The use of subtitled English cartoon movies to support reading comprehension of Chinese elementary school students

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Abstract

The article provides details of how selected popular cartoon movies clips can be used as an aid to support learners' reading comprehension at the classroom level in the Chinese elementary school context. The reading input was from both popular American cartoon movies and theme-related target reading texts selected by predetermined criteria. Interactive activities in the reading classes were embedded in eight lesson plans to intrigue students' intrinsic motivation. Students' reading comprehension achievement was first assessed by a platform test and reassessed after their completion of eight individual lesson plans. This research program was implemented over an eight-week period spanning four months. There were two classes per month. The participating subjects in this study were from *Yang Guang English Training Center* in Chengdu, China. They were students in grades 5-6 with at least 4 years of English training prior to the trial of the teaching method. The findings show that the students were positive toward the delivery of the teaching procedure utilizing selected cartoon movies followed by reading comprehension tasks. The students appeared to be motivated with prior knowledge or schema gained from the selected movie clips. Their interest in the provided movie clips led them into interaction with their peers in the reading activities, and in turn apparently supported their reading comprehension performance. The significance of this research lies in the empirical evidence obtained via integration of visual media and printed texts in teaching reading comprehension. Such evidence can generate pedagogic implications for language teachers who wish to create a schema or prior knowledge to facilitate development of reading comprehension in young learners.

Keywords: reading comprehension, prior knowledge, schema, motivation, movie clips for reading

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บทคัดย่อ

บทความนี้ให้รายละเอียดเกี่ยวกับการเลือกคลิปภาพยนตร์การ์ตูนที่เป็นที่นิยมเพื่อใช้เป็นเครื่องมือประกอบในการสนับสนุนให้ผู้เรียนอ่านเพื่อความเข้าใจในชั้นเรียนในบริบทของโรงเรียนจีนระดับประถมศึกษา ข้อมูลตัวป้อนในการอ่านนำมาจากภาพยนตร์การ์ตูนอเมริกันที่เป็นที่นิยมและใช้เนื้อหาการอ่านที่มีหัวข้อที่สอดคล้องกันตัวป้อนทั้งสองนี้ถูกเลือกโดยใช้เกณฑ์ที่กำหนดไว้ก่อน มีการใช้กิจกรรมที่มีปฏิสัมพันธ์ในชั้นเรียนการอ่านโดยให้ปรากฏอยู่ในบทเรียน 8 บทเรียนที่มีจุดประสงค์ให้นักเรียนเกิดแรงจูงใจภายใน ผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจของนักเรียนได้รับการประเมินในเบื้องต้นโดยใช้แบบทดสอบที่เป็นฐานของการวัดทักษะการอ่าน และมีการประเมินผลสัมฤทธิ์ด้านการอ่านซ้ำเมื่อนักเรียนได้เรียนจบบทเรียนเดี่ยว 8 บทเรียน งานวิจัยนี้ดำเนินการในระยะ 8 สัปดาห์ ซึ่งใช้เวลาในช่วง 4 เดือน มีการเรียนการสอน 2 ครั้งต่อเดือน นักเรียนที่เข้าร่วมกิจกรรมในงานวิจัยนี้มาจากยางกวนอิงลิชเทรนนิ่งเซ็นเตอร์ ที่เมืองเฉินตู สาธารณรัฐประชาชนจีน นักเรียนเหล่านี้ศึกษาอยู่ในระดับ 5-6 และมีประสบการณ์ได้รับการฝึกภาษาอังกฤษอย่างน้อย 4 ปีก่อนที่จะเข้าร่วมใช้บทเรียนในงานวิจัยนี้ ผลของงานวิจัยแสดงให้เห็นว่านักเรียนที่เข้าร่วมกิจกรรมในงานวิจัยนี้มีทัศนคติบวกต่อวิธีการสอนที่ใช้คลิปที่เลือกเฉพาะภาพยนตร์การ์ตูนก่อนที่จะทำกิจกรรมการอ่านเพื่อความเข้าใจ นักเรียนเหล่านี้แสดงให้เห็นว่าได้รับแรงจูงใจจากหัวข้อของเนื้อหาหรือสคีม่า (ความรู้ในเรื่องหนึ่ง ๆ ที่มีมาก่อน) ที่ได้รับจากคลิปภาพยนตร์การ์ตูนที่เลือกเฉพาะมาเพื่อกิจกรรมในการอ่าน ความสนใจของนักเรียนในคลิปภาพยนตร์การ์ตูนนำนักเรียนเหล่านี้ให้มีปฏิสัมพันธ์กับเพื่อนนักเรียนเมื่อทำกิจกรรมการอ่านและในขณะเดียวกันแสดงให้เห็นชัดเจนว่ากิจกรรมเหล่านี้สนับสนุนความสามารถในการอ่านเพื่อความเข้าใจ ความสำคัญของงานวิจัยนี้อยู่ที่หลักฐานเชิงประจักษ์ที่สามารถสังเกตเห็น ได้ซึ่งหลักฐานเหล่านี้ได้มาจากการผสมผสานสื่อที่มองเห็นได้เป็นภาพเข้ากับสื่อที่เป็นสิ่งพิมพ์ในการสอนการอ่านเพื่อความเข้าใจ หลักฐานเช่นนี้สามารถทำให้เกิดการประยุกต์ใช้สำหรับครูผู้สอนภาษาที่มีความต้องการสร้างสคีม่าหรือความรู้ที่มีมาก่อนเพื่อทำให้การพัฒนาการอ่านเพื่อความเข้าใจง่ายต่อผู้เรียนในวัยเยาว์

คำสำคัญ: ความเข้าใจในการอ่าน, ความรู้ที่มีมาก่อน, สคีม่า, แรงจูงใจ, การใช้คลิปภาพยนตร์การ์ตูนเพื่อการอ่าน

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1. Introduction

It has been widely recognized that reading is a tool for our lifelong learning, and that one's reading habits should be developed from an early start, especially before entering middle school. In the reading classroom, motivation is a powerful force for learners to do well. Without motivation, learning would not effectively occur, and without interest, children would not be actively involved in reading activities. Therefore, the role of teachers and tutors is to facilitate reading skill development in learners as well as encourage the latter to maintain their will (Caldwell, 2008, p.221). In order to succeed in reading, learners need both the skill and the will (Gambrell, 1996, p.15). This "will" should stem from the learner's recognition of the reading value and his/her positive attitude toward reading. According to Wigfiled and McCann (1997, p.421), learners who are positively motivated to read have a strong sense of their reading competence or efficacy. In order to match comprehension inputs with learners' needs, the teacher's first task should be how to discover what can motivate interest in young learners.

Since the compulsory reading class in elementary schools in People's Republic of China (PRC) tends to emphasize students' performance in terms of obtained scores rather than their learning process this requires effective teaching methods used by their teachers. In this regard, the researcher as an experienced reading teacher has tried the use of selected cartoon movies as a means to motivate and support young learners at the elementary school level to perform well on their reading comprehension tasks.

