AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Instructional cartoons in young learners' English as a foreign language classroom

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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Instructional Cartoons In Young Learners' English As a Foreign Language Classroom

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DEDICATION TO MY DAUGHER

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ABSTRACT

This was an action research study. Participants included in this study were 91. They were 4 English language teachers and 87 young learners. The purpose of the study was to learn about the attitude of young learners as well as their teachers' attitudes toward learning and teaching with the help of instructional cartoons and the use of this kind of technique in the educational program. Practice shows that some educational programs have lack experience and understanding in using instructional cartoons with youngest. This issue was the main reason to write this study about instructional cartoons in young learners' foreign language learning routine.

The paper comprised both quantitative and qualitative data. The quantitative data was collected via semi-structured questionnaires designed to learn about learners' attitude. The qualitative data was collected with the help of open-ended interviews and the aim was to learn about both teachers' attitude toward using instructional cartoons in the language classroom. The results of questionnaires were analyzed through descriptive statistics. The descriptive analysis of the quantitative data showed that both young learners and their teachers had positive attitude towards the instructional cartoons. According to qualitative data collected from teachers' instructional cartoons could be used as an efficient tool in youngest language classroom.

CHAPTER ONE: INTRODUCTION

In recent years electronic and multimedia such as film strips, TV programs, videos, and others, are used as educational materials in the language classroom, and are supported by language teachers. Nowadays, language learning has become more comfortable, easier and enriched with new methods and technology.

Schools have become open places for implementing new methods and making the learning process more and more enjoyable and effective. This research paper will discuss how instructional cartoons are used in young language learners' classroom.

The current research paper tries to learn more about the 1st and 2nd grade students' and their teachers' perceptions about learning and teaching with the help of instructional cartoons.

Considering the fact that children like watching cartoons it seems to be an important message to language teachers as well as to educators and why not parents to implement English instructional cartoons in their language teaching materials. Many language teachers are eager to use animation or electronic media in the classroom as teaching aids because they motivate and make the learning enjoyable for youngest.

Since cartoons can be used as learning tools they should be chosen to the context not to lose the main reason for learning. Research shows that it is important to present and use the language within meaningful contexts making the language to be authentic (Cameron, 2001; Halliwell, 1992). In order to understand and interpret the language itself contextual clues such as movements, intonation, mimics, and gestures can be used in teaching children because they are good observers and can make use of visuals (Brewster et al., 2002; Cabrera and Martinez, 2001; Halliwell, 1992; Slatterly and Wills, 2001).

It is well known that young learners enjoy fantasy and imagination which is another line of their characteristics (Pinter, 2006). Accordingly, cartoons suit well in fostering young learners' imagination and fantasy. The main purpose of choosing instructional cartoons as teaching tool instead of pictures or stories is because cartoons contain colorful characters and catchy visual presentations accompanied by funny sounds and music (Bishop and Cates, 2001). Moreover, teachers are eager to use animations during their teaching in not only language teaching but in all kind of subjects (Kristansen, 2001).

1.1 Statement of the problem

One of the main purposes of language teachers is to enable student to enjoy learning English, make English relevant to the students' interests, develop their interests in using English for communication, encourage learning, and establish firm foundation for larger language study.

Unlike past transitional periods when teaching materials were limited and not available to everyone, nowadays teachers, educators, parents, others, have wide access to different instructional cartoons including abundant dialogues, phrases, and vocabulary usage in daily life. Learners can learn from the cartoons since they have story like contents, colorful characters, enjoyable music accompanying with the story. In addition, learners can easily take part in the context and have explicit perspective about the language they hear.

Therefore, the choice of the topic of the present research paper has come out of the interest in the facilities and resources that the instructional cartoons offer to the instructional environment. However, there is lack of experience and understanding of how to use instructional cartoons with young learners in the educational programs such as EEC (hereafter Experimental English Classes). Accordingly, the study learnt about the approaches of integrating IC (instructional cartoons) in the EFL language curriculum.

1.2 Purpose of the study

This was an action research paper which sought to learn more about some aspects of using instructional cartoons in foreign language learning (FL). The main purpose of the paper was to learn about the perceptions of 1st and 2nd grade students' and their teachers' perceptions about learning and teaching English language with the help of instructional cartoons.

The present action research paper was significant also for several reasons. First reason of doing it, was that the researcher had personal interest in the use of instructional cartoons to develop personal teaching experience with the youngest. Thus, this research

may help in the personal professional development in using this kind of technique in language classroom.

The second reason of doing this research was that the researcher would share the findings with Experimental English Classes (hereinafter EEC) foreign language educational program for children at American University of Armenia . The stakeholders of EEC might be interested in integrating instructional cartoons since this is a similar instructional setting to those used in the target school which is a private school and it is called "Istanbul Kültür Koleji".   Accordingly, this paper will try to learn more about the possible approaches of how this technique is integrated into their teaching routine.

1.3 Research question

This research paper seeked to find out the answer to two main research question:

1. How cartoons are used in the young learners' language classroom
2. What are the 1st and 2nd grade students' and their teachers' perception about using cartoons in language learning.

1.4 Young learners

Children aged between 6 to 10 or 11 are usually described as young learners. Before teaching this age group first what is needed to be done is to understand them, know about what their attitudes, opinions and interests are. (Scott (1991), Yetreberg (1991), Philips (1993), Halliwell (1993), and Moon (2005).

1.5 Instructional cartoons

These instructional cartoons are the animated reflection of the serial books called "Readers". The DVD or the audio CD included in the book is totally following the book. The main purpose of the book is to improve young learners' word recognition and sight words vocabulary. Each book introduces a new topic with its sight words. The audio disc includes the song version of a certain book, whereas, the DVD contains the cartoon version of a whole book which lasts about five minutes.

In these cartoons the dialogues are the same as those in the book. The language contains clearly spoken common words with obvious visual reinforcement. The colorful, funny characters with their facial expressions and gestures communicate in a way that is available for children. Theses cartoons are attractive in colors, funny, sweet and easy to understand and these elements are closely to young students' expectations.

CHAPTER TWO: LITERATURE REVIEW

The concern of teachers in primary schools of English departments, of college instructors and many other educational places increases concerning the way the target language should be taught in the young learner's classroom. The current research aims to find out how instructional cartoons are used in the young learners' language classroom as a language learning tool and the teachers' and learners' perceptions about using cartoons in their language classroom.

