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**THEME:**

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**“CARTOONS AND LISTENING SKILL”**

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Ambato – Ecuador

2021

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I, Lcda. Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: **“CARTOONS AND LISTENING SKILL”** investigated by Mr.: Daniel Alejandro Páez Pérez, with I.D No. 1804895512, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled "**CARTOONS AND LISTENING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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## DEDICATION

This is the moment where I express all my gratitude to many people for standing by my side throughout this academic path, especially to Galo and Georgina who shaped me into the person I am today, however, I will have to let their light guide my way.

“To my grandparents, in loving memory.”

To my beloved parents, Andrea, Cristina, and Hugo who have been with me in every step taken of the way, through good times and bad. I am so grateful for all the support, guidance and the love you have given me. To my adored family who have made me realize that family is all that we got, and without whom any of my success would be possible.

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**ABSTRACT**

**TITLE:** “Cartoons and Listening Skill”

**AUTHOR:** Daniel Alejandro Páez Pérez

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**Cartoons and Listening Skill**

The aim of this research study is to determine the relationship between cartoons and listening skill in students of first semester from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. This research followed a mixed approach using a validated survey to know students’ perceptions about the use of web 3.0 tools and providing a KET (Key English Test) pre-test and post-test obtained from ‘Cambridge Assessment’ in order to evaluate learners’ abilities at listening through the listening sub- skills assessment such as: listening for specific information, listening for detail, listening for gist, and listening to infer. Moreover, an experimental design was applied to the experimental group of 30 students. The treatment developed introduced cartoons into listening lessons with the aim of helping learners to improve their abilities at listening through the exposure of authentic language input as well as the motivation that authentic materials bring to the classroom. Consequently, web 3.0 tools helped to the treatment’s development since it was necessary its use to display cartoons in the class, but also for the creation of activities that are established into the ‘three stages approach’ considered for the teaching delivery. The results obtained demonstrated an average of improvement of 4 points into the general test (6.9 – 11,9); however, into each sub-skill evaluated in the test, the learners’ performance improved from 0,8 to 1,3 over 3 points in every single listening sub- skill. In consequence, it can be concluded that the use of cartoons improves students’ listening skills due to some factors that learners were involved in, for instance, real-world language, tasks’ authenticity; also, it increased motivation and participation in class.

**Keywords:** Cartoons, listening skill, web 3.0 tools, authentic materials.

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**RESUMEN**

**TÍTULO:** “Cartoons and Listening Skill”

**AUTOR:** Daniel Alejandro Páez Pérez

**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**Caricaturas y la Destreza auditiva**

El objetivo de esta investigación es determinar la relación entre las caricaturas y la destreza auditiva en estudiantes del primer semestre paralelo A de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Esta investigación utilizó un enfoque mixto, usó una encuesta validada para conocer opiniones sobre el uso de herramientas web 3.0 y proporcionó un ‘pre-test’ y ‘post-test’ KET obtenida de ‘Cambridge Assessment’ para evaluar las destrezas auditivas de los estudiantes a través de la evaluación de las subhabilidades de comprensión auditiva, como: ‘listening for specific information’, ‘listening for detail’, ‘listening for gist’ y ‘listening to infer’. Además, se aplicó un diseño experimental al grupo determinado constituido por 30 estudiantes. El tratamiento desarrollado introdujo caricaturas en las lecciones de comprensión oral con el objetivo de ayudar a los alumnos a mejorar sus habilidades de escucha a través de la exposición del lenguaje auténtico, así como la motivación que los materiales auténticos aportan al aula. En consecuencia, las herramientas web 3.0 ayudaron al desarrollo del tratamiento ya que fue necesario su uso para mostrar dibujos animados en el aula, pero también para la creación de actividades que se establecen en el ‘three stages approach’ considerado para las clases planificadas. Los resultados obtenidos demostraron una mejora media de 4 puntos en la prueba general (6,9 - 11,9); sin embargo, en cada sub-habilidad evaluada en la prueba, el desempeño de los estudiantes mejoró de 0,8 a 1,3 sobre 3 puntos en cada una de las sub-habilidades de escucha. En consecuencia, se puede concluir que el uso de dibujos animados mejora las habilidades auditivas de los estudiantes debido a algunos factores en los que los estudiantes participaron, por ejemplo, el lenguaje del mundo real, la autenticidad de las tareas; además, aumentó la motivación y la participación en clase.

**Palabras clave:** Caricaturas, destreza auditiva, herramientas 3.0, materiales auténticos.

## CHAPTER I

### 1.1 Investigative Background

In this research study many previous research works were considered to have a clear background to analyze the use of cartoons for the development of listening skill. The following works are similar to this research study, and they were carried out by professional teachers, master's degree students, etc. All the content inside the works was previously revised and approved to be published and there is a free access to those documents in order to select them as a reference for other investigations.

The first research study was carried out by Gouri (2019). Her study titled *“Animated Cartoons to Develop Listening Skill and Vocabulary”* was carried out with the objective of showing the benefits of the use of “Energized Cartoons” to build up listening skill and expand their vocabulary during language acquisition process. The author used an experimental approach to measure the results of both variables in the selected group selecting a pre-test and post-test on listening skill and know the range of vocabulary mastered by students. The study population was made up by 10 low-proficient students in a school in Ghaziabad. The results obtained showed that the use of “Cartoons” as an authentic material affects positively to students and increases vocabulary and their capacity at listening skill. The results presented showed an improvement from 60% to 80% as an average of improvement from pre-test to post-test, so that, it clearly demonstrates that cartoons have a good impact on students developing language listening skill.

Similarly, Contreras and Peña (2020) in their research study titled *“Animated Cartoons to Enhance Students Listening Skill”* pointed out that English language skill models language in students in order to comprehend language elements of speech like sounds, intonation, pronunciation, and the different accent of English language. The aim of the study was identifying student's difficulties while learning listening and the effects of using cartoons in classroom lessons. The study was an action-case study that explores student's performance during the process and the student's perception about the resourced used in class. The population of the study was 35 students from five grades with an A1 of English proficiency in a school in Cordoba, Colombia where the data was collected through observation and one interview directed to students and teachers. The results demonstrate that there was a good improvement in students listening skill and both teachers and students affirms as a good resource applied in a foreign language classroom.

Alternatively, the study carried out by Poveda (2019) titled *“The TED Talk videos and the Listening Skill”* with the aim to analyze the use of TED talk videos as an authentic material implemented in daily class activities to improve the listening skill development since the resource is characterized by its educational nature and interesting topics for studying. The author of the study used a quasi-experimental methodology to measure the results of the pre-test and post-test based on the Cambridge PET test that evaluates different listening sub skills in each part of the test. The population was made up from 29 students from the sixth semester of “Technical University of Ambato” where the group was established previously. According to the results, it was shown that the use of TED talk videos has a positive impact on learners listening skill with a 48% of improvement in students listening abilities since it encourages motivation and strength the understanding of elements of spoken language necessary to develop listening.

Furthermore, González (2017) in her study titled *“Using Authentic Videos to Foster Listening and English Pronunciation in the Third Year of Primary Education”*, she pointed out the importance of listening skill and pronunciation into the classroom but also find out if learners can improve their skills through the use of authentic videos. The author of the study used an experimental approach to measure the results from a pre - post listening test and pre – post pronunciation exercises which consisted in a series of videos required to solve more difficult listening activities. The population involved was by two classrooms from third grade of Primary school with an experimental and control group. According to the results, they showed that the experimental group did not have a meaningful improvement as the control one regarding to listening skill 40 to 50. 2 points; however, the use of authentic videos had a positive impact in terms of pronunciation, for instance: articulation and pace.

Comparably, the study carried out by Rivera (2020) titled *“Improving Listening Skill Performing by Using Audio-Visual Aids as Authentic Material”* aimed to improve the listening skills through the use of authentic materials that allows learners be confident with their abilities of English language. The author used an action research approach to find out students’ problems understanding listening extracts from audio or video resources. The data was collected through a listening diagnostic test and a checklist to discover how the classroom atmosphere is working, teacher and students’ interaction and other important aspects in a class. The research population was made up from a group of 20 students of nine grades. According to the results showed, there was an increasement of students’ interest in

listening skill since they get more involved in learning due to the motivation that audio-visual aids provide regarding to the feature of videos like gestures and body language that helps understanding the context.

Finally, Ilaño (2018) in her research study titled “*Audio comics and the Listening Skill Development of the English Language*” aimed to determine the influence of audio comics in listening skill development. The author used a quasi-experimental approach based on qualitative and quantitative methodologies to study all the information gathered from the process of research. In order to measure both variable a pre and post-test (Preliminary English Test) was applied based on the listening skills evaluated. The research was developed by a study population of thirteen students from 6<sup>th</sup> level of “Technical University of Ambato” with only an experimental group due to the lack of participants to make up another control group. The results presented showed an average of improvement of 85% that demonstrate the positive effects of teaching with innovative audio-visual material that make the lesson more enjoyable for students who pay a lot of attention and get involved into the teaching process.

In that way, it can be concluded that cartoons as an authentic audio-visual material helps learners to develop and improve listening skill through the important characteristic provide to teaching; for instance, authenticity, based on real-world context, originality and the most important fact is that cartoons are not created for educational purposes, so that it includes real language that helps learners to deal with different features of spoken language developing listening sub skills needed to improve the global skill. Therefore, it enhances the awareness of building on listening since it is considered as the most challenging language skill, then, students will be able to face with different kind of circumstances because to understand spoken language learners should know how language works and the experience of listening to a variety of accents and a wide range of vocabulary that support their language learning.

## **1.2 Theoretical Framework**

### **Independent Variable: Cartoons**

#### **1.2.1 Web 3.0 Tools in Education**

To begin, the term “Web 3.0” appeared for the first time in 2006 in a blog article written by Jeffrey Zeldman in which experts referred to the future web and how the evolution of web will take place in the coming years (Thiyagu, 2015). Moreover, experts highlight four important characteristics of Web 3.0 that can be broken down in “intelligence” introducing Artificial Intelligence (AI), “personalization” and how the information can be processed according preferences, “interoperability” with means of communication and information exchange, and the final one “virtualization” (Tavakoli & Wijesinghe, 2019).

The scope of Web 3.0 in education goes a little further than Web 2.0, but always focusing on improving interaction and participation between web users (learners). Palli (2020) states that the new technological tool advances find an open approach for learning; therefore, it offers some services like virtual labs, search engines, 3D virtual worlds and encyclopedias. So that, the aim of the previous web tools is promoting collaboration among students and encourage student research since they have the possibility to interact with different environments in order to get useful information (Thiyagu, 2015).

In language teaching, Web 3.0 plays an important role for developing students’ skills. According to Mofareh (2019) web is considered as an auxiliary tool in the achievement of learning outcomes since it offers a different way of lesson delivery introducing methods and techniques that strength learning in language instruction. In that way, teachers can connect the class and technology in an advanced way through the use of multi-media devices, smartphones, or applications; moreover, there are specific apps and websites that encourage English teaching and facilitate students understanding (Aljawarneh, 2020).

Firat and Firat (2021) affirm that new learning environments make students perform an active role in their language acquisition through a learner centered instruction. For example, any educative tool enables learners to follow a lesson through pre-established instructions saving time for the class, so learners can construct knowledge supported by technologies. Maridueña (2019) suggests some valuable web tools that help teachers planning a lesson in order to improve students’ language; for instance, Moodle e-learning platform, Easy English, video platforms, EducaPlay or Duolingo.



### **1.2.2 Online English Language Teaching Materials**

There are different perspectives about the definition of language teaching materials. Nash (1999) affirms that teaching materials are aids for the development of learning process. Moreover, Howard and Major (2004) define teaching materials as an important part in teaching courses to support their teaching and students' learning. So that, it is possible to infer that, materials in language teaching are all the resources that a teacher can use to help learners in their learning process. Then, language materials can be found in different forms such as visual-auditory, printed materials or even in audio or video format.

Teaching materials and resources can be broken down into authentic, audiovisual, technological and every single one related to support learning process. Some examples of them are flashcards, texts, videos, games, visual aids, story books or even computer software and apps (Lewis, 2019). Pazilah, Hashim, and Yunus (2019) state that learning materials have taken place in many classrooms; however, the tendency is about using technological resources in class. The benefit of technology is allowing teachers to transmit functions and guide a lesson in an easier way using technological devices.

According to Tomlinson and Masuhara (2018), the language teaching materials should be selected and modified by teachers keeping in mind some factors about the class. Teachers can adapt and adjust the materials available considering learners' needs. For instance, teacher from a set of resources must select the best ones bearing learners' needs and wants; however, it is important to know exactly if they would be appropriate for them, but not proving efficacy in class. Therefore, a test of effectiveness about materials is necessary through surveys or questionnaires directed to learners specially at the beginning of a study program (Al-Mousawi, 2020).

Since the teaching materials are considered as a bridge to reach learning outcomes, they must reflect the principles that an ESL lesson should focus on. In that way, Nauriyal (2021) provides some criteria when selecting materials, for instance: based on real-life situations that expose to real language, closely related to learners' needs, learner-centered materials that foster participation in class, and reinforce knowledge. In order to get the final product, teacher can reduce, modify, or add content to them until the final step in which teacher determine the techniques and procedures where the material can be carried out in class (Ahmadi, 2019).

### **1.2.3 Authentic Language Materials**

According to Nunan (1999) authentic language materials can be spoken or written materials that are not specifically produced for educational purposes. The authentic language resources can be taken from several sources like TV, radio, movies, songs, cartoons, debates and written materials like magazines or newspapers (Gilmore, 2007). These teaching resources play an important role in teaching since they are considered as a bridge to acquire knowledge and develop students skills, they can be found during every single lesson stage with different educational purposes.

To teach a language it is necessary to place it in context where the language input elicits learners' interest combined with the materials authenticity in order to get meaningful results. Underwood (1989) states that using authentic materials it is possible to obtain a more real act of communication than the common classroom materials since learners are exposed to a real representation speech that includes, hesitation and mistakes that help learners to master with the real-life spoken production, so learners can feel that they are learning a real language that is useful for their personal needs.

The authenticity in language materials is another important factor in teaching. Adams (1995) affirms that materials' authenticity is related with the production of them that are created by native speakers for native speakers. Also, Artha (2020) says that authenticity is related with the real-life including vocabulary, situations, and purposes. So that, it is necessary to focus on the language use that fit students' needs and interests; however, the criteria when selecting materials is up to teachers considering all the aspects that a resource should have in order to improve students' development in learning English.

Teaching materials in classroom can be broken down in two types, for example: the materials used specifically to teach a language (coursebook) that includes all the information to develop a class; on the other hand, the authentic materials that take part of the lesson as a resource in language classrooms to complement and satisfy students' requirements. Then, considering that coursebook can be a monotonous resource since the contents are standard and not motivating for students, teachers need to prepare additional materials for teaching where authentic materials are the best option (Rao S. , 2019).

#### **1.2.4 Cartoons**

According to Thakur (2015) cartoons are considered as drawings that can be animated characterized by its exaggerated physical features, qualities, or movements. Over the years cartoons has become part of the education as a teaching resource applied in several teaching approaches to facilitate learning process. Fleming (1964) states that cartoons in language teaching are audiovisual aids that cautiously link oral and written texts to get students attention due to their multisensory features. In that way, cartoons are a perfect tool to learn the basic language skills.

In language teaching cartoons can be used as a resource to enhance learners' language skills and as a method to transmit the target language through values, experiences and emotions that can be found in cartoons. Another important characteristic of using cartoons is motivation and participation of learners (Gamage, 2019). Moreover, cartoons placed for pedagogical purposes is an authentic language material used in EFL classrooms. Rae (2000) affirms that cartoons are the ideal resource to break monotony in class useful to introduce language forms placed in context.

Authentic language input that can be defined as a part of language acquisition is an important element in second language development and some pedagogues have analyzed the pedagogical importance of cartoons in several studies. According to Clark (2000) language is acquired by learners due to the stress-free atmosphere that cartoons creates in classroom. This study focused on students attention and the learning atmosphere in classrooms using cartoons; as a result, high levels of motivation were observed that makes a suitable resource for learners preferences.

The impact of cartoons on language learners is effective in a short-term period, no matter the age of learners or the context where it is applied, learners will be able to achieve learning outcomes. Due to the exposure of images and sounds, learners are interested on it that helps with understanding and their attitude to the language increasing productivity as well as creativity (Asyia, 2020). These characteristics facilitates the teaching process because it is not necessary to look for another resource that maybe does not fit exactly with the content that is going to be taught.

### **Three Stages Approach to Work with Cartoons**

In order to introduce authentic video materials (cartoons) in class, many authors have suggested the three stages approach to teach a listening lesson. According to Van Duzer (1997) the lesson should focus on three stages: pre-listening, listening task and post-listening. Also, when audio-visual materials are introduced, teacher must combine the way to give a lesson considering three parts: pre-viewing activities, viewing activities and post-viewing activities (Gómez, 2003). The use of this approach will help teacher structuring a lesson that allows students to be involved and engaged into the class.

