

UNIVERSITY OF LATVIA
FACULTY OF EDUCATION, PSYCHOLOGY AND ART
TEACHER EDUCATION DEPARTMENT

**SHORT ANIMATED FILMS TO ENRICH LEARNERS' VOCABULARY IN
ENGLISH LESSONS IN GRADE 3**

DIPLOMA PAPER

AUTHOR: SANTA IESMIŅA

ID. NO. si10006

ADVISER: M.PED., LECTURER RITA SKARA- MINCĀNE

RIGA 2014

LATVIJAS UNIVERSITĀTE
PEDAGOĢIJAS, PSIHOLOĢIJAS UN MĀKSLAS FAKULTĀTE
SKOLOTĀJU IZGLĪTĪBAS NODAĻA

**ĪSĀS ANIMĀCIJAS FILMAS SKOLĒNU VĀRDU KRĀJUMA PILNVEIDEI
ANĢĻU VALODAS STUNDĀS 3. KLASĒ**

DIPLOMDARBS

AUTORS: SANTA IESMIŅA

STUDENTA APLIECĪBAS Nr.: si10006

ZINĀTNISKAIS VADĪTĀJS: M.PED., LEKTORE RITA SKARA- MINCĀNE

RĪGA 2014

DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

Santa Iesmiņa,

May 23, 2014

ABSTRACT

The aim of the Diploma Paper was to examine how using short animated films in English lessons contribute to enriching students` vocabulary in Grade 3. The author of the Diploma Paper believes that teaching vocabulary, especially during early stages of English learning, is of high importance. Furthermore, using videos, particularly short animated films, is a considerable methodology component when working with young learners who are digital natives.

The chosen method of the research was a case study in Riga French Lyceum. Questionnaire, testing and students` reflection forms were chosen as data collection methods. There were 8 lessons conducted in order to verify the impact of the particular vocabulary teaching technique.

The data showed that the majority of students enriched their vocabulary with the help of watching short animated films. The author concluded that the pre- and post- watching activities should be wisely considered and implemented in English lessons as well. Even though the aim of the research was reached, the author suggests carrying out further research to gather more data on the topic.

Keywords: short animated films, vocabulary enrichment, pre- and post- watching activities, vocabulary teaching technique

ANOTĀCIJA

Diplomdarba mērķis bija pārbaudīt, kā īso animācijas filmu pielietojums angļu valodas stundā veicina 3. klases skolēnu vārdu krājuma pilnveidi. Diplomdarba autore uzskata, ka vārdu krājuma apguve, it īpaši angļu valodas mācīšanās sākumposmā, ir ļoti svarīga. Turklāt teorijas avoti apstiprina, ka video, konkrēti īso animācijas filmu, pielietojums ir vērā ņemama metodoloģijas sastāvdaļa, strādājot ar digitālās paaudzes pārstāvjiem.

Izvēlētā pētījuma metode bija atsevišķa gadījuma pētījums Rīgas Franču licejā. Datu vākšanas metodes bija anketa skolēniem, testēšana un skolēnu pašvērtējuma lapa. Lai pārbaudītu konkrēto vārdu krājuma mācīšanas metodi, tika novadītas 8 stundas.

Pētījuma rezultāti atklāja, ka vairākums skolēnu pilnveidoja savu vārdu krājumu ar īso animācijas filmu palīdzību. Autore secināja, ka angļu valodas stundu laikā pārdomāti būtu jāapsver arī aktivitātes pirms un pēc animācijas filmas skatīšanās. Lai arī pētījuma mērķis tika sasniegts, autore iesaka veikt turpmāku pētījumu, lai iegūtu vairāk datu par šo tēmu.

Atslēgvārdi: īsās animācijas filmas, vārdu krājuma pilnveide, pirms un pēc skatīšanās aktivitātes, vārdu krājuma mācīšanas metode

TABLE OF CONTENTS

Introduction	7
1. Teaching Vocabulary in EFL	10
1.1 Vocabulary in EFL Lessons for Young Learners	13
1.2 Techniques to Teach Vocabulary	16
2. Using Videos in English Lessons	20
2.1 Rationale of Using Videos in Lessons	21
2.2 Planning Work with Short Animated Films	23
2.3 Animated Short Films in Grade 3	24
3. Case Study in Riga French Lyceum	28
3.1 Data Analysis of Questionnaire Carried Out Among Students in Riga French Lyceum, in Grade 3	30
3.2 English Lessons with Implementing Short Animated Films and Vocabulary Regarded Activities in Grade 3	34
3.3 Data Analysis of Written Works	42
3.4 Data Analysis of Students` Reflections on the Lessons	46
Conclusion	49
Theses	51
Bibliography	52
Appendices	

INTRODUCTION

The author of the Diploma Paper has observed that majority of her students in Riga French Lyceum have much higher level of English than required in the key concepts for beginner level provided by Latvian National Centre for Education (VISC) and European Framework of Reference for Languages (CEFR). Moreover, broadening language horizons, particularly wider range of vocabulary, has been demanded of students during English lessons. The author's students have admitted that at first one needs to know a word, not a grammar structure, to be able to produce a sentence, to express an opinion and therefore to communicate. The situation is very beneficial and motivating for both students and the teacher, because it provides a determined and positive classroom atmosphere and attitude towards the learning process itself.

The importance of learning a foreign language within primary education is emphasised by Pinter (2011) who claims that the number of implementing foreign language programmes for children in basic school is increasing at a very high rate. "Governments all over the world are introducing English language programmes earlier in their education systems, typically during the primary school," wrote Pinter (2011:1). What is more, there is a great chance that starting from September, 2014 learning a foreign language in Latvia will be implemented already in Grade 1. Thus, a new standard and learning programme will be necessary due to the different needs of learners at age 7, which is the usual age for first graders in Latvia.

The researcher strongly believes that vocabulary acquisition, especially during the first year of foreign language learning, is of high importance. According to Wilkins (1972:111, in Thornbury, 2002:13): "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". The author agrees to the above-mentioned statement and consequently considers vocabulary enrichment as a significant feature in English teaching. Apart from the traditional vocabulary in beginners' stage, i.e. introducing oneself, greeting each other, speaking about one's family and friends, teaching language-wise experienced students requires serious consideration regarding the criteria of the vocabulary being taught. The teacher should determine students' interests, age peculiarities and the usefulness and appropriateness of vocabulary to teach in addition to the course book.

The author of the Paper holds a view that nowadays modern technologies should be wisely used in English language classroom. Furthermore, children's lives are full of gadgets and technologies, because, as the learners have claimed, they are attractive and easy to work with. It can be explained by the fact that learners are digital natives and representatives of a visual

generation. That is the reason why the author finds video, in particular short animated films, as an effective tool for vocabulary teaching. Children`s interest in the subject can be raised via colourful moving pictures combined with expressive sounds. Thus, the author considers animated films as an opportunity not only to acquire wider range of vocabulary, but also to learn through the context of the story presented in the animated film.

The Diploma Paper is based on theoretical standpoints by Thornbury (2002), Doff (1998), Grundy (2010), Lubelska and Matthews (1997) who emphasise and explain the main concepts of vocabulary teaching, particularly in the early stages of learning a foreign language. More detailed principles in primary education and its characterizations are provided by the authors such as Anspoka (2013), Pinter (2011) and Scott and Ytreberg (1990). The author also refers to primary education syllabus created by VISC and CEFR in order to determine what vocabulary should be taught in primary English lessons in Latvia. The benefits of using videos in English lessons are discussed by Dudeney and Hockly (2007) and Allan (1985).

The aim of the Diploma Paper is to examine how using short animated films in English lessons contribute to enriching students` vocabulary in Grade 3.

To achieve the aim of the Paper the following **objectives** were set:

- ◆ to study relevant literature on teaching and learning vocabulary and using videos in English lessons;
- ◆ to find out students` opinion and preferences of studying English and watching videos both independently and in English lessons;
- ◆ to prepare and conduct self-designed lessons that consist of activities before-, while- and after-watching animated short films;
- ◆ to verify how students` English vocabulary has improved after particular activities.

The following **research questions** of the Diploma Paper are:

- ◆ What the main concepts regarding teaching vocabulary are;
- ◆ What the steps when planning work with short animated films are;
- ◆ How short animated films can help to enrich vocabulary in Grade 3.

The **hypothesis** of the Diploma Paper is: if short animated films are applied and pre- and post- watching activities are planned in English lessons in Grade 3, students` vocabulary can be enriched.

The chosen **method of research** is a case study in Riga French Lyceum, Grade 3. The group consists of 14 students, 4 boys and 10 girls. The author of the Diploma Paper conducted the research in the period from February till April, 2014.

In order to reach the aim of the Paper, questionnaire, tests and students` reflections were chosen as the **data collection methods**. The questionnaire carried out among students was created with the purpose to examine students` experience and preferences regarding animated short films both in English lessons and independently. Testing was chosen to determine the efficiency of the conducted lessons in vocabulary enrichment in Grade 3. Students` reflections were chosen as data collection method with the aim to examine their opinion and attitude towards watching videos, particularly short animated films in order to enrich vocabulary.

Outline of the chapters

Chapter 1 is concerned with key information about crucial components regarding teaching vocabulary, specifically, for young learners. The chapter also presents information about the key concepts in primary education in Latvia. The chapter focuses on different techniques how to teach vocabulary.

Chapter 2 gives outline of what the reasons to use videos in English lessons are. The chapter discusses planning principles for teaching vocabulary with the help of animated short films in Grade 3.

Chapter 3 deals with the case study and explains the results of the research.

1. TEACHING VOCABULARY IN EFL

The Macmillan Dictionary (2009 - 2014) defines EFL as follows: “English as a Foreign Language: English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country”. One crucial component of EFL is vocabulary teaching and in accordance with Cambridge Online Dictionary the word *vocabulary* is defined as all the words that exist in a particular language or subject. According to Crystal (1997:440): “Word is the smallest unit of grammar and stands on its own as a complete utterance, separated with spaces in written language”. The author of the Paper would like to emphasise that word as a part of vocabulary is not only a combination of letters. As far as vocabulary teaching and learning is concerned, Lubelska and Matthews (1997) discuss all the significant aspects of a word: its meaning, collocation, pronunciation, spelling and grammatical features related to it. To know a word means to be aware of all the mentioned aspects of the particular word:

- ◆ Written and spoken form of the word;
- ◆ Meaning of the word, its collocation and connotation;
- ◆ Written and spoken usage of the word, the register and context within the word is used.

Moon (2000) emphasises the importance of meaning of the word. Students are clever enough, they learn from their empirical observations, their daily life and they can easily guess the clues about the word`s meaning given by the teacher. It does not matter, whether the teacher uses body language or dashing, bold intonation, the main goal for students is to realise the meaning of the language feature. Accuracy and word`s grammatical features are also crucial, but that can be dealt with later, because at first students have to know the meaning of the word.

What is more and might be surprising, the author of the Paper has experienced that her students are asking for more and more new words. The students are aware of the fact that it is almost impossible to communicate without knowing words, even if a person knows grammar structures very well. Thornbury (2002:13) claims: “Teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary”. Indeed, the author would like to admit that expanded vocabulary may also provide the improvement of speaking skills. Needless to say that when a student knows a word, its pronunciation, intonation and appropriate use (contextual wise), the self-confidence and linguistic awareness increases and thus the development of the student`s speaking skills is ensured.

The importance of cognitive process alongside learning is mentioned by Crystal (1997) who explains that semantic development is linked to conceptual development and therefore

linguistic progress is being interacted with cognitive progress. To the author's mind, when a student meets a new word, firstly the word is seen, then pronounced and afterwards being written. At the same time, the student subconsciously is creating associations and thus the cognitive process is being activated. The author thinks that within the cognitive process, English learners usually have an association with the word as well as a particular context in which the word is being used. Thornbury (2002) mentions that learning actually is remembering and that is why the word must be remembered and taught within different activities and techniques due to the need of enriching vocabulary reliably. Therefore, there are particular stages of vocabulary teaching to be taken into account.

The author of the Paper believes that the teacher is responsible for presenting the word and implementing its use in a valid and appropriate context with a help of different activities to ensure that the word is being learnt effectively from a learner's point of view. Thornbury (2002) suggests the following vocabulary teaching stages - firstly it is presenting the word, afterwards integrating the new knowledge into old and then teaching word parts and word chunks by practising and recycling. Morgan and Rinvolutri (2004) point out that learners grasp and comprehend information differently; they prefer distinctive modes of learning. Therefore, teachers should bear in mind that learning materials should be thoroughly investigated. In order to successfully do that, the author suggests considering all the aspects of vocabulary teaching. The author would like to admit that vocabulary teaching aspects can also depend on the age and specifics of the group of students, for instance, primary school students are not required to know all the collocations and connotations of the words that are being taught. Thornbury (2002) calls all the aspects of a word when it is being taught and learnt as *the mental lexicon* and he has specified the implications for vocabulary teaching in a very detailed manner. The author of the Paper summarises these teaching principles as follows:

- 1) Tasks and strategies must be helpful to organise learner's mental lexicon;
- 2) Words need to be presented in a context so that the learner can understand the meaning and the usage of the word;
- 3) Teaching should also direct attention to the sounds of the new words, i.e. pronunciation and the stress;
- 4) Learning new words can be reinforced if the learners are made to draw conclusions and create associations about the words by using their own personally relevant opinions and experiences;
- 5) Learners should be actively involved in the vocabulary learning activities.

In order to illustrate the above mentioned aspects, the author made a table (see Table 1.1) of the word “good” with the help of Online Dictionary *dictionary.com*. The author suggests taking these particular aspects into account when teaching and learning vocabulary.

Table 1.1. The Main Aspects of the Word “Good”

Pronunciation <i>/gʊd/</i>	Spelling <i>G+ o + o+ d</i>	Grammatical feature As a comparative adjective: <i>Good- better- the best</i>
Part of speech <i>An adjective- good person</i> <i>An adverb- well (done)</i>	<u>good</u>	Antonyms- <i>Bad, evil, awful</i>
Collocation <i>Very good, good news</i> <i>An idiom- for good and all (finally)</i>	Definition- <i>morally excellent, virtuous, righteous, right, proper</i>	Connotation As a noun: <i>goods- possessions, advantages</i> Interjection: used as an <i>approval- Good! Let`s go!</i>

Admittedly, notwithstanding the aim of the teaching activity, Slattery and Willis (2001) have specified a few guidelines to be taken into account when teaching vocabulary, particularly, to young learners. Teaching principles, in addition to the already mentioned ones, are the following:

- ◆ make learning English enjoyable and fun, because the teacher is the example and encourager of creating attitude towards language learning;
- ◆ do not worry about the mistakes, because that, in the author`s opinion, can be very frustrating and discouraging for learners and can cause a fear to take part in the learning process;
- ◆ constantly recycle new language, but at the same time add new things or words that the learners do not know yet. The author has a strong belief that in an appropriate and familiar context, the teacher can use unknown words as the learners grasp the words unconsciously and later are able to use them appropriately;
- ◆ classify the new words and teach the meaning and sounds first;
- ◆ repeat and revise the new vocabulary as often as possible;

◆ use the new vocabulary in an appropriate context, as well as connecting the new words with the words the students already know, should be considered when teaching vocabulary.

The author concludes that it is essential to enrich vocabulary in all stages of the learning process, but especially in the early stages of English learning. As there are various age specifics, interests, abilities and needs for each group of learners, the teacher should be aware of them in order to provide appropriate learning environment.

1.1 VOCABULARY IN EFL LESSONS FOR YOUNG LEARNERS

The age that is meant by the words *young learners* is eight to ten year old learners as the authors Scott and Ytreberg (1990) suggest. The author has recognised that students in Grade 3, who are 8 to 10 years old, already realise the importance of learning a foreign language for future purposes in this positively-ambitious globalised society. That, of course, is motivating for students and the teacher as well. The students ask for more and more, while the teachers seem to be appreciated and teaching itself can be seen as more purposeful and useful. Pinter (2006) claims that children enjoy vocabulary learning. “They pick up new words at an astonishing pace and they can understand the concept of words well before the concept of grammar,” concludes Pinter (2006:87).

A few more essential aspects of EFL for young learners are described by Reilly and Ward (1997). Firstly, it is security, because for anyone of whatever age learning is a new experience and that is another reason why English teacher should provide positive learning atmosphere and environment. Secondly, Reilly and Ward mention the need for communication that should be persuading for English learners. Thirdly, the teacher also should use as much English as possible, especially with all the instructions and explanations, which should be repeated for several times. Nevertheless, it is more than clear that time by time the teacher must use the mother tongue to explain something complicated that would usually require sophisticated English language knowledge. Otherwise, the principle about security is not complied. The author would like to mention that praising is crucial in any learning stage, but for young learners it can be specifically motivating and encouraging.

It is of high importance to determine which words to teach in each particular classroom. There are various classroom sources of words, named by Thornbury (2002). Firstly, there are words compiled in lists and course books. Secondly, there are vocabulary books and dictionaries. Thirdly, there are other students who can help with vocabulary learning as well. When choosing

specific number of words to teach, Thornbury (2002) suggests the core vocabulary, which consists of approximately 2000 words that most native speakers use in their daily conversations, to be taught during the first year of English learning. Moreover, Thornbury (2002) reminds of the function or grammar words as *the, to, would, a, in* and many others that are used on a regular basis and that is why they are called high frequency words. The author of the Paper concludes that during the early stages of English learning, the teacher must provide presenting, practising and recycling of the words that are necessary in order to communicate about simple situations that occur on a daily basis.

The author of the Diploma Paper strongly believes that although each and every group of learners has various needs and specifics, there are a few general regulations that should be taken into account when teaching vocabulary in English lessons. In Latvia the requirements regarding teaching vocabulary are established by Ministry of Education and Science of Latvia. The key concepts about vocabulary in Grade 3 can be found in the homepage of National Centre for Education within the primary education syllabus. The topics to be covered, for instance, *introducing oneself, speaking about one`s interests, hobbies and family* already present particular range of vocabulary to be taught in English lessons and the vocabulary is usually covered in the course books for beginner level. What is more, the teacher can estimate whether to present vocabulary in more complex forms depending on the learners` abilities and skills.

Another crucial aspect is that, as Pinter (2006) discusses, vocabulary and grammar are interdependent, because lexical choice is always dependent on grammar. The author would like to admit that even though the lists of words, as well as the grammar structures are usually implemented in the course books designed for beginner level, the teacher is responsible for helping young learners enrich their vocabulary.

To determine students` knowledge of English vocabulary, teachers can use evaluation tools developed by the experts of the European Union , more precisely, the Common European Framework of References for Languages (CEFR). The Council of Europe has stated the vocabulary range for determining one`s linguistic level in an online article *CEFR: Learning, Teaching, Assessing. Structured Overview of all CEFR scales*. The level that is referred to the beginners in Grade 3 is level A1 (see the Table 1.1.1), while the level A2 is applicable for Grade 6.

Table 1.1.1. Vocabulary Range Criteria from Council of Europe (by Council of Europe)

VOCABULARY RANGE
<i>A2 Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i>
<i>A1 Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

The author of the Paper thinks that the vocabulary to be taught in English lessons for young learners should not depend only on the requirements from the government institutions or syllabus of the chosen course book. Student`s background knowledge, language competence, personal opinion, needs and wants should be also considered. The author also suggests deciding upon techniques and vocabulary specifics to teach in addition in order to expand the vocabulary of learners.