2. Research background of the study

2.1 Why is the PRC in need of English literacy?

The significance of English literacy in the world community was highlighted by Crystal (2003, as cited in Li, 2010, p.21) that English seemed to be apparent in the right place at the right time and that it has undoubtedly become a global language. Such a trend has triggered the PRC when joining the World Trade Organization (WTO) to get its citizens well-prepared in keeping up with the world's economic pace by strengthening English literacy in its workforce. As a result, the Ministry of Education has made English a compulsory subject in the school curriculum starting from the elementary school level. Such a move in the PRC educational system in prioritizing

English literacy has been documented by Li (2010, p.21). Chinese citizens have felt the acute need for functionality of their higher level English literacy in order to have better opportunities for highly-paid jobs and further overseas English training. On the side of education or language training at the school level, it is not perhaps an exaggeration to say that the teaching method for reading and communication skills tend to lag behind urgent needs of the country as seen in the report by Zhang (2010, p.457) pinpointing the traditional teaching of reading comprehension with emphasis on language knowledge, mainly vocabulary of context and grammar, rather than functionality of language skills needed for specific purposes.

2.2 Limitations of the teaching of reading in PRC

There are quite a few researchers reporting critical issues of the development of the English reading literacy of Chinese ESL students. These issues impair the English literacy development of Chinese students, traditional teacher-centered historical influence of Confucian-heritage culture over the teaching for passive learning, large class size, insufficient multimedia-aided facilities, followed by extrinsic motivation forming instrumental learning attitude in an attempt to pass required exams. These issues represent an overall picture of English language teaching and learning in PRC (Geng, 2007; Cui & Wang, 2008; Liming, 2010; Villoutreix, OECE 2012; Yang, 2013).

2.3 Why reading skills first?

Quite a few theorists and researchers: Closs (2006), Richardson (2010), Alshumaimeri (2011), to name but a few, agree that reading literacy is essential in ensuring that students are able to engage in many subject areas successfully. More importantly, reading ability has always been viewed as critical to academic success. It is therefore important to develop one's reading habits early in the home environment and the school system, especially before entering middle school. Simpson (1996, p.121) in particular emphasized that a good reader is trained to assume four roles: (1) code breaker, (2) text participant, (3) text user, and (4) text analyst. In addition, a good reader should be keen in using prior knowledge or schema, making connections, visualizing, inferring, asking question, determining importance, and synthesizing the target materials.

Reading is a complex process in which the reader constructs propositional meaning by supplying relevant background knowledge in the comprehension process rather than by simply matching the word to its meaning. Li and Lai, (2012, p. 106) and Zhang (2010, p. 457) clarified that such a process chooses and verifies the text with what one has learned previously. In other words, every input was mapped against some existing prior knowledge and this is how comprehension was processed in learners. Such a process is active, though difficult in second language learners (L2) in acquiring new concepts as well as cultural knowledge (Li & Lai, 2012, p.105).

2.4 Why motivation is significant in reading?

Motivation as the determining factor for success in learning has received a lot of attention from researchers and reading practitioners. Deci and Ryan (1985, as cited in Baker & Wigfield, 1999, p.2) defined intrinsic motivation as creating curiosity and interest in an activity for its own sake. Wigfield and Guthrie (1997, p.420) asserted that motivation determines why individuals do or do not choose to do different activities. Baker and Wigfield (1999, p.2) further explained that intrinsic motivation is in contrast with extrinsic motivation that focuses on working for a reward or grade. As for motivation related to reading, three researchers highlighted its significance in that motivation can lead learners to enjoy knowledge obtained through reading and become engaged readers (Guthrie & Wigfield, 2000; Guthrie, 2001; Williams, 2013).These engaged learners can overcome obstacles to achievement and develop responsibility for their own learning autonomy and reading growth. In support of these views, Oldfather (1992), McKenna, Kear, and Ellsworth (1995), Sainsbury and Schagen (2004), and Croston (2005) pointed out that intrinsic motivation for reading should be a professional pursuit of teachers in their teaching career. To them, it is imperative that teachers keep learners well-motivated in reading throughout school years, especially from an early time.

2.5 Why authentic material for reading activities?

Authentic reading material has been recognized by many researchers as having an impact on learners' motivation, such as Allan (1985), Sainsbury and Schagen (2004), Han (2010), and Williams (2013), to name some of the major ones. Such material could be in the form of print materials like e-mails, newspapers, documents, magazines or novels. Extended from print materials are video films and television programs which require reading on the screen. This type of modern material was found to be appealing to learners in the studies by Allan (1985), Sainsbury and Schagen (2004), and Han (2010). In addition, Linebarger (2001, as cited in Parkhill, Johnson, & Bates, 2011, para. 12) asserted that the use of onscreen print in the form of captions was a meaningful and engaging context to extend word knowledge and comprehension, and he also claimed that beginning readers recognized more words, read faster and allowed for a strong focus on central story elements when they viewed television with captions.

In engaging learners in reading, teachers need to sustain their motivation by taking into consideration their needs and ideas (Williams, 2013, p.7). It was found by this researcher that authentic materials play a major role in supporting their learning as well as sustaining their interest. DeBell and Chapman (2003, as cited in Metzler, 2010, p.5) pointed out that in the current digital era, educators should be able to incorporate appropriate technology to help keep students engaged in reading tasks optimistically, curiously and enthusiastically. This point was shared by Melekoglu and Wilkerson (2013, p.86) who asserted that technology could become a motivating factor for struggling adolescent readers who received instructions for improving their reading skills. They reported such an initiative in his study of assisting 76 second graders who were slow or had difficulty in transferring comprehension skills from spoken to written language.

2.6 Why the need of understanding "schema"?

Reading is not only the product of a complex but also a decomposable information processing system (Weir & Urquhart 1998; Ozuru, Rowe, O'Reilly, & McNamara, 2008) and reading comprehension as a complex and multi-component process requires readers to interact and reconstruct meanings from the text. Readers implement the use of prior knowledge known as *schema*, and associate it with the information found in the text. Zhang (2010, p.457) defines *schema* as a mental structure in semantic memory that specifies the

general or expected arrangement of a body of information and is acquired through many experiences with an event or in routine. This is by means of setting up one's expectations for what usually will happen and helping one to interpret what does happen and remember what in fact did happen on particular occasions.

Quite a few recent studies, for example Zhang (2008), Zhang (2010), and Gilakjani and Ahmadi (2011) explain the relationships among reading, reading comprehension, and schema or prior knowledge. Understanding the role of schema in the reading process provides teachers with insights into why students fail to comprehend text material even though students sometimes feel that they could recognize all words in the text. In the earliest times, as in the work by Kant (1781, as cited in Zhang, 2010, p.457), it was claimed that background knowledge plays a role in reading comprehension, so that new information, new concepts, and new ideas only have meaning when they can be related to something the individual already knows. As of now, the schema theory based on Goodman's (1967, as cited in Zhang, 2010 p.457) psycholinguistic reading model is currently the dominant reading theory. It emphasizes the process of comprehension as guided by every input being mapped against some existing schema and that all aspects of schema must be compatible with the input information.

