AMERICAN UNIVERSITY OF ARMENIA

Department of English Programs

The Effect of Authentic Animated Films on Young Students' Listening Comprehension

A thesis submitted in

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Master of Arts in Teaching English as a Foreign Language

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DEDICATION

To my family

ACKNOWLEDGEMENTS

I WOULD LIKE TO EXPRESS MY DEEP GRADITUTE TO PEOPLE WHO HAD A

HUGE ROLE IN REALIZATION OF MY DREAM.

MY LECTURERS AND MY FAMILY

THANK YOU VERY MUCH

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ABSTRACT

The purpose of the current research was to determine the effect of authentic animated films on young students' listening comprehension as well as to see what attitude the students had towards having their listening skill developed through those materials. The research was carried out in the Experimental English Classes (hereinafter EEC) at the American University of Armenia (hereinafter AUA). Two groups of EEC students were involved in the research. The experimental group received treatment.

The instruments that were used for collecting data were:

a. One Pre-Test

b. One Post-Test

c. One questionnaire.

The quantitative data collected from Pre-Test and Post-Test were analyzed using Mann Whitney U and Wilcoxon Statistical Tests to compare the scores obtained from the tests of both groups. The qualitative data were collected through a questionnaire and analyzed.

The results of quantitative data showed that there was a significant difference in listening performance from Pre-Test to Post-Test in both groups. Particularly the students of both groups had improved their listening skill in the end of the course. However there was no significant difference between the groups that is the students of the experimental group had similar results with control group students after the treatment. The analyses of the qualitative data showed that the majority of students liked the language classes with authentic animated films and found the activities based on them useful and interesting.

CHAPTER ONE: INTRODUCTION

Successful target language comprehension requires proficiency in all language skills including listening skill. The concept of listening comprehension has been studied for decades and its value has been highlighted by many scholars who brought definitions on it. If summarize the common ideas from them listening comprehension may be defined as an active complex skill that synthesizes and analyzes the incoming information and passes it from one stage to another making the message clear to the listener. As a complex skill listening has been advocated to be taught regularly. However, sometimes teaching listening appears to be not enough to make the students proficient in listening. In regard to the current issue this research was conducted to suggest solution for many Armenian students who reach high levels of English proficiency but still find it extremely hard to communicate using target language in real life situations. Many students who have advanced knowledge in English language grammar, reading and writing get frustrated when they fail to understand speech of a native speaker. As a consequence in many cases they fail to produce the language and get demotivated. The reason, I assume, is that the students being taught English listening miss authentic environment or at least are taught listening not in real life context. Authentic materials used in language classes may provide the real life environment for language classes. The concept of authenticity of teaching materials has also been defined by scholars and the common ideas around it may bring to the following definition. Authentic materials are narrow pathways that serve as a motivating link to the real life target language in a nonnative environment. The current research offers teaching English listening with authentic animated films in order to make the listening classes more effective and enjoyable that is using materials of a more real

life context to prepare the students for real life communication. Another advantage of the authentic materials is the impulse of motivation on students. The concept of motivation also has been defined for decades and it may be defined as an inner powerful will driven externally or internally that makes a person creative and productive. In regard to the concept of motivation the authentic materials were used in the research to serve as a motivating tool for the students too.

Taking into consideration the arguments regarding listening comprehension development this research aims to determine the effect of authentic animated films on students' listening comprehension development as well as their attitude towards authentic animated films based listening instruction.

The research paper will first review related literature on listening development through authentic materials and then it will present and discuss the results of the research carried out in order to answer the following research questions.

1. *What is the effect of authentic animated films on young students' listening comprehension?*
2. *What is the students' attitude towards having authentic animated films based listening instruction?*

According to the hypothesis of the research the listening classes conducted on the base of authentic animated films materials (cartoon) will have positive effect on students' listening comprehension development in comparison with traditional textbook based teaching. Also the authentic animated films will raise the students' motivation towards English classes.

CHAPTER TWO: LITERATURE REVIEW

2.1. History and Development of Listening Skill

Before discussing the concept of teaching listening and going deeper into the teaching through authentic animated films and touching the topic of motivation it will be appropriate to have a general overview on the concept of listening comprehension and its development.

Listening skill was regarded as an unimportant and passive skill in language learning before 1960s. In 1969 a conference was held in Cambridge, England during which, among other issues, listening comprehension was discussed as a fundamental language skill. Later in 1980s researchers gave increasing attention to the listening comprehension as a complex skill. In 1990s aural comprehension became an important area of study in second and foreign language acquisition (Morley, 2001). Nowadays aural comprehension development is believed to be a base for oral language development since its development promotes the development of other language skills. Listening is supposed to be used more than other language skills in daily life, moreover it is believed that we listen twice as much as we speak, four times more than we read and five times more than we write (Nunan, 1998).

2.2. Listening Comprehension Process

Rost (2002) accepted comprehension as the important aspect of listening. He defined the concept of comprehension as "the process of relating language to concepts in one's memory and to the references in the real world" (Rost, 2002 p 59). That is the listener understanding the information heard and connects it to the real world.

Rivers in 1968 analyzed the following two levels of listening comprehension

1. recognition level

2. selection level

According to him at the recognition level the student identifies words and phrases, time sequence, structural interrelationships and others. On the selection level the student concentrates on those elements of the speaker's language which seem to express the purpose of the language. Loftus and Loftus (1976) discussed the act of listening to and understanding a spoken language and stated that it can be described as a series of processes through which the sounds convert into meaning.

Clark and Clark (1977:49) stated that the following processes are involved in comprehension:

1. the listener takes in raw speech and holds an image of it in short-term memory

2. then the listener makes an attempt in order to organize what he heard into constituents, identifying their content and function

3. when the listener identifies constituents he uses them to construct propositions grouping the propositions together to form a coherent message

4. once the listener has identified and reconstructed the prepositional meanings, he holds them in long-term memory, and deletes the form in which the message was originally received.

Another scholar, Yates (1979) stated that listening can be thought of as a three-step process:

1. hearing or receiving the stimulation of a sound wave

2. listening or finding familiar relationships amid the sounds

3. translation of the flow of words into meaning.

Similarly, Lundsteen (1971) defined listening as "the process by which spoken language is converted to meaning in the mind". According to Howatt and Dakin (1974), listening can be defined as the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Clark & Clark (1977) and Foss & Haikes (1978) discussed three levels of discourse processing involved in listening:

1. propositional identification

2. interpretation of illocutionary force

3. activation of real world knowledge.