2.1Young language learners and teaching approaches

Language is an integral part of growing up and necessary to communicate and participate in one's environment. Ostensibly, watching cartoons is the basis for 'an attractive and enjoyable learning'. In addition, learning language with instructional cartoons may serve as a "happy" process of learning by making the atmosphere more relaxed and anxious-free. Moreover, young learners are basically prone to learn new ideas from what they enjoy and experience from the environment. Therefore with a teacher centered approach (Rogers, 2004) students usually sit, listen, and hopefully learn as they are at times less enthusiastic and devoid of enjoyment. Children tend to learn best through direct experience, where they can see and relate an object within its environment (Patel, 2000). According to Phillips (1993), the activities designed by the young students' teacher should not be complicated in order not to discourage children at this point. Teachers ought to make young learners feel the sense of achievement and satisfaction with their work. According to Scott (1991), Yetreberg (1991), Philips (1993), Halliwell (1993), and Moon (2005) the learners' characteristics are as follows:

- They are very curious and active
- They have a limited attention span
- They require interaction in learning
- They are very imaginative
- They prefer physical activities

- They learn by manipulating things
- They mostly rely on speaking
- They require praise in any form

These characteristics should help teach young learners more effectively. In fact, they learn best in a playful environment through games and actions (Cameron, 2001, p:19). Moreover, teachers should explain things at the level of young learners (Pinter, 2006). Teachers should be prepared to answer many questions and to repeat the instructions or reinforce their learners through actions and repetitions (Cameron, 2001, p: 18).

2.2 Vigotsky's theory of FLA

According to Vgotsky (1978) language acquisition evolves through a series of spiraling stages. In the first stage, children observe and develop social speech. In the second stage, young learners use egocentric speech, that is, children talk to themselves in order to accompany problem-solving strategies. Finally, they develop inner speech, which is responsible for problem solving. Inner speech is developed in silence by listening to the spoken language.

Vygotsky claimed that both egocentric speech and inner speech fulfill intellectual functions and have similar structures. Once language is learnt and speech is mastered, inner speech takes over the egocentric speech. Theorizing that egocentric speech is related to inner speech, Vygotsky also claimed that both egocentric speech and inner speech fulfill intellectual functions and have similar structures.

Vygotsky's theorizes that, after developing egocentric speech and verbal memory, inner speech, a means of self communication, is not shared with other individuals' and is the mind's computational regulator. The use of egocentric and inner speech indicates that language is being employed to mediate the acquisition of knowledge and for the learner to internally conceptualize the outside environment. This three-stage speech development may be best understood in the application to FLA. In FLA, with appropriate social contexts and situations, individuals develop their three-stage speech ability naturally.

2.3. Instructional cartoons for FL instruction

Animated cartoon was created in 1900. A detailed animation was created by Winsor McCary in 1914. It required a team of artist and painstaking attention for detail. In order to animate the characters drawn on a paper; the background needed to be redrawn several times.

Instructional cartoons are recorded in a CD which accompanies the storybook. These are storybooks that provide stories in authentic English with strong visual support for teachers and children. These cartoons are mostly supported by enjoyable music and song. Per instructional cartoon is based on a specific topic and teaches or reviews the basic words in accordance with the topic. All the stories are recorded in the accompanying CD which also contains the   songs of lively characters.

2.4 Instructional cartoons and FLA

The research conducted on the use of instructional cartoons suggests that watching visual and verbal characters in a multimedia environment enhances and facilitates the reaction of vocabulary learning (Lee B. 2007). The continuous presentation of two types of information simulates learners' short-term memory and builds referential connections between both representations. These connections are expected to access   the vocabulary item and they may lead to additive effects of recall (Mayer 2001). This process also depends on the learners' individual performance and ability factors (Chun and Plass 1997, 69-70).

In fact the limited capacity of learners' short term memory/working memory should not be overloaded otherwise new vocabulary learning and understanding authentic text with instructional cartoons will not occur effectively (Mayer 1997, Sweller and Candler 1994).

2.6 Studies on the use of instructional cartoons in FL youngest classroom

Both instructional cartoons and videos are considered to be used as visual aids in EFL/ESL settings. Accordingly, some studies conducted in the field of using videos as audio-visual teaching materials are lumped together with instructional cartoons for the purposes of the current study. Research in the area of using instructional cartoons as language learning tool has shown that it enhances the learning of foreign languages, yet there is little empirical data and research to support the preposition that it facilitates the learning of L2. This may be because of some reasons. First, many studies have been done with visual aids and not with actual foreign and second language instructional cartoons. Secondly, many cartoon studies use intact groups instead of random groups that were studying only one SL. Thus, studies using different groups and languages may be the reason of different results rather than found in literature.

Balatova (1994) suggests that unlike a student who listened only to sounds the use of video and sound conditions was more consistent in his/her perceptions of the story. That is, the difficult and easy passages formed pattern. The study also notes that watching action/body language makes the context easier to understand by students. Balatova (1994), also states that less lively scenes are more difficult. Her study illustrates that visual clues are important, because they facilitate understanding.

In the lecture about visuals in research Canning-Wilson (2000) claims that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, replicas, reproductions helped see an immediate meaning in the language. She reports that contextualized images can help reinforce the language, that is, the learner can see the immediate meaning in terms of vocabulary recognition in the first language. Moreover, her research suggests that visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers via the use of paralinguistic indications.

Other factors must be considered when looking at the instructional cartoons as an instructional medium to teach second language. According to Coombe and Kinney (1999), "Learners learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experience, background knowledge, interest and creative skills" (1999, p: 21).

2.6.1 Instructional cartoons and young language learners

Possible   advantages and disadvantages of instructional cartoons

Many educators are turning to technology as a way to offer foreign languages to young learners. The use of instructional cartoons may have its advantages and disadvantages like any other type of multimedia (Instructional television). One of the most important advantages of using instructional cartoons is that it is favorite medium of children and can be used as a motivational tool in the young learner' classroom (Morris 2000). Cartoons and many other visuals can be shown to the entire class which enhances students learning (Morrıs 2000). As any other technology, animated cartoons may also have some disadvantages. One of the main disadvantages of it is that unlike many paper based traditional activities, it may not generate talk and learners may not produce the desired results in the cartoon-based classroom (Eyring 2001). Another strong argument about the effectiveness of instructional cartoons in the young learners' classroom is that it is an ineffective "vehicle" for foreign language instruction since it may limit interaction (Barty 1998).

