127
Question 5	,1969	,39919	127
Question 6	,2126	,41077	127
Question 7	,5118	,50184	127
Question 8	,3386	,47510	127
Question 9	,3150	,46634	127
Question 10	,5197	,50159	127
Question 11	,5039	,50196	127
Question 12	,3622	,48254	127
Question 13	,4173	,49507	127
Question 14	,4016	,49216	127
Question 15	,3780	,48680	127
Question 16	,4094	,49368	127
Question 17	,5354	,50072	127
Question 18	,4094	,49368	127
Question 19	,5276	,50122	127
Question 20	,3307	,47233	127
Question 21	,4331	,49746	127
Question 22	,5354	,50072	127
Question 23	,2756	,44858	127
Question 24	,5669	,49746	127
Question 25	,1811	,38663	127

Table 5 Item Statistics of Second Reliable and Validity Test

Item Statistics

	Mean	Std. Deviation	N
Question 1	,6850	,46634	127
Question 2	,4961	,50196	127
Question 3	,4803	,50159	127
Question 4	,5039	,50196	127
Question 5	,2362	,42644	127
Question 6	,3780	,48680	127
Question 7	,6535	,47773	127
Question 8	,4646	,50072	127
Question 9	,4488	,49934	127
Question 10	,5039	,50196	127
Question 11	,3780	,48680	127
Question 12	,4094	,49368	127
Question 13	,3937	,49050	127
Question 14	,4567	,50009	127
Question 15	,4803	,50159	127
Question 16	,3937	,49050	127
Question 17	,4567	,50009	127
Question 18	,3937	,49050	127
Question 19	,4803	,50159	127
Question 20	,3937	,49050	127
Question 21	,3701	,48474	127
Question 22	,5984	,49216	127
Question 23	,3071	,46311	127
Question 24	,5512	,49934	127
Question 25	,2047	,40510	127

The achievement test was applied to 127 different students from different schools to test the validity and reliability. The first test result (0,825) and the second test result (0,820) showed that there was a reliability and validity in the achievement test according to Cronbach's alpha reliability. In order to assess the validity of the test, expert opinion was asked for.

3.4 Procedure

The test period has lasted throughout the second term of 2015/2016 academic term. Ten selected grammatical topics which were taught to both control and experimental groups during ten weeks were chosen according to 8th grade curriculum of Ministry of National Education.

The control group was taught these grammar points through classical teaching methods without using any caricatures or cartoons. The same grammar points were taught through the cartoons either in presentation and practice sections of the course to the experimental group.

3.4.1 The Experimental Group's Class Procedure

For the experimental group's teaching process, lesson plans for each grammar subject were prepared. These lesson plans included a grammar teaching process thruogh cartoons.

3.4.1.1 The First Week Lesson Plan

Subject: Comparative Form of Adjectives

Objectives: They will be able to identify the comparative sentences; they will induce the rule and make sentences in comparative.

Time: 40+40 minutes

Materials: Smart board, caricatures, cartoons

The procedure of the first week lesson plan is presented in appendix 2.

Presentation

The students will be asked to look at the pictures on the smart board and the given information. Then the sentences in comparative form will be written.

They will see comparative sentences in the pictures shown on smart board.

The caricature in comparative structure will be shown to students and they will see the structure and enjoy.

After making sure that the sudents get the meaning of comparative words, they will be tried to induce the rule of of making comparison and then, the structure table will be constructed together with the students.

The students will be shown the pictures to make them understand "MORE" in comparative.

After these sentences, the students will be tried to induce the rule of using "more" in comparatives. After they understand the rule, the structure table will be given.

The students will be told that there are irregular adjectives and these kind of adjectives do not take--er or more and they turn into different forms and the examples will be written and related cartoon will be shown.

After getting sure that they get the meaning, the first caricature will be shown to the students and they will be asked some questions about it. Then, they will be asked to guess what the woman is asking in speech bubble to make them use comparative. After getting their guesses, the original cartoon will be shown to see the correct sentence.

Practice

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

The students will be asked to look at the cartoon which include a riddle and fill in the blank using the adjective in ( ). Then, they will be asked to guess the answer of the riddle. Then, the correct answer will be shown.

The students will fill in the blanks using comparative and adjectives in ().

They will be asked to look at the picture and fill in the blanks using comparative.

This caricature will be shown to students without the given word in (). They will be asked to find suitable adjective in comparative form to get the answer "two dinasaurs". And then the correct word will be shown.

The students will look at the cartoon and try to guess what the wolf says according to story by using comparative and then the correct answer will be shown.

The students will look at the cartoon and they will be asked to guess the right comic answer and the right answer will be shown at the end.

3.4.1.2 The Second Week Lesson Plan

Subject: Simple Future (will/won't)

Objectives: They will be able to idetify the sentences in simple future, they will understand its meaning, they will make sentences in simple future using "will"

Time: 40+40 minutes

Materials: Smart board, cartoons

The procedure of the second week lesson plan is presented in appendix 3.

Presentation

The sentences in appendix 3 will be written on the board and the students will be tried.

Then the pictures will be shown and the students will try to understand the structure.

The caricatures will be shown and they will see the structure while enjoying.

After getting sure that they have understood the structure and its usage, they will be told that to define the decisions at the time of speaking, we use will and then, the structure table will be given.

Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will fill in the blanks forthe given exercises. Some questions about the caricature will be asked to the students Then, they will be asked to guess the answer using "will" and the the correct sentense will be shown.

The students will be asked to quess the woman's sentence using "will" in the caricature.

3.4.1.3 Third Week Lesson Plan

Subject: Superlative form of adjectives.

Objectives: They will be able to identify the superlative form in sentences, they will be able to understand the structure and make sentences in superlative form.

Time: 40+40 minutes

Materials: Smart board

The procedure of the third week lesson plan is presented in appendix 4.

Presentation

The students will be asked to look at the pictures and the given information. Then the sentences wil be written.

The caricature in superlative structure will be shown to students and they will see the structure and enjoy.

After making sure that the sudents get the meaning of comparative words, they will be tried to induce the rule of of making comparison and then, the structure table will be shown.

The students will be shown the pictures to make them understand "MOST"in superlatives.

After these sentences, the students will be tried to induce the rule of using "most" in superlatıves. After they understand the rule, the structure table will be given.

The cartoon will be shown to the students. After talking about the cartoon, they will try to guess the meaning of "worst". The students will be told that this is a irregular adjective and these kind of adjectives do not take --est or the most and they turn into different forms and the samples will be given.

Using the cartoon given, the students will be shown to the students to see the superlative and comparative structures and enjoy.

After the teacher makes sure that they get the meaning, the sample cartoon will be shown to the students and they will be asked some questions about it. Then, they will be asked to quess the suitable adjective in superlative form. And then, the correct answer will be shown to the students.

Practice

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

The students will be asked to look at the cartoon and fill in the blank using the adjective in paranthesis.

The students will fill in the blanks using comparative and adjectives in paranthesis.

They will be asked to look at the cartoon and fill in the blanks using Superlative.

The students will try to guess suitable word in superlative form for the cartoon given.

The students will be asked to guess the funny adjective in superlative form looking at the cartoon.

They will fill in the blanks and find the correct answer of the riddle.

3.4.1.4 Fourth WeekLesson Plan

Subject: Simple future (Be Going To)

Objectives: The students will be able to recognize the sentences in simple future, they will be able to understand its usage, they will be able to induce the rule, they will be able to make sentences in simple future.

Time: 40+40 minutes

Materials: Smart board, cartoons

The procedure of the fourth week lesson plan is presented in appendix 5.

Presentation

The sentences will be written on the board and the students will be tried to induce the rule. Then, the pictures will be shown and the students will try to understand the structure.

The cartoons will be shown and they will see the structure while enjoying.

After getting sure that they have understood the structure and its usage, they will be told that to define the predictions with present evidence, we use "be going to" and then, the structure table will be given.

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Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

The students will fill in the blanks using "going to".

They are going to read the given situations and write sentences with "going to".

The students will be asked to find the suitable sentence using "be going to" and the original answer will be shown.

By looking at the cartoon, the students will try to answer the given questions.

3.4.1.5 Fifth Week Lesson Plan

Subject: Giving Advice (Should/ Shouldn't)

Objectives: The students will be able to recognize the sentences with "should", they will be able to understand its usage, they will be able to induce the rule, and they will be able to make sentences to give advice by using it.

Time: 40+40 minutes

Materials: Smart board, cartoons

The procedure of the fifth week lesson plan is presented in appendix 6.

Presentation

Some sentences will be written on the board about giving advice.

The students will be shown the pictures to see the structure.

The caricatures will be shown and they will see the structure while enjoying.

The students will be told that we use "should/shouldn't" to give advice and after getting sure that they have understood the structure, the structure table will be given.

Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will fill in the blanks with "should or shouldn't" according to the given situations.

They will match the sentences.

They will look at the caricature and try to guess the blank using "should" and then, the correct sentence will be shown.

The students will look at the cartoon and complete the speech bubble using "should or shouldn't and then the correct sentence will be shown.

They will imagine the snowman's advice for the other snowman.

They will look at the cartoon and try to find the doctor's advice according to patient'a answer and the correct answer will be shown.

3.4.1.6 Sixth Week Lesson Plan

Subject: Defining Past Actions (Simple Past Tense)

Objectives: The students will be able to recognize the sentences in simple past, they will be able to understand its usage, they will be able to induce the rule, they will be able to make sentences in simple past.

Time: 40+40 minutes

Materials: Smartboard, cartoons

The procedure of the sixth week lesson plan is presented in appendix 7.

Presentation

The sentences below will be written on the board.

The students will be shown the following pictures to make them see the structure.

After they have understood the structure and the meaning, they will be explained that Past Tense is used to talk about something that started and finished at a definite time in the past. To change a regular verb into its past tense form, we normally add –ED, -D, -İED to the end of the verb. And the structure table will be shown to the students.

The caricatures will be shown to students to make them understand structure.

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Practice

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

The studentswill be asked to guess the verbs in past form and fill in the blanks and then, the original form will be shown.

The students will be asked to reorder the pictures and then the correct order will be shown.

The students will be asked to guess the princess's answer and the original sentence will be shown.

3.4.1.7 Seventh Week Lesson Plan

Subject: Defining and Asking Personal Experiences (Present Perfect Tense).

