

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

TEACHING ENGLISH THROUGH DISNEY CARTOONS AND SONGS

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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Entitled

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Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

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DEDICATION

This project is dedicated to dearest Sister Arousiag Sajonian (supervisor at “Our Lady of Armenia Boghossian Educational Center” in Gyumri, Armenia). Had it not been her support throughout my life, I could hardly have achieved most of my goals.

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TABLE OF CONTENTS

Executive Summary	vii
Chapter One: Scope and Background	1
1.1. Background and Setting	1
1.2. Problem Statement	2
1.3. Purpose of the Project	3
Chapter Two: Literature Review	4
2.1. Why Disney Cartoons? Why Do We Love Disney?	4
2.2. The Use of cartoons in language learning/teaching	4
2.3. The Use of songs in language teaching.....	6
2.4. Motivational Singing Activities	6
2.5. Solutions to the problem	8
2.6. What ways are there to get children involved in the learning process in classroom?.....	8
2.7. The use of animated video in EFL classroom	9
2.8. Research on “Contextualizing young learners’ English lessons with cartoons...10	
2.9. Subtitled cartoons in foreign language teaching and learning context	11
2.10. Cartoon types and its use in Pedagogy	13
2.11. Conclusion.....	13
Chapter Three: Proposed Plan and Deliverables	14
3.1. Needs analyses	14
3.2. My course Deliverables	15
3.3. The Piloting Procedure.....	16

3.4. Course Goals, Objectives, and Assessment	17
3.5. Assessment Plan	18
3.6. Learning Plan.....	19
3.7 Timeline of the Project.....	20
Chapter Four: Recommendations	21
References	23
Appendices	27
Appendix A: Grading Rubrics	27
Appendix B: Lesson Plans	29
Appendix C: Interview Questions.....	91
Appendix D: Teacher Reflection.	92


EXUCUTIVE SUMMARY

The purpose of this project is to design a project that would suit and cover the needs of EFL Institutions, also would be a great source for EFL teachers, especially for those who make every effort to have a good EFL learning environment. Despite the hard work of many people very little positive changes have been done so long in the overall language proficiency among the students. One of the reasons I designed this project is that EFL needs projects like this, as wrong teaching techniques are used in EFL classrooms.


This course is appropriate to the EFL learners aged from 10 -12, having pre-intermediate level and is for those students, who love both learning English and singing. This course contains 10 lesson plans, DVD with cartoons, Learning plan, Goals and objectives, Assessment plan, List of recommendations for teachers, Instrumentals of the soundtracks.

CHAPTER ONE: SCOPE AND BACKGROUND


1.1 Background and Setting

The reason I chose this topic is that I have a musical background and being a singer would help me to produce a project that for EFL . So I decided to connect two interesting spheres with each other in order to make something creative that would serve as a good source for EFL teachers in future, who would like to have an enjoyable EFL environment.

The use of cartoons and cartoon soundtracks could be useful in English language teaching, as children enjoy watching cartoons, especially Disney Cartoons. I am quite sure it will be very efficient to use cartoons and songs in language teaching and decided to choose the cartoons they may not know to raise their interest to watch the cartoons as homework and improve their language skills.

After having long and helpful discussions  with my committee members, I came to conclusion to base my course on Disney cartoons and use the soundtracks of the cartoons.

Many students come to English language class with many language problems. Cartoons can help to develop language skills. Cartoons can be efficient sources for language teaching as language in cartoons plays a big role in connecting various forms of visual and sound, which itself creates a good EFL environment.

Cartoons can motivate the students to speak. In this case it does not mean performing. So with speaking I meant the English words and conversational phrases that the learners will repeat into tape recorders in instit  labs or while watching a

video or listening to an audio. Due to cartoons and communicative activities based on cartoons learners will develop better speaking skills.

Being a future EFL teacher I am very excited to use my own project in teaching, and having the gift to sing will be helpful.

Overall, cartoons and songs can be used as a new, useful and developing technology in EFL teaching. This can be helpful in any language acquisition.

1.2 Problem Statement.

There are a lot of problems in teaching English language in Armenian public schools. I have loved English language since childhood and I felt a “victim” as I never had the chance to learn the language in an appropriate and enjoyable language learning environment. This is one of many reasons that made me stick to my decision to design this course.

Nowadays there are many ways to make EFL/ESL classes more interesting and I will try to use some of them in my project. Now I am trying to use all my information and knowledge to create something new and interesting for the needs of Armenian students.

I hope this project can be very productive for language teaching. It is a fact that children have the ability to learn a language, but it is more efficient if the class is more motivating and interesting. The classes should not be boring. Children learn better if the class is designed through interesting and motivating activities, such as rhymes, songs and games.

1.3 The purpose of my project

The purpose of my project is to design a course that will increase the quality of teaching English for Young Learners. This project may encourage teachers to design their own projects appropriate to the needs and level of their students.

Anyway, this is not enough as the teaching is something that needs improvement all the time in order to make progress and have better quality in teaching. Therefore, teachers should turn their focus on to be ready to make changes that come from the needs of their class.

CHAPTER TWO: LITERATURE REVIEW

2.1 Why Disney Cartoons? Why Do We Love Disney?


People love Disney because it has many entertaining advantages. Disney has many popular characters like Donald Duck, Winnie the Pooh and Mickey Mouse. These characters have been loved since the day of their production and these characters have come to mean so much to so many people.

Music played an enormous role in many different Disney cartoons and movies. Disney focused on music and paid attention to its sound equally as he focused on the design and ideas of cartoons. This is one of the many reasons I have chosen Disney cartoons to create a musical-learning environment for my students.


2.2 The Use of cartoons in language learning/teaching:

According to David M. Smart (2006) cartoons can do more than we can imagine, if they are properly chosen and presented.


According to Davies (2000) commercial cartoons attract and entertain its audience and make them to get involved in the world of the reality of cartoon which also holds the attention of the students. Cartoons have the power to create an enthusiasm for learning and the assignment can be cartoon-based. If the assignments are based on cartoons again the enthusiasm of the learners' may be astonishing, specifically when the movie is very popular and newly produced. It is better to choose cartoons having. Scripts are very efficient for young learners.

According to Cameron (2001) young learners have the tendency to learn “implicitly rather than explicitly”. In this case cartoons are considered to be the  sources especially for outside class activities.

Wilson (2000) mentions that visuals, such as cartoons, can help one to understand and see “an immediate meaning in the language” and the learner will be able to benefit as it helps to clarify the message. He also states that visuals will provide the learner with “positive way to enhance or supplement the language point” (pg 12). The study also notes that watching body language makes the context easier to be understood by students. Cartoons and TV shows have the ability to present information via audio and visual channels.


Cartoons give the learners the opportunity to see the cartoon characters and their body movements and facial expressions, and hear the speaker’s voice. The learner can process the information and  guess the meaning of the words without knowing them.(Cameron, 2001).

According to Rule and Ague(2005), Cartoons are great and suitable tools for the learners as they provide a low affective filter environment and it causes high degree of motivation.

The language in cartoons should consist of some simplifications for young EFL/ESL learners. It should contain fl  grammatical and complete utterances. The sentences should be simple, well-formed and short.(Cross, 1977).

According to the study by Doring (2002) young learners who had at least one - two hours of daily language exposure through cartoons could produce good oral answers.

2.3 The use of songs language teaching:

It is already  long that songs and chants are used in language teaching. Cameron (2010) have focused on the reaction of different parts of the brain by fun activities. For example, there are cases when you better remember words you heard in songs, than you have read them. Music also increases memory, as rhythm helps learners to memorize unconnected words and ideas.

According to Cole (1999) there are cases when the rhythm shows the emotional part of our selves, as it helps to memorize things with music which makes the content rhythmic and /or musical, and may enter memory with fewer distractions.

According to Brno (2007) songs are easy to be used for any level of English language learner. From elementary to high proficiency level students can be taught songs as a fun-learning activity.

2.4 Motivational Singing Activities:

There are lots of singing games and activities teachers like to use while planning the lesson. Very often it is possible, however, to adapt these songs according to the specific language of a particular lesson to make them more meaningful.

According to Graham & Procter (1998) there are the following types of activities that motivate the learners.

Freeze—Teacher asks the students to walk around the room while singing, until the teacher says, “Freeze!” The student moving after the command should

answer a question related to the song. The student gives an answer and the game continues accordingly.

Remote Control—Teacher asks the class to sing the chosen song. The teacher, uses a remote control(a real or handmade one), pretends to aim at various students and switch them off. Teacher turns off any of the students and that student stops singing and stays frozen in his/her place. Other students keep singing until teacher turns them off one by one. Actually teacher can turn students on and off randomly without ever turning them all off. Students can also be given the chance to use the remote control on their peers.

Louder, Louder—Teacher asks the whole class to sing the song along. Students are asked to sing softly the first time then shout out louder until they shout out only lyrics. Then teacher asks them to sing it softly and turn it to a whispering again.

Join In—The class is divided into groups. As the singing begins, only the first group sings. The second group joins in at the start of the second verse. The third group joins at the beginning of the third verse, and so on. The whole class sings the chorus or final verses together. Then teacher asks one of the groups to start the second time.

Word Substitution— Teacher replaces some key words (such as the object nouns) in a song with another word the students find silly (e.g., bananas). The song will turn to be very funny and students are asked not to laugh while singing and have serious faces when they include that silly word. The student who starts laughing first, should sing alone a solo part.