However, early   exposure to age-appropriate instructional cartoons designed around an educational curriculum is associated with cognitive intellectual enhancement (Kirkoryan, Wartella, and Anderson, 2008). In addition, the use of instructional cartoons can help the learner concentrate on visual clues such as body language. That is, facial expression, dress, gesture, posture, etc, and visual clues can help the learner understand the meaning of the environment even without hearing the language spoken clues. Moreover, learners will understand the key language clues and meanings (Ismail 2006 p. 2). Finally, it was also found that low-proficiency learners use fewer sources in a lexical inference task compared to learners with high proficiency level (Morisson, 1996).

The findings of the study designed to investigate Chinese children's L2 vocabulary learning in animated cartoons context indicated that L2 vocabulary in an animation-based context was too difficult for young beginners if no teaching guideline was provided (Sun and Dong, 2004). In fact most findings of the following issue showed that in contextualized learning students have to guess the meaning of the new word in light of

available linguistic clues in the context as well as their general knowledge of the word (Grace, 1998). Animated instructional cartoons characters may attract children who receive no learning support rather than English input (Sun and Dong, 2004).

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This study was done to learn more about   watching instructional animated cartoons in the young learners' English language classroom. The main purpose of the study was to learn more about instructional animated cartoons integration into the youngest language classes.

For the purpose of the study, primary and secondary data was used. Questionnaire served as primary data collecting tool for the current paper, whereas, interviews with teachers, class observation notes, and student's portfolios were considered as secondary data. The data was summarized, analyzed and interpreted to make the study meaningful. The research questions of the study were:

- How cartoons are used in the young learners' language classroom
- What are the 1st and 2nd grade students' and their teachers' perception about using cartoons in language learning

3.2 Settings and Participants

This research was in one of the famous schools in Istanbul called "Kultur Koleji". It was founded in September 1960 by Mr Fahametin Akingûc. The Kültür Koleji school is governed by the legislation set out by the Turkish Ministry of Education which also accredits the school.

The participants in this study were elementary level students of 1st and 2nd grades. The total number of participants was 91, that is, 87 students and 4 language teachers. The classes included were 1A, 1B, 1C and 2A, 2B, 2C. The age of all the participants ranged from 7 to 8.

The table below is the short summery of participants including their number, age, and gender.

Table 1. The summary table of the participants' gender and age

Students	Boys	Girls
Number	40	46
Age		7-8

3.3 English Proficiency Level

According to Abedi (2006), the proficiency level of students in learning the language plays an important role. The current participants' level is elementary which played important role in finding how well they acquired language with the help of instructional cartoons.

3.4 Materials used during the classes

According to "Kultur Koleji" language curriculum first and second grade learners had English language classes 10 hours per week, that is 2 hours a day. The course-book used in the 1st and 2nd ^{grade} classes were adapted from different publishers (they are mentioned in the table 2 from the "readers" serials. Some of the books contain DVD or audio discs. The DVD included in the book was an animated reflection of a certain book. Teachers were adapting these serial books according to the topic. In these settings per book was used during the whole week. It is worth mentioning that all the additional materials for a certain book were teacher created.

Each book introduced a new sight word within a delightful story. Written by popular children's author Rozanne Lanczak Williams, these fun books were the perfect complement to the language learning curriculum. Moreover, mentioned books were good tools not only to improve the language skills but they also were great for improving young learners' fluency, vocabulary, as well as text comprehension.

During the educational term 13 books were used for 1st grade student. For the first semester, first 7 series of the books were used for the 1st grade students and the entire 6 books were covered during the second semester. However, for the 2nd grade students 11

books were used. During the first term of 2nd grade students the first 6 series were used and for the second term the last 5 books.

The aim of the books used across the curriculum was to improve word recognition and sight words. These "readers" serial books were effective tools for helping learners learn and recognize sight words. The children could successfully read these books on their own.

First and second grade students had English lessons ten hours per week which is two hours per day. Students were supposed to have cartoon classes in case if the book included the DVD version. Overall, they were having English instructional cartoon classes 2 hours per week.

Motivational reading and writing activities designed   across the curriculum were supported with meaningful student-centered activities, simple directions and teacher-friendly format. As it was mentioned above students are covering per book story supplemented with handouts, worksheets, coloring games, and puzzles during the whole week.

The table below is the 1st grade and 2nd grade students' English language curriculum with the textbooks and additional materials complimented with the book:

Below are additional materials used parallel with the book. The design and the topic of the materials were the same in both grades.

Table 2. The summery of the English materials of 1st grade students.

Seque	Book	Publisher	Structure	Lexis
1 Week	Mr. Noisy paints his house	CTP	"What color is the...?"	"My favorite color" is..."

2 Week	My family	MM publication	"I like..." "This is my..." Yes/No	Questions Family members
3 Week	Charlie and Lola-I will never not ever eat a tomato	Candlewick Press	My favorite food...	Vegetables
4 week	Chicken	Explorers	Imperatives	Farm animals
5week	Cookies	MM Publication	"This is a..."	Numbers/shapes
6 week	Teddy's big day	Macmillan Little Explores	This is my...	School objects
7 week	As big as the ox	Edu.box	I can... / I can't... Yes / No Questions	Actions, Opposites
8 week	The monster pet	Jamboree Heinemann	It's...	Colors/numbers
9	A fun day	Macmillan Little	I like.../ I	Colors/food/animals

	out	Explores	don't like Yes / No Questions "Can I have...?" prepositions	
10 week	The sun and the wind	Edu.box	The weather is...	Weather
11 week	All through the week with cat and dog	Learn to read	"What's your favorite day?" "What day is it today?"	Days of the week
12 week	Toy story	Penguin	"What's your favorite toy?"	Toys
12 week	The robot	Collin's big cat	How many ... have you got?	Body parts

Table 3. The following table is the 2nd grade student's English materials

Sequence	Book	Publisher	Sight words	Additional materials

No				
1week	All week at school	Creating Teaching Press	on Monday I have music class

we go in cars

we walk to school

open the book | Prepositions of place, furniture and school objects

Days of the week

school subjects action verbs |
| 2week | Where have you been | Creating Teaching Press | We saw zebra

We went to the zoo | Animals, places, sight words |
| 3week | The raven and the fox | Cambridge University Press, 2001 | Match the punctuation marks with the pictures

Match the pictures in right sequence with the sentences | The parts of the bird, parts of the animals

