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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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Título de Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:**

ANIMATED MOVIE SONGS AND LISTENING COMPREHENSION

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**Author:** Matza Sogso Katherine Edith

**Tutor:** PhD. Chicaiza Redín Verónica Elizabeth, Mg.

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2023

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I, PhD. Verónica Elizabeth Chicaiza Redín, holder of the I.D No 1715106322, in my capacity as supervisor of the Research dissertation on the topic: “**ANIMATED MOVIE SONGS AND LISTENING COMPREHENSION**” investigated by Miss Katherine Edith Matza Sogso with I.D No. 1850032093 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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I declare this undergraduate dissertation entitled “**ANIMATED MOVIE SONGS AND LISTENING COMPREHENSION**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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.....  
Katherine Edith Matza Sogso

I.D. No. 1850032093

**AUTHOR**

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**AUTHOR**

## DEDICATION

### TO:

I want to express all my gratitude to God for giving me wisdom, understanding and for accompanying me day by day. I thank my family, especially my father Oswaldo who gave me the necessary strength to continue my studies, my mother Eugenia who supported me in the most difficult moments. Thanks to my parents and siblings Job, Viviana and Angie for believing in me and supporting me despite living in different countries. To my dear Santiago who accompanied me throughout this process and never left me alone. To my friends with whom I shared beautiful moments. Finally, to my lovely pet bodoque who protects me from heaven.

*Katty.*

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*Katty.*

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**EXTRANJERAS**

**ABSTRACT**

**Topic:** “Animated movie songs and listening comprehension”

**Author:** Katherine Edith Matza Sogso

**Tutor:** PhD. Verónica Elizabeth Chicaiza Redín, Mg.

**Animated movie songs and listening comprehension**

The present study aims to analyze the influence of animated movie songs on the development of students' listening comprehension. It is quantitative research with a quasi-experimental design. The research was applied to 15 students of seventh grade from Unidad Educativa "Espíritu Santo". For this study, the Cambridge KET standardized exam was used, it was the data collection instrument. The experimental part of the research lasted 6 weeks and 11 pedagogical interventions were carried out, these involved the use of animated movie songs as the main listening tool for listening comprehension. To collect the results, a pre-test and a post-test taken from the Cambridge KET listening test, parts 1, 2, 3, 4, 5, were applied. Through this test, the listening ability was evaluated before and after using animated movie songs. The data obtained were statistically analyzed to determine the influence of animated movie songs on students and thus the validity of the hypothesis raised in the investigation. Therefore, the results of the pre-test showed that the participants had a low level of listening comprehension since the total average of the pre-test was 2.54 out of 5 points. After the treatment using animated movie songs, a post-test was applied and its total average was 3.63 out of 5 points. The results showed that students improved their grades because between the two exams there was an increase of 1.09 points. Finally, the study hypothesis was validated using SPSS statistical software, in which the null hypothesis was rejected and the alternative hypothesis was accepted. In conclusion, the implementation of animated movie songs allows to improve the level of listening comprehension and listening sub-skills. This is because animated movies have English songs with simple and repetitive words. In addition, these songs are entertaining and motivate to learn new words easily.

**Keywords:** Listening comprehension, animated movie songs, listening tool.

# UNIVERSIDAD TÉCNICA DE AMBATO

## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDOMAS NACIONALES Y EXTRANJERAS RESUMEN

**Título:** “Animated movie songs and listening comprehension”

**Autor:** Katherine Edith Matza Sogso

**Tutor:** PhD. Verónica Elizabeth Chicaiza Redín, Mg.

### **Canciones de películas animadas y comprensión auditiva**

El presente estudio tiene como objetivo analizar la influencia de las canciones de películas animadas en el desarrollo de la comprensión auditiva de los estudiantes. Es una investigación cuantitativa con un diseño cuasi experimental. Esta se aplicó a 15 aprendices de séptimo grado de la Unidad Educativa "Espíritu Santo". Para este estudio se utilizó el examen estandarizado de Cambridge KET, la misma fue el instrumento de recolección de datos. La parte experimental de la investigación duró 6 semanas y se realizó 11 intervenciones pedagógicas, estas involucraron el uso de canciones de películas animadas como herramienta auditiva principal para la comprensión de escucha. Para recopilar los resultados se aplicó un pre-test y un post-test tomados de la prueba de escucha de Cambridge KET, partes 1, 2, 3, 4, 5. Mediante esta prueba se evaluó la habilidad de escucha antes y después de usar las canciones de películas animadas. Los datos obtenidos fueron analizados estadísticamente para determinar el impacto de las canciones de películas animadas en los estudiantes y con ello la validez de la hipótesis planteada en la investigación. Por tanto, los resultados del pre-test mostraron que los participantes tenían un bajo nivel de comprensión auditiva ya que el promedio total de la prueba preliminar fue de 2,54 sobre 5 puntos. Después del tratamiento usando canciones de película animada se aplicó un post-test y su promedio total fue de 3,63 sobre 5 puntos. Los análisis mostraron que los estudiantes mejoraron las notas porque entre los dos exámenes hubo un aumento de 1,09 puntos. Finalmente, se validó la hipótesis del estudio mediante el software estadístico SPSS en el cual se rechazó la hipótesis nula y se aceptó la hipótesis alternativa. En conclusión, la implementación de canciones de películas animadas permite mejorar el nivel de comprensión auditiva y sub habilidades de escucha. Esto se debe a que las películas animadas tienen canciones en inglés con palabras simples y repetitivas. Además, estas canciones son entretenidas y motivan a aprender nuevas palabras fácilmente.

**Palabras clave:** Comprensión auditiva, Canciones de películas animadas, herramienta auditiva.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research background

This study was developed to show how the use of animated movie songs improves students' listening comprehension. For this reason, an investigation has been carried out into several documents found such as theses, journals, papers, reports, academic articles, and more. In addition, these documents have helped this research contain reliable and truthful information that supports the proposal.

