



Research Article

Effect of Concept Cartoons on Students' Achievement, Speaking Skill, and Motivation in English Teaching

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Abstract – Although many different methods of teaching English have been tried, the problem of learning it continues. Concept cartoons that allow dialogic conversation in teaching English will contribute to solving this problem. This study examines the effect of concept cartoons in the sixth-grade English course unit "Yummy Breakfast" on students' achievement, speaking skills, and motivation. The non-equivalent pre-test post-test control group design was adopted in the study. There were 33 sixth-grade students, 18 in the experimental group and 15 in the control group. While the experimental group received English curriculum instruction supplemented by concept cartoons, the control group received instruction in the English curriculum. The study lasted 24 hours, including two hours of pre-testing, 18 hours of treatment, and four hours of post-testing. The results demonstrated that using concept cartoons in the classroom improved students' speaking ability and motivation. However, there was not any significant difference between students' achievement scores.

Key words: English concept cartoons, English language teaching, academic achievement, speaking skill, motivation

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Introduction

In Turkey, a generation who does not speak English enough to communicate, cannot understand what is said, cannot convey their thoughts, or cannot understand written texts only by translating them into Turkish has been raised (Paker, 2012). Although it is accepted that knowing English is indispensable in today's conditions and important steps have been taken on this subject, considering the period from the beginning of education until graduation from

the university, it is seen that the English learned is not at the desired level (Çelebi, 2006). There are exams at the international level containing information on the level of English proficiency in Turkey. According to the 2020 report of the English First English Proficiency Index assessing countries' English language proficiency level, Turkey ranks 79 among 100 countries (EF Education First, 2020). Based on this information, we can conclude that English learning is an issue in Turkey.

In the studies conducted on the subject, it is emphasized that this situation may be caused by many factors such as the foreign language teacher training system, teaching material, lack of motivation, constant change in teaching methods, and anxiety (Suna & Çelebi, 2013). In addition, it is emphasized that this fact might depend on the teaching of English based only on grammatical structures, and English is perceived as a problem with formulas just like in mathematics (Paker, 2012). Thus, Kolb and Raith (2018) suggest that a learning environment where students can speak a foreign language and interact with others should be provided. Additionally, it is seen that different methods have been used such as drama activities (İkinci, 2019), literature groups (Kökler, 2019), flipped learning (Koçak, 2019), layered curriculum (Ilıman, 2018), puppet model (Çay, 2017), cooperative learning (Kartal, 2014). However, some methods have not been tried in English language teaching. One of them is the concept cartoons.

Concept cartoons are cartoons in which different characters express their thoughts relating to a context and do not aim to make you laugh (Yurtyapan et al., 2017). Furthermore, concept cartoons based on student interactions provide students with a classroom setting in which they can engage in a reciprocal discussion (Naylor & Keogh, 2013). Thanks to the concept cartoons, students reconstruct their understanding and are directed to think differently (Chin & Teou, 2009). The integration of expressions containing very little text with a visual in concept cartoons makes it relatively easy for students to interact in a language that is not their mother tongue. In addition, simple presentation of concepts with concept cartoons and their compatibility with daily life help students develop their language skills by creating a starting point for language learning (Naylor & Keogh, 2013). Since the teacher does not convey the information and it is possible to create a discussion environment in which all students can participate, students are encouraged to participate in the course willingly (Webb, 2015). Thus, students who do not talk much in lessons can express their ideas more easily (Keogh & Naylor, 1996).

Besides contributing to learning, it has been observed that concept cartoons have an increasing effect on students' motivation (Chin & Teou, 2010; Keogh et al., 1998). Concept cartoons that make lessons fun and interesting, play the role of saving students from a boring lesson (Birişçi et al., 2010). Furthermore, students with high motivation can communicate more easily in a foreign language (Paker, 2012). Expressing motivation as the hormone of foreign language teaching, İşigüzel (2011) underlined that even if the best teaching method and material are used in the classroom, foreign language teaching may be insufficient if motivation is lacking. Foreign language, achievement, and motivation in a foreign language are compared to intertwined rings. 45 years of studies on the relationship between foreign language achievement and motivation have shown that a person with a strong desire to study a foreign language will obtain high levels of proficiency in that language (Gardner, 2006).