Propositions are considered to be the basic units of meaning involved in comprehension and the listeners' main goal is to understand the preposition expresses through an utterance. Listeners are believed to make two kinds of knowledge to identify the propositions:

1. knowledge of the syntax of the target language

2. real world knowledge

The first type of knowledge enables the listener to chunk incoming discourse into segments. Knowledge of the world enables the listener to bypass the constituent identification process.

Byrnes in 1984 characterized listening comprehension as a "highly complex problem solving skill" (p. 318). He stated that it could be divided into distinct sub-skills.

Later Lynch (1998) stated that listener, in order to comprehend it, will have to integrate the spoken information from a range of sources as phonetic, phonological, lexical, syntactic, semantic and pragmatic. Celce-Murcia in 1995 noticed that the comprehension of spoken language in real time makes the listening "complex, dynamic, and fragile" (p. 366).

In addition, Byrnes (1984) characterized listening comprehension as a "highly-complex problem-solving activity" that can be broken down into a set of distinct sub skills.

Later Rivers (2001) discussed the bottom-up and top-down listening comprehension processes. The bottom-up view is believed to be as a one-way street, that is the listening information passes from one fixed stage to another and the output of one stage is the input of the next stage. On the other hand Rivers implies that listening comprehension is a top-down process in sense that various types of knowledge that are applied in order to understand the language are not used in any fixed order, they can act in any order, simultaneously or even interact with each other.

From above mentioned characteristics of listening skill it may be assumed that listening comprehension is a complex processes and for sure is not a passive skill. It requires bottom up and top down processes to interact with the use of linguistic and nonlinguistic knowledge of the listener. Another important area of further studies based on the listening comprehension process has been the teaching listening process.

2.3.   Teaching Listening

After having discussed the concept of listening comprehension, it is becoming easier to suggest approaches for teaching listening. As mentioned above listening is believed to

be used more often than the other language skills, therefore it is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Morley, 1991p 82). Also listening is believed to be one of the key tools in language learning since students may receive most of the information through aural input.

Despite the high importance of listening compression development Rivers in 1968 stated that very little amount of research had been conducted around the skill and very little quantity of teaching materials had been published because the listening skill appeared to be a complex one and non familiar to scholars. Afterwards Rivers recommended the listening skill to be taught in systematic manner. Also years of experience in dealing with listening comprehension development proved that the listening skill must be taught to the students. Nevertheless teachers expected the students to develop their listening skill through audiolingual method that is the students were believed to develop their listening comprehension as a result of constantly listening to the target language (Oxford, 1993). Consequently limited instruction was conducted to enhance language learners' listening skill (Call, 1985). Result of such an approach towards teaching target language listening in Armenian environment may be considered the listening proficiency of one part of Armenian students. As a matter of fact the most poorly developed language skill among Armenian English language learners is believed to be the listening skill. The majority of students may pass tests successfully on grammar, writing, and even speaking but not listening. The reason to such a picture may be considered that only exposure to target language listening practice is the teachers' speech on class. On one hand the textbooks nowadays include listening activities but they are

rarely used in classes because of the luck of time and equipment. On the other hand even if the textbook activities are used it may still be considered not enough to practice and develop target language listening skill since the students have exposure to English classes twice a week for 40 minutes and consequently less time for listening section. Also it is recognized that the textbook language presented to the students is a poor representation of real informal English which is used in real life (Crystal & Davy, 1975).

As a result whenever they need to communicate in real life target environment they may get upset. They may find the native speakers English speech completely different from what they have learnt during their studies since books include audiotapes that seem quite artificial from real life language. The students may be confused from the speed of the language, style of speech and intonation of the speaker, etc. Finally what the purpose of teaching listening comprehension in class, of course is to prepare learners who will be communicatively competent in the target community. That is the foreign language listening instruction should be in meaningful, real life contexts for communicative purposes. However the luck of real language model in the textbooks may not let the students feel the nuances of how to enter or exit conversation naturally. Gilmore (2004) after comparing seven textbooks for their authenticity found the textbook language different from natural language in length and turn-taking patterns, lexical density and the frequency of false starts, repetition, pausing, terminal overlap, latching, hesitation devices and back-channels.

Therefore other real life approaches of developing target language listening should be taught of in order to make the classes more effective and motivate the students towards

looking for target language exposure out of class time too. Consequently the usage of authentic materials in class could be suggested for listening instruction.

2.4.   Authentic materials

The following chapter of the literature review will present the nature of authentic materials and their importance in teaching EFL listening classes.
First, in the chapter, the definitions presented by scholars will be discussed. Next, the paper will discuss the advantages and disadvantages of using authentic materials in EFL classes. Then the reasonable application of the authentic materials with the close connection to student motivation will sum up the section.

The application of authentic materials in EFL classes came into practice in recent years. Scholars, who used to work on the issue of using authentic materials in language classes, came up with the following definitions:

Harmer in 1983 defined authentic materials as materials designed for native speakers only. The use of authentic videos became more and broader with the development of modern technology. That is more and more classrooms became equipped with modern technologies and made it possible to use the audiovisual materials for EFL listening classes (Synder, 1988). Nunan in 1989 said that authentic materials are not designed for students and teaching purposes. The same idea with Nunan shared Sanderson in 1999. Widdowson in 1990s defined authentic materials as follows "exposure to real language and its use in its community". Gardener and Miller in 1999 presented authentic materials as any type of text or tape produced for any purpose other than language teaching. Later in 2002 Martinez (p. 1) brought the following definition

regarding authentic materials "Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for".

If we sum up the definitions and try to come up with one unique one it would be the combination of all the definitions provided by the scholars above "Authentic materials are narrow pathways that try to serve as a motivating link to the real life target language in a non native environment". Authentic materials in EFL teaching environment may be considered the newspapers, TV programs, authentic animated films, poems, songs, internet, radio, etc.

A number of researches conducted around the topic have shown that using authentic materials in EFL teaching may be as beneficial as not useful. According to advocates of authentic materials (Widdowson, 1990; Nunan, 1999; Martinez, 2000 and Speller, 2002) the most important advantages of using authentic materials in target language teaching may be considered the attempt of exposing the students to real life language and fostering the students' motivation.