Spotlight— Teacher turns off the lights and asks the children to sing the song softly. Teachers directs a flashlight towards one of the students being careful

not to shine it directly in their eyes. The student who has the spotlight on him/her should sing louder so that could be heard over the other students.

2.5 Solutions to the problem:

Brewster and Ellis (2004) states that in primary school the most enjoyable learning process and activities are :songs, chants, rhymes and also games.

Very few changes have been done so far to improve the English education curriculum, although our Ministry of Education tries to make changes in Language teaching.

Many researchers recommend EFL Teachers to rely on their creativity and ability to design something new and productive in order to have an enjoyable EFL environment.

2.6 What ways are there to get children involved in the learning process in classroom?

Teachers can be applied certain techniques to ensure a natural language learning environment for students. This can help to keep students to get involved in the language class. Every teacher should make her/his classes interesting, which can be done with different fun activities like songs, rhymes and games, which are the most effective ones that might be used in an EFL classroom.

Wilson (2000) states that it is important to pay attention to the age and psychology of the child to make the learning process more effective. Here is one of the reasons that all conditions should be taken into consideration while making a teaching plan for young learners. Education should suit to the learners' interests.

2.7 use of animated video in EFL classroom.

The results of the study prove that the teachers should carefully choose the video production that exactly meets the goals and objectives of the CBI course. (Canning-Wilson, 2000 as cited in Oddone, 2011).

According to Oddone (2011), teachers have to take the responsibility to create a right learning environment with appropriate tasks and activities, which will encourage the learners to participate. Before watching the video/animated cartoon it is important to do some brainstorming and also vocabulary activities according to the video topic. It will help the learners to understand the text in the video comparably easily. Discussions after watching the video is welcomed, as it helps to understand the difficult parts of the video context. The learners are welcomed to prepare presentations after watching the video (Sherman, 2003).

Fisher and Frey (2011) suggest that post-watching discussions, writing activities and exercises based on the vocabulary will raise the learners' desire to use their knowledge to analyze and evaluate the use of the video and its content.

Herron (1994) proves in his study, that giving background information plays a big role in enhancing learner's listening comprehension. The results of the study show that the learners' comprehension was checked by asking them to write a short summary based on the video content and mentioning the most important actions that take place in the video.

Qiang, Hai and Wolff (2007) also presented a study where they argue the appropriate use of movies in the classroom. Qiang, Hai and Wolff suggested three important conditions in order the teachers design a better movie course. Firstly, they suggest using engaging, educational and informative movies. Secondly, to prepare the learners to watch the video by raising their interest about the topic to be

watched. Thirdly, the researchers welcome using tasks which will influence both in oral and writing skills of the learners.

Eken (2003) designed a “Media Studies” course for 14 weeks. It consisted of two stages: concentration on analyses of famous films and students’ preparing a workshop based on the knowledge obtained while doing the first stage. After the course they interviewed the participants and according to their answers they found out that the film workshops improved their critical thinking and helped them to feel confident to speak in front of the other learners. Learners reported, that they have learnt many things during that course: speaking, reading, writing, listening(mainly) and gained some useful vocabulary items.

Stewart (2006) argues that the learners should be aware of the aim of using films in the learning process, so the learners concentrate on the language learning instead of wasting time just watching the movie. Otherwise, the learners’ attitude towards the language will be reduced. Although, in his study he does not bring any evidence that would prove this statement.

2.8 Research on “Contextualizing young learners’ English lessons with cartoons”

In the study “Contextualizing young learners’ English lessons with cartoons: Focus on grammar and vocabulary” Arda Arkana(2010) examined the effect of authentic animated cartoons in EFL to young Turkish learners’. Arda Arkana(2010) have done their experiment by following to different teaching groups: on traditional grammar and vocabulary teaching and on the new way of authentic cartoons watching. Arda Arkana(2010) compared the pre- and post-test results. The number of participants was thirty of the 4th grade. The traditional grammar group worked

for four weeks according to the syllabus and the group of authentic animated cartoons used “The Simpsons” as classroom material. The results prove that the cartoons have positive effect on teaching to Young learners. In order to see the main differences between the two groups the researcher compared both groups. The overall results of the tests have shown that both groups performed poorly. However, Second group, which is the authentic cartoon group, performed much better, which indicates the importance of the good and right learning environment that should be created by the language teachers. This gives the learners both visual and aural support. Overall authentic animated cartoons offer an authentic language by providing audio-visual input.

2.9 Subtitled cartoons in foreign language teaching and learning context.

In today’s world the language learners have far more advantages than it was many years ago. Now the facilities are much better and the learners have the opportunity to enjoy computer assisted language learning, learning via subtitles and learning the language incidentally while watching the audiovisual materials, etc.

Ligita (2013) in the study “Subtitled cartoons in foreign language teaching and learning context” discussed the importance, effects and the use of subtitles in cartoons, especially when the material is used as a learning tool. Ligita(2013) also stated that the interlingual subtitles are sometimes dangerous, when the dialogues of the context are presented in two languages at the same time. The research has been done in Lithuania and the cartoons were chosen in two criteria: the cartoons needed to have been released during the last 10 years and should have been played in the cinemas in Lithuania. For the research were chosen the following cartoons:

Valiant (2005), The Wild (2006), Over the Hedge (2006), Ratatouille (2007), Bee Movie (2007), Horton Hears a Who (2008), and Rio (2011).

According to different **researches**, it is worth mentioning that it is beneficial to use subtitles cartoons in goal-oriented language learning environments (Cintas and Cruz, 2008).


Audiovisual materials are mostly chosen by language teachers and also accompanied with pre- and post-tasks which enhances the teaching and learning process.

It is worth mentioning the main benefits of subtitles for language learners:


- Students can improve rapid reading and develop fluency.
- Students can learn the pronunciation of unknown words.
- Learners develop word recognition skills.
- Subtitles promote the learners to recognize and learn new vocabulary and idioms, etc.


Lithuania is considered to be a voice-over-country and according to Gottlieb (2001, p. 244) it is the action when narrator interprets the whole dialogue and the original volume is turned down. So in Lithuania parents buy subtitled cartoons to expose their children to a foreign language (mainly for learning English). Children themselves desire the subtitled versions of cartoons, as they prefer understanding and hearing the original texts of soundtracks and they do the attempt to understand the dialogue. In spite of some pessimistic opinions, subtitled audiovisual cartoons are considered to be useful for incidental foreign language acquisition. Overall Ligita (2013) claims that subtitled cartoons have many advantages and make the learning process with cartoons easier and more enjoyable in a stress-free environment.

2.10 Cartoon types and its use in Pedagogy

Cartoons are helpful to design different classroom activities. Due to the activities based on cartoons, teachers attract learners' attention. As we know there are various types of cartoons: paper-print ones, animated ones,  According to the literature reviewed, language teachers mostly prefer animated cartoons, as it entertains both children and youngsters. For example, Japanese-produced cartoons are based on the Japanese Government authorities and the Government makes sure their cartoons are educational.

2.11 Conclusion:

According to Came  (2001) cartoons can provide a stress-free and relaxed environment for children/learners. In such environment the anxiety is low and the language learning becomes easier for the learner. When children watch cartoons they enjoy what they learn.



Therefore, teachers should work hard to make sure they have a stress-free environment for the English language  learners so the learners could feel comfortable in the environment they learn the language.


CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Needs analyses

The EEC was first established in the fall of 2005 as a community services to the children of the AUA faculty, staff and students. Currently, it offers its services to all those schoolchildren who are interested in developing their knowledge of English. These classes aim to: a) provide children with the possibility to learn English through communicative methods of teaching; b) provide MATEFL students with practicum and independent teaching experiences; c) serve as a basis for research in EFL teaching.


I interviewed some students from different schools (mainly from EEC) and asked their opinion about my project and they showed their excitement to take part in that course. I also talked to some teachers from EEC and my peer-teachers to ask their opinion as well and the teachers asked me to share my project with them in the future.

As we know in our schools teachers try to **do** some efforts to **increase** the learning process by involving helpful and interesting/fun activities in the learning process. Although it has **its wrong side**, as the number of students is not appropriate for such activities.  Another issue is that teachers are required to finish the whole syllabus till the end of the year or semester and this comes to be an issue for using other/alternative ways and activities in teaching. 

I aimed to design this project for the needs of EEC, as EEC is a developing institution and encourages young EFL teachers like me to design projects like this one. This project could be a good source for many EFL teachers. So, I  with

my project I can give the teachers a good idea of having enjoyable, effective and more productive EFL classes.

3.2 My rse Deliverables:

- This course consists of 10 classes (2 months), each class per 90 min, two times a week.
- I have my lesson plans in the appendices (it will involve all the activities, handouts overall all the stages of my lesson)
- Lear plan
- Goals and objectives
- Assessment plan
- List of recommendations for teachers
- Instrumentals of the soundtracks.

3.3 The Piloting Procedure

I invited students from EEC to attend my course and in the end I had 12 students for piloting two lessons.

It was a great experience for me, as it was the first time I was piloting a course designed by me. I expected that Students would enjoy the lessons based on cartoons and songs, but I had no idea they would love my course so much. All the students were excited and I was excited too. As I mentioned above my aim was to create an enjoyable environment and while and after piloting I realized that the project succeeded.

I made very few changes after piloting my lessons: a) the level of students and the lesson time (from 60 minutes to 90 minutes per lesson).



This project is the result of what I have learnt during these two years of hard-working process. I am pleased with the result, as now I am able to design a project. Of course it could be much better.