-ch sound

The numbers

Shapes |
| 4week | Please sit | Cambridge | The cat is | Prepositions of place |

	still	university press 2004	under the chair The apples are on the table	The parts of the house
5week	Splash in the ocean	HMH2000	I can jump I can't fly Swimming Playing Jumping Crawling	Sea animals Actions
6week	Let's go to the market	Creating teaching press	I like… I don't like…	Food groups
7week	Stone Soup	Macmillan Little Explorers	Do you like soup? When do you have soup? What do you put in it? Can you make soup with a stone? Will stone soup smell	Vegetables

			nice?	
8week	Granny Fixit and the ball	Schulbuch, 2010	He is angry I'm happy	Facial expressions
9week	Bully bear	Barrington, students reader 2000	I'm wearing blue trousers She is wearing a red dress	Cloths Colors Who is wearing what
10week	Super Sam	Dolphin readers	What color is his hair? What can he do? What is his name? Have got/ has got	Action verbs Describe appearance To complete the concept map
11week	A party for Teddy	Macmillan Education Little explorers	My favorite food is… For breakfast I eat … For lunch I drink…and eat…my	Food and sweet vocabulary revision

			favorite ice cream is…	

3.5 Instrumentations

Students' Questionnaire

According to ethics of international standards to mandate the data for the study purposes a formal letter written by the researcher's adviser from English department of the AUA (American University of Armenia) had been sent. In addition, before distributing the questionnaires the researcher had formal meeting with English language teachers as well as with the principle of the school to ask for the permission to collect the data.   The researcher needed to design a Consent form asking for the permission, however, the letter sent by the researcher's adviser from AUA was quite enough for the school staff to let the study take place (See appendix K).

A semi-structured questionnaires were designed to collect data about students' attitude toward watching instructional cartoons. They were written originally in English language and translated into   Turkish language since the students' language command was not enough to understand it in the target language and to escape the further misunderstandings.   Questionnaires consisted of 9 semi-structured questions (See Appendix A). The items of the questionnaires are about watching and understanding instructional cartoons during the classes. The participents were asked to complete the questionnaire by circiling one of the smiles (-I like very much, -I like, -I don't like very much, -I don't like at all), and/or to choose the best item from the given options.

The questionnaires were distributed to all children during the English class. The teacher was reading the items aloud for the students to choose the answear individualy. Further instructions and questions were also given by their teacher.

The questionnaires were strongly anonymous.   There was no part in the survey paper asking for names or ID numbers because it was important for the ethical reason: research with children should be as safe and non-threatening as possible for them and their parents. However, to make the questionnaires enjoyable and friendly there was an extra sheet at the very end where learners were free to draw their fingers and color them.

3.5.1.Interview

The   open-ended interview questions consisted of 11 questions were designed for the purpose to collect the qualitative data from the   language teachers of target students. Since the number of the participants was not significant (4 participants) the interview was conducted face to face. The researcher adapted the items of the interview questions (See Appendix B).

The interview questions were divided into five categories. The fist category aimed to find out the attitude of English language teachers towards using instructional animated cartoons in their classroom. This category included questions 1, 2, 5, 6. The second category aimed at finding out the teachers' practical opinion about students' skills, vocabulary, and aspects of language being improved with the help of instructional cartoons. Those were questions 3, 7 and 8. The third category of the interview questions dealt with the activities used by the teachers that students enjoyed most of all based on the instructional cartoons. This included question number 4. The fourth category aimed at finding out how well the cartoons were integrated with the textbook as well as how well students comprehend the cartoon according to them. This included the question number 9 and 11. Finally, question number 10 which was included in the following category was aimed to find out the drawbacks of using instructional cartoons in the language classroom.

3.5.2 Observation

Classroom observation notes were used as qualitative dada collection tools. Classroom observations took place in case if the students had instructional cartoon classes.

According to the curriculum, instructional cartoon classes were planned to take place once a week, that was two hours per week.

Portfolios

Students portfolios were included in this research in order to collect qualitative data to find out what type of activities were integrated with the textbook.

3.6 Procedures

A plan of this research paper involved an individual researcher. The focus of the paper was to find out how cartoons were used in the young learners' classroom, what were the learners and teachers' perceptions about using cartoons in the language learning.

Possible support needed was assistance with data organization and analysis. One of the side effects of this action research paper might be information not always shared by teachers.

The Learners' attitudinal questionnaires consisted of 9 items with closed answers (See Appendix A). The questionnaires consisted of 6 categories. The first category was designed to find out learners' attitude toward the instructional animated cartoons and their English classes. There were 5 questions settled for this purpose. The second category of the questionnaire was aimed to find out students ability of understanding instructional cartoons .

The third category aimed to find out how many times the students would like to watch the same cartoon. Category four illustrates the learners' attitudes toward the nature of instructional animated cartoons. The fifth category showed what kind of activities students like to do during the English class. Finally, in the sixth category the question tried to find out what is attracting and motivating in instructional cartoons that students liked the most.

The total number of the participants who completed the questionnaires is 87 which included 1A, 1B, 1C, and 2A,2B, 2C classes. The attitudinal questionnaires were conducted instantly during the English class.

3.7Data Analysis

The research employed qualitative and quantitative data analysis. The qualitative data was obtained with the help of students' portfolios, observations and face to face interviews with English language teachers in which the participants introduced their attitudes towards the use of instructional cartoons in their classroom. Whereas, the quantitative data was obtained with the help of questionnaire.

In order to answer the first research question, students' questionnaires were analyzed and tabulated with the help of SPSS descriptive statistical software. In order to answer the second research question qualitative cross-cased analyses of data was used.

CHAPTER FOUR: RESULTS

The current action research paper had two main purposes: First purpose was to learn about young learners' and their teachers' perceptions toward learning the target language with the help of instructional animated cartoons. Secondly, to find out how instructional animated cartoons were used in the youngest foreign language classroom. Both quantitative and qualitative dada was collected during the research.

The analysis of quantitative data, which included the questionnaires, showed the statistical significance that the learners had positive attitude towards learning language with instructional cartoons.

According to qualitative data collected from the teachers' face to face interviews teaching language with audio-visual aids such as instructional cartoons made teaching easier for teachers and learning more attractive and motivating for young learners. It enhanced young learners learning thought different worksheets and interactive activities designed over the instructional cartoons. This learning tool brings new atmosphere into the world of language teaching and learning turning leaning into relaxed and attractive place which is important for the youngest language learning.

4.1The quantitative data results

The quantitative data of the current study included attitudinal questionnaires for the students of 1st and 2nd classes. The results of this questionnaire were analyzed via SPSS frequency analysis.