Even though the basic grammar structures and patterns are of a high importance during the first years of learning English, the author strongly believes that vocabulary is the English teaching aspect which should be well-considered in primary education. Grundy (2010) emphasises that a teacher is responsible for promoting vocabulary development especially in the early stages of learning, because first learners choose the words from the lexicon, i.e. vocabulary and only afterwards they implement them in grammatical sequences. The significance of a word being taught is explained by Anspoka (2013), who suggests that by acquiring the world of a word, the children acquire the real world around them- the one in which a child lives in and also the one that can be learnt about only from books, fairy tales and legends. The author would like to point out that apart from using course books and fiction, nowadays teachers have the opportunity to supplement their methodology with a help of technologies, which are taking over the 21st century.

Regarding the first vocabulary teaching stage, i.e. presenting the word McCarthy (1990) acknowledges that the teacher has to present the meaning of a word in a way that is the most familiar to learners and at the same time they have to relate new meaning to already known words. Moreover, the author of the Paper believes that when presenting vocabulary to young learners, the teacher should be attractive, active and use several gestures, intonation, probably

even exaggerated facial expressions and pitch level to ensure that the learners grasp the meaning and appropriate context of the word. What is more, the teacher should always inform the learners about the topic and features that are being taught and give an example of where, why and how the learnt word could be used in a real-life context. The students should signal if the meaning or another aspect of the word, for instance, its spelling or pronunciation, is not clear. The author agrees with the mentioned statements, because if learners indicate ambiguity or confusion, the teacher can estimate the efficiency of the particular vocabulary teaching methods, strategies and activities. The teacher should create an open-minded, non-judging atmosphere in the classroom in order to prevent any learning obstacles that may consequently prevent the enrichment of vocabulary.

It can be concluded, that there are plenty aspects and criteria components of *what* and *why* should be taught regarding EFL vocabulary for young learners. As far as the question *how* exactly to teach vocabulary is concerned, the teacher should thoroughly analyse all the aspects and define goals with the particular group of learners, and consequently use diverse techniques of vocabulary teaching.

1.2 TECHNIQUES TO TEACH VOCABULARY

According to Lubelska and Matthews (1997) there are several concepts regarding vocabulary teaching techniques. The teacher should involve movements, pictures, context and appropriate surroundings when teaching new words. What is more, the teacher has to play with the language, especially, during the beginning of language learning. Miming, using gestures, songs, stories and games can be very helpful in order to learn and remember words as well as possible. Hence, the technique how to teach vocabulary depends on the learners` needs, learning styles and the aim of the activity.

Mehta (2009) advocates that the teacher should not only create activities and tasks to help students to build and enrich their vocabulary, but also to encourage students to learn the vocabulary independently on their own. The author of the Diploma Paper supports the teacher`s distribution and responsibility for students autonomous vocabulary learning. The teacher should suggest learners using English as much as they can in their daily lives, to watch films or listen music in English thus they should feel proud of being able to grasp the main idea of what has been seen or heard outside the English classroom. Mehta (2009) also mentions the main concepts for teaching vocabulary items in English language classroom: listening carefully, pronouncing the word and grasping the meaning. Listening to slow pronunciation or even breaking the word

into parts can be helpful to understand the meaning and the use of it. When students pronounce the words themselves, they can remember them longer and recognise them when used in a context. In her online article *Vocabulary Teaching: Effective Methodologies*, Mehta (2009) has summarised 15 vocabulary teaching techniques (see Table 1.2.1).

Table 1.2.1. Key Techniques in Teaching Vocabulary (Mehta, 2009)

ANTONYMS	SERIES, SCALES, SYSTEMS	SELF-DEFINING CONTEXT	SYNONYMS	DRAMATIZATION
SPECIAL TYPES OF WORDS-DIFFERENT APPROACH	REALIA-REAL OBJECTS	PICTURES AND DRAWINGS	ILLUSTRATIVE SENTENCES	PRACTICE FROM MEANING TO EXPRESSION
DEFINITIONS	WRITING THE WORD	READING THE WORD	PARTS OF WORDS	SHIFT OF ATTENTION-WORD USED IN A CONTEXT

The author of the Paper concludes that the particular technique must be used depending on the age, level, ability and needs of the learners. When teaching vocabulary to young learners, the researcher has noticed that many students enjoy correcting themselves immediately after the teacher has given the appropriate look while indicating that the pronunciation or the definition of the word was given incorrectly. In other words, it is crucial to allow students to express themselves fluently and not by correcting each and every mistake. However, if any errors occur, the teacher should prevent making them at short notice, because it is very important during the first years of foreign language teaching. Otherwise, the learner will consequently use the word inappropriately or pronounce incorrectly and in later learning stages it will be much more difficult to prevent the errors made in the past.

The author is teaching English for Grade 3 from the course book *Fly High2* published by Pearson Longman (Finnie, 2010) and the book suggests the following vocabulary teaching techniques - firstly the words are played with the help of CD by a native speaker, the students must repeat them. Then they should be translated into Latvian, but the author avoids this principle with the groups of learners who have had previous English learning experience and instead gives definitions of the words. Of course, the pronunciation including stresses, intonation, silent letters, and weak syllables should be also thoroughly taught. The book also proposes to use flashcards, pictures, realia or mime and ask simple questions in English to check understanding. For each unit and group of words, a playful and cheerful song has been provided with the words used in a

context that presumably is familiar to learners. Another way concerning the revision and contextualizing vocabulary as well as grammar is the comic and the story with the characters from the book that ensures full comprehension of *why*, *when* and *how* the particular word and grammar structure should be used.

Based on the experience with the mentioned course book and group of learners, who are mostly advanced, the author of the Paper has designed her own vocabulary teaching and revision techniques, for instance, the meaning of the word is presented with the help of matching task. Each pair gets the slips of paper with the new words and, depending on the level of the group, the other half of the slip is given as a definition/ synonym or a translation into Latvian. Drawing mind maps can be an enjoyable technique to create associations with the particular word. A way to practise pronunciation is to drill word loudly for at least 5 times. *Hangman* is a game used within a group work, when the class is divided in two parts and as a competition each of the group must spell the given words correctly on the board. If the word is spelled incorrectly, the team gets closer to losing a “life” in the game.

The spelling practice can be ensured by doing crossword puzzles, which is positively evaluated from the students. Great number of the learners is advanced regarding knowing words and being able to speak in English, nevertheless many spelling mistakes occur in the tests. That is why the author uses writing dictations during English lessons once in a month. The teacher gives the sentences in Latvian and learners must firstly translate them into English and then spell them correctly. A dictation is also a way how to demonstrate the appropriate context, collocation and expression within the word can be used in a real-life context.

For vocabulary revision purposes, the author has revealed that the game *Noughts and Crosses*, also known as *Tic-Tac-Toe*, is effective. What is more, the benefits of cooperative learning can be used within this game. To be more precise, the teacher should divide class in two groups and each group has its own *Noughts and Crosses* board on the whiteboard. The group that gets the largest number of points wins and that is motivating for students. The teacher can choose whether to give a point for the team for the first line with 3 correctly written words or to count all the lines together.

In addition to that, throwing a ball during vocabulary revision is also well received. The author firstly says the word in Latvian and then everyone is trying to remember the word in English, and afterwards the teacher calls one particular learner and throws the ball into their direction. Then the student says the English word, thinks of the next one to ask in Latvian and throws the ball to their chosen classmate. The author has observed that also this vocabulary

learning method is effective and can be named as a thinking-promoting activity.

In order to learn independently, the author gives creative home assignments that require using the vocabulary in a real-life context. For instance, the learners have to draw or create their dream house and use at least 10 learnt words that must be correctly spelled and later correctly pronounced when the homework is presented in the front of the class. Worth mentioning is the fact, that not all students are obliged to speak in front of the class, because, as the author has noticed, it might still be too overwhelming for some learners.

The author of the Diploma Paper holds a view that not only one technique must be used, instead several techniques combined together and logically linked according to the aim of the specific vocabulary being taught. Due to the curiosity and sufficient English level of her students who are digital natives, the author had an interest to try and explore new vocabulary teaching technique, particularly with the help of short animated films within an aim to enrich learners' vocabulary.

To sum up, all the mentioned techniques that the author uses in her English classroom for Grade 3 are summarised in Figure 1.2.1. The shapes coloured in blue are the vocabulary teaching aspects and the activities in order to practise the given language learning aspect can be found in the squared shapes. It can be concluded that it is teachers' responsibility to determine which vocabulary teaching techniques are the most appropriate, applicable and useful for the specific group of learners.

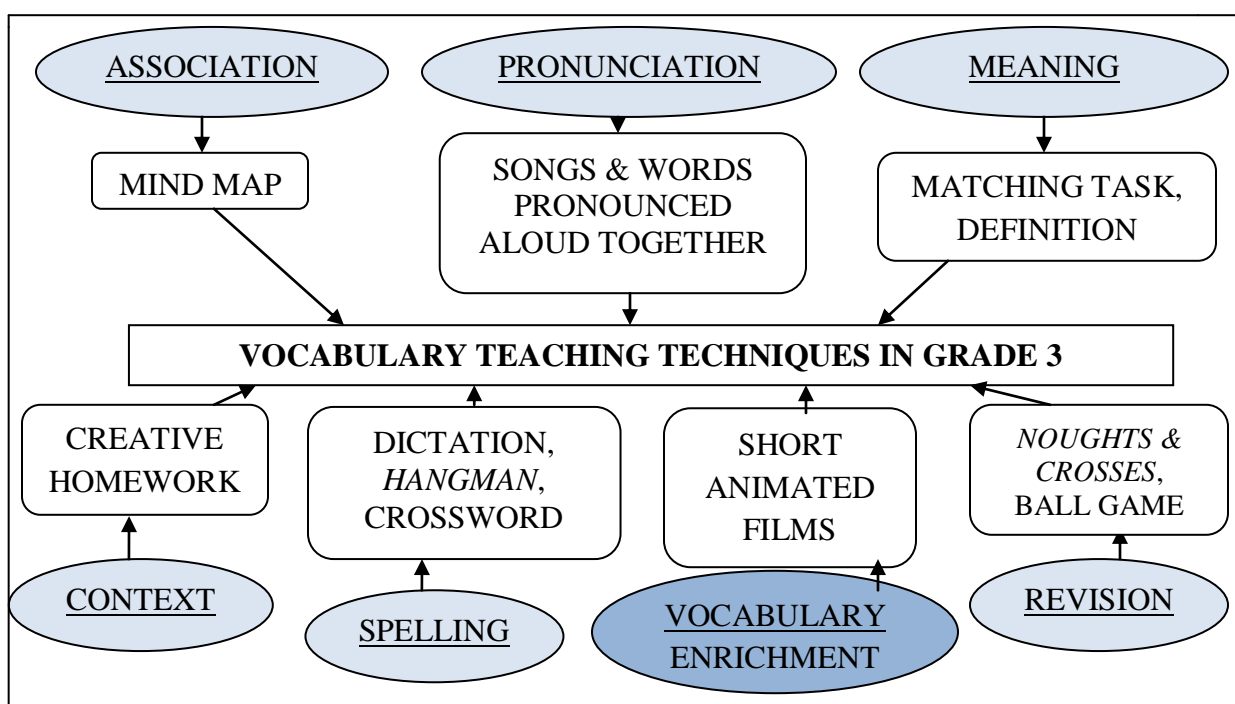


Figure 1.2.1. Vocabulary Teaching Techniques in Grade 3 (Iesmiņa, 2014)

2. USING VIDEOS IN ENGLISH LESSONS

Holliday (1994: 215) points out that there is no right or wrong way to determine if the chosen methodology for a specific purpose is the best one: “Whether or not a really appropriate methodology is ever achieved is something that only history can judge, and “appropriate” is inevitably a very relative term”. Nonetheless, the author of the Paper believes that some teaching approaches are more effective and more appropriate for a specific purpose if the characteristics of the audience, i.e. learners, are known.

As nowadays technologies are taking over the daily lives of almost each society member; teachers should take that into account when choosing activities and tasks for learning purposes. Dudeney and Hockly (2007) have estimated that the term *digital native* has been used when describing a person who has grown using technologies. What is more, the authors emphasise that technology provides the chance to use authentic materials and tasks when teaching English. The author of the Paper concludes that currently young learners (age 8-10) are all digital natives and for them technologies and visual materials are familiar; they feel comfortable and confident when using them for any kind of aim. Thus, selecting methodological technique that consists of using technologies in English learning classroom should be positively accepted. Morgan and Rinvoluceri (2004) also strengthen the mentioned opinion by claiming that the technology and the Internet explosion have transformed the environment in which language learning is used.

Anspoka (2013) explains how crucial it is to create a learning process as dynamic as the life of young learners. For instance, the text in a foreign language should be supplemented with the experience that has been gained with the help of moving and visual information. As the children are growing and developing in a world full of electronic means of communication, the teacher should also consider that when designing classroom environment. Therefore, one effective example of that could be using video in English lessons.

Oxford Dictionary has provided the definition and the origin of the word *video* by stating that it is a recording, reproducing, or broadcasting of moving visual image and its origin is from Latin *videre* which means “to see”, on the pattern of audio. Video is full of colourful, moving pictures, a variety of sounds and several other effects that can positively influence children`s linguistic development and the overall attitude towards English learning. The teacher should purposefully design tasks and activities for a specific aim regarding language and personality development, otherwise using video in English lesson can be seen just as entertainment part when

the teacher has not prepared anything and is somehow making children occupied.

2.1 RATIONALE OF USING VIDEOS IN LESSONS

Videos should be used purposefully and cautiously. The aims of using videos in English lesson are summarised by Allan (1985). Firstly, it is presenting the language and the culture of the country where it is spoken. Secondly, it is the opportunity to tell stories and bring a negotiable idea into the classroom as well as to present particular topics and issues with the help of video. Moreover, video is an aid which can motivate learners, because it can include variety of interest and language features to be presented. In other words, video is also a helpful teaching component in order to enrich and diversify the language learning environment.

Allan (1985) also offers several other rationales for using videos in lessons and the first to be named is the authenticity as the biggest advantage. Authentic experience for a learner is a rewarding and motivating experience. The author of the Paper supports the mentioned rationale, because learners` linguistic confidence rises alongside with the ability to cope with authentic materials. Furthermore, exactly video is the material that consists of spoken language as well as visual information that must be heard, grasped and comprehended based on the knowledge gained before. In order to perceive what is being shown with the help of video in a foreign language, the learner must understand the linguistic features in a sophisticated manner. Hence, as soon as the learner realises that they have the requested language competence in order to grasp the information shown in the video, overall linguistic self-esteem increases.

Apart from authenticity, the other advantage of using video in lessons is that the language is being presented in an appropriate context. Allan (1985) also justifies that with the help of video the teacher can introduce topics which are relevant to their students. What is more, the cultural aspect inevitably will be present anyway. The author would like to admit, that there is not only a context and cultural element within the video, but also, as a rule, video consists of language that can be both seen and heard and that, of course, is helpful for language learners. "It is direct, it is interesting and it makes an impression on the class," emphasises Doff (1998: 14) when giving rationale for presenting vocabulary with the help of visual material. He also suggests that showing visuals focuses learners` attention and makes the class more real and alive. On top of that, visuals can be used at any stage of the lesson- when presenting, as a language practice and when reviewing the language.

"All these mentioned aspects suggest that video is good medium for extended language

learning,” wrote Allan (1985: 49). As far as vocabulary teaching is concerned, Morgan and Rinvulcri (2004) highlight that vocabulary is best carried out interactively in the language learning classroom. Grundy (2010) confirms that vocabulary items are learnt progressively and in context. Ultimately, each video has its own context and idea and message to be presented within it. Indeed, there is enough rationale of using video in English lessons. Nonetheless, at the same time a teacher must meaningfully weigh all the pros and cons of the particular video and conclude whether it is appropriate, valid, useful and applicable.

The author of the Paper, for instance, has chosen short animated film as a type of video to be used in English lessons. The definition of what animated films are can be found on a homepage of Filmsite.org which states that *Animated Films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography)*. The researcher realised that she had used the term “cartoon” incorrectly, because it is not a synonym of a word “animation” as she assumed before carrying out the research. Cambridge Online Dictionary defines “cartoon” as *a drawing, especially used in a newspaper that tells a joke or makes a humorous political criticism*. It can be concluded that the author’s interpretation of the word “cartoon” has been misleading.

As it has been defined on a homepage *filmsite.org*, animations are not strictly defined genre category, but they are often appealing to children. However, the homepage *brainyquote.com* presents that the founder of animation Walt Disney (1901- 1966) has once said: “Animation offers a medium of storytelling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world”. The author of the Paper agrees with the statement. Nonetheless, as far as English teaching is concerned, the most appropriate use of animated films could be applied exactly for young English learners. It is not only authentic material that asks for the use of modern technologies, it might be attractive because of the colourful moving images, expressive sounds and the message that it consists of. As short animated films are usually made with comparatively simple vocabulary in order to be comprehensible for children, they can also be used in English learning classroom. Besides, the author believes that animated films can cater for students’ emotional intelligence as they give plenty possibilities for discussing morale as well as values of the film.

It should be also noted that the definition of a precise length of the film when it is named “short” has not been given. The author assumes that it is an animated film up to 25 minutes. Finally, as attractive as using short animated film in English lesson may seem, a teacher must critically plan their work with this particular teaching method.

2.2 PLANNING WORK WITH SHORT ANIMATED FILMS

There is considerable number of criteria to be taken into account when planning work with short animated films. Firstly, in order to be able to show any animated film, the classroom needs the specific equipment. A teacher must check whether the volume, screen, beamer, the Internet (if needed) is functioning appropriately. Moreover, the teacher must examine if the lightning in the classroom does not negatively influence the video watching process. Secondly, apart from classroom management issues, the teacher must decide on the aim and focus of the activity - whether it is about the ideas presented in the film or the cultural aspect that is shown in the video, or is it about the language used in the film? Which language aspect exactly - vocabulary, grammar practice, speaking or writing practice afterwards, language in use or pronunciation will be taught within watching the animated film? What will be the pre-, while- and post- watching activities? Why and to what extent watching short animated film could help to reach the set aims? All these questions must be carefully examined and answered.

Allan (1985) emphasised the significance of density of language. Particularly, the teacher should verify that there are natural pauses in the video that is chosen, so the learners can grasp the language being spoken in the video. The learners should be able to cope with longer stretches of language which are used in authentic video materials. Needless to say is that not absolutely everything must be understood, but at least 80% of the content. Another crucial aspect mentioned by Allan is about the visual support and delivery. The questions are the following –

- ◆ Do the visual signals will help learners to receive the verbal message?
- ◆ Do the characters speak very quickly- will the learners be able to grasp the main ideas?
- ◆ Is the English accent familiar to the learners, will it not confuse them?

The author of the Paper strongly agrees with the declared principles in order to successfully choose the material to show for the learners. There are 6 guidelines provided by Allan (1985: 28) for the teachers who would like to use videos in their English lessons for any kind of linguistic purpose - the guidelines are as follows: “

1. View the material before you teach it.
2. View it without sound first time through.
3. Note your thoughts about what you`ve seen (what is it all about).
4. View it again with sound.
5. What will you use it for and with which students?