Watching cartoons in class should not be categorized only as listening for pleasure (extensive listening), instead the action of viewing scenes and listening to dialogues must foster learners' listening comprehension (González, 2017). In that way, the information is analyzed in different listening processing phases such as: decoding, comprehending, and interpreting (Namaziandost, Neisi, Mahdavi-rad, & Mehdi, 2019). So that, every single stage of the lesson needs to fit those listening processing phases through activities that encourage students' comprehension.

#### **Pre-viewing activities**

First, Rocillo (2019) states that the learning objectives should be defined before starting the process of selecting the materials. Then, teacher based on students' requirements must select the best video cartoon that fit to the coursebook contents, or it can be just considered as a freer activity to develop listening skill. On the other hand, the criteria to select a video should focus on some factors; mainly in the language proficiency level of students and others such as, understandable language, catching scenes and motivating topics for students (Suaréz, 2019).

When the video and the learning objectives are stated, the video cartoon is presented to the classroom. For this part, it is important to include some pre-activities that enhance students' motivation (Campos, 2020). As examples of activities are *predicting about what is going to happen in the video* using a picture clue that helps students, *pre-teaching vocabulary* using flashcards, pictures and presentations or *discussing about the topic related to the video* (Albuquerque, 1990). All in all, the aim of the pre-viewing activities is to prepare students and provide the directions to carry out the success of the task.

## Viewing Activities

The next part in the lesson should be focused on viewing activities that improve students' understanding and for practicing. Some researchers as Barjesteh and Ghaseminia (2019) suggest letting students listen to the audio material more than once since it helps to focus getting more detailed information before starting the step of assessment. The following list are some possible activities which teacher can plan for a listening lesson considering students' needs and requirements; also, the next activities can be set up for all English language levels, so, the process it is up to teacher.

- Picture ordering: Students listen to a description in order to select the correct picture from a set of similar pictures. However, the information should contain many irrelevant details to increase the difficulty (Newton, 2020).
- Chart completion: Listening to a recording and complete the missing information of the chart according to the instructions (Albuquerque, 1990).
- Multiple-choice activities: They can be divided in true/false questions, multiple choice or choosing activities (Porter & Roberts, 1981).
- Matching: The task is about matching pictures following some instructions such as: matching the speaker's to sentences, pictures, emotions, or writing the name of the speakers (Albuquerque, 1990).
- Filling gaps: The aim of the activity is answer short questions stated in the task or closing uncompleted sentences (Newton, 2020).
- Labelling: This activity can be done with pictures or map labelling, students hear a conversation or passage in order to place the correct vocabulary or pictures given to place them in a correct way (Porter & Roberts, 1981).
- Story line – activities: Put or write sentences in order that make sense to the story (Albuquerque, 1990).

Viewing activities can be implemented in class while students are watching the video and the teacher is monitoring the students' work. The role of the teacher is to monitor students' perceptions, behaviors to understand how well the lesson is being developed (Chen & Chen, 2021). On the other hand, students can take notes and complete the tasks manually or virtually using different websites and apps useful to set up listening activities introducing technology to the class that is considered as a plus to involve students into the lesson.

## **Post-viewing Activities**

The last stage in this approach is focused on post-viewing activities that are useful for students as a reinforcement of learning process to develop their listening comprehension. Also, it is necessary that students reflect their knowledge assessing them through different activities or tests planned by the teacher (González, 2017). Therefore, to evaluate students, teacher considers the best option to develop the assessment, however, not always a listening assessment should be done by listening and writing; for instance, oral communication can be involved (Gruba, 2018).

According to Fernández, Suarez and Bravo (1992) the aim of the final activities is to measure and evaluate students' knowledge, for that reason the lesson should include activities in which student "produce" something based on what they have listened in the previous stage. When teacher is preparing the questions for the activities it is recommended to include context-based questions since they engage learners with deeper levels of meaning (Garside, 2020). The following activities can be used in while and post viewing activities considering the teacher's plan.

- Padded questions: They are questions that require a minimal language response, for example: Where does Paul live? So, teacher gets a short answer. As they are simple questions, teacher can focus on non-important details from the audio-visual material to elaborate a task using this type of questions (Newton, 2020).
- Condensing information: This activity is about summarizing the content presented to students, and it can be done orally or by hand. It aims to get a general understanding including specific pieces of information (Albuquerque, 1990).
- Open questions: Students answer questions about the material presented but focusing on context-based questions, so students can support their response using higher levels of meaning (Fernandez y Suarez & Bravo, 1992).
- Sequencing: The activity can be done using aids that consist in statements provided by the teacher in order to put them in order accurately. To increase the difficulty teacher asks student to write a list of sentences that demonstrate the events of the video sequentially (Housel, 2001).
- Modelling scenes: Students prepare a little role-play performing similar scenes watched in the video using gestures, similar lines to the video or even using puppets. (Albuquerque, 1990).

## **Dependent Variable: Listening Skill**

### **1.2.5 English Language**

According to Thomas and Wareing (1999) language can be defined as a system of combinations of units for communicative purposes in which people combine sounds of language to create words that are under the grammatical rules of any language. In the process of communication speakers use the language to communicate feelings, thoughts and what they mean. However, language can be used in different ways, for example: referential, affective, or aesthetical; all depends on the context that takes place the conversation between speakers and the intention of them.

English Language as a lingua franca is considered one of the most increasing languages as the first mode of communication in almost all the fields of general matter (Rao P. S., 2019). When English took the role of dominant language, it has been associated with important areas for example, international business, tourism, film industry, and the most important one, education. Considering the great impact that has on the population, people realize about the importance of learning a second language as a method to improve themselves and create opportunities that English provides as basic need in this new era.

English language is directly linked with education since it is placed as a requirement of the second language learning in many educational systems in South America and others worldwide. Putra (2020) states that the importance of learning English cannot be ignored because the language does not work only for communication, instead it makes easier to adjust to the new global environment for present and future. Also, most of books of science subjects, technology and all related information uploaded to internet are written in English, so it opens a door to the new world of information (Adil, 2021).

Learning English language is within everyone's reach, learning it by different ways that makes the process enjoyable to carry out. According to Trifena (2020) everyone is able to learn foreign languages since there are applications and websites that offer a practical and cheaper way to learn English at home. Although, there is no way to replace the old method teacher-student that fosters the interaction and develops all language skills that are required to master the key components of the language.

### **1.2.6 English Language Skills**

According to Paran (2012) English language includes four main language skills that are essential to introduce a foreign speaker in a new language and train him in order to get a good communication. These skills are speaking, listening, reading, and writing; they make the language complete to learn and put it into practice to transmit meaning. Furthermore, the development of each language skill requires lots of practice since they can be difficult to learn depending on the context that they are learned and the teaching input; so that, it is important to develop them together because they are linked to each other.

Language skills are divided in receptive and productive skills, or they are also known as passive and active skills. Receptive skills are listening and reading because it is the process to understand the language in which the message is decoded in an easy way. On the other hand, productive skills are speaking and writing where speakers need to produce “something” to transmit their feelings, thoughts, and ideas. So that, without listening it is no possible speaking, the same for reading and writing, because of that the four skills should go in pairs (Sreena & Ilankumaran, 2018).

According to Garaeva and Ahmetzyanov (2018) English language skills have an impact in English language learning, especially to the communicative skills due to the connection between people. However, it can be a misconception because of every language skill has a ‘secret’ and ‘key’ during learning process. In that way, teachers should concern about the strategies and procedures to foster learners’ abilities to comprehend and produce language emphasizing in all the elements of communication because there cannot exist deficiencies between active and passive skills.

On the other hand, the main language skills broke down into sub-skills. Rahmatullah, Mustafa, and Sandaran (2019) state that sub-skills are as important as the main skills of the language since they are considered as a building blocks for the major four skills. Speakers who master the language need to acquire a specific level of language items, for example: vocabulary, grammatical structures, pronunciation, etc. Those important sub-skills are the basis of the language and are essential to master a second language and in what teacher should focus on their teaching lessons.



### **1.2.7 Receptive and Productive Skills**

The receptive skills are listening and reading since learners receive and understand language, so they do not need to produce it. Harits (2016) states that during learning acquisition, learners start with receptive understanding from simple elements to complex items and then move on to productive skills since it is complex. For instance, listening skill gives learners the opportunity for a continuing interaction; so that, it is really important to develop it because a learner who has deficiencies or it cannot understand English classes and the rest of skills will slow down.

The development of receptive skills should be done through the improvement in reading and listening. Rhalmi (2019) states that receptive skills are not passive because learners make an important cognitive process since learner's mind processes information as fast as they can to promote communication. In this way, the activities given by teachers should force students to demonstrate their comprehension about it and most of the times combine them with productive skills, although it depends on the teaching process and the methods and strategies to carry out in the right way.

The productive skills are speaking and writing; they focus on putting ideas together in order to communicate them with the purpose that people understand the message (SanchezLume, 2019). Furthermore, they are considered as the most important ones under the premise that they are enough to establish communication. Teachers should give the opportunity to learners to speak in classes since speaking skill only can be developed through engaging them into practice and interaction providing the facilities to make learners free to speak leaving aside the forcing activities in class.

Another productive skill is writing which is a process to transmit ideas into a readable way through letters and symbols that makes the communication of ideas visible and easier to measure the competency on writing. Lume (2019) affirms that writing is complemented with grammar and vocabulary since they are key blocks, and it requires a mastery of the basic system of a language. In this part, teachers should help learners developing writing with creative writings that fosters imagination and allows them to think critically and portray their ideas in a written work. Integrating productive and receptive skills are necessary to open up to a new world.

### **1.2.8 Listening Skill**

Listening is considered as an active and complex process with the ability to understand what people is saying including the understanding of accent, pronunciation, grammar and meaning (Nunan, 2003). According to Bagus and Susilo (2020) listening is the first communication skill that is acquired by humans, and it plays an important role in the daily life of individuals. Furthermore, it requires an active process as it was mentioned before because it is necessary the listeners' interpretation about what they hear and connect it with the acquired knowledge of the listener.

There are several definitions of listening skill given by authors. Underwood (1989) affirms that listening is the ability of paying attention and getting meaning from something heard. However, Morales (2018) argued that listening is a mental process to identify and construct meaning from any spoken input. This "receptive" skill promotes an open-ended process where all the individuals are communicating and receiving messages; because of that, most of the times it is considered the most complex skill to learn during learning a foreign language.

In order to acquire listening in a second language is the most challenging aspect for learners because there are no established directions to do it, such as grammar in writing or pronunciation in speaking. Although, listening skill has been underestimated when teaching a second language, it is essential since helps to develop the rest of language skills, especially speaking production (Polat & Eristi, 2019). Developing listening helps learners to recognize and differentiate sounds, stresses and specific intonations in real contexts and go straight to the relevant language and understand it properly.

Regarding to the development of language listening skill it is important to emphasize that exist a direct connection between the listening materials and listening performance (Polat & Eristi, 2019). For instance, the elements of speech production like speed of speech, unknown vocabulary, and the level of difficulty of the resources can mark a difference. In an effort to deal with those difficulties teachers should expose learners to different backgrounds to normalize different accents and expand their vocabulary. Listening makes listeners "flexible listeners" to know how to listen and get the right information (Zhang, 2019).

### **Listening sub skills**

Maslova (2019) points out that listening is widely the most used skill daily since the listening accounts shows the 40 percent of time spent in communication even though overpassing speaking. The issue developing listening skills is that it requires spoken language comprehension that is really complex due to many features like: single words, linking intonation, not well organized and colloquial language. In that way, it is necessary to learn specific listening sub skills through practice because they help learners to comprehend spoken language at different levels and purposes.

According to Solak (2016) there are several listening skills, but the most relevant ones are the following. In order to understand the listening sub skills in detail, a short conversation dialogue is used as an example to consider and explain the general concepts of listening subskills.

**Carla:** We were thinking about going out to dinner after work. Do you want to come?

**Rick:** Possibly. Where are you going?

**Carla:** Burger King.

**Rick:** Burgers? I love burgers!

### **Listening for gist**

This listening subskill is also known as “listening for global understanding” and it aims to understand the main idea of the spoken language, so that, listener instead of listening to every speaker’s words just focus on the general topic of what they are talking about. At this level, listening is kind of simple for learners, so it is suitable start teaching to beginners and involve them into the process. According to the example above, teacher can ask to students “What is the most important idea in the conversation?”, so that, students had to understand that “dinner” is the main point of the conversation.

According to Brown (2006), listening for gist means that the listeners expect to get the general point of what is being heard, in that way, the details in this process are unimportant. In order to develop the skill some practitioners have proposed systems for teaching and learning listening (strategies). Morley (1984) states that teachers should offer a great variety of selective listening materials that provide authentic information focused on informational listening practice or situational-functional listening practice since are useful for learners understanding meaning of spoken language.

### **Listening for specific information**

As its name suggests, it aims listening for specific information inside the spoken extract because we want to find out one particular piece of information. Considering the example, the appropriate question is “What will Carla do after work?” and students would answer “She is going out to dinner”, even though the answer does not seem related to the main topic. To develop this subskill is important to differentiate the relevant and irrelevant information according to the instructions given. The key is to be ready and imagine the possible answers that are portrayed in the text.

Cusack and McCarter (2018) state that listening for specific information is looking for factual that can be a place, a thing, a number, and it is required a previous idea of what speakers are talking about. In most of questions it is necessary to predict the information needed, so bearing in mind the idea learners need to identify when the information is going to be delivered by the speaker and pay lot of attention to know if the idea is being said or not. The most important fact to develop this subskill successfully is listening for complete ideas rather than single words or sentences.

### **Listening for detail**

It involves getting the meaning of every word and understand the relationship of speaker’s ideas. In accordance with Brown (2006), people need to listen for details, and it is daily action since people ask for getting directions or something interested in; consequently, understanding only the topic is not enough. To point this out, use the same conversation, but we ask: “What are they going to eat?” then, students would answer “Burgers” that is excellent because students only need to understand one detail from the dialogue that is explicit determined by the speakers.

Therefore, it requires listening to it carefully in order to understand all the information provided. Learners are most in trouble working on it because they usually get distracted. In that way, listeners should use listening comprehension strategies to facilitate the process and make their learning better. Metacognitive strategies proposed by O'Malley, Chamot, and Küpper (1989) encourage learners to make use of notetaking, selective attention and directed attention that strength the language process since learners aware about the importance of comprehension and the way to facilitate the process.

## **Listening to infer**

It involves listening for drawing conclusions about facts presented in the information, it is necessary to analyze and think critically. Also, listening to infer attitude that is based on finding out what attitude a speaker is expressing and to understand it learners need to be able to distinguish all the characteristics of spoken language, for instance: stress, intonation, hesitations, etc. In listening and making inferences, speakers do not express what they want, so it is important the different aspects of meaning through the sentences because most of the times the real meaning is implied, and learners might listen between the lines to draw up what the speakers really mean (Alam, 2009).

In order to interpret better the conceptualization of “inferring”, the last dialogue will be used. In this case, the question would be “Did Rick accept the invitation to dinner?”, so draw attention that Rick said that he loves burgers, then, there is a possibility that he will go. Usually, speakers do not say what they want to express, so it is suitable that students be able to decode the meaning in similar listening situations. A cognitive strategy can be used specifically *inferencing* and *contextualization* since assist learners creating a wide interpretation and predicting meaning.

All in all, listening subskills are important for learners as well as teachers, not only because the learner’s development but they help teachers creating lesson tests, planning, and selecting class materials (Karakoc, 2019). Therefore, it is necessary a lot of practice by students since the only teacher tasks is to provide useful listening material to students in order to motivate students to practice through the use authentic materials, for instance: movies, cartoons, announcements, podcasts and all the resources according to students needs and preferences. “The more learners practice, the better they get”.

## **Extensive and Intensive Listening**

First of all, Extensive Listening is defined as a language approach since motivates learners to be in contact with comprehensible listening materials and they can enjoy the process. In other words, extensive listening is listening for pleasure without struggling too much (Rixon, 1986). Furthermore, extensive listening was developed based of the features of extensive reading because they share similar characteristics as: quantity, learner-centered, meaning-orientation and comprehensibility (Ivone & Renandya, 2019). Learners have the opportunity to listen to easy texts without a deep comprehension.

### **1.3 Objectives**

#### **1.3.1 General Objective:**

To determine the influence of cartoons in the listening skill of students from first semester at Pedagogía de los Idiomas Nacionales y Extranjeros program.

#### **1.3.2 Specific Objectives:**

- To diagnose the use of technological tools that are used by teachers and students in English language classrooms.
- To evaluate the level of students' listening skill through a pre-test and post-test.
- To propose the most suitable cartoons that can help students to improve listening skills.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

In order to develop this research work, it was necessary to consider different types of resources such as human, technical, and technological resources as well as research investigation done by the researcher. Therefore, the human resource was constituted by students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” as an essential element of the process to apply the use of cartoons in the classroom. Also, for technical resources was considered a computer to collect, search information and data. Finally, the internet connection as technological resource to carry out the investigation.