The first article belongs to Siahaan (2020), whose purpose was to find the effect of applying animated films in English to improve the listening ability of students. This research was carried out with a population of 70 undergraduate students in the first semester of the English Studies Program of the Faculty of Education of the Nommensen HKBP University. Two groups were used for the study, the experimental group (group C) and the control group were the students from group D. For data collection, a multiple-choice test was used for each group. Using the t-test when analyzing the data, the t-value (2.11) is found to be higher than the t-table (1.667) resulting in a significance level of 5%. Later, it was concluded that the use of animated movies is effective in improving the listening ability of the students because it made them more imaginative and creative after the treatment. In addition, it recommends making a rigorous selection of animated films since not all of them are suitable as learning media. This study gave current research a deeper understanding about the material to be used for treatment application. The material should be varied and entertaining as students tend to get bored.

Another similar study is the one proposed by Heriani (2021), whose purpose was to find out if there is any significant effect of the use of animated videos between before and after treatment in an experimental class. This study had a quasi-experimental approach in which a pre-test and post-test were applied. The population of this research was 50 eighth grade students in SMP Muhammadiyah 1 Kota Jambi. This was divided into two groups, the experimental class and the control class. In the

experimental class animated videos were used and in the control class only audios were used. Then, for data collection, a t-test analysis was used with a level of significance  $\alpha = 0.05$ . The post-test result for the experimental class was 74.67 and 62.5 for the control class. Therefore, it was concluded that the treatment had favorable results, accepting the research hypothesis (H1). Also, it is recommended to use this authentic material to introduce any class topic. This study was useful for current research because it shows the positive effects of using authentic material, such as animated videos. The students were exposed to real English, which greatly improved their listening comprehension.

Another related topic is the one proposed by Nurdawati (2019), whose purpose was to investigate whether the use of YouTube animated movies as an alternative medium improves the listening skills of students and to find out what attitude's students have towards learning with the application of it. The qualitative approach was used. The population was 32 high school students. For data collection, questionnaires, observation and interviews were used. The results were that the students agreed to use animated movies on YouTube as an alternative medium in the classroom. Also, most of the students had a positive attitude when listening to animated movies since they included music in which the characters sang. In conclusion, the researcher stated that the use of animated YouTube movies can improve the listening skills of students. In addition, it is recommended that YouTube be considered as an effective educational medium. The main contribution of this study was to make YouTube known as a platform for sharing videos, music and social networks. YouTube can be considered as a teaching resource to improve learning in the classroom.

In the same way, Silviyanti et al. (2021), whose purpose was to find out if the use of animated films affects the performance of students in listening skills. The design of this research was pre-experimental with a population of 22 first-year students. For data collection, a pre-test and post-test were used, which contained 20 items to fill in the blanks. The results showed that the post-test average (75.5) was higher than the pre-test marks (55.2). Using the t-test when analyzing the data, the t-value (4.20) is found to be higher than the t-table (2.02). It is concluded that  $H_a$  was accepted and  $H_o$  was rejected. Furthermore, it is recommended to use animated videos as a normal medium to teach listening skills in classrooms. This study contributes to this research

work to have a deeper idea about how the use of animated videos affects the performance of students in listening skills.

Moreover, Hermansyah et al. (2021) conducted a research study in which the aim was to improve students' listening ability by using English movies. The objectives of the research were to find out whether or not English movies can improve the students' listening ability and to find out the students' attitude toward the application of using English movies. This research had a mixed approach and the pre-experimental design was applied. The population of the research was 20 students of SMPN 1 Maiwa. For data collection, a listening test was used in the pre-test and post-test. In addition, the researcher distributed a questionnaire to collect information about the students' attitude towards the application of the use of English films. The results showed that the listening ability of the students obtained a low score in the pre-test. After the treatment, the listening ability increases significantly. The data analyzed using t-test showed that the value of t-test is higher than t-table ( $7.98 > 2.093$ ). Therefore, the null hypothesis was rejected and the alternative was accepted. On the other hand, data from questionnaire showed that students have positive attitude toward the application of using English movies. It can be concluded that English movies is effective in improving the students' listening ability. The main contribution to the research lies in the understanding of how to teach with this type of movies.

In the same way, Gezer et al. (2021) conducted a research project whose purpose was to report the effect of digital materials on the listening comprehension levels of second grade elementary students. This research was carried out with a population of 50 second grade elementary students. Two groups were used for the study, experimental group and the control group. This research had a mixed approach, that is, quantitative and qualitative. Authentic material such as videos, songs, cartoons was used in the experimental group. On the other hand, nothing was used in the control group. In the results, the quantitative data were obtained through an examination developed by the researcher. The qualitative data were obtained through interviews with the students. The researcher concluded that digital materials effectively affect listening comprehension, increase their attention and motivation. The main contribution of this study lies in the benefits of using digital materials in English language teaching to improve students' listening skills.

Additionally, Manurung et al. (2021) conducted a research study in which the aim was to investigate the use of the media movie to the listening comprehension of the students. The method of this research was Classroom action research. The researchers conducted two cycles to measure the use of movie media to solve students' listening comprehension problems. The population of this research was 25 students of class VIII-2. For data collection, researchers conducted tests that held on each cycle to see the development of students when studying the listening using media movie. The instruments in this study were posttest of first cycle and second cycle students. The results of the tests were compared to see if there were changes or developments obtained by the students. The results showed that 75% of the students successfully reached the value of 70. Therefore, it was concluded that the research was successful and the movies were an excellent option as a means to increase students' listening comprehension. In addition, it was concluded that the use of the film can expose a real context to the students because it helps them to easily understand what they hear.