What part of your syllabus could it link in to? Are there any other materials you could use with it? Why will your students like it?

What do you expect them to understand from it?

6. What techniques might work? How much time will it need?

What preparatory work is necessary?''.

The author of the Diploma Paper works with 8 to 10 year old children who learn in Grade 3 and; as they are digital natives and their linguistic competence is sophisticated enough, short animated films can be implemented in their English lessons. Particularly, the author finds short animated films as well considerable opportunity to enrich students` vocabulary due to the author`s experience and the inquiry for *more and more* from the students.

2.3 ANIMATED SHORT FILMS IN GRADE 3

As the author of the Paper has mentioned before, short animated films are usually so short that they can be used during lesson, which in Latvia is 40 minutes long. They are usually humorous and attractive for children. However, not to deem watching films as just entertaining activity for children, the author would like to emphasise that animated films can be educating. In his book "*Teaching English with Video*", Allan (1985) has described the criteria to consider when selecting animated films. Firstly, it is about the characters - are they familiar to children? Would they like to discuss about them? Another crucial aspect is the visual support - how clearly does it help to tell the story? Can the story be understood just by watching and not listening to the language? Thirdly, the teacher should ascertain that sound effects help to follow the story and the context. Last, but not the least is for the teacher to make sure that language used in the animated film is appropriate; it should not be too colloquial. Moreover, the learners should be able to cope with the language used in the animated film.

The author of the Paper would like to admit that teacher should be very serious and careful when choosing the animated film, because even if the learners are familiar with the characters, the language or the content of the film can be too simple or, on the contrary, too sophisticated for the children. It should be graded to meet students` level. Allan (1985) has discussed the main role of using a video in English lessons at the beginning stage of learning - to provide the chance for the learner to get into a real world of language use by giving realistic examples of language. The author has also exemplified the benefits of giving realistic learning situation for young learners. One of them can be named as an "evidence" of the use of English

language in a real world. The other benefit is that learners gain confidence due to being able to cope with authentic material.

The author suggests that short animated film is a considerable methodology component that should consist of pre-, while- and post- watching activities. The teacher can choose the most appropriate activities in each teaching stage, though each activity must have its aim. To the author`s mind, the pre- watching activities should be implemented with an objective to assess students` interest about the topic of the video, as well as to examine students` schema, i.e. background knowledge of the content that can be found in the video. What is more, the teacher should evoke curiosity of what is going to be watched.

According to Fritzen (2006), the aims for pre-watching activities for the teacher can be establishing a purpose for watching, for instance, pleasure, information, solving a problem or answering question, and preparing students with the information that is necessary in order to comprehend the content and the language used in the video. It is also crucial to inform the students about the while- and post-watching activities so that students realise the importance of each individual task within each learning stage and can thoroughly prepare themselves to do the tasks.

While - watching activities should be done within an aim to comprehend the context and the language used in the video. What exactly is asked from the students while watching the video depends on the goals initially set by the teacher. Post-watching activities can consist of practice of the language forms and vocabulary used in the video. What is more, students can discuss and retell the plot or the ideas that the video contains. Regarding while-watching activities, Fritzen (2006) suggests the aims as follows: supporting learners` comprehension of the video, promoting students to stay actively engaged in the task and preparing students for the following activities. Consequently, the aims for post-watching activities are checking students` comprehension of the video, reinforcing language and content knowledge and practising language skills gained from the video.

A few tips for using video in the classroom can be found in an online article “Using Video in The Classroom” on *edublogs.org*. The author of the Paper summarised the tips that are applicable for Grade 3, thus the presented activities are the following:

- 1) **Pre- watching activity.** Discussion about the topic of the video in order to prompt students` background knowledge. Brainstorming can be done also during the post-watching stage.

- 2) **Pre-watching activity.** Prediction- the teacher shows a picture of the characters or a specific situation of the video (screenshot) and students are asked to give their assumptions about what is going to happen or what has already happened. This activity can be done also while-watching the video by stopping it, i.e. making a pause.
- 3) **While- watching activity.** The teacher provides a transcript with couple of words missing and while- watching students must listen carefully and fill in the gaps.
- 4) **While-watching activity.** Giving answers to questions or finding specific language item used in the video.
- 5) **While- watching activity.** Repetition in which the teacher stops the video and asks students to repeat the line for pronunciation- drilling purposes.
- 6) **Post-watching activity.** Students as reporters must answer 5Ws questions. What can be even more effective, students create their own questions about the plot and create quizzes to each other.
- 7) **Post- watching activity.** Re-telling the story from students` point of view. This activity can be structured with words like *first, next, then, finally*.
- 8) **Post-watching activity.** Teaching a specific language item or vocabulary- the teacher therefore must choose a video that highlights the lesson objectives (topics, grammar points or vocabulary). In this stage the teacher should provide the necessary worksheets.

It can be concluded that there is a wide range of aspects to consider when planning pre-, while- and post- watching activities. That depends on the existing overall students` level and linguistic development that is set as an aim for the particular lesson. Weisshaar (s.d.) suggests a few more considerable types of tasks, for instance, creating associations as a pre-watching activity to raise students` interest in the subject. The teacher can provide true/false questions for while-watching stage in order to examine how carefully students have listened and whether they have grasped the key information.

Another aspect regarding while- watching stage suggested by Weisshaar (s.d.) is that the video should be watched for two or more times if the teacher has provided wide range of activities and tasks to be done while watching. As far as vocabulary enrichment is concerned, Pesce (s.d.) discusses the following pre-, while- and post- watching activities (see Table 2.3.1).

Table 2.3.1. Types of Tasks When Using a Video for Vocabulary Enrichment (by Pesce, s.d.)

PRE-WATCHING	WHILE-WATCHING	POST-WATCHING
Introducing vocabulary- <ul style="list-style-type: none"> ◆ Exercises with context ◆ Guess the meaning ◆ Matching task 	Worksheets- <ul style="list-style-type: none"> ◆ Fill in the gaps ◆ Find specific information ◆ Answer the questions 	Brainstorming- <ul style="list-style-type: none"> ◆ How were the new words used in a context? ◆ Re-tell the story and use the new vocabulary

The author of the Paper believes that there are many more activities to explore in each vocabulary teaching stage when using a video in English lesson. Thus, the author carried out a case study in Grade 3 to verify her initial assumptions regarding the topic of the research.

3. CASE STUDY IN RIGA FRENCH LYCEUM

Vocabulary enrichment in addition to the course book at the early stages of English language learning should be included in the curriculum only under circumstances that the students have gained sufficient language level. Moreover, when teaching vocabulary with the help of authentic material, i.e. short animated film, students should be encouraged and not frustrated by the particularly chosen vocabulary teaching technique.

The author of the Diploma Paper has chosen a case study as a research method in order to examine the findings about using short animated films in English lesson within the aim to enrich students` vocabulary. The research was carried out in spring of the year 2014 in Riga French Lyceum in Grade 3 where the author works since September, 2013. The plan of the research can be found in Appendix No.1.

There was a questionnaire carried out among the students in Grade 3 in order to find out their attitude, opinion and preferences regarding learning English independently and during English lessons with the help of short animated films. A few questions in the questionnaire were regarded to the previous English learning experience due to the necessity of establishing students` ability to cope with authentic materials during English lessons. Moreover, another reason for carrying out the questionnaire was to establish criteria when choosing short animated film to be used during English lesson. The students were asked to name at least three animated films that they would enjoy watching and working with in English lessons. Of course, the author took into account the appropriateness of the chosen animated films to make sure that the context was relevant and applicable in Grade 3.

The teacher should always be aware of the age specifics of their students. As the researcher works with third graders, she took into account the overall characteristics provided by Scott and Ytreberg (1990: 3) who present well-considered and easy- to- grasp list of all the components regarding the characteristics of young learners:

“Eight to ten year olds, general characteristics:

- ◆ Their basic concepts are formed. They already have decided views of the world.
- ◆ They can tell the difference between fact and fiction.
- ◆ They ask questions all the time.
- ◆ They rely on the spoken word as well as the physical world to convey and understand meaning.

- ◆ They are able to make a few decisions about their own learning.
- ◆ They have definite views about what they like and do not like doing.
- ◆ They have a developed sense of fairness about what happens in the classroom and begin to question the teacher`s decisions.
- ◆ They are able to work with others and learn from others”.

As far as language development is concerned, the same authors Scott and Ytreberg (1990) suggest the following aspects: the children understand abstracts, they understand symbols (as a word feature) and they can generalise and systemise everything being taught in a foreign language. The author concludes that on the one hand teaching vocabulary for young learners is challenging, but on the other hand it is relatively easy due to the fact that children in this age are usually inquisitive, curious and competent enough to learn wide range of vocabulary with almost all its aspects.

The fact of the matter was that the group chosen as research sample had finished the course book *Fly High2* published by Pearson before the initial due date determined in the curriculum which was created before the beginning of the academic year 2013/2014. Thus, the author decided to design and prepare lessons that consisted of pre-, while- and after- activities. The vocabulary used in the short animated films was taught with the help of different activities in the interest of ensuring students` vocabulary enrichment concerning different learning styles. Afterwards, with the help of testing the author concluded and verified how exactly students` English vocabulary was enriched in addition to the vocabulary included in the Pupil`s Book *Fly High 2*.

At the end of the case study the students were asked to give a written reflection on their views and opinion about the particular vocabulary learning approach, thus the author could examine the efficiency and appropriateness of it. The author of the Paper believes that it is always crucial to evaluate one`s methodology not only from the teacher`s perspective, but also to take into account considerable students` thoughts.

The chosen research sample was fourteen students of one group of the elementary school class - Grade 3B. There were 4 boys and 10 girls in the class, all of them 8 to 10 years old. The period in which the research was carried out was their first year of learning English in Riga French Lyceum. However, the overall level of linguistic competence was already comparatively high (high level A1 according to the CEFR) due to the previous English learning experience that the majority of students had gained.

3.1 DATA ANALYSIS OF QUESTIONNAIRE CARRIED OUT AMONG STUDENTS IN RIGA FRENCH LYCEUM, IN GRADE 3

The questionnaire among students was carried out in March 24, 2014 during Spring Term. The questions were created with the aim to find out students` previous experience of English learning and their opinion and preferences regarding watching short animated films in English lessons to enrich vocabulary. All together there were 14 respondents, 8 to 10 years old. The questionnaire with 11 questions in Latvian as well as one filled questionnaire can be found in Appendix No.2.

The author of the Paper explained the main aims of the questionnaire to students in Latvian and affirmed that the results would be used for research within the Diploma Paper. All the mentioned information was given in the beginning of the questionnaire and the teacher read it aloud in front of the class to prevent any misunderstandings. However, the researcher helped to solve any problems that occurred when students answered the questions; for instance, the teacher observed that students were giving the names of films instead of animated films. Thus, the author explained to students what the difference between film and short animated film was. One student asked what the difference between cartoon and animation was, consequently the teacher explained it on the basis of theory findings of the research.

After analysing question No. 3, it can be concluded that majority of students (95%) have had previous English learning experience in kindergarten or in language learning groups. The ways of learning English independently apart from English lessons can be seen in Figure 3.1.1. Majority of the students watch English films and animated films on a regular basis. As they are digital natives, they use a lot of technologies in their daily lives and thus they learn English by playing computer games and using a variety of gadgets. The same number of students (12) has had experience of learning English in kindergarten where, as they have mentioned, they had an organised language learning courses.

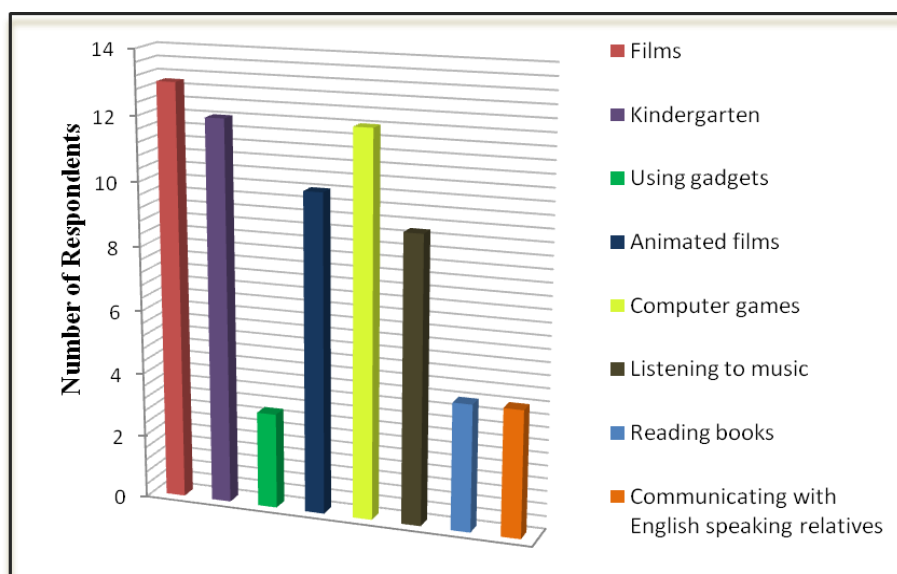


Figure 3.1.1. The Ways of Independent English Learning Experience

The author has based the research on the comparatively high level of English that the students seemed to have already at the early stages of language learning in the Autumn Term. The teacher observed that some students could already speak fluently in English by using appropriate grammatical structures. It can also be proved by the fact that the course book used in the classroom (*Fly High 2*) was too easy for the majority of students as they have admitted and even complained. At the end of the Autumn Term the students had accomplished the highest results out of all the groups of Grade 3; the average mark was 8,3. Consequently, the author came to a conclusion that there should be additional teaching techniques added to the initially planned curriculum. In order to precisely define how experienced the students were, the data gained from question No.4 (*For how many years have you been learning English?*) proved that, even though it was their first year of learning English in Riga French Lyceum, they could not be considered “beginners”. The large proportion (78%) of students who have learnt English before learning in Grade 3 can be seen in Figure 3.1.2.

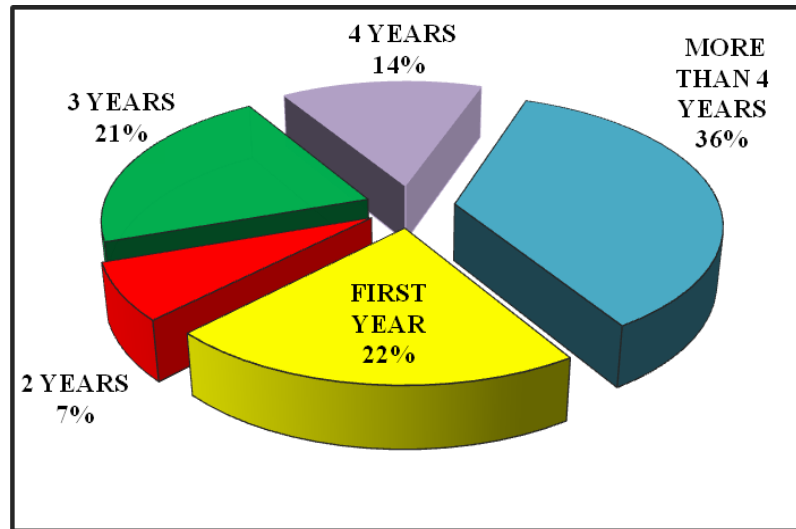


Figure 3.1.2. Students` English Learning Experience

The author also wanted her students to think about the necessity and their individual motivation for English learning. It was the aim of question No. 5 “*Why, to your mind, it is important to learn English?*”. As the answers differed, the author summarised them with the help of bullet points. Students` opinion on why it is significant to learn English were the following:

- ◆ *The knowledge can be often used abroad, because it is an international language and everyone on the Earth must know it;*
- ◆ *It is very popular language and many people speak in English;*
- ◆ *It gives me the opportunity to speak with other people;*
- ◆ *It will be useful for me in the future;*
- ◆ *It is used in many countries;*
- ◆ *I will need it when I will travel to the Great Britain or other countries;*
- ◆ *It is the most popular language in the world;*
- ◆ *It helps to understand the songs and books;*
- ◆ *I need to understand the films in English;*
- ◆ *English is important, international and developed language.*

After summarising students` answers, the author concluded that students were motivated to learn English and therefore supposedly they would like to enrich their vocabulary. It is worth mentioning that none of the respondents considered English unimportant.

As far as English animated films were concerned, all the respondents (100%) claimed that they enjoyed watching animated films in English. The given answers were positive and encouraging as far as the practical implementation of the research was concerned. It can be

concluded that even being young the students see animated films not only as fun part of English lessons, but also appreciate learning potential that can be gained. The students were asked to justify their opinion and the answers can be seen below:

- ◆ *It is easier to understand the context (if you are watching it in the original- English - language); animated films are very interesting, amusing and in a good, enjoyable quality.*
- ◆ *It sounds cooler when it is in English and not in Latvian;*
- ◆ *The language is clear and you can hear the pronunciation in the films;*
- ◆ *You can learn English better by watching, seeing and hearing it;*
- ◆ *You can learn new words and expressions;*

The author also asked students to express their opinion about vocabulary enrichment that could be gained with the help of watching short animated films in English. The question was formulated as follows: “*Do you think that you are learning new words if you are watching short animated films in English?*”. It was surprising that completely all of the respondents gave an affirmative answer. That was motivating for the author to carry out her research.

Question No.10 was regarded to students` attitude towards watching short animated films as a technique for purposeful vocabulary enrichment during English lessons. The author created that question due to the stereotypical opinion that watching films during English lessons can be only seen as an entertaining part of the learning process. The given answers are depicted in Figure 3.1.3. Only one respondent claimed that he or she was scared of not being able to understand something. Thus, in the following lessons the author explained to everyone that there was nothing to be scared of, because the teacher would be present in all the activities and would help if any misunderstanding occurred.

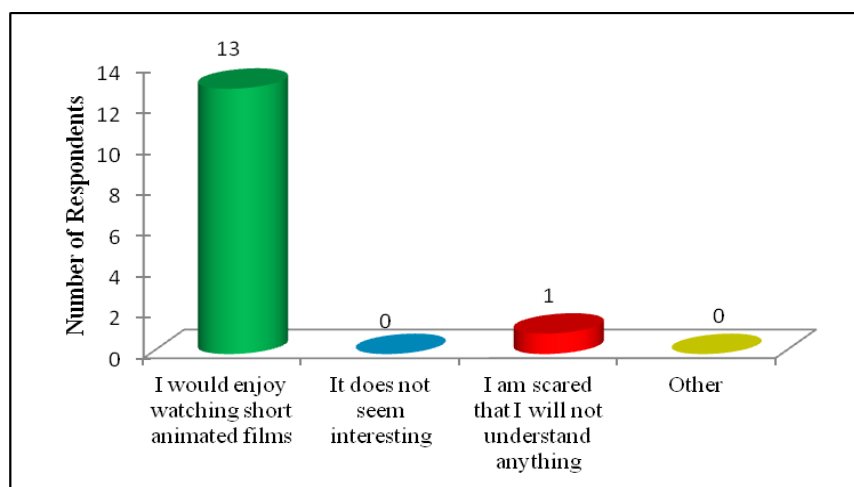


Figure 3.1.3. Students' Opinion on Watching Short Animated Films in English Lessons

The last question was created in order to find out preferences concerning short animated films in English. The students were asked to name at least 3 animated films that they knew and would like to watch during English lessons. A large proportion of respondents (55%) named “The Simpsons” in the list of their favourite animated films. Nonetheless, the author concluded that the content and slang used in the episodes of “The Simpsons” were too rude and inappropriate for third graders. Thus, she did not take that suggestion into account when choosing the short animated film to watch during English lesson. The obtained results, i.e. students` preferences of the animated films can be seen in Table 3.1.1. The author concluded that the students mostly preferred American animated films that were contemporary and humorous.