Objectives: The students will be able to recognize the sentences in present perfect tense, they will be able to understand its usage, they will be able to induce the rule, and they will be able to make sentences in present perfect tense.

Time: 40+40 minutes

Materials: Smart board, cartoons

The procedure of the seventh week lesson plan is presented in appendix 8.

Presentation

Some pictures with sentences in present perfect tense will be shown.

The students will be told that present perfect tense is used to define or ask our life experineces and third form of the verbs is used. (The students will be given the third forms of the some important verbs.)

The caricatures will be shown and they will see the structure while enjoying. After getting sure that they have understood the structure, the structure table will be given.

Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will look at the cartoon and complete the sentence in present perfect form.

The students will be asked to make positive and negative experienced sentences and ask for experiences according to the given situations in the pictures.

The students will be asked some questions about the cartoon given and then they will be asked to guess the sentence in speech bubble.

3.4.1.8 TheEighth Week Lesson Plan

Subject: Defining Preferences (prefer+Ving)

Objectives: The students will be able to recognize the sentences defining preferences, they will be ableto understand its usage, they will be able to induce the rule, they will be able to make sentences using "prefer".

Time: 40+40

Materials: Smart board, cartoons

The procedure of the eighth week lesson plan is presented in appendix 9.

Presentation

The sentences will be written on the board and the students will be tried to induce the rule. Then the pictures will be shown and the students will try to understand the structure.

After getting sure that they have understood the structure and its usage, they will be told that we use "prefer" to say what we prefer ingeneral and we add –ing to the verb after prefer.

The caricature will be shown and they will see the structure while enjoying.

Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will make sentences according to the pictures given.

The students will be asked to look at the cartoons and fill in the blanks using "prefer".

The students will be shown the caricature and they will be asked some questions and then they will be asked to guess the sentence of the woman and then, the correct sentense will be shown.

3.4.1.9 The Ninth Week Lesson Plan

Subject: Defining what you prefer one thing more than another (would rather than).

Objectives: The students will be able to recognize the sentences with "would rather than", they will be able to understand its usage, they will be able to induce the rule, they will be able to make sentences with "would rather than".

Time: 40+40

Materials: Smart board, cartoons.

The procedure of the nineth week lesson plan is presented in appendix 10.

Presentation
The sentences will be written on the board and the students will be tried to induce the rule. Then the pictures will be shown and the students will try to understand the structure.

After getting sure that they have understood the structure and its usage, they will be told that we use "would rather" to say what we want in a particular situation, not in general and, the structure table will be given.

The students will be shown the cartoon and they will see the structure.

Practise
The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will make sentences according to the pictures.

They will look at the caricature and quess the sentence of the girl.

They will reorder the sentences in cartoon and the correct order will be shown.

3.4.1.10 The Tenth Week Lesson Plan

Subject: Defining actions at the time of the speaking (Present Continous Tense).

Objectives: The students will be able to recognize the sentences in Present Continous Tense, they will be able to understand its usage, they will be able to induce the rule, and they will be able to make sentences in Present Continous Tense.

Time: 40+40

Materials: Smart board, cartoons.

The procedure of the tenth week lesson plan is presented in appendix 11.

Presentation

Each student will be given some actions such as; playing basketball, swimming, drinkig tea, reading book and etc. They will be asked to act all these actions at the same time. While they are doing them, what they are doing will be written on the board.

The students will be told that for the actions at the time of speaking, we use present continous tense.

The caricatures will be shown and they will see the structure while enjoying.

After getting sure that they have understood the structure, the structure table will be given.

Practise

The exercises that the students are asked to do and the activities that they are made to engage in are as follows;

They will look at the cartoon and try to guess the blanks using present continous tense.

The students will look at the caricature given and complete the speech bubble using present continous tense and then the correct sentence will be shown.

They will fill in the blanks looking at the cartoon and guess the final sentence.

The students will be asked to look at the picture and write what they are doing as in the example.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter focuses on the interpretation of the data collected through the achievement test designed for this study. The present study aims that investigating the role cartoons on teaching grammar in EFL classes for the 8th grade students in Secondary School.

In this study, achievement is used as the dependent variable, while the use of cartoons is the independent variable. The data was analyzed by using the Statistical Package for Social Sciences (SPSS) 22.0. All statistical tests conducted to address the questions of the study used "0.05" as the minimum alpha level of significance. This chapter is organized according to the order of the research questions. It presents descriptive statistics (range, means, and standard deviations) and the results of sample tests.

4.1 The Results for the Research Question 1

Research Question 1: Is there a significant difference between the pretest scores of the experimental and control group students?

In order to touch on this question, at the beginning of the study, a pre-test was applied to both control and experimental group to see if there is significant difference in terms of target grammar subjects. Pre-test results are presented in Table 6 below:

Table 6 The results of the Mann Whitney U Test For Pretest Scores Of The Experimental And Control Group Students.

	Grup	n	Mean Rank	Sum of Ranks	U	z	p
	Control	15	13,03	195,50			
PreTest	Experimental	14	17,11	239,50	75,500	-1,299	,201
	Total	29					

According to Table 6, control group include 15 students while experimental group includes 14 students. The mean pre-test score of the experimental group is calculated

as 17.11 and for the control groupit is 13.03. The U- test demonstrated that there was not a statistically significant difference between pre-test scores of the experimental and control groups. (z=-1,299; p>0.05). In other words, they have almost equal proficiency before the experiment.

4.2 The Results for the Research Question 2

Research Question 2: Is there a significant difference between the pretest and posttest scores of the experimental group students?

In order to address research question two, The Wilcoxon Signed Rank Test analysis was conducted. The pre- and post test results of the experimental group were compared by using this test analysis. The pre- and post-achievement-test results are shown in Table 7 below:

Table 7 The Results of The Wilcoxon Signed Rank Test for Pretest-Posttest Scores of Experimental Group Students

PostTest - PreTest	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	0(a)	0,00	0,00	-3,190	,001
Positive Ranks	13(b)	8,00	120,00		
Ties	1(c)				

According to table 7, the results of the Wilcoxon Signed Rank Test conducted to determine whether there was a significant difference between the pretest and posttest scores of the experimental group students indicated that there was a significant difference between the mean scores (z=-3.190, p<0.05). In other words, the achievement level of the experimental group increased after the test period ended. This result shows that using cartoons in teaching grammar had a positive effect on students' achievement. Because, using cartoons attracted the students' attention and it provided a permanent learning and as a result of this, they became more successfull

4.3 The Results for the Research Question 3

Research Question 3: Is there a significant difference between the pretest and posttest scores of the control group students?

Table 8 The Results of The Wilcoxon Signed Rank Test for Pretest-Posttest Scores of Control Group Students

PostTest - PreTest	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	2(a)	4,00	8,00	-2,643	,008
Positive Ranks	11(b)	7,55	83,00		
Ties	2(c)				

When Table 8 was examined, it was found according to the results of the Wilcoxon Signed Rank Test conducted to determine whether there was a significant difference between the pretest and posttest scores of the control group students that there was a difference between the mean scores ($z=-2,643$, $p<0.05$). This result shows that there is an increase in their achievement level as they learnt the grammar points they were taught.

4.4 The Results for the Research Question 4

Research Question 4: Is there a significant difference between the posttest scores of the experimental and control group students?

The Mann Whitney U test results of the posttest scores of the students in the experimental and control groups related to the vocabulary learning are given in Table 9.

Table 9 The results of the Mann-Whitney U Test that Was Performed To Determine Whether Posttest Scores Of The Experimental And Control Groups Were Different.

	Grup	n	Mean Rank	Sum of Ranks	U	z	p
	Control	15	10,53	158,00			
PostTest	Experimental	14	19,79	277,00	38,000	-2,934	,003
	Total	29					

The results reported above reveal that there is a statistically significant difference between the post-achievement test scores of the two groups (p<0.05). Therefore, it is possible to say that the experimental group has a higher achievement level than the control group, after being exposed to cartoons during grammar teaching. Because, during the teaching and learning process, the experimental group was taught by using cartoons at the end of the presentation section and practice section. So, it can be said that thanks to cartoons, a permanent learning was provided and this reflected the achievement of the students. In other words, cartoons created a significant effect on students' learning.

4.6 Summary of The Results

In brief, in this study the following four research questions were answered with the the results of the statistical analyses;

1. Is there a significant difference between the pretest scores of the experimental and control group students?

2. Is there a significant difference between the pretest and posttest scores of the experimental group students?

3. Is there a significant difference between the pretest and posttest scores of the control group students?

4. Is there a significant difference between the posttest scores of the experimental and control group students?

For the first question, the U- test demonstrated that there was not a statistically significant difference between pre-test scores of the experimental and control groups. (z=-1,299; p>0.05). In other words, they have almost equal achievement levels before the experiment.

For the second question, the results of the Wilcoxon Signed Rank Test showed that there was a significant difference between the pretest and posttest scores of the experimental group students and this indicated that there was a significant difference between the mean scores. This result shows that using cartoons in teaching grammar had a positive effect on students' achievement. Because, using cartoons attracted the

students' attention and it provided a permanent learning and as a result of this, they became more successful.

For the third question, it was found that there was a difference between the pre-test and post-test scores. The control group was taught without any cartoons as distinct from the experimental group. This result shows that there is an increase in their achievement level as they learnt the grammar points they were taught.

For the fourth question, the results showed that there is a statistically significant difference between the post-achievement test scores of the two groups ($p < 0.05$). The experimental group's test score is higher than the control group's. Because, during the teaching and learning process, the experimantal group was taught by using cartoons at the end of the presentation section and practice section. So, it can be said that thanks to cartoons, a permanent learning was provided and this reflected to the achievement of the students. In other words, cartoons created a significant achievement on students.

To sum up, these results show that both control and experimental groups had almost equal knowledge about the grammar points before the experiment. The grammar points were taught to control group without using any cartoons and at the end of teaching process, the post test results showed that there was a difference between the pre and post test results of the control group and it means that learning occured to some extent. The experimental group was taught through cartoons and it was seen that there was a significant difference between the pre and post test results of the experimental group as a result of using cartoons. The post test results of both control and experimental group showed that there is a statistically significant difference between them. This difference showed that using cartoons during teaching and learning process had a positive effect on experimental group's achievement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This study which focuses on the role of cartoons in teaching grammar in EFL classes consists of five chapters. In the first chapter, the study is introduced by mentioning the background of the study, the problem related with the study, the purpose and significance of the study and the research questions needed to be answered. In the second chapter, detailed information about grammar is presented; the place of grammar, argument for and against grammar teaching, the notion of humour is also discussed, touching on its role in language teaching. Specifically, the nature of cartoons is handled. In the third chapter, the methodology of the study including the design, the participants, materials and instruments and the procedure are explained in details. In chapter four, data analysis and findings related with the study are explained and in this chapter, the summary of the study is presented.