Table 4 presents the results of the analysis of the students' attitude toward instructional animated cartoons.

Table 4 category 1. Students' general attitude toward the instructional animated cartoons and English class

		I Like Very	I Like	I Don't Like	I Don't Like

		Much		Very Much	
Q1	Do you like watching instructional animated cartoons during the English classes?	70%	23%	2%	5%
Q3	Do you like songs of the instructional cartoons?	72%	12%	7%	7%
Q8	Do you like English classes?	70%	21%	3%	6%
Q9	Would you like always watch instructional cartoons during the classes?	72%	18%	5%	5%

First category of the questionnaire had four questions. The aim of the first question was to find out students' attitude toward the instructional animated cartoons. Table 4 shows that 70% of the students like watching instructional cartoons very much. Responses of the third question showed that the majority of the students that is 72% liked songs of the instructional cartoons very much. The question number eight demonstrates the attitudes of students toward their English class. The majority, that is 70% of the students responded that they liked their English classes very much. Question nine aimed at finding out students general attitude toward continuing watching cartoons in their future English class. According to the table 4, the majority of the students, that was 72% would like to watch instructional cartoons in further classes very much.

Table 5 category 2 This question aimed to find out students ability of understanding instructional cartoons.

		I can understand very well	I can understand	I can't understand very	I can't understand at all

				well	
Q2	Can you understand cartoons English classes?	60%		31%	8%	1%

Question two of the questionnaire (Table 4) referred to the student's attitude towards the ease to understand the instructional cartoons. According to the table 91 % of the students were able to understand the instructional cartoons.

Table 6 Category 3 this question aimed to find out how many times the students would like to watch the same cartoon.

		1-time	2-times	3-times	4-times and more
Q4	How many times would you like to watch the same instructional animated cartoon?	21%	30%	12%	37%

Category 3 of the questionnaire had one question. The question aimed at finding out how many times students would like to watch the same cartoon. The table 6 illustrates that 37% participants responded that they were eager to watch the same cartoon 4 times and more.

Table 7. Category 4 illustrates the learners' attitudes toward the nature of instructional animated cartoons.

		They are long	They are short	They are boring	I like everything
Q5	What do you think about the instructional animated cartoons?	9%	9%	11%	71%

Question 5 in the table 7 -category 4 comprises only one question that was what students thought about the instructional cartoons. According to table 7 the last answer choice of the question was "I like everything about instructional cartoons" and according to the table 7 the majority of the students, that is 71%, chose this item.

Table 8 category 5 illustrates what kind of activities students like to do during the English class.

		Read a story	Watch instructional cartoons	Write spell-check list	I like coloring
Q6	What do you like to do most in English classes?	15%	60%	7%	18%

Table 8 in a category 5 had only one question which illustrates what kind of activities students like to do during the English class. Table 8 demonstrates that the majority of the students, that was 60% of them, answered that they liked watching instructional animated cartoons during English classes.

Table 9 Category 6 this question tried to find out what was attracting and motivating in instructional cartoons that students liked the most.

		Songs and music	Colors and characters	I like everything	I don't like anything about instructional cartoons
Q7	What do you like most about the instructional animated cartoons?	9%	20%	67%	4%

This category had an aim of finding students' favorite part which made them motivated and captured by the instructional cartoons. The majority of the students, that was 67%, answered that they liked everything about the instructional cartoons and only 4% of them didn't like anything.

4.2 The qualitative data results

The qualitative data was collected with the help of semi-structured interview questions which were conducted face to face with English language teachers. The interview was both audio-recorded and in a written form (See Appendix B). After having collected the qualitative data, content analysis was done.

In order to analyze the data a Cross-case analysis was used. This technique involves analyzing the responses of several interviews based on the subject under discussion. This technique is efficient in case the researcher wants to indicate a certain aspect of the data (McKey, 2006).

Content analysis revealed that students liked watching cartoons very much. Some reasons they liked instructional cartoons were colorful characters, songs, music which attracted their attention as well as many interesting activities were designed over them.

The sequence of classes designed over the cartoons was as follows: first they watched the cartoon sound off. After watching they were having class discussion on what they had watched. After the discussions, the class watched the instructional cartoons with sound on and with subtitle (if it included). At the end the teacher asked comprehension questions and distributed handouts created around the cartoons.

  The other briefly description of the steps of using instructional cartoons in the 1st grader students' class was the following: First of all the teacher introduces target vocabulary using visual aids such as flashcards. Learners repeated words after the teacher. In the next step, teachers organized vocabulary learning games such as puzzles games, matching games, etc. The next step was storytelling activities with the help of pictures. Learners were asked to arrange the pictures in a correct sequence and match the best given sentence related to the picture. Finally, learners were watching a certain instructional cartoon related to the either vocabulary or story.

   Another   sequence used by the teacher of the 2nd grade learners had three steps: 1. Icebreaker activities using flashcards like mentioned above. 2. After switching on the instructional cartoon the teacher stopped the cartoon from time to time and asked questions. 3. Use handouts designed to develop all the language skills of the learners as well as to improve pronunciation, vocabulary, and basic grammatical items.

   In general, all the participants shared the same point that for young learners learning with instructional cartoons was enjoyable because it made their learning   entertaining since they learnt new items   easier and unconsciously. Moreover, teachers stated that instructional cartoon served as an audio-visual aid for them to increase not only their vocabulary but also listening skills because they heard and saw different sight words related to their vocabulary. Teachers also viewed cartoons as a tool for developing speaking skills because they used to stop playing cartoon from time to time and ask comprehensive questions which were helpful to make the learners use the language on the spot. The teachers generally viewed cartoons as a good tool to develop also learners' correct pronunciation   as well as grammar because learners were asked to complete teacher created handouts designed on teaching basic   grammar items as well as phonetic worksheets to make them learn new sound combinations and their   writing forms.

Teachers stated that learners liked coloring characters of the cartoon they watched which and learning the colors in the target language. Learners also liked crafting activities, playing games, role play, moreover, they liked singing songs played in the cartoon, reading their books, and the most favorite activity during the language class was watching instructional cartoons.

Furthermore, from the teachers' interview content analysis it was learnt that learners   were able to guess the meaning of a certain unfamiliar word with relating the actions with the heard words because that learners were trying to guess the meaning by looking at a certain situation in cartoon at the characters' action, their facial gestures, body langue, etc served as clue for them to guess and succeed . However, some of the teachers' said that it was not easy for younger learners who were 1st grade students to guess the meaning because they didn't understand the meaning easily and sometimes they either asked their friends for inferences or asked teachers for translation. That was the reason for teachers sometimes made them watch the same cartoon in their mother tongue before watching it in the target language in order to make it easier for them to understand the content.