Zhang (2008), Zhang (2010), Gilakjani and Ahmadi (2011) emphasized that the schemata can improve reading comprehension, and reading, in turn, can help readers build new and correct schemata. In this regard, teachers need to pay attention to prior knowledge or schema to develop reading skills in learners. They should be aware of the extent to which their students are familiar with the reading contents selected for practice in reading comprehension. Moreover, the cultural aspects of selected reading texts should therefore be explicated to facilitate readers' understanding of what and how people behave or do things differently in cultures they are not familiar with. This is part of schema formation to be acquired by readers of the context of the reading contents (Pardo, 2004; Hjertstedt, 2013; Al-Mahrooqi, 2013). It should be the teacher's role in identifying unknown or unfamiliar schemata for their learners particularly at the elementary school level. The teacher should activate in learners the identified schema in the target reading text via

well-designed activities in the class room to ensure integration of the unknown into the known.

2.7 Why bring in schema-based teaching?

Quite a few studies by Chinese scholars: Geng (2007), Zhang (2008), Zhang (2010), Hu (2013), and Yang (2013), to name but the major ones, identified limitations in students' language skills development and the lack of exposure to real-life communication in English. Melekoglu (2013, p.79) reported local English training centers in the PRC are attended by students of low language proficiency or "resistant" or "struggling" learners. Worse still, they come with negative attitudes and a rather low motivation to read or perform better. As reported, those adult learners come for training with extrinsic motivation or instrumental motives rather than intrinsic motivation which has to do with pleasurable internal feelings or thoughts to support long-term learning (Wigfield & Guthrie, 1997, p.421). Most younger students tend to be instrumental in their desire for good grades, or better employment opportunities in the future. All teachers need to work hard to find the most appropriate way to maintain these learners' reading interest and overcome their fear of failure in reading and comprehension tests. Individual teachers have to find ways to motivate their learners with intrinsic motivation to engage the latter in extended and long-terms reading activities.

Previous traditional teaching methods with emphasis on sentence structures and grammar in reading classes seem to have been insufficient and in efficient in facilitating and supporting learners' comprehension strategies, domain knowledge, word recognition, fluency and motivation to read (Richardson, 2010, p.9). Particularly in the current digital era, new pedagogies that accommodate digital literacy are authentic learning experiences, observation, intrinsic motivation and learning collaboration as pointed out by Parkhill, Johnson, and Bates (2011). Their work reported the majority of educators trying to incorporate various technologies into their teaching to create the optimal learning environment for students; for instance Audio Visual Achievement in Literacy Language and Learning, AVAILLL, is the typical multimedia program widely implemented in New Zealand classrooms. Such a program carries innovative multimedia for intensive reading in supplementing

classroom practice, and fully engaging students in reading.

2.8 What is the current study about?

In the study to be reported in this paper, the researcher has identified limitations in the teaching method as reported by earlier researchers aforementioned. The subjects or grades 5-6 studentsin this study were taught with the traditional teaching method of focusing on the language form and reading materials that are not specially designed to attract learners' interest. The importance of prior knowledge or schema did not receive full attention in the traditional teaching method. The researcher therefore would like to try a teaching method that primarily incorporates visual media in the form of cartoon movies to activate interest and schema in learners, followed by reading activities on the schema-related reading texts. This is an attempt to develop intrinsic motivation for the love of reading that can be sustained throughout life-long learning. The subjects immersed themselves in watching cartoon movies and were fond of lively characters in the shown movies. Instead of resisting or criticizing this kind of "addiction," it is important to regard movies as a way of gaining new knowledge and hopefully help students to improve their reading comprehension, and try to find an acceptable central place for communication and entertainment in their leisure lives (Parkhill et al., 2011). Because there have been no empirical studies on the effects of the use of cartoon movies on reading comprehension of Chinese students, particularly at the elementary school level reported in any academic media and journals, this study was initiated to investigate such effects at the elementary school level.

It is expected that such a teaching method with the use of popular cartoon movies can support learners' reading comprehension in that they have an opportunity to alternate between viewing and listening to the selected visual media and then doing comprehension tasks. This is from the researcher's experience and thus belief that the trialed method should be able to serve as an effective tool in exposing elementary school Chinese students to reading in English.

3. Statement of the problem

Two Chinese researchers have identified the traditional teacher-centered teaching method currently used in the PRC with the hierarchical relations between teachers and students and the teachers' authority in the classroom is being challenged by the new student-centered, teacher-facilitated teaching methods. More specifically, memorization is seen as the prerequisite factor for learning success in China by both Chinese students and teachers (Hu, 2013, p.2; Yang, 2013, p.15). Such studies prompt local ESL teachers to look for a new or at least modified method to assist Chinese students to learn and perform better. In this regard, the researcher as an experienced reading teacher in Chengdu PRC has felt an urgent need to develop a teaching method that assists Chinese students especially at the elementary school level which is considered a critical stage in learning a second language such as English. Reading at the elementary school level is expected to help learners develop reading comprehension skills facilitated by the schema-based teaching that aims at intrinsic motivation and the use of visual media. To the researcher, the teaching method utilizing cartoon movies to motivate interest and create schema in learners for comprehension of schematically related reading texts can provide empirical evidence to support the trialed method. The gathered empirical data are to demonstrate how English cartoon movies, shown in English reading classed, can actually motivate students to enjoy reading more and read better.

4. Research objectives

4.1. To find out whether the use of English cartoon movies with the trialed teaching method and interactive learning activities can help motivate Chinese elementary school students to read better.

4.2. To examine the students' individual profiles on reading performances whether there is any gain in reading performances that can empirically reflect workability of the trialed method.

5. Research methodology

5.1 Subjects

The subjects were 30 Chinese elementary school students aged 11-12 in grades 5-6. The subjects participated in the study on a voluntary basis and performed on the platform reading test of 30 items with a score of 1 point for each test item, to establish that their reading performance was not higher than 80% or not lower than 20%. The established level was to ensure the possibility that the subjects in the study could show some gain in

reading performance after the trialed teaching method. Eight students who performed higher than 80% or lower than 20% were dismissed and the final number of subjects in the study was 30 [see specifications of the platform test in Appendix II).

5.1.1 *Subject variables*:

Age

11 years old	21/30	70%
12 years old	9/30	30%

Gender

Male	20/30	67%
Female	10/30	33%

5.1.2 *Previous hours of English learning per week*

(Government Elementary School)

135 minutes	23/30	77%

(Private Elementary School)

225 minutes	7/30	23%

All 30 students in this study have 5-6 years of English training. Seventy seven per cent (77%) of them have their English classes in the Government Elementary School System; each class takes 2.25 hours (45 minutes x 3 classes = 135 minutes) per week per person. Twenty three per cent (23%) of students have their English classes in the Private Elementary School System, which is 3.75 hours (45 minutes x 5 classes = 225 minutes) per week per person.

