THE IMPACT OF CARTOONS ON YOUNG LEARNERS’ VOCABULARY ACQUISITION: A CASE STUDY ON BEN AND HOLLY

By

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ABSTRACT

This dissertation discusses the influence of cartoon series in teaching English as a Foreign Language (EFL). Six Greek second grade primary school learners were exposed to eight episodes of *Ben and Holly’s Little Kingdom* British cartoon series in English without subtitles in eight different lessons, which took place in a private English Language centre, at a summer class for young learners in July. During all lessons, the learners were only exposed to oral English and there was no explicit teaching. At every lesson the learners were deliberately engaged by their teacher to interact orally about the plot and the characters, trying to elicit information in a non-explicit way. After each episode the learners were tested through specially adjusted level and age appropriate tasks to estimate the extent to which the comic series contributed to vocabulary reception and acquisition. Observations after implementing the lessons point out that a significant amount of words and lexical chunks was acquired by the learners as well as increased interest about this specific teaching technique. The teacher in charge believes that the comic series worked as a means of communication for the learners who opted for the English language as much as possible. Obviously, transposition back and forth to their mother tongue was inevitable, yet, there was spontaneous use of the target language and the conclusion to be drawn is that the underlying principle for this to happen was the use of comic series as a language teaching technique.

Η παρούσα εργασία συζητά την επίδραση των σειρών κινουμένων σχεδίων στην εκμάθηση της αγγλικής γλώσσας ως δεύτερη ξένη γλώσσα. Για να υποστηριχθεί η παραπάνω υπόθεση, μαθητές της δευτέρας δημοτικού, με μητρική τους γλώσσα τα ελληνικά, εκτεθήκαν σε οχτώ επεισόδια της Βρετανικής σειράς κινουμένων σχεδίων Τα Μικρό Βασίλειο του Μπελ και της Χόλι, στην αγγλική γλώσσα χωρίς υπότιτλους και τα μαθήματα έλαβαν χώρα σε ιδιωτικό κέντρο ξένων γλωσσών στο οποίο δημιουργήθηκε ένα θερινό πρόγραμμα για μικρούς μαθητές κατά τον Ιούλιο. Κατά τη διάρκεια όλων των μαθημάτων, οι μαθητές διδάχθηκαν μόνο προφορικά την αγγλική γλώσσα και δεν υπήρξε καθόλου χρήση του γραπτού λόγου. Μετά την προβολή των επεισοδίων, οι μαθητές υποβάλλονταν σε προφορικές εργασίες, ειδικά διαμορφωμένες για το γνωστικό και ηλικιακό επίπεδο των μαθητών, προκειμένου να
αξιολογηθεί η συμβολή της χρήσης σειρών κινουμένων σχεδίων στην πρόσληψη και την απόκτηση λεξιλογίου. Αφού πραγματοποιήθηκαν όλα τα μαθήματα, οι μαθητές υποβλήθηκαν σε μία προφορική αξιολόγηση και οι παρατηρήσεις κατέδειξαν σημαντική ποσότητα λέξεων και εκφράσεων που προσλήφθηκε από τους μαθητές καθώς και αυξημένο ενδιαφέρον για το συγκεκριμένο είδος με το οποίο ήρθαν σε επαφή. Η χρήση της σειράς ως διδακτικό εργαλείο λειτουργήσει σα νέο επικοινωνιας για τους μαθητές, οι οποίοι με τη στήριξη του διδάσκοντα, επιχείρησαν να χρησιμοποιήσουν την αγγλική κατά το δυνατόν περισσότερο. Φυσικά, όπως ήταν πιθανό, η χρήση της δεύτερης γλώσσας από τους μαθητές ήταν φανερά αποσπασματική και επηρεάστηκε σημαντικά από την προσωπικότητα και το χαρακτήρα του κάθε μαθητή. Συνολικά, η προσφυγή στη μητρική γλώσσα ήταν σε πολλές περιπτώσεις αναπόφευκτη, παρόλα αυτά παρατηρήθηκε όντως συχνή και αυθόρμητη χρήση της αγγλικής γλώσσας από τους μαθητές, γεγονός που μας οδήγει στο πιθανό συμπέρασμα ότι η βασική αυτία αυτής της χρήσης υπήρξε η έκθεση των μαθητών στη σειρά κινουμένων σχεδίων ως κύριο μέσο εκμάθησης της δεύτερης γλώσσας.
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INTRODUCTION

In the field of modern foreign language learning, the early beginning of foreign language instruction is equated with later on success of an individual in multiple levels and at the same time it constitutes an indication of an educational system that promotes multilingualism. Statistics validate the above assumption with their records, stressing that the percentage of learners that register for a foreign language course at a very young age is continuously growing.

To all intents and purposes, taking as granted the existence of foreign language courses in the lives of young learners both at school and in private language centers, this has led to the creation of materials particularly addressed to children. From many respects, the design of child-friendly materials is by nature a quite demanding task as it requires materials be simple and understandable but still challenging so as not to end up indifferent for the students.

The use of technology in contemporary foreign language classes has brought changes in the way language is taught and by extension in the way language is learned. Despite some general notions that the overuse of the internet and technology can at times act as a limiting factor, studies converge that technology can act supportively for the sake of education and have positive results in multiple levels (Warschauer, Schetzer & Meloni, 2000; Adams, 2011; Haugland, 2000; Clements & Sarama, 2003). Although students are surrounded by English in their everyday life and keeping in touch with the language could be considered standardized, however, to a large extent, most English classes fail to achieve their very genuine purpose, which they have been created for, to promote foreign language use. Research information implies that classrooms can be so ‘lexically poor’ (Meara, Lightbown & Halter, 1997; Tang and Nesi, 2003, as cited in Milton, Jonsen, Hirst & Linderburn, 2012) and restricted in language promotion that they can only offer indiscernible amount of words in the target language (Milton, 2006; Laufer, 2010).

Taking into account what has been discussed so far, we could not disregard how beneficial the use of cartoon watching inside foreign classrooms would be in terms of the amount of authentic language input that would offer within a teaching hour. According to research, these benefits are numerous and include “children’s exploration, cultivation of autonomy, matching learning styles and respecting
children’s individual pace, exposure to authentic language, providing access to wider sources of information” (Gardner, 1983; Haugland, 1992: both cited in Alexiou & Vitoulis, 2014: 15).

This dissertation was created after attending the M.A. program of Foreign Language Learning and Teaching in the School of English at Aristotle University. Having completed the course and having taught English as a foreign language since 2014, the study aimed to experiment more on the potential positive impact of cartoon watching in young learners’ vocabulary acquisition. The M.A. course provided its students with practical lessons that broaden teacher’s kit within the classroom. Until then, the private school where the study was carried out had only implemented language courses that followed more stereotypical lesson patterns. This was the first time that the students of this private school would be exposed to a cartoon structured language course. Under this condition, the challenge for the teacher was to work systematically and create appropriate lesson plans that would meet the expectations for a cartoon based foreign language course.

The first chapter of this dissertation depicts a holistic preview of the theoretical framework concerning young learners and English as a Foreign Language (EFL) as well as an outline of young learners’ characteristics that seem to play a crucial role in foreign language acquisition. The second chapter analyses the educational benefits of cartoon and promotes its use as a useful language material for vocabulary learning in foreign language classes. The chapter is based on conclusions from previous studies that have been conducted so far and converge to positive cartoon impact in language learning. The third chapter explains the methodology of the study and analyses the research context and participants’ profile. It also includes all the lesson plans and materials that were created as well as the way the data were collected and tested to confirm research questions. In the final chapter we can find what the results of the study are and how they are analyzed statistically. In addition to this, the chapter elaborates on the pedagogical implications of the study and concludes to the limitations the study is biased from and recommendations for further research.
CHAPTER 1:

VERY YOUNG LEARNERS AND EFL

1.1 Teaching Methodologies and EFL

Young children become active in learning and adopt a learning behavior from a very young age; since they enter preschool. At such young ages, children are naturally inquisitive to obtain experiential knowledge for the world that surrounds them. As a result, learning a foreign language falls within the spectrum of gaining new experiences, through activities that vary to meet the expectations of young classes. The issue of how a young learner interacts with the surroundings to acquire a foreign language has severely preoccupied linguists and theorists a long time ago. To this aim, language experts have come up with some young learners’ characteristics that have been noticed to be the first be put into practice while acquiring a language.

Vygotsky (1962) stressed the importance of social interaction while constructing knowledge. Piaget (1970) claimed that very young learners are quite able to structure their own learning environment and learn by exploring it. Young learners can build knowledge with the help of a more advanced interlocutor (Bruner, 1983). Wells (1999) noted young learners’ ability to combine sounds and follow linguistic rules implicitly taught. Focusing on the age of the learners, it involves physical movement considering how difficult it would be for them to remain still. As such, Donaldson (1978) and Hughes (1986) proposed hands-on experience on learning. In addition to this, Moon (2000) summarises that effective learners get involved in learning through the use of visuals and realia, which renders them more engaged and dependent on the materials.

Young learner’s second language acquisition is considered to be of utmost importance for learners who opt for a second language exposure at an early stage for any possible reasons. This close connection to foreign languages constitutes the main reason why the process that takes place when young learners are acquiring a foreign language has been considerably researched by linguists. Schmitt (2000) claims that language learning should imitate the way the first language (L1) is being acquired and the teaching focus should be to achieve communication instead of vocabulary by itself (Schmitt, 2000, cited in Kokla, 2016). Similarly, learning a foreign language should
happen as a “by-product” (Wesche & Paribakht, 1999), claiming that vocabulary is learned when the subjects do not pay attention to word acquisition but on communicative aims (Schmitt, 2000, cited in Kokla, 2016). In fact, O’ Dell (1997, cited in Konstantakis & Alexiou 2012) points out that vocabulary learning should be educators’ first concern during the first years of language acquisition even if that is at the expense of grammar. Vocabulary learning is thought to be successfully acquired by young learners when the learning process happens effortlessly and subconsciously (Cameron, 2001, cited in Kokla, 2016).

Although recent research converges to the necessity of exposing learners to English as a Foreign language (EFL) mostly for reasons of professional rehabilitation, however, the association between the age a young learner is exposed to a second language and the degree of success do not yield to a point of consensus among researchers. Still, what can be considered acceptable is the beneficial effect early exposure induces to learners’ listening skills (Tragant & Vctori, 2002) and native likeness when introduced from a very young age (Oyama, 1976, cited in Alexiou, 2015). Even infants and toddlers have found to be benefitted if they are exposed to “well-designed programs with a coherent narrative structure that combine correct language use with engaging content” (Krcmar, 2011: 780, cited in Alexiou, 2015: 288). Likewise, children aiming at a second language have been noticed to be lexically advantaged by incidentally interacting with adults and storytelling as being a very important factor that teaches preschoolers and young learners new patterns of language formation at a very early stage of their life (Cameron, 2001).

