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**The Effectiveness of Using Cartoon Films in
Enhancing Primary School Pupils'
EFL writing skills.**

*A Thesis Submitted in partial fulfillment of the requirements for the
Master Degree in Education(TEFL)*

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Abstract

The current study investigated the effectiveness of using cartoon films in developing primary school pupils' EFL writing skills. The participants of the study comprised 60 pupils .They were drawn randomly from fourth year pupils enrolled in the primary stage, at Qombainyat primary school for boys and girls, EL Sadat Educational Directorate, Menouifa governorate ,during the first semester of the academic year 2020-2021. The participants were divided into two groups: experimental and control,30 pupils each. After pre-testing, The experimental group received writing skills through cartoon films while the control group received regular instruction. Data were treated statistically. The results revealed that using cartoon films is effective in primary stage pupils' EFL writing skills. Hence the results seemed to provide adequate evidence to support the hypotheses. The change that occurred in the writing skills performance of the experimental group was higher than that of control group. Thus ,it is recommended that the use of cartoon films be used in teaching writing skills to primary school pupils.

Key words: Cartoon films, writing skills, primary stage pupils.

المخلص

عنوان البحث: فاعلية استخدام أفلام الكرتون في تعزيز مهارات الكتابة للغة الإنجليزية كلغة أجنبية لدى تلاميذ المدارس الابتدائية.

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تناولت الدراسة الحالية تأثير استخدام أفلام الكرتون على تنمية مهارات الكتابة لدى تلاميذ المرحلة الابتدائية في اللغة الإنجليزية كلغة أجنبية. بلغ عدد المشاركين في الدراسة ٦٠ تلميذاً ، تم اختيارهم عشوائياً من تلاميذ الصف الرابع الملتحقين بالمرحلة الابتدائية بمدرسة قومبانية الابتدائية بإدارة السادات التعليمية بمحافظة المنوفية ، وذلك خلال الفصل الدراسي الأول للعام الدراسي ٢٠٢٠-٢٠٢١. تم تقسيم المشاركين إلى مجموعتين: التجريبية (٣٠) والضابطة (٣٠) ، واعتمدت الدراسة علي المنهج شبه التجريبي حيث حيث تلقت المجموعة التجريبية مهارات الكتابة من خلال أفلام الكرتون بينما تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية . تضمنت الأدوات قائمة مراجعة لمهارات الكتابة باللغة الإنجليزية كلغة أجنبية واختبار مهارات الكتابة. ولقد أظهرت النتائج الأثر الإيجابي لاستخدام أفلام الكرتون في تنمية مهارات الكتابة لدى تلاميذ المرحلة الابتدائية. ومن ثم يبدو أن النتائج توفر أدلة كافية لدعم الفرضيات. حيث كان التغيير الذي حدث في أداء المهارات الكتابية للمجموعة التجريبية كما هو موضح طبقاً لنتائج الاختبار البعدي أعلى من التغيير الذي حدث في نتائج الاختبار القبلي. وبذلك أوضحت الدراسة أن استخدام الأفلام الكرتونية أثر بشكل إيجابي على مهارات الكتابة لدى تلاميذ المرحلة الابتدائية.

1.1. Introduction

In Egyptian public schools English is taught as a subject not as a medium of study. Teaching EFL to be fun and enjoyable especially to beginners. Many pupils are anxious to learn English and this consistently makes them lose interest in EFL classes. Thus, to overcome such a problem, teachers should use interesting and imaginative methods to make learners learn English in a better way. They should create interest among pupils. In many Egyptian schools children rarely get opportunities or the choices to express their ideas and thoughts in writing, they are asked to copy from the blackboard, text writing and fill workbook sheets. In Some

EFL classes, pupils can write on selected topics given by teachers for example, a rainy day, my family, my school and others. Teachers provide the main ideas and some keywords to pupils to write and produce their work in a single attempt which is the requirement in the school curriculum. Teachers are required to introduce writing to the pupils and prepare them to reproduce the same in examination on given topics in the curriculum.