On the other hand, Vena (2021) conducted a research study in which the aim was the integration of figurative language in Disney movie soundtracks in music class. The purpose of this study was to allow the student to re-explain meaning in context since figurative language uses imaginary forms. The qualitative approach and a descriptive design were used because in this investigation it was not possible to produce data in the form of numbers. The results were that there were 12 figurative language verses in the soundtrack of the animated movie "A Whole New World" and 10 in the movie "Speechless". In conclusion, the researcher noted that the application of these songs had positive results in the listening activities that were implemented in the classes. This research work helped to understand that a song is not just about reading or listening to the lyrics. Also, it encompasses emotional and dramatic feelings.

Moreover, Asnawi et al. (2018) conducted a research study in which the aim was to investigate the effects and influence of authentic English video clips on students' listening comprehension. The population was 68 students in the second year of the State Higher Secondary School 4 Banda Aceh. It had a quasi-experimental approach and a pre-test and post-test were applied. Authentic English video clips were used in the experimental group, and an audio CD was used in the control group. To

analyze the collected data, analysis of variance (ANOVA) was used. In conclusion, the use of authentic video clips in English improved learners' performance in listening comprehension. In addition, the use of this didactic material allowed to get acquainted with a variety of expressions in English. The contribution of this study lies in the positive effects of using authentic English video clips and having a clearer notion of how to apply these video clips in the lessons.

In the same way, Fitri (2018) carried out a study on the use of animation films to improve listening skills and a comparison between the use and non-use of English subtitles. This study aimed to investigate the performance of students between the use and non-use of English subtitles. An experimental study was carried out with a population of 32 students from Merah (experimental group) and 32 students from the Putih class (control group). For data collection, a pre-test and post-test were used. In the experimental group no subtitles were used but in the control group subtitles were used. This resulted in the experimental group students having a significant improvement in listening ability. On the other hand, the control group had not improved. The experimental group obtained a high score of 94.21 and the control group obtained 92.50. It was concluded that the use of animated films without subtitles helps students to be more critical and to listen carefully to the information. As a suggestion, it is necessary to verify that the class has technological materials to apply the treatment. This study was useful for the current research because it provided information about animated videos and their efficient way of conveying details as students hear the tone of the characters, see body language, new expressions and imitate them.

On the other hand, Zhige (2016) carried out an investigation on the impact of the soundtrack on animated films, focused mainly on the song "Let it go" from "Frozen". The purpose of this study was to observe how students might react to the soundtrack of an animated movie. This study had a qualitative approach and took the soundtrack of Let It Go from Frozen. An exploratory interview was conducted with 7 students of different ages. This interview focused on all the basic information about frozen like its history, plot, creative point and its relationship with other Disney movies. The results were obtained through three aspects such as responses related to the Disney movie Frozen, reflection on the "Let it go" soundtrack and the follow-up



impact of the “Let it go” soundtrack. Finally, it was concluded that the soundtrack has a special influence on the participants, which could help improve their skills if they are worked on. The main contribution of this research was the values that can be instilled in students through the use of animated movie songs such as “Let it go” from “Frozen” since the movie teaches viewers not to judge each other and to be kind.

Moreover, Summersari et al. (2016) conducted research on improving students' listening comprehension and active participation using animated videos. The objective of this journal was to find out how the use of cartoon videos can improve listening comprehension. The methodology was based on action research, with a cycle model in the classroom with eighth grade students. Summersari et al. (2016) pointed to Kemmis and McTaggart's definition of a cycle model as "A model consisting of four stages" (p.4). In the first cycle the researcher planned his interventions, in the second lesson plans were created, in the third he made an observation using a check list and finally the reflection of the intervention. In addition, the researcher interviewed the teacher of this course as a preliminary study to know the abilities and disabilities of the students. The results were that the use of cartoon videos had a positive impact as it increased the interest of the students and helped them develop their listening comprehension. Later, it was concluded that cartoon videos can improve listening comprehension and also active participation of students because it attracts students' interest. As a main suggestion, the author states that it is necessary to introduce vocabularies before playing the video for the second time, since this makes it easier for learners to understand the message of the video. The contribution of this study to the current investigation was the importance of introducing vocabulary before showing the animated videos for the second time, the new words can be shown by means of flashcards or by playing games in the classroom.

Another related topic is the one proposed by Hapsari (2018) whose purpose was to observe how the songs of Disney animated films can psychologically influence the development of the child and his education. The methodology had a qualitative-descriptive approach. In addition, an interview was conducted with 10 parents who had children between the ages of 7 and 10 in Indonesia. The results of this research indicated that songs such as How Far I'll Go and Let It Go had a positive impact because they contain positive characters and have useful content for education. In

conclusion, the character of a child can be developed through many means such as songs. According to the researcher, many cartoon soundtracks can greatly influence the development of a student's skills in listening to new words. One of the recommendations is that the teacher should create a positive and appropriate atmosphere in the classroom before applying these songs. This information was useful because it provided information on how songs from Disney animated movies psychologically influence students. Many of these movies teach their trainees significant life lessons.

In a different paper, Guanoluisa (2022) conducted a study in which the relationship between animated films and listening skills was determined. This had a quantitative approach and a pre-experimental design was applied. The population was a group of 42 fourth semester students of the National and Foreign Languages Pedagogy Career. The results were obtained through a pre-test and post-test. The results were shown by means of tabulations and graph of results, also, the statistical method of Wilcoxon's test was used to verify the effectiveness of animated films in listening. It was concluded that animated movies are necessary to improve students' listening skills because they contain real language, extensive vocabulary and real expressions. In addition, it is recommended that there be a variation of animated movies for learners to get a better level of listening comprehension. This research contributed to this study because animated movies were implemented to develop listening comprehension. The data collected from this study provides real information in which the challenge of watching animated movies is to increase the level of English. This means that we can vary the movies and not always see the same ones.

In the same way, Mahmoud (2016) conducted a study with the purpose of investigating the effectiveness of a program based on animated movie song lyrics to develop reading fluency skills. This research had a quasi-experimental design and a pre-posttest was applied. The population was a group of 47 students in which an oral reading fluency skills test, a song questionnaire, was included. In addition, ten song lyrics from five animated movies were included. The results were obtained through a "t" test and it was revealed that the program significantly developed the reading fluency skills of the learners. It was concluded that the program based on the lyrics of animated movies is effective in developing reading fluency skills. On the other hand,

it is recommended to encourage students to use the lyrics of animated movies to improve other skills such as listening and speaking. In addition, this research contributed to this study because it provided factual information about the effectiveness of using lyrics in animated movie songs.