However, as everything this world cartoons also had their drawback and it was that the children got addicted to them and wanted to watch them all the class time. However, content data analysis revealed that   young learners were more motivated with having classes supported with instructional cartoons.

4.3 Observations data results

The classroom observations were conducted twice a week during one month. Each observation lasted for 40 minutes from the beginning of the lesson up to the end. However, learners were having two English classes together after a 15 minutes break.   The number of students in the 1st A grade class was -16 (8-boys, 8-girls), in the 1st B class the number of students was-18 (9boys, 9girls), and in the 1st C the total number of the students was 19 (8-boys and 8-girls). In the 2nd A grade classes the number of students was 15 (7-girls and 8-boys), in the 2nd B the number of students was 18 (9-boys and 9-girls), and the number of 2nd C class students were 18 (9-boys and 9-girls). There were four English teachers for the 1st and 2nd grade

students. One of them was speaking only in English in 1ˢᵗ grade students' classes another teacher could use L1 as well. The observations of the classes were mainly based on the idea to observe classes when instructional cartoons were implemented along with self-created activities.

Table 10 illustrates the classes and the number of participants

	1A	1B	1C	2A	2B	2C
BOYS	8	9	8	8	9	9
GIRLS	8	9	8	7	9	9
TOTAL	16	18	16	15	18	18

Observation data analysis revealed two themes for this study. The first theme is about the types of activities designed over the instructional cartoons and the second theme included general observation notes. All observations were audio-recorded and later interpreted.

Activities designed over the instructional cartoons
 Speaking activities

Before watching the instructional cartoon teacher asked questions about the topic to engage learners into class discussion for instance "What is your favorite sea animal?" or " What sea animals to you know?" etc. After asking questions she showed cards with different kinds of sea-animals such as star-fish, whale seal, sea-horse, etc. learners were repeating the words after the teacher.
 Listening activities

After class discussions the teacher switched on the instructional cartoon on the projector and asked the learners to listen carefully and asked them to listen to the story and complete the gaps with the names of the sea animals they heard. After they finish the teacher asked them to read in turns and check comparing it with the story written in the book.

Reading activities

For the reading activities the teacher gave them a handout to read and complete the sentences by looking at the words in the box. After completing the sentences they were asked to found out them in the book, read and check. There were five sentences, which students had to complete individually but check all together in chore. Another reading activity was on punctuation marks; students were given a handout were they should read the sentences about on the same topic they had listened and read they had to put the correct punctuation mark.

Writing activities

For writing activity students were given a handout where they should color the pictures of the sea animals and write names of the animals in the given space for three times. Another coloring activity was given which required to look at the puzzle find out the names of the sea animals and color them using different colors for per animal.

In case if the book included the song the learners were learning the song singing it in chore following the projector.

General observation notes

The second theme arising from the classroom observation for this research paper was students participation. Most of the students were speaking quite a lot during the class discussions, whilst a few of them had more passive role especially among the 1st grade students. . Seedhouse (1999) points out that students often focus principally on task completion, and that as a result, they sometimes produce only the most minimal display of linguistic output necessary to complete the task.

The English teacher A was speaking only the target language in the 1st grade students' classroom L1 was not used at all. However, another teacher B English teacher was

allowed to speak L1 during her lasses. One of the main purposes of the English classes was to make the learners to produce the target language and to undertake the given task. The classes were more interactive rather than teacher-centered. Teachers mostly had the role of facilitators. Teachers were involving the passive learners into the lesson by asking them questions or calling to the board for demonstrating an example. In general, classes were very active and learners were engaged in the lesson. In order to have some break during the classes learners during physical activities were following the teacher – the teacher used L2 during the physical activity.

4.4 Portfolios data results

For qualitative data students' portfolio was used as a first hand data collecting tool. The overview of students' portfolios helped the researcher look closer at the activities done during the classes. The below paragraphs were focused to different aspects of language such as listening, speaking, reading and writing. These activities may helped have an overall idea about the main focus and characteristics of the teaching curriculum with the help of instructional animated cartoons.. The main purpose of this part was to describe the activities connected to instructional cartoons used for listening, speaking, reading and writing.

 Listening activities with the use of instructional cartoons

According to students' portfolios for listening activities the teacher gave the handout with the script of a certain book which included DVD disc. Students should listen to the story with the help of projector and complete the gaps with the target missing words (See appendix C).

Speaking activities with the use of instructional cartoons

According to the students' portfolios for speaking purposes the teacher gave the handout where students should draw their favorite animal, or food, depending on the topic, and they should answer the questions which were brought below the picture (See appendix D). After answering the questions they should describe their favorite subject using the target words learnt beforehand.

Reading activities with the use of instructional cartoons

For the reading activities the teacher gave gap filling handout with the pictures of the subject. Students should read the speech and complete the sentences refereeing to the book (See appendix E1). Another reading activity designed by the teacher required read the sentences and find the correct word in the word box (See appendix E2).

Writhing activities with the use of instructional cartoons

For the writhing activities different teacher created handouts such as puzzles (See appendix F), guessing the words from the given box (See appendix G), unscramble and write the words with a help of pictures (See appendix H), Coloring dictionary which requires to color the picture and write the target word (See appendix I), match and write activities (See appendix J).

At the end of the week when students already had leant learn all the target vocabulary of a certain subject they were given role playing for the real audience such as their parents, teachers, principle of the school, etc.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Findings

It can be learnt from the study that instructional cartoons may be efficient language tools in the youngest classroom to develop language skills , vocabulary learning, grammatical items, etc. Moreover, instructional cartoons can develop a positive attitude towards learning the target language. It can also be implied that the instructional cartoons makes usual classes more beneficial and enjoyable learning place. Thus, youngest educational instructors of EEC program as well as their students' parents may think of implying instructional cartoons as an efficient way to teach and learn foreign language.