As we all know teaching English is a specific skill and to improve that the teachers need specific training to be able to perform well. Graduating from AUA (American University of Armenia) I can be confident that I am well-trained and capable of being a good teacher in the future. Teachers have to be able to understand how children learn a language. Teachers should thoroughly change the design of their class including a lot of useful, fun and interesting activities to have a better class. Now I am more confident that I can be one of those EFL trained teachers.

3.4 Course Goals, Objectives, and Assessment

This course will involve activities based on the cartoons I chose for this course.

Major assignments for this course will include watching cartoons, role plays, problem solving activities, listening activities, speaking activities, dialogues.

Categories	Goals	Objectives
Skills	To improve listening skills	<ul style="list-style-type: none"> • Watch and understand English most of the English cartoons • Listen to and understand English songs
	To improve speaking skills	<ul style="list-style-type: none"> • Speak about different topics through cartoons and songs • Report the summaries of the studied materials
Language	<p>To use grammar structures correctly</p> <p>To apply appropriate vocabulary</p>	<ul style="list-style-type: none"> • Use correct grammar in the activities • Apply appropriate vocabulary
	To develop their understanding of a number of topics 	<ul style="list-style-type: none"> • Create their own product on certain topics

3.5 ASSESSMENT PLAN

For this course there should be a motivational Assessment Plan, which would raise the students' interest towards the tasks. Here is the grid below that represents the assessments designed for measuring the course goals and objectives.

Assessment	Description
Presentation 40% of grade	Students will work individually and prepare one presentation on a related topic. Proper guidance and a grading rubric will be provided by the teacher. <i>See the Grading rubric in Appendix A</i>
Reflections 35% of grade	They will write reflections in their blogs based on the readings and videos they watch, classroom discussion and any additional sources from their blog subscriptions. After, each reflection, T will send individual feedback to each student both on content and language
Attendance and Participation 25% of grade	Students are expected to come to class and be prepared. The class participation will be evaluated based on a grading rubric appended to the syllabus. <i>See the Grading rubric in Appendix A</i>

3.6 LEARNING PLAN


Weeks	TOPIC/TITLE	Activities/Tasks/Songs
1/Lesson 1	“FROZEN”	Listening, Discussion, Role Play, Gap filling, Pair work, Vocabulary Activities
1/Lesson 2	“FROZEN” (continued)	Teaching a song “Let it go” “For the First time in forever”
2/Lesson 3	“ALLADIN”	Listening, Discussion, Role Play, Gap filling, Pair work, Vocabulary Activities
2/Lesson 4	“ALLADIN”	“A whole New World” “A friend like me”
3/Lesson 5	“THE LION KING”	Listening, Discussion, Role Play, Gap filling, Pair work, Vocabulary Activities
3/Lesson 6	“THE LION KING”	“Stand by me” “The Lion Sleeps tonight”
4/Lesson 7	“BEAUTY AND THE BEAST”	Listening, Discussion, Role Play, Gap filling, Pair work, Vocabulary Activities
4/Lesson 8	“BEAUTY AND THE BEAST”	“Tale as old as time”, “Something there”
5/ Lesson 9	Revev	Singing activities, Discussions and Review of the whole course.
5/Lesson 10	Presentaion	Presentation of the cartoons chosen by the Ss.


3.7 Timeline of the Project

The timeline for major steps in my project is the following:

- Needs analysis – October 2013
- Literature review – November 2013
- Finalizing course goals, objectives and assessment – November 2013
- Proposal presentation – December 4, 2013
- Writing up the learning plan – December 2013 – January 2014
- Piloting the course – March 2014
- Course evaluation – April 2014
- Capstone Defense – April 29, 2014
- Turning in the final draft – May 7, 2014
- Because of some circumstances I piloted my course again – July 2014
- Final changes in every aspect of the my project – November 2014
- Turning in the final project – December 2


CHAPTER FOUR: RECOMMENDATIONS

After piloting my  course, I came up with the following recommendations, which I would like to suggest those who are interested in implementing my course:

- If you are a language teacher make sure you really like cartoons, music (songs) and of course, singing, because without these three factors the course will not be succeeded.
- Firstly, I would recommend you to teach  this course without any books, as I have piloted with the EEC level book. I found it an obstacle, because the aim of your project changes. You just concentrate on the book materials. So if you want to make your lessons with some texts my advice is to look for an appropriate text that refers to your cartoon topic. E.g. “Timon and Pumba”, for this cartoon you can find a good article or story about friends or friendship.
- What is important in teaching a course like this? It is easy to answer. The most important part of this course that will bring you to a success are the right mood and the warm atmosphere in the classroom. That is really important. Teacher should be responsible to create the right environment for the learners to make the lesson more enjoyable.
- If you are a language teacher willing to implement this course, you should work hard on your content knowledge. The course materials are not enough for your content knowledge to be sufficient for teaching the course.
- Before each lesson previously prepare your students for the coming cartoon and its soundtracks. Raise their interest to watch the cartoon at home and have a look at the soundtracks. These steps will ease your work.

- After each class try to discuss with your students which part of the class they liked the most. From my own experience I can tell, that they mostly liked the singing part and the role plays retrieved from the best scenes of each cartoon, that implement funny and interactive dialogues. Explain them that their opinions are respected and welcome.
- Always make sure your students get the objective of the assignment and also provide your students with the syllabus of your course.
- Whenever you have a discussions between groups try to find a reasonable balance between whole class discussions.
- Avoid creating an image of an expert. Make it easier. Explain your students that the aim of the group work is to learn from each other.
- **Don't** hesitate to be flexible. Whenever you feel something doesn't work, be ready to make appropriate changes at once.
- In case you want to get familiar with the effectiveness of your course you can do a small course evaluation which will assess the value of the course. This way you will get acquainted with the weak sides of your project and will get the chance to improve it.

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APPENDICES

APPENDIX A. GRADING RUBRICS

1. Presentation Grading Rubric

REQUIREMENTS	POINTS
Topic is effectively introduced	4
Student tried to make an interactive presentation	4
There was an eye contact with listeners in all parts of the classroom	2
Spoke loudly and clearly	4
Material was presented, not read	4
All the main points were highlighted.	6
Used reasonably accurate grammar and vocabulary	4
Organized ideas logically, made clear transitions	4
Gave appropriate answers to the questions	4
Concluded presentation effectively	4
TOTAL: 40 POINTS	

2. Attendance and Participation Rubric

Outstanding (O) (5 pts):	The student is on time, prepared, and shows active and responsible participation
Very good (VG) (4 pts):	The student may be a few minutes late, but is prepared and/or participates actively and responsibly
Average (A) (3 pts):	The student may be more than 10 minutes late, and/or somewhat under-prepared, and/or participates occasionally or not always responsibly
Below average (BA) (2 pts):	The student is more than 10 minutes late, and/or unprepared and/or never participates or disrupts class
Absent (Ab) (0 pts):	The student did not show up for class.
____/50	

LESSON PLANS AND ACTIVITIES




Lesson Plan 1

<p>Level – Low-Intermediate</p> <p>Age – 10-12</p> <p>Number of Students: 12-14</p> <p>Duration- 90 min</p> <p>The cartoon title- “FROZEN”</p> <p>Materials used: Visuals/blackboard</p> <p style="padding-left: 40px;">Computer, Screen</p> <p style="padding-left: 40px;">Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers</p> <p>Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “Let it go” from the cartoon Frozen, also get ready to be involved in the enjoyable learning process.</p> <p><i>Vocabulary-</i> Conceal, hold back, witch, rage on, let it go, isolation, describe, impression, frozen, castle, accident, conversation, magic, opinion, strange, simple, melt(-ing), cartoon, to build a snowman, wanna = want to.</p>
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Time	Procedure	Interaction
10 min	<p>Warm-up</p> <p>T enters the Classroom and introduces herself and Asks the Ss to introduce themselves too.</p> <p>T gives full information about the course (What’s that going to be about? What are the goals, What are SS responsibilities</p>	Ts ↔ Ss

	<p>and duties throughout the course? Etc.)</p> <p>T asks the Ss “Which is your favorite cartoon and hero?” and asks to bring reasons why is that here her/his favorite.</p>	
15 min	<p>Introduction of the cartoon</p> <p>T shows the trailer of the cartoon and songs that will be involved in the lesson.</p> <p>After watching the cartoon Ss are asked to tell their own version of the cartoon according to the trailer they watched.</p> <p>“What do you think the cartoon is about?”etc.</p>	T ↔ Ss
10 min	<p>Activity 1 -Describing cartoon heroes. (handout)</p> <p>After watching the trailer, T gives handouts to students with the pictures of heroes and asks them to give them names and write short description (their first impression) about them.</p> <p>Ss can just imagine what kind of a role each hero could play in the cartoon.</p> <p>At the end T asks Ss to read one by one and discuss/argue.</p>	T ↔ Ss

5 min	<p>“Lip Synch and Air Guitar” technique.</p> <p>T asks the Ss to hold something as a microphone and sing like a singer. This helps the Ss who are shy and might have a long silent period. Ss feel more comfortable and relaxed and sing along with the teacher.</p>	T ↔ Ss
25 min	<p>Activity 2- Listening - Teaching a song –</p> <p>“Let it go” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p> <p>While-Listening:</p> <p>T turns on the song video of the “Let it go”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p>	T ↔ Ss

15 min	<p>Activity 3- Discussion</p> <p>T asks Ss to get in pairs and tell each other about their favorite cartoon, or if they don't have any, then about the last cartoon they have watched and liked.</p> <p>T asks Ss to try to  the new vocabulary.</p>	T ↔ Ss
 min	<p>Activity 4- Role Play! (handout) ANNA & ELSA/Conversation</p> <p>T gives roles to the Ss and puts the video-conversation for the Ss to listen to the dialogue and try to pronounce and act the same way as the Sisters.</p> <p>T changes the pairs after each trial and encourages to use the same emotions there is in the video</p>	T ↔ Ss
5 min	<p>Homework</p> <ul style="list-style-type: none"> • T gives the DVDs of the cartoon “Frozen” to watch as homework and write a su  ry about the cartoon. • Also make notes about their favorite parts in the cartoon. • Listen to the cartoon’s soundtracks carefully and practice at home in order to join the singing group at once. 	T ↔ Ss

Activity 1- Write your first impression about the heroes and give them names.