5.2 Criteria for input selection

The trialed teaching method utilizes the watching of popular cartoon movies. Two classes were designated out of a total of 4 classes per month over the period of 4 months; 8 classes in total were in the study. During the study, there were a total of eight popular and funny American cartoon series viewed. *Square-pant SpongeBob* and *Charlie Brown* were selected for showing in the theme-related reading class along with the implementation of well-designed lesson plans.

5.2.1 *Movie clips selection*

Eight cartoon movie clips were selected with the following specifications:

Context :	Western culture/Western daily life/Western activities
Content of movies:	Suitable for children 6-13 years old, no violence, nudity, sexuality
Language:	Authentic daily used English
Student age:	10-13 years old
Grade level:	5-6
Gender:	Suitable for either male or female
Length of movie:	20 minutes
Characters:	Popular, not too many,
Accessible:	Easy to buy
Visuals:	Colorful
Pronunciation:	Clearly-articulated
Subtitle:	Both English and Chinese
Soundtrack:	Both English and Chinese

SpongeBob Square Pants Series
(Created by Stephen Hillenburg, published in 1999)
Episode selected: *Texas* [Cartoon Movie Clip 1]

Charlie Brown Series
(Created by Charles M. Schluz, published in 1983)
Episode selected: *A Charlie Brown Thanksgiving* [Cartoon Movie Clip 2]
Life is a circus, Charlie Brown [Cartoon Movie Clip 3]
It's the Easter Beagle, Charlie Brown! [Part 1] [Cartoon Movie Clip 4]
It's the Great Pumpkin, Charlie Brown![Cartoon Movie Clip 5]
It's the Easter Beagle, Charlie Brown! [Part 2] [Cartoon Movie Clip 6]
What a nightmare, Charlie Brown![Cartoon Movie Clip 7]
The Great Inventors [Cartoon Movie Clip 8]

5.2.2 *Considerations for material /text selection*

The interaction between the text and the reader is very important. The content of a text should be schematically related to the cartoon movies used to motivate learners' interest prior to the reading tasks. In facilitating the trialed teaching method in the reading class, the researcher gave students a list of the topics of the movies; then they were interviewed about familiarity with the selected texts that are schematically related to the target cartoon movies.

5.3   Research instruments

To obtain empirical data on the subjects' possible gains in reading comprehension performances on eight specially designed reading lessons, the researcher developed six instruments to collect data as follows:

Instrument 1: Reading comprehension test [also known as a platform test]

Instrument 2: The trialed teaching method with its procedure, self-reflection, and peer teacher's feedback.

Instrument 3: Presentation of selected English cartoon movies

Instrument 4: Reading activities

Instrument 5: Students' weekly reading comprehension assessments [eight subtests] [see specifications of the weekly tests in Appendix II]

Instrument 6: Students' motivation assessment

6.   Data collection and procedure

Data collection was in the second semester of academic year 2010, which started from 1 September 2010 to 28 December 2010 in the Yang Guang English Training Center in Chengdu, one of the western cities of China. It should be noted that prior to the study, finding the subjects was time-consuming. At first, since the study was exploratory and experimental in nature, the trialed teaching method was not approved as a recognized teaching method; most of the English training centers were afraid that the study would to a certain extent influence their students' performance scores in exams, which in turn could affect their enrolment rates. Secondly, parents were not willing to let their children participate in the study for fear of possible effects on exam scores. Thirdly, some centers did not want free-of-charge teaching by the researcher because it was not in accordance with the policy of the centers. It was fortunate for the researcher to secure cooperation from the Yang Guang English Training Centre which was founded in 2006 and located in Chengdu, a western city in China. It has four full-time English teachers and some part-time teachers; its student enrolment is around 90-120 students per

year. With parents' consent, the researcher was finally permitted to conduct her study with 30 grade 5-6 students at the center.

Six instruments were used to collect data. The data collection procedure is shown in Figure 1.

All reading comprehension tests, i.e., one platform test and eight weekly tests, were constructed by the test specifications to assess the reading performances of the students, as specified by the Chinese Elementary School Curriculum (see details in Appendix II). The tests were tried out with five students with variables similar to the real subjects. The tests and the other instruments used by the teacher and the peer teacher were reviewed and validated by three language specialists. All instruments were revised on the basis of the pilot results and feedback from the language specialists. The revised version of the platform test had 30 four-multiple-choice items [1 point for each test item] for the testing time of 40minutes. The weekly tests had 15 four-multiple-choice items per each test [1 point for each test item] for the testing time of 20 minutes. All tests were scored and reported at percentage levels: 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100. All scores in percentages were recorded on the subjects' individual profiles.

7.   Data analysis

Data obtained from Instruments 1 and 5 are quantitative data, recorded in frequency and percentage presented in tables. Data obtained from Instruments 2, 3, 4 and 6 are qualitative data presented in brief descriptions and reports. Details are given below:

7.1   Instrument 1: Reading comprehension test (platform test)

The test scores of 38 subjects were obtained. Those students who scored more than 80% or less than 20% were excluded on the grounds that the treatment in the study may not have any effect on them in terms of gains in reading comprehension. In other words, the subjects classified by the platform test as belonging to the high-or low-end groups were excluded from the study.