#### **2.2 Basic Methods of Research**

##### **2.2.1 Research Approach**

This research work was set up with a mixed approach that are qualitative and quantitative approaches. According to Timans, Wouters and Heilbron (2019), a mixed approach combines qualitative and quantitative data collection and the analysis of information. In that way, it was quantitative since the aim established to collect data and information that ended up with a statistical analysis about students using cartoons with learning means. On the other hand, it was qualitative because it gathered information about students’ preferences of technological resources for educational means. Finally, it helped to relate the information about how cartoons can influence on students’ listening abilities.

#### **2.3 Research Modality**

##### **2.3.1 Field**

A field research is developed in a natural environment where the problem studied takes place allowing to researchers to observe, understand and interact with the problem (Bhasin, 2020). For that reason, this research work was field since this modality allowed to have contact with the reality and the participants involved into the process on first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”. All in all, this study could establish an appropriate process to carry out and get information about the students’ development at listening skill and the efficacy of cartoons in class.

### **2.3.2 Bibliographic – documentary**

This current research study was a bibliographic and documentary modality since researchers like Boon (2019), defines it as a research that gathers validated information from published materials such as articles, journals, books, newspapers in order to support the theory of the problem studied. In this case, the theory of the two variables of this investigation “Cartoons” and “Listening Skill” were properly supported by analyzing information from books, scientific articles and websites that allowed researcher to establish the direct influence of cartoons with the problem studied.

### **2.3.3 Experimental Research**

The current research study was experimental since it was designed to introduce cartoons as authentic material in the classroom of first semester in order to improve students’ listening skill. Moreover, it was necessary to design an experiment focused to students that involves the use of cartoons in listening lessons to develop students’ abilities before, during and after the application of the experiment. In order to establish the objectives of the treatment a listening pre-test was applied to get an overview of the problem; then, after the process a listening post-test was given to verify the treatment’s results.

First, it was necessary to provide to students the listening part of the KET (Key English Test) retrieved from the Cambridge website. This test was taken by students from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” being the experimental group of the design; then, they were evaluated according to the criteria established from Cambridge directed to the listening abilities that test takers should master in order to pass the exam. Something important is that the test focused on evaluate listening sub-skills considering that are necessary to build up the general skill.

Second, a set of six teaching lessons were developed by the researcher using a validated lesson plan that was adapted to introduce cartoons in the class allowing learners to have a real language input that satisfies the principles of authenticity that an educational resource should has. Therefore, the teaching lesson were given to students in a period of three weeks combining the asynchronous work to fulfill the objectives stated in the experimental design. Finally, in order to measure the impact of cartoons, it was necessary that the experimental group be evaluated with a post-test listening skill.



## 2.4 Level or Type of Research

### 2.4.1 Exploratory Research

The exploratory research can be defined as the process of investigation and exploration about a problem that have different perspectives and it is not clearly stated (Makri & Neely, 2021). So that, this type of research aims to have a better understanding about the problematic developing listening subskills in our educational context. In that, the aspects of the research (Cartoons and Listening Skill) were examined through a deep investigation gathering more information, analyzing the variables from different perspectives.

### 2.5 Population and Sample

The research work was carried out with 30 students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The subjects involved were 8 men and 22 women with an age average between 18 and 22 years old.

**Table 1**

*Population*

<b>Population</b>	<b>Experimental Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Male</b>	8	8	27%
<b>Female</b>	22	22	73%
<b>Total</b>	30	30	100%

Source: Students' list

Author: Paez, D. (2021)

### 2.6 Techniques and Instruments

The first technique used to develop this research was a survey and the instrument used was a questionnaire applied to 30 students from first semester PINE. The instrument was set up in order to gather student's perceptions and preferences about the Web 3.0 tools used in education. Besides, the questionnaire included 5 questions with different types of survey questions such as multiple choice, rating scale, Likert scale and yes/no questions, and it was validated through the coefficient Cronbach's Alpha with a result of 0,846. Finally, this process helped to the research to get relevant information to consider in the application of cartoons in the classroom.

Furthermore, the test technique followed by a validated questionnaire as an instrument were considered for the development of the research. So that, the listening section of the Key English Test (KET) retrieved from 'Cambridge Assessment English' was selected to take part as a pre-test and post-test designed to measure students' listening skill focused on different abilities at listening. This test lasts between 20 to 25 minutes in the listening section consisted in 5 parts with 5 multiple-choice and fill in questions, and it was given to students before starting the treatment; at the end, the post-test was given to analyze their development in both tests and draw conclusions.

Then, six teaching lessons were developed and adapted to provide cartoons with listening purposes to improve student's abilities. In that way, a validated lesson plan retrieved from Harmer (1988) allowed to structure a set of lesson plans in order to achieve learning outcomes. Therefore, two weekly class sessions were taught to students of first semester in a period of three weeks. Each lesson included one hour class and another asynchronous hour outside of class in which students practice their listening skill and language input through established activities that took part of the lesson's assessment.

The treatment started with teaching lessons focused on developing listening skills such as: listening for specific information, listening for gist and detail considering that students presented problems dealing with those sub-skills in the previous pre-test. Every single lesson was combined with the Three Stages Approach that provided guidelines to create online activities using audiovisual materials, for instance: pre-teaching vocabulary, chart completion, condensing information, sequencing, etc. To conclude, all the activities were adapted to the material for teaching listening based on real language contexts.

Finally, the numerical data that was collected during the research process aimed for applying statistical analysis in order to study the scores gathered from the pre-test and post-test given to the experimental group before and after the treatment application using cartoons with listening aims. Therefore, the quantitative data collected was transferred to a computer through the SPSS statistical software to obtain a statistics analysis that described elements like frequency, means and standard deviation in order to provide a qualitative analysis describing the results of introducing cartoons to improve listening skill on students and quantitative analysis to describe the effects of that elements in listening skill development.

## **2.7 Hypothesis**

### **Alternative Hypothesis**

Cartoons does influence the Listening Skill of students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”

### **Null Hypothesis**

Cartoons do not influence the Listening Skill of students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”

## **2.8 Variable Identification**

Cartoons (Independent Variable)

Listening (Dependent Variable)

## CHAPTER III

### RESULTS AND DISCUSION

#### 3.1 Analysis and discussion of the results

This chapter is focused on providing a detailed analysis of the results gathered from the different instruments used to carry out the research work. First, this chapter shows the results of the survey that was validated through Cronbach's Alpha using the SPSS software and given to 30 students from first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros"; also, it contains 5 questions that helped to the research as a diagnosis to notice about the necessity to introduce cartoons into the classroom as an authentic material. Second, the results of the pre-test and post-test are presented in a detailed way using tables and graphics for a better understanding of the analysis. Moreover, the information is organized in a certain manner that displays the results of each part of the test describing the frequency and average of every single listening sub-skill evaluated into the test. Third, the validation of the hypothesis is exhibited in order to demonstrate whether Cartoons had influence on students' listening skill through the use of SPSS software and a statistical method. Finally, this chapter introduces a total average of 30 students who got through the application of cartoons as an authentic material directed to each listening sub-skill (listening for specific information, listening for gist, listening for detail) developed in the KET test.

### 3.1.1 Results of students' survey

#### Analysis and discussion of students' survey

#### 1. Select the types of Web 3.0 tools you use to learn.

**Table 2**

*Web tools used for learning*

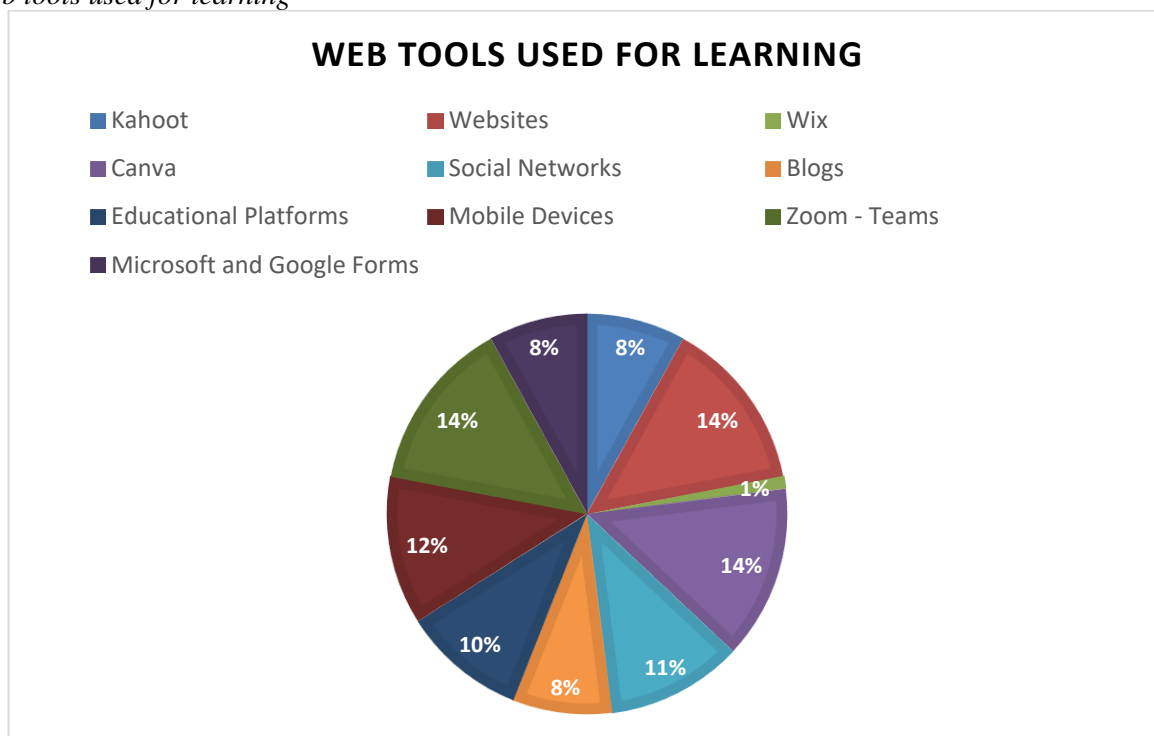
Scale	Frequency	Percentage
Kahoot	18	8%
Websites (Netflix, YouTube)	30	14%
Wix	3	1%
Canva	30	14%
Social Networks	24	11%
Blogs	17	8%
Educational Platforms	23	10%
Mobile Devices	27	12%
Zoom, Teams	30	14%
Microsoft and Google Forms	17	8%
<b>Total</b>	<b>219</b>	<b>100%</b>

Source: Survey

Author: Páez, D. (2021)

**Figure 1**

*Web tools used for learning*



Source: Survey

Author: Páez, D. (2021)

The information in the graph 1 regarding to the use of web tools for learning, shows that 42% of students divided into three parts (14% each one) use websites, Canva and Zoom as tools for learning. Also, 12% out of the total use mobile devices followed by 11% and 10% of students who prefer social networks and educational platforms in the learning process. Then, Kahoot, blogs and Microsoft and Google forms share the same percentage of 8% each one about the use in the classroom; finally, the 1% that represent three students use Wix. The table shows similar results placing websites as one of the most used tools for learning means, but the most important fact is students have a great variety of online tools for self- learning, so it can be concluded that 3.0 tool should be take part in every teaching lesson in order to accomplish learning outcomes.

## 2. Which of these 3.0 tools does your teacher use in the teaching process?

**Table 3**

*Web tools in teaching process*

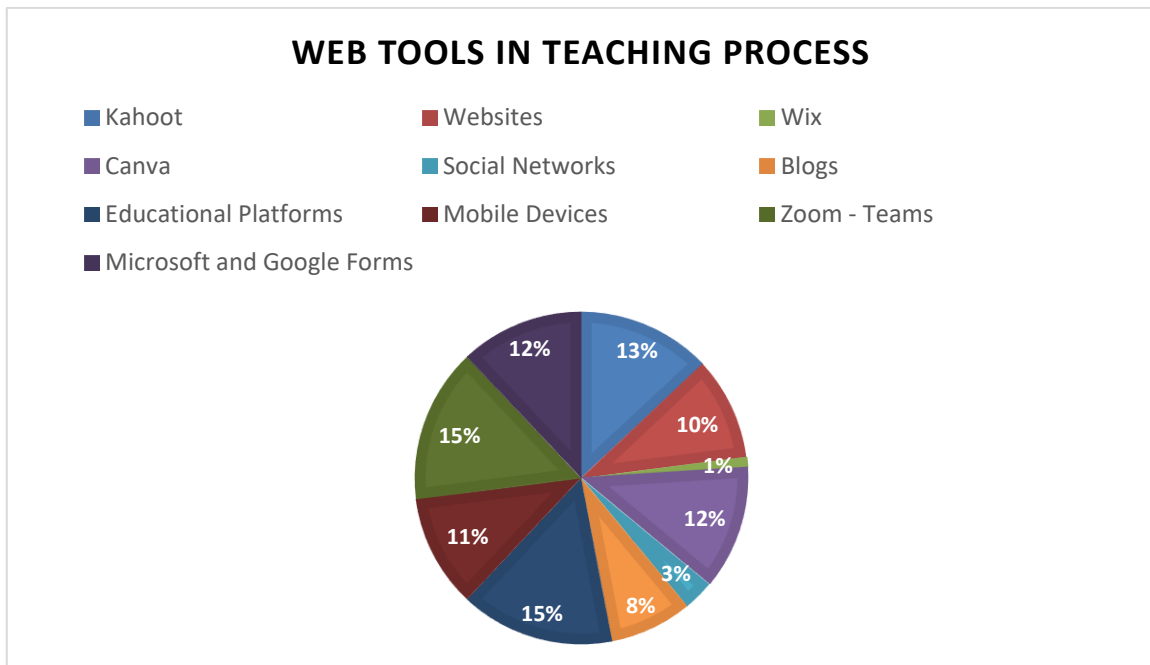
Scale	Frequency	Percentage
Kahoot	25	13%
Websites (Netflix, YouTube)	18	10%
Wix	2	1%
Canva	24	12%
Social Networks	5	3%
Blogs	14	8%
Educational Platforms	30	15%
Mobile Devices	23	11%
Zoom, Teams	30	15%
Microsoft and Google Forms	24	12%
<b>Total</b>	<b>195</b>	<b>100%</b>

Source: Survey

Author: Páez, D. (2021)

**Figure 2**

*Web tools in teaching process*



Source: Survey

Author: Páez, D. (2021)

According to the graph the analysis is presented in the following way: 30% of students states that teacher uses educational platforms (15%) and Zoom (15%) as the most frequent tools implemented in classroom. Followed by 13% who affirms that Kahoot is also one of the important tools for teachers. Also, the 12% belongs to Canva and Microsoft - Google forms for each one and 11% belongs to mobile devices. Then, the two least tools according to students are websites and blogs with the 10% and 8% respectively. The last 1% answered corresponds to Wix as the less favored by teacher. Finally, it can be seen that teachers tend to use 3.0 available on the web; however, they do not use websites and social networks frequently since they are the most preferred tools for students in learning to improve their performance and reinforce contents.



### 3. How often do you use 3.0 technology tools to learn?

**Table 4**

*Frequency of students' use 3.0 tools*

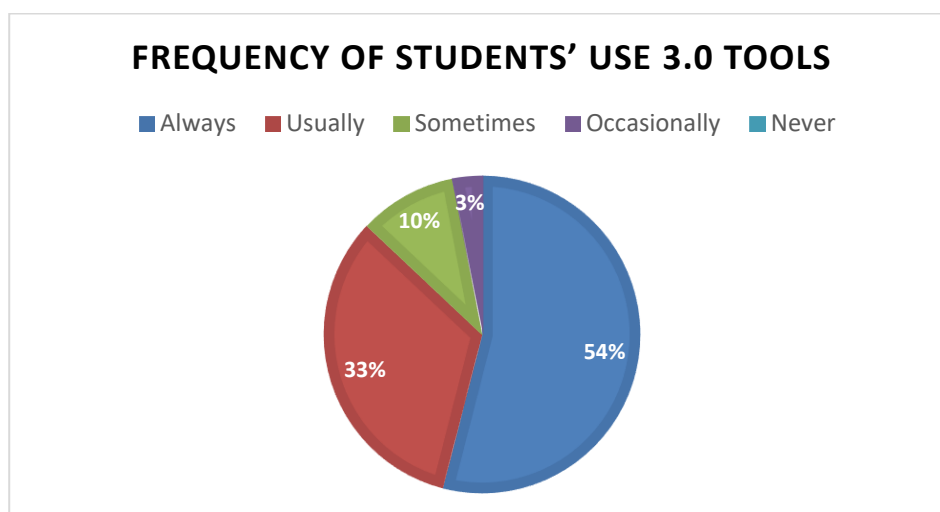
<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
Always	16	54%
Usually	10	33%
Sometimes	3	10%
Occasionally	1	3%
Never	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

Source: Survey

Author: Páez, D. (2021)

**Figure 3**

*Frequency of students' use 3.0 tools*



Source: Survey

Author: Páez, D. (2021)

According to the data obtained from the survey, a 54% that represents 16 students who answered that they always use 3.0 tool for learning means. Moreover, 33% who are 10 students affirmed that they usually make use of 3.0 tools for learning process. Additionally, 10% out of the total that are 3 students who sometimes use online tools, followed by the 3% with one student who occasionally learns through 3.0 tools. Finally, it can be inferred from the results that the majority of students use web tools with language learning means, considering that technology has an important role in education since it provides lot of benefits to maximize students learning and for strengthening their skills.