As mentioned before, the aim of this study is to investigate the possible effects of using cartoons in grammar teaching on EFL classes. It is known that for most students, grammar is a boring part of language learning including lots of rules to be learned. To prevent this view, cartoons are thought to be effective to motivate students in learning grammar. Because, humour is always effective and motivating on people. The study was conducted on Aşağıçinik Secondary School 8th grade students. Ten grammar points according to 8th grade curriculum were chosen and lesson plans were prepared including the use of cartoons. At the beginning of study, a pre test was applied to both control and experimental gruops to see their knowledge related grammar points. It was seen that there was not significant difference about their knowledge on grammar points according to test result (p=0,201>0.05). That means that the two groups had statistically similar achievement levels before the application of this study, which is favored in an experimental study.

The control group was taught with the traditional meethods without using any cartoon including humorous factor. Each grammar point was taught in one week and at the end of tenth week, post tests were applied to both control and experimental groups. Findings have been analysed by IBM SPSS Statistics data analysis program.

According to test result, there was a significant difference between the achievement scores of the control and achievement groups. (p=0,003<0.05)

The result of the study can be stated as the following;

1. The results show that using cartoons in grammar teaching has a positive role on students' achievement.

2. Choosing caricatures suitable for the students' level and interest can motivate them to learn the grammar structure.

3. Using humour makes the students feel relaxed and comfortable in classroom environment. As a result, it could be said that it makes learning more enjoyable and easier.

4. The cartoons are important tools to apply "teach in context" rule in language teaching. They make the students see the language in context. So, it could be put forward that it provides more meaningful and permanent learning.

5. In this study, the use of cartoons wasrestricted to teaching grammar. However, it can also be used for different skills such as vocabulary, listening and reading (at the pre-listening and pre-reading sections to arise curiosity) and speaking and writing (at the pre-speaking and pre- writing stages to increase motivation)

6. Learners of different proficiency levels and/or learners of different ages could also be the participant group who can be taught the target language through cartoons.

7. Finding a cartoon for every grammatical structure may be difficult. In this case, cartoons including the grammar points to be learned and humorous factor can be prepared.

Grammar teaching has always been one of the the most important discussions. It was discussed for a long time whether it was necessary to teach grammar. But, then it was thought necessary to teach and this time, some discussions aroused about how it would be taught. As a result of the, different methods and techniques aroused. Cartoons are importaant tools which provide a relaxed atmosphere and lower the anxiety. In language teaching atmosphere, high motivation and willingness are important factors which provide learning. Especialy, in grammar teaching which is

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thought boring, using cartoons which includes humor makes the grammar lesson more enjoyable and makes the students take part in lesson willingly.

As a conclusion, this study aims to reflect the effects of using cartoons in grammar teaching and it shows that the achievement of the EFL students on grammar is affected by the use of using cartoons in grammar lessons.

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APPENDIX 1

PRE – POST TEST FOR 8TH GRADE

NAME / SURNAME :   **CLASS: 8/ .....**   **NO:**

1.A city is ………………………….. than a village.
a) crowded   b) the most crowded   c) more crowded   d) most crowded

**2. A: Hello Martin. You know I am in France now and I ……………………
lots of historical places . I am turning back next week.**
a) visited   b) visit   c) visiting   d) have visited

3. It was ………………… exprerience for me to try bungee jumping
a) the most fascinating   b) more fascinating   c) most fascinating   d)
fascinating

4.. Look ! It ………………… outside . Don't forget to take your umbrella.
a) rains   b) will rain   c) is raining   d) rained

**5. Mum : Charlie , the door is ringing.
     Charlie : OK . I ……………………. it.**
a) am opening   b) am going to open   c) should open   d) will open

6. His ca r is clean. He _____ it.
a) is washing   b) washes   c) washed   d) has washed

**7. If you want to live longer . you …………………. pay attention to your
health.**
a) should   b) will   c) can   d) must

8. It isvery cold outside. I think It …………………………………… snow soon.
a) is   b) does   c) will   d) is going to

9. The children are ………………………. us now.
a) happiest   b) happier   c) happiest than   d) happier than

10. I ………………….. horror films to comedies..
a) prefer   watch   b) would rather watch
c) prefer watching   d) would rather watching

11.Albert would rather do parachuting …………………canoing
a) to   b) than   c) of   d) from

12) Last week , we ………………………. long hours to finish our project
a) worked   b) have worked   c) are working   d) work

13) Joe is …………………….. student in the class
a) tallest   b) the tallest   c) taller   d) the taller

14) In general , she goes to school on foot, but today , she ………………….. a taxi . Because she is late for school.
a) is taking   b) took   c) have taken   d) will take

15) Cindy is …………………………………. girl I have ever seen .
 a) the beautiful   b) most beautiful   c) more beautiful   d) the most beautiful

16) I promise I ……………. tell lies any more
a) won't   b) am not going to   c) shouldn't   d) can't

17) A: Have you ………………. been to England?
     B: No, …………….. .
a) ever / ever   b) never / ever   c) ever / never   d) never / never

18) Did she_____ you at the party last week?
a)saw   b)seeing   c)seen   d)see

19) A: .... ?
     B: Twice a week
a) When do you go to the library ?
b) How long will you stay there ?
c) How often do you go to the cinema ?
d) How do you go to school ?

20) ____ you ever _____ Turkish coffee?
 a. Do / like   b. Do / like drinking   c. Have / drunk   d. Are / drinking

21) I and my sister usually   .... early at the weekends but my brother ....
a) gets up / don't   b) get up /does   c) gets up/doesn't   d) get up / doesn't

22) A: It .... outside.
     B : What about playing snowball?

 a) is snowing   b) have snowed   c) snowed   d) will snow

23. Ali ………………… his homework; now he can go out.
a) did   b) has done   c) will do d) is doing

Look at the chart and answer the 24th and 25th questions

	AGE	**HEIGHT**	**WEIGHT**
ALICE	12	1,45 cm	48 kg
SUSAN	22	1.60 cm	55 kg
LAURA	40	1,75 cm	78 kg

24) Choose the correct option according to chart
 A) Laura is younger than Alice.
   B) Alice is taller than Susan.
   C) Susan is fatter than Laura.
   D) Susan is shorter than Laura.

25) Choose the incorrect option according to chart.
 A) Laura is older than Susan.
   B) Alice is taller than Laura.
   C) Laura is fatter than Alice.
   D) Susan is taller than Alice

Good Luck

APPENDIX 2

LESSON PLAN 1

Subject : ComparativeForm of Adjectives

<u>Objectives :</u> They will be able to idetify the comparative sentences , they will induce the rule and make sentences in comparative

<u>Time :</u> 40+40 minutes

<u>Materials :</u> Smart board, caricatures, cartoons

Presentation

The students will be asked to look at the pictures on the smart board and the given information. Then the sentences in comparative form wil be written

John is younger than Brenda   Diyarbakır is colder than Antalya

Brenda is taller than John   Antalya is hotter

John is slimmer than Brenda

They will see comparative sentences in the pictures below
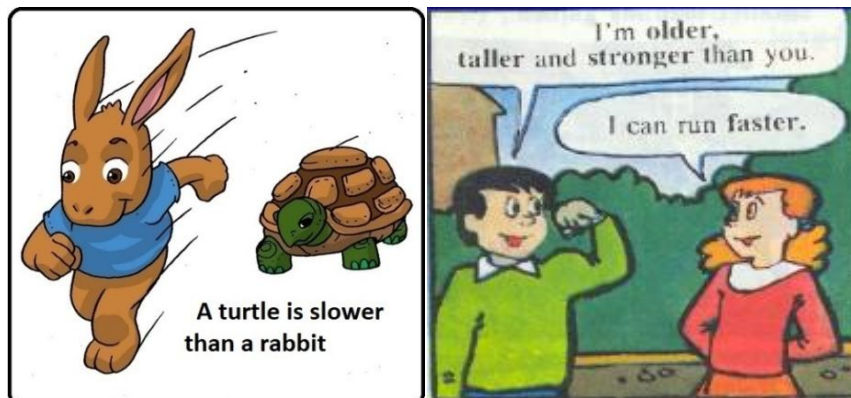
The caricature in comparative structure will be shown to students and they will see the structure and enjoy

"HE JUST **LOOKS** TALLER THAN ME BECAUSE HE WALKS UPRIGHT!"
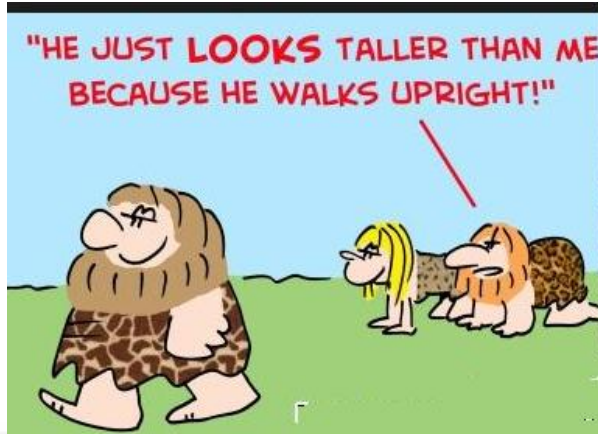
After making sure that the sudents get the meaning of comparative words , they will be tried to induce the rule of of making comparison and then , the structure table will be shown;

I	am	Older		You
John		Younger		Brenda
Brenda	is	Taller	Than	John
Diyarbakır		Colder		Antalya
Antalya		Hotter		Diyarbakır

The students will be shown the following cictures to make them understand " MORE " in comparative

5.000 TL   50.000 TL

The red car is more expensive than the yellow car

Julie   Jack

Julie is more hardworking than Jack
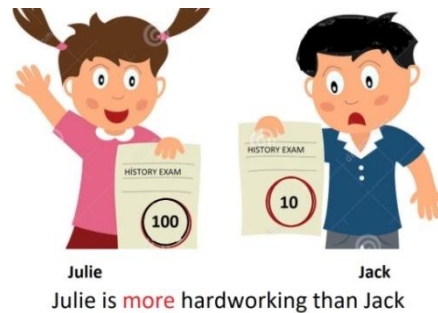
The queen is more beautiful than the witch

Tommy is more handsome than Stavro

After these sentences , the students will be tried to induce the rule of using "more" in comparatives . After they understand the rule , the structure table will be given

The red car Julie The queen Tommy	is	More	Expensive hardworking beautiful handsome	Than	The yellow car Jack The witch Stavro

Eating vegetable is better than fast food

BOB   JOE

Joe has less money than Bob

The students will be told that there are ırregular adjectives and these kind of adjectives don't take --er or more and they turn into different forms such as ;

good- better   little – less   far –farther/further   much/ many – more   bad – worse

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Wednesday
MY DAD HAS A BETTER JOB THAN YOUR DAD!
MY DAD HAS A BIGGER CAR THAN YOUR DAD!
4-30
MY DAD HAS A SON!
April 30, 1958

Using the caricature above , the students will be shown to the students both to see the comparative structures and enjoy .