In terms of vocabulary acquisition, there has been a debatable distinction between receptive and productive vocabulary acquisition (Nation, 2001) or active and passive (Meara, 1990; Laufer, 1998). With the receptive/passive, researchers refer to the learners’ storing each word in their memory, whereas productive/active vocabulary use is related to learners’ reclaiming the word and use it in real interaction (Nattinger, 1988 as cited in Kokla, 2016). Trying to adopt the above distinction in teaching reality, it has been assumed that over the last decades, receptive vocabulary amount outweighs productive (Fan, 2000; Webb, 2008) under the spectrum that learning productively causes larger difficulties to learners than learning receptively. As a result productive knowledge, being difficult, is more sensitive to be forgotten (Nation, 1990; Mondria & Wiersma, 2004, all cited in Kokla, 2016). However, these theories are
open to dispute as they include the contradiction that knowledge struggling to be obtained is supposed to be longer sustained.

The theoretical frameworks as well as teachers’ testimonies converge to classrooms whose main feature is to keep the learners active throughout the learning process so as to achieve learning. Teaching methods and approaches have been implemented inside classrooms to achieve their foremost goal, language promotion. Total Physical Response (TPR) by James Asher has proved to be particularly helpful both for the young learners and the teachers, since it is the nature of the method to have learners move while working on language. Scott and Ytreberg (1990) stressed that in order to achieve successful language learning a variety of activities should be used so as to appeal to all learning skills and styles but still keeping the balance. In other words, different skills are to be exercised through different tasks that will be implemented in a changing row. The latter also pointed out the importance of swapping between energetic and peaceful classes in order to balance between calmness on the one and intensity on the other, targeting language acquisition.

Furthermore, thinking about young learners training is inevitably connected to stories and fairytales. The same is confirmed in young learners’ foreign language acquisition. The use of stories in foreign language learning is of utmost importance. Their capacity of being effortlessly acquired and easily put into meaningful contexts has elevated stories into an indivisible part of teachers’ kit (Slatterly & Willis, 2001). Stories follow a “holistic approach to language teaching and learning that places a high premium on children’s involvement with rich, authentic uses of the foreign language” (Cameron, 2001: 159). Piaget’s theory of cognitive development also notifies that pre–schoolers’ learning process can be facilitated by the use of objects or relevant illustrations, stories and videos (Morrison, 2003). When instructors expose young learners to a story in the target language, they automatically overpass numerous obstacles between the learner and the target language. As a result the learner is left with the main idea in a natural narrative way, which is strongly being supported by other teaching aids, such as visuals or realia. Once the connection is done, the meaning has been conveyed.

The time period in which a young learner is exposed to a foreign language is largely connected to the subject’s openness to receive a new language. A lot of contradictory
approaches have been viewed by the researchers concerning the relation between the age and the degree of language performance. A considerable amount of research yield in linguistic superiority of younger learners compared to the older ones (Oyama, 1976, 1978; Patkowski, 1980; Krashen, et al., 1982; Felix, 1985, 1991; Singleton, 1989; Larsen-Freeman & Long, 1991; Johnson & Newport, 1989; Bley-Vroman, 1990; Johnson, 1992; Slavoff, & Johnson, 1995). Long’s research (1990) provides elements revealing that after the age of six it is almost impossible to achieve native-like proficiency in phonology, followed by similar problems in morphology and syntax if the exposure to the target language is longer delayed than the 12th year of age. Similar to Long’s assertions, Haznedar & Uysal (2010) point out the existence of time periods, oriented to language acquisition to achieve proficient knowledge. Nevertheless, Long himself excluded the existence of a single time period responsible for language proficiency but, he rather noticed an actual learning difficulty after the critical age passes.

Empirical studies conducted examining early language learning brings to light a lot of evidence on young learners’ second language acquisition. Researchers conclude to the beneficial effects of early start to language acquisition but not on all linguistic skills. More specifically, listening and pronunciation are seemed to be positively affected by an early start, whereas early starters seem to have a slower advance in acquiring second language’s grammatical structures. Hence, it cannot be absolutely implied that learning a language relies inevitably on learning times (Harley, 1995). Cameron (2001) also stressed that second language’s grammar acquisition presupposes for the learner to be cognitively mature and thus it cannot happen too early. Supportive views assume radical progress in both second language grammar and vocabulary due to cognitive readiness (Harley & Wang, 1997). However, this supremacy of older learners is later being compensated by younger learners (Long, 1990).

**1.2 Young Learners’ Characteristics**

More specific young learners’ personal and behavioral characteristics provide clarifications concerning their ability to absorb a foreign language. Researchers have found that children follow behavioral patterns that allow them to have an advantage in language learning. Susan Halliwell (1992) summarises young learners’ qualities that
render them willing to learn a foreign language with relative easiness. Children have a strong capacity to convey meaning without translating individual words and doing it in a creative way. They also learn indirectly and try to have fun while learning, letting their imagination run wild. A. Scott and H. Ytreberg (1990) also conclude to further young learners’ features that seem to promote language. Most important of these features is learners’ ability to grasp situational knowledge at the expense of linguistic knowledge. To achieve this, they largely connect their perception to physical movements. That is why they plead for experiential contact with the language. Moreover, young learners having short attention span, they demand constant reminder and praise to keep them highly motivated. Research by Brewster, Ellis and Girard (2002) also indicate young learners’ features that seem to be followed when they opt for a second language. These characteristics are mostly related to their positive predisposition to visual stimuli, such as pictures or realia, though, always along with the instructors’ guidance when implementing a task. In addition to this, findings reveal that learners tend to have better results when there is a clear target, as well as working within a relaxed environment that does not trigger any anxieties or concerns for potential errors. Last, young learners need to be given enough time to process the information and then proceed to carry out their work. Brewster, Ellis and Girard (2002) expand their research into finding the phases a young learner passes towards language acquisition. The three basic stages of young learners’ language acquisition they resulted in are the psychological, the linguistic and the cultural preparation. According to them, these stages indicate how young learners conceive language as more than a set of rules and how they interrelate linguistic items to meaningful contexts to promote meaning.

Apart from the linguistic nature of foreign language teaching courses, some researchers stress that educating young learners should also be about getting them involved to entertainment while learning. Angelika Kubanek-German (1998) has dealt with primary English language teaching in European countries and has come to the conclusion that foreign language courses are not supposed to cause unbearable burden for the subjects. On the contrary, they should be considered playful reality in their daily schedule. According to her notifications, motivation is acquiring an even more significant place than it used to have in the past in Europe and playfulness has been obtaining its institutional role in foreign language education of young learners.
1.3 Coursebooks and Language Teaching

Quite a lot of discussion has been raised so as to decipher the qualities a child oriented task should have. Cameron’s lists conclude to six primary task demands, which are thought to be of utmost importance when applying a task. The six types of task demands are “cognitive, linguistic, interactional, metalinguistic, involvement and physical” (Cameron, 2001: 24-25).

With regard to tasks, another issue that has brought a dilemma among theorists and practitioners is the use of course books in young learners’ second language training. On the one hand, more traditional teacher models praise the learning value of course books, while others doubt teachers’ dependence on them. However, most instructors choose to bridge the gap and balance between the two options. Penny Ur (2012) defends the use of course book claiming that they increase the prestige of a lesson. A lesson without the use of relevant course books might end up lacking approbation by the students. Along with other advantages, Ur stresses the beneficial use of course books for boosting students’ autonomy in learning, compared to a language course without a course book, which renders a student more teacher dependent. Course books ensure a more clearly structured lesson with specific framework and syllabus that can be followed or adjusted based on learners’ needs. When it comes to materials collection, course books save time for the teachers, providing age appropriate and child oriented materials. Last, course books are recognized to offer “guidance and support for inexperienced teachers, who are unsure for their knowledge of the language or teaching skills” (Ur, 2012: 198).

Contrastingly, those who oppose to structuring a lesson on a course book argue mostly against the teacher’s and students’ over dependence on it at the expense of creativity. The over use of recurring activities does not facilitate the learning process thus leading to students feeling de-motivated and uninterested in the materials (Ur, 2012: 198). More specifically, to a large extent course books have found to be inadequate to meet different learners’ needs and at the same time irrelevant to their contemporary way of thinking and perceiving the world. Besides, a major obstacle in course books structured lessons is that they lack the capacity to correspond to mixed level classes, thus leading to inconvenience both the advanced and the less advanced
learners. Lastly, over dependence on coursebooks lead teachers to rest assured on them, without initiating new tasks or being critical while teaching.

Acquiring a new language especially when it comes to young learners means first and foremost to become accustomed to vocabulary items. Brewster, Ellis and Girard have attempted to write down the basic steps towards young learners’ vocabulary acquisition, which are understanding the meaning of words, attending to form, vocabulary exercising through activities, consolidating knowledge and developing specific strategies for vocabulary learning (Brewster et al. 2002: 85-91). On the basis of the above steps, having young learners exposed to vocabulary involves to succeed in presenting the new materials so as to be appealing for the learners. According to the researchers, familiar vocabulary and visual aids encourage learners to better perceive and retain the new items. Word grouping allows students to create word bonding to prior vocabulary which leads to long term memorizing of the items. At this stage, teachers’ role is to facilitate consolidation, sidelining vocabulary expectancy. To this respect, vocabulary should be introduced following certain patterns:

- Lexical sets, e.g. shops, fruit, clothes, house, etc.
- Rhyming sets, e.g. bat, rat, hat, man, etc.
- Colour sets, e.g. things that are green: frog, pea, apple, leaf, etc.
- Grammatical sets, e.g. adjectives, verbs, nouns, prepositions, etc.
- Partners or collocations, e.g. play the piano, ride a bike, loud noise, get up late, etc.
- Opposites or male and female, e.g. hot/cold, boy/girl, husband/wife

(Brewster et al., 2002: 86-87).

1.4 Conclusion

This chapter pertains to discuss the issue of vocabulary acquisition by very young learners. This theme has preoccupied language theorists and practitioners a long time ago. That is why they have uttered various views on that matter while researching language uptake by young learners. More evidence is provided in this chapter to decipher on the learners characteristics that make it possible for young learners to acquire a foreign language. Based on the ideas summarized above, as well as empirical research conducted, the next chapters are attempting to further support whether cartoon videos, visual aids and experiential materials will achieve this goal.
CHAPTER 2:

CARTOONS IN EFL

2.1 The educational benefits of cartoon

Recently, a number of studies have been conducted in an attempt to establish a possible relationship between cartoon viewing and foreign language acquisition. Most of these studies converge to the conclusion that there is actually positive impact on young learners’ vocabulary acquisition. Especially with regard to second language, Webb (2010) stresses the importance of TV programs that expose learners to authentic second language data that would otherwise be impossible to happen. Highly instructive children-oriented TV series have been found to create positive correlation to young learners’ vocabulary expansion, mostly because of their structure that relates to known strategies of language learning (Wright et al., 2001, cited in Kokla, 2016). This theory is underpinned by a number of studies that have pre-tested and post-tested young learners after having watched an animated program, with remarkable results as regard to their vocabulary expansion.

Studies conclude that teaching young learners must take place in a rather flexible way which involves a lot of practical techniques such as drawings, crafting, fairy-tales, role play, jokes, songs that educators can take advantage of in abundance when choosing to work closely with cartoons (Osterreich, 1995, cited in Alexiou, 2015). Halliwell, (1992:287) notifies that children will learn with activities that allow language to be used “authentically and for meaningful purposes”. To achieve this goal, language educators stress the need of visual aids to accompany their teaching and here is when the TV factor and technology in general appears in classrooms. Cartoon series are to a large extent available on the Internet and they can easily constitute part of teaching via YouTube. Cartoons are story-based, contain a lot of body language and direct young learners’ attention to meaning and not in structure. As Cross notes “an additional benefit is that the learner’s attention is on the message not on the language. They acquire language unconsciously with their whole attention engaged by the activity, in much the same way as they acquire their mother tongue.” (Cross, 1992, cited in Alexiou, 2015: 288). The learners are much benefitted by the whole process that renders them in the place of the explorer who ventures to figure out the message conveyed. The implications that the learners attain to are much based
on body language and gestures which, although not broadly known, play an essential role in children’s way of understanding a language (Hsiao, 2005).