What do you think? Who are they? Are they friends? Who is good and who is bad?



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Activity 2- Listening - Teaching a song “Let it go”

The snow glows white on the mountain tonight,
not a footprint to be seen.

A kingdom of isolation and it looks like I'm the queen.

The wind is howling like this swirling storm inside.

Couldn't keep it in, Heaven knows I tried.

Don't let them in, don't let them see.

Be the good girl you always have to be.

Conceal, don't feel, don't let them know.

Well, now they know!

Let it go, let it go!

Can't hold it back any more.

Let it go, let it go!

Turn away and slam the door.

I don't care what they're going to say.

Let the storm rage on.

The cold never bothered me anyway.

It's funny how some distance,
makes everything seem small.

And the fears that once controlled me, can't get to me at all

It's time to see what I can do,
to test the limits and break through.

No right, no wrong, no rules for me.

I'm free!

Let it go, let it go.

I am one with the wind and sky.

Let it go, let it go.

You'll never see me cry.

Here I'll stand, and here I'll stay.

Let the storm rage on.

My power flurries through the air into the ground.

My soul is spiraling in frozen fractals all around

And one thought crystallizes like an icy blast

I'm never going back; the past is in the past!

Let it go, let it go.

And I'll rise like the break of dawn.

Let it go, let it go

That perfect girl is gone

Here I stand, in the light of day.

Let the storm rage on!

The cold never bothered me anyway...

Activity 4- Role Play! (ANNA & ELSA/Conversation transcript)

ELZA: hey

ANNA: hi....hi me?

ELZA: You look beautiful

ANNA: Thank You! You look beautifuller.....I mean not fuller.... More beautiful.....

ELZA: Thank You!.....So! This is what a party looks like....

ANNA: It's warmer than I thought!

ELZA: What is that Amazing smell???

Hmmmmmm

ANNA/ELZA: Chocolate..... hahhahahahaha!!!

Lesson Plan 2

Level – Low-Intermediate

Age – 10-12

Number of Students: 12-14

Duration- 90 min

The cartoon title- “FROZEN”

Materials used: Visuals/blackboard

Computer, Screen

Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers

Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “For the first time in forever” from the cartoon “Frozen”, also get ready to be involved in the enjoyable learning process.





Vocabulary- Conceal, hold back, witch, rage on, let it go, isolation, describe, impression, frozen, castle, accident, conversation, magic, opinion, strange, simple, melt(-ing), cartoon, to build a snowman, wanna = want to.

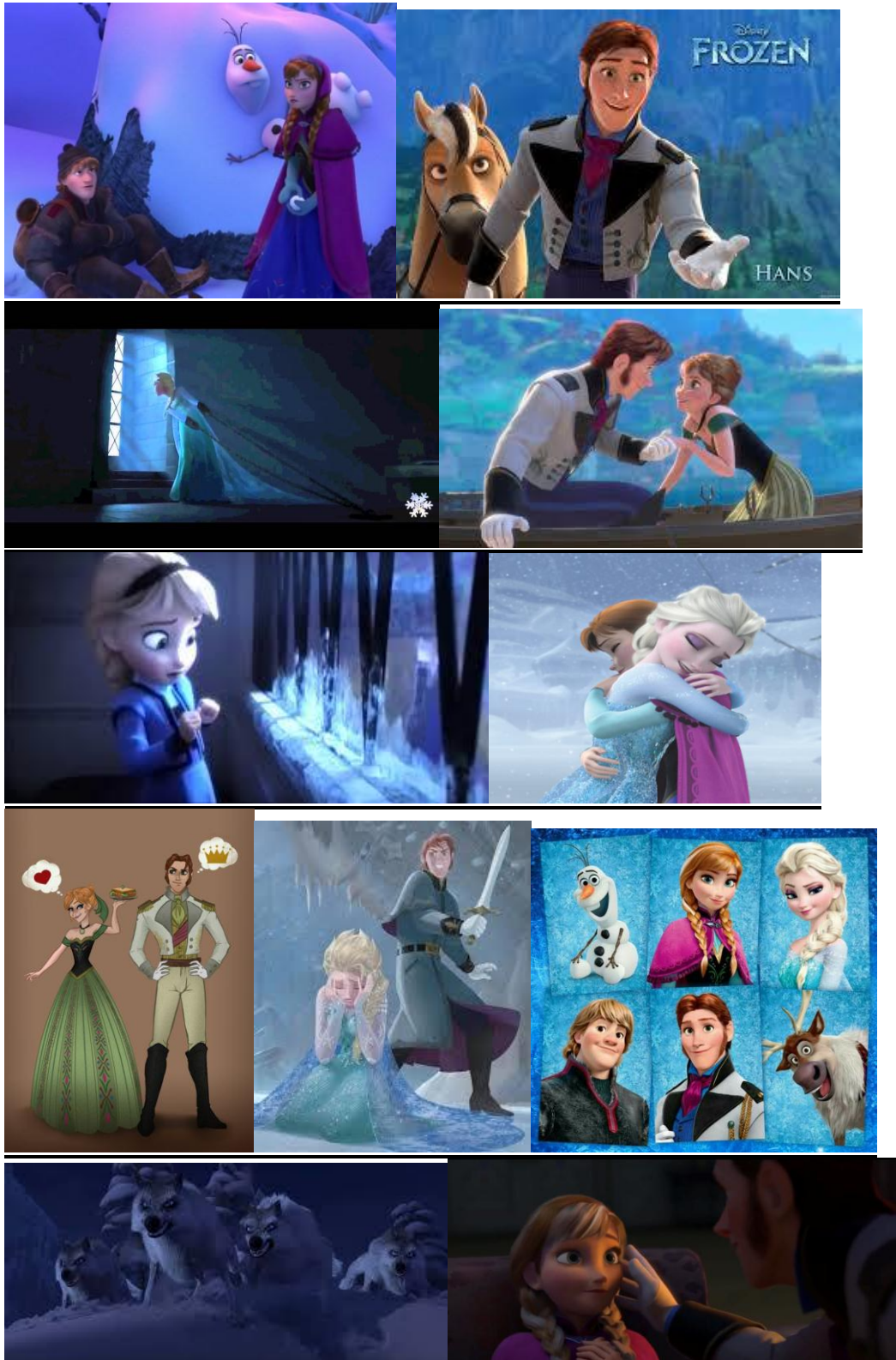
Time	Procedure	Interaction
10 min	<p>Warm-up</p> <p>T asks Ss’s opinion about the Cartoon. Each S gives an answer and shares his/her impression about the cartoon and tells about his/her favorite hero in that cartoon.</p>	T ↔ Ss

20 min	<p>Activity 1- Singing and playing “FREEZE” based on the previous song “Let it go”</p> <p>T asks the Ss to walk around the room while singing, until the teacher says, “Freeze!” The student moving after the command should answer a question related to the song. The student gives an answer and the game continues accordingly.</p>	T ↔ Ss
10 min	<p>Activity 2 - Speaking -Describing cartoon heroes. (handout)</p> <p>T with the help of Ss writes down the main vocabulary related to the description of a person. Then T shows the pictures of heroes on the Screen and each Ss accordingly is asked to describe the hero one the screen.</p> <p>Ss are asked to give a good description of appearance and character.</p>	T ↔ Ss
20 min	<p>Activity 3- Listening - Teaching a song –</p> <p>“For the first time in forever” Elsa’s song (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p>	T ↔ Ss

	<p>While-Listening:</p> <p>T turns on the song video of the “For the first time in forever”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i> http://www.youtube.com/watch?v=NRyOZUSW3K0</p>	
17 min	<p>Activity 4- Role Play! (handout)</p> <p>T gives roles to the Ss and puts the song-conversation for the Ss to listen to the singing dialogue and try to pronounce and act the same way as the Sisters.</p> <p>T changes the pairs after each trial and encourages to use the same emotions there is in the video.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=NRyOZUSW3K0</p> <p><i>from 1:00 min</i></p>	T ↔ Ss
10 min	<p>New Cartoon- Aladdin Trailer</p> <p>After watching the trailer on the Screen T asks the Ss if they liked Cartoon and what they think about it and what are their expectations?. Ss are asked to give short answers.</p> <p><i>Retrieved from:</i> http://www.youtube.com/watch?v=QapaqcDucmg</p>	T ↔ Ss

3 min	<p>Homework</p> <ul style="list-style-type: none">• T gives the DVDs of the cartoon “Aladdin” to watch as homework and write a short summary about the cartoon. • Also make notes about their favorite parts in the cartoon. • Listen to the cartoon’s soundtracks carefully and practice at home in order to join the singing group at once.	T ↔ Ss
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Activity 2. Ss are asked to describe the heroes and the scenes from the cartoon.