After getting sure that they get the meaning, the first caricature will be shown to the students and they will be asked some questions about it such as ;
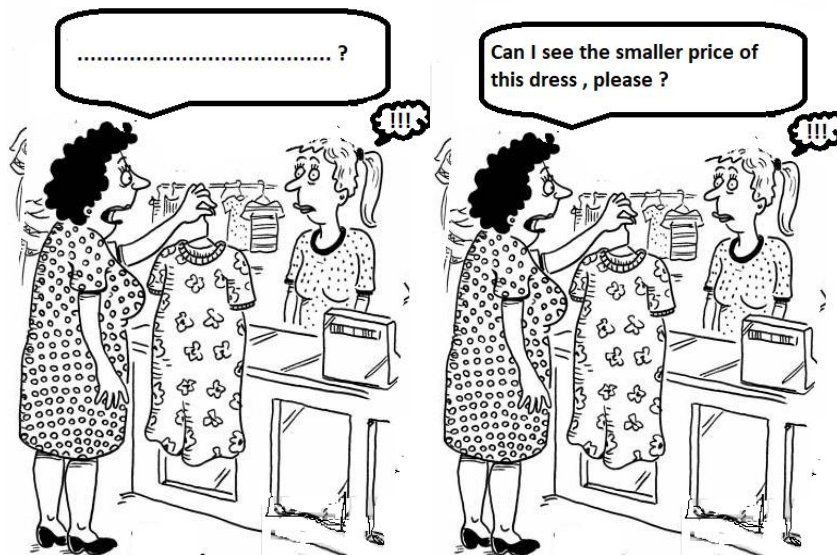
Where are they ?

What are they talking about ?

What are their feelings ?

Then they will be asked to guess what the woman is asking in speech bubble to make them use comparative

After getting their guesses , the original caricature will be shown to see the correct sentence

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Practice

The students will be asked to look at the caricature which include a riddle and fill in the blank using the adjective in ( ). Then, they will be asked to guess the answer of the riddle . then , the correct answer will be shown

The students will fill in the blanks using comparative and adjectives in ( ).

1) Bungee jumping is ……………………….. (difficult) than riding a bike .

2) Mark lives …………………………. (far) from school than me

3) İzmir is   …………………..(hot) than samsun

4) Bora is ………………….. (stubborn) than Mert

5)Uncle mark is ………………………(old) than my dad

They will be asked to look at the Picture and fill in the blanks using comparative
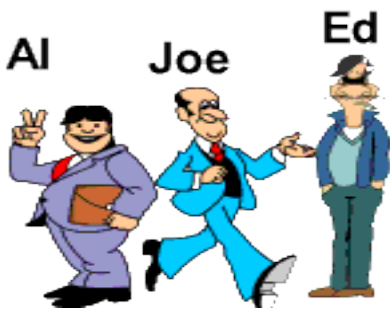
40 years old   60 years old   50 years old

1) Ed is …………………………………………… than Al and Joe

2) Al is …………………………………………… than Joe and Ed

3) joe is …………………………………………. Than Ed

4) joe is …………………………………………… than al and joe

5) Ed is …………………………………………… than Al

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This caricature above will be shown to students without the given word in (). They will be asked to find suitable adjective in comparative form to get the answer " two dinasaurs". And then the correct word will be shown
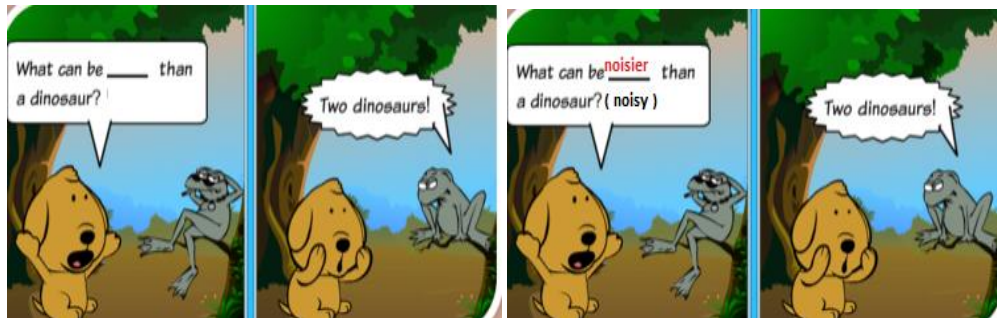
The students will look at the cartoon below and try to guess what the wolf says according to story by using comparative and then the correct answer will be shown

The students wil look at the caricature and they will be asked to guess the right comic answer and the right answer will be shown at the end

APPENDIX 3

LESSON PLAN 2

<u>Subject :</u> Simple Future (will /won't)

<u>Objectives :</u> They will be able to idetify the sentences in simple future, they will understand its meaning, they will make sentences in simple future using "will"

<u>Time :</u> 40+40 minutes

<u>Materials :</u> Smart board**,** cartoon, caricatures

Presentation

The sentences below will be written on the board and the students will be tried to induce the rule

"Would you like potatoes or rice?"
"I **will** have the rice."

"Which shirt do you like?"
"Well, th red one is cheaper, but I prefer the color blue. I **will** take the blue one."

Then the following pictures will be shown and the students will try to understandthe structure

The caricatures below will be shown and they will see the structure while enjoying

After getting sure that they have understood the structure and its usage , they will be told that to define the decisions at the time of speaking ,we use will and then , the structure table will be given

I	will	Have the rice Take the blue one Come Get you some coffee Marry Mell
	won't	Meet anyone I have met on the net

Practise

Fill in the blanks with "will/won't"

1. A: The door is knocking

   B: OK, I ……. (see) who it is

2. A :Oh , sorry .I dropped all the soup

   B: Don't worry.I ……… (clean) it.

3. A: This problem is very diffucult

   B: Ok, I ……………. (Help) you

4. A: What time is it ?

    B: It is ten o 'clock

    A: Ten o'clock ? I ……………… (go) to the cinema then, it is too late

5.Sorry but, I …..….. (buy) this shirt , because I don't have enough money on me

 Some questions about the caricature below will be asked to the students such as ;

 - Where are they ?

 - What do they have in their hands ?

 - What are their relations ?

Then, they will be asked to guess the child's answer using "will" and the the correct sentense will be shown
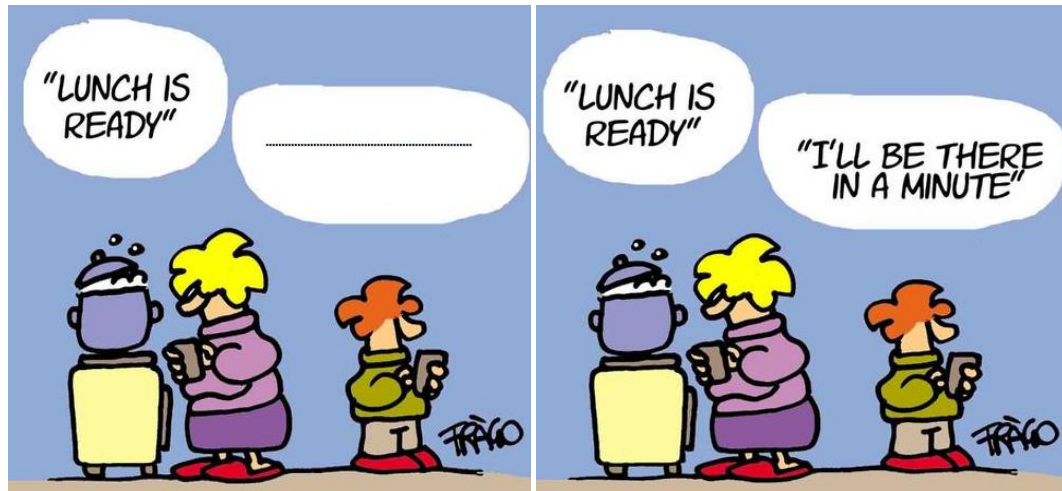
The students will try to quess her answer using will / won't and then the correct answer will be shown
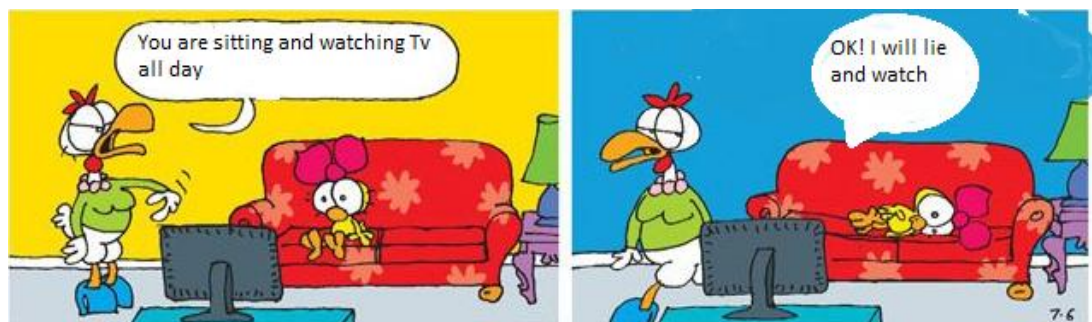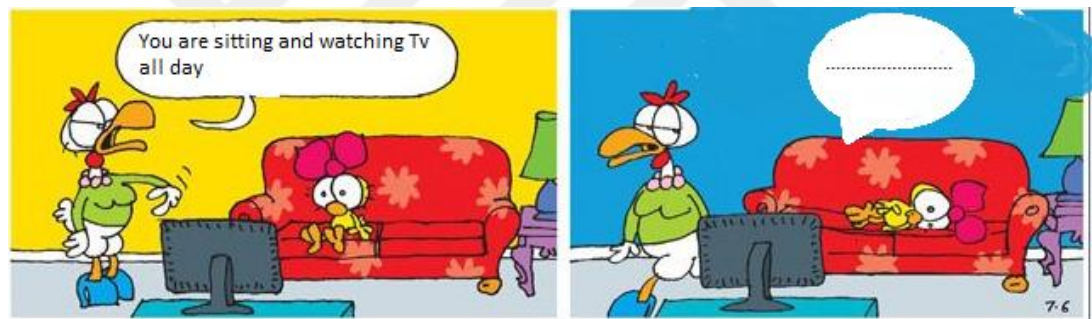
The students will be asked to quess the woman's sentence using" will "