Table 3.1.1. Students` Choice of Short Animated Films in Order of Priority

1.	SPONGEBOB SQUAREPANTS
2.	THE SIMPSONS
3.	SCOOBY DOO
4.	DISNEY PIXAR SHORT ANIMATED FILMS
5.	PHINEAS AND FERB
6.	TOM AND JERRY

During her research, the author chose to enrich students` vocabulary with the help of watching “SpongeBob SquarePants” produced by *Nickelodeon Animation Studios* as it was the first priority of the majority of respondents (60%). In order to ensure reliable research data, the author chose one more animated film to be implemented in English lessons with an aim to enrich students` vocabulary. The other short animated film was “Scooby Doo” produced by *Warner Brothers Pictures* as it was the second students` priority that the author found appropriate.

3.2 ENGLISH LESSONS WITH IMPLEMENTING SHORT ANIMATED FILMS AND VOCABULARY REGARDED ACTIVITIES IN GRADE 3

The author of the Diploma Paper conducted lessons in Grade 3 by implementing short animated films and vocabulary regarded activities in order to enrich students` vocabulary. There were 14 students in the class and each lesson was 40 minutes long. At the beginning of each lesson the author explained the aims of the activities and introduced the lessons` structure, in

particular, the content of each learning stage of the lesson. The plan of the research can be seen in Appendix No.1.

The author explained the aims of the research to students and it could be observed that students felt appreciated to be chosen as the research sample. At first students were asked to create extra notes for the following English lessons that would be connected with the research of the Diploma Paper that the author carried out. The aim of the notes was to collect all the new words that were learnt with the help of short animated films. The students' created notes were named "Vocabulary Bank" and the teacher explained the accumulative structure of the vocabulary to be learnt from the short animated films. The first thing that was written in the notes was the choice of film in order of priority according to the personal preferences (see Appendix No.3).

The next activity was giving an opinion on why vocabulary expansion was important to each student. The teacher wrote the introductory sentence on the board and students were asked to finish the sentence in their notes. The author helped to give a translation to words which students did not know in order to express their thoughts. It can be concluded that students found vocabulary expansion crucial due to the fact that English is international and needed abroad and each word is important because it makes the language and helps to speak in English. Another rationale for vocabulary expansion mentioned by students was that knowing words helped to understand other people, films and music.

The teacher also explained to students that there were several aspects of a word which need to be known when learning new words and gave a table of the aspects of the word "good" to be analysed together (see Table 1.1). Afterwards, the teacher wrote the word "English" on the board and the students voluntarily came to the board and wrote an aspect which they knew about the word. The activity was done in order to ensure that students were aware of all the aspects of a word and could use the gained knowledge in practice, for instance, when students would work with dictionaries in their further English learning process.

In the theoretical part of the research the author described pre-, while- and post-watching activities, as well as their types and aims. However, the author draw the conclusion that students in Grade 3 could feel overwhelmed or even frustrated if they had to deal with while-watching activities. Therefore, the author did not create while-watching activities in order to let the students fully concentrate and enjoy the episode of the short animated films. The first animated short film used in the English lessons was "SpongeBob SquarePants". The author watched

several episodes and at the end assumed that episode “Funny Pants” with the value of friendship within it would be the most appropriate to be used in English lessons.

Lesson sequence- No.1

The aim of the lesson- to introduce students to the content of the episode of “SpongeBob SquarePants”; to estimate students` initial knowledge of the core vocabulary used in context.

Criteria for selecting the short animated film- students` first priority, appropriate length and content, available on the Internet in a good quality.

The author created a handout that consisted of the description of origin and the characters of “SpongeBob SquarePants” (see Appendix No.4). The majority of the students were already familiar with the characters and were able to describe their qualities to their classmates. The students were asked to read the description of the animated series aloud on a voluntary basis. Afterwards, the teacher briefly translated the mentioned ideas into Latvian to make sure that all students understood the given information. The activity was approximately 15 minutes long.

The next pre-watching activity was a checklist of the core vocabulary of the episode, i.e. words that would help understand the content of the particular episode. The author created the list and gave the handout to the students in order to examine which words were known to students. The teacher gave explicit instruction of the task by saying that students had to tick the appropriate box besides the word, i.e. *I know, I do not know, I am not sure* (see Appendix No.5). It took approximately 7 minutes to deal with the task. Afterwards, the author determined which words were the most unknown and which words students did not know yet. The 5 most unknown words were *hilarious, cruel, annoyed, desperate* and *harsh*. It can be concluded that the words students did not know mostly were adjectives. Whereas the 5 most known words were nouns, i.e. *friendship, hospital, the end, sponge, chance*. The author assumed that the meaning of the word “chance” was known from French which students had been learning since first grade.

The author prepared a handout that consisted of 20 words of the mentioned core vocabulary that she assumed to be the most difficult to her learners (see Appendix No.6). The words were used in context which was the description of the episode that students would later watch. The teacher translated a few given words in because some students had difficulties understanding them. Afterwards, the students were asked to read the text one-by-one. The text of a description was given on a purpose of evoking curiosity and suspense, as well in order to examine whether the new vocabulary was understood in context that was presented as a text. The

author was amused of how quickly students realised the meaning of the words as soon as they were included in a context. Nonetheless, students claimed that the task was comparatively difficult and initially they felt confused. Thus, the students needed 15 minutes to complete the task. The mentioned pre-watching activities can be seen in Table 3.2.1.

Table 3.2.1. Pre-Watching Activities in Grade 3

No.	TIME	PRE-WATCHING ACTIVITY
1.	15 min	<i>Description of the animated series- reading task (Appendix No. 4)</i> <i>The aim- to lead in the topic (content of the episode)</i>
2.	7 min	<i>Handout with core vocabulary- checklist (Appendix No. 5)</i> <i>The aim- to examine students` existing knowledge of meaning of the vocabulary</i>
3.	15 min	<i>Handout with core vocabulary in context- writing task (Appendix No. 6)</i> <i>The aim- to estimate students` knowledge of the vocabulary used in context</i>

Lesson sequence- No.2

The aim of the lesson- to watch the episode of “SpongeBob SquarePants”; to estimate the improvement of vocabulary comprehension after watching the animated film; to learn the meaning and usage of the core vocabulary; to practise the pronunciation of the vocabulary.

The next lesson consisted of watching the episode which was 14 minutes long. The author arranged the necessary classroom equipment, i.e. the beamer, speakers and the Internet access. The first post-watching activity was filling the same handout as in the previous lesson in order to verify the vocabulary enrichment. Students had to put the given words in the correct gaps so that the text about the content of the episode would be meaningful and correct (see Appendix No.7). This time it took only 7 minutes to finish the task. It can be concluded that watching the short animated film helped students to understand the meaning and usage of the words. The author afterwards compared the gained results of the task before and after students had seen the episode.

The following post-watching activity was a matching task with an aim to strengthen the existing knowledge of the meaning of the words (see Appendix No.8). The teacher had prepared two types of envelopes. One envelope consisted of the first 20 words of the core vocabulary while the second consisted of the other 20 words. Each pair received 1 envelope with 40 slips of

paper in which half of the words were in English and the other half was their translation into Latvian. The author assumed that giving a definition instead of translation would be too difficult for students. The task took 10 minutes and seemed to be enjoyed; students were eager to finish as fast as possible and therefore actively cooperated with each other. All students were able to match the given definition with the words.

At first the pronunciation of the words was heard in the animated film and afterwards the author chose to drill the correct pronunciation by emphasising the right stress and intonation of the words. Students were asked to repeat each word aloud for three times. Afterwards, the teacher called the word in Latvian and students had to give the English translation of the word by pronouncing it correctly. As there were many words to pronounce, the activity took approximately 6 minutes.

Lesson sequence- No.3

The aim of the lesson- to practise the spelling of the words used in the episode of “SpongeBob SquarePants”.

The third lesson consisted of post-watching activities that were created in order to practise spelling of the new vocabulary. The author used the activity “Hangman” to recycle spelling of the words. Students worked in two teams. The author divided the board in two parts. Firstly, the students had to come to the board one by one from each group. Then they were asked to guess the word given by the teacher and write it correctly on the board. If the student wrote a word incorrectly, the teacher started drawing a hangman and afterwards the other students were asked to help and to spell the word correctly by saying it aloud. The first group that got the full “Hangman” lost and the other won. The author asked to write 2 words for each student, all together there were 28 words written on the board. The criteria for choosing the words to be practised were based on the length and the spelling complexity of the words (see Appendix No.6). The longest and most misspelled words were the following – *laughing, everywhere, desperate, annoyed, usually, nothing, serious* and others. The activity was 15 minutes long. Even though the activity was time-consuming, the students admitted that they enjoyed doing tasks that were competitive and done in groups. The visual appearance of the activity can be seen in Figure 3.2.1. Each misspelled word gave a detail to be added to the drawing, together there were 8 mistakes allowed and the ninth incorrectly spelled word led to the loss of the game.

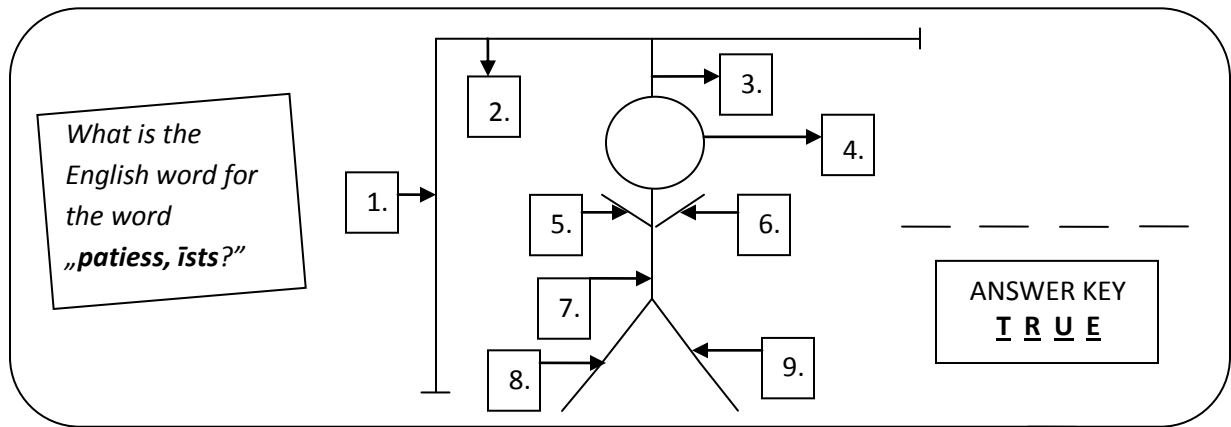


Figure 3.2.1. Illustration of the Post- Watching Activity “Hangman”

The following activity in the third lesson was *Noughts and Crosses* or *Tic-Tac-Toe*, which was also done in the same groups in order to practise spelling of the words. The board was divided in two parts and on each part the teacher draw a 3x3 grid. Students were asked to come to the board one by one. Each player got a word to write correctly in one of the 9 parts of the grid. If the word was spelled correctly, the teacher wrote X (or Y for the other group) in the part of the grid. The team which succeeded in placing three respective marks in a horizontal, vertical or diagonal row first won the game. The author chose the words randomly from the core vocabulary of the episode of “SpongeBob SquarePants” (see Appendix No.5) and paid extra attention to the words that were most misspelled during the “Hangman” activity. The most misspelled words were as follows: *hilarious*, *everywhere*, *dangerous*, *tomorrow*, *usually* and others. The activity took 15 minutes and was done for three times to determine which team had learnt the words more thoroughly.

The last activity of the third lesson was a crossword that the author created on the homepage www.armoredpenguin.com (see Appendix No.9). The author of the Paper summarised 20 most unknown words from the word checklist and put them into the crossword (for the checklist see Appendix No.5). With a help of crossword the author wanted to ascertain that students had learnt the meaning and the spelling of the words that were not known before watching the episode of “SpongeBob SquarePants”. The clues of the words were given in Latvian and students had 5 minutes to do the crossword puzzle. Afterwards, the teacher showed the answer key on the screen and students were asked to exchange their crosswords with a partner sitting next to them and check the answers by giving a “+” to each correctly spelled word. The rationale for using peer teaching was based on students` positive attitude towards it observed in

the previous teaching experience with the particular group of learners.

Afterwards, the students were asked to do the vocabulary checklist as in the previous lesson. The activity was done in order to examine which words were known to students after all the post- watching activities (see Appendix No.10). The author gave creative homework for the next lesson which was creating a presentation “Friendship in My Life” (see Appendix No 11.). Students could choose the type of presentation, i.e. whether it was a poster, *PowerPoint* Presentation or any other type of presentation. There was only one rule to follow – students had to use at least 5 words from the vocabulary of the checklist within their presentation. The aim of the home assignment was to let students use the gained knowledge in a self-contextualised practice.

Lesson sequence- No.4

The aim of the lesson- to verify the vocabulary enrichment; to determine students` awareness of the meaning and spelling of the learnt words.

The first activity of the fourth lesson was students` presentations on the topic “Friendship in My Life”. The majority of students handed in the homework as a poster and did not want to present it in front of the class and the author accepted it. However, there were some students who made a *PowerPoint* presentation and wanted to share it with their classmates; the activity took approximately 5 minutes. The teacher gave an oral and written feedback on each student`s homework. A few examples of the presentations can be seen in Appendix No.11.

The following post-watching activity was a dictation in the notes “Vocabulary Bank”. The text in the dictation was known to students because it was given as a pre-watching task and it was about the content of the episode of “SpongeBob SquarePants”. The teacher read the sentences clearly and loudly and students wrote them in their notes. Each sentence was repeated for three times. After the whole text had been written, the teacher read it again and emphasised the words in bold. Students were asked to tell the meaning of the words in bold as well as to answer the question asked in the text of the dictation (*What was the lie that they had seen in the episode?*). The aim of the dictation was to determine whether the students had learnt the spelling of the words and the length of the activity was approximately 20 minutes. The text of the dictation as well as the written example found in student`s notes can be seen in Appendix No.12.

The last activity of the fourth lesson was a test. The aim of the test was to examine whether the students were able to use the learnt words in a different context, but with the same

meaning as in the episode of “SpongeBob SquarePants”. The author chose 15 words from the checklist that seemed to be the most difficult for the learners regarding the spelling and remembering the meaning of the word. The text in a test was invented by the author who used words that have been taught both during the whole academic year and during the research. Students’ task was to put the given 15 words in the empty gaps and for each correctly used word students would get 1 point. The given time for completing the task was 15 minutes, i.e. 1 minute for 1 word. Students were informed about the test, thus the teacher decided to give marks for the test results (see Appendix No.13).

The other short animated film that was used in the English lessons was “Scooby Doo”. The author used the exact same pre- and post-watching activities within the lesson. In order to illustrate all the mentioned post-watching activities, the author created a table (see Table 3.2.2) in which the sequence, amount of time and the name of the activity is given.

Table 3.2.2. Post-Watching Activities in Grade 3

No.	TIME	POST-WATCHING ACTIVITY
1.	7 min	<i>Handout with core vocabulary in context- writing task (the same context as used in the pre-watching stage) (Appendix No. 7)</i>
2.	10 min	<i>Matching task – comprehending the meaning (Appendix No. 8)</i>
3.	6 min	<i>Drilling the pronouncing of the words</i>
4.	15 + 15 + 5 min	<i>Hangman, Noughts and Crosses, Crossword - spelling revision (Appendix No. 9)</i>
5.	5 min	<i>Handout with core vocabulary- checklist (Appendix No. 10) (the same checklist as used in the pre-watching stage)</i>
6.	5 min	<i>Creative task- presenting homework “Friendship in My Life” (Appendix No. 11)</i>
7.	20 min	<i>Dictation as a testing component (Appendix No. 12)</i>
8.	15 min	<i>Vocabulary used in a different context, testing component (Appendix No. 13)</i>

The author of the Paper collected all the handouts and presentations made by the students in order to analyse the written works. The analysis of the written works is described in the next subchapter.

3.3 DATA ANALYSIS OF WRITTEN WORKS

To check learners' progress in learning vocabulary, the first learning component to be evaluated for the research was a checklist (see Appendix No.5) of the words from the animated film "SpongeBob SquarePants". There were 40 words of the core vocabulary of the episode that the author selected. The author assumed that those words had to be known in order to understand the content of the episode of "SpongeBob SquarePants". Before watching the animated film, students had to tick the appropriate box next to the word by confirming "I know", "I do not know" or "I am not sure" about the meaning of the word. All 14 students were present. The data showed that students considered that they did not know 71%, while they knew 15% of the words students and they were not sure about 14 % of the words. After watching an episode of short animated film and doing post-watching activities, students were asked to fill the table once again. The comparison of the results can be seen in Figure 3.3.1.

<i>Response</i>	<i>I know</i>	<i>I do not know</i>	<i>I am not sure</i>
BEFORE	15%	71%	14%
	↓	↓	↓
AFTER	74%	15%	11%

Figure 3.3.1. Students' Response of Vocabulary Knowledge Before and After Watching the Episode of "SpongeBob SquarePants" and Implementing Vocabulary Enriching Activities

It can be observed that the number of words students did not know had decreased for 56%, while the number of the words students did know increased for 59%. Therefore, the author concludes that watching short animated film as well as implementing pre- and post-watching activities was beneficial for students' vocabulary enrichment. The author gave feedback to students who admitted they did not know some of the words. The author gave the Latvian

translation, as well as one example sentence in which the word was used. Students` homework was to think of their own example sentence by using the word they did not know. The words that were still not known were *price*, *harsh*, *scientist*, *tomorrow*. One respondent gave their own example of the word “scientist” by writing “*Dexter is a scientist*”. The author concluded that the students had thought of personalised examples in order to remember the words better. All of the students did the homework successfully, thus the meaning of the words was presumably known (see Appendix No.10).

The second pre-watching activity was using the new vocabulary in context, i.e. the content of the episode of “SpongeBob SquarePants” (see Appendix No.6). The students were asked to put the given words in the gaps so that the text would be meaningful. There were 20 words missing in the text. The teacher read the text aloud by using intonations and exaggerated mimics and making pauses in the empty places in order to help students grasp the meaning of the words. In the end the teacher collected the handouts and analysed the results. The data showed that students knew only 10% of the words used appropriately in a context. After the conducted lessons with short animated film, students were asked to do the same task again (see Appendix No.7). Instead of 20 words, there were 18 words missing and the data showed that 72% of the words were known and used correctly in the context that students had seen in the episode. The author concludes that it was a considerable improvement that verified the efficiency of the particular vocabulary teaching technique (see Figure 3.3.2).