Activity 3 ____ Learning the song: " For The First Time In Forever (Reprise) "

[Anna:]

You don't have to protect me I'm not afraid
Please don't shut me out again,
Please don't slam the door
You don't have to keep your distance anymore
'Cause for the first time in forever,
I finally understand
For the first time in forever,
We can fix this hand in hand
We can head down this mountain together
You don't have live in fear
Cause for the first time in forever,
I will be right here

[Elsa:]

Anna

Please go back home, your life awaits
Go enjoy the sun and open up the gates

[Anna:]

Yeah, but —

[Elsa:]

I know

You mean well, but leave me be

Yes, I'm alone, but I'm alone and free

Just stay away and you'll be safe from me

Activity 4- ROLE PLAY (Anna and

Elsa)

[Anna:]

Actually we're not

[Elsa:]

What do you mean you're not?

[Anna:]

I get the feeling you don't know

[Elsa:]

What do I not know?

[Anna:]

Arendelle's in deep, deep, deep, deep
snow

[Elsa:]

What?

[Anna:]

You've kind of set off an eternal winter...
everywhere

[Elsa:]

Everywhere?

[Anna:]

It's okay, you can just unfreeze it

[Elsa:]

No, I can't, I — I don't know how!

[Anna:]

Sure you can! I know you can!

Cause for the first time in forever,

[Elsa:]

Oh I'm such a fool, I can't be free!

[Anna:]

You don't have to be afraid

[Elsa:]

No escape from the storm inside of me!

[Anna:]

We can work this out together

[Elsa:]

I can't control the curse!

[Anna:]

We'll reverse the storm you've made

[Elsa:]

Anna, please, you'll only make it worse!

[Anna:]

Don't panic

[Elsa:]

There's so much fear!

[Anna:]

We'll make the sun shine bright

[Elsa:]

You're not safe here!

[Anna:]

We can face this thing together

[Elsa:]

No!

[Anna:]

We can change this winter weather

[Elsa:]

AHHHHH...

[Anna:]

And everything will be all right...

[Elsa:]

I CAN'T

Time	Procedure	Interaction
10 min	<p>Warm-up- Discussion</p> <p>T asks Ss's opinion about the Cartoon. Each S gives an answer and shares his/her impression about the cartoon and tells about his/her favorite hero in that cartoon.</p>	T ↔ Ss
10 min	<p>Singing Activity “<u>Remote Control</u>” based on the previous song “For the first time in forever” Elsa’s song</p> <p>T asks the class to sing the chosen song. The T, uses a remote control (a real or handmade one), pretends to aim at various Ss and switch them off. T turns off any of the students and that S stops singing and stays frozen in his/her place. Other Ss keep singing until T turns them off one by one. Actually T can turn students on and off randomly without ever turning them all off. Ss can also be given the chance to use the remote control on their peers.</p>	T ↔ Ss
15 min	<p>Activity 2- ROLE PLAY</p> <p>T asks Ss to watch the Video-Conversation and follow the transcript. Ss are asked to act and read exactly the same way as the cartoon heroes.</p> <p><i>Retrieved from:</i> http://www.youtube.com/watch?v=xSLIA_OJR5k (first 0:25 minutes)</p>	T ↔ Ss

10 min	<p>Activity 3- Vocabulary (handout) –Aladdin’s Mood.</p> <p>Ss are asked to write down the given adjectives on handouts below the pictures to describe Aladdin’s mood in each picture.</p>	T↔ Ss
20 min	<p>Activity 4- Listening - Teaching a song –</p> <p>“A whole New world” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p> <p>While-Listening:</p> <p>T turns on the song video of the “A whole new world”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from: http://www.youtube.com/watch?v=QDnOSk_ea6c</i></p> <p><i>Retrieved from: http://www.youtube.com/watch?v=xSLIA_OJR5k</i></p> <p>starts from 0:20 min</p>	T↔ Ss

12 min	<p>Activity 5- Vocabulary practice</p> <p>T gives the list of the new covered vocabulary and asks Ss to use them while speaking about the cartoon. Ss are asked to make sentences based on the cartoon.</p> <p>Here is the list: Beautiful, marriage, greed, palace, help, mountain, jewel, king, daughter, wedding, cold, dirty, golden, silver, diamond, bowl, precious, dish, market .silly</p>	T↔ Ss
10 min	<p>Activity 6- Revision of Songs through activities.</p> <p><u>Louder, Louder</u>—Teacher asks the whole class to sing the song along. Students are asked to sing softly the first time then shout out louder until they shout out only lyrics. Then teacher asks them to sing it softly and turn it to a whispering again.</p> <p><i>*Singing “Let it go”(from Frozen)</i></p>	T↔ Ss
3 min	<p>Homework</p> <ul style="list-style-type: none"> • Practice the Songs at home and learn the lyrics 	T↔ Ss

Activity 2 - ROLE PLAY

Transcript:

Aladdin- You don't want to go for a ride, do you?

We could get out of the palace...? See the world...

Jasmine- Is it safe?

Aladdin- Sure, if you trust me?

Jasmine- What?

Aladdin- Do You trust me?

Jasmine- Yes.... (smiles)

Retrieved from: http://www.youtube.com/watch?v=xSLIA_OJR5k (first 0:25 minutes)

Activity 3- Write down the following adjectives below the pictures to describe

Aladdin's mood in each picture:

worried/in love /hungry/strong/surprised/proud/amazed ?angry/afraid.



1..... 2..... 3.....



4..... 5.....



6..... 7.....



8..... 9.....

Activity 4___ Learning the song

" A Whole New World "

I can show you the world
Shining, shimmering, splendid
Tell me, princess, now when did
You last let your heart decide?

I can open your eyes
Take you wonder by wonder
Over, sideways and under
On a magic carpet ride

A whole new world
A new fantastic point of view
No one to tell us no
Or where to go
Or say we're only dreaming

A whole new world
A dazzling place I never knew
But when I'm way up here
It's crystal clear
that now I'm in a whole new world with
you

Now I'm in a whole new world with you

Unbelievable sights
Indescribable feeling
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
Don't you dare close your eyes
A hundred thousand things to see
Hold your breath - it gets better
I'm like a shooting star
I've come so far
I can't go back to where I used to be
A whole new world
Every turn a surprise
With new horizons to pursue
Every moment gets better
I'll chase them anywhere
There's time to spare
Let me share this whole new world with
you

A whole new world
A whole new world
That's where we'll be
That's where we'll be
A thrilling chase
A wondrous place
For you and me

Links: *Retrieved from:*

<http://www.youtube.com/watch?v=QDn>

[OSk_ea6c](#)

karaoke: *Retrieved from:*

<http://www.youtube.com/watch?v=xSLl>

[A_OJR5k](#) starts from 0:20 min

Lesson Plan 4

Level – Low-Intermediate

Age – 10-12

Number of Students: 12-14

Duration- 90 min

The cartoon title- “Aladdin”

Materials used: Visuals/blackboard

Computer, Screen

Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers

Learning objectives - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “A whole new world” from the cartoon ”Aladdin”, also get ready to be involved in the enjoyable learning process.

Vocabulary- Beautiful, marriage, greed, palace, help, mountain, jewel, king, daughter, wedding, cold, dirty, golden, silver, diamond, bowl, precious, dish, market .silly,

Time	Procedure	Interaction
8 min	<p>Warm-up- Discussion</p> <p>T asks the Ss to speak about their impression on Cartoon “Alladin ”. Ss are asked to mention their favorite scene in the cartoon.</p>	T ↔ Ss

8 min	<p>Activity 1-Description of the heroes.</p> <p>T asks the Ss to describe the characters on the screen.</p>	T ← → Ss
10 min	<p>Discussion- Who are friends? Who can be considered as a good friend? What do you like most in your friends?/close friend?</p>	T ← → Ss
20 min	<p>Activity 2- Listening - Teaching a song –</p> <p>“Friends like me” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p> <p>While-Listening:</p> <p>T turns on the song video of the “Friends like me”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=99Op1TaXmCw</p>	T ← → Ss

17 min	<p>Singing Activity “<u>Join In</u>” based on the previously learnt song “A whole new world”</p> <p>The class is divided into groups. As the singing begins, only the first group sings. The second group joins in at the start of the second verse. The third group joins at the beginning of the third verse, and so on. The whole class sings the chorus or final verses together. Then T asks one of the groups to start the second time.</p>	T ↔ Ss
20 min	<p>PAIR work- Creating their own cartoon Scenario and Characters.</p> <p>T asks the Ss to get in pairs and create a very short cartoon story with characters/heroes. Characters should have names. At least 5 Characters in each cartoon.</p> <p>Ss are asked to introduce their Cartoon-story in front of the whole class.</p>	T ↔ Ss
5 min	<p>Watching the TRAILER of the next cartoon.</p> <p>After watching the trailer T discusses the cartoon and asks the Ss first impression about the Cartoon.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=4sj1MT05IAA</p>	T ↔ Ss

2 min	<p>Homework</p> <ul style="list-style-type: none">• T gives the DVDs of the cartoon “The Lion King” to watch as homework and write a short summary about the cartoon.• Also make notes about their favorite parts in the cartoon.• Listen to the cartoon’s soundtracks carefully and practice at home in order to join the singing group at once.	T ↔ Ss
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Activity 1-Students describe each character on the screen.



4.



5.



6.



7.



8.

Activity 2 –“**Friends like me**” (*the half of the song*)

Well, Ali Baba had them forty thieves,

Scheherazade had a thousand tales.

But master you're in luck, 'cause up your sleeves

You've got a brand of magic that never fails

You've got some power in your corner now!

Some heavy ammunition in your camp!

You got some punch, pizzaz, yahoo and how.