Moreover, Pratama (2018) led a study whose purpose was to improve students' listening skills through watching movies in English. The method used in this study is Classroom action research (CAR) in which the researcher worked in collaboration with the English teacher. It should be emphasized that this study followed Kemmis and McTaggart's action research procedures: plan, act, observe, and reflect. The results of the posttest showed that there were 13 students who passed the first cycle with an average score of 79.78 and the improvement was 10.59%. On the other hand, the result of the posttest in the second cycle shows that there were 24 students who passed and their average score derived 90.28 and obtained 28.39% improvement. The condition of the class during the teaching-learning process was good because the students were interested in the topic. Finally, the authors concluded that in order to improve listening skills, English movies are an excellent material, because a positive response could be observed from the students and the teacher of the course.

On the other hand, Susanto et al. (2022) conducted a study on learning extensive listening through the use of animated movies. The purpose of this research was to know the perceptions of the learners in the learning of extensive listening through animated films. This had a qualitative approach and its population was 38 tenth grade students. Questionnaires and interviews were used for data collection. The results showed that the students agreed to learn English using animated movies to have a good listening level. Based on the observations, interviews, and questionnaires, it was concluded that the use of animated films was a good option to learn English and practice extensive listening comprehension. One of the recommendations mentioned by the researcher was that to carry out this project it is necessary for the school to have technological devices such as projectors or television to watch the movies. The main contribution of this study to current research was the importance of animated films to introduce dialogue and vocabulary to students and thus improve listening comprehension.

Similarly, Herdy (2019) aimed to investigate the effect of using animated movie videos on students' listening comprehension performance. This study had a quasi-experimental approach which was divided into two groups, the control group and the experimental group. The population was 60 students. In the first group, only audio was taught, and in the second group, videos were used. Data was collected using a listening comprehension performance test and supporting data was obtained through interviews. Data were analyzed using the independent samples t-test. The significance value was 0.001 less than 0.05 with the 95% interval. It was concluded that the use of animated videos positively affected the students' listening comprehension and the alternative hypothesis was accepted. Furthermore, it was recommended to use music from animated films as an effective instructional medium for teaching listening comprehension. The contribution of this study was the importance of using animated movies because these films contain simple vocabulary and are excellent material for teaching English, which improves the listening comprehension performance of students.

Another related topic is the one proposed by Thuy (2021) whose purpose was to describe the use of audiovisual media such as animated films to improve the listening skills of students. This study had a qualitative approach and was carried out through observation and a survey. The population was 25 tenth grade students. The results showed that the students had a positive attitude when using videos of animated movies since many of them liked to watch movies, series, soap operas, etc. In addition, it was concluded that using this authentic material significantly increases listening comprehension because it attracts students' attention. According to the researcher, it is advisable to make a rigorous choice of these videos according to the level of English of the students. This research was useful for the current study because it provided factual information on the use of animated films for the improvement of listening comprehension.

Finally, Yunita (2018) whose purpose was to investigate the effect of the use of cartoon songs on listening comprehension. This research had a quasi-experimental approach and a homogeneity test was applied through ANOVA. The population was 76 eighth grade students who were divided into two groups, the control group and the experimental group. In the experimental group, classes were taught using cartoon

songs and audios were used in the control group. The results were obtained through the listening post test and the interviews with the teachers. By means of the t test, it was shown that the value was 3.52 to 5.55 was greater and the null hypothesis was rejected. This study concluded that there was a significant effect of the use of cartoon songs on students' listening comprehension. In addition, it was suggested that students practice listening using various songs from movies that they like the most and catch their attention. This study contributed to the current research because it provided clear information on how to use songs from animated movies in English language teaching. That is, many children are attracted to this type of movies which makes it a great tool to teach or learn English.

### **Theoretical framework**

**Independent variable:** Animated movie songs

#### **Movies in language teaching**

Movies are one of the most appreciated materials applied in language teaching. There are several reasons why movies are a great learning tool for learners. Andersson and Björnsson (2019) state that "films are an integral part of students' lives because they motivate them to develop their skills and relate the content to their own experiences and interests" (p. 24). Also, Andersson et al. (2021) states that "Films provide an authentic and varied language" (p.8). It helps stimulate listening which is important for language production and practice. In conclusion, today's youth have wide access to movies and series through platforms such as Netflix and HBO. Therefore, incorporating English language films into teaching methods is very important. It provides opportunities to interact with modern technology and understand spoken English in different contexts.

According to Mu (2018), movies in English provide an authentic language that is often based on real life. That is, students can build their own knowledge through the content shown in a movie. Therefore, the teacher can plan meaningful activities that help language development and prevent movies from being just entertainment material. Through the implementation of movies in the classroom, learners can develop interaction skills, new vocabulary, oral skills, interest and motivation.

## **English movies**

Movies have evolved over time and were not always like the modern experience. Movies in English have a long history that we would hardly recognize. Thomas Alva Edison was an American inventor who began with the creation of cinema. In 1903, the first film in English “Great train robbery” directed by Edwin S. Porter was created (Ghai, 2021). This movie had no sound and was in black and white. Therefore, in 1928 the first animated film "Mickey mouse's steamboat" created by Walt Disney appeared (Ghai, 2021). In the following years, films such as "On with the Show", "Snow White and the Seven Dwarfs" were created, which already contained sound and were in color. This gave way to the English film industry. In conclusion, Movies have undergone important changes over the years, and there is no doubt that cinema enriches our daily lives and makes it more artistic and entertaining.