#### 4. How important is the use of web 3.0 tools in your learning?

**Table 5**

*Importance of 3.0 tools in learning*

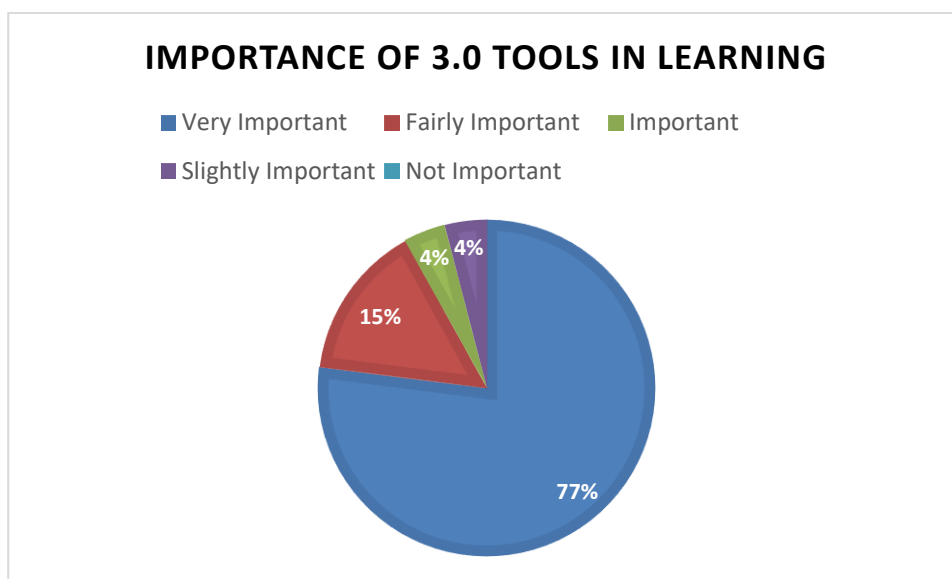
Scale	Frequency	Percentage
Very Important	23	77%
Fairly Important	5	15%
Important	1	4%
Slightly Important	1	4%
Not Important	0	0%
<b>Total</b>	30	100%

Source: Survey

Author: Páez, D. (2021)

**Figure 4**

*Importance of 3.0 tools in learning*



Source: Survey

Author: Páez, D. (2021)

According to the graph on a scale from “very important” to “not important”. The majority of students represented by 77% out of the total stated that 3.0 tools are very important during their learning process. Then, the rest 23% divided into three parts for “fairly important” (15%), “important” (4%) and “slightly important” (4%); finally nobody stated that 3.0 tools are not important in learning. It can be concluded that 3.0 tools are considered as valuable resources for students who are looking for new ways of learning combining them with technology in this world globalized.

**5. Do you consider that the correct application of 3.0 tools promote motivation, and participation?**

**Table 6**

*The relationship between 3.0 tools and motivation*

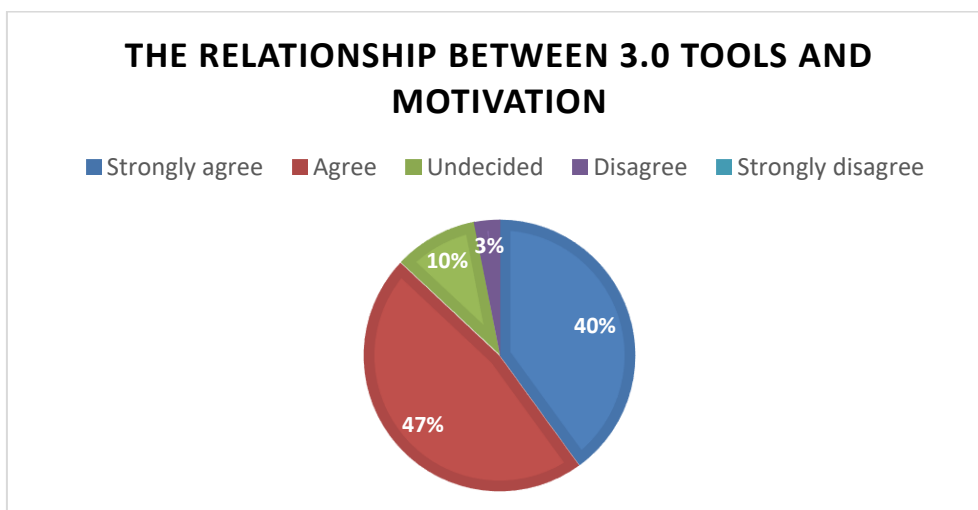
Scale	Frequency	Percentage
Strongly agree	12	40%
Agree	14	47%
Undecided	3	10%
Disagree	1	3%
Strongly disagree	0	0%
<b>Total</b>	30	100%

Source: Survey

Author: Páez, D. (2021)

**Figure 5**

*The relationship between 3.0 tools and motivation*



Source: Survey

Author: Páez, D. (2021)

The graph above provides information about the relationship between the use of 3.0 tools with motivation and participation in class. The most answered scale element was “agree” where 47% represented by 14 students states that 3.0 tools have the capacity to bring motivation and participation to the class. Additionally, the other 40% represented by 12 students also states the previous premise about the use of web 3.0 in class. On the other hand, the least answered elements were “undecided” and “disagree” with 10% and 3% respectively. It can be concluded that from students’ perspective 3.0 tools can make them feel motivated increasing their participation in class. So, it is one of the benefits of technology in class in order to get better results at the end of the lesson.

### 3.1.2 Pre-test results

**Table 7**

*Listening Skills Pre-test results*

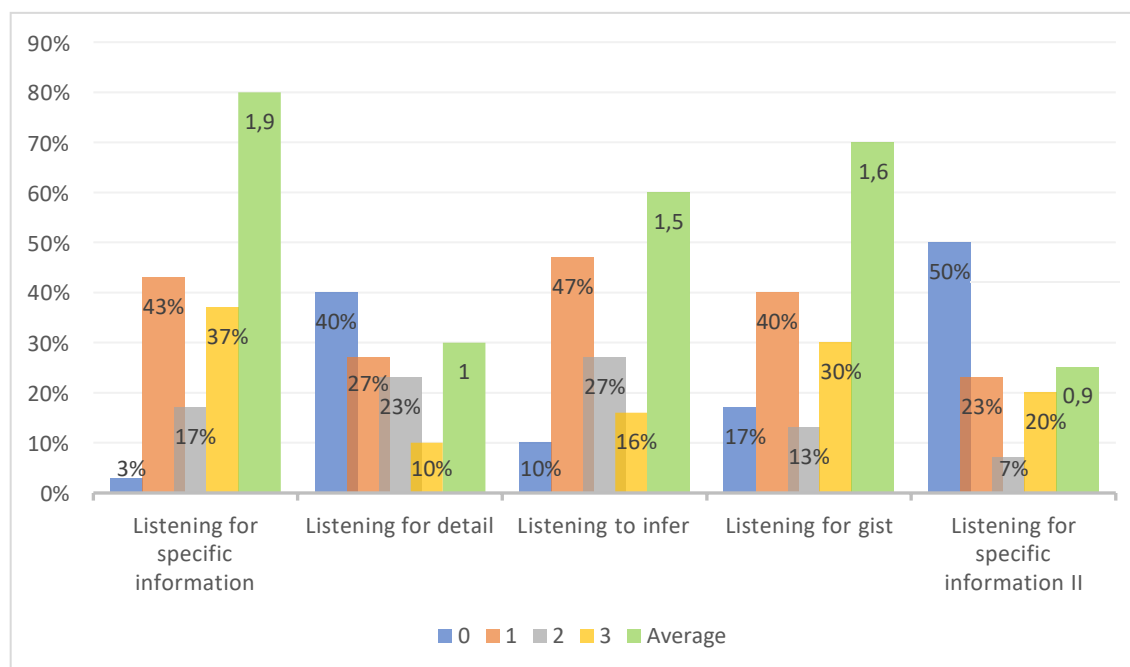
Criteria	KET Rubric Scales				Total of students	Percentage	Average
	0	1	2	3			
Listening for specific information	3%	43%	17%	37%	30	100%	<b>1,9</b>
Listening for detail	40%	27%	23%	10%	30	100%	<b>1</b>
Listening to infer	10%	47%	27%	16%	30	100%	<b>1,5</b>
Listening for gist	17%	40%	13%	30%	30	100%	<b>1,6</b>
Listening for specific information II	50%	23%	7%	20%	30	100%	<b>0,9</b>
							<b>6,9/15</b>

Source: KET test

Author: Páez, D. (2021)

**Figure 6**

*Listening Skills Pre-test results*



Source: KET test

Author: Páez, D. (2021)

## **Analysis and Interpretation**

To begin, the Key English Test (KET) was applied to 30 students that evaluates listening skills in 5 parts of the test that are focused on testing the four main listening sub-skills such as: listening for specific information, listening for detail, listening for gist, and listening to infer. The students' grades were divided in 3 scales from 0 to 3 for each element of the test getting a final test score over 15 points. The table presented demonstrates that students got a final average of 6,9 over 15 points, so it shows students' deficiencies at listening skill in their English language development.

The first section of the test is about testing the ability of listening for specific information. According to the results, 3% out of the total obtained 'scale 0', while the other 43% achieved 'scale 1'; the 17% of students reached the third scale '2', and the last 37% could reach 'scale 3'. Consequently, an average of 1,9 over 3 points was obtained for the first sub-skill of the test. On the other hand, the second sub-skill of the test is listening for detail in which the majority of students (40%) got '0', followed by 27% and 23% with '1' and '2' respectively. The last 10% corresponds to the scale '3', getting an average of 1 over 3 points in this part. In addition, the third sub-skill developed is listening to infer that provide the following results 'scale 0' with 10%, 'scale 1' with 47%, 'scale 2' with 27% and the last one 'scale 3' with 16%, so getting an average of 1,5 over 3 points. The next sub-skill into the test is listening for gist in which 'scale 0' was achieved by 17% of students followed by 40% and 13% with 'scale 1' and 'scale 2' respectively. The final 'scale 3' corresponds to 30% of students who had a total average of 1,6 over 3 points. Finally, the last element is listening for specific information where 50% students got '1', 23% obtained '2', 7% and 20% of students with '2' and '3', so the final average is 0.9 over 3 points.

Finally, it can be concluded that the second part of listening for specific information was the most challenging for students who got low grades on it; however in the first part students could get the highest grade since the visual prompts that the test provides made the section easier for them. Also, in the part of listening for detail can be find out that students could not identify all in the information stated in the audio. On the other hand, students had a regular performance at listening for speaking attitudes or getting the global understanding of the spoken text corresponding to listening for and listening to infer sub-skills.

### 3.1.3 Post-test results

**Table 8**

*Listening Skills Post-test results*

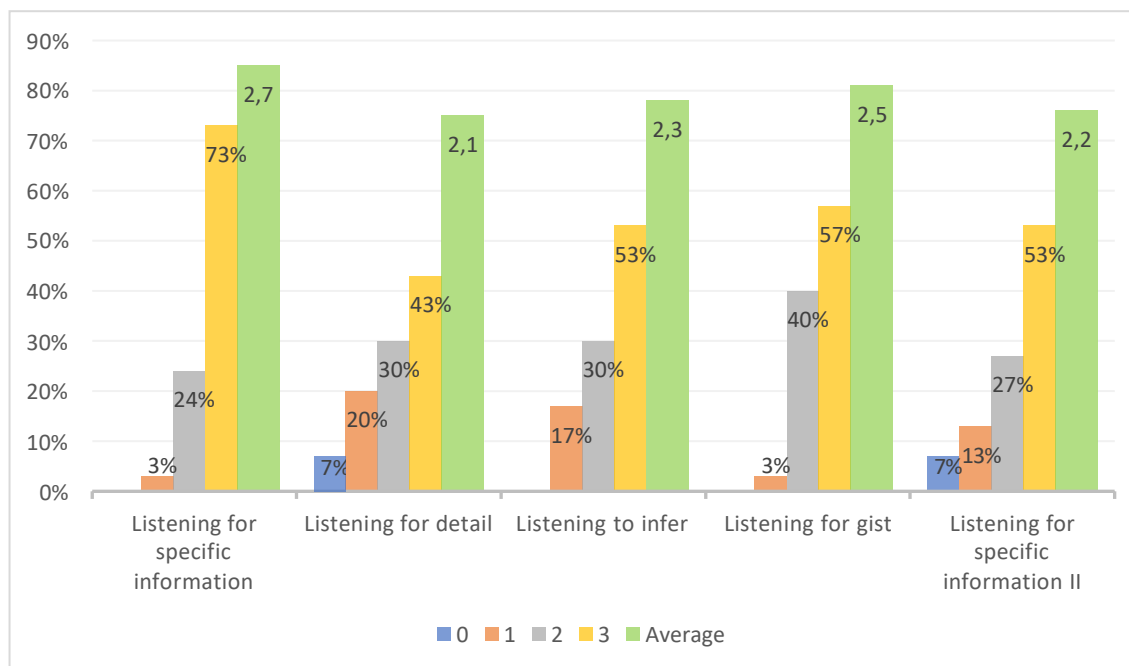
Criteria	KET Rubric Scales				Total of students	Percentage	Average
	0	1	2	3			
Listening for specific information	0%	3%	24%	73%	30	100%	<b>2,7</b>
Listening for detail	7%	20%	30%	43%	30	100%	<b>2,1</b>
Listening to infer	0%	17%	30%	53%	30	100%	<b>2,4</b>
Listening for gist	0%	3%	40%	57%	30	100%	<b>2,5</b>
Listening for specific information II	7%	13%	27%	53%	30	100%	<b>2,2</b>
							<b>11,9/15</b>

Source: KET test

Author: Páez, D. (2021)

**Figure 7**

*Listening Skills Post-test results*



Source: KET test

Author: Páez, D. (2021)

## **Analysis and Interpretation**

The table presented shows the results of the post-test of the Key English Test Listening section. It is important to mention that the evaluation was similar to the pre-test; however, the improvement of students' listening skills were clearly stated in the results. Similar to the initial, students' scores were shown through a scale that goes from 0 to 3 points for each listening sub-skill in order to get the final test score over 15 points. Based on the information there was an increase of 4 points since the final average was 11,9 over 15 points. It confirms the efficacy of the treatment introducing cartoons as an authentic material in class.

The first section of the test is about listening for specific information in which 0% of students got 'scale 0' which is a good indicator, 'scale 1' with 3% and 24% of students obtained 'scale 2'; the final 73% was for 'scale 3'. Therefore, an average of 2,7 over 3 points was reached in part one. Moreover, in listening for detail which is the next sub-skill in the test only 7% of students got '0', followed by 20% and 30% with '1' and '2' respectively. The final 43% is for scale '3'; as a result, an average of 2,1 over 3 points was obtained. Consequently, listening to infer was evaluated getting the following results 'scale 0' 0%, 'scale 1' 17%, 'scale 2' with 30 % and 'scale 3' with 53% providing an average of 2,4 over 3 points. On the other hand, in listening for gist 'scale 1' was achieved by 3% of students followed by 40% and 57% with 'scale 2' and 'scale 3' respectively, while nobody obtained 'scale 0', so the final average is 2,5 over 3 points. Finally, the last sub-skill is listening for specific information where 7% of students got '0', 13% obtained '2', 27% and 53% with '2' and '3', getting an average of 2,2 over 3 points. The final average combining all the sections of the test was 11,9 over 15 points.

It is possible to conclude that the use of cartoons as an authentic material to improve students' listening skills was effective since they increased their scores in the post-test after being exposed to the treatment. Consequently, students demonstrated mastery at listening for specific information and listening for gist with the highest averages; they were able to identify key information from the spoken text but also getting a global understanding about the situation presented. Similarly with the rest of sub-skills students could obtain a good average in all the criteria evaluated; it can determine that the experimental group responded appropriately to cartoons.