However, in the relevant literature, it is generally indicated that concept cartoons have been used in science teaching, not in English teaching, except for a study in which the concept cartoon method was used for teaching English idioms in determining the effect of different learning environments (Gümüş, 2017). On the other hand, concept cartoons have been used to increase student achievement (Estacio, 2015; Karaca, 2019; Şenocak, 2018), motivation (Chin & Teou, 2010; Fenske et al., 2011; Kusumaningrum et al., 2018) and classroom communication (Chin & Teou, 2009; Morris et al., 2007; Sexton et al., 2009) in the teaching of different courses. Hence, it becomes evident that concept cartoons, a method that will enhance both achievement and motivation, should be investigated by using them in English language teaching.

Concept Cartoons

Brenda Keogh and Stuart Naylor originally developed concept cartoons in 1991 to be used in science courses and the education of the teachers of these courses (Naylor & Keogh, 2013). Concept cartoons are images prepared in cartoon format in which a conversation about a special concept between characters is represented (Keogh & Naylor, 2000). The use of the word "cartoon" can be misleading as it suggests a relationship between concept cartoons and humor because concept cartoons aim to make you think, not laugh or satire (Keogh & Naylor, 1999; Keogh et al., 1998). For this reason, exaggerated elements are not included in concept cartoons; however, they show the feature of cartoons because they are created in the form of drawings (Çelikkaya, 2018). Thus, concept cartoons which are based on the visual representation of a special concept belonging to the science course with a text in the form of a

dialogue are designed to make students think about concepts (Keogh & Naylor, 1996). Besides, concept cartoons which are innovative teaching and learning strategies are original and stimulating material that reveals learners' views and helps them (Naylor & Keogh, 1999a).

In concept cartoons, a group of three, four, or five characters is depicted for a concept that they make different explanations about a situation that can be encountered in daily life (Stephenson & Warwick, 2002). The dialogue-style conversation of these characters is the turning point in the creation of concept cartoons (İngeç, 2008). At the same time, the alternative perspectives produced by the characters are of equal value and stimulus that encourages students to think scientifically (Morris et al., 2007). Thus, this situation contributes to classroom interaction (Naylor et al., 2007).

In concept cartoons, students are not expected to find the correct answer, as in multiple-choice tests. In line with the alternative ideas of cartoon characters, it is aimed to be part of a teaching process where students can put forward and discuss their ideas (Atasoy, 2017). Apart from this, it is a process that involves students interpreting the thoughts behind the alternative view they choose, questioning their own choices by listening to their friends who suggest different opinions, and establishing a connection between the context in the concept cartoon and what they experience in daily life (Skamp & Preston, 2015). Dabell (2008) compares concept cartoons to a swimming pool. He states that in this pool, some students may dive to the bottom, some students may swim, and others will be afraid to enter the pool. He also emphasizes that the teachers must control the ideas that the students splash around in the pool and help them fluctuate in their thoughts. Consequently, there is no strict rule to be followed when creating concept cartoons (Dabell, 2008), but there are some basic features that should be included in concept cartoons (Keogh et al., 1998; Naylor & Keogh, 1999b; Naylor & Keogh, 2013):

- They contain alternative ideas that make the concept appear to be problematic in context. The reason for this is to display different opinions about the situation. In this way, the quality of the interaction is increased by making it easier for learners to participate in the discussion environment.

- They are all prepared equally so that all alternative ideas are considered and evaluated. There is also more than one acceptable alternative idea. In this way, learners cannot find out which alternative ideas are correct, and successful students are presented with an additional level of difficulty.

- They contain a minimal amount of text so that they can be understood by some limited literate learners. Thus, they are easily understood by learners of all ages. Complex concepts and technical terms are presented to the learner by simplifying them.

- The facial expressions of the characters should not point to the answer.

- Care is taken not to link alternative ideas with the gender, age, and cultural background of the characters. The contextual hint needs to be minimized.

- Situations in which events in daily life are integrated into scientific concepts are used. It is ensured that students make connections between science and daily life. It can be used successfully in different countries regardless of specific geographic and cultural boundaries.

- It can be presented to different age groups in different ways depending on the suitability of the subject.

- Alternative ideas are voiced by cartoon characters. This situation makes it easier for students with low self-confidence to express themselves. In this way, if the chosen opinion is not correct, they can state that it is the character's fault, and they will not receive negative feedback.