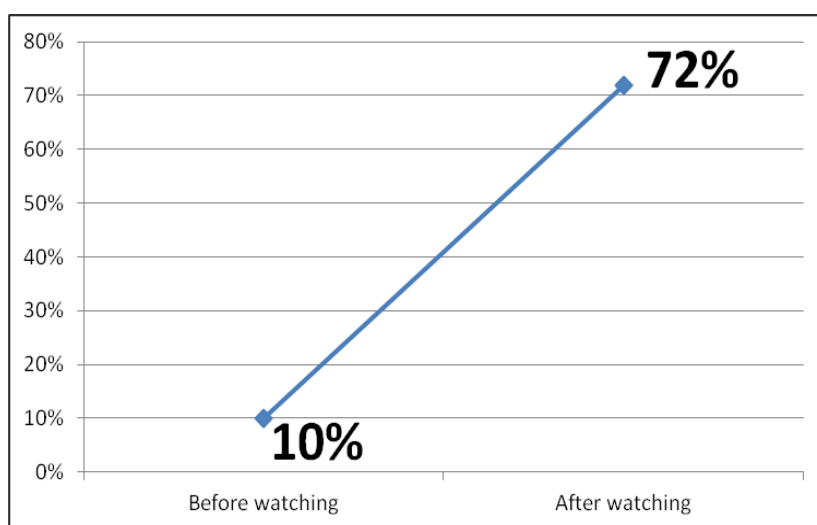


Figure 3.3.2. Enrichment of Vocabulary Used in Context After Watching “SpongeBob SquarePants”

The following task the author analysed and evaluated was a crossword (see Appendix No.9). The students did the crossword puzzle which was created by the teacher and afterwards

corrected each other`s work, attention was paid to the spelling. Then the teacher marked the crosswords and the data showed that 85% of the students had no spelling mistakes. The most misspelled words in the crosswords were *everywhere, tomorrow and hilarious*. The author observed that the mentioned words were the longest words included in the crossword and that probably was the reason they were misspelled. Nonetheless, 85% was sufficiently high index to conclude that the students had learnt the spelling of the words with the help of the previous activities “Hangman” and “Noughts and Crosses”.

In order to apply the gained knowledge of vocabulary in practice, the students had to create a presentation about the topic “Friendship in My Life”. The topic was related to the theme of the watched episode of “SpongeBob SquarePants”. Students could choose whether to draw a poster or create a *PowerPoint* presentation. However, students had to use at least 5 words from the vocabulary checklist of the episode of “SpongeBob SquarePants”. The majority of students created a poster and presented it in front of the class, whereas 2 students made *PowerPoint* presentations and shared their work with the rest of the class. The author was amused of students` ability to make legible and creative presentations with the help of modern technologies. What is more, students used appropriate vocabulary and correct grammar structures within the presentation. After the presentations, the teacher collected all the homework and determined whether the students have used at least 5 words from the checklist. The data showed that 85% of students had completed the task while some students assumably forgot about the requirements to be observed. However, all students got their individual feedback from the teacher. The template of the homework instructions as well as examples of students` created works can be seen in Appendix No. 11.

The next written work which was analysed and evaluated by the author, was a dictation. The main goal of the activity was to examine whether students had learnt the spelling of the words. As the text was previously known to students, the author decided to give marks for the test and students were informed about that. The marks were given according to the scale of evaluation in Riga French Lyceum. The majority of the students (78%) got the mark “7” which means that at least 71% of the words were spelled correctly (see Appendix No.12). The author concluded that presumably all the post-watching activities have helped improve students` spelling.

The last written work was a test that consisted of the learnt words used in a different context, but with the same meaning as in the episode the students had seen (see Appendix No.13). The teacher collected the tests, corrected them and analysed the data. As students were informed about the test, the tests were evaluated with marks. To the author`s mind, the main advantage of

watching a short animated film is that the context helps to understand the meaning of the words. Thus, the author did not take spelling of the words into account when she was correcting the test, instead the author checked whether the word was put in the correct place. Therefore, it could be concluded that the students were aware of the meaning and the appropriate usage of the words in a context. There were only two students who did not reach the maximum number of points, thus 85% of students got the highest evaluation “10” which stands for *outstanding* (see Figure 3.3.3).

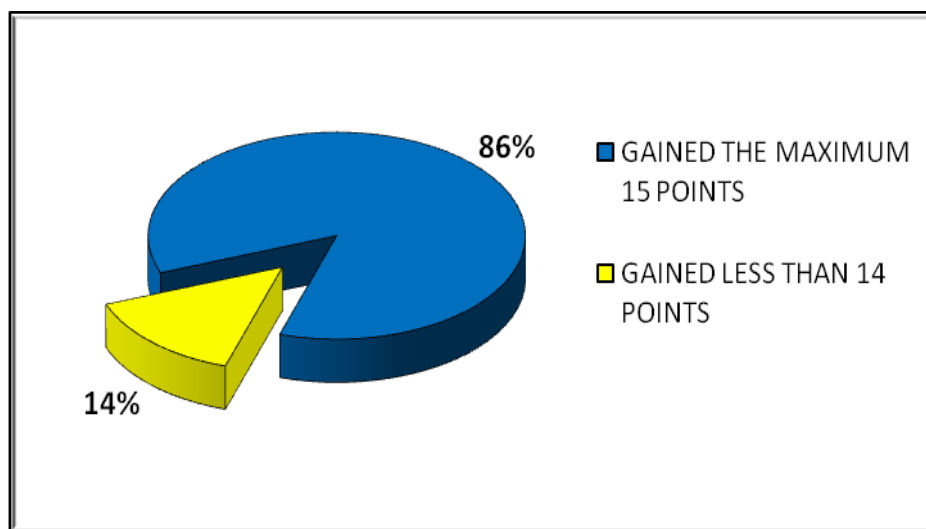


Figure 3.3.3. The Results of Test on Vocabulary Used in a Different Context

Consequently, the author concludes that vocabulary enrichment can be ensured by watching short animated film and various vocabulary teaching activities in each learning stage. All the mentioned data prove that the aim of the research was achieved, i.e. short animated films contribute to students` vocabulary enrichment by increasing their knowledge of the vocabulary learnt from the context of the episode and the pre- and post- activities related to it. To the author`s mind, it was necessary to find out pros and cons of the conducted lessons from students` point of view. Thus, she created a reflection form in order to summarise students` opinions about the lessons.

3.4 DATA ANALYSIS OF STUDENTS` REFLECTIONS ON THE LESSONS

The author created a reflection form with aim to find out students` opinion about the conducted lessons which consisted of watching short animated films, as well as of pre- and post-watching activities in order to enrich vocabulary. The reflection was in Latvian and there were 7 questions in the reflection form, 3 of them were Yes/No questions and 4 open questions which revealed students` opinion in more detail. The author informed students about the aim of the reflection and explained how it should be filled. All students were present in the lesson, therefore there were 14 respondents who gave reflection on the conducted lessons (see Appendix No.14).

All the respondents gave affirmative answers to the first and the second question of the reflection form, which were the following: “*Did you like to watch short animated films in English lessons?*” and “*Do you think that you enriched your vocabulary with the help of watching short animated films and doing different activities related to the films?*”. The author concludes that students evaluated the particular vocabulary teaching technique positively and that they found it useful for their vocabulary enrichment.

In order to verify the answers given to the second question, the students were asked to exemplify their opinion in the third question by naming 3 words that they have found out and learnt within the pre- and post- watching activities. The author emphasised that it was important to mention only those words which the students knew from all the aspects, i.e. its meaning, spelling and usage. The author encouraged students to be honest and while students were filling the forms, the teacher was monitoring the classroom and asked each respondent to explain one word that they have named in the list. All of the respondents were able to provide a definition or a translation of the given word, pronounced it correctly and could use the word in a sentence. Thus, the author could witness students` vocabulary enrichment. The author was amused that some of the words were named by almost all respondents (70%), for instance, *cruel, without, hilarious, annoyed, silly, friendship*. It can be concluded that the mentioned words were included in most of the activities, thus the students probably remembered them better.

Question No.4 was aimed to evaluate the particular vocabulary teaching technique, and students were asked to justify their opinion. The question was formulated as follows: “*Do you think it is useful to watch short animated films and thereby enrich your vocabulary in English? Why?*”. The students` answers can be seen in Figure 3.4.1.

Yes, because...

- ✓ *You can learn the language and the words, because you hear it*
- ✓ *We can make sentences only if we know many words and then we can speak fluently and nicely in English*
- ✓ *We must learn words in context (like animated film)*
- ✓ *I did not know the words before, but now I have learnt them*
- ✓ *Vocabulary is the most important thing in a foreign language*
- ✓ *We learn words that are more frequently used in English*
- ✓ *The more words we learn the smarter we become*
- ✓ *Usually it is very boring to learn words from the course books*

Figure 3.4.1. Students` Rationale for Watching Short Animated Films to Enrich Vocabulary

None of the respondents gave a negative answer to the question, therefore it can be concluded that all students found the examined vocabulary teaching technique useful and necessary. The author was impressed by students` conclusions. The students seemed to be conscious about the importance of foreign language learning, particularly, vocabulary enrichment.

The author holds a view that is crucial to get students` opinions anonymously about the pros and cons of the conducted lessons in order to gain reliable data and afterwards draw conclusions. Therefore, the analysis of Question No.5 revealed the pros of the particular vocabulary teaching technique. There were no previously prepared answers given, consequently the pros mentioned were students` own observations and opinions. It can be concluded that respondents have mentioned several interconnected aspects of the conducted lessons, for instance, they enjoyed the teaching method as well as the given tasks in the author`s self-designed handouts. The majority of students, to be more precise, 78% of respondents mentioned the shown animated films as the most preferred aspect of the conducted lessons. Thus, the author can draw the conclusion that it is crucial to take into account students` preferences when planning work with short animated films, especially when choosing the film to be used in English lessons. The data showed that only 2 of 14 respondents have admitted that they enjoyed the use of modern technologies within the conducted lessons. However, it can be assumed that the other students simply did not consider that criterion to be mentioned (see Figure 3.4.2).

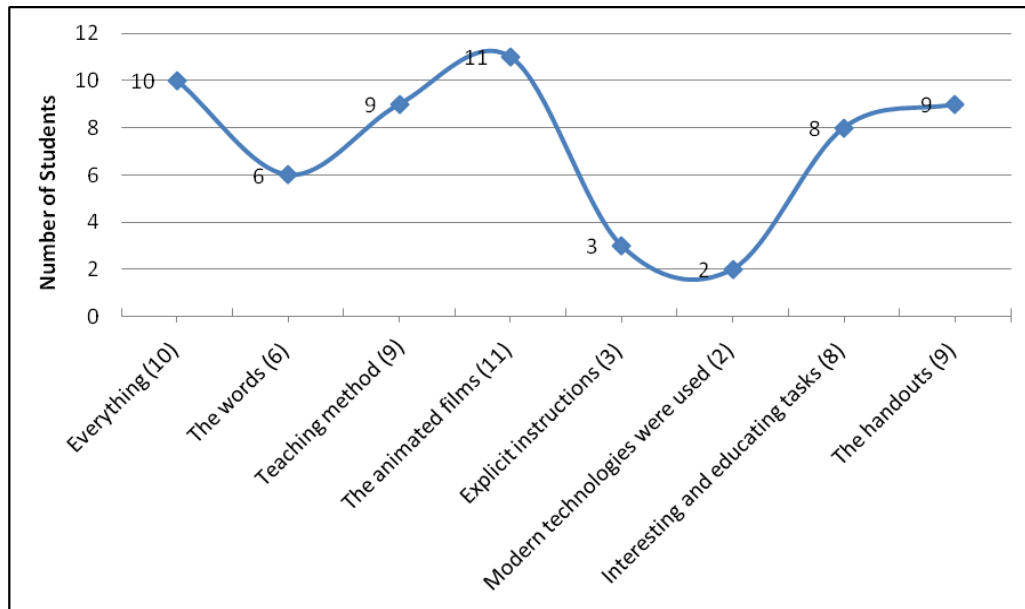


Figure 3.4.2. Students` Preferences about Watching Animated Films and Related Activities to Vocabulary Enrichment

Simultaneously the analysis of Question No.6 proved that only 14% of respondents have mentioned any disadvantages. One respondent did not enjoy the “*mean*” words that were included in the vocabulary checklist of the episode. The author assumed that they could be the words that were commonly used in negative context, for instance, *cruel*, *annoyed*, *desperate* and *harsh*. Even though the mentioned words can be related to negative aspects, to the author`s mind, it is necessary to learn wide range of vocabulary including various types of words. Another aspect revealed in the answer to Question No.6 was mentioning the difficulties that the respondent encountered while dealing with the numerous handouts. The author concludes that students were not used to receiving as many handouts as they received during the practical implementation of the research, thus it may have seemed overwhelming.

The analysis of Question no.7 proves that 100% of respondents would enjoy watching short animated films and doing activities with the aim to enrich their English vocabulary also in the further learning process. Therefore, on the ground of theory sources and the analysis of data, the author of the Diploma Paper finds the particular vocabulary teaching technique valuable and considers implementing it in her future teaching practice.

4. CONCLUSION

The use of visual aids, technologies and authentic materials are significant teaching components of EFL, especially to young learners who are digital natives. The use of short animated films in English lessons covers the mentioned aspects. Firstly, animated film is obviously a visual material. Secondly, modern technologies are required in the classroom if one wants to show animated film in the lesson. Thirdly, short animated film is an authentic material in which the native-like pronunciation, as well as natural settings and frequently used language can be found. Teaching vocabulary, especially, in the early stages of foreign language learning, is of high importance, because one cannot comprehend and produce language if one does not know a word. All the aspects of teaching vocabulary should be carefully considered, i.e. students' characteristics, their learning needs, set linguistic aims and the most appropriate teaching technique. The Diploma Paper has been written with the aim to examine how using short animated films in English lessons contribute to enriching students' vocabulary in Grade 3.

In order to understand the concept of teaching vocabulary for young learners and using videos, particularly, short animated films, the author of the Diploma Paper has explored various theoretical sources regarding the topic. The author analysed relevant literature with the aim to find out the rationale of using videos in lessons and to examine the criteria when planning work with short animated films. The author drew the conclusion that implementing short animated films, as well as pre- and post-watching activities can be beneficial to enrich students' vocabulary. The author conducted several lessons in order to verify the findings and her initial assumptions about the topic.

To investigate students' opinions and preferences regarding studying English and watching videos both independently and in English lessons, the author conducted a questionnaire in Grade 3. The data showed that 97% of the respondents had had previous English learning experience, thus the author assumed that the students would be able to cope with an authentic material. Moreover, all of the respondents claimed that they enjoy watching short animated films on a regular basis.

To verify the impact of short animated films on students' vocabulary enrichment, the author conducted several lessons that consisted of pre- and post- watching activities. As the author wanted her students to enjoy the animated films and fully concentrate on the context and the language presented, there were no while- activities implemented in the lessons. The author

included various pre-watching activities in order to introduce students to the context and the core vocabulary of the animated films, as well to check students` initial knowledge of the particular vocabulary. After the watching, students were asked to participate in several post- watching activities in order to comprehend and practise the meaning, the pronunciation and the spelling of the new words within a context. Moreover, students were asked to produce the gained knowledge by creating presentations and using the new words in it. The results of the final test proved that the context of the episode, as well as the pre- and post- watching activities increased the knowledge of vocabulary by 76%. That confirms the hypothesis of the Diploma Paper, i.e. if short animated films are applied and pre- and post- watching activities are planned in English lessons in Grade 3, students` vocabulary can be enriched.

The author of the Diploma Paper holds the view that it is crucial to take into account not only teachers` personal opinions and teaching preferences, but also students` attitude and opinions about particular English teaching technique. Therefore, another data collection method of the research was a reflection form which was filled by students at the end of the case study. The data showed that majority of students` found the particular teaching technique useful and necessary. What is more, all of the respondents had observed their individual vocabulary enrichment. Furthermore, 100% of respondents acknowledged that would enjoy watching short animated films and doing activities with an aim to enrich their vocabulary in the future.

The case study and the research data proved that short animated films in English lessons contribute positively to enriching students` vocabulary in Grade 3. The author concluded that there should be a further exploration of the theory and continuation of the research done in order to compare the data results with different age of learners. What is more, the author of the Diploma Paper would like to continue implementing the research with other groups of learners in her future teaching practice.

THESES

1. Teaching vocabulary consists of several aspects which should be considered, i.e. the form, the meaning and the usage of a word.
2. One should examine the criteria of the vocabulary to be taught for young learners, i.e. which words and why the students should know in the early stages of English learning.
3. Tasks and activities when implementing a particular teaching vocabulary technique must be carefully investigated in order to promote students` vocabulary enrichment and their autonomous vocabulary learning.
4. Using videos in English lessons is a contemporary methodology component which is advisable especially when working with young learners who are digital natives.
5. Rationale of using videos is the authenticity, attractiveness and natural surroundings of the language that the video represents and provides to the learners.
6. The teacher must wisely choose short animated film to be used in English lesson according to its appropriateness and usefulness.
7. Animated short films can be implemented in Grade 3 under circumstances that there are purposeful pre-, while- and post-watching activities included in the learning process.
8. Students enjoy watching short animated films on a regular basis and have sufficient level of English in order to cope with an authentic material.
9. Watching short animated films as well as doing pre- and post- watching activities ensure students` vocabulary enrichment.
10. The context of the short animated film, as well as the pre- and post- watching activities increased students` knowledge of vocabulary by 76%.
11. Students find the particular vocabulary teaching technique beneficial to their English vocabulary enrichment.

BIBLIOGRAPHY



1. Allan, M. (1985) *Teaching English with Video*. Essex: Longman Group Limited.
2. Crystal, D. (1997) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.
3. Doff, A. (1988) *Teach English*. Glasgow: Cambridge University Press.
4. Dudeney, G., Hockly, N. (2007) *How to Teach English with Technology*. Edinburgh: Pearson Education Limited.
5. Finnie, R. (2010) *Fly High 2. Pupil's Book*. Edinburgh: Pearson Education Limited.
6. Grundy, P. (2010) *Beginners*. Oxford: Oxford University Press.
7. Holliday, A. (1994) *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press
8. Lubelska, D., Matthews, M. (1997) *Looking At Language Classrooms*. Cambridge: Cambridge University Press.
9. McCarthy, M. (1990) *Vocabulary*. Oxford: Oxford University Press.
10. Moon, J. (2000) *Children Learning English*. Oxford: Macmillan Publisher Limited.
11. Morgan, J., Rinvoluceri, M. (2004) *Vocabulary. Second Edition*. Oxford: Oxford University Press.
12. Pinter, A. (2011) *Children Learning Second Languages*. Hampshire: Palgrave Macmillan.
13. Pinter, A. (2006) *Teaching Young Language Learners*. Oxford: Oxford University Press.
14. Reilly, V., Ward, M. S. (1997) *Very Young Learners*. Oxford: Oxford University Press.
15. Scott, W. A., Ytreberg, H.L. (1990) *Teaching English to Children*. Edinburgh: Longman Group Limited.
16. Slattery, M., Willis, J. (2001) *English for Primary Teachers*. Oxford: Oxford University Press.
17. Thornbury, S. (2002) *How To Teach Vocabulary*. Edinburgh: Pearson Education Limited.
18. Anspoka, Z. (2013) *Valodu mācības pirmsskolā un sākumskolā*. Rīga: SIA "Zelta Rudens".
19. AMC Filmsite. *The definition of the animated film*. Available at: <http://www.filmsite.org/animatedfilms.html> [Accessed 25 March 2014].
20. Brainy Quote. *Walt Disney Quotes*. Available at: http://www.brainyquote.com/quotes/authors/w/walt_disney_3.html [Accessed 25 February 2014].