Cartoon watching and young learner’s foreign language learning has nevertheless been accused of rendering the learners passive, in a state of receiving language input but not equally producing and consequently they could not be adequate tools for young learners’ second language teaching. However, judging by the way cartoon and TV programs have been modified to become more and more engaging and interactive, it could be alleged that cartoons have yet come to affect positively the whole learning process. Apart from vocabulary and lexical chunks that are included in cartoons at first glance, it is usually the case that cartoons have a moral that seeks to be deciphered by the learners. Children psychologists support the cautious use of cartoons for children character training as they are trying figure out the symbolic role of the protagonists.

To those who apportion single ‘one way communication” to cartoon watching, Moss proposes to use the received language input and implement role play activities that will provide learners with a learning context in which they will “go deeper into a problem” (Moss, 2001: 129). Similar to this notion, Broadhead (2004) points out that the use of role play as a teaching aid that builds “opportunities for deepening language skills and, perhaps, most of all, the chance to take ownership of learning, to construct understandings and, in facilitative early years environments, the chance for adults and children to co-construct the early years curriculum” (2004: 130, cited in Prosic-Santovac, 2016: 5). As a result, in constructed play, which takes place at beginning stages, instructors can be the ones who defines gradual learning and when it becomes attainable, leave the learners act independently (Han, 2009: 702 as referred to Prosic-Santovac, 2016).

### 2.2 Cartoon as a language material

TV programs admittedly tend to constitute a habitual reality for children who spend at least two- three hours a day in front of a TV (Rideout, Vandewate, & Wartella, 2003, cited in Alexiou, 2015). Apart from the linguistic effect, studies conducted, stress the affective impact of TV programs to young learners, reinforcing their motivation (Park
& Lim, 2007: 159). More studies allude to the capacity of young learners to perceive the general idea conveyed through a cartoon without necessarily comprehend the exact number of words presented to it. This becomes feasible for children mostly because what they lack of vocabulary or grammar knowledge, they compensate for it via the surrounding context (Halliwell, 1992). Moon (2000) also supports the former view according to which it is children’s emphasis on meaning not in form that makes it possible for them to “realize the gist and plot of a story or a video and enables them to match the meaning with the unknown words in an effortless way” (Alexiou, 2015: 289). Given that the entire process of cartoon watching is naturally meant to put more emphasis on the meaning conveyed and not on specific linguistic structures and language units, their educational use in favor of young learners’ second language promotion goes in line with previously mentioned theories that foreign language should happen as a ‘by product’ (Wesche & Paribakht, 1999), aiming almost exclusively at communicative purposes (Schmitt, 2000, all cited in Kokla, 2015: 667).

A significant percentage of young learners are believed to confront serious difficulties in remaining intrinsically motivated when they are required to attend a foreign language training course. This inconvenience brought about the need to create such language learning materials that will make it inevitable for the learners not to pay attention. Animated films have been aired long ago with a view to both entertain and teach children at the same time and thanks to their capacity as an entertainer, they outcompete other more traditional linguistic materials (Prosić-Santovac, 2016: 4). And since, children-learners enjoy the ability of having their innate competence in language learning can be associated with successful language acquisition mostly because of their characteristics of being highly perceptive, obtaining knowledge by experience and keeping in their memory whatever makes sense to them (ibid). That is the main reason why extensive research has been done to correlate successful language learning with story-based language instruction. To this aim, young children, characterized by vivid fantasy and imagination (Pinter, 2006) are supposed to possibly find pleasure in what nurtures their imaginative nature, such as all kinds of visual stimuli. Visual aids and pictures contained in cartoon have found to be of great importance that helps young learners read between the lines. As a consequence, cartoon series and the language input they contain, along with striking imagery and the kinetic activities performed by the protagonists determine the positive effects that
cartoon viewing could bear to the young audience and make cartoons safe and conducive language material for language acquisition (Bishop & Cates, 2001, Kristiansen, 2001, cited in Arikan, 2010).

2.3 Cartoon and Vocabulary learning

In order to decipher whether or not cartoons could be characterized an effective teaching tool towards second language acquisition, they need to be examined as far as the type of vocabulary they promote to young learners and the way in which vocabulary is illustrated to be as appropriate to young learners as possible. Generally, language use in comic series, which are intended to be used as a teaching tool for second language learning, should, by all means, satisfy the basic conditions addressing young learners who experience incidental language instruction. By this, a comic series could be considered appropriate if it provides its viewers with ample visual aids that will accompany language. Furthermore, the language should contain among others short utterances and quite a lot of repetitions (Fisch, 2004: 44, cited in Santovac, 2016). Successful cartoon series addressed to young children-learners appear to obey to some language rules that make the learners more prone to viewing as they are presented in a more appealing format. Results seem to admit to some common features that are mostly matched with age-appropriate language, dialogues with sense of humor, suspense, clarity, and simple plot, reinforced concepts over episodes, intelligent characters and dynamic visuals rather than static images.

Obviously, creating a course book that will approach to ideal standards and will cover the needs of young learners’ textbooks is a quite ambitious plan with doubtful results, mostly because it would need to enclose all the above characteristics. Mattheoudakis, Chasioti & Alexiou, (2012: 72) notify that “the design of language course books for young learners is somewhat challenging as they are expected to successfully provide students with language content that is motivating and engaging, while simultaneously being simple and appropriate”. So, no matter how valuable course books may be, in terms of young learners’ vocabulary acquisition, they end up inefficient for teachers to handle them in practice.
Van Lier also criticizes the effectiveness of language included in foreign language textbooks especially regarding young learners’ vocabulary acquisition as they are “often rather trite, filled with inconsequential events” while communication is marginalized with not so many instances of collaborative interactions (Van Lier, 2004: 83, cited in Prosic-Santovac, 2015). Moreover, a major drawback is that learners cannot help losing their genuine interest and, thus, most of them follow a foreign language course to please their parents or instructors instead of themselves. Such a disadvantage intensifies the need for materials that would render the learners highly engaged and have them cannot resist follow the plot (Van Lier, 2004: 83, cited in Prosic-Santovac, 2016).

Additionally, as it has been claimed previously, the vast majority of textbooks and the way they are used in traditionally structured classes, pave the way for receptive/passive at the expense of productive/active use of foreign vocabulary (Nation, 2001; Meara, 1990; Laufer, 1998 all cited in Kokla, 2015: 668). This means that learners, even if they acquire a vocabulary item, they will have it stored in their mental data bank for future use. This procedure has been noticed that in most cases of young learners trying to be exposed to a foreign language for the first time undermines vocabulary acquisition and leads to opposite results than the desirable ones, meaning that communication is waned and vocabulary remains poor (Nattinger, 1988 as cited in Kokla, 2015: 668).

Irrespective of numerous contrasting beliefs about the effectiveness or not of an early start in second language instruction (Cameron, 2003), research evidence points out that early exposure could have considerable benefits for the learners, depending immensely on the instructor’s approach to be followed (Prosic-Santovac, 2016:3). Therefore, foreign language teachers worldwide face the challenge of creating such child-oriented materials that would meet the above expectations. As it has been proposed, a possible remedy to this difficulty would be the “one environment- one language” approach, in other words try “to connect one language with one fictional environment” such as a cartoon series “Prosic –Santovac, 2016: 3). This attachment to a fictional environment, combined with media, technology and advertisements related to cartoon tend to be deciding factors when exposing young learners to second language instruction in order to motivate them and maintain their undiminished interest, which is the key factor to have children get engaged in foreign vocabulary. In
addition, cartoons, via their multiple characters provide different roles that children-learners can associate themselves to, as well as, cartoon characters are seen to get involved to similar everyday activities, nurturing familiarity between the characters and the learners-viewers. Cartoon watching has also been said to have an impact on young learners’ affective development, reinforcing feelings of cooperation, partnership and affection (Nickelodeon website, 2014). Most crucially, language in cartoon series is fortified by visuals aids that catch immensely children’s attention and presents “the same features that are believed to promote language development in child-directed speech: short length of utterance, repetition, language tied to immediate, concrete referents” (Fisch, 2004: 44 as cited in Prosic-Santovac, 2016).

The use of animated series in the process of foreign language learning has been stressed by a number of linguists and researchers. Walt Disney, emphasizes the potential positive educational influence such products could cause to young learners, “crediting them with speeding up learning, increasing retention and compelling interest” (1945:121-122, as cited in Prosic-Santovac, 2016: 4). From that point onwards, quite a lot of child-oriented and at the same time language-oriented programs have been launched and their impact on foreign language learning has been highly discussed when used for educational purposes instead of a native speaker.

Alexiou (2015) first investigated the impact of cartoon watching on young learners’ vocabulary acquisition in a study conducted based on Peppa Pig. The study showed encouraging results regarding the uptake of the target vocabulary after simply watching the episodes without explicit instructions. The same study also noted that younger learners scored better than younger ones in their vocabulary recall, results that tend to prove in favour of the existence of the age factor in lexical development. The study continued further into searching what kinds of words are mostly favored by the learners, pointing towards words that tend to cognate with the Greek equivalents, mostly nouns and adjectives easily connected with a visual item. The analysis also noted learners’ preference in items that exist in Greek context. Prosic-Santovac (2016) became also interested in investigating the influence of popular cartoon in foreign language learning. Her study on Peppa Pig also revealed positive impact of cartoons on lexical development without explicit instruction. The study proceeded on clarifications about individual word categories and found out that “object, action, and attribute words were amenable to quick comprehension”, while “affective-state words
were relatively resistant to quick interpretation.” (Rice and Woodsmall, 1988, p. 426, cited in Prosic Santovac 2016). Alexiou and Yfouli (2019) investigated if there is lexical development on young learners after the viewing of Charlie & Lola cartoon series. Their results indicated positive vocabulary uptake having just viewed the animated series. The study also tested the factors of age and gender with results revealing the existence of age factor in vocabulary acquisition (young learners outperformed older learners) as opposed to the gender factor that seemed to have no significant impact on learners’ lexical development. This study also touches upon the beneficial role of cartoons on learners’ memory, in the sense that as the learners construct the narration of the series, their memory is being practiced (Millers, 2004, cited in Alexiou & Yfouli, 2019).

2.4 Conclusion

Overall, taking into consideration what has been discussed until now, we could summarize some basic assumptions. Linguists, theorists and teachers coming into contact with young learners can sense the serious shortages both learners and instructors are summoned to deal with. Though the value of course books cannot be underestimated, what young learners’ vocabulary acquisition lacks is the creation of authentic materials that will speak to the heart of students and will cultivate the feeling of educating children to a second language rather than making them acquire a second language. Any improvement in the field of second language acquisition among young learners will only take place when a combination of factors are implemented, however, modified materials could be the start of a new era in young learners’ second language education.
CHAPTER 3:

RESEARCH METHODOLOGY OF THE STUDY

This paper attempts to investigate the impact of cartoon inclusion on young learners’ language courses. To this aim, animated series Ben and Holly was used to test EFL productive and receptive language acquisition in young learners attending the second grade of primary school. In particular, this study aims to answer the following three questions:

1. Can young learners acquire vocabulary through Ben and Holly?
2. Is there a gender difference in the acquisition of vocabulary?
3. What thematic areas are easier to be acquired by the young learners?