Writing is one of an essential language skills. It is an important skill for students in school, college and lifelong situations (Warschauer, 2010) Writing is also an essential for ESL/EFL learners for three reasons. First, writing well is a vital skill for academic or working achievement (National Commission on writing, 2004).Second, writing can be an effective tool for the development of academic language proficiency as learners explore advanced lexical or syntactic expression in their written work easily (Warschauer, 2010).Third, writing across the curriculum can be very helpful for mastering different subject matter, as written expression allows learners to raise their awareness of knowledge gaps and abstract problem-specific.

Many language instructors, materials designers and scholars have been interested in investigating the effectiveness of a variety of strategies and methods that can be employed in EFL classes to facilitate the learners' mastery of language skills in the learning process. The researcher was interested in investigating cartoon films and the role they play in developing writing skills.

Cartoon films can be used to help pupils overcome their writing problem. The term cartoon films is used to refer pictures that can move and make sound .Cartoons can be used at anytime during teaching and learning as long as they are relevant to the point or purpose .They can be

supportive to start a lesson and keep the learners active in learning. They activate learners at classes and can be used as a source of improving learning environment. Cartoons are a wonderful medium in enhancing teaching and learning.

Using cartoons would certainly break boring learning environment. In cartoon films, a picture speaks louder than words and has more impact than just reading the text. Cartoons are excellent as they can deliver positive messages and create awareness among learners as the characters speak and narrate the whole story through their movements. Cartoons reduce boredom and decrease academic stress and anxiety. According to (Glilbret ,2009) , there are some key benefits of using cartoon movies such as being clear and easy to use and to understand, the English words and sentences are chosen by experts and educators to suit the pupils' abilities. Also, they Contain many dialogs and vocabulary with familiar stories completed by nice pictures, colours and sounds. Teachers do not need to take a lot in explaining the teaching materials that are being presented. Cartoons can attract the pupils' attention and motivate them. They are useful in modifying behavior and developing positive attitudes and interests . They are helpful for providing opportunities for self-expression and creativity among learners.

However, to the researcher's knowledge ,there are a few studies that dealt with using cartoons in EFL classes .According to Saferog lu (2008) ,cartoon films provide authentic view of language and culture providing insights into the reality of life of native English speakers .Roa (2019) reported some advantages to the integration of movies into foreign language classes .For instance , movies can capture the students' attention towards the target language. Via cartoon movies students have the chance to get engaged in some writing skills They get the opportunity to write

freely what they watched and feel comfortable without feeling afraid to make mistakes. Each student has the opportunity to write down his /her composition. This removes the psychological difficulties of writing and improves writing skills. In the same context, taraf and Arikam (2010) investigated the effectiveness of authentic animated cartoons in teaching grammar and vocabulary to young Turkish learners of English. The results showed that students' use of vocabulary and grammar was developed and this development might be attributed to the use of cartoon films.

1.2.Context of the problem

From the researcher's experience as an English language teacher, it was found that primary school pupils encounter difficulties in writing skills. They do not write grammatically correct sentences or have the sufficient ideas to use in writing.

Several studies (e.g. Hamp and Heasley (2006) ; Liou and Lee (2011); Ibn Eder (2015); fareed (2016) ; Mugableh and Khreista (2019) confirmed that there is a lack of writing skills among pupils. This might be due to the conventional methods some teachers use in teaching writing.

To document the problem ,a pilot study was conducted by the researcher to find out the weaknesses of primary school pupils in EFL writing skills. The participants were thirty pupils(N=30) of fourth year of Qombainyat primary school for boys and girls, in the 1st semester of the academic year 2020-2021.It tested the pupils ability to write a good paragraph. The results of the pilot study confirmed the pupils' weakness in writing skills.

1.3.Statement of the problem

The problem of the current study was represented in the weakness of primary stage pupils in EFL writing skills. They write sentences and paragraph that reflects poor grammar ,organization, mechanics and irrelevant ideas.