21. Cambridge Online Dictionary. *The definition of the word cartoon*. Available at: <http://dictionary.cambridge.org/dictionary/british/cartoon?q=cartoon> [Accessed 13 March 2014].
22. Cambridge Online Dictionary. *The definition of the word vocabulary*. Available at: <http://dictionary.cambridge.org/dictionary/british/vocabulary?q=vocabulary> [Accessed 30 April 2014].
23. Council of Europe. (s.d.) *Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales*. [pdf] Available at: http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf [Accessed 6 February 2014]
24. Dictionary.com. *The definition of the word good*. Available at: <http://dictionary.reference.com/browse/good?s=t> [Accessed 23 February 2014].
25. Edublogs.org (2011) Using Video in The Classroom, *English Central. Schools and Teachers*, [online]. Available at: http://ddeubel.edublogs.org/files/2011/06/Using_Video_In_The_Classroom-20mn397.pdf [Accessed 25 March 2014].
26. Fritzen, A. (2006) Pre-During-Post Activities, *Prezi*, [online]. Available at: <http://prezi.com/zge4hiduyyxo/pre-during-post-activities/> [Accessed at 16 March 2014].
27. Izglītības satura un eksaminācijas centrs. (2010) *Angļu valoda 3.-9. klasei. Pamatizglītības mācību priekšmeta programmas paraugs*. [pdf] Available at: http://visc.gov.lv/vispizglitiba/saturs/dokumenti/programmas/pamskolai/anval_3_9.pdf [Accessed 2 March 2014].
28. Macmillan Dictionary. *The definition of the word EFL*. Available at: <http://www.macmillandictionary.com/dictionary/british/EFL> [Accessed 10 February 2014].
29. Mehta, K.N. (2009) Vocabulary Teaching: Effective Methodologies, *The Internet TESL Journal* [online]. Available at: <http://iteslj.org/Techniques/Mehta-Vocabulary.html> [Accessed 10 February 2014].
30. Oxford Dictionaries. *The definition and the origin of the word video*. Available at: <http://www.oxforddictionaries.com/definition/english/video> [Accessed 30 April 2014].
31. Pesce, C. (s.d.) English Video Lessons: Winning Strategies for the EFL Class, *Busy Teacher*, [online]. Available at: <http://busyteacher.org/3734-english-video-lessons.html> [Accessed 1 April 2014].

32. Weisshaar, H. (s.d.) Using Film in The Classroom, *Lehrerinnen Fortbildungs Server*, [online]. Available at: http://lehrerfortbildung-bw.de/faecher/englisch/gym/fb1/hoer_seh/2_hand/1_anleit_unter/film.html [Accessed 4 April 2014].

APPENDICES

PLAN OF THE RESEARCH

January- April	The author explored theoretical sources
March 12	Students created extra notes for English lessons- “MY VOCABULARY BANK”
March 24	Students filled in the questionnaire
March 26	Pre- watching vocabulary regarded activities <i>Chosen short animated film - “SpongeBob SquarePants”</i> 
March 28	Post- watching vocabulary regarded activities <i>Chosen short animated film - “SpongeBob SquarePants”</i>
March 31	
April 2	Test on vocabulary enrichment <i>Chosen short animated film - “SpongeBob SquarePants”</i>
April 4	Pre- watching vocabulary regarded activities <i>Chosen short animated film - “Scooby Doo”</i> 
April 7	Post- watching vocabulary regarded activities <i>Chosen short animated film - “Scooby Doo”</i>
April 9	
April 11	Test on vocabulary enrichment <i>Chosen short animated film - “Scooby Doo”</i>
April 14	Students gave a reflection on the conducted lessons
The end of April	The author analysed the data and draw conclusions



Cienījamie 3.b klases skolēni!

Mani sauc Santa Iesmiņa, esmu Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātes 4.kursa studente, studēju programmā angļu un vācu valodas skolotājs. Mans mērķis ir veikt aptauju saistībā ar tēmu- *Īsās animācijas filmas vārdu krājuma pilnveidei angļu valodas stundās 3.klasē.*

Iegūtie dati tiks apkopoti, analizēti un rezultāti izveidos kritērijus, kas pamatos animācijas filmu un attiecīgo vārdu krājuma izvēli, ar kuru turpmāk strādāt angļu valodas stundās diplomdarba izstrādes dēļ. Aptauja ir anonīma un sastāv no 11 jautājumiem un tās izpildei nepieciešamas ~10 minūtes. Atbilstošajai atbildei, lūdzu, ieviec aplītī krustiņu (vai ieraksti atbildi tajās vietās, kur nav doti atbilžu varianti). Ja netīšām esi atzīmējis nepareizo atbildi, izsvītro visu atbilžu variantu un ieliec krustiņu pie pareizās atbildes. Liels paldies jau iepriekš!

1. Tavs dzimums
 - Meitene
 - Zēns
2. Kurā gadā tu piedzimi?
 - 2003.gadā
 - 2004.gadā
 - 2005.gadā
 - Cits variants _____
3. Vai tu esi mācījies/ mācījusies angļu valodu **pirms** to sāki darīt 3.klasē? Ja esi, tad, lūdzu, pastāsti vietu, kur mācījies angļu valodu (bērnu dārzs, pulciņš u.c.).
 - Jā, esmu.
Vieta, kur mācījies angļu valodu: _____
 - Nē, neesmu.
4. Cik gadus Tu mācies angļu valodu (ne tikai skolā, bet arī pašmācības ceļā vai citur)?
 - Šis ir pirmais gads, kad mācos angļu valodu
 - 2 gadus
 - 3 gadus
 - 4 gadus
 - Vairāk nekā 4 gadus
5. Kāpēc, Tavuprāt, ir svarīgi mācīties angļu valodu? Ja, Tavuprāt, nav svarīgi mācīties angļu valodu, tad uz šo jautājumu neatbildi un turpini pildīt anketas nākamos jautājumus.
 - Angļu valodu ir svarīgi mācīties, jo _____
6. Ja esi mācījies/ mācies angļu valodu **pašmācības** ceļā- kādā veidā esi to paveicis?
 - Skatoties dažādas pārraides angļiski- filmas, seriāli, animācijas filmas
 - Spēlējot datorspēles/ spēļu aplikācijas angļu valodā
 - Klausoties mūziku angļu valodā
 - Lasot grāmatas, žurnālus vai citus izdevumus angļu valodā
 - Sazinoties ar kādu no radniekiem vai draugiem angļu valodā
 - Cits variants _____

7.

Cik bieži Tu saskaries ar angļu valodu **ĀRPUS** angļu valodas stundām? (Skatoties filmas, spēlējot spēles un darot citas aktivitātes angļu valodā.)

- Gandrīz nekad
- Reti (apmēram pāris reizes gadā)
- Dažreiz (apmēram pāris reizes mēnesī)
- Bieži (apmēram pāris reizes nedēļā)
- Katru dienu

8. Vai Tev patīk skatīties animācijas filmas (*multenes*) angļu valodā? Kāpēc?

- Jā, man patīk, jo _____

- Nē, man nepatīk, jo _____

9. Ja Tu skaties animācijas filmas angliski- vai Tev šķiet, ka tādā veidā Tu iemācies daudz jaunus **vārdiņus** angļu valodā?

- Jā, iemācos.
- Nē, neiemācos.
- Cits variants _____

10. Vai Tu vēlētos angļu valodās stundās skatīties animācijas filmas un pildīt dažādus uzdevumus ar MĒRĶI papildināt savu **vārdu krājumu**- kāda ir Tava attieksme?

- Es labprāt skatītos animācijas filmas
- Man tas neliktos interesanti
- Man bail, ka es neko nesapratīšu
- Cits variants _____

11. Kādas animācijas filmas Tu vēlētos skatīties angļu valodas stundu laikā?

Apdomājies kārtīgi un centies nosaukt **vismaz 3** animācijas filmas, ko Tu zini

(var būt arī animēts seriāls [~30 min] , nevis filma [~1h 30 min]).

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

Datums ___/___/_____

PALDIES!





**LATVIJAS
UNIVERSITĀTE**
ANNO 1919

Cienījamie 3.b klases skolēni!

Mani sauc Santa Iesmiņa, esmu Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātes 4.kursa studente, studēju programmā angļu un vācu valodas skolotājs. Mans mērķis ir veikt aptauju saistībā ar tēmu- *Īsās animācijas filmas vārdu krājuma pilnveidei angļu valodas stundās 3.klasē.*

legūtie dati tiks apkopoti, analizēti un rezultāti izveidos kritērijus, kas pamatos animācijas filmu un attiecīgo vārdu krājuma izvēli, ar kuru turpmāk strādāt angļu valodas stundās diplomdarba izstrādes dēļ. Aptauja ir anonīma un sastāv no 11 jautājumiem un tās izpildei nepieciešamas ~10 minūtes. Atbilstošajai atbildei, lūdzu, ieviec aplītī krustiņu (vai ieraksti atbildi tajās vietās, kur nav doti atbilžu varianti). Ja netīšām esi atzīmējis nepareizo atbildi, izsvītro visu atbilžu variantu un ieliec krustiņu pie pareizās atbildes. Liels paldies jau iepriekš!

1. Tavs dzimums
 - Meitene
 - Zēns
2. Kurā gadā tu piedzimi?
 - 2003.gadā
 - 2004.gadā
 - 2005.gadā
 - Cits variants _____
3. Vai tu esi mācījies/ mācījiesies angļu valodu **pirms** to sāki darīt 3.klasē? Ja esi, tad, lūdzu, pastāsti vietu, kur mācījies angļu valodu (bērnu dārzs, pulciņš u.c.).
 - Jā, esmu.
 Vieta, kur mācījies angļu valodu: Mājās, bērnu dārzā, lietojot ierīces angļu valodā, un skatoties filmas un multfilmās angļiski.
 - Nē, neesmu.
4. Cik gadus Tu mācies angļu valodu (ne tikai skolā, bet arī pašmācības ceļā vai citur)?
 - Šis ir pirmais gads, kad mācos angļu valodu
 - 2 gadus
 - 3 gadus
 - 4 gadus
 - Vairāk nekā 4 gadus ☺
5. Kāpēc, Tavuprāt, ir svarīgi mācīties angļu valodu? Ja, Tavuprāt, nav svarīgi mācīties angļu valodu, tad uz šo jautājumu neatbilde un turpini pildīt anketas nākamos jautājumus.
 - Angļu valodu ir svarīgi mācīties, jo ^{šīs zināšanas} tas ir bieži izmantojamas citās valstīs, jo tā ir starptautiska valoda un tā ir jāzina katram iedzīvotājam uz Zemes.
6. Ja esi mācījies/ mācies angļu valodu **pašmācības** ceļā- kādā veidā esi to paveicis?
 - Skatoties dažādas pārraides angļiski- filmas, seriāli, animācijas filmas
 - Spēlējot datorspēles/ spēļu aplikācijas angļu valodā
 - Klausoties mūziku angļu valodā
 - Lasot grāmatas, žurnālus vai citus izdevumus angļu valodā
 - Sazinoties ar kādu no radniekiem vai draugiem angļu valodā
 - Cits variants Tupot facebookā.

7. Cik bieži Tu saskaries ar angļu valodu **ĀRPUS** angļu valodas stundām? (Skatoties filmas, spēlējot spēles un darot citas aktivitātes angļu valodā.)
- Gandrīz nekad
 - Reti (apmēram pāris reizes gadā)
 - Dažreiz (apmēram pāris reizes mēnesī)
 - Bieži (apmēram pāris reizes nedēļā)
 - Katru dienu
8. Vai Tev patīk skatīties animācijas filmas (*multenes*) angļu valodā? Kāpēc?
- Jā, man patīk, jo man ir vieglāk saprast multenes jēgu un angļiski izklausās foršāk nekā latviski.
- Nē, man nepatīk, jo _____
9. Ja Tu skaties animācijas filmas angļiski- vai Tev šķiet, ka tādā veidā Tu iemācies daudz jaunus **vārdiņus** angļu valodā?
- Jā, iemācos.
 - Nē, neiemācos.
 - Cits variants _____
10. Vai Tu vēlētos angļu valodās stundās skatīties animācijas filmas un pildīt dažādus uzdevumus ar MĒRĶI papildināt savu **vārdu krājumu**- kāda ir Tava attieksme?
- Es labprāt skatītos animācijas filmas
 - Man tas neliktos interesanti
 - Man bail, ka es neko nesapratīšu
 - Cits variants _____
11. Kādas animācijas filmas Tu vēlētos skatīties angļu valodas stundu laikā?
Apdomājies kārtīgi un centies nosaukt **vismaz 3** animācijas filmas, ko Tu zini (var būt arī animēts seriāls [~30 min], nevis filma [~1h 30 min]).
- 1) "Simpsons"
 - 2) "Simpsons movie"
 - 3) "Legendārais piecnieks"
 - 4) "The Despicable me 1 and 2"
 - 5) Something from the "Dysney"!!
 - 6) _____
 - 7) _____

PALDIES!

Datums 24/03/2014

Wednesday, March 12

MY Choice of Film

- 1) Sponge Bob
- 2) Disney Pixar
- 3) Scooby Doo
- 4) Cats and Dogs
- 5)

I think that vocabulary ^{parlāṣināṣana} 'expansion' is important to me, because:

- 1) English is international - Agree!
- 2) Words help me to speak in English - 😊
- 3) I need it abroad (travelling) - Good!
- 4) To understand films and other people - Indeed!
- 5) Each single word makes the language - Exactly!

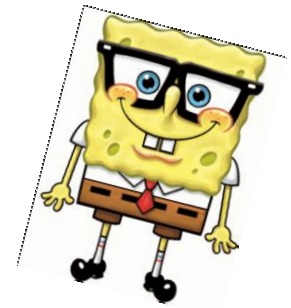


James

I am glad that you understand how important English is!



SpongeBob SquarePants



Release Date : 1999, USA

Genre : Comedy, Animation, Family

No. of episodes : 246 episodes

Description : SpongeBob SquarePants is a popular animated series created by Stephen Hillenburg and shown on Nickelodeon and other networks worldwide. It began as three shorts on Nickelodeon's Kids Choice Awards on May 1, 1999, and became a regular series on July 24 of that year. Within about a year it became a major cable TV program and surpassed its predecessor Rugrats in popularity, eventually becoming more popular than that show had ever been. It is now currently the most popular show on Nickelodeon, followed by The Fairly OddParents.

The story takes place under the deep blue sea in Bikini Bottom, where SpongeBob resides. SpongeBob, who is a yellow, porous sponge, is your typical happy-go-lucky character, as he is always cheerful and enjoys making people laugh. Patrick Star, SpongeBob's neighbour who is a starfish, is your average children's show silly character, as he boasts knowing nothing and is often getting himself into ridiculous situations. Between the homes of these two lies the home of the miserable Squidward, an octopus, who is known for being grouchy and playing tricks on SpongeBob and Patrick. Both SpongeBob and Squidward work at the Krusty Krab, a fast food business run by the greedy money-loving Mr. Krabs, a crab, the arch rival of the evil, possibly misunderstood, Plankton. Another neighbour, Sandy Cheeks, an athletic squirrel who normally wears an astronaut's space suit, was introduced in "Tea at the Treedome." She spends most of her time inventing and experimenting.

Theme song –LET`S SING IT, SHALL WE? ☺ *Are you ready kids? Aye aye captain! I can't hear you! AYE AYE CAPTAIN!!! Ohhh! Who lives in a pineapple under the sea? SpongeBob SquarePants!! Absorbent and yellow and porous is he SpongeBob SquarePants!! If nautical nonsense is something you wish SpongeBob SquarePants!! Then drop on the deck and flop like a fish SpongeBob SquarePants!! Ready? SpongeBob SquarePants! SpongeBob SquarePants!! SpongeBob SquarePants!!! SpongeBob SquarePaaaaants!!!! (SpongeBob whistles tune on his nose)*

SOURCE: <http://warez-collector.blogspot.com/>





Season 4, Episode 5 “Funny Pants”

VOCABULARY USED IN THE EPISODE

Pre-watching activity.

Task 1. Tick the appropriate box of the words that are used in the episode of the short animated film *SpongeBob SquarePants*.

If you know what the word means; tick the “I know it” box.

If you don't know the meaning of the word, tick “I do not know”.

If you are not sure or you think that you maybe know the word, tick “I am not sure”.

Be honest, please!



WORD	I know	I don't know	I'm not sure	WORD	I know	I don't know	I'm not sure
<i>HILARIOUS</i>				<i>DEGREE</i>			
<i>TO HATE</i>				<i>TO HURT</i>			
<i>TO LOVE</i>				<i>NEVER</i>			
<i>HOSPITAL</i>				<i>AGAIN</i>			
<i>ANOTHER</i>				<i>SERIOUS</i>			
<i>FRIENDSHIP</i>				<i>SILLY</i>			
<i>CRUEL</i>				<i>LIFE</i>			
<i>TO LIE</i>				<i>WITHOUT</i>			
<i>PRICE</i>				<i>SURE</i>			
<i>PAIN</i>				<i>DANGEROUS</i>			
<i>TO BURN</i>				<i>AT LAST</i>			
<i>MUST</i>				<i>EVERYWHERE</i>			
<i>CHANCE</i>				<i>ANNOYED</i>			
<i>LOST</i>				<i>SCIENTIST</i>			
<i>USUALLY</i>				<i>TO ORDER</i>			
<i>TO PAY</i>				<i>TRUE</i>			
<i>TO LAUGH</i>				<i>HARSH</i>			
<i>OPEN/ CLOSED</i>				<i>NOTHING</i>			
<i>DESPERATE</i>				<i>TOMORROW</i>			
<i>THE END</i>				<i>SPONGE ☺</i>			



Season 4, Episode 5
"Funny Pants"

VOCABULARY USED IN THE EPISODE



Pre-watching activity.

Task 1. Tick the appropriate box of the words that are used in the episode of the short animated film *SpongeBob SquarePants*.

If you know what the word means; tick the "I know it" box.

If you don't know the meaning of the word, tick "I do not know".

If you are not sure or you think that you maybe know the word, tick "I am not sure".

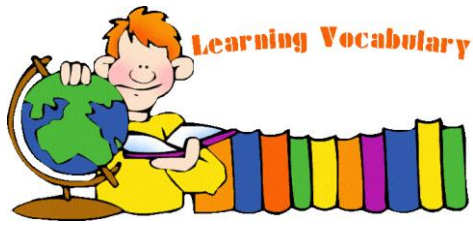
Be honest, please!