APPENDIX 4

LESSON PLAN 3

Subject :Superlative form of adjectives

Objectives :They will be able to identify the superlative form in sentences, they will be able to understand the structure and make sentences in superlative form

Time : 40+40 minutes

Materials: Smart board ,caricatures, cartoons

Presentation

The students will be asked to look at the pictures and the given information. Then the sentences wil be written

Al   Joe   Ed
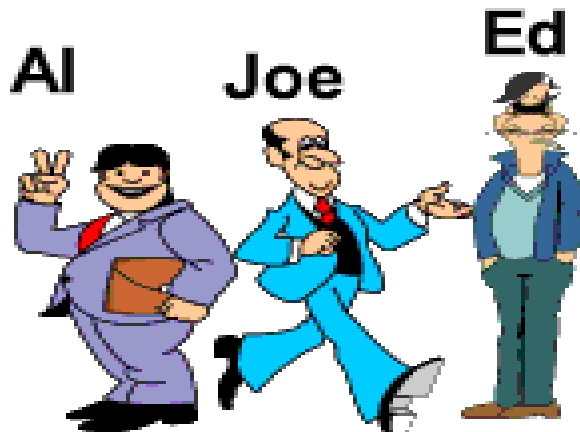
90 KG   70 KG   55 KG

45 years old   60 years old   30 years old

Ed is the tallest   man   Al is the fattest man

Joe is the oldest   man   Ed is the slimmest man

Tom   Peter   Bob

Tom is strong   Peter is stronger than Tom   BOB is the strongest man

The caricature in superlative structure will be shown to students and they will see the structure and enjoy

After making sure that the sudents get the meaning of comparative words , they will be tried to induce the rule of of making comparison and then , hte structure table will be shown

Ed			Tallest	
Joe	is	the	Oldest	Man
Tom			Strongest	
I	am		Smallest	Dinasour

The students will be shown the following Pictures to make them understand " MOST "in superlative

20.000 TL   40.000 TL   10.000 TL

The red car is the most expensive

I think bungee jumping is the most exciting

After these sentences , the students will be tried to induce the rule of using "most " in superlatıves . After they understand the rule , the structure table will be given

The red car	is	The most	Expensive
Bungee jumping			exciting

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"I've got the worst headache!"

The caricature above will be shown to the students .After talking about the caricature , they will try to guess the meaning of" worst". The students will be told that this is a ırregular adjective and these kind of adjectives don't take --est or the most and they turn into different forms such as ;
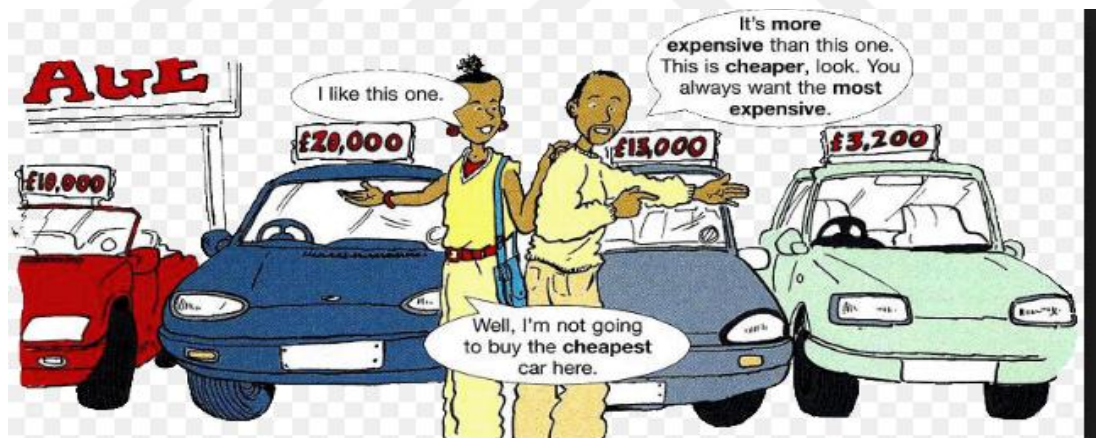
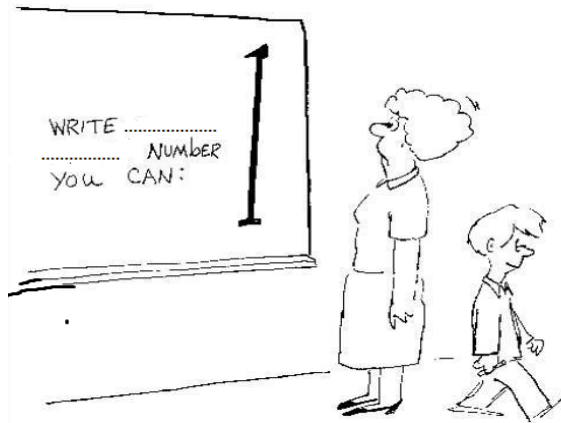Good- the best   little – the least   Far –farthest / furthest

much/ many – the most   Bad – worst

Using the caricature above , the students will be shown to the students to see the superlative and comparative structures and enjoy .

After getting sure that they get the meaning , the caricature below will be shown to the students and they will be asked some questions about it such as ;
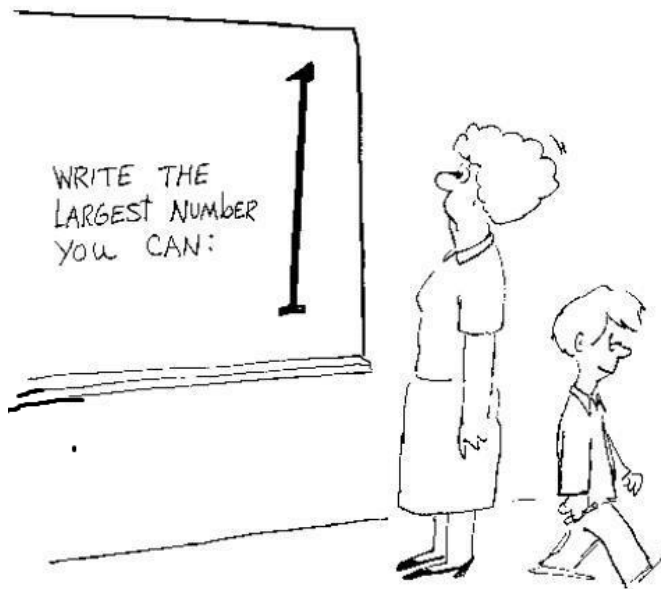
Where are they ?

How does the teacher feel ?

How does the student feel ?

Then they will be asked to quess the suitable adjective in superlative form . And then , the correct answer will be shown to the students
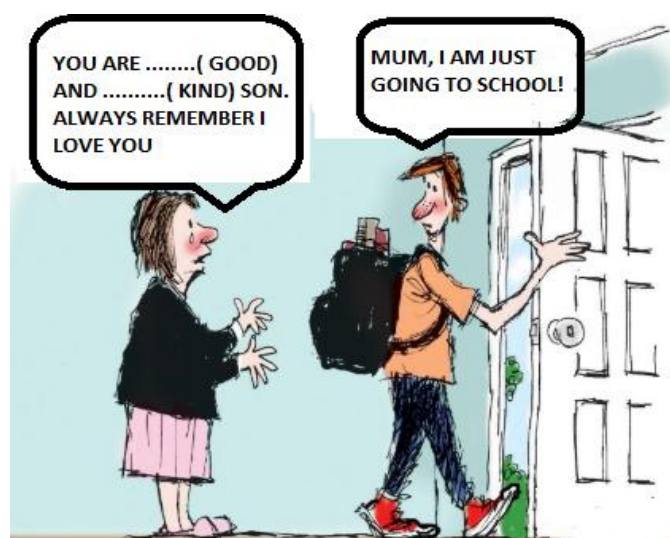

Practice

The students will be asked to look at the caricature and fill in the blank using the adjective in ( ).

He is .... (lazy) dog
I have ever seen !!!

The students will fill in the blanks using comparative and adjectives in ( ).

1) Berk is ……………………….. (tall) student in our class .

2) Skydiving is one of ……………………….. (dangerous) extreme sports

3) You are ………………………………… (good) friend I have ever seen.

4) Mr Darker is ……………………….. (old) teacher at school

5) This is ………………….. (funny) film I have ever watched.

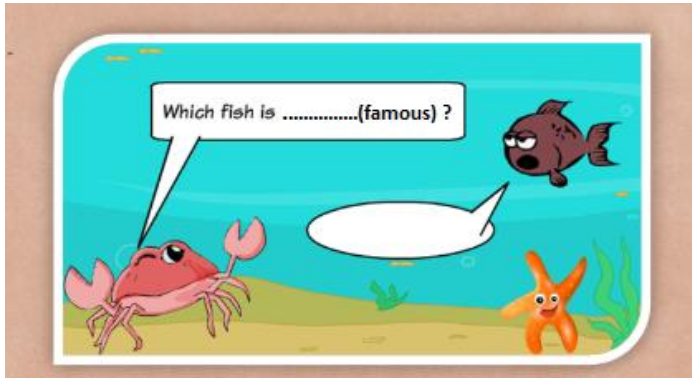**They will be asked to look at the caricature and fill in the blanks using SUPERLATIVE**

YOU ARE ……..(GOOD)
AND ………..(KIND) SON.
ALWAYS REMEMBER I
LOVE YOU

MUM, I AM JUST
GOING TO SCHOOL!