3.1 Research Context and Participants’ Profile

The class consisted of eight 7-8–year-old learners attending the second grade of primary schools. The learners came from the same area and had a similar socio-economic status. The group was registered to have a preparatory summer pre-junior course in the private English language centre where I hold a teaching position throughout the school year. In this language school I am employed since September 2014 to teach students from A1 level to proficient C2. For this particular class I was assigned to continue their English training for the two summer months (July- August). The group had already worked with a pre-Junior course book, based on which they mainly dealt with the alphabet, songs, video-watching, short stories and vocabulary games. As far as the teaching objectives I was assigned to cover, the syllabus and the content of the lessons were left under my discretion so I was able to use this flexibility and create lessons based on Ben and Holly. For the selection of the materials, my first thought was to have the learners practice their English while spending their time with pleasure. For this exact reason, Ben and Holly cartoon series was selected to cover the needs of the specific learners’ profile as being highly informative, providing authentic use of the English language while preserving its comic character suitable for young learners-children. The eight episodes watched were:

1. The Royal Fairy Picnic
The learners watched eight episodes in total. However, reflecting on the lesson plans, it was considered preferable not to include the materials from one of the episodes for reasons of inexpediency of the specific target material. To this aim, one episode was excluded from the test followed so as not to adulterate the results of the whole study. This is why from that point onwards the study is concentrated on the seven rest episodes.

*Ben and Holly* cartoon episodes are structured to be child-oriented and offer quite a lot of linguistic items and lexical chunks to work with beginners in foreign language learning. The seven episodes of the study were chosen with a view to covering thematic areas that children would find most appealing. The areas that the study covered were: food, play, housework, sports, cook, illness, farm, magic. The total number of words that were examined by the teacher at the end of the course was fifty-two (52) and at every class the learners were working on six to seven words and lexical chunks. It was thought purposeful to include specific words and lexical chunks that were mostly repeated and it was likely to be acquired by the learners. The number of the words that was included in this study far outweighed this of the lexical chunks. However, most lexical chunks were related to the above thematic areas (*hide and seek, high jump, on your marks etc*), but there were some that did not appertain to a category (*lay an egg, your majesty*). Still, their use by the cartoon figures was repetitive and the teacher chose to work with them at some point. At a second scale, although the study initially intended to answer the above three research questions, some inconclusive assumptions are going to be drawn concerning the easiness in which a beginner learner acquires lexical chunks compared to single lexical items.
Among the group of the learners there were five girls and three boys at about the same age (seven to eight) and cognitive level regarding their English. None of the children was officially diagnosed with any kind of learning difficulties or needed special treatment inside the class. All the students were treated on purpose to bear more or less the same notion about this course as attending an extra-school summer class, where they are asked to participate in a variety of activities within the spectrum of their preferences but without adding extra burden for them. Most of the work was done in class and oracy skills were the focus of the lessons. The learners were not assigned with extra homework. No matter how favorably disposed the students were to the lesson, they still remained young learners in a typical classroom and as such they got carried away with their spontaneous, playful and lively personalities. Still, all incidents arisen were not intense to make the lesson troublesome and so, they were normally ceased by the leading role of the teacher. This specific course aimed to promote interactional practice to an extent that the learners felt satisfied but not over pressed. There was no intention to compare and contrast between the learners’ performance in English that would probably pave the way for an unpleasant and competitive classroom environment.

3.2 Research Design and Procedure

Due to the learners’ age and linguistic level, the teaching procedure by itself was solely concentrated on learners’ oracy skills. The learners were young and although they had been exposed to both oral and written language in last year’s English course, their exposure was time-limited (1 hour per week) and thus no written requirements were expected by the learners. However, the fact that there had been this one year pre-junior preparation was highly helpful for the teacher and the learners to be tested in such a teaching context. During the previous year the students supervised by a different teacher and they worked a lot with songs and short stories included in their course book. This learning environment enabled them to be challenged in their English course with the comic series *Ben and Holly’s Little Kingdom*. The teacher in charge for this course provided them with oral input in L2 and tried to emerge learners’ vocabulary asking and answering question on the plot, repeating words and lexical chunks heard in each episode and making comments. Visual aids relevant to
the episodes were also used a lot within the classroom as supporting materials to elaborate more on vocabulary acquisition. The learners were highly motivated to become involved during the lesson. To this aim, a lot of physical movements, voice intonation, gestures, and mime and drama activities were included while teaching. Total Physical Response (TPR) and Multisensory activities were mostly adopted in the classroom along with other techniques. The teacher tried to render the learners focused on the particular vocabulary of every episode, following specific patterns towards achieving this purpose.

3.3 Lesson Plans and Materials

Ben and Holly’s Little Kingdom is a British animated series mostly addressed to preschool and very young children. The series was created by Neville Astley and Mark Baker and was directed by Phil Davies in Astley Baker Davies (company also related to Peppa Pig production series). Each episode lasts about ten minutes. The series revolves around a fairy family and an elf family that live in the Little Kingdom. The kingdom is ruled by the fairy King and Queen Thistle, who have three daughters (Holly, and the twin sisters Daisy and Poppy) who use magic and live in their castle with Nanny Plum. The elves live in a tree trunk. Mr. and Mrs. Elf have a son, Ben, who is Holly’s best friend and they seem to do everything together. Both use their own phraseology which is repeated throughout the episodes. Ben and Holly also have a friend, Gaston the ladybird that strangely barks. The series is enriched with more characters and the episodes refer to Ben and Holly’s everyday adventures through a humorous perspective. The series was first released in April 2009 and since then it has been shown in many countries and translated into many languages.

To collect the appropriate materials for the portfolio, the first thing to do was to choose the episodes with the lexical items we intended to focus more on. Towards this aim, we watched about twenty episodes in order for us to have a clear idea of the items included in the lesson plans. The aimed lexical items could be individual words, phrases, phrasal verbs, nouns, collocations and lexical chunks. Each episode of Ben and Holly was independent from the previous one or the forthcoming. That is why, we chose to skip some of them so as to work with items we considered more appropriate for our learners. The first four episodes were selected to be presented to the learners in a row so as to give the learners some time to familiarize themselves with the main
characters and the other four were selected in random sequence. The students were pre-tested on an oral and visual test before the cartoon watching to make sure that they did not know the words.

The viewing of the episodes was completed after three weeks and right after that, they took a child-friendly test. A power point presentation, based on the specific episodes, was created to test learners’ vocabulary acquisition. Since the learners were quite young and they purposefully had not been exposed to written English, there emerged the idea to devise a test that would facilitate both the teacher in testing and the learners in producing the story. The power point test examined fifty-two words and lexical chunks. Out of the overall fifty-two examined items thirty-six were single words and sixteen were lexical chunks. The examined items were selected to be the ones most focused on and continuously repeated during the lessons. The concept of the devised test was to have learners narrate the story by themselves as much as possible, even if that means to just pronounce single words or lexical chunks, always with the strong guidance of the teacher that would be there at any case to flatten out any inconvenience. The power point test was enriched with a lot of visual stimuli taken by the scenes of the episodes to remind students of the plot and the specific vocabulary. Each student was tested individually and the testing process lasted for ten minutes, during which the teacher kept the score of the intended vocabulary. The test included more individual words but it also included highly repetitive lexical chunks. According to Meara (1996, p.6), language teachers should avoid concentrating upon isolated words but focus on analyzing the broader dimensions of “learners’ lexicon” and its correlations with word learning and effective integration of new words.

All the lessons and the materials were implicitly taught to the learners through classrooms activities that promoted most learners’ oracy skills. To examine the learners after the end of the seven lessons, the teacher came with the idea of a power point test that called more for learners’ participation instead of answers. Their performance would be counted on the basis of the number of the words they would be able to remember and pronounce when looking at a picture. The learners were only submitted to one final test after the end of the seven episodes. On the day of the test the learners were unknown of that taking place. The learners were seated in a near class and were kept occupied completing some their unfinished crafts. One by one they were taking turns and seating for the power point test in another class. The whole
process came like a game to them and generally they did not show stressful as being tested. It is possibly estimated that they did not realize it as such. Each test lasted ten minutes maximum. The pictures illustrated in the test were deliberately chosen to remind them of the equivalent episodes. Generally they felt familiar with it and respond with relative easiness and willingness to participate. They were told to feel free to respond with anything that came to their mind from that episode. All the lesson plans designed for this course will be found in appendix.

3.4 Summary

This chapter describes the research context and procedure as well as how all the materials were selected and designed to carry out the seven planned lessons using cartoons so as to investigate any beneficial impact on young learners’ EFL vocabulary. Within this course, the learners of the study were encouraged to participate in a number of while cartoon viewing so as to decipher whether or not there is actually interrelation between animation use for educational reasons and vocabulary acquisition among young learners. After the end of the lessons the students answered orally a specially designed power point test that was devised by the teacher in order to be able to settle on the amount of vocabulary acquired during this course. The results that emerged after the tally were collected and analyzed and they will be discussed in the next chapter.
CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Revising research questions

This study aimed to investigate the impact of cartoon on young learners’ vocabulary acquisition. To investigate this, eight young learners were exposed to the English language for the first time in eight lessons. The lessons included watching the British cartoon series ‘Ben and Holly’s Little Kingdom’. Having completed the lessons, the students were tested on their vocabulary uptake via a power point presentation, in which they were asked to revise basic parts of each episode. To enhance their memory, the test incorporated multiple visual snapshots taken from specific scenes of the episodes. Each student recounted the story separately in front of the teacher and the scores were documented on the basis of the number of words they were able to recall. All the data collected after the seven cartoon episodes were selected, observed and analyzed so as to provide possible answers and implications to the research questions. For reason that were beyond our control, the study can by any means be considered to conclude to concrete results on account of the small amount of the learners and the time restrictions. However, some potential implications can be drawn to answer the following research questions:

1. Can young learners acquire vocabulary through Ben and Holly?
2. Is there a gender difference in the acquisition of vocabulary?
3. Does age influence vocabulary uptake?
4. What thematic areas are easier to be acquired by the young learners?
5. What is the frequency profile of vocabulary presented in Ben and Holly?

4.2 Findings and Discussion

In order to discuss the findings, each research question will be answered separately.

(1) Can young learners acquire vocabulary through Ben and Holly?
Table 1. Learners’ overall performance

<table>
<thead>
<tr>
<th></th>
<th>Number of learners</th>
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<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
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<td>9.00</td>
<td>15.00</td>
<td>11.00</td>
<td>1.85</td>
</tr>
</tbody>
</table>

The results yield in favor of positive vocabulary uptake through cartoon watching without explicit instruction. Observations made throughout the lessons and the scores the young learners achieved while being tested for vocabulary retention, confirm that there is actually possible beneficial impact of cartoon on young learners’ vocabulary uptake. Table 1 illustrates the numbers scored by the learners. All the learners achieved scores beyond average. In particular, the eight learners were exposed to an English cartoon structured class for the first time and after their exposure they were, to a certain extent, able to remember and produce orally a significant amount of the target language vocabulary items.