See, all you gotta do is rub that lamp, and I'll say:

"Mr. Aladdin, sir, what will your pleasure be?

Let me take your order, jot it down?"

You ain't never had friend like me

Life is your restaurant and I'm your maitre'd

Come on whisper what it is you want;

You ain't never had friend like me!

Yes sir, we pride ourselves on service.

You're the boss, the king, the shah.

Say what you wish; it's yours, true dish.

How 'bout a little more baklava?

Retrieved from: <http://www.youtube.com/watch?v=99Op1TaXmCw>

Less  an 5

Level – Low-Intermediate

Age – 10-12

Number of Students: 12-14

Duration- 90 min

The cartoon title- “The Lion King”

Materials used: Visuals/blackboard

Computer, Screen

Handouts, cards, worksheets, chalk, DVD/DVD player ,

loudspeakers

Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “Stand by me” from the cartoon ”The Lion King”, also get ready to be involved in the enjoyable learning process.

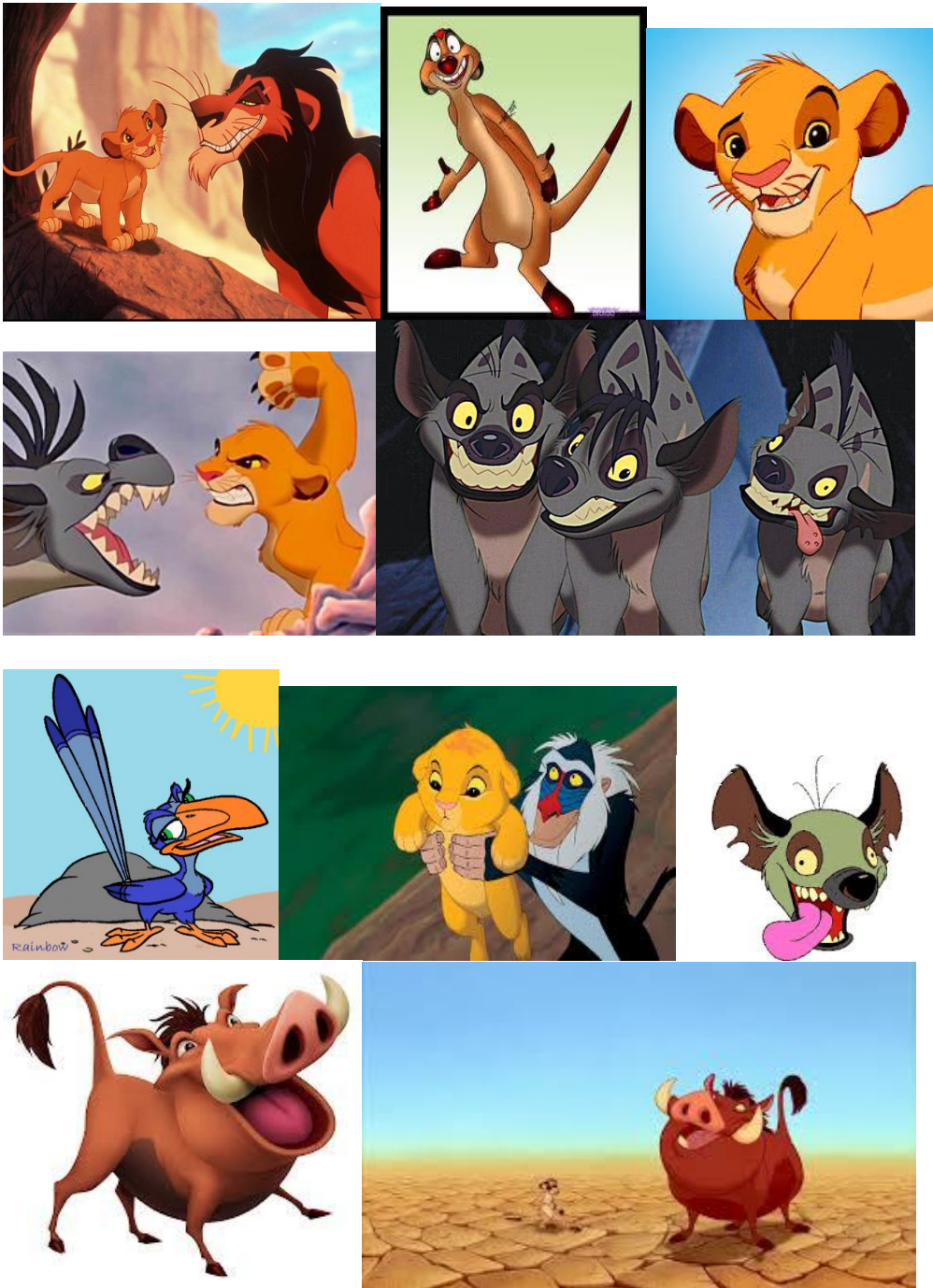
Time	Procedure	Interaction
7 min	<p>Warm-up- Discussion</p> <p>T asks Ss’s opinion about the Cartoon. Each S gives an answer and shares his/her impression about the cartoon and tells about his/her favorite hero in that cartoon.</p>	T ↔ Ss

10 min	<p>Singing Activity “<u>Remote Control</u>” based on the previous song “A whole New World”</p> <p>T asks the class to sing the chosen song. The T, uses a remote control (a real or handmade one), pretends to aim at various Ss and switch them off. T turns off any of the students and that S stops singing and stays frozen in his/her place. Other Ss keep singing until T turns them off one by one. Actually T can turn students on and off randomly without ever turning them all off. Ss can also be given the chance to use the remote control on their peers.</p>	T ↔ Ss
10 min	<p>Activity 1- Description of the Cartoon Heroes.</p> <p>T with Ss discusses the Characters on the screen.</p>	T ↔ Ss
20 min	<p>Activity 2- Listening – Teaching a song –</p> <p>“Stand by me” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p> <p>While-Listening:</p> <p>T turns on the song video of the “Stand by me”. Ss watch the</p>	T ↔ Ss

	<p>video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=kgAVWBqTjdU</p>	
25 min	<p>Activity 3 – ROLE PLAY- conversation between “Simba and Mufasa”</p> <p>T asks Ss to watch the Video-Conversation and follow the transcript. Ss are asked to act and read exactly the same way as the cartoon heroes.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=rw45nBcWNBQ</p>	T ↔ Ss

15 min	<p>Activity 6- Revision of Songs through activities.</p> <p><u>Louder, Louder</u>—Teacher asks the whole class to sing the song along. Students are asked to sing softly the first time then shout out louder until they shout out only lyrics. Then teacher asks them to sing it softly and turn it to a whispering again.</p> <p><i>*Singing “Let it go” and “For the first time in forever” (from Frozen)</i></p>	T↔→ Ss
3 min	<p>Homework</p> <ul style="list-style-type: none"> • Listen to the cartoon’s soundtracks carefully and practice at home in order to join the singing group at once. • T asks the Ss to bring colorful pencils for the next class assignment. 	T↔→ Ss

Activity 1– Describe Characters on the screen and speak about the scene.



Activity 2 –Stand By ME lyrics....

Timon:

When the night has come

And the land is dark

And the moon is the only light we'll see

Oh I won't be afraid, no I won't be afraid

Just as long as you stand, stand by me

So Pumba, Pumba, stand by me, oh oh oh stand by me

Ooh stand, stand by me, stand by me

If the sky that we look upon

Should tumble and fall

Or the mountains they should crumble to the sea

I won't cry

Pumba:

You won't cry?

Timon: Noo I won't shed a tear

Pumba: Not shed tear

Just as long as you stand, stand by me

So Pumba, Pumba, stand by me, oh oh won't you stand by me

Ooh stand, stand by me, stand by me

Pumba: Eeh, I don't think I like this soong!

So Pumba, Pumba, stand by mee, oh oh won't you stand by me

Ooh stand, come on! stand by me, stand by me

Pumba: Timon?

Timon: Yes?

Pumba: Can I sing the next song?

Timon: Sure, as long as you stand by me!

Frogs: Whenever you're in trouble won't you stand by me,

Oh oh ooh stand by me

I know you need me, stand by me, oh oh oh oh stand by me oooh heey.

Retrieved from: <http://www.youtube.com/watch?v=kgAVWBgTjdU>

Activity 3- ROLE- PLAY-“Simba and Mufasa”

Link to the video: <http://www.youtube.com/watch?v=rw45nBcWNbQ>

Transcript

MUFASA: Simba!!! Simba I am very disappointed of you!

SIMBA: I knowww.

MUFASA: You could have been killed! YOU definitely disobeyed me.

SIMBA: I just wanted to be brave like you.

MUFASA: I am only brave when I have to be. Simba, being brave doesn't mean you go looking for a trouble.

SIMBA: But you are not scared of anything.

MUFASA: It was the day...

SIMBA: You are?

MUFASA: Yes, I thought I might loose you

SIMBA: ohh, I guess even kings get scared, huhh

SIMBA: Dad? We are powerful right?

MUFASA: Right!!!

SIMBA: And we will always be together right?