The English film industry evolved greatly, which is why in 1980 films in English were considered for domestic use, this was due to the growing presence of television in homes and generated popularity throughout the population (Ghai, 2021). In 1990, the rise of successful independent cinema marked the beginning of the new modern era, in which industries such as Miramax Films released the movie "Pulp Fiction" that contained modern technology (Ghai, 2021). Today, movies have had great technological advances and are visually appealing. Movies have great influence on society that can change minds and hearts.

## **Authentic material**

Authentic materials are real-world resources, for example, YouTube videos, movies, series, music, etc. These materials used in combination with creativity can be an excellent resource for teaching English. Authentic material is material that is used for the purpose of imitating real-world situations. In addition, the use of authentic material is expected to put students in direct contact with a reality so that students are interested during the learning process (Primadona and Prastiyowati, 2018). For this reason, movies are a good option to include in lesson plans. According to Zazulak (2017) animated movies are authentic material that draws the attention of children and they love to watch videos that often contain music. In addition, the films provide an authentic connection to the language, which means that students will be exposed to

real English used in natural contexts (Zazulak, 2017). In conclusion, authentic materials provide many benefits to students when learning a second language.

In the aspect of authentic language input, movies are authentic material in teaching English. Using this material presents certain benefits and also challenges for which a rigorous choice must be made to include them in the lesson plan (Mu, 2018). In the case of children, cartoon movies that contain their level, vocabulary and often grammar can be used, but some movies are not appropriate for teaching, so these should be chosen correctly.

### **Animated movie songs**

#### **Animated movie**

Animation is a process used by one or more animators to give a sensation of movement to images, drawings or other types of inanimate objects. That is why animated movie is defined as the art of making movies with drawings, computer graphics, or photographs. Heriani (2021) states that "animation films are about history, story or adventures that combine entertainment with instruction" (p.17). It means that animated films are usable in the process of teaching a language. According to Heriani (2021) "Animated films have the power to attract a person's attention for hours without boring them" (p. 22). It means that students will feel motivated to learn. In conclusion, this type of film helps the student to understand the language without much effort and makes learning more entertaining.

#### **Soundtrack in animated movie**

Animated movie is known as one of the classic movie types. This type of film has gained great relevance between the soundtrack and the plot. According to Deutsch (2008) the soundtrack and the plot of an animated film have a stronger correlation. For example, the intention to participate in a study that can broaden viewers' understanding of the animated film. In addition, the soundtrack in animated films does more than tell stories or provide an emotional barometer, they include cultural or social themes that enrich our daily lives (Deutsch, 2008). Nowadays, the soundtrack of animation movies helps people to gain great knowledge and a good understanding of social and cultural customs.

According to Krazy (2022) animated movies are extremely useful for teaching or learning English. Through these movies children learn new concepts of vocabulary, grammar and improve listening skills and pronunciation. Therefore, animated movies that can be used to teach English are "Ria the dragon", "Brave", "Frozen", "Moana", "Shrek". These animated movies contain a soundtrack that easily attracts the attention of children (Krazy, 2022).

### **The role of animated movie songs**

The role of animated movie songs in the classroom includes many important factors that promote language learning. First, Silviyanti et al. (2021) states that "videos can be used in different ways in a language classroom, since they are an exceptional means of learning" (p. 56). This is because students like to watch videos as these are interesting and motivating. Second, it brings a wide range of communicative situations to the classroom. This is because animated movie songs show how people behave in the culture of the language being learned. Third, it helps promote listening comprehension. This is because it provides real situations, intonation and exact pronunciation that allows students to be exposed to a real context of the English language.

### **How to teach using animated movie songs**

Animated movie songs are an excellent tool for teaching English for many reasons. According to Vargo (2018) affirms that when using animated films, students listen to the tone of the characters, see the body language, the expressions of the character and listen to new words. This means that the student will connect with the characters in the animated film and will try to imitate their behavior. When the student imitates his favorite character, he will say words that he heard with the same accents, body expressions and this will help to improve his English. In addition, there are many other reasons such as the following:

- **Vocabulary lessons:** Disney animated movies have songs that have simple English and lots of repetition. It helps to learn new words easily (Kitlum, 2022). In addition, they are entertaining and funny that students will want to hear them many times.



- **Sing-alongs:** These movies usually include fun songs that are easy to sing along to. The teacher will have the opportunity to practice English pronunciation by singing with their students.
- **Common expressions:** Students will hear common expressions and phrases that are used naturally in the context of these movies, that is, they will hear authentic English.
- **Family learning:** In recent years, animated films have been modernized to attract the attention of not only children, but also teenagers and adults. This allows students to also learn English from home with their families (Kitlum, 2022).

Finally, according to Kitlum (2022) some of the animated movie songs that can be used to teach English are:

"Let it go" from Frozen

"I see the light" or "Mother knows best" from Tangled

"Remember me" from Coco

"So, this is love" from Cinderella

"A whole new world" from Aladdin

**Dependent variable:** Listening comprehension

### **English language core skills**

Mastering a second language is of the utmost importance. English is an international language that is spoken almost all over the world. According to Galaczi (2018), English is such an important skill in the global world, so if a person speaks a language fluently, we generally mean that they have a high level of all four skills: listening, speaking, reading, and writing. This language plays a very important role in any aspect of international, educational, or social affairs. On the other hand, students often have skill strengths or weaknesses and, in some cases, can achieve high levels of reading and writing, without being able to speak or listen at a comparable level (Galaczi, 2018). For many students, English becomes a challenge, therefore, the

teacher must not only transmit knowledge but must also guide and motivate the student.

### **Listening skills**

According to Spratt et al. (2011) there are four language skills such as speaking, writing, reading and listening is one of them. Listening and reading are receptive skills that involve responding to language instead of producing it. This means that listening involves making sense of the significant sounds of language. In addition, listening involves understanding spoken language. Spoken language is different from written language. Listening is the key to successful communication, since without the ability to listen effectively, messages would be misinterpreted. Listening is based on understanding the grammar, vocabulary and functions of what we hear. Likewise, listening involves dealing with the characteristics of spoken language, using context and our knowledge of the world, understanding different speech speeds and accents, making sense of continuous speech, and using appropriate listening subskills (Spratt et al., 2011). In other words, the more students listen, the better they develop their listening skills. Successful spoken communication depends on the effectiveness of the way we listen.