The mean score of both words and lexical chunks was 31 (SD 4.0). Out of the fifty-two words and items totally tested, the highest score was 37 and the lowest score was 26. The mean score of individual word items was 20 (SD 3.11). Out of the thirty-six word items the highest score was 26 and the lowest scored 16. The mean score of the lexical chunks was 11 (SD 1.85). Out of the sixteen lexical chunks, the highest score was 15 and the lowest was 9. The scores indicate a considerable amount of words and lexical chunks uptaken by the learners with relative easiness after the episodes. These findings point out significant vocabulary retention and are in line with previous studies (Alexiou, 2015; Prosic- Santovac, 2016; Alexiou & Yfouli, 2019), which also indicated towards lexical expansion through cartoon watching without explicit instructions.

Regarding the low-scored learners, their results, albeit lower, indicate that they were in fact able to acquire at least half of the examined items, scores that would presumably relent to possible correlation between cartoon and vocabulary acquisition even for learners less skilful at language. None of the students scored below average. Considering such encouraging results in such a short period of time, these indications could possibly imply that if these words were formally structured and further
practiced through purposeful tasks, the results could be a lot more promising. However, due to the short time period of the intervention of this case study and the inadequate number of learners, the study cannot reach concrete generalizations to prove Ben and Holly’s positive contribution to young learners’ vocabulary uptake.

With respect to memory and vocabulary uptake, Miller (2014) claimed that animation in second language teaching affects considerably the learners’ memory and therefore vocabulary acquisition. Likewise, in this study, the results could accord with Miller’s claim that since memory is practiced and enhanced via cartoon watching, this may possibly enhance learners’ performance in vocabulary. (Alexiou & Yfouli, 2019).

The study aimed to investigate whether there is positive impact on young learners’ vocabulary retention after the screening of Ben and Holly Cartoon series. Although the results are inconclusive and the study is biased by the time and the small sample of learners, it can be inferred that the results are promising and seek for further examination when it comes to young learners’ lexical development.

(2) Is there a gender difference in the acquisition of vocabulary?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std. Deviation</th>
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</thead>
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<td>2.62</td>
</tr>
<tr>
<td>2</td>
<td>10.75</td>
<td>0.95</td>
</tr>
</tbody>
</table>

*Table 2. Gender differences*

Relevant studies conducted examining gender differences, mainly among older learners, indicate girls’ supremacy over boys in language generally (Asher & Garcia, 1969; Powell, 1979 both cited in Alexiou, 2015, p. 295). Other studies come in contrast with the above assumptions claiming quite the opposite, which is boys’ superiority over girls in terms of linguistic skills in vocabulary retention and acquisition (Gomes da Costa, Smith, & Whiteley, 1975; Snow & Hoefnagel-Hoehle,

In this case study, judging students’ performance holistically throughout the course, girls were discerned to perform better compared to boys, when it comes to their more prompt reaction in learning and as a result in responding to tasks. More specifically, such observations are mostly related to girls’ superior performance in tasks after each episode, relatively greater easiness to produce the target language when asked to, resourcefulness, spontaneity in language production, word combination and the test scores. These indications are in line with other studies resulting in girls’ advanced productive vocabulary uptake (Alexiou, 2015; Kostopoulou, 2015), however, they contradict studies that concluded to the opposite. Thus, any possible assumptions about the influence of gender in vocabulary uptake in this specific study might be biased by personality factors, as well. Still, it could be an exceptional case, since the majority of the girls outperformed the boys. Hence, no clear results regarding gender’s impact on language performance could be assumed (Alexiou, 2016).

Table 2 illustrates the numbers scored by gender. Number 1 symbolises boys and number 2 is used as a symbol for girls. The mean score of both word items and lexical chunks scored by boys is 29.75 (SD 4.99) and the equivalent mean score of the girls is 32.25 (SD 2.87). As it is indicated, the girls outperformed boys in total vocabulary uptake. The mean score of individual word items scored by boys was 18.5 (SD 2.64) and the girls’ correspondent mean score is 21.5 (SD 3.1). Once again the numbers scored by the girls in individual word items outperform what boys scored. The opposite is true as regards the learners’ scores in lexical chunks. The mean score of lexical chunks scored by the boys is 11.25 (SD 2.62) and the mean score of girls in chunks is 10.75 (SD 0.95). This finding indicates that although overall in the test girls scored higher than boys, the opposite stands for their scores in lexical chunks.

The study aimed to investigate whether there is gender influence in young learners’ vocabulary acquisition through cartoon screening. The study demonstrates hesitant results with no statistically significant differences between male and female participants. Although the results may reveal a tendency, the emerged scores could assumed to be random. Consequently, the results’ subtle distinctions between the
genders cannot converge to prominent assumptions concerning gender’s role in young learners’ lexical performance. This finding accords with a similar study conducted by Alexiou & Yfouli (2019) which revealed mixed results with no clear assumptions regarding gender and vocabulary uptake.

Once again, the study was conducted on a preliminary basis for reasons that we could not possibly handle and was undermined by the time and the small amount of the learners. To this respect, it is noted that no clear consensus can be reached based on our results; however, indications of this small scale study could infer that this field could be a propitious ground for further research.

(3) Does age influence vocabulary uptake?

<table>
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<td>10.66</td>
</tr>
</tbody>
</table>

*Table 3. Age impact*

The study aimed to investigate if there is age effect on learners’ vocabulary expansion after being exposed to *Ben and Holly* animated series. In the study eight learners aged from seven to eight participated and were tested separately to evaluate their scores and check whether the factor age influenced their performance. Four out of the eight participants were eight and the rest were seven years old, all equally skilled learners with no previous experience in formal language classrooms. The study initially intended to provide solid results, however, for reasons that were beyond our control findings remain inconclusive since the results are undermined by the small sample of learners and the short time of intervention.

The results show equal vocabulary uptake by seven and eight year olds learners regarding their scores in both individual words and lexical chunks. Table 3 demonstrates the results scored by the learners initially examining their total amount of lexical items uptaken through cartoon screening. The mean score of both seven and
eight aged learners is 31 (SD= 4.18 in younger learners and SD= 4.58 in older learners). Both ages scored above average, results that could presumably render the field of cartoon in vocabulary expansion a promising area for further research. This finding contradicts previous studies illustrating more prominently age effect; young learners outperformed older ones in their recall of word items and lexical chunks (Alexiou, 2015, Alexiou & Vitouli, 2019).

Following their total score, learners’ answers were also examined on a separate basis to search for existence of age impact on individual words and lexical chunks. The findings illustrate that in individual words seven aged learners scored lower. The mean score in word items is 19.8 (SD= 1.92), whereas older learners were found to score better in words (M= 20.33, SD= 5.13). These results show that there is some slight difference between learners seven and eight aged, demonstrating older learners to be in advantageous position in word acquisition. Despite this, the difference is not statistically significant, thus no clear assumptions can be drawn by this small scale study. In addition to this, this result rejects previously conducted studies that opt for younger learners to perform better than older ones (Alexiou, 2015; Alexiou & Vitouli (2019). Last, the study examined the answers scored by the learners as regards the lexical chunks independently. In chunks seven year olds scored higher than older learners. Their mean score in chunks is 11.2 (SD= 2.38), whereas older learners were estimated to score lower in chunks (M= 10.66, SD= 0.57). This finding illustrates that in lexical chunks younger learners hold higher score, result that is in line with previous studies whose findings yield in favour of younger learners to perform better (Alexiou, 2015; Alexiou & Vitouli (2019).

Once again, even though the study was conducted carefully to satisfy its goals and the results were meticulously selected and discussed, our findings remain highly inconclusive due to the limited number of participants and the short time of undertaking the study. No statistically significant differences emerged, which could possibly imply that the scores could be random and thus unfounded.

(4) What thematic areas can they acquire?
Based on the above notifications, we can draw conclusions regarding the number of the target words demonstrated in the episodes children recalled. More detailed analysis of the data collected in the present study could provide us with information concerning what the thematic areas of words most frequently acquired by the learners are. While structuring the lesson plans, the episodes were deliberately chosen to include vocabulary that children could probably more easily treat in respect that it belonged to children’s most favourite thematic territory. The thematic areas covered in the lesson plans are: food, cook, play, sports, housework, illness and farm. In general, learners achieved higher scores in four categories, which are by sequence of their preference (1) food, (2) sports, (3) play, (4) illness. As a result, their final scores indicate that there are possibly areas or individual words and lexical chunks that learners at that age might be more privileged in acquiring them first. More specifically, the food word family was favored by the majority of the participants (63%). Following, 50% of the participants achieved high scores in words related to sports, 38% of the learners examined in this study showed preference in the category play and 25% in the category illness.

It appears that learners were quite likely to recall words that are related to their equivalent with relative easiness. The words lemonade, jelly, doctor, tomato bug, mop were retained by almost all learners. This notification seems to confirm other studies (Alexiou, 2015) about learners being more prone to learn words that have some relation to Greek. The theory of cognates in facilitating vocabulary learning is widely testified in literature (Milton, 2009). In addition, among the words recalled by the learners are words that could be easily pictured and linked to an image or an action (splashing, fetch, sneezing, lay an egg). This observation confirms previous studies, pointing out towards successful learning when words are illustrated and combined with an object or movement, whereas learning does not occur when the meaning is not easily conveyed (Horst & Meara (1999, cited in Alexiou, 2015: 293, Prosic-Santovac, 2016). The results also seem to denote some relationship between vocabulary uptake and words they are more possible to have heard or used highly by Greek speakers in everyday life in Greek context (cupcake, delivery, cheese, sandwich, and picnic). High frequency word items could be proven to be more easily assimilated by the learners, due to current background knowledge and understanding of these specific words. Learners do not need to code words that they have already
coded them in their native language, so learning happens in a more effortless way. This process of learning vocabulary is referred in the theory of Masrai & Milton, (2015) based on which words outside the already existing patterns are not easily acquired by the learners. This finding also agrees with previous studies conducted in that field yielding towards vocabulary expansion and the existence of the culture factor (Prosic-Santovac, 2016). Housework vocabulary was noticed to be remembered more extensively by female learners compared to boys. This correlation between female students and housework vocabulary could possibly imply gender roles in vocabulary uptake; however, this is by no means extensively tested in the present study. As such, any observations are made at a theoretical level and are open to be further researched. As expected, lexical items related to sports were observed to be of high preference among the learners. The words race, trophy and high jump were retained by all of them. This preference is in line with theories supporting that children tend to remember better words that are more likeable to them.

The role of lexical chunks in vocabulary acquisition remains a highly discussed linguistic domain. In this study, out of the fifty-two items tested, there were sixteen lexical chunks. Interestingly, most of the children were able to recall half of the lexical chunks, an encouraging number considering the age and the limited time of exposure. What could be implied here is Schmitt’s theory of how beneficial phrases and lexical chunks would be during the early stages in language acquisition (2000, cited in Alexiou, 2015, p. 294).

This small scale study was an attempt to investigate the impact of cartoon on young learners’ successful vocabulary uptake through watching Ben and Holly cartoon series. While some of our results could be considered remarkable and are verified by other findings emerged from similar studies, our results are biased by the small sample of learners and the short time of intervention for reasons that were beyond our handling.