In this context, while selecting a subject, paying attention to the selection of a subject that allows the preparation of English concept cartoons and includes the expressions frequently used in daily life was significant. Moreover, the sentence patterns that could be used in the form of a dialogue on the chosen topic should be included and this should allow it to be presented in cartoon format. Since it was thought that these conditions could be provided in the sixth-grade "Yummy Breakfast" unit most appropriately, concept cartoons were used in the teaching of this unit.

Significance and Aim

When the literature was examined on concept cartoons used in teaching English or any other language, it was found that past research has generally examined the effect of using concept cartoons in science, but not in teaching English. This study aims to examine the potential effect of concept cartoons on students' achievement, speaking skills, and motivation in the "Yummy Breakfast" unit in the sixth-grade English curriculum. Following this main purpose, the following research questions were formulated:

1. Is there a significant difference in the English Achievement Test post-test scores for experimental and control groups when pre-test scores on this test are controlled?

2. Is there a significant difference in the English Motivation Scale post-test scores for experimental and control groups when pre-test scores on this scale are controlled?
3. Is there a significant difference in the English Speaking Rubrics post-test scores for experimental and control groups?

Method

Research Design

In this study, the non-equivalent control group quasi-experimental design was adopted. When a cause-and-effect connection between dependent and independent variables is required, experimental research is utilized (Creswell, 2012). It has been tested whether the independent variable of the research (teaching supported with concept cartoons) has any effect on dependent variables (achievement, speaking skills, and motivation). While the students in the experimental group were taught the English curriculum with the support of concept cartoons, the teaching recommended by the English curriculum was carried out with the control group students. The research was carried out in a total of 24 lesson hours, including 2 lesson hours for pre-test implementation of the "English Achievement Test" and "English Motivation Scale", 18 lesson hours (6 weeks, 3 lessons per week) for treatment, and 4 lesson hours for post-test implementation of "English Achievement Test", "English Motivation Scale" and "English Speaking Skill Rubrics". The symbolic representation of the research design is demonstrated in Table 1.

Table 1 The Symbolic Representation of The Research Design

Groups	Pre-test (2 Lesson hours)	Treatment (18 Lesson hours)	Post-test (4 Lesson hours)
Experimental Group	English Achievement Test English Motivation Scale	Teaching supported by the concept cartoons in the English curriculum	English Achievement Test English Motivation Scale English Speaking Skill Rubrics
Control Group	English Achievement Test English Motivation Scale	Teaching in the English curriculum	English Achievement Test English Motivation Scale English Speaking Skill Rubrics

Participants

The research participants consisted of 33 sixth-grade students at a public secondary school in Turkey in the fall semester of the 2019-2020 academic year. Two of the sixth-grade classes were randomly assigned to experimental and control groups. There were 18 students in the experimental group and 15 students in the control group.

Data Collection Tools

English Achievement Test

This study used the English Achievement Test developed by the researchers to check whether the reading and listening learning outcomes of the “Yummy Breakfast” unit were achieved. The test served both as the pre-test and post-test. Firstly, the table of specifications showing the level of the cognitive domain of the reading and listening learning outcomes was prepared. An item pool that consisted of 40 reading questions and 20 listening questions was created. The achievement test was administered to 199 sixth-grade pupils to conduct a validity and reliability study. For each item in the trial form, the item discrimination index and item difficulty index were determined. Taking into consideration the indexes of the test items, 30 items, 20 in the reading section and 10 in the listening section were selected for the achievement test. After the selection of the items for the final test was completed, the reliability coefficient of the test was calculated. In the calculation of the reliability coefficient, the Kuder-Richardson formula (KR-20) was used. The KR-20 reliability coefficient of 20 items prepared for reading outcomes was .91 while 10 items for listening outcome was .82. The KR-20 reliability coefficient of 30 items was 0.92.