### 3.1.4 Comparative results pre-test and post-test

**Table 9**

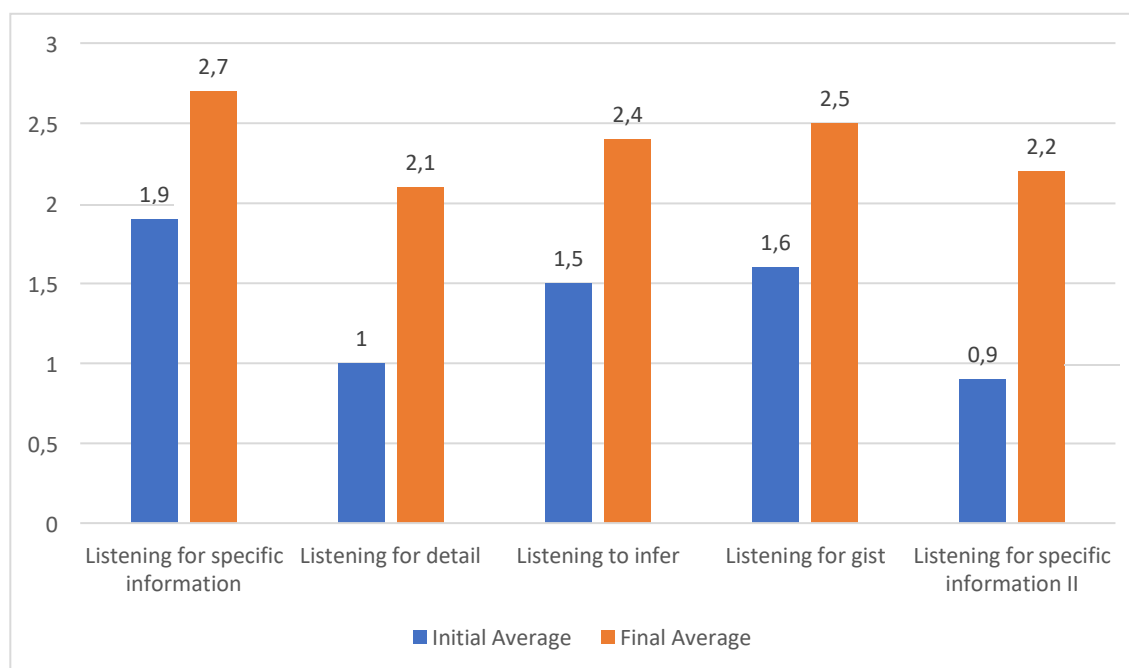
*Listening skills Pre-test and Post-test Comparative results*

Criteria	Pre-test	Frequency	Percentage	Frequency	Post-test	Percentage
Listening for specific information	1,9	8	28%	7	2,7	23%
Listening for detail	1	5	14%	5	2,1	18%
Listening to infer	1,5	6	22%	6	2,4	20%
Listening for gist	1,6	7	23%	7	2,5	21%
Listening for specific information (II)	0,9	4	13%	5	2,2	18%
<b>Total</b>	<b>6,9/15</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>11,9/15</b>	<b>100%</b>

Source: Students' grades  
Elaborated by: Páez, D. (2021)

**Figure 8**

*Listening skills Pre-test and Post-test Comparative results*



Source: KET Pre and Post-test  
Author: Páez, D. (2021)



## **Analysis and Interpretation**

In order to verify if the application of cartoons as an authentic material had a positive effect on the experimental group, a comparative analysis is necessary between the results gathered from the pre-test and post-test. The table and a graphic are presented to show the differences and the improvement that students developed in the sub-skills of listening that were evaluated in the test, so it is clearly seen the efficacy of the material introduced in class and the progress made by students through the average scale.

To begin, the results obtained in the first section of the test that corresponds to the 'listening for specific information', the average started with 1,9 over 3 points, but in the post-test the average increased to 2,7 demonstrating an improvement of 0,8 points. Moreover, in listening for detail, an average of 1 was obtained by the students at the beginning; however, after the treatment the average increased showing 1,1 points of advance in the second part of the test. Consequently, in the next sub-skill 'listening to infer' it is seen that there was an improvement regarding to the initial average that was 1,5 over 3 points, ending up with 2,4 points giving an advance of 0,9.

To continue, the differences in students' progress are simple to notice due to the high levels of improvement they had. For example, in the next section of the test that is about 'listening for gist', at the beginning, an average of 1,6 was acquired and at the end, 2,5 was acquired as an average and it reflects an advance of 1,1 points. Concerning the second part of listening for specific information, the average started with 0,9 and finished with an average of 2,2 giving an advance of 1,1 points. Finally, the final results from the experimental group showed an improvement of 4 points to the general grade considering the pre and post-test '6,9 to 11,9'.

To conclude, it is necessary to highlight that the lowest scores in the pre-test belonged to 'listening for specific information II' as well as 'listening for detail' sub-skills; however, after applying cartoons to improve listening skills the experimental group obtained an average of 2,1 and 2,2 points with a 1,1 point of difference. It is seemed that the language input and practice student got during the treatment was successful considering that at the beginning there were many deficiencies at listening skill.

### 3.1.5 Pre-test and post-test average

**Table 10**

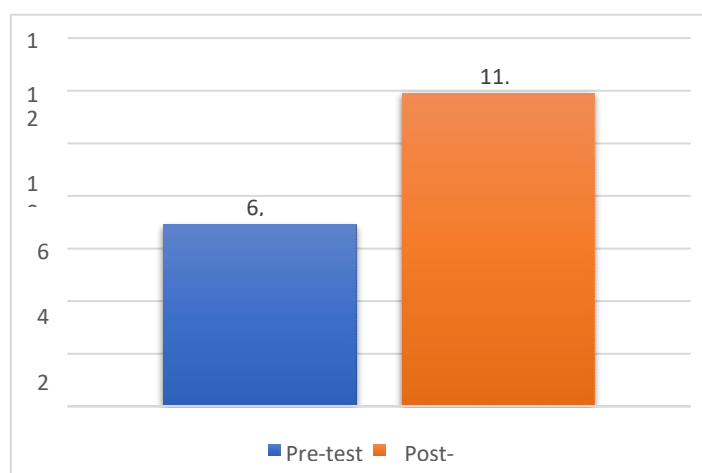
*Pre-test and post-test average and difference*

Results	Pre-test	Post-test	Difference	Expected Average
<b>Average</b>	6,9	11,9	4	15

Source: KET Pre and Post-test  
Author: Páez, D. (2021)

**Figure 9**

*Average scores pre-test and post-test*



Source: KET Pre and Post-test  
Author: Páez, D. (2021)

### Analysis and Interpretation

According to the graph above, the initial average obtained from the pre-test is 6,9 over 15 points; however, after the application of cartoons as an authentic material to improve students' listening skills, it can be noticed a great improvement where students obtained 11,9 over 15 points giving a final difference of 4 points between the two last averages, so it can be concluded that students could improve their abilities at listening after being exposed to the treatment. Therefore, the author concludes that there was a significant advance achieved by students thanks to the treatment developed in students from first semester of UTA. All in all, cartoons as an authentic material does influence students' development of listening skills.

### 3.2 Hypothesis verification

In order to verify the hypothesis stated in the methodology it was necessary to use the SPSS Software to show the results of the pre-test and post-test. In that way, the author used the statistical method of T-Student that aims to demonstrate the ‘mean’ gathered from the pre-test and post-test as well as the standard deviation, the correlation between the two elements to accept or reject the hypothesis in which the use of cartoons does influence the listening skills in students of first semester from “PINE”.

**Table 11**

*Paired Sample Results*

	Media	N	Desviación estándar	Media de error estándar
Par 1 Pre_test	6,93	30	4,059	,741
Post_test	11,97	30	2,810	,513

Source: SPSS Software  
 Author: Páez, D. (2021)

**Table 12**

*Paired Sample Correlations*

	N	Correlación	Sig.
Par 1 Pre_test & Post_test	30	,387	,035

Source: SPSS Software  
 Author: Páez, D. (2021)

**Table 13**

*T-Student Test*

	Diferencias ...	t	gl	Sig. (bilateral)
	95% de intervalo de confianza de ...			
	Superior			
Par 1 Pre_test - Post_test	-3,561	-6,991	29	,000

Source: SPSS Software  
 Author: Páez, D. (2021)

### **3.2.1 Analysis and Interpretation**

The tables presented display the statistical results using the method of T-Student of the data obtained from the analysis of the experimental group that took the pre and post-test. The results above show that there was a significant difference between the pre-test with 6,9 of value and the post-test average with 11,9 points of value; so it demonstrates the improvement of students' scores. Moreover, considering that the P-value which is 0,000 is less than (0,05), it can be concluded that the null hypothesis can be rejected while the alternative hypothesis is accepted to finally establish that cartoons influence the listening skills of students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

### **3.3. Discussion**

The results gathered by the author could demonstrate that cartoons as an authentic material strength and improve students' abilities at listening due to its authenticity and motivation provided to students of first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros". The author of this research with the information obtained could notice that students presented several deficiencies facing a listening test developing its sub-skills; however, 'cartoons' played an important role in the attempt of changing the language input they received for listening lessons giving a sense of motivation as well as world-based contexts to practice listening in classrooms.

Therefore, based on the results it can be concluded that the use of audiovisual-material 'cartoons' improve students' performance in listening skill considering the increase of the general average of the experimental group in the test from 6,9 points to 11,9 over 15 points getting an improvement average of 1 point in every sub-skill evaluated in the test. Additionally, the efficacy of cartoons improving listening can be supported by many investigations which obtained similar averages of students' improvement; for example, in the study of Gouri (2019), in which the experimental group achieved an improvement of 64% that means 2,8 over 5 points after the application of animated cartoons.

Gamage (2019) determined that the use of animated videos enhance listening aptitudes as well as vocabulary because it inspires them in teaching lessons, especially in low motivated students. Therefore, this authentic material allows students to improve their abilities in a different environment in class where students feel more comfortable and motivated with the contents taught, besides, it can be used as part of extensive listening since they can use cartoons independently outside the classroom for entertaining means while they are strengthening their aptitudes at listening in an unconscious way.

Considering that listening is one of the most challenging skills to develop it is important that teachers realize about the importance of incorporating extra resources for listening lessons since the majority of coursebooks might be boring for students or they are not appropriate for their level. Finally, another important fact that improves performance is the procedure of listening lessons, so it is suggested that teacher follows the three stages approach in which every stage has a specific aim such as: pre-vocabulary teaching, listening practice and producing.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After analyzing and interpreting the previous results gathered from the application of cartoons for listening purposes in students of first semester from “PINE” career, it is necessary to provide conclusions about this research work.

- It can be concluded that cartoons have influence on listening skill development in students from first semester of PINE career. This was verified through the hypothesis verification in which the significant value was less than 0,05 points that means there is a significant relationship between cartoons and listening skill allowing students to improve their abilities in listening English lessons. So that, it is important to consider cartoons as part of the learning process.
- In English language learning, the listening sub-skills are listening for specific information, listening for detail, listening for gist, and listening to infer. Therefore, after applying the treatment it could be found that listening for specific information was the most challenging sub-skill to develop with an average of 0,9 over 3 points in the pre-test. However, the application of cartoons was effective since students could improve their performance getting 11,9 over 15 points with a difference of 4 points from the pre-test that was 6,9 points.
- Considering the diagnostic survey applied to students, it was possible to find out that technological resources play an essential role in students’ learning process from which audiovisual materials into the websites are one of the most used tools for learning purposes. Furthermore, it is clearly stated by students’ perceptions that the previous tools increase students’ motivation and participation in class.
- The selected cartoons provided to the experimental group into the treatment enhanced listening comprehension because of its authenticity, real-world situations, and the interesting - funny plots. Also, it was really necessary the selection of cartoons according to students’ level and age in order to satisfy their needs and increase motivation. Finally, it can be said that the use of cartoons promotes and improve listening skills.

## 4.2 Recommendations

The following recommendations have the objective to concern teachers about the use of extra resources in English classrooms. In that way, this research based on the use of cartoons as an authentic material to develop listening skills makes some suggestions to consider in language teaching practice.

- The use of cartoons in English language classrooms as an authentic material resource is suggested, especially in classrooms where it is necessary to develop listening skills in low-proficient students. It will be the most appropriate way to enhance students' listening skills through the motivation and engagement that cartoons can provide to class environments. However, it is important to establish some criteria when selecting cartoons according their needs and interests.
- It is recommended the application of diagnostic surveys before introducing cartoons or another educational resource to the class because it helps to gather students' perceptions about their preferences of the use of technological resources. Moreover, it can be considered as a base of implementing new resources in class and that is why it is really important to consider students' needs in order to adapt and introduce to their teaching methodology.
- It is suggested that the listening for specific information sub-skill should be more developed in English classes with teachers' helps since it requires practice to differentiate the relevant as well as irrelevant information and listening for specific facts into the spoken text. In that way, cartoons are the best option to reinforce listening sub-skills because of its plots include lots of factual information in different scenarios that can help students to master their abilities.
- The application of cartoons in another levels of proficiency is recommended because it is possible to find the ones that fits students' requirements, such as complex vocabulary, great variety of interesting topics and realistic language used. In other words, cartoons are not only related with children, but they must also be delivered for students of any level and age, incorporating them in listening lessons with a correct procedure, in this case the one used was 'three stages approach' consisted in pre-viewing, viewing and post-viewing activities.

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## Annex 1 Carta de Compromiso

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

## CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora del primer semestre paralelo “A” de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “ *Cartoons and Listening Skill*” propuesto por el estudiante Daniel Alejandro Páez Pérez, portador de la Cédula de Ciudadanía 180489551-2, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....  
Lcda. Mg. Sarah Iza Pazmiño  
0901741060  
0984060528  
Sj.iza@uta.edu.ec

## Annex 2 Survey

### FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (1ro PINE)

La encuesta tardará aproximadamente 7 minutos en completarse.

PROYECTO DE INVESTIGACIÓN: "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".

OBJETIVO: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo

Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.

\* Obligatorio

#### DATOS INFORMATIVOS

1. Nombre de la institución \*

Escriba su respuesta

2. Sector \*

- Público
- Privado

3. Nivel de educación al que usted pertenece: \*

- Educación inicial
- Educación básica elemental
- Educación básica media
- Educación básica superior

#### CONOCIMIENTOS HERRAMIENTAS WEB 3.0

6. Elija los tipos de herramientas 3.0 que usted utiliza para aprender: \*

- Kahoot
- Websites (YouTube, Netflix, KissCartoon, etc)
- Wix
- Canva
- Mural
- Classdojo
- Redes sociales (Facebook, Instagram, Tik-Tok)
- Página personal (Blog, correo electrónico)
- Plataformas educativas (moodle, easle)
- Dispositivos móviles (Whatsapp, telegram, viber, etc.)
- Zoom, Teams
- Microsoft forms, google forms

7. ¿Cuáles de estas herramientas 3.0 utiliza su docente en el proceso de enseñanza? \*

- Kahoot
- Websites (YouTube, Netflix, KissCartoon, etc)
- Wix
- Canva
- Mural
- Classdojo
- Redes sociales como (Facebook, Instagram, Tik-Tok)
- Página personal (Blog, correo electrónico)
- Plataformas educativas (moodle, easle)

15. ¿Qué tipo de herramientas tecnológicas utiliza su docente para consolidar el conocimiento? \*

- Moodle
- Websites (YouTube, Netflix, KissCartoon, etc)
- Kahoot
- Redes sociales
- Entornos Virtuales Inmersivos
- Contenidos 3D

16. ¿Qué tipo de herramientas web 3.0 utiliza para realizar mapas conceptuales y mentales? \*

- Creatly
- Lucidchart
- Mindmodo
- [Bubbl.us](#)
- Mindmeister

17. ¿Qué tipo de herramientas web 3.0 utiliza su profesor para la evaluación? \*

- Educaplay
- Kahoot
- Proprofs
- Classmaker
- Google Forms
- Microsoft forms

18. De la siguiente lista, ¿Qué herramientas utiliza su docente para fines de aprendizaje? \*

- Blogs
- Websites (YouTube, Netflix, KissCartoon, etc)
- Wikis
- Redes sociales
- Documentos digitales
- Recursos multimedia
- Plataformas educativas
- Podcasts
- Pizarra digital

Source: Survey  
Author: Páez, D. (2021)

## Survey's Validation

### Validación del instrumento

La fiabilidad es un concepto que tiene varias definiciones, aunque a grandes rasgos se puede definir como la ausencia de errores de medida en un test, o como la precisión de su medición. La fiabilidad es un tópico constante en todos los instrumentos de medida. Su estudio trata de establecer la precisión con la que mide cualquier instrumento de medida en general y los tests en particular. Cuanto más fiable es un test, con mayor precisión mide y, por lo tanto, menos error de medida se comete

Se toman en consideración para la validación del instrumento solo las preguntas que generan información para obtener tendencia, por consiguiente, los ítems nombre de la institución, Sector, Nivel de educación, Edad y Sexo no se los considera dentro de la fiabilidad del mismo.

### RESULTADOS DE LAS ENCUESTAS

Encuesta validada

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,846	19

Al tener un instrumento con preguntas en escala de Likert, se procede con la validación del instrumento y de esta forma verificar si las preguntas aplicadas en el mismo son confiables, para lo cual se aplica el estadístico Alfa de Cronbach, el cual emite como resultado 0.846; teniendo un instrumento Confiable para esta investigación.

El Alfa de Cronbach es un método de cálculo del coeficiente de fiabilidad, que identifica la fiabilidad como consistencia interna. Se denomina así porque analiza hasta qué punto medidas parciales obtenidas con los diferentes ítems son "consistentes" entre sí y por tanto representativas del universo posible de ítems que podrían medir ese constructo.

Por consiguiente para esta investigación y específicamente para el instrumento se utilizó el coeficiente Alfa de Cronbach para calcular la fiabilidad.