Lesson Plan 6

<p>Level – Low-Intermediate</p> <p>Age – 10-12</p> <p>Number of Students: 12-14</p> <p>Duration- 90 min</p> <p>The cartoon title- “The Lion King”</p> <p>Materials used: Visuals/blackboard</p> <p style="padding-left: 40px;">Computer, Screen</p> <p style="padding-left: 40px;">Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers</p> <p>Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “The Lion sleeps tonight” from the cartoon ”The Lion King”, also get ready to be involved in the enjoyable learning process.</p>

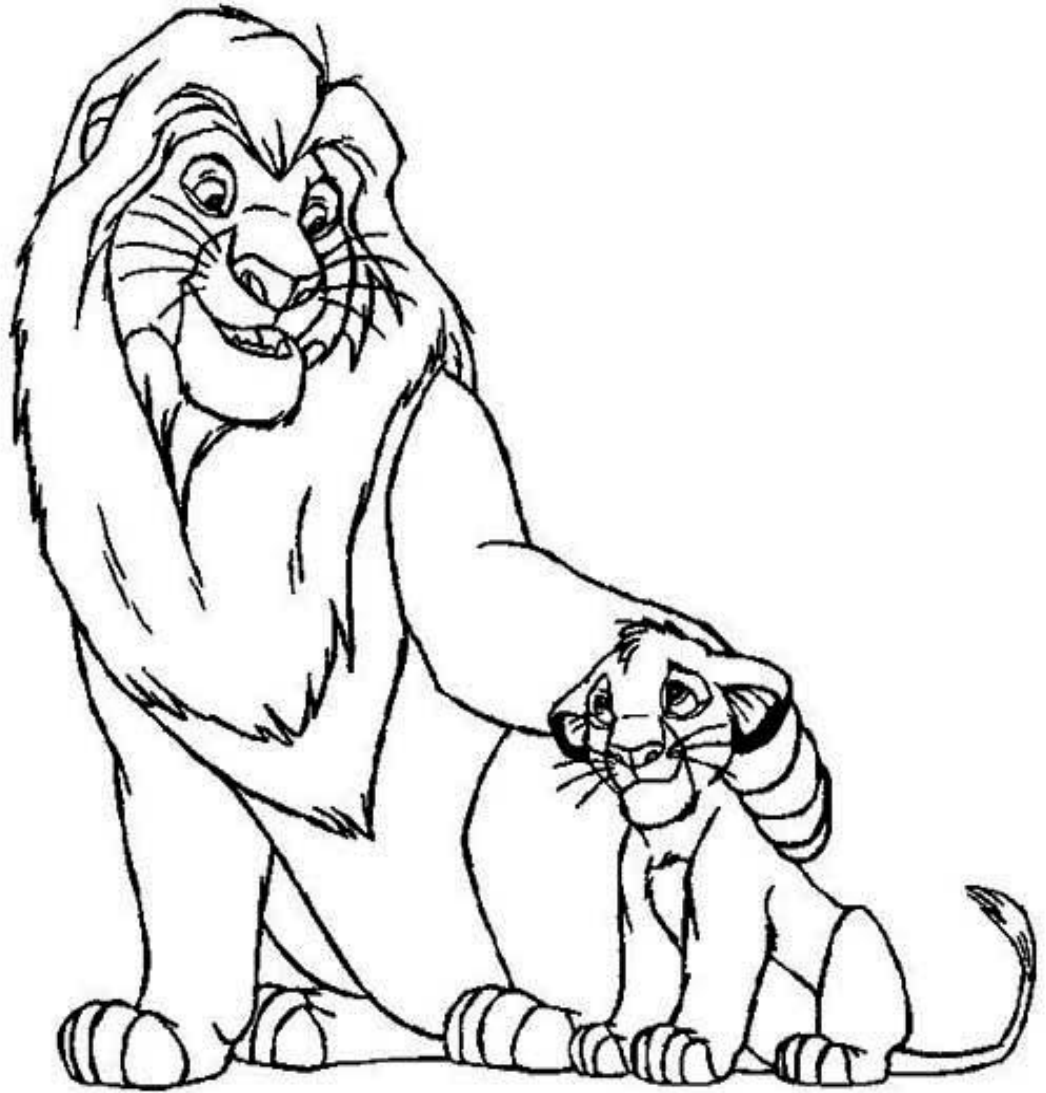
Time	Procedure	Interaction
7 min	<p>Warm-up- Discussion</p> <p>T asks Ss’s opinion about the Cartoon.</p> <p>Which is your favorite cartoon so far? What kind of activities would you like for this course?</p>	T ↔ Ss

15 min	<p>Singing Activity “<u>Join In</u>” based on the previously learnt song “Stand by me”</p> <p>The class is divided into groups. As the singing begins, only the first group sings. The second group joins in at the start of the second verse. The third group joins at the beginning of the third verse, and so on. The whole class sings the chorus or final verses together. Then T asks one of the groups to start the second time.</p>	T↔ Ss
10 min	<p>Activity 1- DRAWING (handout)</p> <p>Ss are given a handout with the picture of Mufasa and Simba. Ss are asked to color the Characters with the colors they prefer more and then explain why have they chosen any of the colors?</p>	T↔ Ss
25 min	<p>Activity 2- Listening - Teaching a song –</p> <p>“The lion sleeps tonight” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p>	T↔ Ss

	<p>While-Listening:</p> <p>T turns on the song video of the “The lion sleeps tonight”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=hPXrdoWyGc0</p>	
20 min	<p>Activity 3 - ROLE PLAY- conversation between “Scar Tricks Simba Scene”</p> <p>T asks Ss to watch the Video-Conversation and follow the transcript. Ss are asked to act and read exactly the same way as the cartoon heroes.</p> <p><i>[Scar Tricks Simba Scene]</i></p> <p><i>Retrieved</i></p> <p><i>from:</i> http://www.youtube.com/watch?v=lx0ISRGMb1g</p>	T ↔ Ss

15 min	<p>Activity 6- Revision of Songs through activities.</p> <p><u>Louder, Louder</u>—Teacher asks the whole class to sing the song along. Students are asked to sing softly the first time then shout out louder until they shout out only lyrics. Then teacher asks them to sing it softly and turn it to a whispering again.</p> <p><i>*Singing “Let it go” and “For the first time in forever” (from Frozen)</i></p>	T↔→ Ss
3 min	<p>Homework</p> <ul style="list-style-type: none"> • Practice the Songs at home and learn the lyrics 	T↔→ Ss

Activity 1 – DRAWING Color the picture. Use your creativity to change the characters appearances



Activity 2 –The lion sleeps tonight

The Lion Sleeps Tonight

(Rafiki humming)

(Timon)

In the jungle,

The mighty jungle

The lion sleeps tonight

In the jungle,

The quiet jungle

The lion sleeps tonight

(Rafiki)

Imbube...

(Timon)

Near the village,

The peaceful village

The lion sleeps tonight

Near the village,

The quiet village

The lion sleeps tonight

(Rafiki)

ohh... wowoh..

(Timon)

Hush my darling,

Don't fear my darling,

The lion sleeps tonight

Hush my darling,

(Pumbaa) Don't fear my darling,

The lion sleeps tonight, eh eh!*(Rafiki)* wowoh...

Retrieved from: <http://www.youtube.com/watch?v=hPXrdoWyGc0>

Activity 3- SIMBA SCAR CONVERSATION-Transcript

[Scar Tricks Simba Scene] Retrieved from:

Simba: Hey Uncle Scar! Guess what!

Scar: I *despise* guessing games.

Simba: *I'm* going to be king of Pride Rock.

Scar: {Sarcastically} Oh goody.

Simba: {Looking out over the edge of the rock} My dad just showed me the whole kingdom; {greedily} and I'm going to rule it all. Heh heh.

Scar: Yes. Well... forgive me for not *leaping* for joy. Bad back, you know.

Simba: Hey, Uncle Scar? When I'm king, what'll that make you?

Scar: A monkey's uncle.

Simba: Heh heh. You're so weird.

Scar: You have NO idea. ...So, your father showed you the whole kingdom, did he?

Simba: Everything.

Scar: He didn't show you what's beyond that rise at the northern border...?

Simba: {Disappointed} Well, no... he said I can't go there.

Scar: And he's *absolutely* right. It's *far* too dangerous. Only the bravest lions go there.

Simba: Well, *I'm* brave! What's out th--

Scar: {Interrupting} No, I'm sorry, Simba, I just *can't* tell you.

Simba: Why not?

Scar: Simba, Simba, I'm only looking out for the well- being of my favorite nephew.

Simba: {Snorts sarcastically} Yeah, right, I'm your only nephew.

Scar: All the more reason for me to be protective... An elephant graveyard is no place for a young prince... {faking surprise} Oops!

Simba: {Enthusiastic} An elephant *what?* Whoa.

Scar: {Faking dismay} Oh *dear*, I've said too much... Well, I suppose you'd have found sooner or later, you being SO clever and all... {pulling Simba near} Oh, just do me one favor - promise me you'll never visit that *dreadful* place.

Simba: {Thinks} *No* problem.

Scar: There's a good lad. You run along now and have fun. And remember... it's our little secret.