1.4.Questions of the research

The present research was an attempt to answer the following questions:-

- 1.What are the writing skills required for fourth year primary pupils?
- 2.To what extent do they master these skills?
- 3.What is the effectiveness of using cartoon movies in enhancing fourth year primary pupils writing skills?

1.5.Hypotheses of the research

1. There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on overall EFL writing skills post test in favor of the experimental group.
2. There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on each of EFL writing skills(content – organization- structure- mechanics) in favor of the experimental group.

1.6.Aims of the study

The present study attempted to develop 4th primary pupils 'writing skills through cartoon films.

1.7. Significance of the study

The current study is expected to be significant to:

1. Primary School pupils: as it helps them to develop some writing skills through cartoon films and it also helps them write accurately and fluently.
2. Teachers of English as a foreign language: as it provides them with a new method in teaching writing skills, namely cartoon films that enable them to develop their pupils' writing.
3. Curriculum designers: as it draws their attention to cartoon films and help them incorporate films in general and cartoon films in particular to develop EFL writing in addition to other language skills.

1.8. Participants of the study

A group of sixty fourth year primary pupils randomly selected from Qombainyat primary school pupils, in the academic year 2020-2021. They were divided into two groups : an experimental group (No=30) and a control group (N= 30). The experimental group pupils were taught using cartoon films, while the control group pupils received regular instruction.

1.9. Delimitations of the study

The present study was delimited to:-

1. A group of sixty fourth year primary school pupils at Qombainyat primary school for boys and girls.
2. Some EFL writing skills such as language, organization, mechanics and content
3. The first semester of the academic year (2020-2021).
- 4.

1.10. Instruments and materials of the study

In order to fulfill the aim of the present study, the researcher prepared and used the following instruments:

1. An EFL writing skills checklist.
2. An EFL writing skills test.
3. A teacher's guide.

1.11. Terminology

1-EFL writing:

Ibn Eder(2015) defined "Writing as a method of representing language in visual or tactile form .Writing systems use set of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals"

Zaker(2015) defined EFL writing skills as the pupils' ability to express thoughts and ideas in writing. Writing skills began when students are young but continue to develop until adolescence.

In the current study EFL writing skills are operationally defined as primary school pupils' abilities to write accurate sentences and paragraphs considering the writing subskills.

2-Cartoonfilms

Poulson (2010) defined a cartoon movie as a form of media where, animation, characters are shown with simplified features .In the same context Pratiwi (2010) defined cartoon films as a form of media which portray one's interpretation of life recorded as a set of moving images by using drawings instead of real people and places. A cartoon is a form of media as the representation of man's characters, and ideas.

Review of Literature and Related studies

Writing is considered a challenging skill in learning English as foreign languages. It is based on the appropriate and strategic use of language with accuracy and fluency. The ability to write gives learners the power and the opportunity to share their thoughts, ideas and opinions with others. It is considered one of the most difficult skills in learning English as a foreign language as it includes numerous process and strategies (Powell, 2012). Writing is not simply putting down a word after another to form a long sentence or a group of sentences to form a paragraph. It is a major language skill that contributes to learners' academic achievement. Many learners face different difficulties while writing in English due to the limited number of vocabulary, grammatical knowledge and other discourse strategies that organize the text.

In the same context McEwan (2009) and Abosteit (2011) described writing as the ability to communicate through various written formats, such as graphic organizers, short answers, essays or reports. Through employing the skills of handwriting or keyboarding, spelling and punctuation. It draws on the writer's knowledge of vocabulary, syntax and textual conventions and requires an understanding of the audience and purpose of writing. In addition Powell (2012) has described writing as a system of markings with a conventional reference that communicates information like the signs on the pages. Those markings are related in an organized way in order to tell the reader. Writing is use of conventional signs in a conventional system as instruments in a mental process.