Hay que tener en cuenta que en los principales programas de estadística ya existen opciones para aplicar esta prueba de manera automática, de manera que no hay que conocer los detalles matemáticos de su aplicación. Sin embargo, saber cuál es su lógica resulta útil para tener en cuenta sus limitaciones a la hora de interpretar los resultados que aporta.

MARIA  
CRISTINA  
PAEZ QUINDE  
Firmado digitalmente por  
MARIA CRISTINA  
PAEZ QUINDE  
Fecha: 2021.07.14  
17:21:22 -05'00'

Ing. Cristina Páez Quinde, Mg.  
COORDINADORA SUBROGANTE

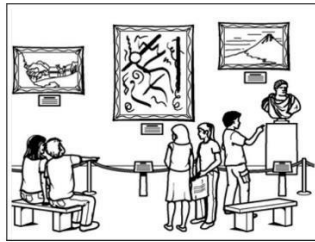
### Annex 3 Pre-test and Post-test

#### Part 1

##### Questions 1 – 5

For each question, choose the correct answer.

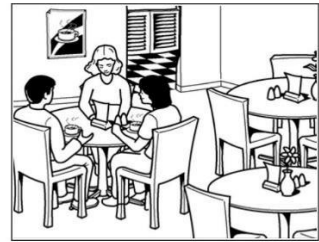
1 Where will Claire meet Alex?



A

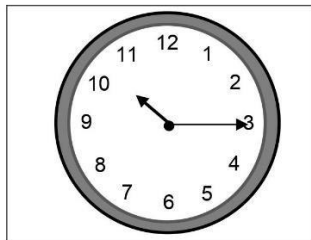


B

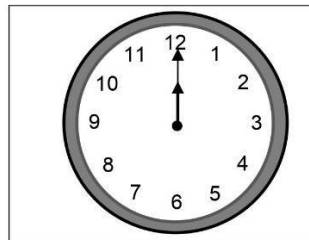


C

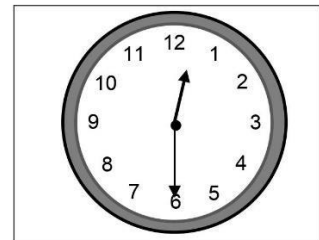
2 What time should the man telephone again?



A

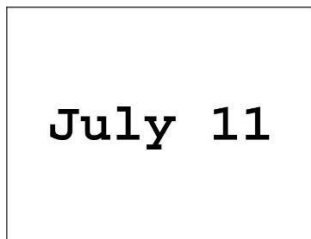


B

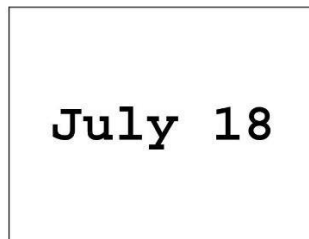


C

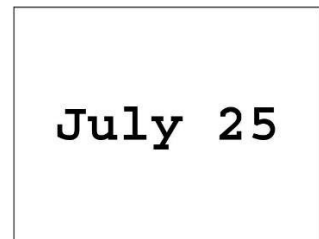
3 When are they going to have the party?



A



B



C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students  
with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th .....
Staff must be:	(7) ..... years old
Staff must be able to:	(8) .....
Staff will earn:	(9) £ ..... per week
Send a letter and:	(10) .....

### Part 3

#### Questions 11 – 15

For each question, choose the correct answer.

---

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
- A family members
  - B colleagues
  - C tennis partners
- 12 They'll stay in
- A a university.
  - B a guest house.
  - C a hotel.
- 13 Laura must remember to take
- A a map.
  - B a camera.
  - C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
  - B The buildings are interesting.
  - C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
- A he can't wait to go to the music festival.
  - B he loves the food there.
  - C he wants to go to a new art exhibition.



#### Part 4

#### Questions 16 – 20

For each question, choose the correct answer.

---

- 16 You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?
- A It's fast.
  - B It was cheap.
  - C It'll be easy to repair.
- 17 You will hear two friends talking about going to University. What subject is the man going to study?
- A history
  - B geography
  - C chemistry
- 18 You will hear two friends talking about a photograph. What's the photograph of?
- A a sports stadium
  - B a zoo
  - C a school playground
- 19 You will hear a woman talking to a friend on the phone. Why's she upset?
- A Her train was delayed.
  - B She's lost her wallet.
  - C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?
- A some clothes
  - B some food
  - C some games

**Part 5**

**Questions 21 – 25**

For each question, choose the correct answer.

---

You will hear Simon talking to Maria about a party.  
What will each person bring to the party?

**Example**

0 Maria  B

---

**People**

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

**Food**

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

Source: Cambridge University (2019)  
Author: Paez, D. (2021)

## Annex 4 Lesson Plan Template

<b>Group:</b>		<b>Date:</b>		<b>Time:</b>		<b>No. of students:</b>	
<b>Recent topic work:</b>				<b>Recent language work:</b>			
<b>Aims:</b> (stated in input terms, i.e. what the teacher intends to do)							
<b>Objectives:</b> (stated in output terms, i.e. what the students are expected to do)							
<b>Assessment:</b>							
<b>Materials:</b>							
<b>Anticipated problems:</b>							
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage			
<b>Additional possibilities:</b>							
<b>Homework/Further work:</b>							

Source: Harmer, J. (1998)

Author: Paez, D. (2021)



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA**  
**EDUCACIÓN**  
**Carrera de Pedagogía de los Idiomas Nacionales y**  
**Extranjeros**



*“The use of Cartoons to improve Listening Skill”*

Designed for students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato.

**Author:** Daniel Alejandro Páez Pérez

**Annex 5 Experiment design**



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## **Introduction**

Cartoons as an authentic material provides several benefits to the class and involves students into the learning process. However, the most important feature is the authenticity that contains to provide real language input based on real-world contexts (Gamage, 2019). Furthermore, teacher can enhance motivation in the classroom introducing materials that are necessary when teaching complex language skills as listening and improving their listening comprehension. For that reason, it was necessary to determine the influence of cartoons to improve learners' listening skill. Therefore, based on the data gathered from the pre-test that evaluated listening comprehension, a series of lesson plans were developed in order to be applied in the first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" to reinforce their weaknesses at listening skill.

Moreover, for the elaboration of the lesson plans in this experiment design it was necessary to consider a lesson plan template validated by experts. In that way, the one selected was the lesson plan template developed by Harmer (1988); then, it was necessary to adapt the teaching contents introducing cartoons as a resource into listening lessons. Consequently, to identify the most suitable method to introduce cartoons with listening means it was required to make bibliographic research in order to find the best method to carry out in the class including activities focused on improving listening sub skills in each part of the lesson with the aim to prepare students to take the listening post-test. Finally, an important fact is students worked in a synchronic and asynchronous way since the language input and practice should be higher in order to master the skill.

## **General Guide**

The general guide was carried out to have an overview about the process through a scope of the experiment in which the contents and the information necessary including the lesson plan's guide is presented in an organized way. Therefore, in the following table is presented all the materials, technological resources, procedures, adapted activities as well as the learners' achievements due to the use of cartoons to improve listening skill.

### **General Objective**

- To introduce cartoons in the classroom using the 'Three Stages Approach' to improve the listening skill.

### **Specific Objectives**

- To design a series of lesson plans focused on using cartoons for listening lessons.
- To apply the lesson plans designs in the target classroom.
- To evaluate students' listening skills through a post-test.

### Scope of the experiment

Number of lesson plan	Topic	Unit	Number of hours	Three Stages Approach - Cartoons	Listening Sub-Skills
Lesson Plan N°1	Lost and found objects	Independent Unit	1	<b>Sponge-Bob SquarePants</b> Pre, viewing, post-viewing	Listening for specific information - listening to infer
Lesson Plan N°2	Homer at the Buffet	Independent Unit	1	<b>The Simpsons</b> Pre, viewing, post-viewing	Listening for specific information - listening to infer listening for gist.
Lesson Plan N°3	The Haunted Train	Independent Unit	1	<b>Hey Arnold!</b> Pre, viewing, post-viewing	Listening for specific information - listening to infer listening for gist.
Lesson Plan N°4	The House of Payne	Independent Unit	1	<b>Family Guy</b> Pre, viewing, post-viewing	Listening for detail, listening to infer, listening for gist.
Lesson Plan N°5	Homer's Phobia	Independent Unit	1	<b>The Simpsons</b> Pre, viewing, post-viewing	Listening for specific information - listening to infer
Lesson Plan N°6	Mummy's the Word	Independent Unit	1	<b>Scooby-Doo</b> Pre, viewing, post-viewing	Listening for detail, listening to infer, listening for gist.

Source: Lesson Plans  
 Author: Páez, D. (2021)



## Lesson Plan 1

<b>Topic: Lost and found objects</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 35 minutes <b>Students' work asynchronous:</b> 1 hour	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for specific information Listening to infer	
<b>Aims:</b> Students will be able to get a global understanding of the cartoon presented in class.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand the main idea of the spoken language provided.</li> <li>• Students will be able to infer speakers attitudes and drawing conclusions about facts in the material provided.</li> </ul>			
<b>Assessment:</b> Summarizing the extract cartoon focusing on the main ideas found in the audio-visual material.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b> Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 min	<p><b>Pre-viewing activities</b></p> <p>Teacher presents slides to students about the cartoon “<b>SpongeBob SquarePants</b>” in order to elicit student’ predictions and inferences about what is going to happen on the video.</p> <p>Teacher uses a pre-teach vocabulary presentation using pictures and slides to help student’ understanding.</p> <p>Teacher asks students to participate guessing the meaning of the vocabulary presented.</p>	<p>Students use <b>annex 1</b>.</p> <p>Students will share their opinions, ideas to their classmates to figure out the situation provided.</p> <p>Students will guess the correct meaning of the vocabulary presented.</p>	<p>Students’ participation: In the first stage, students will participate providing their ideas, thoughts related to the slides showed.</p> <p>Students learn new vocabulary due to the pre-teaching vocabulary activity.</p>

15 min	<p><b>Practice-viewing activities</b></p> <p>Teacher presents a short extract of “SpongeBob SquarePants” to students twice. The first time aims students to get a general understanding of it considering the pre-vocabulary learned and the situation discussed in the previous stage.</p> <p>Teacher asks students to complete a worksheet while they are listening to it for the second time.</p> <p>After, teacher and students go over the answers of the worksheet in order provide feedback and answer any student’ doubt.</p>	<p>Students use <b>annex 1</b> – video link.</p> <p>Students should watch and listen to the video carefully in order to complete the worksheet provided by the teacher. (<b>Annex 2</b>)</p> <p>Student by student will say his or her answer to the class with the objective to go over them and correct possible mistakes.</p>	<p>Students’ Participation actively: Students will be involved in the activity providing their answers and supporting their ideas.</p> <p>Students will realize their answers checking them through teachers’ feedback.</p>
10 min	<p><b>Post-viewing activities</b></p> <p>In order to show students’ understanding, it is important to review the spoken text provided. Teacher asks students to complete an <b>interactive worksheet</b> uploaded to the website.</p> <p>Teacher will use an online roulette to select student to answer the questions in the worksheet.</p>	<p>Students use <b>annex 3</b> (link).</p> <p>Students will complete an interactive worksheet while they are watching.</p> <p>Students will tell the answer to their classmates.</p>	<p>After listening practice students will be able to complete a worksheet focused on listening comprehension of every word spoken in the video studied in the lesson.</p>
<p><b>Assessment: Condensing information.</b>_ Teacher gives a video-cartoon in order to summarize the main ideas of it. Students must work individually and send the written summary by the email: danielpaez1301@gmail.com  <a href="https://www.youtube.com/watch?v=IsYZ_k4VBUs">https://www.youtube.com/watch?v=IsYZ_k4VBUs</a></p>			

Retrieved from: Harmer, J. (1988)  
 Author: Paez, D. (2021)

Lesson 1 - Annex 1

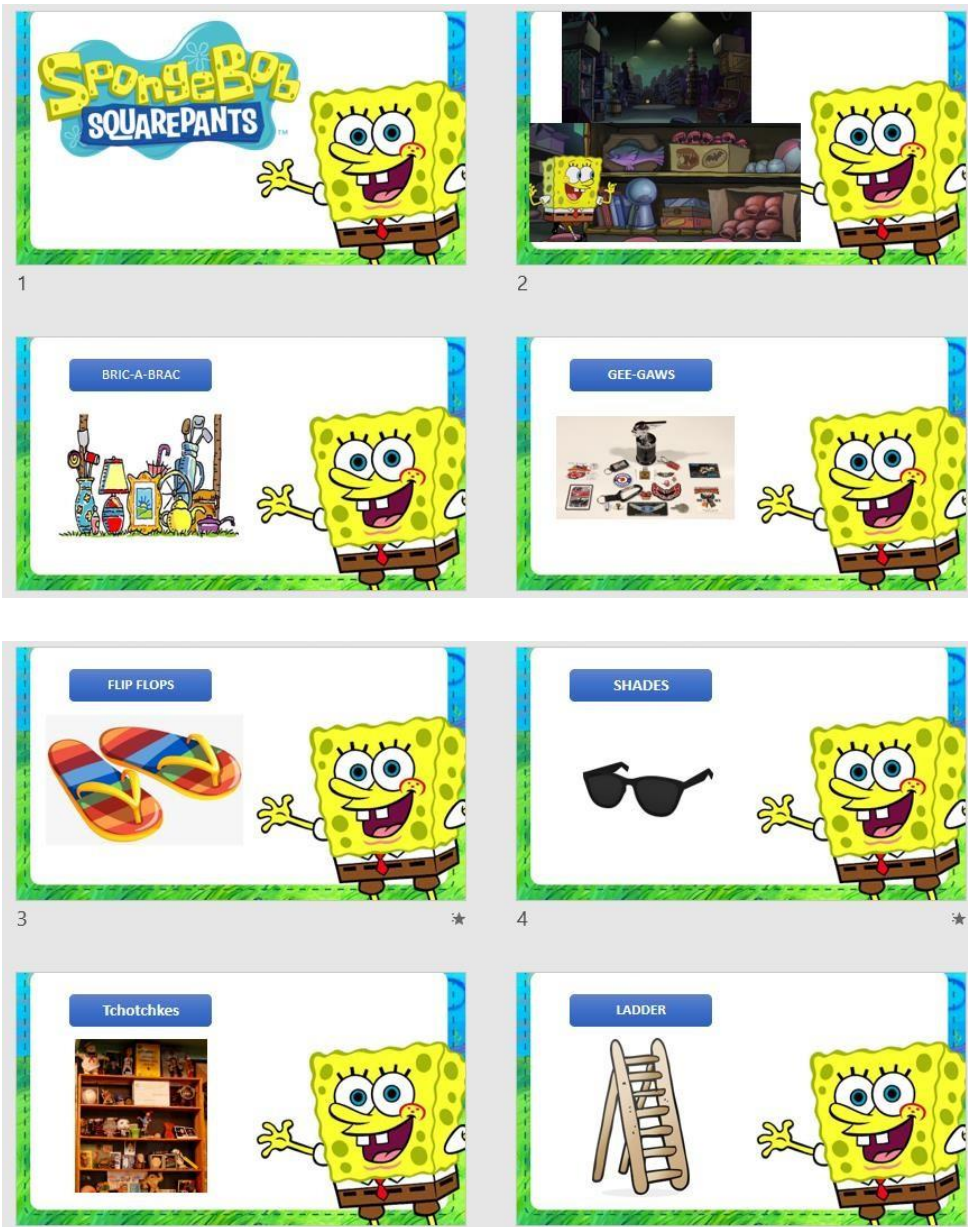


Figure. PowerPoint: activity 1

Video-cartoon: <https://www.youtube.com/watch?v=8x3-pT-UHBw>

Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. Tick the correct title of the story.

	SpongeBob looking for a specific novelty item.
	SpongeBob discovering the lost and found section.
	Mr. Krabs and Squidward trying to get Spongebob out there.

2. Tick the items that SpongeBob found out in the old cellar.

<b>Umbrella</b>	
<b>Remotes</b>	
<b>Shoes</b>	
<b>Keys</b>	
<b>Gee-gaws</b>	
<b>Cymbal-clapping chimp</b>	
<b>Teddy bears</b>	

3. Write T for True and F for False.

<b>SpongeBob is lost in the lost and found section.</b>	
<b>Squidward is concerned about SpongeBob.</b>	
<b>There is a ladder to climb up down there.</b>	
<b>Mr. Krabs ordered Squidward to find a boy.</b>	



## Worksheet

# SPONGEBOB Lost and Found

### 1. Fill the GAPS with the correct words.

#### SPONGEBOB TRANSCRIPT

#### "LOST AND FOUND"

**Interactive Worksheet:** <https://es.liveworksheets.com/lt1957159hr>

**SpongeBob:** Oh! WHOA! WHOA! Wow! Lost UMBRELLAS! Lost \_\_\_\_\_! Lost keys! Lost \_\_\_\_\_! Oh! A whole, entire shelf of lost "cool guy" \_\_\_\_\_! Now, THAT is A sight for more eyes.