### **Listening strategies**

Listening strategies are activities or techniques that contribute to the understanding of the target language. According to Nix (2016), listening strategies are necessary for the development of listening competence in L2. Listening with understanding is vital because it helps to spread our knowledge, if learners are conscious of the processes underlying what makes a good listener, learning will be more effective. Furthermore, key strategies that can be taught in the listening classroom include selective listening, listening for different purposes, predicting, visualization, and inferencing (Nix, 2016). It is necessary to practice listening every day as it is clue in the teaching-learning process. In addition, Brown (2004) states that there are four common types of listening performance, each comprising a category based on tasks and can be considered as listening strategies:

- Intensive listening
- Responsive listening

- Selective listening
- Extensive listening

### **Listening comprehension**

Listening comprehension is the ability to listen and understand spoken language. In addition, it is defined as an interactive process in which listeners participate in the construction of meaning. Listeners understand spoken information through sound discrimination, prior knowledge, grammatical structures, stress, intonation, and other linguistic and non-linguistic clues (Gilakjani and Sabouri, 2016). Likewise, Nadig (2013) affirms that listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing the sounds of speech, understanding the meaning of individual words, and understanding the syntax of sentences. This means that listening comprehension works on the development of memory, vocabulary, grammar and comprehension.

Listening comprehension can also involve the prosody with which utterances are pronounced, making relevant inferences based on context, knowledge of the real world (Nadig, 2013). In addition, listening comprehension is divided into three components that are: sound discrimination, authority memory and understanding the content of the message known as comprehension. These three components are explained below:

#### **Sound discrimination**

According to Wepman (1960), sound discrimination is known as the ability to distinguish between phonemes or individual sounds. The first step to practicing the pronunciation of words is through the discrimination of sounds. Therefore, it is the ability of a person to distinguish the difference or similarity between the sounds of phonemes, syllables, and words (Wepman, 1960). This means that when sounds are presented that are different from the language itself, speakers tend to give interpretations of those sounds in their native language. Students asked to imitate a line of dialogue in a second language may come up with various sounds they have never heard before, but will be able to distinguish differences or similarities between sounds.

## **Auditory memory**

According to Plessis (2022) auditory memory is the ability of a person to listen and retain information that was presented orally. This means that the individual processes the information, stores it in the mind and repeats it immediately. This involves skills such as attending, listening, processing, storing and remembering information. One of the activities used to teach discrimination between sounds is the Minimal-pair drill. On the other hand, in the audio-lingual approach much emphasis is placed on the development of auditory memory. For this reason, teachers should limit their activities in the classroom to memorizing dialogues and pattern exercises.

## **Comprehension**

According to Avendano (2021) comprehension is linked to a skill, these can be reading, writing and listening comprehension. Listening comprehension is part of the process of understanding, interpreting and speaking. Therefore, the individual relates what he hears with the real world in which he lives. This information is linked with language concepts to understand what is heard and give it meaning. When students develop the ability to hear the sound of language and the ability to hold it in their mind, they will be able to decode incoming messages.

## **Listening subskills**

Listening is known as a receptive ability, that is, the reception language prevails when producing it. Listening involves interpreting messages, producing texts using individual sounds, syllables, words, phrases, sentences, etc. The listener must be able to decode many of these elements to receive the message that they hear. In addition, listening can be active or passive, so the listener will be able to develop listening subskills. In the classroom, it is preferable for learners to practice one sub-skill at a time. The teacher can create their own listening material to develop listening subskills. According to Goh et al. (2015) the listening subskills are the following:

- Listening for gist.
- Listening for specific information.
- Listening for text or discourse patterns.
- Listening for understanding of detail information.

## **1.2 OBJECTIVES**

### **General objective**

- ✓ To analyze the influence of animated movie songs on listening comprehension of students from seven grade of Unidad Educativa Espiritu Santo.

### **Specific objectives**

- ✓ To identify which animated movie songs are effective in listening comprehension.
- ✓ To determine the students' listening comprehension.
- ✓ To outline how animated movie songs influence the listening comprehension.

### **Objective fulfillment process**

The present research work proposed to analyze the influence of animated movie songs on listening comprehension in students of seventh grade of Unidad Educativa Espiritu Santo. To fulfill this general objective, three specific objectives were established to help probe the effects of the independent variable on the dependent variable.

To achieve the first specific objective, an arduous investigation was carried out in scientific articles, journals, academic papers, and theses related to animated movie songs in order to identify which animated movie songs are effective in listening comprehension.

To accomplish the second specific objective, a pretest based on parts 1-5 of the Cambridge KET listening test was applied to identify the level of listening comprehension of the students. In addition, lesson plans with activities related to animated movie songs were implemented which helped learners improve their listening skills.

Finally, the third specific objective was achieved by outlining how animated movies songs influence listening comprehension. A post-test was taken based on part

1-5 of the Cambridge KET listening test. After collecting the data, the results were analyzed and interpreted using tables and figures.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Materials**

To carry out this study, different resources were used, such as the human resource, which were fifteen seventh grade students from Unidad Educativa "Espiritu Santo". On the other hand, in the technical resources the computer and the cell phone were used. In addition, worksheets, school supplies such as colors, pencils, pens and markers were used. Finally, the technological resource was the internet connection to be able to access different websites such as WhatsApp and YouTube. All these resources provided the necessary facilities for the interventions and for analyzing the information collected.