Martinez in 2000 mentioned several beneficial factors in teaching target language through authentic materials. He emphasized that through authentic materials the students are exposed to real discourse. The students have the chance to learn the language and at the same time be informed about the latest events in the world, for example through using news as teaching material etc. Also the students and the teacher can keep informed about the language changes in the native community, for example through using interviews with famous native speakers in the target language community. Besides, authentic materials contain a wide range of text types and language styles which are extremely hard

to meet in ordinary teaching materials. Finally, authentic materials are updated and closer to the student's interest which makes the studies more meaningful and interesting. Speller (2002) finds the authentic materials to have a high value in foreign language teaching since they provide practical application of the target language and its cultural insights. Shareman, Jane in (2003) stated that the massage is much easier to understand through authentic materials such as videos, since the language is interpreted in full visual context. Therefore it makes possible for the students to perceive the target gestures, expressions in context, literal and pragmatic meaning and interactive daily conversation.

However a range of scholars found some disadvantages that authentic materials may have on students' listening skill development (Wetzel,Radtke & Stern, 1994;Ginther, 2002; Gruba, 2006; Opat, 2008; Suvorov, 2008; Ockey, 2007). Mainly the authentic video materials were examined for listening comprehension development (Weyers, 1999; Stempleski, 1987; Stempleski & Tomalin, 1990). Along with the advantages presented above, scholars conceder a range of possible disadvantages of authentic materials as well. Gardener and Miller (1999) state that authentic materials may be found too culturally biased and make the understanding the language context outside the language community rather difficult. Therefore, authors do not encourage the implementation of authentic materials with beginners or low level students. Besides, they mention, that the context of the material may contain luck of vocabulary relevant to students' needs.

Martinez (2002) expressed concern that authentic materials, containing various language styles and accents, might cause confusion among students as well as the luck of language or cultural background of the target language. Also Martinez noted that authentic materials such as news may easily appear outdated and demotivating. There

have been scholars who express concern that difficulties in authentic tests caused by vocabulary or cultural specifications are believed not to affect the students' motivation in language learning .

Among the disadvantages of authentic materials may be counted the difficulties caused by redundancy and noise that is natural in real life speech (Ur, 1984).

Another issue is when to use the authentic materials. If the students are exposed to the authentic materials before post-intermediate level they may be frustrated since at this level students may not have the necessary vocabulary and language structure (Guariento & Morely, 2001). This point also may result students demotivation in learning the language. It means that the teachers should be aware of the difficulties that authentic materials may cause before using them in classes.

In fact authentic materials involve the language that is naturally used in the native English speaker communication. The usage of authentic materials in classroom is motivating for the students since it brings the real life language to the classroom. The students in this way get exposed to real life foreign language. However the teacher should take into account the tasks conducted around the materials and not authenticity itself. (Tamo, 2009).

While designing a task on an authentic material the teachers should take into account the following questions.

1. The student's language knowledge level.

2. The student's interests regarding the topics selected

3. The amount of the new vocabulary present in the authentic material etc.

Among the huge list of authentic materials available to teachers that can be used on English classes the application of radio is a spread one. Let's discuss radio as an authentic material and discuss the strong and weak points of its application.

Radio is a real time listening material for the students and may be always interesting and useful for them. The radio is available 24 hours a day and its application costs no money. However there are countries that don't have English speaking radio canals available or have some hours dedicated to an English speaking program which will make its application in class more difficult. The teacher will have to set a specific time to meet the English speaking program which may not always meet the availability of the students. Although the radio is an easy listening material to access it is considered to be one of difficult listening materials for students as well. The reason is that in radio programs the non-verbal information that can help the students is missing in the task. The students have to listen only to comprehend the material, however this skill is developed poorer than other skills and the student may feel anxiety. The material can't be repeated for the students again and the teacher can't have clear idea what kind of new vocabulary the material may contain. Therefore, the application of radio as a listening material on class may be considered not an appropriate one, especially with the beginner students. However, the students may conceder it a very useful listening material for their free time. They can just listen to any English speaking program and get used to the speed and intonation of spoken target language.

Another type of authentic material may be considered Internet. Nowadays there are many interesting and innovative programs that help the students enjoy internet use, apply their knowledge of technology and at the same time learn the target language. The

teachers will have less control over the students' activities but the students can have online help instead. However there are drawbacks in internet application as a listening authentic material as well. The students may easily be attracted by other internet facilities and for example instead of dealing with the program of language teaching they may log in their favorite social network and enjoy their time with friends. Also the internet connection is not an easily acceptable tool in every Armenian school and there is luck of computer labs as well.

The application of Television or videos in classroom is more spread, beneficial and easy to control (Chen,Huang, & Chu, 2005; Huang, Chen, Huang, Jeng, & Kuo, 2008; Jeng, Wang & Huang, 2009). The teacher knows in advance what kind of vocabulary there is and can easily control the application on class. Besides the students have access to non-verbal features that can help the students to comprehend the listening material. In case of using TV or videos in the classroom the students can also see the speakers and get some information from their articulation, body language etc. This will reduce the students' anxiety during the listening task.

It is important also to motivate the students watching movies in English, with or without the subtitles. The students will enjoy it and will have benefit as well. The same can be applied with authentic animated films in case of young learners. The teacher can make the class more enjoyable for the young learners if as a listening material she use authentic animated films. Also the young learners watch authentic animated films most of their free time, and if they get used to watching them in target language on class they will keep that habit home as well. As a result the students will foster their listening skill and enjoy their favorite authentic animated films. The only problem that Television or video

use may cause for its application is that the classrooms may not be equipped with necessary technology.

The idea of using authentic materials in teaching listening aims to make the students learn the target language in real life context so that they could use the results of their learning in real life communication. Teaching through authentic materials sometimes forces the teachers prepare additional teaching materials with authentic materials. In the current research as well handouts were prepared to accomplish the listening activities. Teaching through authentic materials has another goal as well that is to motivate the students in learning the language not only during the class hours which are limited and for sure not enough for mastering the target language. Students should be motivated to look for some language practice themselves as well out of class.

2.5.   Motivation

As discussed above learner motivation is an important concept in language teaching. The students should be motivated in participating during class discussions and in general have willingness in learning the language and practice it out of class environment too. The current research aimed to motivate the students in their studies through their favorite authentic animated films and teach them how they can enjoy their free time learning the language and developing their listening skill. In the following discussion the concept of motivation will be presented in order to understand how it can be used in language teaching.

There are many definitions on the concept of motivation. Let's first discuss the behaviorist definition of motivation. Behavioristic physiologists emphasize the role of rewards in motivation. According to Skinner human beings like all other living organisms

pursue a goal expecting a reward. Therefore the reward serves to reinforce human behavior. In the classroom as well the students rich the goals in order to be rewarded, to have good grades, certificate, diploma, career etc.