English Speaking Skill Rubrics

This study used two English Speaking Rubrics which were developed by the researchers to check whether two speaking learning outcomes were achieved. The rubrics were used as the post-test. Rubrics were applied only as a post-test because they were prepared as holistic. Firstly, the table of specifications showing the level of the cognitive domain of the speaking learning outcomes was prepared. To determine the performance of the students, it is necessary to determine which tasks they will perform and the evaluation criteria (Atılgan et al., 2018). In this context, two separate rubrics were prepared for two learning outcomes. The rubric includes “grammar, vocabulary, fluency and pronunciation, communication” titles. The criteria are rated from 0 to 4 for each title. The total point is 20. The sum of the scores obtained from the two rubrics shows the final score of the students. The content validity of the English-Speaking Skill Rubrics was provided by the opinions of two faculty members in the field of measurement and evaluation in education at the university.

English Motivation Scale

The English Motivation Scale translated into Turkish by Yılmaz (2007) was used to measure the students' motivation levels for the English course. The scale served as the pre-test

and post-test. The scale was prepared by using the items in the Attitude Motivation Test Pool which was originally developed by Gardner (1985) to determine the motivation levels of 7th-11th grade French learners in Canada. The adapted scale consists of two parts. In the first part, there are questions regarding the demographic information of the students. In the second part of the scale, 44 items try to determine the level of motivation and motivation type. The items are prepared in a 5-point Likert type. Items (1-14) of the scale measuring the students' motivation level were used in the study. The alpha coefficient was calculated as 0.87 because of the scale's pilot application.

Experimental Process

Firstly, research permission was obtained from Balıkesir Provincial Directorate of National Education on 09/09/2019 before the data collection tools were developed and before the implementation was carried out. Then, lesson plans including concept cartoon activities were prepared for the learning outcomes of the “Yummy Breakfast” unit in the sixth-grade English curriculum. 18 concept cartoons were prepared by using the cartoon preparation program called “Toondoo” for the words and sentence patterns determined in line with outcomes (Table 2). A sample of concept cartoons was presented in Appendix 1. Before the treatment, the English Achievement Test and English Motivation Scale were administered to the experimental and control group students as pre-tests.

Table 2 Outcomes and Concept Cartoons by Weeks

Learning Outcomes	1 st Week	2 nd Week	3 rd Week	4 th Week	5 th Week	6 th Week	Total
Listening							
E6.2.L1. Students will be able to identify the names of different food in an oral text.	2			12	14	18	4
Spoken Interaction							
E6.2.SI1. Students will be able to ask people about their food preferences.	1	6		10	13		4
Spoken Production							
E6.2.SP1. Students will be able to express their opinions about the food they like and don't like.		4	8	11		16	4
Reading 1							
E6.2.R1. Students will be able to understand short and simple texts about food and preferences.	3	5				17	3
Reading 2							
E6.2.R2. Students will be able to understand the label of food products.			7 9		15		3
Total	3	3	3	3	3	3	18

In the treatment, the students were informed about the usage of concept cartoons in the unit and what was expected from them in the process. The experimental group received English curriculum instruction supported by concept cartoons, while the control group received instruction in the English curriculum. Concept cartoons were presented by projecting on the smart board. First, the students were asked to examine the concept cartoon. Then, the students explained which of the cartoon characters' views they agreed with, along with the reason. At this stage, all students who wanted to express their opinions were given the right to speak. Students were provided to express their ideas freely. Since no right or wrong feedback was given by the teacher, the students developed different perspectives towards the context. Finally, at the end of the classroom discussion, a decision was made with the teacher about alternative opinions that might or might not be true.

After the treatment, the English Achievement Test, English Speaking Skill Rubrics, and English Motivation Scale were applied to the experimental and control group students as post-tests. Speaking exams for rubrics were held on different days. Before the exam, rubrics for each student were prepared as a printout. Students were taken to the exam one by one. The exam duration was limited to 5 minutes. Before starting the exam, the students were told what was expected of them. For Rubric 1, students were given a menu with food and drinks. It was stated that they would speak with their teacher and ask appropriate questions for the answers by using this menu. For Rubric 2, students were shown a table with 12 food and beverage visuals. It was explained that they were expected to make sentences about the foods and drinks they liked and disliked by using the visuals in this table. During the exam, the statements made by the students were carefully listened to, and after the student completed the exam, the statements made by the students were written on the printout and confirmed to the students. After the student left, the student was awarded points. After completing the exam of all students, it was checked whether the correct score had been awarded by comparing the statements and scores of the students. After the exams were completed, the student's scores from two scoring keys were added and their speaking skills post-test scores were reckoned.