5.2 Recommendations

Taking into account the students' positive attitudes towards learning with the instructional cartoons it is recommended for EEC teachers to use IC (hereafter instructional cartoons) as a tool for language learning to keep students' interest in English classes, as well as to increase their motivation towards language learning. Teachers are recommended to use the IC given in the second table for pre-elementary level students and ICs given in the third table for elementary level students. Cartoons should be integrated with different kinds of activities designed over developing language skills, vocabulary, simple grammatical items, pronunciation, etc. The following is the list of activities that teachers may integrate to IC classes:

Listening activities with the use of instructional cartoons
Students should listen to the story with the help of projector and computer and complete the target missing words (See appendix C1/C2).
Speaking activities with the use of instructional cartoons

Students draw their favorite animal, or food, depended on the topic, and they should answer the questions which brought is   below the picture (See appendix D). After answering questions they should describe their favorite subject using the target words learnt beforehand.
Reading activities with the use of instructional cartoons

For the reading activities the teacher may give gap filling handout with the pictures of the subject. Students should read and fill in the gap with the missing target word according to the book. Another reading activity is read the sentences and find the correct word in the word box (See appendix E1/E2).

Writhing activities with the use of instructional cartoons

For the writhing activities puzzles (See appendixF), guessing the words from the given box (See appendix G), find and write the words with a certain sounds (See appendix) may be implemented, Coloring activities (See appendix H), follow the alphabetic order and find the picture (See appendix I), write the missing letter and complete the alphabet activities (See appendix J).

It is also advisable for EEC teachers to integrate portfolio assessment in their daily classroom practice since students' portfolios will gave the comprehensive picture of the students' abilities, progress and achievement.

The tables below include a list of textbook and overlapped materials that can ran along with the textbook and may be designed around instructional cartoons.

Table 11 illustrates recommended textbooks for 1st grade students along with additional materials and hours that can be used in EEC educational program

Sequence by weeks	Textbooks of 1st grade learners	Instructional Cartoon Class Hours	Additional materials
Week-1	**Mr. Noisy paints his house**	2-hours	Colors
Week-2	**My family**	2-hours	Family members
Week-3	**Charlie and Lola-I will never not ever eat a tomato**	2-hours	Vegetables
Week-4	**Chicken**	2-hours	Farm animals

Week-5	**Cookies**	2-hours	Shapes/numbers
Week-6	**Teddy's big day**	2-hours	School objects
Week-7	**As big as the ox**	2hours	Actions/opposites
Week-8	**The monster pet**	2-hours	Colors/ numbers
Week -9	**A fun day out**	2-hours	Colors/food/animals
Week-10	**The sun and the wind**	2-hours	Weather
Week-11	**All through the week with cat and dog**	2-hours	Days of the week
Week-12	**Toy story / The robot**	2hours	Toys/body parts

Table 12 illustrates recommended textbooks for 2nd grade students along with additional materials and hours that can be implemented in EEC educational program

Sequence by weeks	Textbooks of 2nd grade learners	Instructional Cartoon Class Hours	Additional materials
Week-1	**All week at school**	2-hours	Prepositions/ furniture and school objects/Days of the week /school subjects/ action v.

Week-2	**Where have you been**	2-hours	Animals, places, sight words
Week-3	**The raven and the fox**	2-hours	The parts of the bird, parts of the animals/-ch sound
Week-4	**Please sit still**	2-hours	Prepositions/the parts of house
Week-5	**Splash in the ocean**	2-hours	Sea animals/actions
Week-6	**Let's go to the market**	2-hours	Food groups
Week-7	**Stone Soup**	2-hours	Vegetables
Week-8	**Granny Fixit and the ball**	2-hours	Facial expressions
Week -9	**Bully bear**	2-hours	Cloths/colors
Week-10	**Super Sam**	2-hours	Action verbs Describe appearance
Week-11	**A party for Teddy**	2-hours	Food and sweet vocabulary revision
Week-12	**Fun for starters**	10-hours	Examination test preparation

Online website activities for young learners of EEC

These websites are helpful to practice vocabulary, pronunciation of words. It may also help the students to practice phonetic sounds and spelling of the words.

1. www.bbc.co.uk/schools/wordsnadpictures/longvow/poems/flash/fpoeml.shtml
2. http://kidsgoflash.com/index.htm

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Appendixes A

Students questionnaire

Questionnaire for students

    A Your Information

1. Gender

   Male   Female

2. Age

   6   7   8   9

    B Instructional cartoons

*1.*Do you like watching instructional animated cartoons during the English classes?

1

2

3

4

2 Can you understand cartoons English classes?

1

2

3

4

3.Do you like songs of the instructional cartoons?

1. 😊 , 2 😐 3 🙁 4 😵

4. How many times would you like to watch the same instructional animated cartoon?

 1time 2 times 3times 4 and more times

5. What do you think about the instructional animated cartoons?

  1 they are long

  2 they are short

  3 they are boring

 4 😊   I like everything

6. What do you like to do most in English classes?
  1 Reading   a story

  2 Watching the instructional cartoons

  3 Writing spell checklist dictation

  4   coloring pictures

 7. What do you like most about the instructional animated cartoons?

  1. Songs and music

  2. Colors and characters

  3. I like everything

  4. I don't like anything about instructional cartoons

8. Do you like English classes?

1   2   3   4

9. Would you like always watch instructional cartoons during the classes?

1   2   3   4

Thank you very much for taking the time to fill out this questionnaire.

Appendix B

Interview questions for teachers

The purpose of this interview is to find out what are your perception and the way you use them in the language classroom. The information collected will be kept confidential and will be used for research purposes only.

1. Do your students' usually like watching animated cartoons? Why do you think so ?

2. Do you think cartoons are helpful to increase the learners' vocabulary ? Why do you think so?

3. What skills are usually better to teach with the help of cartoons?
You can choose more than one
   a. Reading-writing
   b. Listening-speaking
   c. Spelling-pronunciation
   d. Grammar-vocabulary
   e. others----------------

4. What kinds of activities do you think your children like most in your classroom?

5.   Do instruction animation cartoons play an important role in your classroom? Why if yes? Why if no?

6. Do you like using instructional cartoons in your classroom? Why do you think so?

       .

7.   How helpful are cartoons for the children's pronunciation?

8. How much do you think they can infer the meaning of unfamiliar words? What kind of observations do you have?

8 .What drawbacks do you see in using these instructional cartoons in class?