The students will try to guess suitable word in superlative form for the caricature below

Except for looking after children, cooking, cleaning the house, doing shopping, being a housewife is .... job for me

The students will be asked to guess the funny adjective in superlative form looking at the caricature

SOMETIMES I FEEL THAT I HAVE .... JOB IN THE WORLD!

YA...RIGHT!

SOMETIMES I FEEL THAT I HAVE THE WORST JOB IN THE WORLD!

YA...RIGHT!

Tim Peckham

They will fill in the blanks and find the correct answer of the riddle

APPENDIX 5

LESON PLAN 4

<u>Subject</u> :Simple future (Be Going To)

<u>Objectives</u> : The students will be able to recognize the sentences in simple future , they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences in simple future

<u>Time</u> :40+40 minutes

<u>Materials :</u> Smart board, cartoon, caricatures

Presentation

The sentences below will be written on the board and the students will be tried to induce the rule

Mary is stuying very hard . she is going to win the unıversity

She is buying flour and milk .she is going to make a cake

He is wearing his coat. He is going to go out

Then the following pictures will be shown and the students will try to understand the structure
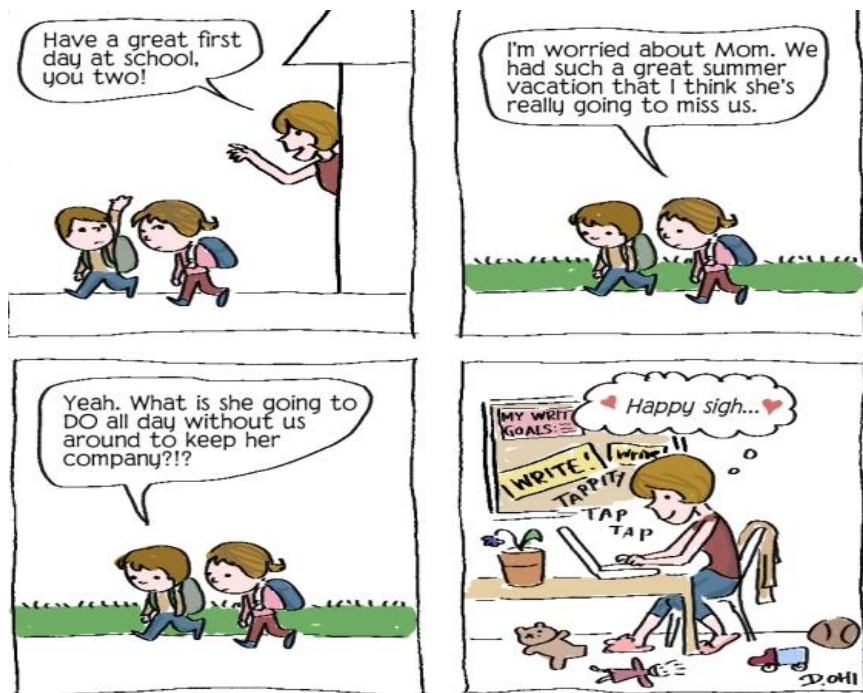

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"It's going to rain."

The caricatures below will be shown and they will see the structure while enjoying

"I think it's going to be a boy. Because whenever I pick up the remote control, he kicks me."

After getting sure that they have understood the structure and its usage , they will be told that to define the predictions with present evidence ,we use"be going to " and then , the structure table will be given

She			Win the university
He	is		Make a cake
		Going to	Go out
It	is		Rain

Practise

The students willl fill in the blanks using "going to"

1. The traffic is very bad . we ……………… (be) late

2.She doesn't have any Money. She …………………………(pay) by credit card

3. The weather is cold .It ………………………… (snow)

4.Run . The bus ………………. (run away)

5.Look at the clouds. It ……………(rain)

They are going to read the given situations and write sentences with "going to "

1. I think the exam will be very difficult and you are not studying at all

   You …………………………………………………………….

2. It is raining very hard and Rose is walking in the street without an umbrella.

She …………………………………………………………

3. The fishing boat has a hole in its side and the waves are getting higher and higher.

It …………………………………………………………

4. The lion is chasing the deer and the deer has an injured leg.

The lion …………………………………………………

5.molly is watching a sad film and she is reaching the tissues

She …………………………………………………………

The students will be asked to find the suitable sentence using "be going to " and the original answer will be shown

Who are they ?

Where are they ?

What do you think they are talking about ?

What does the man say about the baby ?

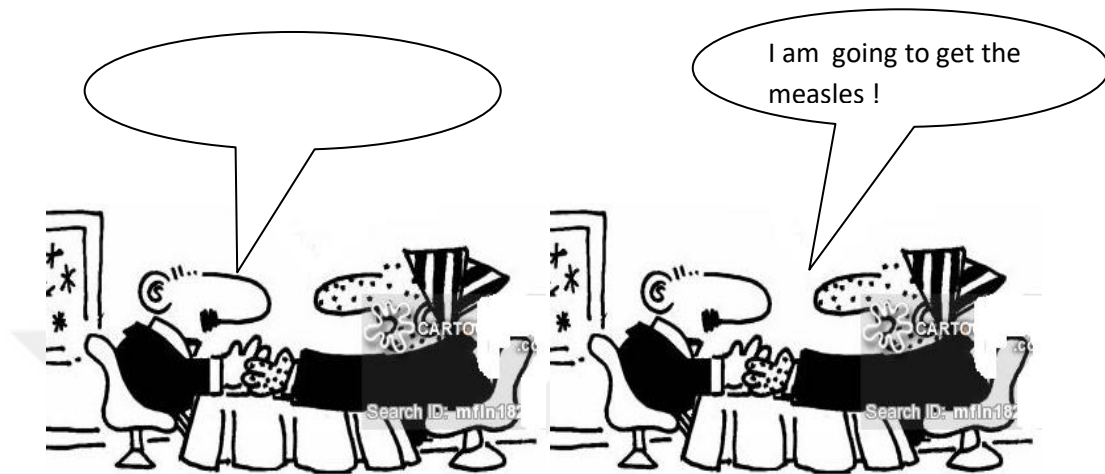I'm sure that he is going to be basketball player .

By looking at the caricature below , the students will try to answer the following questions ;

Where are they ?

What are their relationship?

What's the problem with the woman ?

What does the man say to the woman ?

I am going to get the measles !

APPENDIX 6

LESSON PLAN 5

Subject : Giving Advice (Should / Shouldn't)

Objectives : The students will be able to recognize the sentences with "should" , they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences to give advice by using it

Time : 40+40 minutes

Materials : Smart board, cartoons, caricatures

Presentation

Some sentences will be written on the board   such as ;

Child : I don't feel well , mum. I feel cold and ı have a sorethroat

Mum :you **should** see a doctor immediately

Daniel : my exam results are really very bad

Tom : you **should** come to classes regularly and study harder

Lisa : ı am getting weight day by day

Diana : you **should** change your eating habits

The students will be shown the following pictures to see the structure

The caricatures below will be shown and they will see the structure while enjoying

The students will be told that we use should/ shouldn't to give advice and after getting sure that they have understood the structure , the structure table will be given

You He	Should	Come to class regularly See a doctor Change your life styles Take your umbrella
You	Shouldn't	Watch tv so much Go out if it is hot

Practise

They will write "should or shouldn't according to situations

1) Sam : I have a sorethroat   Mum : you …………. Drink cold water

2. You ………………… study regularly if you want to be a succesfull student

3. A good friend ……………… be honest and always tell the truth

4. When you try rafting, you …………..wear your life jacket.

5.You ………………….. eat so much fast food ıf you want to lose weight.

They will match the sentences

1. I have a terrible headache   ( ) you should try extere sports

2. We have an important exam tomorrow   ( ) you should take a painkiller

3. The weather is rainy   ( ) you shouldn't forget your umbrella

4. If you like adrenaline   ( ) we should study hard

5. ıf you have a backache   ( ) you houldn't carry heavy things

They will look at the caricature and try to guess the blank using "should" and then , the correct sentence will be shown .

The students will look at the caricature and complete the speech bubble using "should or shouldn't and then the correct sentence will be shown

They will imagine the snowman's advice for the other snowman

This style doesn't suit you. You should change your style immediately

They will look at the caricature and try to find the doctor's advice according to patient'a answer and the correct answer will be shown.

APPENDIX 7

LESSON PLAN 6

Subject : Defining Past Actions (Simple Past Tense)

Objectives : The students will be able to recognize the sentences in simple past , they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences in simple past

Time : 40+40 minutes

Materials : Smart board,cartoons,caricature**s**

Presentation

The sentences below wil be written on the board

I always visit my grandparents at the weekends but , ı visited them on Monday last week

She goes to school by bus , but she walked to school yesterday

We moved to İstanbul five years ago

He washed his car last Sunday

His plane arrived on time

They studied for the exam yesterday night

The students will be shown the following pictures to make them see the structure

He started crawling and climbing   Jenny and Rose talked on the phone yesterday

Yesterday it rained all morning. It stopped at lunchtime.