Keshta and Harb (2013) pointed out that writing is a mental work which involves inventing ideas, thinking about how to express them and organizing them into sentences and paragraphs that will be clear to readers. It is a generally a group of letters or symbols written as a means

of communication. It is a means of communicating a message with an intended audience but there is a difference between writing and speaking. Writing is more than a public communication ,it is not always spoken words put onto paper. It is considered a means of increasing and enhancing

Importance of EFL Writing Skills.

Harmer (2004) showed that writing has always been used as a way of reinforcing language. Teachers use Writing tasks and activities for a lot of purposes. Firstly as a test to determine the learners' level of understanding grammar. Secondly, reinforces other language skill namely, listening speaking and reading .Third, it is one of the important ways of expressing learners' thoughts and communicating ideas and views to others.

The importance of EFL writing also as indicated by Walsh (2010) who pointed out that unless students know how to express themselves in writing, they will not be able to communicate well with their teachers or just with anyone in normal daily situations else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college learner or successful graduate .Writing has a unique position in language teaching since its acquisition involves practice and knowledge of other three language skills, such as listening, reading, and speaking. Moreover, it requires mastering other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it.

Qalaja (2015), illustrated the importance of writing as : (1) helping learners make their thinking visible,(2) providing feedback,(3)expressing ideas and reflecting upon them ,(4) transferring facts and opinions without being confused,(5) becoming confident. Besides, Ariana (2010) has mentioned that writing skills are very helpful because they help the

learner become independent, comprehensible, fluent and creative in English classes. These skills help learners put their thoughts in a meaningful form in a proper manner.

. EFL Writing Difficulties

According to Mugableh and Khreista (2019) learning writing skill is a challenging task for second or foreign language learners. This difficulty is the result of requiring multiple skills and knowledge while writing. Learners need for example enough vocabulary, knowledge of the basic grammar rules and other discourse strategies to organize the text. Learners are also in need for background knowledge about the subject matter of writing skills. As This fareed (2016) has also asserted that writing is a difficult skill insufficient linguistics proficiency (including grammar, syntax and vocabulary).

To sum up writing difficulties, the researcher found that English language learners have limited vocabulary; therefore learners could not give voice to their thoughts and repeat the same words. learners are unwilling to share their work with other learners and they do not get the suitable feedback. English language learners' written texts are limited to words which they know. The learners' writing is difficult to understand because of ill-structured sentences in composition.

After reviewing the literature and related studies on EFL writing skills, it can be concluded that:

Most studies concentrated on developing writing skills due to the importance of EFL writing for both teachers and learners alike. Consequently, researchers tried to develop writing skills by using different teaching approaches and strategies such as blogs,using face

book groups, the corpus- Based program, (CBP),using Edmodo and computer assisted language learning (CALL).

Similarly, the aim of the present study is to develop EFL writing skills for primary stage pupils .Previous researchers also emphasized that pre-writing activities helped EFL learners to improve the quality of their writing and generating ideas. The present study used cartoon films(as an independent variable) which makes it different from other studies.

In the present study EFL writing skills of the fourth grade primary were developed .The Researcher benefited from such studies reviewed in the designs, instruments and selecting the participants of the study to whom using cartoon films can be consistent.

using technology in education

Technology is the mother of civilization of arts and science. Technology has certainly changed the way we live. The era of 21th century is often regarded as an era of technology. Technology ,today, plays a very important role in our life. This is because technology makes our work much easier and less time consuming. According to the latest insights as to how exactly students of today prefer to use technology and how does their learning get an impact if they use technology. With the development of learning technologies in the late 20th century, education system has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process.(Ghavifekr;Rosdy,2015).

Teachers have tried interesting and practical methods to enhance student writing such as using new materials and different activities that help students achieve their goal. Not only teachers but also the Ministry of Education in Egypt(MOE) tries many methods and systems to provide

students with high quality education. MOE assures that using technology in education plays an essential role. In an attempt to develop education in Egypt, the MOE is introducing technology into public schools, so the researcher used "cartoon films" as a means of technology to enhance primary school pupils' EFL writing skills.