**SpongeBob:** Oh, no pictures, PLEASE. Did you get my \_\_\_\_\_ \_\_\_\_\_?

**SpongeBob:** WHAT A funny \_\_\_\_\_. HA...ha.

**SpongeBob:** Hey! There's \_\_\_\_\_ AND \_\_\_\_\_! I wonder if there's tchotchkes! Oh! Oh! Tchotchkes! Lost \_\_\_\_\_ items! Wow! / I love lost novelty items! Ooh!

**SpongeBob:** Excuse me! Oh!

**SpongeBob:** Oh, THANK you, CYMBAL-CLAPPING SEA chimps! WHAT is this? Looks like \_\_\_\_\_.

**Squidward:** Hey, Mr. KRABS, you know THAT \_\_\_\_\_ crying kids?

**Squidward:** He's still crying, AND it is still ANNOYING!

**Mr. KRABS:** Squidward, I AM GLAD you ARE here. I think SpongeBob MAY be lost in the Lost AND Found.

**Squidward:** And this \_\_\_\_\_ me how, exactly? WAIT—WHAT?!

**Mr. KRABS:** Don't worry. There's A \_\_\_\_\_.

*[The little boy's constant crying begins to drive all the customers crazy.]*

**Mr. KRABS:** And find that ..... pronto!

## Lesson Plan 2

<b>Topic: Homer at the Buffet</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 60 minutes <b>Students' work asynchronous:</b> 30 min	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for specific information Listening to infer Listening for gist	
<b>Aims:</b> Students will be able to enhance			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen for specific information.</li> <li>• Students will be able to understand the main idea of the spoken text.</li> <li>• Students will be able to make inferences about speakers' attitudes and ideas.</li> </ul>			
<b>Assessment:</b> Taking a test using Socrative platform, the test is focused on listening subskills.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b> Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
20 min	<p><b>Pre-viewing activities</b></p> <p>Teacher starts the lesson playing the video cartoon selected “The Simpsons – Homer at the Buffet” just to show students the situation of the video.</p> <p>Then, teacher shows a PowerPoint presentation that includes vocabulary used in the video in order to elicit students' understanding.</p> <p>Teacher during the presentation provide a clear explanation of every single item from the vocabulary using examples and asking students to form sentences.</p>	<p>Students watch the video cartoon focusing on the new terminology used by the speakers.</p> <p>Student must use <b>Annex 1</b> while teacher is presenting the vocabulary activity.</p> <p>Students show understanding of the new input vocabulary making sentences.</p>	<p>Students Participation: Students will form sentences and shar them to the class. If students get this outcome, it means that the pre-teaching vocabulary was successful.</p>

20 min	<p><b>Practice-viewing activities</b></p> <p>Teacher plays the video again, but this time students must complete a task using Kahoot while they are watching the video.</p> <p>Students answer the questions that are mainly focused on developing listening for specific information and to get the main idea about it.</p> <p>At the end of the video, teacher goes over the answers with students and provides feedback.</p>	<p>Students must use <b>Annex 2</b> in order to enter to the website and complete the task assigned by the teacher.</p> <p>Students check the answers and receive an explanation from teacher.</p>	<p>The success indicator for the development of this activity will be the results of the task.</p>
20 min	<p><b>Post-viewing activities</b></p> <p>To finish the lesson, teacher presents a worksheet with question about the same video focused on listening to infer.</p> <p>This activity fosters students thinking being able to answer with their own words.</p>	<p>Students must use <b>Annex 3 (Worksheet)</b>.</p> <p>Students supports their answers according to what they could see in the video.</p>	<p>Accurate students responses.</p> <p>If students are able to explain their ideas linking to the video, the activity would be successful.</p>
<p><b>Assessment:</b> Students will take a test created using the Platform Socrative (<b>Annex 4</b>). The test will evaluate students' abilities at listening skill. Students must send the test to the e-mail: <a href="mailto:danielpaez1301@gmail.com">danielpaez1301@gmail.com</a> <a href="https://watchcartoononline.bz/episode/the-simpsons-season-11-episode-17/">https://watchcartoononline.bz/episode/the-simpsons-season-11-episode-17/</a>  <i>Video: (4:10 – 8:00)</i></p>			

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 Author: Paez, D. (2021)





## Lesson 2 – Annex 2

Kahoot activity link: [https://kahoot.it/challenge/01929012?challenge-id=d44024da-3c15-4e83-a50f-a089e2c88de7\\_1622669957856](https://kahoot.it/challenge/01929012?challenge-id=d44024da-3c15-4e83-a50f-a089e2c88de7_1622669957856)

¿What food is Marge allergic to?



6 40 Answers

Exit preview < 1 of 5 >

¿What time does the restaurant closed?



10 30 Answers

▲ 10 p.m	◆ 9 p.m
● 11 p.m	■ 12 p.m

Exit preview < 2 of 5 >

¿How many letters did Homer send to Santa Claus?



7 32 Answers

▲ 17k	◆ 18k
● 19k	■ 20k

Exit preview < 3 of 5 >

¿Why did Homer consume 10 pounds of flour?

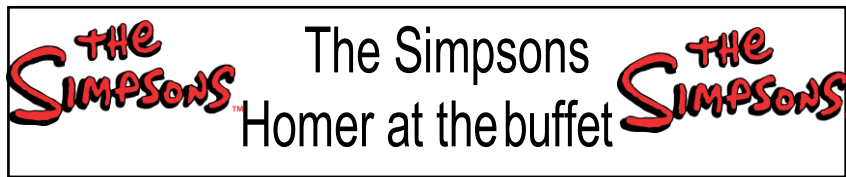


13 20 Answers

▲ Homer loves flour.	◆ Homer was really hungry.
● Homer couldn't get other food.	■ All are correct.

Exit preview < 4 of 5 >

## Worksheet



### Listening to infer

**Answer the following questions according to video. Remember you need to infer speakers' attitudes and the context provided.**

**Video cartoon:** <https://www.youtube.com/watch?v=E2dmfnSARDI>

1. ¿ Why did MARGE SAY "I HAVE some Tic TACS in my purse" AT the RESTAURANT?

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2. ¿ Why did the LAWYER NAME Homer AS "Hero"?

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3. ¿ Did Homer AND The CAPTAIN MAKE AN AGREEMENT? ¿ WHAT WAS the deal ABOUT?

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Name \_\_\_\_\_

Date \_\_\_\_\_

## The Simpsons - Bart to the future

Score \_\_\_\_\_

1. ¿What is Bart going to do for living?

- (A) Bart is going to paint.
- (B) Bart is going to play in a band.
- (C) Bart is going to work at school.
- (D) Bart is going to work in a restaurant.

2. True or False.

Lisa is the new Vice President of United States.

- (T) True
- (F) False

3. ¿Who does pay the rent for Bart and Ralph's apartment?

- (A) Bart
- (B) Ralph
- (C) Nelson
- (D) Homer and Marge

4. ¿Why did Ned Flanders go blind?

5. ¿What do Homer and Marge use that virtual-helmet for?

- (A) To eat virtual food.
- (B) To watch series and movies.
- (C) To communicate with others.
- (D) All the above.

### Lesson Plan 3

<b>Topic: The Haunted Train</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 45 minutes <b>Students' work asynchronous:</b> 30 min	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for specific information Listening to infer Listening for gist	
<b>Aims:</b> Students will be able to enhance listening sub skills through the use of cartoons as an authentic listening material.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen for specific information.</li> <li>• Students will be able to understand the main idea of the spoken text.</li> <li>• Students will be able to make inferences about speakers' attitudes and ideas.</li> </ul>			
<b>Assessment:</b> Students are going to make a summary about what they have seen in the cartoon using "Speakpipe" expressing the main ideas and providing specific facts.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b> Time management may be a problem during the lesson.			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 min	<p><b>Pre-viewing activities</b></p> <p>The lesson starts playing the cartoon as a first activity. (Annex 1) In this part are not familiarize with the vocabulary since the aim of this is putting them in situational context of the video.</p> <p>Then, teacher elicit students' understanding using a matching vocabulary activity in "EducaPlay" platform. After, teacher asks students to make sentences using the vocabulary learned to make sure that it was well-understood.</p>	<p>Students watch the video cartoon for pleasure just to understand as much as they can .</p> <p>Students use <b>Annex 1</b> as a vocabulary activity in which they must deduce the meaning of the vocabulary presented in the video considering the first step.</p> <p>Students show understanding making sentences with the new vocabulary .</p>	<p>Students autonomy: Since they will be working by their own using the teaching resources provided. In order to develop understanding they must deduce the meaning of the vocabulary that is linked with the video cartoon.</p>

20 min	<p><b>Practice-viewing activities</b></p> <p>Teacher plays the video for a second time in order to student fully understand after the vocabulary activity.</p> <p>A kahoot host activity is presented to the class including questions that develop listening subskills.</p> <p>After that, teacher goes over the answer and provide feedback.</p>	<p>Students use <b>Annex 2</b> in order to join to the host activity.</p> <p>Students continue answering the questions expecting the points acquired to win the activity.</p> <p>Students check the answers with the teacher and support their ideas.</p>	<p>Test-results: As an objective task, the effectiveness will be measured by students' results.</p>
15 min	<p><b>Post-viewing activities</b></p> <p>At the end of the lesson, teacher asks students to condense the information gathered from the video through a brief spoken summary of the video cartoon using Speakpipe to record it and send it to the teacher.</p> <p>Since the students' speaking abilities are not evaluated, teaches will focused on student's capacities to pick main ideas and facts that enhance listening comprehension.</p>	<p>Students record themselves getting the main ideas of the video cartoon and expressing them orally.</p>	<p>Students send their recordings.</p>
<p><b>Assessment:</b> Students will take a test created using the Platform Socrative. The test will evaluate students' abilities at listening skill. Students must send the test to the e-mail: <a href="mailto:danielpaez1301@gmail.com">danielpaez1301@gmail.com</a>  <a href="https://kisscartoon.info/episode/the-world-ends-with-you-the-animation-sub-episode-9/">https://kisscartoon.info/episode/the-world-ends-with-you-the-animation-sub-episode-9/</a>  <i>Video: (6:50 – 10:30)</i></p>			

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 Author: Paez, D. (2021)

## Lesson 3 – Annex 1

Link activity: [https://es.educaplay.com/juego/9546872-the\\_haunted\\_train\\_hey\\_arnold.html](https://es.educaplay.com/juego/9546872-the_haunted_train_hey_arnold.html)

Link video cartoon: <https://www.youtube.com/watch?v=uT63MnVrxJg&t=1s>

Source: EducaPlay

Author: Páez, D. (2021)

## Lesson 3 – Annex 2

Link activity: <https://create.kahoot.it/share/the-haunted-train/c10f6ef4-4c74-484c-b203-29aa2c4006aa>

## Lesson Plan 4

<b>Topic: The House of Payne “Family Guy”</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 45 minutes <b>Students’ work asynchronous:</b> 30 min	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for detail Listening to infer Listening for gist	
<b>Aims:</b> Students will be able to enhance listening sub skills through the use of cartoons as an authentic listening material.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen for specific information.</li> <li>• Students will be able to understand the main idea of the spoken text.</li> <li>• Students will be able to make inferences about speakers’ attitudes and ideas.</li> </ul>			
<b>Assessment:</b> Students are going to pick up important details (summary) from the video presented in order to express them orally using the Speakpipe app.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b>			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 min	<p><b>Pre-viewing activities</b></p> <p>Teacher starts the class presenting some important vocabulary in a PowerPoint presentation (<b>Annex 1</b>).</p> <p>Teacher put students in context about the video they are going to watch. So, students must be ready to start the activity.</p>	<p>Students use <b>Annex 1</b> following the teacher’s explanation.</p> <p>Students are ready to watch the video cartoon considering the pre-teaching vocabulary activity.</p>	Students’s understanding about the vocabulary explained by the teacher.
20 min	<p><b>Practice-viewing activities</b></p> <p>Teacher introduces the video titled: “The house of Payne – Family Guy”</p> <p>After watching the video, teacher assigns to students a</p>	Students watch the video presented in class.	The indicator of success will be the students’ grades taking the questionnaire.



	<p>questionnaire about the video cartoon using the website “Quizziz” <b>(Annex2)</b></p> <p>Teacher got the students’ results in order to provide feedback and analyze their responses.</p>	<p>Students take a test on Quizziz website after watching the video cartoon.</p> <p>Students and teacher check the answers together.</p>	
15 min	<p><b>Post-viewing activities</b></p> <p>Teacher creates a crossword puzzle focused on developing listening for specific information subskill.</p> <p>Teacher shares the crossword to students in order to complete it while they watch the videocartoon for a second time.</p> <p>Teacher asks students to share their answer sharing the screen. Finally, the lesson ends with the teachers’ feedback about students’ performance.</p>	<p>Students use the <b>Annex 3</b> to complete the crossword made on “Educaplay Website”.</p> <p>Students presents their responses to the whole class and check them under the teacher guidance.</p>	<p>Students’ performance dealing with listening for details, facts and specific information found on the video cartoon.</p>
<p><b>Assessment:</b> Students will record an audio that lasts one minute making a summary in order to get specific information and details from the video presented in class and send the link generated by the website to the email <a href="mailto:danielpaez1301@gmail.com">danielpaez1301@gmail.com</a></p>			

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Lesson 4 – Annex 1



1



2



3



4



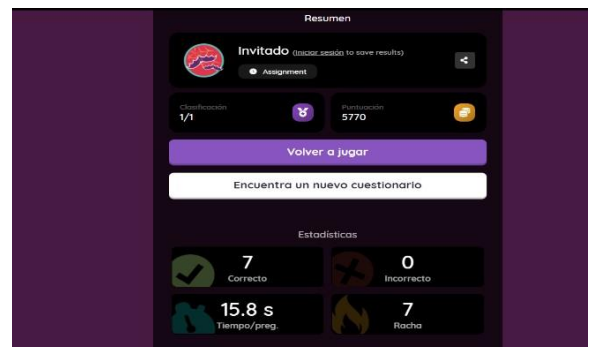
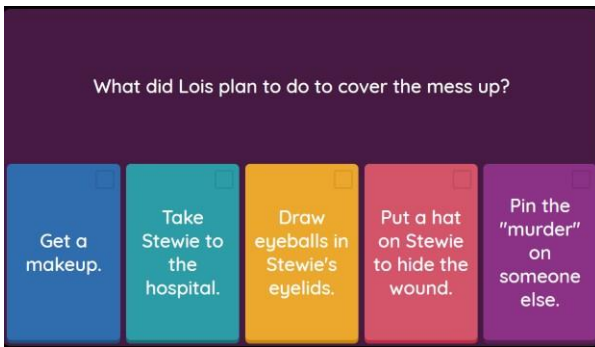
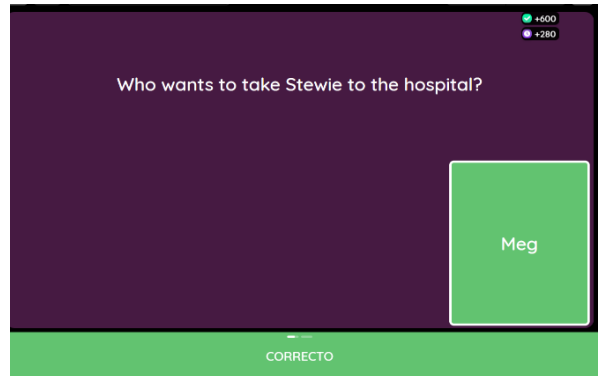
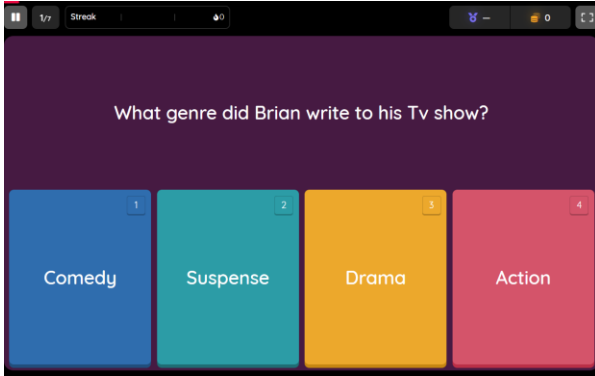
Source: PowerPoint Presentation

Author: Páez, D. (2021)

## Lesson 4 – Annex 2

Link activity: <https://quizizz.com/join?gc=07764282>

Link video cartoon: <https://www.youtube.com/watch?v=GGdqJ-3XxYk>



Source: Quizizz

Author: Páez, D. (2021)

## Lesson 4 – Annex 3

Link activity: <https://es.educaplay.com/recursos-educativos/9576005-the-house-of-payne-family-guy.html>



Source: EducaPlay

Author: Páez, D. (2021)

## Lesson Plan 5

<b>Topic: The Simpsons “Homer’s Phobia”</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 45 minutes <b>Students’ work asynchronous:</b> 30 min	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for specific information Listening to infer	
<b>Aims:</b> Students will be able to enhance listening sub skills through the use of cartoons as an authentic listening material.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen for specific information.</li> <li>• Students will be able to understand the main idea of the spoken text.</li> <li>• Students will be able to make inferences about speakers’ attitudes and ideas.</li> </ul>			
<b>Assessment:</b> Students are going to take a listening test using Socrative Platform.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b> <ul style="list-style-type: none"> <li>• Students may not understand the spoken text presented.</li> <li>• Internet connection problems.</li> </ul>			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 min	<p><b>Pre-viewing activities</b></p> <p>Teacher starts the lesson with a pre-teaching vocabulary activity in order to elicit students’ understanding in the next part of the lesson.</p> <p>Teacher explain the vocabulary using examples and clear ideas to help students to understand.</p> <p>Teacher asks students to create some sentences using the previous vocabulary.</p>	<p>Students must <b>use Annex 1</b> to follow teacher’s explanation.</p> <p>Students create sentences using the vocabulary given by teacher.</p>	Students’ sentences demonstrate that they could understand the vocabulary.