The remaining subjects were 30 students with scores ranging from 30% to 70%. The scores in percentages of each student were recorded on their individual profile as a basis for observation of any gain that may occur as the result of the trialed teaching method in the study.
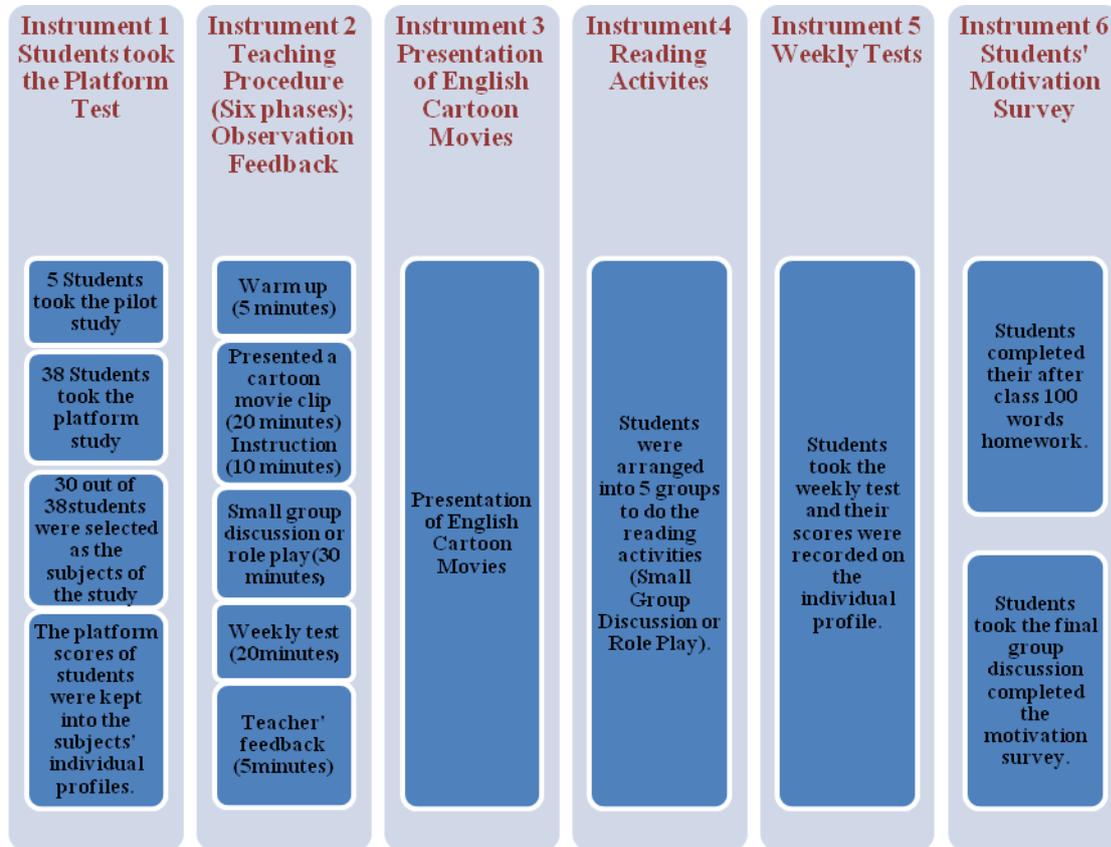
Instrument 1 Students took the Platform Test	Instrument 2 Teaching Procedure (Six phases); Observation Feedback	Instrument 3 Presentation of English Cartoon Movies	Instrument 4 Reading Activites	Instrument 5 Weekly Tests	Instrument 6 Students' Motivation Survey
5 Students took the pilot study	Warm up (5 minutes)	Presentation of English Cartoon Movies	Students were arranged into 5 groups to do the reading activities (Small Group Discussion or Role Play).	Students took the weekly test and their scores were recorded on the individual profile.	Students completed their after class 100 words homework.
38 Students took the platform study	Presented a cartoon movie clip (20 minutes) Instruction (10 minutes)				
30 out of 38 students were selected as the subjects of the study	Small group discussion or role play (30 minutes)				Students took the final group discussion completed the motivation survey.
The platform scores of students were kept into the subjects' individual profiles.	Weekly test (20 minutes)				
	Teacher' feedback (5 minutes)				

Figure 1 Data collection procedure

7.2 Instrument 2: Presentation of selected English cartoon movies

The data on the presentation of movie clips were obtained in the form of brief descriptions or observation notes derived from the researcher's self-reflection notes and peer teacher's feedback.

7.3 Instrument 3: The trialed method and its teaching procedure

The data on the trialed method and its teaching procedure were obtained in the form of brief descriptions or observation notes derived from the researcher's self-reflection notes and peer teacher's feedback.

7.4 Instrument 4: Reading activities

The data on the designed reading activities in lesson plans were reported in the form of brief descriptions or observation notes.

7.5 Instrument 5: Students' weekly reading comprehension assessments

The test scores from eight subtests were obtained and recorded by frequency and percentage on individual reading assessment profiles.

7.6 Instrument 6: Students' motivation assessment

The data on the students' motivation assessment was collected from 100-word-reflections on what the subjects liked or disliked about the selected character and what they might to do if they were to assume the role of that character. Qualitative data derived from content analysis were to yield reasoning for their like or dislike of the selected character, which in turn should reflect their intensity of interest and motivation in reading. The use of group discussions with guided prompting questions was to generate the subjects' responses that also reflect the intensity of their

interest and motivation in reading. Results of content analyses from the subjects' reflections as well as their responses to guided questions in the group discussion tasks were reported in frequency and brief exemplified descriptions.

8. Findings

Through the data collected from Instruments 1 and 5, the results of the reading comprehension performance were shown, followed by discussion. Through the data collected from Instruments 2, 3, 4, and 6, the findings on motivation were shown in the students' motivation survey form and the teachers' evaluation in the form of self- reflection notes.

8.1 Increase in the students' reading omprehension percentage scores

The difference between reading comprehension scores from the platform test to the weekly tests indicates the changes in reading comprehension of the participating students. Two kinds of scores were focused on: one is the whole class score percentage with a gain of 15% (from 51% to 66%) reflecting the possible effects of the trialed method using cartoon movie clips, schema and motivation on the subjects' reading comprehension performance. When taking into consideration the average score percentage of the subjects' performances on eight subtests in the range of 44% to 88%., we can perhaps say that the subtests did not vary much in terms of motivation effects or conceptual difficulty. It should be noted the researcher's main concern for the data presented in Table 1 rests upon whether there is any empirical evidence for upward reading comprehension performance of the subjects participating in this study. It can be said that through monitoring their own performance each week through their individual profile, the students gained self-efficacy from intrinsic motivation and built up their confidence gradually which in turn motivated better performance in the target reading tasks.

As seen in Table 1, the researcher noted that those subjects who performed on the platform test at 30% (n=7) and 50% (n=9) had the highest gain of 6% to 9% after being exposed to the eight subtests (14 to 20% and 11 to 20%, respectively). Those who scored on the platform test at 70% (n=9) showed their gain at 8% (10% To 18%), and those with their platform test score

at 60% (n=3) gained 6% (5% to 11%). It is interesting to see those with a platform test score at 40% (n=2) showed the smallest gain at 3% (11% to 14%). It can perhaps be interpreted that the subjects tended to be inconsistent at the developmental stage of reading comprehension though showing clear evidence on comprehension gain most probably affected by the treatment.

8.2. Students' feedback to the cartoon movie teaching method

As seen in Table 2, the positive effect of using cartoon movies in teaching was proved by the high satisfaction of students with the cartoon movies combined with the teaching method in the study. In particular, Item 8 indicates that all students enjoyed discussing the stories with their teacher. A motivation survey or student feedback showed a promising picture of students' positive perception of reading classes. The motivation survey consists of 10 questions focusing on students' reaction to the use of the cartoon movie teaching method with the class under study. Moreover, 87% of the students wrote in their 100-word-homework that they liked the characters presented in the selected cartoon movies.

8.3 Teacher self-reflection and peer teacher evaluation of the teaching method

As seen in Table 3, the teacher's self-reflection and the peer teacher's evaluation of the teaching method reveal their reaction to the use cartoon movies in motivating students' interest in conceptualizing the target schema to support reading comprehension performance as exemplified thus:

- Note of teacher's self- reflection: "The instruction of this class cost a lot of time, it seemed like unreasonable, it would conflict with the next phase. I wanted to adjust the instruction time to see the response of students." [original text]

- Note of peer teacher "The speed of speaking of the teacher was quite fast, some of the students couldn't catch up with it. The instruction phase used quite a long time, the researcher should redesign the time again." [original text]