Thank you for your answers! Hopefully you will learn the words. 😊

WORD	I know	I don't know	I'm not sure	WORD	I know	I don't know	I'm not sure
HILARIOUS	✓ jautres	✓		DEGREE		✓ pakāpe, grāds	
TO HATE		✓ ienīst		TO HURT	awound, sāpināt	✓	
TO LOVE			✓ mīlēt	NEVER	nekad		
HOSPITAL	✓ slimnīca			AGAIN		✓ atkal	✓
ANOTHER		✓ cits		SERIOUS	nopietni	✓	
FRIENDSHIP		✓ draudzība		SILLY	✓	✓ muls, kīgs	
CRUEL	✓ nežēlīgs	✓	✓	LIFE	dzīve	✓	✓
TO LIE	melot	✓		WITHOUT	bez	✓	
PRICE	cena	✓	✓	SURE	protams	✓	
PAIN	sāpes	✓		DANGEROUS	ķēstams	✓	
TO BURN	dēdzināt	✓		AT LAST	beidzot	✓	
MUST	vajadzēt	✓		EVERYWHERE	✓	✓ visur	
CHANCE	iespeja	✓	✓	ANNOYED		✓ sāpīcis	
LOST	parzaudēt		✓	SCIENTIST	zinātnieks	✓	
USUALLY		✓ parasti		TO ORDER	✓	✓	✓ kārtot
TO PAY	✓	✓ maksāt		TRUE	✓	✓	✓ taisnība
TO LAUGH		✓ smieties		HARSH	skardas	✓	
OPEN/ CLOSED	✓			NOTHING	✓	✓ nekas	
DESPERATE	✓ bezcerīgs	✓		TOMORROW	rīt	✓	
THE END	✓			SPONGE ☺	✓		



3 15 12 12 17 11



Season 4, Episode 5
“Funny Pants”
 SpongeBob SquarePants

VOCABULARY USED IN THE EPISODE

Pre-watching activity.

Task 2. Here below you can read a text about the episode that we are going to watch soon. Some of the words are missing. If you know the meaning of the given words in the box, try to put them in the correct place so that the text is meaningful and correct. Be careful! Good luck! 😊



laughing	serious	usually
cruel	harsh	
never	silly	
everywhere	annoyed	desperate
love	nothing	life
to lie	chance	pain
last	true	joy at

The Squidward is a _____ friend of SpongeBob. They _____ each other. _____ Squidward is very _____ and sometimes even _____ and _____ 😞. He almost _____ laughs. SpongeBob is often very _____ 😊 and once upon a time he was laughing all day, _____ he went- he was _____! And Squidward was _____ and very angry. He started feeling miserable and _____. His life was _____, but a _____ for him. He had an idea- _____ to his friend SpongeBob so that he can finally get a _____ to get his _____ of _____ back. What was the lie? Let's see the episode _____, shall we?





ANSWER KEY

The Squidward is a _____ friend of SpongeBob. They _____ each other. _____ Squidward is very _____ and sometimes even _____ and _____ ☹️. He almost _____ laughs. SpongeBob is often very _____ 😊 and once upon a time he was laughing all day, _____ he went- he was _____! And Squidward was _____ and very angry. He started feeling miserable and _____. His life was _____, but a _____ for him. He had an idea- _____ to his friend SpongeBob so that he can finally get a _____ to get his _____ of _____ back. What was the lie? Let's see the episode _____, shall we?

The Squidward is a **true** friend of SpongeBob. They **love** each other. **Usually** Squidward is very **serious** and sometimes even **cruel** and **harsh**. He almost **never** laughs. SpongeBob is often very **silly** and once upon a time he was laughing all day, **everywhere** he went- he was laughing! And Squidward was **annoyed** and very angry. He started feeling miserable and **desperate**. His life was **nothing**, but a **pain** for him. He had an idea- **to lie** to his friend SpongeBob so that he can finally get a **chance** to get his **joy of life** back. What was the lie? Let's see the episode **at last**, shall we?





Season 4, Episode 5
“Funny Pants”
 SpongeBob SquarePants

VOCABULARY USED IN THE EPISODE

Post-watching activity.

We have had different activities connected with the words from the episode of short animated film **SpongeBob SquarePants**.

Let`s check- which words used in a **CONTEXT** do you know or do not know now?

Here below you can read a text about the episode that we have watched. Some of the words are missing. If you know the meaning of the given words in the box, try to put them in the correct place so that the text is meaningful and correct. Be careful! Remember the meaning of each word.



laughing	serious	usually
	cruel	harsh
never		silly
everywhere	annoyed	desperate
love	nothing	life
to lie	chance	pain
at last		joy
		true

The Squidward is a _____ friend of SpongeBob. They _____ each other. _____ Squidward is very _____ and sometimes even _____ and _____ 😞. He almost _____ laughs. SpongeBob is often very _____ 😊 and once upon a time he was laughing all day, _____ he went- he was _____! And Squidward was _____ and very angry. He started feeling miserable and _____. His life was _____, but a _____ for him. He had an idea- _____ to his friend SpongeBob so that he can finally get a _____ to get his _____ of _____ back. What was the lie? 😊



Season 4, Episode 5
“Funny Pants”
 SpongeBob SquarePants

VOCABULARY USED IN THE EPISODE

Post-watching activity.

We have had different activities connected with the words from the episode of short animated film **SpongeBob SquarePants**.

Let's check- which words used in a **CONTEXT** do you know or do not know now?

Here below you can read a text about the episode that we have watched. Some of the words are missing. If you know the meaning of the given words in the box, try to put them in the correct place so that the text is meaningful and correct. Be careful! Remember the meaning of each word.

laughing	serious	usually
cruel	harsh	
never	silly	
everywhere	annoyed	desperate
love	nothing	life
to lie	chance	pain
at last	true	joy

the extra word ☺

Spelling mistake!
 USUALLY

The Squidward is a true friend of SpongeBob. They love each other. Usually Squidward is very serious and sometimes even cruel and harsh. He almost never laughs. SpongeBob is often very silly and once upon a time he was laughing all day, everywhere he went- he was annoyed! And Squidward was desperate and very angry. He started feeling miserable and desperate. His life was nothing, but a pain for him. He had an idea- to lie to his friend SpongeBob so that he can finally get a chance to get his joy of life back. What was the lie? ☺

annoyed - aizzaitinats
 desperate - iznisis



14/18
 Very good!
 I am proud of you!



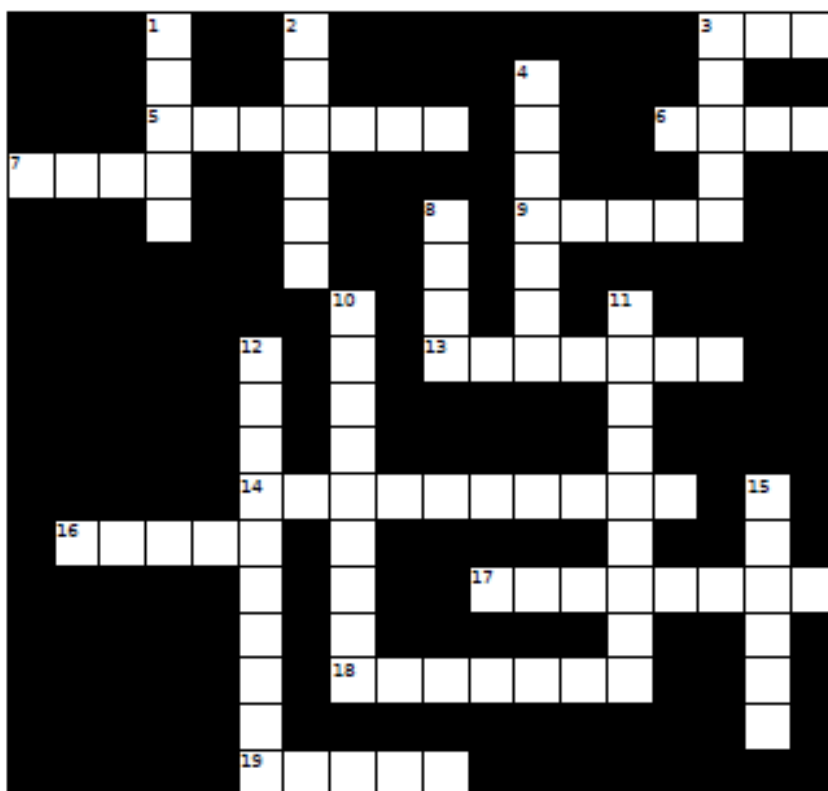
Season 4, Episode 5
 “Funny Pants”
 SpongeBob SquarePants
VOCABULARY USED IN THE EPISODE
 Post-watching activity.

MATCHING TASK

WORD	TRANSLATION OF THE WORD IN LATVIAN	WORD	TRANSLATION OF THE WORD IN LATVIAN
HILARIOUS	ĻOTI SMIEKLĪGI	DEGREE	GRĀDS (temperatūras)
TO HATE	IENĪST	TO HURT	SĀPĒT/ SĀPINĀT
TO LOVE	MĪLĒT/ PATIKT	NEVER	NEKAD
HOSPITAL	SLIMNĪCA	AGAIN	ATKAL
ANOTHER	VĒL CITS/ CITA	SERIOUS	NOPIETNS
FRIENDSHIP	DRAUDZĪBA	SILLY	MUĻĶĪGS
CRUEL	ĻAUNS	LIFE	DZĪVE
TO LIE	MELOT	WITHOUT	BEZ
PRICE	CENA	SURE	PĀRLIECINĀTS
PAIN	SĀPES	DANGEROUS	BĪSTAMS
TO BURN	DEGT/ DEDZINĀT	AT LAST	BEIDZOT
MUST	VAJADZĒT/ NEPIECIEŠAMS	EVERYWHERE	VISUR
CHANCE	IZDEVĪBA/ IESPĒJA	ANNOYED	NOKAITINĀTS
LOST	PAZAUDĒTS	SCIENTIST	ZINĀTNIEKS
USUALLY	PARASTI	TO ORDER	PASŪTĪT (restorānā)
TO PAY	MAKSĀT	TRUE	PATIESS, ĪSTS
TO LAUGH	SMIETIES	HARSH	SKARBS, ĻAUNS
OPEN/ CLOSED	ATVĒRTS/ AIZVĒRTS	NOTHING	NEKAS
DESPERATE	IZMISIS/ DEPRESIJĀ	TOMORROW	RĪTDIENA
THE END	BEIGAS	SPONGE ☺	ŠVAMME

CROSSWORD

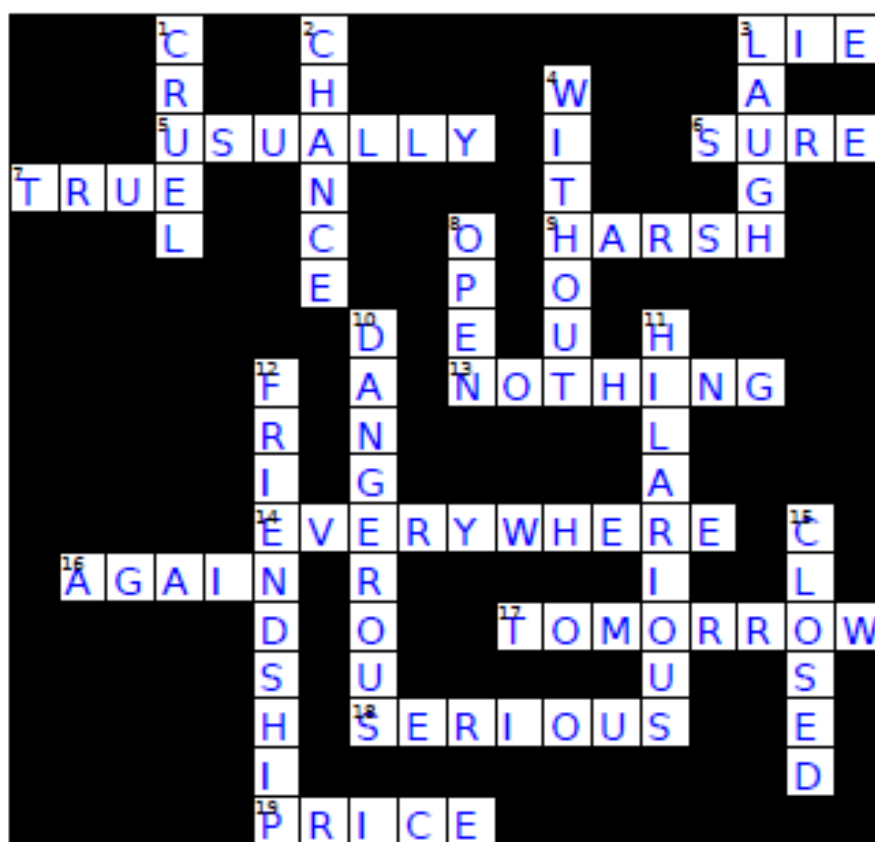
The words in the crossword puzzle are taken from the episode of short animated film "Spongebob Squarepants". Be careful with the spelling! Good luck!
Created by S.lesmina in armoredpenguin.com



- | Across | Down |
|-----------------|---------------------|
| 3 melot | 1 launs |
| 5 parasti | 2 izdevība, iespēja |
| 6 pārlicināts | 3 smieties |
| 7 patiess, īsts | 4 bez |
| 9 skarbs, ļauns | 8 atvērts |
| 13 nekas | 10 bīstams |
| 14 visur | 11 ļoti smieklīgs |
| 16 atkal | 12 draudzība |
| 17 rītdiena | 15 aizvērts/ ciet |
| 18 nopietns | |
| 19 cena | |

CROSSWORD

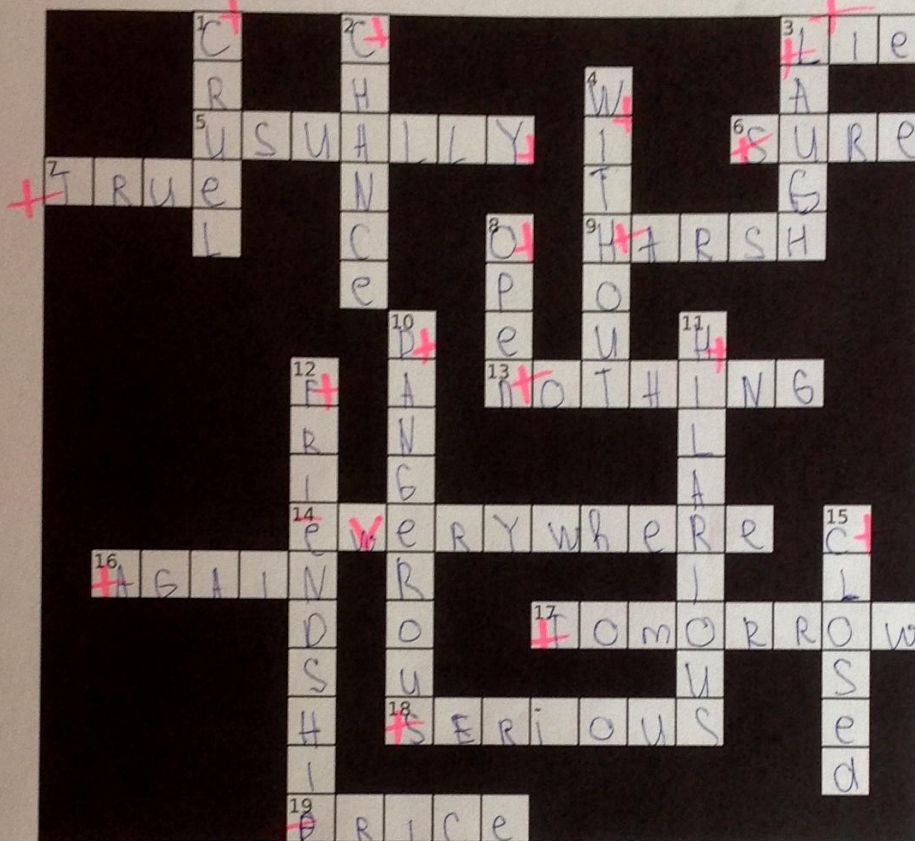
The words in the crossword puzzle are taken from the episode of short animated film "Spongebob Squarepants". Be careful with the spelling! Good luck!
Created by S.lesmina in armoredpenguin.com



- | Across | Down |
|-----------------|---------------------|
| 3 melot | 1 launs |
| 5 parasti | 2 izdevība, iespēja |
| 6 pārlicināts | 3 smieties |
| 7 paties, īsts | 4 bez |
| 9 skarbs, ļauns | 8 atvērts |
| 13 nekas | 10 bīstams |
| 14 visur | 11 ļoti smieklīgs |
| 16 atkal | 12 draudzība |
| 17 rītdiena | 15 aizvērts/ ciet |
| 18 nopietns | |
| 19 cena | |

CROSSWORD

The words in the crossword puzzle are taken from the episode of short animated film "Spongebob Squarepants". Be careful with the spelling! Good luck!
Created by S.lesmina in armoredpenguin.com



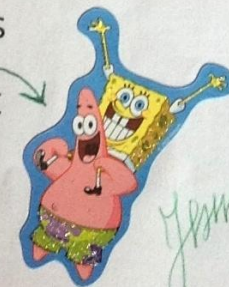
Across →

- 3 melot
- 5 parasti
- 6 pārliccināts
- 7 paties, īsts
- 9 skarbs, ļauns
- 13 nekas
- 14 visur-EVERYWHERE
- 16 atkal
- 17 rītdiena
- 18 nopietns
- 19 cena



Down ↓

- 1 launs
- 2 izdevība, iespēja
- 3 smieties
- 4 bez
- 8 atvērts
- 10 bīstams
- 11 ļoti smieklīgs
- 12 draudzība
- 15 aizvērts/ ciet



19/20 Excellent!
I'm proud! 😊

James



Season 4, Episode 5 “Funny Pants”

VOCABULARY USED IN THE EPISODE

Post-watching activity.

We have had different activities connected with the words from the episode of short animated film **SpongeBob SquarePants**.

Let`s check- which words do you know or do not know now?

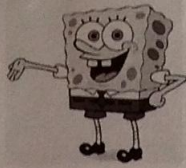
If you know what the word means; tick the “I know it” box.

If you don`t know the meaning of the word, tick “I do not know”.

If you are not sure or you think that you maybe know the word, tick “I am not sure”.

Be honest, please!

WORD	I know	I don`t know	I`m not sure	WORD	I know	I don`t know	I`m not sure
<i>HILARIOUS</i>				<i>DEGREE</i>			
<i>TO HATE</i>				<i>TO HURT</i>			
<i>TO LOVE</i>				<i>NEVER</i>			
<i>HOSPITAL</i>				<i>AGAIN</i>			
<i>ANOTHER</i>				<i>SERIOUS</i>			
<i>FRIENDSHIP</i>				<i>SILLY</i>			
<i>CRUEL</i>				<i>LIFE</i>			
<i>TO LIE</i>				<i>WITHOUT</i>			
<i>PRICE</i>				<i>SURE</i>			
<i>PAIN</i>				<i>DANGEROUS</i>			
<i>TO BURN</i>				<i>AT LAST</i>			
<i>MUST</i>				<i>EVERYWHERE</i>			
<i>CHANCE</i>				<i>ANNOYED</i>			
<i>LOST</i>				<i>SCIENTIST</i>			
<i>USUALLY</i>				<i>TO ORDER</i>			
<i>TO PAY</i>				<i>TRUE</i>			
<i>TO LAUGH</i>				<i>HARSH</i>			
<i>OPEN/ CLOSED</i>				<i>NOTHING</i>			
<i>DESPERATE</i>				<i>TOMORROW</i>			
<i>THE END</i>				<i>SPONGE ☺</i>			



Season 4, Episode 5
 "Funny Pants"

VOCABULARY USED IN THE EPISODE

Post-watching activity.