After they have understood the structure and the meaning , they will be explained that Past Tense is used to talk about something that started and finished at a definite time in the past. To change a regular verb into its past tense form, we normally add –ED, -D, -İED to the end of the verb. And the structure table will be shown to the students
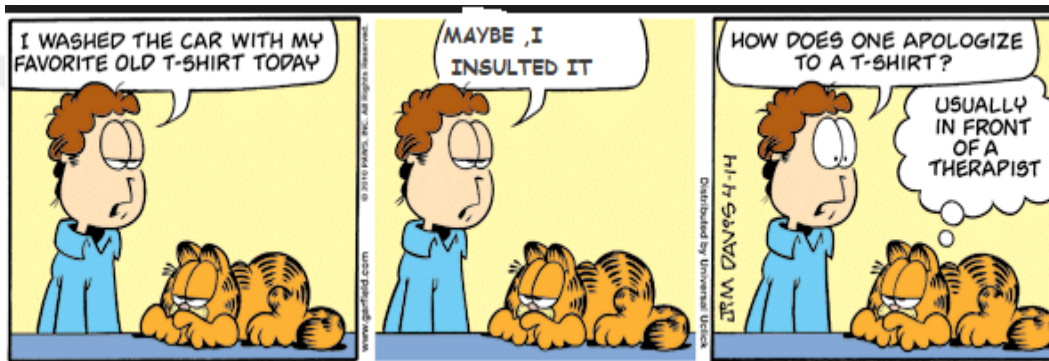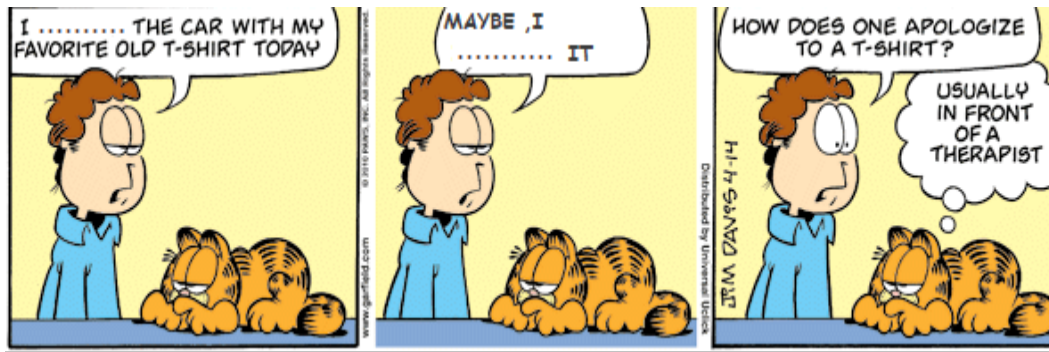
I	Visited	my grandparents	last week
She	Walked	to school	yesterday
His plane	Arrived	on time	
They	Studied	for the exam	yesterday night

The caricatures below will be shown to students to make them understand structure

Practice

The studentswill be asked to guess the verbs in past form and fill in the blanks and then , the original form will be shown

The students will be asked to reorder the Pictures and then the correct order will be shown

The students will be asked to guess the princess's answer and the original sentence will be shown

APPENDIX 8

LESSON PLAN 7

Subject : Defining and Asking Personal Experiences (Present Perfect Tense)

Objectives : The students will be able to recognize the sentences in present perfect tense , they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences in present perfect tense

Time : 40+40 minutes

Materials : Smart board, caricatures, cartoons

Presentation

Some Pictures with sentences in present perfect tense will be shown ;

I have been to Paris

I have never visited the Taj Mahal

Have you ever tried bungee jumping ?

Have you ever seen a ghost ?

The students will be told that present perfect tense is used to define or ask our life experineces and third form of the verbs is used. (the students will be given the third forms of the some important verbs)

Have you ever thought of becoming a vegetarian ?

HAVE YOU EVER
APOLOGIZED
TO A SPIDER?
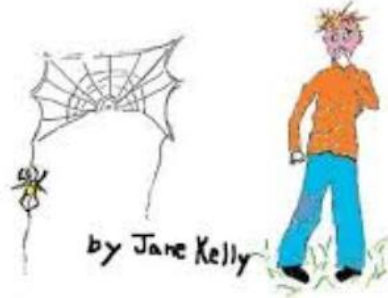
by Jane Kelly

The caricatures above will be shown and they will see the structure while enjoying. After getting sure that they have understood the structure , the structure table will be given

			SEEN	THE PYRAMIDS
			EATEN	CHOCOLATTE MOUSSE
I	HAVE		BEEN	TO PARIS
		NEVER	VISITED	THE TAJ MAHAL

HAVE	YOU	EVER	TRIED	BUNGEE JUMPING	?
			SEEN	A GHOST	

Practise

Look at the caricature and complete the sentence in present perfect form

This is the first time
....
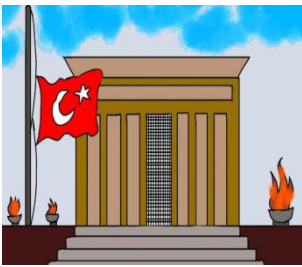
JACK'S DRIVING SCHOOL

The students will be asked to make positive and negative experienced sentences and ask for experiences according to the given situations in the pictures
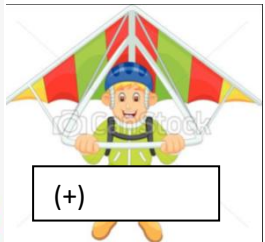

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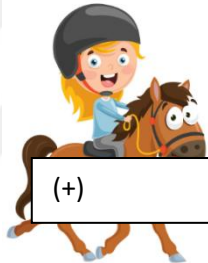
The students will be asked some questions about the caricature below such as ;

Who are they ?

Where are they ?

What is the problem ?

And then they will be asked to guess the sentence in speech bubble

Have you ever tried using contact lenses ?

APPENDIX 9

LESSON PLAN 8

Subject : Defining Preferences (prefer +Ving)

Objectives : The students will be able to recognize the sentences defining preferences, they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences using "prefer"

Time :40+40

Materials: Smart board, caricatures,cartoons

Presentation

The sentences below will be written on the board and the students will be tried to induce the rule

I prefer orange juice to milk at breakfast

She prefers tennis to football

I prefer going to the cinema to watching a film at home

He prefers trying caving to doing bunge jumping

I prefer swimming to sunbathing

Then the following pictures will be shown and the students will try to understand the s tructure

I prefer windsurfing to kayaking

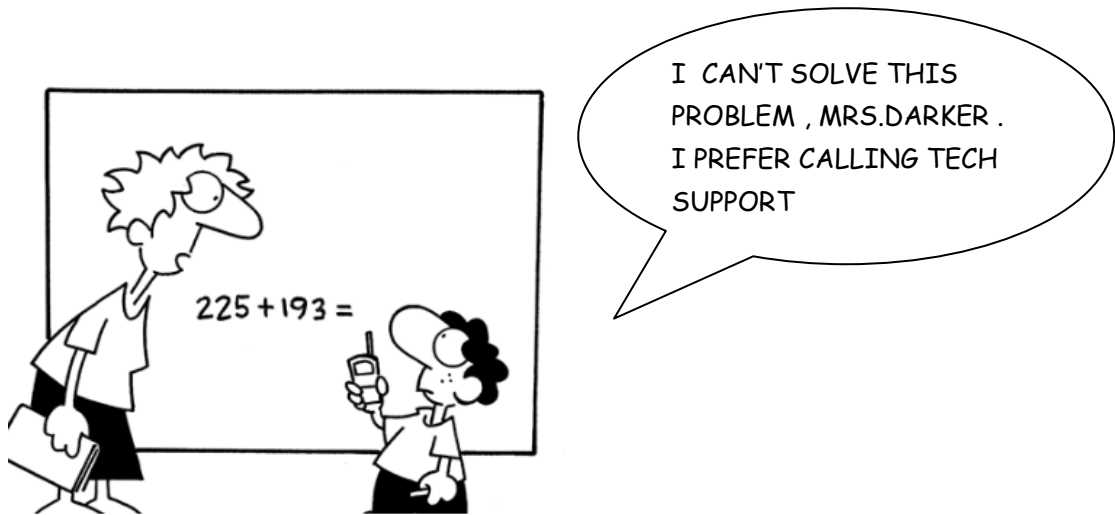I prefer living in a rural area to living in a big city

I prefer playing tennis to doing bungee jumping.

After getting sure that they have understood the structure and its usage , they will be told that we use "prefer " to say what we prefer in general and we add – ing to the verb after prefer

I	Prefer	Orange juice Going to the cinema Playing tenis Tennis Trying caving	To	Milk Watching a film at home Doing bungee jumping Football Doing bungee jumping
She	Prefers			
He				

The caricature below will be shown and they will see the structure while enjoying

I CAN'T SOLVE THIS PROBLEM , MRS.DARKER . I PREFER CALLING TECH SUPPORT

Practise

They will make sentences according to the pictures

I prefer swimming to sunbathing

……………………………………………………………………………

……………………………………………………………………………..

☺

……………………………………………………………………..

☺

……………………………………………………………………….

The students will be asked to look at the caricatures and fill in the blanks using "prefer "

I ………………….. (read) the news on my phone. The little screen makes the world's problems look smaller

We .... (call) this test "multiple choice" ,not " multiple guess" , Daniel !

The students will be shown the caricature below and they will be asked some questions such as ;

Where are they ?

What is abnormal ?

How does the man feel ?

Then they will be asked to guess the sentence of the woman and then , the correct sentense will be shown

APPENDIX 10

LESSON PLAN 9

Subject : Defining what you prefer one thing more than another (would rather than)

Objectives : The students will be able to recognize the sentences with "would rather tan " , they will be able to understand its usage , they will be able to induce the rule, they will be able to make sentences with " would rather than "

Time :40+40

Materials: Smart board ,caricatures,cartoons

Presentation

The sentences below will be written on the board and the students will be tried to induce the rule

I would rather try bungee jumping than skydiving

I would rather play tennnis than play basketball

I would rather read a book than go to bed early

Then the following pictures will be shown and the students will try to understand the structure

I don't want to watch TV tonight. I'd rather read a book than watch TV.