However cognitive physiologists have another opinion. Their theory is illustrated in three ways.

1. Drive theory

2. Hierarchy of needs theory

3. Self control theory

The opponents of the first theory state that motivation comes from 6 innate drives which are as follows.

1. exploration

2. manipulation

3. activity

4. stimulation

5. knowledge

6. ego enhancement

Ausubel (1968).

The opponents of the second theory on behalf of its founder Abraham Maslow (1970) describe a system of needs of human being. The systems is represented in a pyramid structure and presents human needs from the most necessary needs up to the pick of human needs that is the state of reaching the fullest potential of a human being.

Extrinsic motivation occurs when the reward, the source of motivation, lies outside the student. Both motivation types should encourage enough to make the

individuals learn. On the other hand the individual may lose the interest if the source of extrinsic motivation disappears while intrinsically motivated students are encouraged cognitively.The intrinsically motivated students work more and more to rich higher levels of inner satisfaction.

Seifrt's (1991) said that the students who develop their learning orientation are intrinsically motivated students on the other hand the students who develop performance orientation are extrinsically motivated students since they connect their learning with outsource encouragement.

Instrumental and integrative motivation were undifferentiated by Gardner and Lambert in 1972, they described instrument motivation as a tool to rich their goals, as learn a language to get a job, while integrative motivation is described as a source of motivation when a student learn a language in order to integrate the target group. It is believed that integrative motivation serves as a stronger force for learning foreign language. Therefore different types of motivation that serve as a force for the students to learn the language vary from depending from the individuals learning the language and the learning context.

The theory of learning motivation that was dominant for about 30 years was created by Gardener and his colleagues (Rebecca L). The desire of language learning for the cultural linguistic integration was present in all the levels of this psychological construct of language learning motivation. It was the integrative orientation on the first level of the construct. The orientation was described as a class of reasons for studying a foreign language (Gardener and Tremblaty 1997). Imperativeness and attitudes were found on the second level. Imperativeness refers to the integrative orientation and two

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attitudinal factors added on it. That is the overall foreign language interest and attitude towards the target community. The third level consists of three branches a) effort or motivational intensity, b) desire to learn the language or valence, c) attitudes towards learning the language. The above mentioned three branches together are known as motivation.

Penny Ur mentions that the students are generally more interested in responding actively to something than being passive in the role of listener only. Therefore the teachers are able to make the teaching listening materials fun, enjoyable and at the same time effective. This was the main point of the current study, to see how effective and fun was the idea of using authentic animated films with young learners. The learners don't notice the process of learning while playing games constructed by teachers and at the same time the stress that appears while EFL listening classes (activities) reduces. The cartons as listening materials make the class environment and listening task more real life.

Scholars like Baddeley, 1992, Lang 1995,etc. after examining dual processes of information transfer believe that two channels of information transfer are much more effective for the students than one channel. Therefore on the concept discussed above teachers can work with videos in class using both audio and visual of the students to promote their listening comprehension and foster their motivation in learning the language.

CHAPTER THREE: METHODOLOGY

The purpose of this chapter is to present the participants of the study, the materials used for the study, the data collection process, and the results of the data analyses.

3.1. Educational context

The study was conducted during summer 2011 EEC at the AUA. The duration of the research was 5 weeks. Classes took place twice a week, half and an hour per session. The purpose of the research was to determine to what extend the teaching of listening through authentic animated films is effective. To bring to life the task two groups of EEC students took part in the research. One of the groups was the experimental group and was taught listening through authentic animated films that is 4-5 minute long sections from authentic animated films were used to replace the listening activity from the textbook of the classes in experimental group. The other, control group was taught listening by the materials provided by the textbook. The students took listening pre-test before the classes and a post-test after the classes. Also a questionnaire with multiple choice and open-ended questions was administered in the experimental group in order to collect qualitative data.

3.2.   Participants

The participants of the study were 26 students at the age of 12-15 from EEC AUA. Thirteen students took classes in the control group and the other thirteen students in the experimental group. The first language of all the students was Armenian. The English level of the students was intermediate based on EEC classification.

3.3. Materials

The textbook used for the classes was "New Parade 5" by Herrera, M and Zanetta, T. (2000). New Parade is a set of seven-level communicative language program that features rhymes, songs, pair work, cooperative learning and hands on projects (Herrara and Zanetta, 2000). Each set includes a textbook accomplished with the workbook. The textbook covers all four skills (listening, writing, reading, and speaking) but special attention is paid on maximizing opportunities for discussion and promoting the development of both linguistic and communication skills (Herrara and Zanetta, 2000).

The textbook consists of nine units, each unit focusing on one selected topic. The workbook consists of different tasks and activities. The workbook enables students to materials for writing, grammar and language practice covered in the textbook. After each three units the students take a test. During 6 weeks of the classes 3 unites had been covered in class: units 7, 8 and 9. Both groups of the students were taught on the base of the current textbook and workbook. However the experimental group had been taught listening comprehension according to the authentic animated films used on the class and handouts prepared for the authentic animated films.

3.4. Instrumentation

The data for the research were collected through the following instruments:

- the quantitative data were collected through:

    1. one listening pre-test (appendix 1)

    2. one listening post-test (appendix 2)

- the qualitative data were collected through:

1. one questionnaire (appendix 3)

The students of both groups took a listening pre-test before the classes. The purpose of the pre-test was to find out the English language listening comprehension level of the 26 students before the research. After the classes the students took a post-test. The aim of the post- test was to determine the listening comprehension level of the students after the research that is to see the development of the students' listening proficiency from the point of the pre-test and to determine the effectiveness of the treatment on the comparison group. Pre-test and the post-test included 15 multiple choice questions. Each of the questions had the value of one point.

After the post test the students of the experimental group were asked to fill in a questionnaire as well. The questionnaire serves as a qualitative data for the research. The aim of administering the questionnaire was to determine the attitude of the students on developing target language listening comprehension via authentic animated films.

3.5. Procedure of the experiment

3.5.1. Pre-Test

In the beginning of the research the students of both experimental and control groups took a pre-test. The test consisted of 15 questions. Each of the questions had the value of one point. The students' task was to listen to short dialogs and fill in the missing words. The tape for the test was played once for both groups. After the test the handouts were collected and checked by the researcher.