Data Analysis

In the study, firstly, the achievement and motivation pre-test scores of the groups were compared with independent samples t-test to determine whether the groups were equal. No significant difference was found between the pre-tests' mean scores between experimental

and control. As shown in Table 3, experimental and control groups are equivalent to each other in terms of the English Achievement Test and English Motivation Scale pre-test scores.

Table 3 T Test Results of Pre-Test Achievement and Motivation Scores Between the Experimental and Control Groups

Pre-tests	Groups	N	\bar{X}	S_x	Levene Test		df	t	p
					F	p			
English Achievement Test	Experimental	18	10.00	4.18	3.21	.083	31	-.982	.333
	Control	15	8.80	2.39					
English Motivation Scale	Experimental	18	3.83	.71	.79	.379	31	.796	.432
	Control	15	4.01	.52					

After the treatment was completed, achievement, speaking skill, and motivation post-test scores of the groups were compared to find out whether there was a significant difference between the groups. Before the analyses, it was examined whether the data were distributed normally. Skewness and kurtosis values of the data were checked to examine the normality. For the first and second research questions, analysis of covariance (ANCOVA) was used to compare the achievement and motivation post-test scores of the groups by assigning the achievement and motivation pre-test scores as covariates. The analysis assumptions, reliability of covariates, linearity, homogeneity of regression slopes, and homogeneity of variance were checked before the analysis. For the third research question, an independent samples t-test was used to compare the speaking skill post-test scores of the groups. Cohen's d statistic was used to calculate the effect size.

Findings

The results were organized into three research questions.

Research Question 1

To examine the effectiveness of two distinct interventions on students' achievement, a one-way between-groups analysis of covariance was conducted. The independent variable served as the type of intervention (teaching supported by the concept of cartoons in the English curriculum/teaching in the English curriculum), and the dependent variable consisted of achievement test post-test scores. Participants' achievement test pre-test scores were used as the covariate in this analysis. After adjusting for achievement pre-test scores, achievement test post-test scores were significantly different between the two intervention groups, $F(1, 30)=3.90, p>.05$, partial eta squared=.115 (see Table 4). There was a significant difference

between the achievement test pre-test and post-test scores, $F(1, 30)=7.71$, $p<.05$, partial eta squared=.204.

Table 4 ANCOVA Results of the English Achievement Test

Source	Type III Sum of Squares	df	MS	F	p	Partial Eta Squared
Pre-test	269.26	1	269.26	7.71	.009	.204
Group	136.21	1	136.21	3.90	.058	.115
Error	1047.44	30	34.91			
Total	10568.00	33				

Research Question 2

A one-way between-groups analysis of covariance was used to assess the impact of two different treatments on students' motivation. The independent variable served as the type of intervention (teaching supported by the concept cartoons/ teaching in the English curriculum), and the dependent variable consisted of motivation scale post-test scores. Participants' motivation scale pre-test scores were put to use as the covariate in this analysis. After adjusting for motivation pre-test scores, motivation scale post-test scores were significantly different between the two intervention groups, $F(1, 30)=52.17$, $p<.05$, partial eta squared=.635 (see Table 5). The motivation scale pre-test and post-test scores were significantly different, $F(1, 30)=9.71$, $p<.05$, partial eta squared=.245.

Table 5 ANCOVA Results of the English Motivation Scale

Source	Type III Sum of Squares	df	MS	F	p	Partial Eta Squared
Pre-test	1.382	1	1.382	9.716	.004*	.245
Group	7.419	1	7.419	52.176	.000*	.635
Error	4.266	30	.142			
Total	632.607	33				

Research Question 3

An independent-samples t-test was used to compare the impact of two different interventions on students' speaking skills post-test results. Table 6 presents the results of the analysis.

Table 6 Independent T Test Results of the English-Speaking Rubrics

Groups	N	M	SD	df	t	p
Experimental	18	32.61	2.68	31	-4.562	.000
Control	15	21.26	9.31			

There was a significant difference in scores for the experimental group ($M=32.61$, $SD=2.68$) and control group ($M=21.26$, $SD=9.31$; $t(31)=-4.562$, $p=.000$, two-tailed). Cohen's d effect size statistic was used to compare experimental and control groups. The magnitude of the differences in the means (mean difference= -10.78 , 95% CI: -16.28 to -5.28) was large (eta squared= 1.47).