#### **2.2 Methods**

##### **Research approach**

This research work had a quantitative approach because an experiment was applied in which data was collected through the application of a pre and post-test. This allowed to discover and analyze how animated movie songs influence in students' listening comprehension. In addition, quantitative research is defined as the process of collecting numerical data that is analyzed after the application of the experiment (Pritha, 2020). Through this approach, it is possible to find patterns and averages, make predictions, and generalize results to a broader population (Pritha, 2020). Additionally, to obtain accurate data, a specialized software called "IBM SPSS Statistics" was used, in which all the students' grades were analyzed to validate which hypothesis is acceptable.

##### **Research modality**

##### **Bibliographic research**

Allen (2017) defines bibliographic research as any research that requires collecting information from published materials. For this reason, this research is bibliographic because the information obtained was from books, theses, academic papers, journals, reports and previous research papers. In addition, electronic media such as animated movie videos, online resources such as blogs and websites were used.

All this information collected helped to have accurate and truthful information to support the investigation.

### **Field research**

Field research aims to observe, interact and analyze the behavior of people in their environment (Pritha, 2020). In this research, researchers gather people to participate in certain activities, these activities are related to their subject of study in order to observe and interact with the participants. Therefore, this investigation took into account the field modality since the investigator collected the necessary information from the scene of the events. For this reason, this study was carried out in seventh grade students of Unidad Educativa "Espíritu Santo", with the objective of analyzing the influence of animated movie songs on listening comprehension.

### **Level or types of research**

#### **Descriptive research**

Descriptive research is known as a type of quantitative research. This is based on systematically and reliably describing a certain population, situation or phenomenon. This research aims to answer questions such as what, where, when and how. In addition, it can use many research methods that serve to investigate one or more variables and identify characteristics, frequencies and categories (McCombes, 2019).

#### **Exploratory research**

According to Tegan (2021), exploratory research is based on investigating research questions that have not been previously studied in depth. Furthermore, this type of research is responsible for generating hypotheses to carry out a deeper study and obtain results and conclusions (Tegan, 2021). This study is qualitative in nature, however if a population is included it can be quantitative. Therefore, the present research work was exploratory because it is a topic that generated hypotheses to carry out an investigation and allowed to determine significant aspects of animated movie songs and their influence on listening comprehension.



## **Design**

### **Quasi-experimental**

A quasi-experimental design is a form of experimental research that is characterized by the fact that the study population is not randomly selected (Andrade, 2021). This means that the researcher selects a previously established group. In addition, the methodology of this research can be descriptive because the researcher observes the behavior of the participants and different social variables to record qualitative and quantitative data.

On the other hand, this design focuses on identifying how the independent variable is related to the dependent variable and what these produces (Andrade, 2021). For this reason, this study used quasi-experimental research because an experimental group was chosen, which was the 7th grade, in which a pre-test was applied before treatment and a post-test after treatment.

### **Techniques and instruments**

For the development of this research, a pre-test and post-test of listening comprehension were applied to the pre-experimental group. This assessment was carried out through a listening comprehension test from Cambridge KET - listening Sample Test 3. This assessment contained five parts of which four were taken. Part 1 contained five questions, each question had pictures where the student had to listen and choose the correct answer (A, B or C). Part 2 was composed of 5 pairing literals where the student listened to the audio and matched the place (restaurant, theater, pool, disco, sports field) with the problems (closed, dirty, cold, hot, noisy, wet). Part 3 consisted of 5 multiple choice questions, students listened to the audio and chose the correct answer. Part 4 contained 5 spaces to fill in the gaps, the students listened to the audio and completed the data. In the same way, part 5 contained 5 spaces to fill in the gaps, the students listened to the audio and completed the data. In addition, by applying for this exam it was possible to determine the level of students listening comprehension when exposed to animated movie songs. Finally, the data obtained in the pretest and posttest were analyzed applying tabulation and interpretation techniques.

## **Data collection procedure**

### **Session one**

In the first session, the pre-test was applied to collect data on the listening comprehension of seventh grade students. Before taking the test, general instructions were given so that students do not have confusion when answering the questions. In each part of the exam, audio was played three times so that students could choose or write the correct answer. The Cambridge KET - listening Sample Test consisted of 5 parts and all students responded successfully within 45 minutes.

### **Session two**

In this session the first lesson plan was applied. Teacher brought a large cardboard clock with numbers from 1 to 12 to introduce the topic of the class. Afterwards, the teacher asked the learners: Have you ever seen the animated movie, Cinderella? The first song from an animated movie to be used was "So this is love" from Cinderella. The main objective was to identify the time on a clock using the song from the animated movie. The specific objectives were practice new vocabulary with activities like matching and filling in the gaps, tell what time it is by using a clock and interpret the song "So, this is love". In addition, a presentation was made in Canva in which the synopsis of the Cinderella movie was presented, the characters, the new vocabulary found in the song and some clocks that the students completed. Similarly, students completed Worksheet 1 while watching and listening to the song. At the end, the answers were checked with the participants and feedback was provided.

### **Session three**

To start session three, a warm-up game was played that consisted of drawing on the blackboard an object from the vocabulary seen in the previous class and the other students had to guess what word it was. Therefore, the students were asked: Have you ever sung the "Let it go" song from the animated movie Frozen? The main objective was to identify the regular verbs using the song "let it go". The specific objectives were practice the new vocabulary in the matching activity, use regular verbs in sentences and interpret the song "Let it go". A presentation was made on Canva presenting the Frozen movie synopsis, the characters, the new vocabulary found in the song, and the regular verbs. Additionally, students completed Worksheet 2 while

watching and listening to the song. At the end, the answers were checked with the participants and feedback was provided.

#### **Session four**

Session four began with a warm-up game in which the teacher showed images of the vocabulary seen in the previous class and the students had to guess the name. Subsequently, the students were asked: Have you ever seen the animated movie tangled? The third animated movie song used was "Mother knows best" from Tangled. The general objective was to identify the irregular verbs using the song from the animated movie. The specific objectives were practice the new vocabulary in the matching activity, use irregular verbs in sentences and interpret the song " Mother knows best". A presentation was made in Canva in which the synopsis of the tangled film was presented, the characters, vocabulary found in the song. Also, students completed worksheets while watching and listening to the song. At the end, the answers were checked with the participants and feedback was provided.