Table 1 Percentage scores obtained from platform test and eight subtests

Student Number	Platform Score [30 points]	Week 1 [15 points]	Week 2 [15 points]	Week 3 [15 points]	Week 4 [15 points]	Week 5 [15 points]	Week 6 [15 points]	Week 7 [15 points]	Week 8 [15 points]	Average of 8 Subtests	Gain in Percentage between Platform Test and Average of 8 Subtests
St 1	70	70	70	80	90	90	90	90	80	83	13
St 2	70	90	70	90	90	90	80	80	80	84	14
St 3	70	90	80	90	90	90	90	80	90	88	18
St 4	60	80	60	70	60	60	80	60	50	65	5
St 5	70	80	60	80	80	70	80	70	70	74	4
St 6	60	70	70	80	80	80	80	80	70	76	16
St 7	50	60	70	70	70	60	70	70	60	66	16
St 8	30	50	30	40	70	50	60	50	50	50	20
St 9	50	60	50	50	60	60	70	70	70	61	11
St 10	70	80	70	80	90	80	90	70	80	80	10
St 11	70	90	80	70	80	90	90	80	80	83	13
St 12	50	60	70	60	70	70	80	60	60	66	16
St 13	60	70	60	70	80	80	70	70	60	70	10
St 14	70	80	70	80	100	80	80	80	90	83	13
St 15	50	70	50	80	80	70	80	60	70	70	20
St 16	40	60	50	60	60	60	50	50	40	54	14
St 17	50	70	60	60	70	60	70	70	60	65	15
St 18	50	60	60	60	70	70	70	70	50	64	14
St 19	40	60	40	50	60	50	60	50	40	51	11
St 20	30	50	30	60	60	50	50	50	40	49	19
St 21	50	60	50	70	60	70	70	60	50	61	11
St 22	50	60	50	70	70	60	70	70	60	64	14
St 23	70	80	90	90	90	80	90	80	70	84	14
St 24	60	70	60	70	80	80	80	70	60	71	11
St 25	30	50	40	50	60	60	50	40	40	49	19
St 26	30	50	30	60	50	60	60	50	40	50	20
St 27	30	50	40	60	50	50	60	40	40	49	19
St 28	50	70	60	70	70	70	70	70	50	66	16
St 29	30	50	30	40	60	50	40	50	40	45	15
St 30	30	40	30	40	50	50	60	40	40	44	14
Average	**51**	**66**	**56**	**67**	**72**	**68**	**71**	**64**	**60**	**66**	**15**

Table 2 Students' motivation response by frequency and percentage

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	**2**	**3**	**4**	**5**
1				1(3%)	29(97%)
2				4(13%)	26(87%)
3			2(7%)	5(17%)	23(76%)
4			3(1%)	7(23%)	20(66%)
5			1(3%)	8(27%)	21(70%)
6			1(3%)	4(13%)	25(83%)
7			2(7%)	6(20%)	22(73%)
8					30(100%)
9				2(7%)	28(93%)
10				4(13%)	26(87%)

Note: *Frequency (%) : Item Code by Question: Item 1 Question 1 I felt that it was a good idea using the cartoon movies in teaching English/ Item 2 Question 2 I was satisfied at the movies that the teacher presented/ Item 3 Question 3 I agree that the movies gave me ideas for my homework/ Item 4 Question 4 I felt more confident doing the reading tests after viewing the movies/ Item 5 Question 5 I learned how to activate what I knew to help my comprehending tasks/ Item 6 Question 6 I was happy to take part in the group discussions/ Item 7 Question 7 I was happy to take part in the role plays/ Item 8 Question 8 I enjoyed discussing the stories with my teacher/ Item 9 Question 9 I enjoyed discussing the stories with my group members/ Item 10 Question 10 I always looked forward to the next reading class*

Table 3 gives a clear picture of the researcher-teacher as well as the peer teacher that both are mostly positive and satisfied with the lesson plan design, selected material, students' attention, participation in small group discussion, participation in role play, and schema activation practices. The response data reveal that the two parties were quite consistent in their evaluation of the trialed teaching method.

Table 3 Teacher self-reflection and peer teacher evaluation of the teaching method

		Lesson-Plan Design			Selected Material			Students' Attention			Participation in Small-group Discussion			Participation in role play			Schema Activation Practices		
		S	N	U	S	N	U	S	N	U	S	N	U	S	N	U	S	N	U
Week 1	Self-reflection		N		S			S				N			N			N	
	Peer teacher feedback		N		S			S				N			N			N	
Week 2	Self-reflection		N		S			S			S				N			N	
	Peer teacher feedback	S			S			S			S			S			S		
Week 3	Self-reflection	S			S				N		S			S				N	
	Peer teacher feedback	S			S			S			S			S			S		
Week 4	Self-reflection	S			S			S				N			N		S		
	Peer teacher feedback	S			S			S			S			S			S		
Week 5	Self-reflection	S			S				N		S			S			S		
	Peer teacher feedback	S			S			S				N		S			S		
Week 6	Self-reflection	S			S			S			S			S			S		
	Peer teacher feedback	S				N		S			S			S			S		
Week 7	Self-reflection	S				N			N			N		S			S		
	Peer teacher feedback		N			N			N		S			S			S		
Week 8	Self-reflection	S			S			S			S				N		S		
	Peer teacher feedback	S			S			S			S				N		S		

S = Satisfactory; N = Neutral; U = Unsatisfactory

9. Discussion of major findings

Several aspects were concluded to explain how the students gained upward progression in their reading comprehension performance during the study.

- The findings of this study are in line with the work of Snow (2002, p.42) that high interest, derived from choice, can lead to high comprehension. As shown in the study, the students' needs and interests were respected by teachers, while the movie clip selection criteria were based on the preferences of the students.

- The findings of this study also support the work of Rumelhart (1977, as cited in Zhang, 2008, p.198) that reading comprehension represents the process of choosing and verifying conceptual schemata for the text. This view point was further modified by Zhang (2010, p.457) that every input was mapped against some existing schema and that all aspects of the schema must be compatible with the input information. In this study, the data students' motivation as reported in Table 2 appear to suggest the significance of schema in engaging students' interest in the reading texts following the movie clips intended to activate schema for their reading comprehension.

- It is obvious from the findings in this study that the formalized topic and content of the target reading texts the students gained from the cartoon movie clips helped them comprehend better. The schema or prior knowledge the students learned from the movie was assimilated into the existing schema, and were stored in the students' memory. Such a conceptualizing process was in accordance with the standpoint of Anderson and Pearson (1984, as cited in Alshumaimeri, 2011, p.187) that the schemata were naturally activated when needed with appropriate stimuli.

- The data on reading score percentages obtained by the subjects and their reaction to the teaching procedure point to the subjects being attracted by the characters and showed their positive emotions like enthusiasm, optimism, curiosity, and interest while they actively took part in the reading activities, and in turn, their active performance in activities helped their reading comprehension. It is evident in the study that the subtitled movies connected the visual images and the verbal to help students to improve their reading performance. The colorful and visual images of the cartoon movies created a more relaxed learning environment, and the popular cartoon characters supported their imagination and helped create fanciful activities. This point was mentioned by Metzler (2010, p.7) and Potzsch (2013, p.126) that the images or sounds of movies make students react affectively.