Video Retrieved from: <http://www.youtube.com/watch?v=Ix0ISRGMB1g>

Script Retrieved from: <http://www.lionking.org/scripts/Script.html#trick>

Lesson Plan 7

<p>Level – Low-Intermediate</p> <p>Age – 10-12</p> <p>Number of Students: 12-14</p> <p>Duration- 90 min</p> <p>The cartoon title- “Beauty and the Beast”</p> <p>Materials used: Visuals/blackboard</p> <p style="padding-left: 40px;">Computer, Screen</p> <p style="padding-left: 40px;">Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers</p> <p>Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “Tale as old as time” from the cartoon ”Beauty and the Beast”, also get ready to be involved in the enjoyable learning process.</p>

Time	Procedure	Interaction
7 min	<p>Warm-up- Discussion</p> <p>T asks Ss’s opinion about the Cartoon.</p> <p>Ss are asked to read their summaries about the cartoon and share their impression with the whole class.</p>	T ↔ Ss

15 min	<p>Singing Activity “<u>Join In</u>” based on the previously learnt song “Lion sleeps tonight”</p> <p>The class is divided into groups. As the singing begins, only the first group sings. The second group joins in at the start of the second verse. The third group joins at the beginning of the third verse, and so on. The whole class sings the chorus or final verses together. Then T asks one of the groups to start the second time.</p>	T↔ Ss
25 min	<p>Activity 2- Listening - Teaching a song –</p> <p>“Beauty and the Beast”/”Tale as old as time” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p> <p>While-Listening:</p> <p>T turns on the song video of the “Beauty and the Beast”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p>	T↔ Ss

	<p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=uQ00DCMC6xs</p>	
20 min	<p>Activity 3_ Listening Cloze</p> <p>T gives handouts to Ss and plays the previously learnt song and asks them to fill in the gaps with the missing words in the song lyrics.</p> <p>T plays and Ss fill. When finished T checks and Ss sing along the song again.</p>	T ↔ Ss
20 min	<p>Activity 6- Revision of Songs through activities.</p> <p><u>Louder, Louder</u>—Teacher asks the whole class to sing the song along. Students are asked to sing softly the first time then shout out louder until they shout out only lyrics. Then teacher asks them to sing it softly and turn it to a whispering again.</p> <p><i>*Singing “Let it go” and “For the first time in forever” (from Frozen)</i></p>	T ↔ Ss

3 min	Homework <ul style="list-style-type: none">• Practice the Songs at home and learn the lyrics• T asks the Ss to choose their favorite song to sing along with the Instrumental in front of the whole class.	T \leftrightarrow Ss
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Activity 2 - " Beauty And The Beast "

Tale as old as time
True as it can be
Barely even friends
Then somebody bends
Unexpectedly

Just a little change
Small, to say the least
Both a little scared
Neither one prepared
Beauty and the Beast
[2x]
Ever just the same
Ever a surprise
Ever as before
Ever just as sure
As the sun will rise

Tale as old as time
Tune as old as song
Bittersweet and strange
Finding you can change
Learning you were wrong

Certain as the sun
Rising in the east
Tale as old as time
Song as old as rhyme
Beauty and the beast.

Tale as old as time
Song as old as rhyme
Beauty and the beast.

Beauty and the beast.

Retrieved from: <http://www.youtube.com/watch?v=uQ00DCMC6xs>

Activity 3__Listening Cloze

- "Beauty And The Beast"

Tale as old as

True as it can be

even friends

Then bends

Unexpectedly

Just a change

Small, the least

Both a little

one prepared

Beauty and the

[2x]

Ever the same

Ever a surprise

Ever as before

Ever just as

As the sun will rise

Tale as old as time

Tune as as song

Bittersweet and

Finding you can change

Learning you wrong

as the sun

Rising in the east

Tale as old as time

Song old as rhyme

Beauty and the beast.

Tale as old as time

as old as

Beauty and the beast.

Retrieved from: <http://www.youtube.com/watch?v=uQ00DCMC6xs>

Lesson Plan 8

<p>Level – Low-Intermediate</p> <p>Age – 10-12</p> <p>Number of Students: 12-14</p> <p>Duration- 90 min</p> <p>The cartoon title- “Beauty and the Beast”</p> <p>Materials used: Visuals/blackboard</p> <p style="padding-left: 40px;">Computer, Screen</p> <p style="padding-left: 40px;">Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers</p> <p>Learning outcome - By the end of the lesson students will be able to understand the main goal of this course ,learn new vocabulary, learn the song “Tale as old as time” from the cartoon ”Beauty and the Beast”, also get ready to be involved in the enjoyable learning process.</p>

Time	Procedure	Interaction
10 min	<p>Warm-up- Discussion</p> <p>T asks Ss’s opinion about the Cartoon. T asks Ss to describe their favorite hero in this cartoon.</p>	T ↔ Ss
25 min	<p>Activity 2- Listening - Teaching a song –</p> <p style="text-align: center;">“Something There”” (Handouts)</p> <p>Pre-Listening: T gives handouts with song lyrics on them and asks them to read and checks their comprehension on the lyrics and its meaning. T asks Ss to write down the new vocabulary.</p>	T ↔ Ss

	<p>While-Listening:</p> <p>T turns on the song video of the “Something there”. Ss watch the video and listen to the song. Ss are asked to try to sing along with the original video.</p> <p>Post-Listening:</p> <p>T asks Ss to sing along with her and learn the lines one by one repeating after the T.</p> <p>At the end T asks them to try to sing with the instrumental (karaoke) version.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=nwZEcdBMLLU</p>	
25 min	<p>Activity - Singing SOLO.</p> <p>T asks Ss to sing a solo part from their Favorite Song with the accompany of the instrumentals. T asks the Ss to join the soloist during refrains.</p>	T ↔ Ss
20 min	<p>Singing Activity “Deconstruct It” based on the previous song “For the first time in forever” Elsa’s song</p> <p><i>T gives Ss handouts with the song lyrics and asks them to find the verbs and nouns.</i></p> <p><i>Ss after doing the activity read the grammar forms they found.</i></p>	T ↔ Ss

10 min	Homework <ul style="list-style-type: none">• T discusses the presentation topics with the Ss.• T asks the Ss to prepare POSTER presentations on their favorite cartoon to present during the next class.	T \leftrightarrow Ss
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Activity 2 -SOMETHING THERE

Belle:

There's something sweet

And almost kind

But he was mean and he was coarse and unrefined

But now he's dear, and so unsure

I wonder why I didn't see it there before

Beast:

She glanced this way

I thought I saw

And when we touched she didn't shudder at my paw

No it can't be, I'll just ignore

But then she's never looked at me that way before

Belle:

New and a bit alarming

Who'd have ever thought that this could be?

True that he's no Prince Charming

But there's something in him that I simply didn't see

Link to the song-video: *Retrieved from*

<http://www.youtube.com/watch?v=nwZEcdBMLLU>

Lesson 

Level – Low-Intermediate

Age – 10-12

Number of Students: 12-14


Duration- 90 min

The cartoon title- Revision


Materials used: Visuals/blackboard

Computer, Screen

Handouts, cards, worksheets, chalk, DVD/DVD player , loudspeakers

Learning objectives - 

Time	Procedure	Interaction
5 min	<p>Warm-up- Discussion</p> <p>T asks Ss’s opinion about the Cartoons watched during the course. T asks Ss to describe their favorite hero.</p>	T ↔ Ss
25 min	<p>Activity 2- STRIP IT – Singing a song –</p> <p style="text-align: center;">“Something There”</p> <p>T Cuts the song into strips and gives each S one of the strips to memorize. T asks Ss to put the strips in their pockets. Ss one by one stand up and tell their lines.</p> <p>Later, without looking at the handouts with the lyrics, Ss are asked to sing along their lines and complete the</p>	T ↔ Ss

	<p>song organizing themselves in the right order.</p> <p>You can also have students put the strips on a table in order.</p> <p><i>Retrieved from:</i></p> <p>http://www.youtube.com/watch?v=nwZEcdBMLLU</p>	
25 min	<p>Singing Activity “Finish It Off”.</p> <p>T plays one of the songs from the cartoons already covered and sometimes pauses. Ss one by one are asked to continue and sing the rest of the stopped line of the song. T repeats as necessary and continues until the song is finished. When it is done, T plays over again and all Ss sing along together.</p>	T ↔ Ss
20 min	<p>Discussion about this course and Course Evaluation</p> <p><i>See the interview questions in Appendix C</i></p>	T ↔ Ss
15 min	<p>Homework</p> <ul style="list-style-type: none"> • T discusses with Ss their Presentation topics and gives feedback. • T asks the Ss to prepare POSTER presentations on their favorite cartoon to present during the  class. 	T ↔ Ss

Interview Questions

1. Please, tell me briefly what is your opinion about this course?
2. Would you like to attend this course once again with different cartoons and songs?
3. Do you consider this course as useful and enjoyable? Could this course be helpful to improve your language?
4. Did you like the activities of the course? Which is your favorite activity?
5. Did you like writing reflections after each lesson? Could it be helpful? How?
6. What did you like and dislike most about the course?
7. What would you like to see changed for the next time you attend this course?

APPENDIX F: TEACHER REFLECTION

When I first entered to the classroom and introduced this course to the students they were surprised. They could not imagine how cartoons would fit in EFL classroom. Some of asked if we were going to watch cartoons during the lessons. Then I explained watching cartoons would be their homework, besides their other course book required by EEC.

First lesson went quite well. It was so pleasant for me to find out that some of the students really loved singing and attended to musical schools. I really loved my students at once and I felt the love of my students towards the course and me, as a teacher.

Before Piloting my course I was afraid that the pace was to fast

When we did the first Role-Play activity my students became more active and interested in the course. They started to suggest me cartoons and songs for the coming lessons.

They really loved the choice of cartoons and songs I made. I explained my students the grading rubric and they liked it.

As I was piloting my course combining with the EEC book, I can tell that I did not like that combination that much, because the only thing we needed that was missing was the reading part. Though we could fill the reading part with reading the song lyrics and learning new words.

This is the reason I decided to involve only the lesson plans of my course.

At the end of the course I decided to interview my students to make sure the course served its purpose. After the interviews it became more clear for me that the students really loved the course and had the desire to have another chance for attending this course. They found it a fun way of learning the language.

I am really glad that it worked very well.