Conclusions and Suggestions

It is discussed in the literature that even though English has been taught in Turkey for years, there is a problem of not getting the desired result (Çelebi, 2006; Paker, 2012). Therefore, this is the first study using concept cartoons which is a method believed to help in overcome this problem in teaching English. This study investigated the effect of concept cartoons on students' achievement, speaking skills, and motivation in English language teaching. We highlight five results from the current study that could have significant consequences for concept cartoons in English language teaching.

First, we used achievement test pre-test scores as a covariate, and then the result revealed that teaching supported by the concept cartoons did not make any difference in terms of achievement test post-test scores. We may attribute this result to the teaching that both groups received. Consequently, two different teaching improved the achievement, but the experimental group had higher scores than the control group. This finding is also supported by the empirical findings (Gümüş, 2017; Sayın, 2015; Yurtyapan, 2018) that concept cartoons promoted students' achievement although there was no significant difference. However, some research (e.g., Akkaya, 2011; Ayhan, 2017; Balcı, 2018; Estacio, 2015; Karaca, 2019) revealed a statistically significant difference in students' achievement.

Second, we used motivation scale pre-test scores as a covariate, then we obtained that experimental group students' motivation increased throughout the intervention. The increase in the scores of the experimental group demonstrated that this was caused by teaching supported by the concept cartoons. Previous research (İnel, 2012; Meriç, 2014; Sayın, 2015) on concept cartoons and their effect on motivation shows results in line with our study. Keogh et al. (1998) emphasized that they observed from the first stage of the lesson was motivation while applying concept cartoons in their lessons. They stated that when teachers teach with concept cartoons, students are more motivated, and even those who have behavioral disorders and are unwilling, they make positive comments about the lesson. Kusumaningrum et al. (2018) conclude that the use of concept cartoons motivates students to participate in classroom activities. Naylor and Keogh (2013) find that concept cartoons are highly

motivating in various situations for student groups of all ages, including students with emotional and behavioral difficulties. Fenske et al. (2011) show that concept cartoons contributed to students' motivation. Chin and Teou (2010) sign that concept cartoons can be used as a visual stimulus to motivate students.

Third, our intervention enhanced the experimental group students' speaking skill scores. Besides, the effect size revealed that this difference was also significant in practice. This result is consistent with the studies in the literature. According to Chin and Teou (2009), using concept cartoons in lessons enables students to speak up and allows for interactive discussions. Sexton et al. (2009) state that concept cartoons provide a useful context for creating discussion. Webb, Williams, and Meiring (2008) determine that concept cartoons contribute to the student's level of discussion and thinking. Morris et al. (2007) demonstrate that concept cartoons can be used as stimulating material to initiate discussion. In this context, we can say that using concept cartoons also provides an English language teaching process in which the language is used communicatively.

Based on the results, it can be stated that the discussion environment created in the classroom has a positive effect on achievement by broadening the student's perspective in English language teaching supported by concept cartoons. Besides, it can be said that the free expression of each student's opinion on concept cartoons in the classroom contributes to the conversation. Thus, concept cartoons can be beneficial for the development of students' foreign language speaking skills. So, it is possible to say that English teachers who make use of concept cartoons in their lessons could motivate their students.

It is hoped that this research will be a guide for future research as an exemplary study to gain concept cartoons, which are generally visual materials used in science lessons, to the methods used in English language teaching. However, this research has some limitations as only quantitative data collection tools were used. In this context, a mixed study could be conducted in which quantitative and qualitative data collection tools are used together. Moreover, research could be done on the use of concept cartoons in teacher education because it is believed that teachers should integrate concept cartoons into their lessons.

Compliance with Ethical Standards

Disclosure of potential conflicts of interest

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Research involving Human Participants and/or Animals

Research permission was obtained from the Balıkesir Provincial Directorate of National Education on 09/09/2019 before the data collection tools were developed and before the implementation was carried out.