(5) What is the frequency profile of vocabulary presented in Ben and Holly?
In order for the study to achieve further linguistic analysis of Ben and Holly, the script of the episodes was transcribed in a corpus with the aim to check whether the vocabulary included in this animation program is appropriate and frequent for beginner learners of English. The materials compiled in the corpus were paralleled with the BNC frequency word list (British National Corpus) (Leech et al., 2001) so as to clarify the frequency of the cartoon’s vocabulary. Next, it was compared to the EVP (English Vocabulary Profile) wordlist for A1 level (Capel, 2011) to verify the appropriateness of the series vocabulary. Regarding the wordlists, the BNC list contains 2,027 tokens/780 types of high frequency words in English. The EVP list has 744 tokens/610 types of words.

The results demonstrated in graph 1 show that the vast majority of the vocabulary contained in Ben and Holly is aligned with the BNC first one thousand words from the wordlist (0-1K). Consequently, as expected, the majority of the words presented in the program belong to the first thousand most frequent words when juxtaposed with the BNC wordlist. The fact that the comprised in Ben and Holly words are also comprised in BNC wordlist could mean that the show fulfill its goal as being a
teaching tool for beginner learners and is in line with theories proving that high frequency words are more easily attained by the learners.

**ACCORDING TO EVP**

<table>
<thead>
<tr>
<th>Word List</th>
<th>Types</th>
<th>Tokens</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>371 (39.18%)</td>
<td>3450 (64.21%)</td>
</tr>
<tr>
<td>A2</td>
<td>218 (23.02%)</td>
<td>637 (11.86%)</td>
</tr>
<tr>
<td>B1</td>
<td>151 (15.95%)</td>
<td>266 (4.95%)</td>
</tr>
<tr>
<td>B2</td>
<td>61 (6.44%)</td>
<td>112 (2.08%)</td>
</tr>
<tr>
<td>C1</td>
<td>7 (0.74%)</td>
<td>11 (0.20%)</td>
</tr>
<tr>
<td>C2</td>
<td>5 (0.53%)</td>
<td>8 (0.15%)</td>
</tr>
<tr>
<td>Unlisted</td>
<td>134 (14.15%)</td>
<td>889 (16.55%)</td>
</tr>
</tbody>
</table>

**Graph 2. Results based on EVP**

According to the EVP list, the majority of words contained in the corpus based on *Ben and Holly* cartoon series actually belong to the EVP wordlist for A1 level. The figures illustrated in graph 2 depict that 39.1% of the types belong to A1 level of the EVP list and 64.2% of the tokens are comprised in the list of A1 tokens based on the EVP wordlist. The findings arising from these results actually determine that the vocabulary contained in *Ben and Holly* is appropriate since it is comprised in the EVP wordlist for A1 level of vocabulary. This finding was expected and therefore would mean that the program is thematically and linguistically appropriate to be watched by learners at that age and used as valuable teaching material for beginners.

Once again, it is reminded that this study is a small scale study, with limited time of intervention and small sample of learners; hence the results call for further research.
4.3 Teaching and Pedagogical implication of the study

All the data collected during this study were interpreted in correlation with similar studies conducted in the past indicating converging results about the positive impact of cartoon on young learners’ vocabulary acquisition. Evidence could provide us with some insight in the pedagogical implications when applying cartoon in language courses among young learners. Therefore, any conclusions drawn by this study could be used to aid learning in general.

In the present study, the learners were exposed to English for the first time and the same stands for the cartoon series. For this reason, the teacher kept some reservations about the impression of such a teaching technique would have on the learners’ first contact with the foreign language course. These reservations were mostly related to learners feeling frustrated or anxious about the immediate use of the target language for communicating the cartoons. However, while conducting the survey, what was perceived by the teacher was that even at an initial stage, the use of cartoon managed to render the students more vulnerable to coming into contact with the language implicitly, while remaining intrinsically motivated for longer time periods thanks to the use of cartoon. Understandably, supposing this learners’ preference to cartoon, it should be tested in numbers to see is this is a testament for positive cartoon impact. Analyzing the data, it appeared that from a teaching perspective, the didactic benefits of cartoons in language acquisition could presumably be significant for learners’ vocabulary uptake. As a result, the study concludes to the fact that cartoon, when structured in a coherent teaching lesson and accompanied by purposeful activities can be equally addressed by both learners and teachers as teaching tools that promote knowledge but also motivate positively the learners and intend to enhance learning outcomes.

Pedagogically speaking, findings from the study point out that the use of animated series would actually foster their use in helping instructors address simultaneously to multiple different children characters using child-friendly materials that would speak to learners’ senses in a more direct way and would keep their levels of motivation high. As it has been discussed previously, remaining intrinsically motivated constitutes foremost aim when teaching learners of all ages, and young children in particular. In this respect, our research findings imply positive relation between
cartoon and motivation and as a consequence with language. What can be also implied by the research is the powerful effect cartoon can have in character building. To explain this, it is worth noting that throughout the course, children were observed to sympathize with the characters judging by their behavior and acts, thus commenting on characters deeds as if they were happening in real life situations. This understanding led to the assumption that cartoon could possibly play an important role in structuring a child’s personality not only as a student but also as a human being, which pleads to cartoon’s pedagogical purposes as well.

4.4 Limitations of the study and recommendations for further research

Investigating the theme of how and to what extent the use of media technology in the form of cartoon watching should be integrated in English courses for young learners is by itself a multifaceted object of discussion mostly because it involves children and their process of learning. As such, we assume that since children can react differently depending on their socioeconomic status, affective and personality factors, there is not absolute right or wrong way to answer the very first question of this study. Do cartoon impact young learners’ vocabulary acquisition? However, undoubtedly, the use of cartoon series in children’s foreign language education is being experimented extensively with findings that cannot be ignored. When it comes to vocabulary acquisition, the majority of previous studies are in line with the present study both strongly supporting the use of cartoon in language courses and promises urging results in the domain of vocabulary. Of course, the outcomes resulting from this study are biased by the small number of learners and the restricted time of research in order to reach more confident conclusions derived from the results. Unfortunately, for reasons of policy followed by the private centre where the lessons were held, there could not be a time extension for the sake of the research to ensure the long term effects of research findings. Apart from the time and the number of learners, another limitation is for the teacher to consider if it would actually be possible to design lesson plans the same way as they were designed for this course. In other words, being an English teacher for five years, I cannot help thinking if it is manageable to work with such lesson plans in practice in real class time not only for the sake of the research to ensure such encouraging results.
Last, in this part of the dissertation some suggestions for further research will follow after the completion of the study and the interpretation of the results. As regards the impact of cartoons in young learners’ foreign vocabulary acquisition, the study could confirm its beneficial effect on language, at a preliminary stage of foreign language though. By this, the study concentrated mainly on achieving oral production of single words or small utterances due to the limited time and the young age of the learners. Starting this study, the initial thought was to provide the young learners subtitled episodes. However, since the researcher experimented on young learners that were not acquainted with written language, subtitled animations could be implied for future studies that would compare the results between learners’ performance after being instructed with and without subtitles. At an early level, an additional idea would be to provide the learners only with the key words subtitles and again compare the results with those instructed with fully subtitled cartoons. Moreover, an interesting observation emerged from the study and seeks to be studied in the future is the implication of possible influence of gender roles in specific vocabulary. In this study this assumption is only implied in findings noting girls being able to recognize words related to housework activities, but again these finding could have resulted coincidentally and, thus, they are restricted by the small number of learners participating in the study. What seeks for future research is the impact of socioeconomic status in the psychology of a learner, coming in contact with technology in class for the first time. To explain the above, considering the fact that to most learners technology is accustomed to be daily routine, it was observed that one of the male learners, was strangely non-inclusive with the use of technology. It turned out that he was the only one who had no computer at home and it seemed to affect his initial participation during the first lessons. However, this changed after a while. Still, this consideration could be a solely case, since our results are referred to a small number of learners. Further researchers could be interested in verifying whether there is positive impact of cartoons on more extended oral communication in English as a foreign language. What is more, researchers that would seek for evidence in this field of language acquisition may also find it imperative that they pursue results in learners’ written performance after cartoon viewing. Taking it a step further, working with older learners, future research could possibly entail studies that would try to clarify if animated series foster practice in learners’ listening skills of the target language. Last, it is advisable for further future research to investigate in depth the
influence of cartoons on learners’ literacy skills. In this respect, more extensive research would presumably find it feasible to focus more on cartoons and its effect on promoting language literacy along with vocabulary expansion.
CONCLUSION

This study attempted to examine whether exposing young learners to cartoon viewing can impact on their vocabulary acquisition and retention. To this aim, eight ten minute episodes of the British cartoon series Ben and Holly’s Little Kingdom were shown to a group of eight young learners (four boys and four girls) at a private language centre. The episodes were accompanied by activities designed for young learners in order to appeal to them. The results reveal that children were able to recall a promising number of words and phrases they had come in contact with. Remarkably, results from the study indicate that these young learners were able to learn almost two thirds of the total word amount they were exposed to. This is a remarkable figure compared to the four words per hour found in previous literature (Milton & Meara, 1998) or even the one-two per day as pointed out by Milton and Treffers-Daller (2013, both cited in Alexiou, 2015, p.296).

This study also summarized interesting results when it comes to the thematic areas the retained words belonged to. As it was hypothesized, the use of cognates was prevailing in the findings. In addition, words short in length, nouns and words with a similar echo in Greece to the English sound were prior acquired by the learners. Moreover, words and lexical chunks that had a pleasant correlation for the learners were also noticed to be preferred by them.

This study only tested a limited number of learners and no clear conclusions can be reached. However, on the basis of the results found in this study and on relevant results, cartoon watching could be considered by instructors as a successful EFL tool and dared to be used in classrooms to a larger extent to benefit both learners and teachers.
REFERENCES


Alexiou, T. & Kokla, N. (2019). Teaching Cultural Elements and Pro-social Behaviour to Preschoolers through Peppa Pig. In Conference Proceedings from the 4th International Conference for the Promotion of Educational Innovation, Larisa, University of Thessaly.