3.5.2. Treatment

After the pre-test the students of both groups were taught by the same teacher. Both groups received instruction according to the same textbook and workbook. The experimental group didn't use the listening section of the textbook only since it was replaced with the small sections from authentic animated films and handouts with some missing words of the material subtitles provided by the researcher. The authentic animated films used during the research were "Shrek" 1 and "Shrek" 2. The films were in DVD format and were used as an authentic animated material in class. They contained characters speaking in different dialects, speed of speech and slang. It should be noted that the authentic animated film was implemented on the classes of experimental group only.

During the listening section of the class the students were to watch a section of 4-5 minute length from authentic animated film and fill in the missing words or phrases on the handouts. The missing words of the handouts were vocabulary of the current topic and of previous ones. The students had two types of activates to work on in the handouts: filling in the missing words or phrases and discussing the main ideas of the section watched. The authentic animated films section of the day was played for two times. After the handouts were filled in the student's works were checked and discussed in class. On every class different parts from two authentic animated films were selected for the listening activities. However the format of the handouts was the same. During the listening activities the students' attention was paid on the speech varieties that were noticed in the authentic animated films. The experimental group had classes in AUA building and the classroom was equipped with the necessary

equipment. The control group had classes in secondary school and the classes were equipped with tape necessary to play the textbook listening disc.

3.5.3. Post-test

At the end of the course the students of both experimental and control groups took a post-test. The format of the post test was the same as the pre-test. The post-test included 15 questions with one point value each question. The tape for the post-test was played only once. After the test the handouts were collected and checked by the researcher. It must be mentioned that during pre-test and post-test the experimental group took the test in the classroom at AUA while the control group took the same tests in a classroom of a secondary school. It is obvious that the environmental clues of both classrooms might differ.

3.5.4. Questionnaire

After the post-test the students of experimental group were asked to fill in a questionnaire. The questionnaire included 6 multiple choice questions and 1 open-ended question. The aim of the questionnaire was to determine the students' attitude towards the listening classes with authentic animated films after the treatment. The questionnaire was in Armenian (student's mother tongue) (Appendix 4).

CHAPTER FOUR: RESULTS

The current study was carried out to investigate whether the implementation of authentic animated films on English classes as the main listening source is more effective than the listening activities from the textbook.

4.1.   Analysis of the Quantitative data

The quantitative data included pre- and post- instructional tests for the experimental and the control groups consisting of 13 students in each group. For the pre- and post-test Mann Whitney U and Wilcoxon Statistical Tests were used to compare the scores obtained from the tests of both groups.

4.2.   Pre- and Post-Test Analysis

The data for the current study was collected with the help of pre- and post-test. Two groups took listening tests before and after the treatment. The research was experimental, and the non parametric Mann Whitney U Tests were used for between group comparisons and Wilcoxon Signed Rank Tests were used for within group comparisons of the two sets of scores for the experimental and control groups. It was done with the aim to find out if there was any significant difference in the improvement of listening performance between the students who received traditional textbook teaching and those who received teaching with the use of authentic animated films.

Mann Whitney U Test is used to test the differences between 2 independent groups on a continuous measure. This test is the non parametric alternative to the *t-test* for independent samples. Instead of comparing the means of the two groups, as in the case of *t-test*, the Mann Whitney U Test actually compares mean ranks. It converts the scores on the continuous variable to ranks across the two groups. Then it evaluates if the

ranks of two groups differ significantly on average or not. As the scores are converted to ranks, the actual distribution of the scores does not matter (Pallant, 2007).

Table 1. Descriptive statistics and mean ranks of the groups for the listening Pre- and Post-Tests.

	Group	N	Mean Rank	Sum of Ranks
pre	Experimental	13	13.35	173.50
	Control	13	13.65	177.50
	Total	26		
post	Experimental	13	13.69	178.00
	Control	13	13.31	173.00
	Total	26		

Table 1

Comparison 1. Were the control and experimental groups similar at the beginning of the study?

In other words, was there any significant difference between the listening performances of the control and experimental groups before the experiment?

To answer this question Mann Whitney U Test was performed between the mean ranks of scores of experimental and control groups on Pre-Test. Table 2 shows the results.

Table 2. Mann Whitney Test of Pre-Test scores of experimental and control groups.

	pre
Mann-Whitney U	82.500
Z	-.104
Asymp. Sig. (2-tailed)	.917

Table 2

As it can be seen from the table 2, the Z value for listening performance is -0.104 with a significant level of p=0.917. The probability value is greater than 0.05, so the result is not significant. There was not statistically significant difference between the control and experimental groups before the treatment, that is, they had an equal level of listening performance. After doing the Mann Whitney U Test **r** was calculated manually to find the effect size. It is calculated according to the following formula: r= Z/square root of N, where N= total number of cases. The effect size (**r**) for Mann Whitney Test for comparison of Pre-Tests of both groups is 0.02. This number according to Pallant (2007) indicates that there was a very small effect size between groups. For within group comparison (of Pre-Test results with Post-Test results) a Wilcoxon Signed Ranks Test was applied. This test is the parametric alternative to the repeated measures *t*-test, but instead of comparing means the Wilcoxon converts scores into ranks and compares them.

Comparison 2.Ddid the control group significantly improve their listening performance due to the instruction?

This comparison was carried out to reveal whether control group has significantly improved their listening performance due to the instruction. To perform this comparison Wicoxon Signed Ranks Test was implemented.

Table 3. Descriptive statistics and Wilcoxon test statistics for control group pre- and Poat Tests

	N	Mean	Std. Deviation	Minimum	Maximum
pre	13	9.77	1.235	8	12
post	13	11.15	1.573	9	14

Table 3

		N	Mean Rank	Sum of Ranks
post - pre	Negative Ranks	0[a]	.00	.00
	Positive Ranks	13[b]	7.00	91.00
	Ties	0[c]		
	Total	13		

	post - pre
Z	-3.286[a]
Asymp. Sig. (2-tailed)	.001

Table 3 shows the results of the analysis of pre-test and post test for the control group. Here

Z=-3.286 and p= 0.001. So p-value is less than 0.05. This means that there is a significant difference between the Pre-Test and the Post-Test of the control group in favor of Post-Test. **R** is also calculated which is 0.64. This means that there was a large size effect that is the students improved their writing performance largely due to the instruction.

Comparison 3. Did the experimental group significantly improve their listening performance due to the instruction?

This comparison was implemented to find out weather experimental group has significantly improved their listening performance due to instruction.

Table 4. Descriptive statistics and Wilcoxon Test Statistics for experimental group Pre and Post Tests.