We have had different activities connected with the words from the episode of short animated film **SpongeBob SquarePants**.

Let's check- which words do you know or do not know now?

If you know what the word means; tick the "I know it" box.

If you don't know the meaning of the word, tick "I do not know".

If you are not sure or you think that you maybe know the word, tick "I am not sure".

Be honest, please!

Analysis →

WORD	I know	I don't know	I'm not sure	WORD	I know	I don't know	I'm not sure
HILARIOUS		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	DEGREE		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TO HATE	<input checked="" type="checkbox"/>			TO HURT	<input checked="" type="checkbox"/>		
TO LOVE	<input checked="" type="checkbox"/>			NEVER	<input checked="" type="checkbox"/>		
HOSPITAL	<input checked="" type="checkbox"/>			AGAIN	<input checked="" type="checkbox"/>		
ANOTHER	<input checked="" type="checkbox"/>			SERIOUS	<input checked="" type="checkbox"/>		
FRIENDSHIP	<input checked="" type="checkbox"/>			SILLY	<input checked="" type="checkbox"/>		
CRUEL	<input checked="" type="checkbox"/>			LIFE	<input checked="" type="checkbox"/>		
TO LIE	<input checked="" type="checkbox"/>			WITHOUT	<input checked="" type="checkbox"/>		
PRICE		<input checked="" type="checkbox"/>		SURE	<input checked="" type="checkbox"/>		
PAIN	<input checked="" type="checkbox"/>			DANGEROUS	<input checked="" type="checkbox"/>		
TO BURN	<input checked="" type="checkbox"/>			AT LAST	<input checked="" type="checkbox"/>		
MUST	<input checked="" type="checkbox"/>			EVERYWHERE	<input checked="" type="checkbox"/>		
CHANCE	<input checked="" type="checkbox"/>			ANNOYED	<input checked="" type="checkbox"/>		
LOST	<input checked="" type="checkbox"/>			SCIENTIST		<input checked="" type="checkbox"/>	
USUALLY	<input checked="" type="checkbox"/>			TO ORDER	<input checked="" type="checkbox"/>		
TO PAY	<input checked="" type="checkbox"/>			TRUE	<input checked="" type="checkbox"/>		
TO LAUGH	<input checked="" type="checkbox"/>			HARSH			<input checked="" type="checkbox"/>
OPEN/ CLOSED	<input checked="" type="checkbox"/>			NOTHING	<input checked="" type="checkbox"/>		
DESPERATE	<input checked="" type="checkbox"/>			TOMORROW			<input checked="" type="checkbox"/>
THE END	<input checked="" type="checkbox"/>			SPONGE ☺	<input checked="" type="checkbox"/>		

18 / 2

16 12 12

Think of your examples, please!



① HILARIOUS - lpti smiektip

Example SpongeBob is usually very hilarious.

Example He is funny and hilarious. (+) Good!

② PRICE - uena

Example The price of this sponge is 5 pounds.

Example The price of chocolate is 10 £. (+) Good!
 chocolate €

③ DEGREE - gradus (t°)

Example It is very hot in summer - it's 25°C degrees

Example My sister has bachelor degree. (+)

④ SCIENTIST - zinatniks

Example My grandfather is very smart, he's a scientist!

Example Dexter is a scientist. (+) Very good!

Excellent!
 ļauki, ka noraidīši otu
 vārda nosmi. 😊 😊 😊

⑤ HARSH - skarbs, bargs

Example Squidward is very harsh.

Example Mr. Burns is harsher. (+) Well done!
 Day - the big letters
 at the beginning!

⑥ Tomorrow - rītliņa Your example: Tomorrow is kicky. (+)

*Season 4, Episode 5
"Funny Pants"
SpongeBob SquarePants*

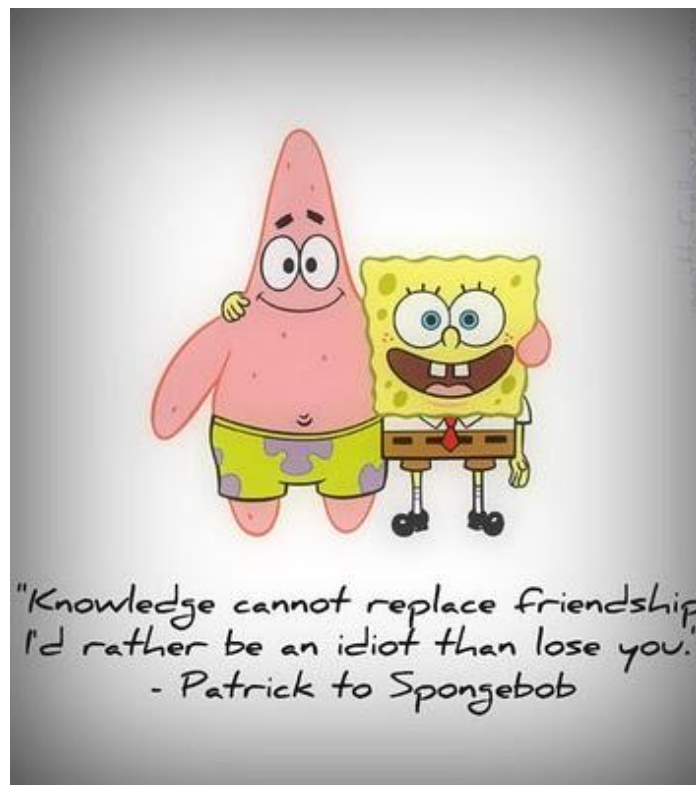


VOCABULARY USED IN THE EPISODE
Post-watching activity.

HOMEWORK

Your homework is to create a poster (A4 sheet of paper) or PowerPoint Presentation about the topic **"Friendship in my life"**. You can tell about your friends or your family members or your pets. Be creative- you can choose what exactly to show to your classmates and your teacher. You can draw, write, find and show photos... Your choice! Use your imagination and your skills with technologies and gadgets!

There is only one rule- you have to use (write) at least 5 words that were given in the table before watching the episode of SpongeBob.



① Friendship in my life ②

Every year in spring a couple of swans fly to our home pond. I feed them every day. My friends, swans, are large, white and loyal. There is a ring on the leg of the biggest swan. I like them. And they like me.



Very beautiful!
Thank you! 😊

Where are the 5 x words from the episode ???

"Friendship^① in my life!"^②



My first friendship^③ started before I was 1 year old. My first friend is Kauris. At the beginning I hated^④ him and he hated me. He hit me, it was cruel^⑤ and I felt pain.^⑥

After we became best friends. We have hilarious^⑦ time together.

↓ That's great!

You have used the checklist!
9 words from the checklist! 😊
Outstanding!
I am very proud of you!



Such a sweet photo!

I have another friend Elizabete.
I met her at baby school. We
both love ballet.



We have interesting life together!

↓
I believe
you!



Well done!
Yvonne

But my first friend is my
favorite toy lion. It is my
friend from the first day
in my life in hospital. ☺

→ Very cute!



→ Very nice drawing! 😊

We have a good and strong friendship.^①
We always are hilarious.^②
We take every chance^③ to be together. We do not want to lose^④ each other.

Mila and Alexandra!

You have used only 4 words instead of 5 that were in the episode!
Anyway, I'm proud of you!



Jessie

FRIENDSHIP IN MY LIFE

My best friend is Aleksa. She's from form 3A. We went to the same kindergarten. She lives in Hara park, like me. We together ride a bike in the park, and sometimes ride with tram to home from school. Aleksa was, is and'll be my **BFF** = **B**est **F**riend **F**orever!



Well done! ☺
Janis

I am happy that you have found your "BFF"

Where are the 5 words from the episode?

Daniela 3.B



PS. Spongebob also has his "bff". what is his name? ☺

Friendship in My Life

Lukass Roberts K.
3rd Riga French Lyceum

FRIENDSHIP IS WHERE WE LIVE

We all go to ...

- School
- Different activities
- Our homes
- Our country sides

FRIENDS FROM MY TEAM



FRIENDS FROM MY CHORUS



FRIENDS FROM MY DANCING



FRIENDS FROM MY COUNTRY SIDE



But the best friends are ...

- My family



QUOTES ABOUT FRIENDSHIP

- True friendship is when you walk into their house and your WiFi connects automatically.
- True friendship comes when the silence between two people is comfortable.
- Friendship is like money, easier made than kept.
- I don't need a friend who changes when I change and who nods when I nod; my shadow does that much better.
- There is nothing better than a friend, unless it is a friend with chocolate.

WILL YOU BE MY
FRIEND?

Teacher`s comments

- Thank you for your PPP!
It was very nicely made-
everything was organised and colourful.
- Good choice of pictures. Well done!
- Where did you get all the quotes about friendship?
Next time add the source (the book or the link of the address on the Internet).
- You have not done the task according to the terms – only 1 word from the vocabulary checklist can be found in your PPP (friendship).
Next time follow the rules, please!



~Your English teacher Santa~
Year 2014



MY FRIEND DOG LORA
I LAUGH, BUT SHE IS SERIOUS

✦ *Her name is Lora*

✦ *She is my best friend*

✦ *She is never harsh*

✦ *I love her*



I AND LORA
TRUE FRIENDS



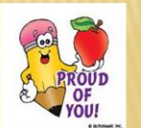
THIS IS MY DOG

THE END



Teacher`s comments

- ✦ *Thank you very much!*
Your presentation was enjoyable.
- ✦ *You have put cute pictures, good job!*
- ✦ *You followed the rules and included
at least 5 words from the vocabulary checklist
(*laugh, serious, love, harsh, never, true*).
Excellent!*



~Your English teacher Santa~
Year 2014



Season 4, Episode 5 “Funny Pants”

DICTATION WITH THE VOCABULARY USED IN THE EPISODE



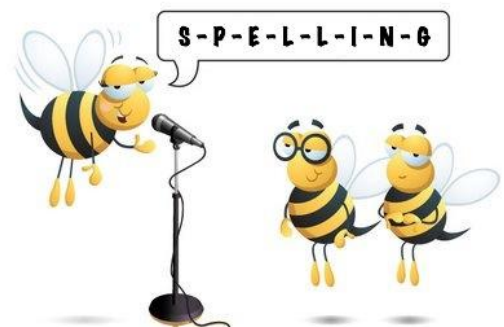
Post-watching activity. Dictation.

The teacher is reading the sentences clearly and loudly and students are writing them in their English notes “Vocabulary bank”. Each sentence is repeated three times.

The text is known, because it was given as a pre-watching task and it is about the content of the episode.

The Squidward is a **true** friend of SpongeBob. They **love** each other. **Usually** Squidward is very **serious** and sometimes even **cruel** and **harsh**. He almost **never** laughs. SpongeBob is often very **silly** and once upon a time he was **laughing** all day, **everywhere** he went- he was laughing! And Squidward was **annoyed** and very angry. He started feeling miserable and **desperate**. His life was **nothing**, but a **pain** for him. He had an idea- **to lie** to his friend SpongeBob so that he can finally get a **chance** to get his **joy** of **life** back. What was the lie?

After the whole text has been written, the teacher reads it again and emphasises the words in bold. Afterwards, students are asked to tell (orally) about the lie that they had seen in the episode and then to hand in their dictations.



Dictation

The Squidward is a true friend of SpongeBob. They love each other. Usually Squidward is very serious and sometimes even cruel and harsh. He almost never laughs. SpongeBob is often very silly and once upon a time he was laughing all day, everywhere he went he was laughing. And Squidward was annoyed and very angry. He started feeling miserable and desperate. His life was nothing, but a pain for him. He had an idea - to lie to his friend SpongeBob so that he can finally get a chance to get his joy of life back. What was the lie?

Your mark:

serious - serious

silly - silly

everywhere - everywhere

annoyed - annoyed

nothing - nothing

$$\frac{14}{18} = 77\% = 4$$

Good!

Jemina



Please write the correction of mistakes! ☺



VOCABULARY CHECK-UP

Let's check how you have learnt the new vocabulary from the episode of **"SpongeBob SquarePants"**. This time the words are used in a different context, it is not the plot (story) of the episode. The words are used in a different context, but with the same meaning as in the episode of "SpongeBob".

Here below you can see a text in which some of the words are missing. Use the words given in the circles in the appropriate place so that the text is meaningful and correct. For each correctly used word you can get 1 point, all together there are 15 words= 15 points. Good luck!

Hello! My name is Katie. I am a _____ and I work in a laboratory. I have one very _____ friend, her name is Emily. She is so funny, I _____ her. _____ we have such a _____ time together. I am _____ that she is _____ - she _____ all the time and _____. She is never _____ - nothing gets on her nerves. She never _____ to me- she is always honest. I cannot imagine my _____ her. I think that family and _____ are the most important things in the world.

without lies love serious

everywhere hilarious life never

silly laughs usually sure

scientist annoyed friendship

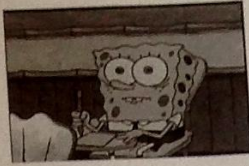
Expected mark:

Total points: 15

You have:

Your mark:





VOCABULARY CHECK-UP

Let's check how you have learnt the new vocabulary from the episode of "SpongeBob SquarePants". This time the words are used in a different context, it is not the plot (story) of the episode. The words are used in a different context, but with the same meaning as in the episode of "SpongeBob".

Here below you can see a text in which some of the words are missing. Use the words given in the circles in the appropriate place so that the text is meaningful and correct. For each correctly used word you can get 1 point, all together there are 15 words= 15 points. Good luck!

Hello! My name is Katie. I am a scientist and I work in a laboratory. I have one very silly friend, her name is Emily. She is so funny, I love her. Usually we have such a hilarious time together. I am sure that she is never serious she laughs all the time and everywhere. She is never annoyed - nothing gets on her nerves. She never lies to me - she is always honest. I cannot imagine my life without her. I think that family and friendship are the most important things in the world.



- without ✓
- lies ✓
- love ✓
- serious ✓
- everywhere ✓
- hilarious ✓
- life ✓
- never ✓
- silly ✓
- laughs ✓ sometimes third person singular
- usually ✓
- sure ✓
- scientist ✓
- annoyed ✓
- friendship ✓

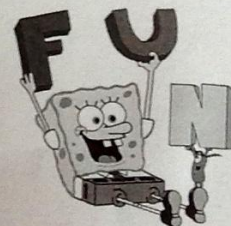
Expected mark: 8

Total points: 15

You have: 14 = 93%

Your mark: 9

Yessir
Well done! 😊
Sponge Bob



PAŠNOVĒRTĒJUMA LAPA

Sveicināts, 3.b klases skolēn! Šī pašnovērtējuma lapa ir jāpilda anonīmi, un tajā iegūtie rezultāti tiks izmantoti diplomdarba pētījumam, ko izstrādā Santa Iesmiņa, Latvijas Universitātes 4.kursa studente. Lasi jautājumus uzmanīgi, atbildi uz tiem godīgi. Ja atbilžu varianti ir doti, apvelc atbilstošo. Ja lapas pildīšanas laikā rodas kāds jautājums, droši pavaicā un tas tiks izskaidrots. Paldies jau iepriekš!

1. Vai Tev patika skatīties īsās animācijas filmas angļu valodas stundās?

Jā

Nē

2. Vai Tu uzskati, ka Tu papildināji savu vārdu krājumu, skatoties īsās animācijas filmas un veicot ar tām saistītas dažādas aktivitātes?

Jā

Nē

3. Lūdzu, nosauc jebkurus **trīs** jaunus vārdukrājumus, ko uzzināji un apguvi šo aktivitāšu laikā no īsajām animācijas filmām? Piemini tikai tos vārdus, kuriem zini ne tikai tulkojumu, bet arī **nozīmi un to pielietojumu.**

✓

✓

✓

4. Vai Tu uzskati, ka ir noderīgi skatīties īsās animācijas filmas, tādējādi papildinot savu vārdu krājumu angļu valodā? Kāpēc?

Jā, jo _____

Nē, jo _____

5. Kas tieši Tev **patika** vislabāk, skatoties animācijas filmas un veicot ar tām saistītās aktivitātes vārdu krājuma pilnveidei?

6. Kas tieši Tev **nepatika**, skatoties animācijas filmas un veicot ar tām saistītās aktivitātes vārdu krājuma pilnveidei?

7. Vai Tu vēlētos arī turpmāk angļu valodās stundās skatīties īsās animācijas filmas un veikt aktivitātes, lai papildinātu savu vārdu krājumu?

Jā

Nē

PALDIES TEV!

PAŠNOVĒRTĒJUMA LAPA

Sveicināts, 3.b klases skolēn! Šī pašnovērtējuma lapa ir jāpilda anonīmi, un tajā iegūtie rezultāti tiks izmantoti diplomdarba pētījumam, ko izstrādā Santa Iesmiņa, Latvijas Universitātes 4.kursa studente. Lasi jautājumus uzmanīgi, atbildi uz tiem godīgi. Ja atbilžu varianti ir doti, apvelc atbilstošo. Ja lapas pildīšanas laikā rodas kāds jautājums, droši pavaicā un tas tiks izskaidrots. Paldies jau iepriekš!

- Vai Tev patika skatīties īsās animācijas filmas angļu valodas stundās?
 Jā, ļoti! **Nē**
- Vai Tu uzskati, ka Tu papildināji savu vārdu krājumu, skatoties īsās animācijas filmas un veicot ar tām saistītas dažādas aktivitātes?
 Jā **Nē**
- Lūdzu, nosauc jebkurus **trīs** jaunus vārdukrājumus, ko uzzināji un apguvi šo aktivitāšu laikā no īsajām animācijas filmām? Piemini tikai tos vārdus, kuriem zini ne tikai tulkojumu, bet arī **nozīmi un to pielietojumu**.
 Cruel
 Harsh
 Usually
- Vai Tu uzskati, ka ir noderīgi skatīties īsās animācijas filmas, tādējādi papildinot savu vārdu krājumu angļu valodā? Kāpēc?
 Jā, jo tad mēs iemācamies tādos vārdus, kurus angļu valodā lieto biežāk.
 Nē, jo _____
- Kas tieši Tev **patika** vislabāk, skatoties animācijas filmas un veicot ar tām saistītas aktivitātes vārdu krājuma pilnveidei?
 Man patika, ka skolotāja visu saprotami paskaidro un ka skolotāja iemanto jaunākās tehnoloģijas. Man patika veiss!
- Kas tieši Tev **nepatika**, skatoties animācijas filmas un veicot ar tām saistītas aktivitātes vārdu krājuma pilnveidei?
 Man ~~veiss~~ patika!
- Vai Tu vēlētos arī turpmāk angļu valodās stundās skatīties īsās animācijas filmas un veikt aktivitātes, lai papildinātu savu vārdu krājumu?
 Jā! **Nē**

PALDIES TEV!