20 min	<p><b>Practice-viewing activities</b> Teacher shows the video cartoon titled “<b>Homer’s Phobia.</b>” to students once to get the main idea about it and relate the vocabulary learned, to the video.</p> <p>Teacher presents to students a worksheet <b>Annex 2</b> (focused on develop listening sub skills) and give instructions in order to complete it while he plays the video for a second time.</p> <p>Teacher goes over the answer with students and provides feedback at the end of the activity.</p>	<p>Students watch the video cartoon presented in class.</p> <p>Students look at the worksheet <b>Annex 2</b> in order to analyze the questions and be ready for answer them while they watch the video cartoon.</p> <p>Students participate in the class explaining their answers supporting them with their reasons.</p>	<p>Students results in the test taken by the students. It shows if students are developing their abilities at listening skill.</p>
15 min	<p><b>Post-viewing activities</b> Teacher plays the part two of the video “<b>Homer’s Phobia.</b>” After, teacher ask students what the video is about considering the first part.</p> <p>Teacher shares the link of a Kahoot activity <b>Annex 3</b> based on the part two of the video. The questionnaire looks for students comprehension about details, inferences, and specific information.</p> <p>Teacher and students see the results of the activity while they check the correct answer.</p>	<p>Students watch the part two of the video and share their ideas to the class.</p> <p>Students use <b>Annex 3</b> and join to the host activity shared by the teacher. Then, they answer the questionnaire while they watch the video cartoon.</p> <p>Students check the answers of the activity.</p>	<p>Students performance can be measured by the graded got in the Kahoot activity.</p>
<p><b>Assessment:</b> Students will take a test about the video cartoon titled “SpongeBob: Squidward’s first krabby patty” using <b>Annex 4</b> in order to measure students subskills at listening. Students should take the test and send it to the email: <a href="mailto:danielpaez1301@gmail.com">danielpaez1301@gmail.com</a></p>			

Retrieved from: Harmer, J. (1988)  
 Author: Paez, D. (2021)

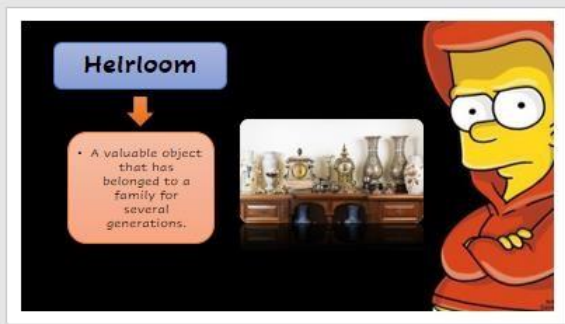
# Lesson 5 – Annex 1

## Video cartoon

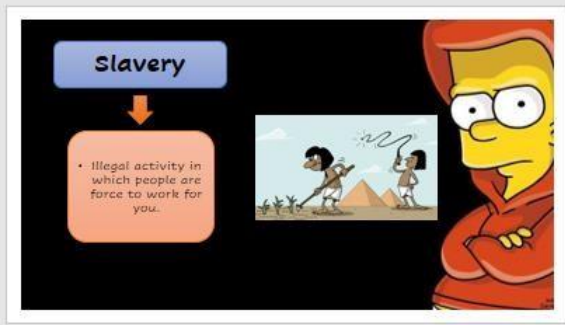
link: <https://www.youtube.com/watch?v=HvtGXn5YI3c>



1



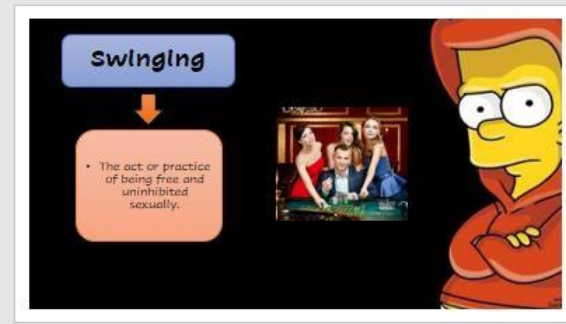
2



3



4



Source: PowerPoint Presentation  
Author: Páez, D. (2021)

# Lesson 5 – Annex 2

## Worksheet 1

Name: \_\_\_\_\_

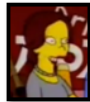
Date: \_\_\_\_\_



1. Complete the sentences with the correct word in the chart below.

proud	descendants	true	heirloom	water	grandma
1. Mon, are you sure you want to sell a family _____ to pay the gas bill? 2. I mean, what would your _____ say? 3. I am sure she would be _____ that her _____ had piping hot tap _____ and plenty of warm dry underwear. 4. That is so _____.					

2. Match the sentences with the correct character.



- They are kind of kooky and fun.
- These campaign buttons are all partisan.
- "May the better man win".

3. Write T for True and F for False.

The pogo stilt were banned in 60 states.	
There was a robot from Star Wars.	
The employee's name of the store is John.	
Homer's grandma passed down the old figurine to him.	

4. Where does John have the same Marge's curtains?

- a) Living room.
- b) Kitchen.
- c) Bathroom.
- d) Bedroom.

5. Using your own word explain the Homer's perception about John in the first place.

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6. According to Homer, what do the names like Lance or Julian represent?

- a) Weakness
- b) Rudeness
- c) Politeness
- d) Debility

## Lesson 5 – Annex 3

### Video cartoon link:

<https://www.youtube.com/watch?v=JO96wcBgIOw&t=212s>

**Kahoot activity:** [https://kahoot.it/challenge/d44024da-3c15-4e83-a50f-a089e2c88de7\\_1623269243912](https://kahoot.it/challenge/d44024da-3c15-4e83-a50f-a089e2c88de7_1623269243912)

Where did Hower take Bart to get straight?



15

▲ Manufacturing plant

◆ Oil refinery

● Steel mill

■ Nuclear power plant

Activar Windows  
Ve a Configuración para activar Windows.

¿What is the Homer's plan with Bart?



19

▲ Going on a trip

◆ Deer hunting

● Getting John away from Bart

■ Bird hunting

Activar Windows  
Ve a Configuración para activar Windows.

John likes Homer's hunting hat.



13

◆ Verdadero

▲ Falso

Activar Windows  
Ve a Configuración para activar Windows.

Source: Kahoot  
Author: Páez, D. (2021)





Name \_\_\_\_\_

Date \_\_\_\_\_

## SpongeBob - Squidward's first Krabby Patty

Score \_\_\_\_\_

1. Has Squidward ever tasted a krabby patty?

True

False

2. Did Squidward like his first krabby patty?

True

False

3. What type of krabby patty did Squidward order?

Double Krabby Patty

Double Krabby Supreme

Triple Krabby Patty

Triple Krabby Supreme

4. What was the extra ingredient that Squidward wanted?

Tomatoes

Pickles

Cheese

Bread

5. What time does SpongeBob go to work?

12 am

3 am

5 am

7 am

6. What did happen when Squidward ate many krabby patties?

## Lesson Plan 6

<b>Topic: Scooby Doo “Mummy’s the word”</b>			
<b>Level:</b> A2	<b>Age:</b> 18 – 25 years old	<b>Time:</b> 45 minutes <b>Students’ work asynchronous:</b> 30 min	<b>No. Students:</b> 37
<b>Cartoons (3 stages approach):</b> Pre-viewing, practice viewing, post-viewing.		<b>Listening Subskills:</b> Listening for detail Listening to infer Listening for gist	
<b>Aims:</b> Students will be able to enhance listening sub skills through the use of cartoons as an authentic listening material.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen for specific information.</li> <li>• Students will be able to understand the main idea of the spoken text.</li> <li>• Students will be able to make inferences about speakers’ attitudes and ideas.</li> </ul>			
<b>Assessment:</b> Students complete a video-cartoon activity to show understanding.			
<b>Materials:</b> Computer, Zoom, Websites, Worksheets.			
<b>Anticipated Problems:</b> <ul style="list-style-type: none"> <li>• Internet connection problems.</li> <li>• Time management.</li> </ul>			
<b>Timing</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 min	<p><b>Pre-viewing activities</b></p> <p>Teacher starts the lesson asking for students’ perceptions about the cartoon they are going to watch.</p> <p>Teacher shows to students a key vocabulary needed for the next activity. (<b>Annex 1</b>)</p> <p>Teacher plays the video title <b>“Scooby Doo – Mummy’s the word.”</b></p> <p>Teacher reviews the content of the video asking for students’ opinions.</p>	<p>Students share their opinions about cartoons they like.</p> <p>Students check the vocabulary activity guided by the teacher.</p> <p>Students watch the video cartoon and give perceptions about it.</p>	<p>Positive students’ perceptions about the cartoon presented in class.</p> <p>Students understanding focused on the input vocabulary.</p>

20 min	<p><b>Practice-viewing activities</b></p> <p>Teacher presents a worksheet (<b>Annex 2</b>) and explains every part of the activity to students.</p> <p>Then, teacher plays the video cartoon another time in order to students complete it while they watch the video.</p> <p>Teacher selects some students to share their responses supporting them.</p> <p>After that, teacher provides feedback and correct students' mistakes.</p>	<p>Students start the activity using (<b>Annex 2</b>) listening to teacher's instructions to complete it.</p> <p>Students watch the video cartoon and complete the worksheet.</p> <p>After that, students support their responses to the class.</p>	<p>Students' listening comprehension in order to answer correctly the activity developed for.</p>
15 min	<p><b>Post-viewing activities</b></p> <p>In order to assess students successfully, teacher asks students to complete short test using Quizziz (<b>Annex 3</b>).</p> <p>Then, teacher plays the video "Breaking out Lockjaw".</p> <p>Teacher goes over the answers considering the results gotten by students.</p>	<p>Students must <b>use (Annex 3)</b> listening to teacher's instructions.</p> <p>Students complete the test uploaded on the website Quizziz.</p>	<p>Students' evaluation successfully.</p>
<p><b>Assessment:</b> Students will complete a questionnaire about the video cartoon titled "The Simpsons: The family in Brazil" that helps students improving their listening abilities. After completing the activity, students should send it to the email: <a href="mailto:danielpaez1301@gmail.com">danielpaez1301@gmail.com</a></p>			

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Lesson 6 – Annex 1

Video cartoon link: [https://www.youtube.com/watch?v=rI7o2sn\\_fME](https://www.youtube.com/watch?v=rI7o2sn_fME)

**SCOOPY-DOO!**

**Scooby-Doo**

**"Mummy's the word"**

Pre - vocabulary

1

**SCOOPY-DOO!**

**Lend a paw**

Originally "Lend a hand"  
Help someone with something.

2

**SCOOPY-DOO!**

**Wander off**

Leave a place where it is supposed to stay.

**SCOOPY-DOO!**

**Rushing**

Moving quickly

**SCOOPY-DOO!**

**Spare**

Something available to use because it is extra.

**SCOOPY-DOO!**

**Buried**

Something placed underground.

Source: PowerPoint Presentation  
Author: Páez, D. (2021)

Worksheet 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. Tick the words you listen to.

Cool	
Sand	
Vehicle	
Drink	
Phone	
Ice cubes	
Rainbow	
Empty	
Paw	

2. Select the correct title of the story.

	Scooby Doo and his friend are looking for an oasis.
	Scrappy Doo beats mummy at the pyramid.
	Scooby Doo gets lost and find an ancient pyramid.

**3. Number the following actions.**

Scrappy Doo wandered off.	
Scooby Doo and his friends rushed away from the pyramid.	
Shaggy and Scooby Doo were looking for an oasis.	
The mummy was defeated by Scrappy Doo.	
The group of friends were caught by a sandstorm.	

**4. Write T for True and F for False.**

Shaggy wanted three tall lemonades’.	
They confused the drink stand with an ancient pyramid.	
The sandstorm showed up a pyramid.	
The pharaoh of Egypt was buried in pyramids.	
Scrappy Doo wandered off in the tunnel.	

**5. Do you think Scooby Doo and his friends could get away from the invisible mummy? Talk about it with a classmate and write an ending for the story.**

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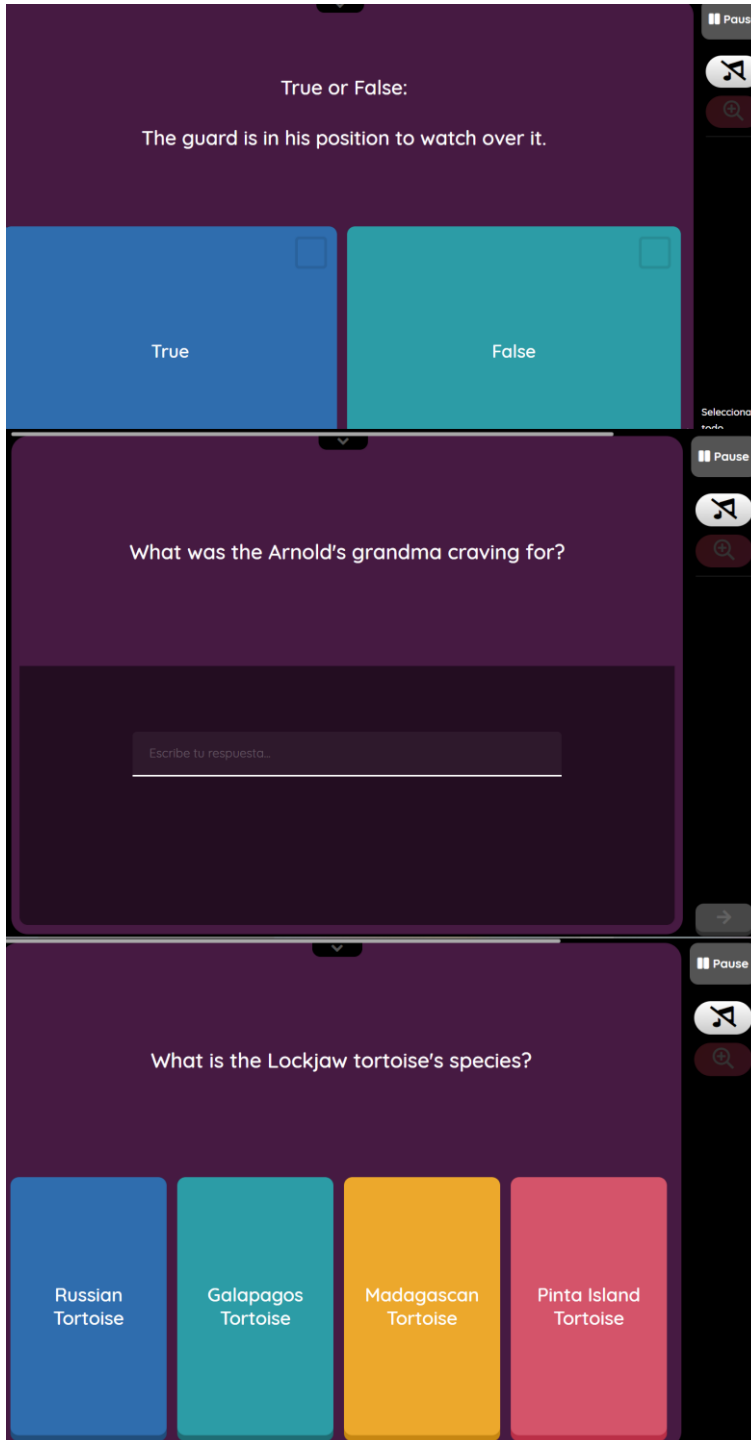
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## Lesson 5 – Annex 3

**Video cartoon link:** <https://www.youtube.com/watch?v=zjd1gIdDoZY>

**Quizziz test:** <https://quizziz.com/join?gc=05894266>



Source: Quizziz

Author: Páez, D. (2021)

## Annex 6 Urkund Report



### Urkund Analysis Result

Analysed Document: Daniel Páez -  
Tesis.docx (D110592514)Submitted: 7/19/2021  
6:03:00 PM  
Submitted By: dpaez5512@uta.edu.ec  
Significance: 1 %

#### Sources included in the report:

Tesis Final Zoila Cartagena.docx  
(D46654114) Instances where  
selected sources appear:1

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ELIZABETH  
INFANTE  
PAREDES

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Fecha: 2021.07.25  
21:23:31 -05'00'