	N	Mean	Std. Deviation	Minimum	Maximum
pre	13	9.92	2.290	7	14
post	13	11.38	2.103	8	15

Table 4

	N	Mean Rank	Sum of Ranks
post - pre Negative Ranks	1[a]	4.50	4.50
Positive Ranks	12[b]	7.21	86.50
Ties	0[c]		
Total	13		

	post - pre
Z	-2.946[a]
Asymp. Sig. (2-tailed)	.003

As table 4 depicts the Z=-2.946 with significant level of p=0.003 which is less than 0.05. The results show that there is significant difference between the Pre-Test and Post-Test. Scores of the experimental group in favor of Post-Test. **r** is also calculated which is 0.58. It shows that there is a large size effect, which means that the experimental group improved their listening performance largely due to the instruction. The results of the Wilcoxon Signed Rank Test displayed the outcomes of the experimental and control groups separately. It showed that there had been a significant improvement in the listening performance of both groups. Therefore it can be assumed that the listening instruction had a beneficial effect on the learners and that they improved their listening performance. However in order to see which of both types of instruction

(authentic animated films or textbook) has more effect on learners a Mann Whitney U

Test was applied for comparison of Post-Test performance of both groups of students.

Comparison 4.Were the Control and Experimental Groups Similar At the End of the Study?

In other words, was here any significant difference between the listening

performance of the control and experimental groups after the experiment?

	post
Wilcoxon W	173.000
Z	-.130
Asymp. Sig. (2-tailed)	.897

Table 5

Table 5 shows that z=-0.13 and p=0.897. Here the probability p is not less than

0.05 which implies that there is no statistically significant difference between control and

experimental group at the end of the experiment. Here **r**= 0.03 which shows that there is a

very small size effect in post tests of both groups.

4.3. Analysis of the Qualitative data

The qualitative data were collected through a questionnaire which included 6

multiple choice questions and one open ended question. The questionnaire was

administered to the 13 students of the experimental group right after the post-test. The

aim of the questionnaire was to determine the students' attitude towards the authentic

animated films based listening instruction after the 5 weeks of treatment.

The questionnaire was administered in students' mother tongue: Armenian. The main point for administering the questionnaire to experimental group students in their mother tongue was to eliminate the possible misunderstandings that could arise if the questionnaire was administered in the target language. The misunderstandings among the students could raise questions to the researcher whose answers could include some clues and affect the students' opinion.

After the qualitative data were collected a content analyses was done to analyze the results of the questionnaire. The 6 multiple choice questions may be categorized as follows:

a) Students attitude towards the implementation of authentic animated films on their class (question 1; 2; 3; 5; 6)

b) Students attitude towards the activities based on authentic animated films (question 4; 5)

c) Students attitude towards the treatment they received through an open ended question (question 7)

Table 10 is the summary of the answers from questionnaire.

Ss	Q1	Q2	Q3	Q4a	Q5b	Q5	Q6
S1	4	4	4	4	4	4	4
S2	4	4	4	4	4	4	4
S3	4	4	3	4	4	4	4
S4	4	3	4	4	4	3	4
S5	4	4	4	4	4	4	4
S6	4	4	3	4	4	4	4
S7	4	3	4	4	4	4	4
S8	4	4	4	4	4	3	4
S9	4	4	3	4	4	4	4
S10	4	4	4	4	4	4	4
S11	4	4	4	4	4	4	4
S12	4	4	4	4	4	4	4
S13	4	4	4	4	4	4	4

Table 6

The first question aimed to determine the effect of the format of the class on the students. Weather the classes with authentic animated films were interesting to them or not.

1. I think that the classes with authentic animated films were

   a) very interesting

   b) interesting

   c) not interesting

   d) boring

All 13 students stated that the implementation of the authentic animated films on English classes made the class very interesting.

The second question aimed to determine to what extend the English classes based on authentic animated films developed the students' listening skills.

2. The English classes with authentic animated films application helped me to improve my English language listening skills

    a) Very much

    b) Much

    c) Not much

    d) Didn't help me

Eleven students from experimental group stated that the classes based on authentic animated films developed their listening skills very much. However 2 students from the group found that the classes based on authentic animated films developed their listening skills much.

The third question aimed to determine whether the choice of the authentic animated films was enjoyable for the students and fun or not.

3. I liked the choice of authentic animated films "Shrek" on English classes

    a) Very much

    b) Much

    c) Doesn't matter

    d) Didn't like

Eight students of the group stated that they like very much the choice of the authentic animated films on their English class. However 3 students of the group just liked the choice of the authentic animated films.

The fourth question aimed to determine whether the implementation of listening activities were effective and useful for the students or not.

4. The assignments on English classes based on authentic animated films were

   a) Very effective

   b) useful

   c) not useful

   d) not beneficial

All 13 students' stated that the implementation of listening activities on English class was very effective.

The fifth question aimed to determine which of the listening activities was more effective.

5. Evaluate the following writing assignments from 1-4 (1=was not useful, 4=was useful)

   a) fill in the missing words   **1   2   3   4**

   b) find the main meaning and discussion   **1   2   3   4**

a) All students found that the first listening activity (fill in the missing words and phrases) was very effective.

b) 11 students found the second listening activity very useful while 2 of the found the activity just useful (find the main idea and discussion).

The sixth question aimed to determine how often the students would like to have authentic animated films based listening instruction on their English classes.

6. The assignments on English classes based on authentic animated films should be on

    a) Every class

    b) often

    c) seldom

    d) never

All 13 students stated that they would like they have authentic animated films based listening instruction on every English class.

The last question of the questionnaire was an open-ended question and aimed to determine the students' opinion and comments on the treatment they received.

7. What was the effect of authentic animated films application on English classes as the main tool to develop target language listening skill?

The responses of the students varied and among them there were comments like:"I liked the classes very much, it was fun", "I liked the authentic animated films", "I liked English and I watch more English ca authentic animated films rtoons", "I want that we use authentic animated films more and every time"… overall all 13 students left positive comments and it may be inferred that they liked the format of the class, they liked the listening section of the class due to authentic animated films and enjoyed their English class. Also we can infer that the students were motivated very much and would like to have authentic animated films on every session of their English classes.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

The current chapter of the paper presents the summary of the results and points out the limitation faced while conduction the research. The chapter also suggests advice for further research.

The current research was conducted to address the following questions:

1. *What is the effect of authentic animated film implementation on young students' listening comprehension?*

2. *What is the students' attitude towards having authentic animated film based listening instruction?*

5.1   Findings

The findings of the research may be summarized according to the research questions.