- The cartoon movies utilized in the reading class of this study developed the students' positive attitude toward reading, and their recognition of the value of reading. The researcher-teacher's work on motivation of the subjects in the study was observed by the peer teacher with a positive reaction. The students were motivated to read better and the consequent reading competence or confidence in turn motivated students to read more and thus form their life-long reading habit. This finding supports the work of Melekoglu (2013, p.85) who emphasized that if readers appreciate the value of reading, then readers would develop a higher motivation to read and thus make even more improvements in reading.

10. Pedagogic implications of the study

Based on major findings reported so far, the study can generate the following pedagogic implications:

- The cartoon movies selected by the newly developed specifications could be used in a reading class to motivate students to read more and increase students' reading

comprehension of the target reading text. As shown in this study, selected cartoon movies can be used with a specific teaching method and activities in the classroom. The popular cartoon movie clips could be used by teachers in English teaching in Chinese schools to help motivate students, especially those "resistant" students, to read better and consequently help to build up students' confidence and self-efficacy from intrinsic motivation to form their life-long reading habits. The movie subtitles enhanced the understanding of the movies by enabling students to visualize and confirm what they hear in the movies, formulate a relevant schema prior to their performance on the assigned reading tasks.

- The presented cartoon movies in the classroom help readers become more familiar with the topic and content of the selected text; the schematic connection between the movie clips and the reading text can help motivate students to read better. Such schematic connection between the movie clip and the reading text is a very important point in which teachers should remind themselves while they select the materials, and try to match the movie clip with the reading text efficiently. Otherwise, the movie clips might only be an entertainment program rather than teaching aids.

- All student feedback in the study, including the students' attention and participation in the classroom, students' 100-word-homework, and students' motivation responses, point to the students' positive attitudes toward the subtitled English cartoon movies used in reading lessons for Chinese elementary school students. Subtitled English cartoon movies with specific teaching methods and learning activities can help support reading comprehension skills of students.

- The students' feedback is very precious to teachers. It can be valuable in helping teachers improve their teaching. Through the obtained feedback, teachers have the chance to know which part of the teaching can be a strength worth continuing and which part lies as a weakness requiring more development. Without students' honest feedback, the teaching would be directed to the teacher-centered teaching, which should be avoided in effective teaching nowadays. The reading teacher's self-reflection notes can serve as a useful tool to re-check the overall teaching aspects related to reading comprehension tasks: (1) lesson plan design, (2) selected material, (3) schema activation practices, (4) students' attention, (5) participation in small- group discussion, and (6) participation in role play.

- Classroom observation by the peer teacher is needed to check whether the use of cartoon movies can help motivate students to read better as planned, and whether the use of cartoon movies with specific teaching methods and learning activities can support the reading comprehension skills of students. Such classroom observation by the peer teacher can provide a reflective overview of the teaching procedure that could be further adopted and adapted by teachers who are interested in using visual media in their reading class.

11. Conclusion

This study was designed to find out whether subtitled cartoon movies can motivate Chinese students to read better and the use of subtitled English cartoon movies with specific teaching methods and learning activities can help support reading comprehension of students. The upward individual progression and increased rate of students' reading comprehension percentage scores as shown in Table 1, as well as the positive attitudes of teachers and students shown in Table 2

all revealed that the objectives of the study were met. The significance of using the subtitled cartoon movies in the reading class, reflections of teachers and students' feedback are verified to be valuable for teachers developing their future teaching method.

Teaching reading comprehension is a complex task and a dynamic process. There is not any one teaching method that is most optimal one for everyone. The teacher himself/herself is the right person to design the most appropriate teaching method for his/her students; no one would be more perfect because the teacher under-stands what his/her students really need. Fully taking the students' needs and interests into consideration as shown in the integration of the animated material, a carefully designed teaching procedure, interactive learning activities, followed by the students' and peer teachers' feedback, the teaching goal will be met and empirically realized in a desirable student-centered Chinese classroom context as shown in this study.

Except for allowing students' voices to lead the class, for facilitating the reading comprehension, the prior knowledge or schema should be emphasized during teaching. Utilizing cartoon movies in the cultural background instruction could help students become familiar with the target reading tasks; the accumulating schemata would facilitate students to complete the reading comprehension successfully; and the consequent confidence, self-efficacy from intrinsic motivation would motivate students forming their life-long reading. In addition, preparing the cooperating learning activities like group discussion or role play are also important in teachers' lesson plans, with the cartoon movie as the rich resource or "catalyst," to immerse students in a relaxed, and lively learning environment, and intrigue their varied and fancy thoughts. This in turn can help generate countless critical thinking in students, motivate them to reach the higher level of reading comprehension as an optimal goal for all reading teachers.

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Appendix I Teaching method and lesson plan

The researcher used the teaching method which procedure focused on the subjects' attention, participation and two kinds of interactions: teacher-student and student-student.

LEARNING OBJECTIVES

Students have positive improvements in their reading comprehension and language learning; students have positive motivation for reading.

LEARNING TASK 1
Reading comprehension test 1
LEARNING TASK 2
Reading comprehension test 2
LEARNING TASK 3
Small group discussion
LEARNING TASK 4
Role plays
LEARNING TAST 5
Homework (writing)
LEARNING TASK 6
Final group discussion

LEARING OUTCOME
1.   Language achievement
1.1 Students can actively communicate with peer students and their teacher in English
1.2 Students performed better in the reading comprehension test;

2.   Motivation of students
2.1 Students actively take part in the activities of the class;
2.2 Students actively complete the homework;

2.3 Students understand how to establish schemata in four stages:

Prior   knowledge   and   cultural background;
Domain and topic knowledge;
Discourse and genre knowledge;
Vocabulary knowledge;

Lesson Time Allocated
90 minutes allocated
(5minutes+20minutes+5minutes+35minutes+20minutes+5minutes)
5 minutes: Warm up.
Prepare the subjects for this particular class: (teaching method explanation; target learning outcome, objectives, learning tasks, performance assessment, students' feed-back, teacher's feedback). Present the selected English cartoon movie.
20 minutes: Give   specific   directions reminding students what they should be paying attention to or look for in viewing each assigned movie clip; present theselected English cartoon movie.
5 minutes: Instructions   for   the   target reading text
35 minutes: Reading activities:
small-group discussion / role play, only one activity per class.
20 minutes: Reading comprehension assessment
5 minutes: Teacher's feedback

Appendix II Test specifications
Test Specifications of Platform Test

The Number of Reading Texts: 1 Text
Topic of Text: Pumpkins
Examinees: 5th Grade and 6th Grade students
Types of Test Items: 4-Item-Multiple-choice Test
The total number of Test Items: 30 items
Testing Time: 40 minutes
Length of Text: 245-255 words
Vocabulary based on PRC Primary Curriculum
Level of Text: Elementary PRC Primary Curriculum
Theme: Appealing to 5th and 6th graders: Pumpkins
The number of Words in Reading Text: 245-255 words
New Words per paragraph: Not more than 3 new words per paragraph with reference to the Glossary of The English Text Book of the Elementary School in China
Generate 30 test items: 6 for vocabulary and 24 for factual information.
The question types of test items
· Items 1-6 Vocabulary Testing items on literary meaning; 6 items for Vocabulary.
· Items 7-30 for Comprehension Testing items on factual information; 24 items for Comprehension. There are 12 items under WHAT questions including Who, When and Where, 8 items under HOW questions, and 4 items under WHY questions.
· Category 1WHAT questions in 12 Items
· Category 2HOW questions in 8 Items
· Category 3WHY questions in 4 Items