9. How do you usually use cartoons with your children? Briefly Describe the steps please
.

10. How well are the cartoons integrated with the textbook? Please asses ıt ın the scale of

          1 2 3 4 5 6 7 8 9 10
11. How will you assess the comprehension of the cartoon by your students in the scale of
of

          1 2 3 4 5 6 7 8 9 10

Appendix C1 Listening Activity Sample

KÜLTÜR KOLEJİ İLKÖĞRETİM OKULU
2011-2012 EĞİTİM-ÖĞRETİM YILI
GRADE 2
SPLASH IN THE OCEAN
CLASS HANDOUT

KÜLTÜR KOLEJİ
İLKÖĞRETİM

İKEK

İSTANBUL
KÜLTÜR
EĞİTİM
KURUMLARI

Senem

A. Listen to the story and complete.

All the ___fish___ are ___swimig___ in the ocean.

swimming in the ___ocean___. swimming in the ocean.

___all___ the fish are ___swiming___ in the ocean. flippy.

flappy. flippy flappy. ___Splash___ !

All the ___crabs___ are crawling in the ___ocean___.

crawling in the ocean. ___crabling___ in the ocean. ___all___ the

crabs are crawling in the ocean. scritchy. scratchy. scritchy scratchy

___Splash___ !

All the ___seal___ are playing in the ___ocean___.

playing in the ocean. ___Playing___ in the ocean. ___all___ the

seals are playing in the ocean. wibble. wobble. wibble wobble ___Splash___ !

Appendix C2 Listening Activity Sample

All the __whale__ are jumping in the __ocean__. jumping in the ocean. __Jumping__ in the ocean. __all__ the whales are jumping in the ocean. swishy. swashy. swishy swashy. __Splash__!

All the __friends__ are splashing in the __ocean__. __Splashing__ in the ocean. splashing in the ocean.

B. Look at the pictures and match according to the story.

- jumping
- playing
- crawling
- swimming

Appendix D Speaking Activity Sample

C. Draw your favourite sea animal and answer the questions.

What is it?

It is a _dolphin_.

What color is it?

It is _blue_.

What can it do?

It can _swim, jump_.

Can it fly?

_No_.

Appendix E1 Reading Activity Sample

Appendix E2 Reading and Writing Activity Sample

C. Read and complete the sentences by looking at the words in the box.
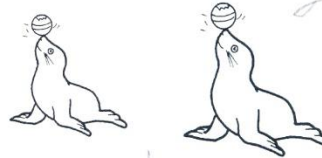
| splashing | swimming | jumping |
| playing | crawling | |

1. All the fish are _swimming_ in the ocean. _swimming_ in the ocean, _swimming_ in the ocean.
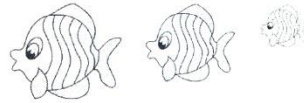
2. All the crabs are _crawling_ in the ocean. _crawling_ in the ocean, _crawling_ in the ocean.

3. All the seals are _Playing_ in the ocean. _Playing_ in the ocean, _Playing_ in the ocean.

4. All the whales are _jumping_ in the ocean. _jumping_ in the ocean, _jumping_ in the ocean.

5. All the friends are _Splashing_ in the ocean.

ENJOY YOUR WEEKEND!
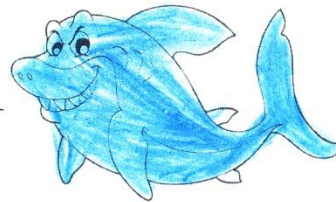
Appendix F Writing Activity Sample

Look at the box and find the sea animals in the puzzle.

SEAL	JELLY FISH	CRAB	SEA TURTLE	WHALE
OCTOPUS	SHARK	DOLPHIN	FISH	STARFISH
		SEA HORSE		

```
            V T
            A W W F
            U H P R
          G Z A Y O A
          B J L A H Y
  G R V C U K J L S E A T U R T L E F Y J
  U N P N T M N M E R M B P T T D H C Z Y
      J B E E S R K C R A B Y E V V X W A
      D O L P H I N A S E A H O R S E
          Z Y N M L C Y G N F S G Q S
          O C T O P U S B F I S H
          E G K L S Z O S D W I S P S
          L N L N E J E L L Y F I S H
        W P V S T A R F I S H R F B S V
        E G Z A K L Y     D J K J A H C
        X S V T O P Y     K J X Y A I W
        C I L I Y         I Q R F W
        C O R K             K A H O
        T W                 N J
```

Appendix G Writing Activity Sample

B. Look and find the words.

shark	whale	crab	sea horse	fish
octopus	starfish	sea turtle	dolphin	seal

s e a l

c r a b

w h a l e

s h a r k

f i s h

s e a h o r s e

s t a r f i s h

d o l p h i n

o c t o p u s

s e a t u r t l e

splash

Appendix H   Writing Activity Sample

ÖZEL KÜLTÜR İLKÖĞRETİM OKULU
2011-2012 EĞİTİM ÖĞRETİM YILI

İSTANBUL KÜLTÜR EĞİTİM KURUMLARI

2nd GRADES ENGLISH WEEKEND HOMEWORK	
Name/Surname: Class –Number:	Aim: Revision of sea animals and actions.
Assigned Date: 06.01.2012 Due For: 09.01.2012	
Average Time: 40 minutes	
Parent's Name :	Reminder: You will have Spellcheck on Friday!
Parent's Signature:	http://www.kidsgoflash.com/games/paint_sea_animals.html (Last checked: 03.01.2012, 09.00)
Code of Academic Integrity: Homework is student's own responsibility. Please do your homework yourself.	

A. Look at the pictures, unscramble and write.

Appendix I   Writing Activity Sample

2011-2012 EĞİTİM-ÖĞRETİM YILI
KÜLTÜR KOLEJİ İLKÖĞRETİM OKULU
GRADE 2
SPLASH IN THE OCEAN
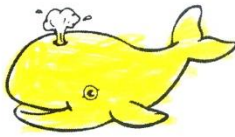SEA ANIMALS PICTURE DICTIONARY

KÜLTÜR KOLEJİ
İLKÖĞRETİM
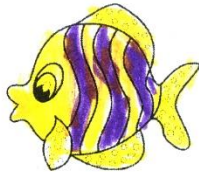
İKEK
İSTANBUL
KÜLTÜR
EĞİTİM
KURUMLARI

crab
crab
crab

seal
seal
seal

whale
whale
whale

shark
shark
shark

fish
fish
fish

Appendix J   Writing Activity Sample

B. Match and write.

jellyfish
~~jellyfish~~ ✓

fish
fish ✓

whale
whale ✓

dolphin
dolphin ✓

crab
crab ✓

starfish
starfish ✓

sea turtle
sea turtle ✓

octopus
octopus

shark
shark

sea horse
sea horse ✓

seal
seal ✓