1. *What is the effect of authentic animated film implementation on young students' listening comprehension?*

The overall picture states that the implementation of authentic animated film as a main source for English listening instruction with young students has positive effect on the students' listening performance but is not better than the traditional approach. More specifically, the quantitative data showed that there was a significant difference in the students' listening performance before and after the treatment due to the authentic animated film based instruction. However, it doesn't mean that the traditional textbook based listening instruction had no result. Textbook based listening instruction also brought to significant difference in students' listening performance. It means that both methods have similar positive effect on students' listening comprehension.

2.   What is the students' attitude towards having authentic animated film based listening instruction?

The qualitative data showed that all the students had positive attitude towards authentic animated film based listening instruction. The students were motivated and enjoyed the classes. The students also liked the activities based on authentic animated film. Finally the students would be glad to receive authentic animated film based listening instruction on every English class.

5.2   Pedagogical Implications

There are several implications that can be drawn from the findings of the research.

First, the authentic animated film based instruction appeared to be motivating and it may be considered a very important aspect in teaching listening to young students. However the results of the research showed that its effect is not much better the traditional approach. In addition it is time taking process to find an appropriate source and create appropriate activities based on the authentic animated film. Nevertheless there may be a large scale of activities and effective ways of using the authentic animated film since the motivation the students receive from authentic animated film based instruction must not be neglected. However teachers may still find more effective ways to motivate the students and use authentic materials.

Second, the teachers must be creative and innovative and find various authentic animated films and implement them on class so that the material was in favor to all the students. This makes the class preparation process yet longer. If conceder the current practice implementation in Armenian schools several issues should be taken into account

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to make its realization possible. First of all the schools should have the necessary equipment to handle the classes with authentic animated film. However many Armenian schools don't have or don't use such equipment. Next the teacher' salary should be reasonable since rather much time is required to make a lesson plan and prepare materials for a class based on authentic animated film. Also I would suggest teachers to have training on how to make effective and interesting listening activities based on authentic animated films and how to use authentic materials in general. As I was practicing the teaching English through authentic animated films I know how warm it makes the relationship between the teacher and students and therefore the students' motivation should be considered an important reason to prepare innovative activities with authentic animated films and show them how to make their ordinary authentic animated films or film watching effective. My students were motivated and on every class they told me about the movies or authentic animated films they have watched in English and what new words they elicited from it.

If I ever come back to teaching English to young students I will use authentic animated films in my classes for sure tough know its time taking.

5.3   Limitations

There were some limitations that were faced during the research conducting process. First of all I would like to mention the time limitation. The data were collected during 5 weeks of studies 2 sessions each week.

Next I would like to underline the small sample sizes of the research. There were 26 students who took part in the research and only 13 of them received treatment.

Also I would like to mention that the groups took classes in different environmental clauses. Also the pre and post tests were administered in different classrooms that also could have its effect on the results of the tests.

5.4   Suggestions For Future Research

Taking into account the results and the limitations of the research I would advise the teachers use the authentic animated films in their teaching practice. However, I would suggest them to find various ways of the material application taking into account the time they need to prepare for the class and available resources. Also, it would be interesting to see the effect of authentic materials on young adult students as well. Next, I would suggest the further researchers make more activities based on authentic animated films and develop not only listening but also speaking skills.

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The Effect of Authentic Animated Films on Young Studetns'Listening Compehension

Test specification

Listening Pre-Test
Listening Post-Test

Answer Key

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I. **The purpose of the test**

The purpose of the Listening pre-test is to determine the young student's listening abilities in the beginning of the course.

II. **Description of the test takers**

The test takers are 26 young students of two Experimental English Classes (EEC) groups at American University of Armenia (AUA). The students are at the age of 12-15. The first language of the students is Armenian.

III. **Test construction**

The listening test is a close test. The test includes 15 items. The total score of the items is 15 points. Each item is equal to 1 point. The time allocated for the test is 2 minutes. The time provided for the pauses between each item is 3 seconds. The item specifications are presented below (Tabl 1). The test tape must be played only once.

N	Language objectives to be tested	Pre-Test	Post-test
1	Modal verbs	Maybe	might be
2	Adjectives	Shorter	taller
3	Specializations	Artist	dentist
4	Phrases	make the bed	take care of
5	Comparatives and superlatives	better	the best
6	Showing directions	across from	next to
7	Week days	Thursday	Wednesday
8	Weather	Rainy	sunny
9	Modal verbs	May	can
10	Prepositions of place	at the station	in the restaurant
11	Time	at a quarter to two	at half past one
12	Appearance adjective	Curly	beautiful
13		would like to	rather
14	Months	August	October
15	Countries	Canada	Germany

Figure 1

Level: Com ____   **Date: _____**

Name: _____   **Time: 2 min**

Pre-Test Answer Key

Listen to the dialogs and fill in the missing words (15 points)

1. _ Tom, I can't remember what happened yesterday?
   _ Well, **maybe** you can ask Lucy about it?

2. _ Is this the shirt we saw in the Mall yesterday?
   _ No Sue, This shirt has **shorter** sleeves.

3. _ I saw David's father in the museum.
   _ Yes, he is a famous **artist**.

4. _ Mary, you need to **make the bed** before going to school.
   _ OK Mom.

5. _ Who decided that we must come to this shore?
   _ Actually, I think we can find a **better** place too.

6. _ Where is the supermarket?
   _ It is **across from** the bank.

7. _ Any, let's meet today in the library.
   _ I can't come today, let's meet **on Thursday**.

8. _ Don't go hiking today. The weather is **rainy**.
   _OK, then I will watch TV.

9. _ Miss Deena, **may** I go out?
   _Yes Peter, but be quick.

10. _ Linda said that the train will arrive at ten.
    _ We can meet her **at the station**.

11. _ What time is it, Paul?
    _ It's **a quarter to two**, we are late.

12. _ Your sister doesn't look like you.
   _ Yes, she has **curly** hair.

13. _ I saw Jim at the Police station.
   _ Did you? I **would like to** know what he has done.

14. _ I have to stay home in the summer and take my exams.
   _You have to take the exams **in August,** right?

15._ Peter said that he is going abroad on his holiday.

   _Yes, he is going to visit his brother who lives **in Canada**.

Listen to the dialogs and fill in the missing words (15 points)

1. _ Tom, I can't remember what happened yesterday?
   _ Well, **………….** you can ask Lucy about it?

2. _ Is this the shirt we saw in the Mall yesterday?
   _ No Sue, This shirt has **……………….** sleeves.

3. _ I saw David's father in the museum.
   _ Yes, he is a famous **……………..**.

4. _ Mary, you need to **…………………..……** before going to school.
   _ OK Mom.