APPENDICES

1. Table of results in total

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Number of words</th>
<th>Total number of words examined</th>
</tr>
</thead>
<tbody>
<tr>
<td>ΒΑΣΙΛΙΚΗ</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>ΒΑΛΙΑ</td>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td>ΘΟΔΩΡΗΣ</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>ΔΗΜΗΤΡΑ</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>ΣΤΑΘΗΣ</td>
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<td>52</td>
</tr>
<tr>
<td>ΣΟΦΙΑ</td>
<td>33</td>
<td>52</td>
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<tr>
<td>ΣΤΑΜΑΤΗΣ</td>
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<td>52</td>
</tr>
<tr>
<td>ΓΡΗΓΟΡΗΣ</td>
<td>27</td>
<td>52</td>
</tr>
</tbody>
</table>

2. Table of words and lexical chunks

<table>
<thead>
<tr>
<th>Words (36)</th>
<th>Lexical chunks (16)</th>
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</thead>
<tbody>
<tr>
<td>Sandwich, ham, cheese, jelly, lemonade, stirring, splashing, smashing,</td>
<td>Fairy picnic, orange juice, can’t catch me, play fair, stand still, hide and seek,</td>
</tr>
<tr>
<td>bake, add, recipe, cupcake, fetch, ride, roll, wiggle, clean, tidy, dust,</td>
<td>messy smelly cave, high jump, on your marks, common cold, stuffed up nose, food</td>
</tr>
<tr>
<td>mop, cobweb, race, running, lifting, trophy, dancing, gymnastics, winner,</td>
<td>delivery, tomato plant, tomato bug, lay an egg, collect eggs</td>
</tr>
<tr>
<td>cupcake, doctor, grumpy, sneezing, cough, breakfast, ill, cough</td>
<td></td>
</tr>
</tbody>
</table>

3. Table of results per student

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Number of words</th>
<th>Number of lexical chunks</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
</tr>
<tr>
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<td>26</td>
<td>10</td>
</tr>
<tr>
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<td>19</td>
<td>10</td>
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<tr>
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<td>11</td>
</tr>
<tr>
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<td>15</td>
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<tr>
<td>ΣΟΦΙΑ</td>
<td>21</td>
<td>12</td>
</tr>
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</table>
4. Table of results per word

<table>
<thead>
<tr>
<th>NAMES OF THE LEARNERS</th>
<th>FOOD</th>
<th>COOK</th>
<th>PLAY</th>
<th>HOUSEWORK</th>
<th>SPORTS</th>
<th>ILLNESSES</th>
<th>FARM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ΒΑΣΙΛΙΚΗ</td>
<td>sandwich, cheese, orange juice, lemonade, ham, jelly</td>
<td>Stirring, add, bake, recipe, splashing, smashing</td>
<td>fetch, ride, roll, hide and seek, catch me</td>
<td>mop, messy smelly cave</td>
<td>race, high jump, on your marks, running</td>
<td>common cold, doctor, sneezing, cough</td>
<td>tomato bug, lay an egg</td>
</tr>
<tr>
<td>ΒΑΛΙΑ</td>
<td>Fairy picnic, sandwich, cheese, orange juice, lemonade, ham, jelly</td>
<td>add, stirring, bake, recipe, cupcake, splashing</td>
<td>ride, hide and seek, wiggle, roll</td>
<td>clean, tidy, mop, messy smelly cave</td>
<td>race, high jump, gymnastics, win a trophy, running dancing</td>
<td>common cold, doctor, sneezing, cough</td>
<td>tomato bug, lay an egg</td>
</tr>
<tr>
<td>ΘΟΔΩΡΗΣ</td>
<td>sandwich, orange juice, ham, lemonade, cheese, jelly</td>
<td>Splashing, bake, cupcake</td>
<td>fetch, roll,</td>
<td>Clean, mop,</td>
<td>high jump, win a trophy, on your marks, lifting, running</td>
<td>common cold, doctor, sneezing cough, get a cold</td>
<td>Tomato plant, lay an egg</td>
</tr>
<tr>
<td>ΔΗΜΗΤΡΑ</td>
<td>sandwich, cheese, orange juice, lemonade, ham, jelly</td>
<td>stirring, splashing</td>
<td>fetch, catch me, ride, hide and seek, roll, wiggle</td>
<td>Clean, mop, dust,</td>
<td>race, high jump, gymnastics, win a trophy, on your marks, dancing</td>
<td>common cold, doctor, stuffed-up nose, sneezing</td>
<td>Tomato plant, lay an egg</td>
</tr>
<tr>
<td>Name</td>
<td>Sandwich, Cheese, Orange Juice, Lemonade, Ham, Jelly</td>
<td>Splashings, Add, Cupcake, Recipe</td>
<td>Fetch, Ride, Hide and Seek, Wiggle, Catch Me</td>
<td>Clean, Mop, Dust, Cobweb, Messy Smelly</td>
<td>Race, Running, High Jump, Gymnastics, Win a Trophy, On Your Marks, Stand Still</td>
<td>Common Cold, Doctor, Sneezing Cough, Ill, Get a Cold</td>
<td>Lay an Egg, Food Delivery, Tomato Bug, Breakfast</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>ΣΤΑΘΗΣ</td>
<td>sandwich, cheese, orange juice, lemonade, ham, jelly</td>
<td>Splashings, Add, Cupcake, Recipe</td>
<td>Fetch, Ride, Hide and Seek, Wiggle, Catch Me</td>
<td>Clean, Mop, Dust</td>
<td>Race, Running, High Jump, Gymnastics, Win a Trophy, On Your Marks, Stand Still</td>
<td>Common Cold, Doctor, Sneezing Cough, Ill, Get a Cold</td>
<td>Lay an Egg, Food Delivery, Tomato Bug, Breakfast</td>
</tr>
<tr>
<td>ΣΟΦΙΑ</td>
<td>sandwich, cheese, orange juice, lemonade, ham, fairy picnic, jelly</td>
<td>Stirring, Splashings, Cupcake, Recipe</td>
<td>Fetch, Ride, Hide and Seek, Catch Me</td>
<td>Clean, Mop, Dust</td>
<td>Race, High Jump, Gymnastics, On Your Marks, Stand Still, Running</td>
<td>Common Cold, Doctor, Sneezing Cough, Get a Cold</td>
<td>Food Delivery, Tomato Bug</td>
</tr>
<tr>
<td>ΣΤΑΜΑΤΗΣ</td>
<td>sandwich, cheese, ham, lemonade, jelly, orange juice</td>
<td>Splashings, Cupcake, Recipe</td>
<td>Fetch, Hide and Seek, Catch Me, Wiggle, Roll</td>
<td>Clean, Mop, Dust</td>
<td>High Jump, Win a Trophy, On Your Marks, Lifting</td>
<td>Common Cold, Doctor, Sneezing</td>
<td>Lay an Egg, Tomato Bug</td>
</tr>
<tr>
<td>ΓΡΗΓΟΡΗΣ</td>
<td>Sandwich, cheese, orange juice, lemonade, jelly</td>
<td>Stirring, Splashings</td>
<td>Hide and Seek, Roll, Wiggle, Catch Me</td>
<td>Clean, Mop</td>
<td>Race, High Jump, Running, On Your Marks, Lifting, Win a Trophy</td>
<td>Doctor, Sneezing Common Cold</td>
<td>Lay an Egg, Food Delivery, Tomato Bug</td>
</tr>
</tbody>
</table>

SAMPLE MATERIALS FROM THE LESSON PLANS (crafts, activities, teacher-made dialogues and role play activities)
CRAFT CASTLE

https://www.google.com/search?biw=1366&bih=577&tbm=isch&sa=1&ei=NU0pXKOhBcrAoAS6zKYI&q=craft+castle&oq=craft+castle&gs_l=img.3..0i19j0i30i19j0i5i10i30i19j0i5i10i30i19j0i5i19l4.42596.47442..47610...1.0..0.383.5201.3-14......0....1..gws-wiz-img.....0..0j0i

BEN AND HOLLY FIGURES

https://www.google.com/search?biw=1366&bih=577&tbm=isch&sa=1&ei=FE4pXLv6G9rpQac-oLAAQ&q=ben+and+hollu+Figures&oq=ben+and+hollu+Figures&gs_l=img.3...3449.6646..6770...1.0..382.2595.3-7......0....1..gws-wiz-img.4_Q_ZDhJ1mw#imgrc=dNO_E6wKn8j5AM:
DIALOGUE 1: Ben Elf: Hello, this is elf speaking!

King Thistle: I want ham and cheese.
Ben Elf: Yes, your majesty!

DIALOGUE 2: King: AAAAACHOUUUU!!

Holly: You’ve got a cold!

King: I should go to the doctor.

FLASHCARDS TO PUT IN THE RIGHT ORDER
Pictures taken from https://www.commonsensemedia.org/tv-reviews/ben-hollys-little-kingdom

STYROFOAM TV

PLAY DOUGH FIGURES

https://www.google.com/search?biw=1366&bih=626&tbm=isch&sa=1&ei=6kopXPLEOI3X-
ROLE PLAY ACTIVITY (teacher-made script, adjusted by ‘The king is ill’ episode)

King: Aaaaachooouu!
Holly: watch out daddy!
Twin fairy sisters: are you ok?
Queen: you’ve got a cold.
Sisters: Daddy is ill! Ooh my god!
King: use fairy magic Nanny Plum!
Queen: fairy magic can’t treat the common cold.
Nanny Plum: let’s try! Abra katabra!
King: Aaaaaachhouu!
Ben: now he’s sneezing too!
King: I’ve got a stuffed-up nose.
Sisters: call the fairy doctor!
(Later at home)
Doctor: What’s wrong?
King: I m very ill!
Doctor: take your tongue out!
King: aaaaaaaaaaaaaaaaaaaa
Doctor: you’ve got the common cold!
Everyone: HA HA HA
King: is that all?
Doctor: no, you are also grumpy!
Ben and holly: take you medicine to be better!
Nanny Plum: I know a recipe for the common cold.
Ben and holly: do it, please!
Nanny Plum: ok, but it's stinky!
King: whaat?? Nooooo!!
Queen: Don’t be grumpy, take you medicine now!
King: (holding his nose, he shallows)
Nanny Plum: now, you see!!
King: I am not ill anymore!
Queen: thank you doctor! Thank you Nanny Plum!
King: But I want to get out of my room and leave me alone!
Everyone: but why are you still grumpy????

POWER POINT FINAL TEST

pp test final.pptx

LESSON PLANS

<table>
<thead>
<tr>
<th>No of learners: 8</th>
<th>length: 40'</th>
<th>Main Aim: teaching vocabulary through cartoon watching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mts</th>
<th>Aim(s) of activity</th>
<th>Vocabulary</th>
<th>Methodology</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>5</td>
<td>To warm up the students and calm them down.</td>
<td>Greetings, little fairy princess,</td>
<td>I enter the classroom. Kindly I ask students to sit down and be quiet. Since it is the first time they are introduced to this cartoon I am trying to</td>
<td>Computer, projector</td>
</tr>
</tbody>
</table>
establish some interest and trigger their curiosity about the plot and the characters. In order for the lesson to be more appealing for young learners I also have them view pictures of the main characters and challenge them to make guesses.