According to Zhen (2016) Multimedia includes various components. One of these components is cartoon films. Multimedia breaks the original traditional model—"blackboard +chalk". They also create new modernized teaching methods to overcome the drawbacks of regular teaching. They change the dry learning content into the vivid, interesting, visual, audible, and dynamic content. It is clear that multimedia plays a positive role in stimulating learners' thinking, inspiring their paths of thinking, strengthening their capacities of discovering, and solving problems. In this way, it should be noted that cultivation of learners' thinking capacity should be the major aim in teaching.

Using multimedia helps EFL teachers motivate their pupils / students. Watching cartoon films can reinforce the relationship between learning and playing. Learners respond to voices, music and to moving pictures. Learners who learn informally through the cartoons seem likely to be high achievers. Cartoon can be used at anytime during the teaching and learning process. This specific purpose can be supportive to start a lesson, to keep the learners engaged, alert, and live up the class. Cartoons can be useful in improving the learning atmosphere. Cartoons are a wonderful and flexible medium in enhancing teaching and learning.

Nature of cartoon films

Cartoon movies are a form of media where animation and characters are shown with simplified features, but still maintaining an ability to recognize. (Poulson, 2010). Pratiwi (2010) stated that cartoon films are a

form of media which portray man's interpretation of life recorded as a set of moving images by using drawings instead of real people and places. According to sajana (2018) the term is used to refer pictures that can move and make sound .Cartoons can be used at anytime during the teaching and learning as long as they are relevant to the point or purpose.

According to Putranti (2015) Cartoon comes from an Italian word "Cartoon" meaning a large paper. It is designed not only as the media to describe daily activities, but also to entertain, criticize, provoke, and even to teach people .A lot of studies have been conducted regarding the implementation of cartoon in classroom or outside classroom context. It is proven that cartoon gives some positive attitudes. A Cartoon is created not only for children but also for all ages including adults .A cartoon is always associated with kids. Basically, it is an entertainment technique for kids, but nowadays adults are attracted by cartoon movies. Thus, cartoon films or animated movies are becoming an essential teaching aid for motivating and entertaining learners.

Kinds of cartoon films.

According to Mirza (2016) ,Cartoon movies are made of different kinds .They are illustrated as follows:

a. Animated films

They generally consist of drawings and paintings by artist called cartoons.

b. Documentary films

Documentary films present information on many subjects. They show men's life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

C. Experimental and Avant-Grade films.

Experimental films are made for reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem unusual in normal context. The film maker may also use performance to express distinct feelings or ideas. Any sort of video recording may be used for several avant-garde films.

Advantages of cartoon film.

According to Dewi (2013) cartoon films help teachers clarify this presentation. They could be used to establish a positive attitude towards learning, as learners can retain information in the long-term memory than when the information was only read. Learners would be motivated to write down the story of the cartoon film on a paper because they will be able to remember what they saw and what they heard while the teacher played the cartoon film. By using cartoon films ,become learners are motivated and confident when they are asked to write individually after watching the cartoon film .first, they will fulfill their writing tasks without complaining .By watching cartoon films, Learners can spend shorter time in writing tasks compared to regular writing tasks. This is because cartoon films can help them imagine certain topics which can be written down. Some learners can actively discuss the cartoon film in their own group after they watch the cartoon film.

Gilbert (2009) added some key benefits of using cartoon movies in EFL classes:(1)they are clear and easy to understand,(2)they are produced in pure English accent ,(3) they are prepared by linguists ,experts and educators,(4)they develop learners' vocabulary and spelling,(5)They contain daily life attractive situations ,(6) they are full of colors ,sounds and nice pictures,(7)they store data and teaching material and (8) they can be stored in CDs or USBs to be used online or offline.

According to Sajana (2018) using cartoons would certainly break boring learning process. In cartoon films a picture speaks louder than words and has more impact than just reading the text. Using cartoons can reduce boredom and decrease academic stress, anxiety and unruly behavior. A cartoon is an excellent form of expression which can deliver positive messages and can create awareness among learners as the characters speak and narrate the whole story through their gestures. Cartoons are the better medium of communication . Therefore, It deserves to be studied. Learners who watch very often are effective in their communication and educational institutions should assist the learners in developing their language skills.