Test Specifications of End-of Week Test

The Number of Reading Texts: 1 Text
Topic of Text: vary
Examinees:
5th Grade and 6th Grade students
Types of Test Items: 4-Item-Multiple-choice Test
The total number of Test Items: 15 items[1 point for each test item]
Testing Time: 20 minutes
Length of Text: 245-255 words
Vocabulary based on PRC Primary Curriculum
Level of Text: Elementary PRC Primary Curriculum
Theme: Appealing to 5th and 6th graders: Pumpkins
The number of Words in Reading Text: 245-255 words
New Words per paragraph: Not more than 3 new words per paragraph with reference to the Glossary of The English Text Book of the Elementary School in China
Generate 15 test items: 3 for vocabulary and 12 for factual information.
The question types of test items
● Items 1-3 vocabulary testing items on literary meaning; 6 items Vocabulary
● Items 4-15 for Comprehension testing items on factual information 12 items for Comprehension.
There are 6 items under WHAT questions including Who, When and Where; 4 items under HOW questions; and 2 items under WHY questions.
● Category 1   WHAT questions in 6 Items
● Category 2   HOW questions in 4 Items
● Category 3   WHY questions in 2 Items

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Appendix III Teaching procedures

The teaching procedure covered 90 minutes and was divided into six phases:

Class 1
Theme: Thanksgiving
Movie clip: A Charlie Brown Thanksgiving
Reading Text: Turkey in the tree

Phase 1 Warm-up (5 minutes)

The researcher and the peer teacher arranged the seats of students and settled them down; told students what was new in today's class:

"Today, I'm going to give you a different reading class. I'm going to show you a popular movie clip and I want you to try to understand what you hear and see from the movie; then later, I will pass you the reading text to finish the testing. The purpose of this reading testing is to know whether you understood the reading text or not."

The researcher should tell the students that there will be 6 phases in this class, and all phases will serve to finish the reading comprehension assessment, therefore, students should pay attention and accomplish each phase within the time limits.

For example:

1. Name of episode: A Charlie Brown Thanksgiving;
2. Plot: "Charlie Brown has dinner with his friends on Thanksgiving day. His friend Linus will explain the history of the Thanksgiving Holiday to everyone";
3. The teacher will ask students some questions and remind them to pay attention to some points: *1: Please listen to the explanation of Linus and try to remember what Linus talked about when he described the origin of Thanksgiving;2: Please pay attention to what are the symbols of Thanksgiving day, and write them down.*

Phase 2 Display cartoon movie clip (20 minutes)

The episode was presented. While playing the clip it was paused at important times to remind students to focus on the key points;

Phase 3 Session after the movie showing (5 minutes)

1. The students were given 5 minutes to recall the main points of the movie, and about what they learned from watching the movie within the discussion group.
2. Words the students heard or learned from the movie were written on the whiteboard.
3. In order to enhance under-standing, important words along with images were displayed over the OHP (over-head-projector). These images were downloaded from the Internet or Screenshot from the movie clip. Each word was carefully pronounced, while at the same time, students were requested to read the words and repeat them.

Phase 4 Instructions for target reading text (5 minutes)

Strategy-based instruction was adopted in preparing students for the target reading text.

The reading text was passed to students and they were asked to follow the steps as below:

Brainstorm, activate prior knowledge

The students were asked to look at the topic first, "Maria's First Thanksgiving".

They were then asked to brainstorm as follows:

What is Thanksgiving? Have you ever celebrated Thanksgiving Day with anyone? Can you please tell everyone about 'Thanksgiving Day'?

Make a prediction

Students were repeatedly asked the following questions:

"When you look at the topic of the text, can you tell what and who it is about? Who is Maria? Can you make a guess about what will happen in this story? Do you remember Charlie Brown's Thanksgiving?"

Activate Schema

Students were lead to activate their schema on Thanksgiving.

"Do you remember the Thanksgiving Day of Charlie Brown and his friends in the movie clip? Please read the text to see the common factors and differences of Thanksgiving Day between Charlie Brown and Maria."

Make a conclusion

Students were asked to make a conclusion about the text and recheck their predictions.

"After you finish reading, please check whether the text has the same ending as your prediction prior to the reading? Do you understand the purpose of the author, or the true meaning of Thanksgiving? Please summarize and retell the whole story. I hope you do well in your next reading activities: group discussion and role play sessions."

Phase 5 Reading Activities (35 minutes)

Students were instructed to do one of the reading activities alternately: small-group discussion and role play. The detailed requirements of these two activities and the Schedule of Reading Discussion questions for Class 1:

1. *Who is the main character of this reading text?*
2. *What are the different experiences of the characters between the cartoon movie and the reading text?*
3. *What are the common experiences of the characters between the cartoon movie and the reading text?*

Phase 6 Assessment of reading comprehension (20 minutes)

The reading comprehension test was given to the students, and the directions were read again. Students were reminded to finish the test within the allotted time. Students' scores were recorded in percentages as part of their individual reading comprehension performance files. For eight classes, the students were given an objective type of test consisting of 15 four-multiple-choice items, each carrying a score of 1. The students in the study were asked to perform this test and their scores were placed in percentage levels: 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 %. These scores in percentages were kept as records 1-8, in comparison with their platform performance (as assessed by Instrument 1). It should be noted that these eight subtests were constructed with clear-cut

test specifications as used in Instrument 1. Students had all nine reading comprehension assessment records to reflect whether there was any change upward or downward in their reading comprehension performance.

Phase 7 Teachers' feedback (5 minutes)

After the assessment, students were asked some questions in order to check their comprehension of the text, such as, the main idea of the text, recall the main details, and comment on the characters in the text. Through this 5-minute checking, a general overview about the teaching results of this class could be assessed, and also help to improve the teaching method of the next class.

[This is another idea to add the questions into Appendix]

Appendix

Evaluation of the cartoon movie teaching method
Directions: For each statement, please rate your perception with the given items by using a rating scale from 1 (low) to 5 (high).
1. I felt that it was a good idea using the cartoon movies in teaching English….1 2 3 4 5
2. I was satisfied at the movies that the teacher presented….1 2 3 4 5
3. I agree that the movies gave me ideas for my homework….1 2 3 4 5
4. I felt more confident doing the reading tests after viewing the movies….1 2 3 4 5
5. I learned how to activate what I knew to help my comprehending tasks….1 2 3 4 5
6. I was happy to take part in the group discussions….1 2 3 4 5
7. I was happy to take part in the role plays….1 2 3 4 5
8. I enjoyed discussing the stories with my teacher….1 2 3 4 5
9. I enjoyed discussing the stories with my group members….1 2 3 4 5
10. I always looked forward to the next reading class….1 2 3 4 5