After getting sure that they have understood the structure and its usage , they will be told that we use "would rather" to say what we want in a particular situation, not in general and , the structure table will be given

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I	Would rather	Try bungee jumping Play tenis Read a book	Than	Skydiving Play basketball Go to bed early

The students will be shown this caricature and they will see the structure
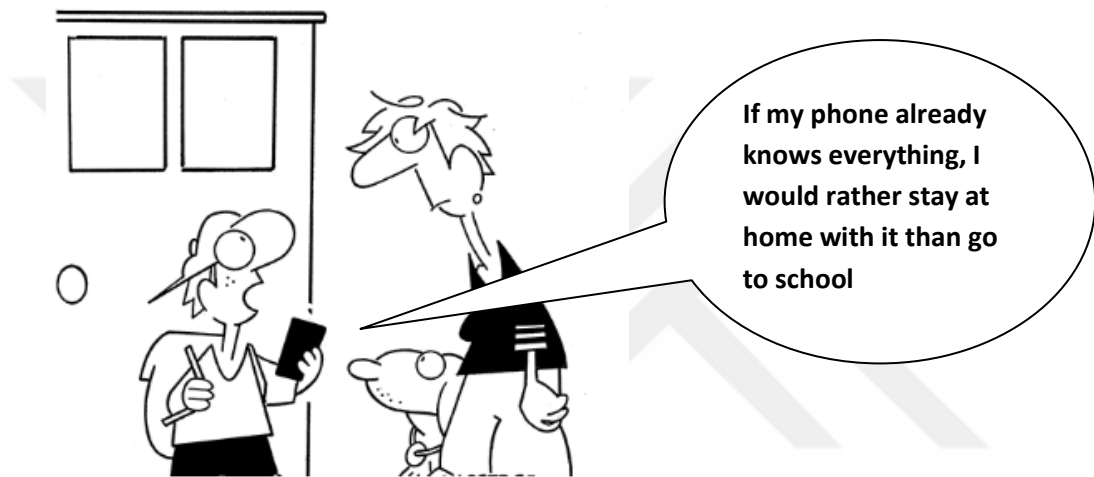
Practise

They will make sentences according to the pictures

I would rather swim than sunbathe

……………………………………………………………………………….

....

....

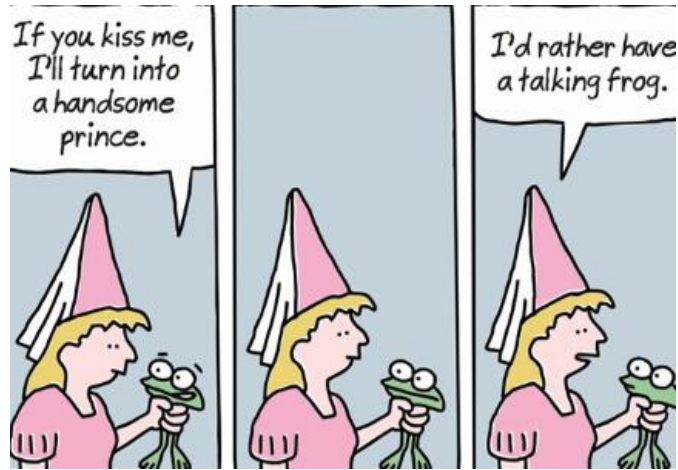..

Look at the caricature and quess the sentence of the girl

They will reorder the sentences in caricature and the correct order will be shown

1. ....

2. ....

3. ....

4 ....

APPENDIX 11

LESSON PLAN 10

<u>Presentation</u>

Each student will be given some actions such as ; playing basketball, swimming, drinkig tea, reading book and etc. They will be asked to act all these actions at the same time .while they are diong them , ı will write down what they are doing such as ;

Ali is dancing now   Mert and Zeynep are reading book

Gül is swimming   Pelin is listening to music

Can is playing guitar   Furkan is drawing

The students will be told that for the actions at the time of speaking ,we use present continous tense
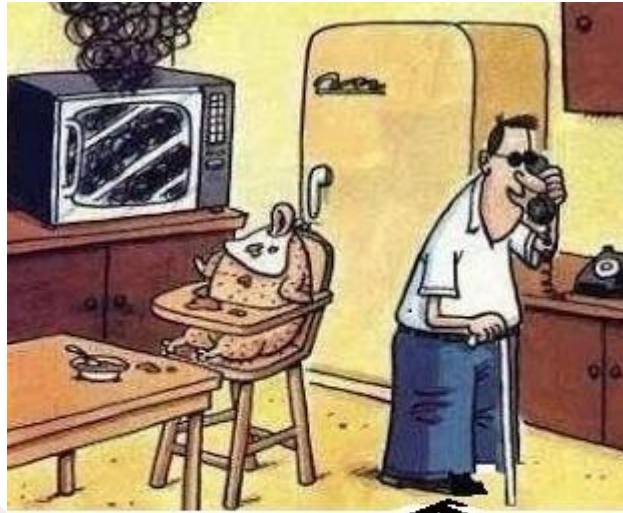
The caricatures above will be shown and they will see the structure while enjoying

After getting sure that they have understood the structure , the structure table will be given
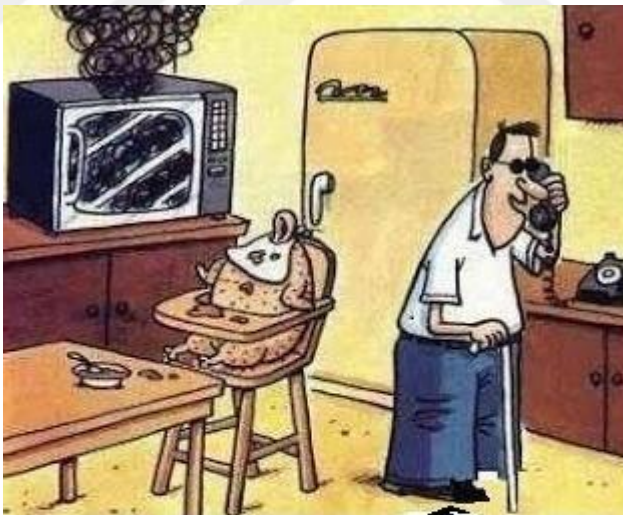
I	am	Sitting Watching Eating lunch	Now At the moment
Ali Pelin Mert and Zeynep The snake	is	Dancing Listening to music Reading a book Looing at me	

Practise

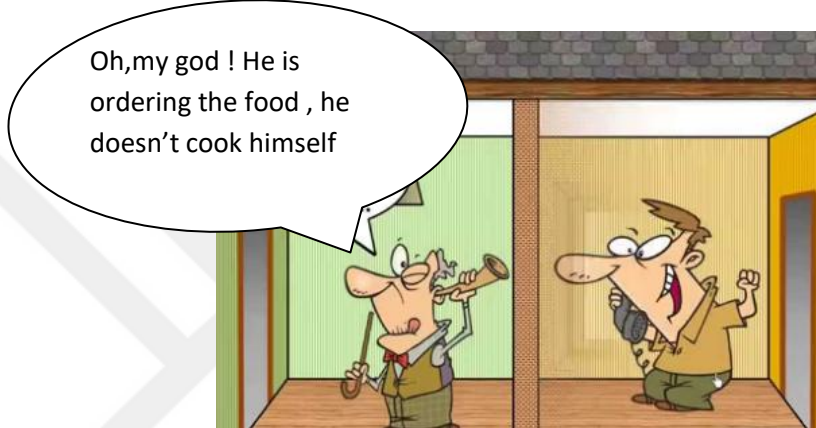**They will look at the caricature and try to guess the blanks using present continous tense**
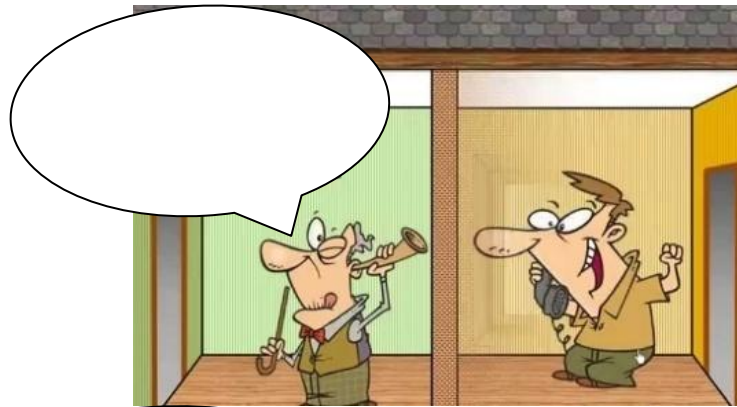

The students will look at the caricature and complete the speech bubble using present continous tense and then the correct sentence will be shown.

Oh, my god ! He is ordering the food , he doesn't cook himself

They will fill in the blanks looking at the caricature and guess the final sentence

This is strange! Eunice gets up at 7 oclock It's 8 o'clock now and ....

Dave goes to school at 8 o'clock! It's 8 o'clock now and Dave ....

Brian wears trousers but today he ....

What's the matter?

.... today!

This is strange! Eunice gets up at 7 oclock It's 8 o'clock now and ....**She is sleeping**

Dave goes to school at 8 o'clock! It's 8 o'clock now and Dave ....**is.playing.basketball**

Brian wears trousers but today he .....**he is wearing**

What's the matter?

It is holiday today!
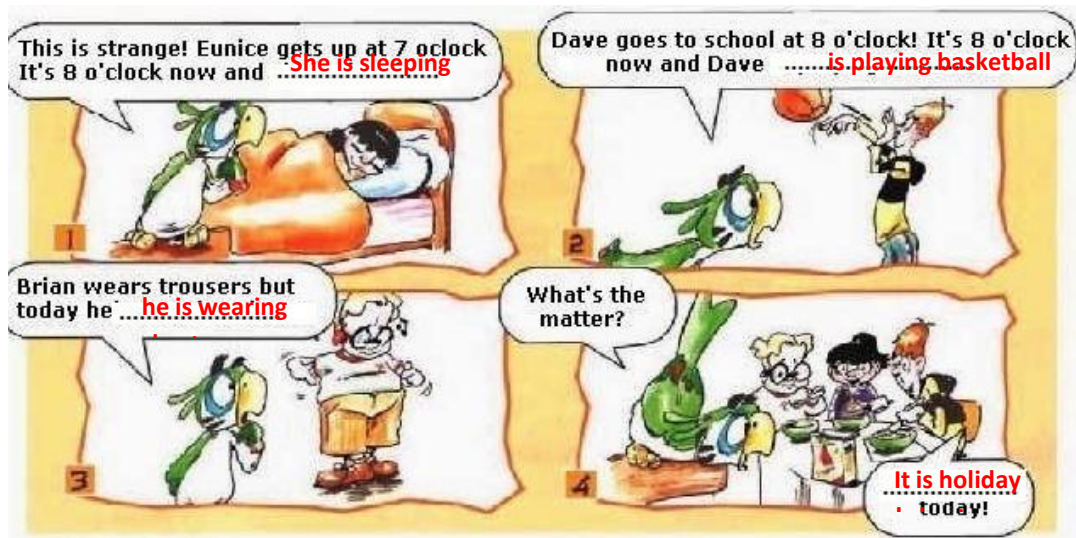
The students will be asked to look at the picture and write what are they doing as in the example ;

Exp ;. Paul ......**is watering the flowers**.................... now