The main advantages of cartoons are as follows: Cartoons expose the learners to a wide variety of language and it increases creative thinking. They encourage the learners to listen to their own speech and read their own writing. They are helpful for providing opportunity for self – expression and creativity among learners. They are capable of creating humor and interest among the viewers and explaining various concepts. They are useful in modifying behavior and developing positive attitudes, interests and character of learners. They are good attention capturing devices and the learners –motivating.

After reviewing the literature related to cartoon films, it can be concluded that most studies showed that there are a lot of benefits when teachers use cartoon films in EFL classes to develop various language skills and aspects as, vocabulary acquisition, speaking skills, listening skills and writing skills. To the researcher's knowledge there are few studies that used cartoon films to develop writing skills ,e.g. Putriani (2017) and kaso (2021) ;some other studies dealt with speaking and writing as productive skills e.g. Pyragoi(2013) and Nurfadilla

(2021). There are four studies that talked the effect of cartoon films on developing vocabulary (as one of the components of writing skills). It is evident that only two studies, to the researcher's knowledge, that focused on using cartoon films to develop writing skills. This gives importance to the present study.

Reviewing such studies was beneficial. It helped the researcher in writing about her method of the study. She could choose their participants from primary pupils to accord with cartoon films. She could also use the quasi-experimental design. Further, she could benefit from the instruments and experimental procedures of such studies reviewed.

Results

In order to answer the previous research questions and in light of the quantitative results of the post administration of the EFL writing skills test on the participants of the experimental and control research groups,

4.1 Hypothesis one:

Hypothesis one states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on the overall EFL writing skills test in favour the experimental group. By using t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of overall EFL writing skills test and determining the statistical significance of the difference between them, the results were as shown in the following table (6):

Table (6): participants' mean scores, standard deviations, t-value and level of significance in the post administration of the overall EFL writing test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	11.56	4.26	29	25.96	sig.	0.01
Experimental	30	34.06	2.08				

In light of the results of the previous table, it is clear that the calculated t-value of is 25.96, exceeding its tabular value of 2.02 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the overall EFL writing skills test in favor of the experimental group. This is represented graphically in the following figure.

4. 2 Hypothesis two: Each of writing sub-skills

Hypothesis two states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on each of the EFL writing skills in favour the experimental group.

4. 2.1 Results related to content

T-test was used to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of Content sub-skill. The statistical significance of the difference between them was calculated .The results were as shown in the following table (8):

Table (8):Two groups' mean scores, standard deviations ,t-value and level of significance in the post administration of content sub-skill.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	2.66	2.00	58	16.9	sig.	0.01
Experimental	30	9.90	1.21				

In light of the results of the previous table, it is clear that the calculated t-value of is 16.9, exceeding its tabular value of 2.02 at the degree of freedom 58 with a statistical level significance (0.01). The results indicate that there is a difference between the mean scores of both groups, in the post administration of the EFL writing skills in favor of the experimental group. This is represented graphically in the following figure

4. 2.2 With regard to the EFL writing skills(organization)

The research hypothesis states that "There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the EFL writing skills(organization sub- skill) in favour the experimental group. This is shown in the following table (10)

Table (10): Two groups' mean scores, standard deviations ,t-value and level of significance in the post administration of organization sub-skill.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	6.26	2.3	58	18.78	sig.	0.01
Experimental	30	15.27	1.26				

In light of the results of the previous table, it is clear that the calculated t-value of is 18.78, exceeding its tabular value of 2.02 at a degree of freedom 58 at a level of statistical significance (0.01). Such

results indicate that there is a real difference between the mean scores of in the experimental and control groups, in the post administration of the EFL writing skills (organization)in favor of the experimental group. This finding is represented graphically in the following figure.