<table>
<thead>
<tr>
<th>Mitroudi Vasiliki</th>
<th>10’</th>
<th>To expose students to the vocabulary items and lexical chunks integrated in the cartoon.</th>
<th>Royal fairy picnic, jelly cheese, lemonade, orange juice, ham, cheese, sandwich</th>
<th>Having established some interest, students watch the cartoon video without pauses.</th>
<th>Computer, projector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>5’</td>
<td>To check on students’ comprehension.</td>
<td>Did you like the story?, who is King Thistle?,</td>
<td>The teacher tries to establish a dialogue with the students; asks simple questions and calls students for one-word answers about the plot and the protagonists.</td>
<td>Projector</td>
</tr>
<tr>
<td>Mitroudi Vasiliki</td>
<td>10’</td>
<td>To elaborate more on the vocabulary and lexical chunks heard on the video</td>
<td>Royal fairy picnic, jelly cheese, lemonade, orange juice, ham, cheese, sandwich</td>
<td>The teacher retells the story, emphasizing the target vocabulary. To achieve this, the teacher uses realia and a craft structure of the castle made of carton, which illustrates the main characters of the episode. As the teacher narrates the story, she pauses and</td>
<td>Craft, Teddy bears, wand,</td>
</tr>
</tbody>
</table>
encourages students to participate in the narration.

| Mitroudi Vasiliki | 10’ | To give instruction about their task. To relax the students and smoothly proceed to the end of the lesson. | Simple structure | The teacher distributes the handouts and explains that they will have a ‘lottery’. According to the character that they will pick from the lottery they need to draw it on the blank handout. If any questions arise I will explain the best way possible. I goodbye students wishing a good rest of the day. | Handouts, marks, pieces of paper |

No of learners: 8

Main Aim: teaching vocabulary through cartoon watching

Skills: speaking

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mts</th>
<th>Aim(s) of activity</th>
<th>Vocabulary</th>
<th>Methodology</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>10</td>
<td>To warm up the students and revise previous vocabulary</td>
<td>Greetings, ham, cheese, this is elf speaking, your majesty</td>
<td>The teacher welcomes the students and tries to create a positive atmosphere. She asks questions about the previous lesson and tries to get some feedback. Now, the students are asked to</td>
<td></td>
</tr>
</tbody>
</table>
Mitroudi Vasiliki 10’ To expose students to the vocabulary items and lexical chunks integrated in the cartoon. fly, fetch, catch, stick, clean, ride, roll, tidy, messy smelly cave, hide and seek, wiggle, clean, tidy, mop, messy smelly cave, cobweb

Having established some interest, students watch the cartoon video without pauses.

Mitroudi Vasiliki 5’ To check on students’ comprehension.

The teacher tries to establish a dialogue with the students; asks simple questions and calls students for one-word answers about the plot and the protagonists. If it is necessary the teacher projects visual prompts on the board.

Mitroudi Vasiliki 12’ To elaborate more on the vocabulary and lexical chunks heard on the video fly, fetch, catch, stick, clean, ride, roll, tidy, messy smelly cave, hide and seek,

The teacher prepares the desks to be joined together like a big desktop. The students are given one carton card each. The cards are eight
The teacher asks students to work together in order to put the cards in the right order, following the sequence of the episode.

Mitroudi Vasiliki

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>3</td>
<td>To thank students for their cooperation and goodbye them.</td>
<td>Simple structure</td>
<td>The teacher goodbyes the students, picks up the cards and replaces the desks. The students leave the classroom.</td>
</tr>
</tbody>
</table>

Teacher | Mts | Aim(s) of activity | Vocabulary | Methodology |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki 8</td>
<td>To warm up the students and revise previous vocabulary</td>
<td>Greetings, fly, fetch, catch, stick, find, clean, ride, tidy</td>
<td>The students enter the classroom and take their seat. The teacher informs that they will start with a game and they are asked to stand up and make pairs. They are instructed to keep their bellies attached as they mime what the teacher asks them to (eg fetch the ball, fly).</td>
<td></td>
</tr>
<tr>
<td>Mitroudi Vasiliki 12</td>
<td>To expose students to the vocabulary items and lexical chunks</td>
<td>Wand, wand practice, do magic, turn into</td>
<td>The teacher motivates the students asking some questions on the plot. Once they are triggered, the story begins.</td>
<td></td>
</tr>
</tbody>
</table>

| Teaching Aids | |
| Computer, projector |
Mitroudi Vasiliki

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Dialogue</th>
<th>Teacher Activity</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>To exercise the lexical chunks included in the story.</td>
<td>Eg. <em>Holly: It’s a lovely morning!</em> Nanny <em>Plum: Time for wand practice.</em></td>
<td>The teacher has prepared adjusted dialogues included in the cartoon. The teacher shows some carton masks (fairy Holly, elf Ben etc), she crafted beforehand. The students, split in groups of two, stand up and take roles to act the dialogues, holding the masks on their faces. The teacher acts a dialogue by herself to set an example for the students. Proper feedback is provided continuously.</td>
<td>Carton masks</td>
</tr>
<tr>
<td>5’</td>
<td>To congratulate students on their performance and praise their work.</td>
<td>Simple structure</td>
<td>Each student takes the mask home. The teacher asked them to come back next time with another mask they will craft at home. The teacher explains that it could anything, relevant or not to the main story.</td>
<td>Carton masks</td>
</tr>
</tbody>
</table>

No of learners: 8

Main Aim: teaching vocabulary through cartoon watching

Skills: speaking
| Mitroudi Vasiliki | 12 | To warm up the students and practice previously instructed vocabulary. To check students’ memory. | Greetings, wand practice, lovely morning, suit better, stand still, sort of, it’s gone, go wrong, under control, don’t bother, you’re welcome | The students are welcomed and asked to take a seat down on a pillow each. Now the students are asked to take out the masks from the previous lesson, both the ready-made and the ones they made at home. The teacher, holding a mask on her face addresses a student and tells him/her something practiced on the previous lessons (eg lovely morning). Now the rest of the students take turns and do the same. | Carton masks |
| Mitroudi Vasiliki | 20’ | To expose students to the vocabulary items and lexical chunks integrated in the cartoon. | disgusting, dangerous, scary, afraid, exciting, food delivery, collect eggs, clear the area, lay an egg, boiled eggs, tomato plant, tomato bug | The students relax and watch the video, but this time they will watch it twice. The first will be on the mute, followed by some simple comprehension questions on the plot. The teacher encourages students to make predictions using English as much as possible. Right after, the students will watch the episode sound-on and then again one-word questions will follow to cross previous answers. | Computer, projector |
| Mitroudi Vasiliki | 8’ | To elaborate more on the vocabulary and lexical chunks heard on the video | disgusting, dangerous, scary, afraid, exciting, food delivery, collect eggs, clear the area, lay an egg, boiled eggs | The teacher places a piece of Styrofoam TV in front of the students and asks them to become presenters of the episode. The students stand up in turns and retell the story. While they are working on it, the teacher repeats the story and pauses for students to interfere when they feel confident. | Styrofoam TV |

No of learners: 8  length: 50’

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>10</td>
<td>To warm up the students and get them ready for the episode that will follow.</td>
<td>Simple structure</td>
<td>The students are split in groups of two and each one of them is given a teddy bear. The teacher gives them some time to discuss and then decide what the teddy’s favorite sport</td>
<td>Teddy bears</td>
<td></td>
</tr>
</tbody>
</table>
is and have the teddy mime some sport movements for the class to guess. The rest of the class is encouraged to speak out the reason the teddy likes this specific sport.

<table>
<thead>
<tr>
<th>Mitroudi Vasiliki</th>
<th>10’</th>
<th>To expose students to the vocabulary items and lexical chunks integrated in the cartoon.</th>
<th>Simple present, Present continuous</th>
<th>Practice, games, jumping, dancing, do gymnastics, running race, get set, on your marks, high jump, win the trophy, winner</th>
<th>Having established some interest, students watch the cartoon video without pauses.</th>
<th>Computer, projector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>30’</td>
<td>To have some practical experience on the vocabulary being taught and also to have some real fun and play outside the class.</td>
<td>Present simple</td>
<td>Practice, games, jumping, dancing, do gymnastics, running race, get set, on your marks, high jump, win the trophy, winner</td>
<td>The teacher informs students about their day-out lesson and tries to treat their well-expecting enthusiasm as it is the first time they are getting out the class. The</td>
<td>Sports facilities</td>
</tr>
</tbody>
</table>
No of learners: 8

Main Aim: teaching vocabulary through cartoon watching

Skills: speaking

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<tr>
<td>Mitroudi</td>
<td>10</td>
<td>To warm up the students and prepare them for the theme of today’s lesson.</td>
<td>students are ‘trained’ in race running, high jump, long jump and volleyball, basketball, using as much relevant vocabulary as possible and switching roles with the teacher. Half an hour later, the teacher takes the students back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasiliki</td>
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 Kitchen equipment
items and try to guess what it is and then to find something that we can do with this item.

<table>
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<tr>
<th>Mitroudi Vasiliki</th>
<th>10’</th>
<th>To expose students to the vocabulary items and lexical chunks integrated in the cartoon.</th>
<th>Cup cake, recipe, add, stir, chocolate, honey, milk, oven, bake, stand still, take ages, give up</th>
<th>The students are now prepared to watch the cartoon video and expect that it will be related to cooking.</th>
<th>Computer, projector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitroudi Vasiliki</td>
<td>7’</td>
<td>To check on students’ comprehension and work orally with the students.</td>
<td>The teacher places a bowl and a whisk on the desk, miming some simple cooking movements and prepares students that they will have to perform a chocolate cake recipe. The students are triggered to answer one-word questions. If it is necessary the teacher projects visual prompts on the board.</td>
<td>bowl, whisk, projector</td>
<td></td>
</tr>
<tr>
<td>Mitroudi Vasiliki</td>
<td>13’</td>
<td>To elaborate more on the vocabulary and lexical chunks heard on the</td>
<td>The teacher prepares the desks to be joined together like a big desktop. Now, the teacher provides</td>
<td>Bowl, whisk</td>
<td></td>
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</tr>
</tbody>
</table>
The students are motivated to pretend like they are little cooks participating in a TV show, so as to carry out the recipe she has just shown to them.

Mitroudi Vasiliki 5’ To surprise and relax the students and let them have a nice ending. To establish some extra bonding between the group.

The teacher ‘magically’ brings up a chocolate cake and treats the students. She praises the work they did together and stresses that they all deserve it after hard work.

No of learners: 8

Main Aim: teaching vocabulary through cartoon watching

Skills: speaking

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<td>Mitroudi Vasiliki</td>
<td>5’</td>
<td>To warm up the students and prepare them for today’s vocabulary.</td>
<td>Get a cold, sneeze,</td>
<td>The students remain seated. The teacher holds a teddy bear and asks students to watch them and describe what is going on. The teacher changes her voice to interact with the teddy bear</td>
<td>Teddy bear</td>
</tr>
<tr>
<td>Mitroudi Vasiliki</td>
<td>12’</td>
<td>To expose students to the vocabulary items and lexical chunks integrated in the cartoon.</td>
<td>Get a cold, see a doctor, stuffed-up nose, common cold, ill, sneeze, headache, medicine</td>
<td>Having established some interest, students watch the cartoon video without pauses.</td>
<td>Computer, projector</td>
</tr>
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<tr>
<td>Mitroudi Vasiliki</td>
<td>8’</td>
<td>To focus on specific vocabulary and check students’ comprehension. To get everyone prepared for the role-play activity.</td>
<td>Get a cold, see a doctor, stuffed-up nose, common cold, ill, sneeze, headache, medicine</td>
<td>Everyone stands-up and as the teacher sets the classroom for the next exercise, she explains that now they will all take roles and play the scene with the “ill king” shown before. The desks are drawn back and the pillows are joined together to form a bed. One student picked by the teacher lies on the pillows while the others sit around. The teacher distributes the roles.</td>
<td>Projector, script</td>
</tr>
<tr>
<td>Mitroudi Vasiliki</td>
<td>15’</td>
<td>To elaborate more on the vocabulary and lexical chunks heard on the video</td>
<td>Get a cold, see a doctor, stuffed-up nose, common</td>
<td>The teacher coordinates them and has them repeat after him. She uses a lot of body language to help</td>
<td>script</td>
</tr>
<tr>
<td>cold, ill, sneeze, headache, medicine</td>
<td>students act their roles. The same dialogue can be repeated for some time.</td>
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</tr>
</tbody>
</table>