Kavram Karikatürlerinin İngilizce Öğretimindeki Öğrenci Başarısına, Konuşma Becerisine ve Motivasyonuna Etkisi

Özet:

Birçok farklı öğretim yöntemi denenmiş olmasına rağmen İngilizce öğrenme sorunu devam etmektedir. İngilizce öğretiminde diyalogik konuşmaya olanak sağlayan kavram karikatürlerinin bu sorunun çözümüne katkı sağlayacağı düşünülmektedir. Bu çalışma, altıncı sınıf İngilizce dersi "Yummy Breakfast" ünitesinde yer alan kavram karikatürlerinin öğrencilerin başarısına, konuşma becerilerine ve motivasyonuna etkisini incelemektedir. Araştırmada ön test son test kontrol gruplu yarı deneysel desen benimsenmiştir. Deney grubunda 18, kontrol grubunda 15 olmak üzere toplam 33 altıncı sınıf öğrencisi bulunmaktadır. Deney grubuna kavram karikatürleriyle desteklenmiş İngilizce eğitimi verilirken, kontrol grubuna geleneksel eğitim verilmiştir. Çalışma, iki saatlik ön test, 18 saatlik deneysel uygulama ve dört saatlik son test dahil olmak üzere 24 saat sürmüştür. Araştırmanın sonucunda kavram karikatürlerinin öğrencilerin konuşma becerilerini ve motivasyonunu geliştirdiğine ulaşılmıştır. Bununla birlikte, öğrencilerin başarı puanları arasında anlamlı bir farklılık bulunmamıştır.

Anahtar kelimeler: İngilizce kavram karikatürleri, İngilizce öğretimi, akademik başarı, konuşma becerisi, motivasyon

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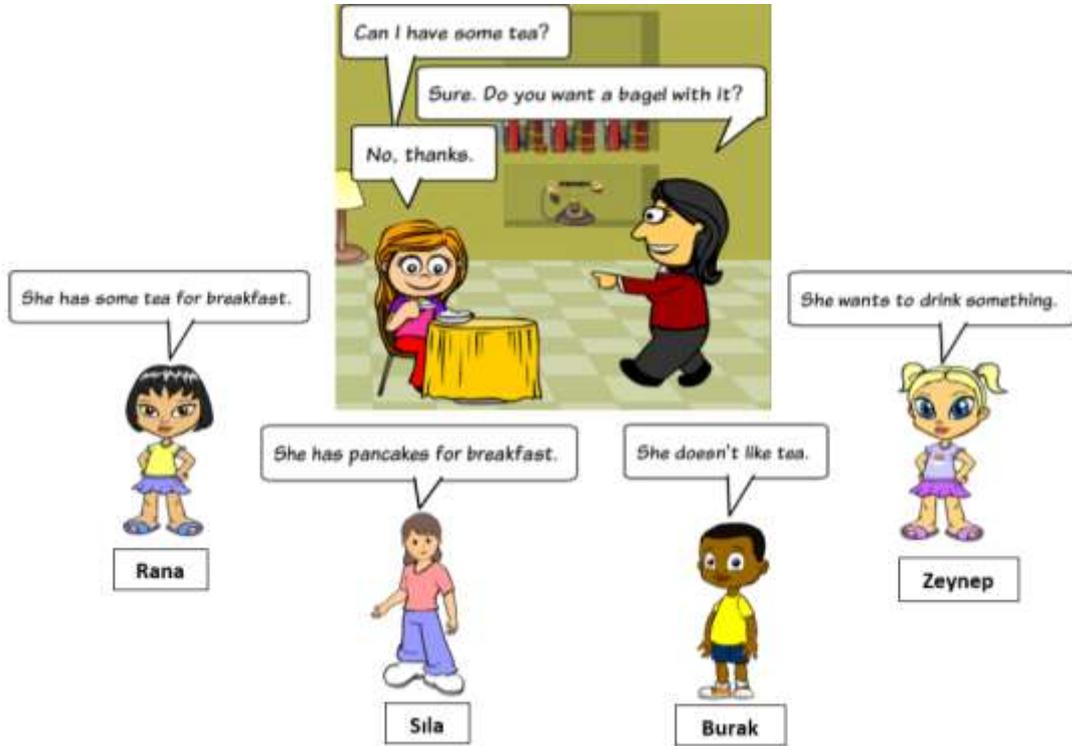
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Appendix 1

Listening

E6.2.L1. Students will be able to identify the names of different food in an oral text.



1. Which ideas that characters express are acceptable? Tick (✓) them.

Rana

Sila

Burak

Zeynep

2. Write down your ideas.

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