5. _ Who decided that we must come to this shore?
   _ Actually, I think we can find a **………………** place too.

6. _ Where is the supermarket?
   _ It is **………………………..**the bank.

7. _ Any, let's meet today in the library.
   _ I can't come today, let's meet **………………...**.

8. _ Don't go hiking today. The weather is **……………..**.
   _OK, then I will watch TV.

9. _ Miss Deena, **………….** I go out?
   _Yes Peter, but be quick.

10. _ Linda said that the train will arrive at ten.
    _ We can meet her **……………..**.

11. _ What time is it, Paul?
    _ It's **……………………….**, we are late.

12. _ Your sister doesn't look like you.

_ Yes, she has **.....................** hair.

13. _ I saw Jim at the Police station.
   _ Did you? I **....................** know what he has done.

14. _ I have to stay home in the summer and take my exams.
   _You have to take the exams **......................,** right?

15. _Peter said that he is going abroad on his holiday.
   _Yes, he is going to visit his brother who lives **........................**.

Good Luck ☺

Level: Com _____   **Date:** _____
Name: _____   **Time: 2 min**
Post Test Answer key
Listen to the dialogs and fill in the missing words (15 points)

1. _ I heard that Mikes Dad is in prison.
   _ It **might be** true knowing the fact that he's been there twice.

2. _ Mary has twins, David and Mike.
   _ Yes but I think that Mike is **taller** than David.

3. _ I have a toothache, but I am afraid to go to the **Dentist**.
   _ I am sorry, but you will have to.

4. _ Can I ask to buy a puppy for me?
   _ You must promise to **take care of** the puppy.

5. _ I don't know how to solve this problem.
   _ Let's ask Mom, she will find **the best** solution.

6. _ I can't find my mobile.
   _ You left it **next to** the jewelry box.

7. _We are going to buy a present for Anny **on Wednesday**.
   _ I will come with you.

8. _ What are your plans for today?
   I am going to skate in the park, the weather is **sunny**.

9. _ I have been fixing the broken car all day.
   _ I think I **can** help you.

10. _ I think David and Mary will marry soon.
    _ Yes, they decided to celebrate it **in the restaurant**.

11. _I see your mobile doesn't work good.
    _ Yes, I'd **rather** buy a new one.

12. _I couldn't recognize your daughter yesterday.
    _Yes, she has grown up and became a **beautiful** lady.

.

13. _I can't read this.
    _I can. I studied Latin and can **easily** read this story.

14. _ Parents promised to buy me a car when I have my driving license.
    _So you will have the car **in October.**

15. _ Mark said he saw many castles **in Germany**.
    _ I wish we could have gone with him on that trip.

Good Luck ☺

Listen to the dialogs and fill in the missing words (15 points)

1. _ I heard that Mikes Dad is in prison.

   _ It .... true knowing the fact that he's been there twice.

2. _ Mary has twins, David and Mike.

   _ Yes but I think that Mike is .... than David.

3. _ I have a toothache, but I am afraid to go to the ....

   _ I am sorry, but you will have to.

4. _ Can I ask to buy a puppy for me?

   _ You must promise to .... the puppy.

5. _ I don't know how to solve this problem.

   _ Let's ask Mom, she will find .... solution.

6. _ I can't find my mobile.

   _ You left it .... the jewelry box.

7. _We are going to buy a present for Anny ....

   _ I will come with you.

8. _ What are your plans for today?

   I am going to skate in the park, the weather is ....

9. _ I have been fixing the broken car all day.

   _ I think I .... help you.

10. _ I think David and Mary will marry soon.

    _ Yes, they decided to celebrate it ....

11. _I see your mobile doesn't work good.

    _ Yes, I .... buy a new one.

12. _I couldn't recognize your daughter yesterday.

    _Yes, she has grown up and became a .... lady.

13. _I can't read this.
     _I can. I studied Latin and can **………………** read this story.

14. _ Parents promised to buy me a car when I have my driving license.
     _So you will have the car **…………………...**

15. _ Mark said he saw many castles **……………………...**.
     _ I wish we could have gone with him on that trip.

Good Luck ☺

1.   ,

    a)

    b)

    c)

    d)

2.

    a)

    b)

    c)

    d)

3.   «   »

    a)

    b)

    c)

    d)

4.

    a)

    b)

    c)

    d)

5.   1-   4-

  (1=   , 4=   )

    a)   **1**   **2**

      3   **4**

b)   **1**

        2   3   4

6.

        a)

        b)

        c)

        d)

7.

                                                                        `

                                                        :

_____

_____

_____

___

APPENDIX C: QUESTIONNAIRE

Questionnaire

8. I think that the classes with authentic animated films were

    e) very interesting

    f) interesting

    g) not interesting

    h) boring

9. The English classes with authentic animated films application helped me to improve my English language listening skills

    e) Very much

    f) Much

    g) Not much

    h) Didn't help me

10. I liked the choice of authentic animated films "Shrek" on English classes

    e) Very much

    f) Much

    g) Doesn't matter

    h) Didn't like

11. The assignments on English classes based on authentic animated films were

    e) Very effective

    f) useful

    g) not useful

    h) not beneficial

12. evaluate the following writing assignments from 1-4 (1=was not useful, 4=was useful)

    c) fill in the missing words   **1   2   3   4**

    d) find the main meaning and discussion   **1   2   3   4**

13. The assignments on English classes based on authentic animated films should be on

    a) Every class

b) often

c) seldom

d) never

14. What was the effect of authentic animated films application on English classes as the main tool to develop target language listening skill?

_____

_____

_____

_____

Watch the authentic animated films and fill in the missing words and phrases.

_Yea, well maybe you are right princess. But I will let you do that "measuring" when you see him tomorrow.

_ Tomorrow? It will take that long? Shouldn't we stop to make camp?

_No, that will take longer. We can keep going

_ But there is robbers in the woods.

_ Yeah, time out Shrek! Camping is starting to sound good.

_ Hey, come on. I am scarier than anything we are going to see in the forest.

_ I need to find somewhere camp now!

_ Hey, over here.

_ Shrek we can do better than that. I don't think this is fit for a princess.

_ No, no it's perfect. It just needs a few homey touches.

_ Homey touches? Like what?

_ A door? Well, gentlemen, I did the good night.

_ You want me to read you a bedtime story? I will…

_ I said good night!

Answer the questions

What does the princess want to do? _____

What opinion does the Shrek have about it?

_____

What does the donkey think about the princess suggestion?

_____