4.2.3 With regard to EFL writing skills(language):

There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the EFL writing sub skill (language) in favour the experimental group. This is shown in the following table (12):

Table (12): The two Groups ' Mean scores, standard deviations ,t-value and level of significance in the post administration of structure sub- skill.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	0.46	0.51	58	7.87	sig.	0.01
Experimental	30	1.50	0.50				

In light of the results of the previous table, it is clear that the calculated t-value of is 7.87, exceeding its tabular value of 2.02 at a degree of freedom 58 at a level of statistical significance (0.01), such results indicate that there is a real difference between the mean scores of in the experimental and control groups, in the post administration of the EFL writing skills (language)in favor of the experimental group. This finding is represented graphically in the following figure

4.2.4 With regard to EFL writing (mechanics sub -skill):

There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post

measurement of the EFL writing sub skill (mechanics) in favour the experimental group. This is shown in the following table.

Table (14): The two Groups ' Mean scores, standard deviations ,t-value and level of significance in the post administration of language sub- skill.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	2.16	1.93	58	13.17	sig.	0.01
Experimental	30	7.40	1.00				

In light of the results of the previous table, it is clear that the calculated t-value of is 13.17, exceeding its tabular value of 2.02 at a degree of freedom 58 at a level of statistical significance (0.01), such results indicate that there is a real difference between the mean scores of the experimental and control groups, in the post administration of the EFL writing sub skill (language) in favor of the experimental group. This finding is represented in the following figure

Discussion of the results:

The results of both experimental and control groups on the writing pre- test showed that both groups were homogenous before using cartoon films. The results of both experimental and control groups on the writing post-test showed that the cartoon films had a positive effect on developing the experimental group pupils' overall writing skills as well as each of the writing sub-skills of fourth year primary stage pupils.

The findings revealed that there was a significant difference between the experimental and the control groups' mean scores in the post-test of the overall writing skills in favor of the experimental group .The pupils of

the experimental group exhibited improvement. They also improved in each of writing sub skills such included (content- organization- language- mechanics) .Such improvement and development are due to using of cartoon film.

Using Cartoon films encouraged the pupils to write through the communicative tasks and activities provided for pupils to practice .The pupils were provided with plenty of opportunities that enhanced self-esteem and interactions among them. In addition, cartoon films ,created an excellent environment that helped pupils improve their EFL writing. Cartoon films created a –more-student- centered environment writing class where pupils practice writing individually and in groups. Co-operative learning helped them work together and benefit from each others. They could comber and discuss their writing together.

Encouragement and positive feedback on the post of the researcher helped the pupils write without any fear . They asked each other and revised each others' work. The teacher tolerated their minor mistakes and was supportive all the time. This helped pupils become interested and engaged .

Frequent assessment of pupils attempts and writings helped them refine their writings. At the end of class, the researcher gave exercises and tests that measures the pupils' progress in writing. This, in addition to the summative assessment represented in post testing constituted an important factor that benefited the pupils in writing classes. The findings of the present study are consistent with p 82 + p 84 +p86 + p 88 in allover writing as well as each of writing skill.

.Recommendations

In accordance with the findings and conclusions of the current study, the following recommendations were presented:

1. EFL teachers should give more attention to the technological innovations to cope with the recent technological revolution.
2. EFL teachers should increase the students' role in writing classes and minimize their own role.
3. EFL writing skills should be given more attention in our EFL classes. More time and efforts should be exerted to develop the main skill and its sub-skills.
4. Students and teachers should be aware of the different writing sub-skills that have to be mastered in primary stage.
5. The cartoon films are recommended to be implemented in teaching EFL writing skills to primary stage pupils.
6. Providing a good atmosphere help pupils to learn and improve their achievement.
7. EFL teachers should motivate and stimulate pupils at the various stages to communicate to succeed at school and outside school.
8. As the writing skill is so important ,it should receive the appropriate attention it deserves. So more focus should be given in different educational stages.

In planning curriculum, curriculum planners provide more chances to use the English language writing communicatively, promote appositve attitude toward English language learning and higher achievement

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