#### **Session five**

To start session five, teacher asked a student to come to the front. The student mimed, made sounds or gestures of an object seen in the previous class and the others guessed what it was. Then, the teacher asked her students: How many Shrek movies have you seen? The main objective of this session was to identify there is and there are using the song "I am a believer". The specific objectives were practice the new vocabulary in gap-fill activity, use there is and there are in sentences and interpret the song "I'm a Believer". In addition, a presentation was made in Canva in which the synopsis of the Shrek movie, the characters and new vocabulary were presented. On the other hand, the students completed 4 worksheets while watching and listening to the song. At the end, the answers were checked with the participants and feedback was provided.

#### **Session six**

In session six, the animated movie song "You've got a friend in me" from Toy Story was applied. In which the general objective was to identify the prepositions of place using the song "you've got a friend in me". The specific objectives were practice the new vocabulary in activities like matching and filling in the gaps and use

prepositions of place in sentences. In addition, a presentation was made in Canva that contained a short description of the film, its characters, vocabulary and prepositions of place (in, on, under, behind, between, near). Students completed the worksheets while watching and listening to the song. At the end the answers were verified and feedback was provided to the students.

### **Session seven**

In this session, the animated movie song "Try everything" from Zootopia was applied. In which the general objective was to identify adjectives for places using the song "Try everything". The specific objectives were practice the new vocabulary in activities like matching, filling in the gaps and true or false and use adjectives for places in sentences. In addition, a presentation was made in Canva that contained a short description of the film, its characters, vocabulary and adjectives for places. In addition, the students carried out an activity that consisted of writing adjectives to the images that the teacher showed. On the other hand, the students completed the worksheets while watching and listening to the song. At the end the answers were verified and feedback was provided to the students.

### **Session eight**

In this session, the animated movie song "Proud corazón" from Coco was applied. In which the general objective was to identify indefinite articles (a and an) using the song "Proud corazón". The specific objectives were practice the new vocabulary in activities like matching and filling in the gaps, use the indefinite articles in sentences and interpret the song "Proud Corazón". In addition, a presentation was made in Canva that contained a short description of the film, its characters, vocabulary and indefinite articles. In addition, the students carried out an activity in canva that consisted of matching the vocabulary words with their respective images. On the other hand, the students completed the worksheets while watching and listening to the song. At the end the answers were verified and feedback was provided to the students.

### **Session nine**

In this session the animated movie song "You're Welcome" from Moana was applied. In which the general objective was to practice the topics seen in the previous sessions through the use of the animated song "You're Welcome". The specific

objectives were developing the new vocabulary in activities like matching, filling in the gaps and ordering sentences, identify irregular verbs and use there is or there are in sentences. In addition, a presentation was made in Canva that contained a short description of the animated movie Moana, its characters, vocabulary and remembering regular and irregular verbs and there is and there are. On the other hand, the students completed the worksheets while watching and listening to the song. At the end the answers were verified and feedback was provided to the students.

### **Session ten**

To start this session, the teacher asked: Have you ever seen the animated movie brother bear? In this session the animated movie song "On my way" from Brother Bear was applied. In which the general objective was to practice the topics seen in the previous sessions through the use of the animated song "On my way". The specific objectives were developing the new vocabulary in activities like matching, filling in the gaps and ordering sentences, identify indefinite articles and identify adjectives for places. In addition, a presentation was made in Canva that contained a short description of the animated movie brother bear, its characters, vocabulary and remember the indefinite articles and adjectives for places. On the other hand, the students completed the worksheets while watching and listening to the song. At the end the answers were verified and feedback was provided to the students.

### **Session eleven**

This session was the last and the post-test was taken to collect data on the listening comprehension of seventh grade students after treatment. Before taking the test, general instructions were given so that students do not have confusion when answering the questions. For each part of the exam, the audio was played three times so that students could chose or type the correct answer. The Cambridge KET - Listening Sample Test consisted of 5 parts and all students responded successfully within 45 minutes.

### **Population**

This research was carried out with 15 participants who belonged to the 7th grade of Unidad Educativa Espiritu Santo located in Ambato city. There were 5 men

and 10 women, whose ages were between 10 to 11 years old. Therefore, they were intervened with animated movies songs to improve listening comprehension.

**Table 1**

*Population*

<b>Population</b>	<b>Experimental group</b>	<b>Total</b>	<b>Percentage</b>
<b>Male</b>	5	5	25%
<b>Female</b>	10	10	75%
<b>Total</b>	15	15	100%

*Note.* These data were taken from 7<sup>th</sup> grade students of Unidad Educativa “Espiritu Santo”.

### **Hypothesis**

#### **Null hypothesis**

Animated movie songs do not influence on improving listening comprehension in students of the seven grade of Unidad Educativa “Espiritu Santo”.

#### **Alternative hypothesis**

Animated movie songs influence on improving listening comprehension in students of the seven grade of Unidad Educativa “Espiritu Santo”.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and interpretation of the results**

This chapter shows the data analysis through the application of a pre-test and a post-test using the Cambridge KET listening test. In addition, it shows the results obtained after the applied treatment based on animated movie songs to improve the listening comprehension of the students. The information obtained is presented in tables, charts and their respective analysis and interpretation.

Likewise, the scores obtained from the trainees in the pre-test and post-test were analyzed using the Cambridge KET listening calculator. This calculator adds the successful points of each part separately. In addition, it calculated the percentage obtained in each part and thus converted the percentage into a Cambridge English Scale score. This scale consisted of determining the level of comprehensive listening of the students in which the maximum was 5 and the minimum 0 points. At the end of the exam the participants could reach a total of 25 points because each part had 5 points.

On the other hand, the IBM SPSS statistical program was used to determine whether the hypothesis was accepted or rejected. For this reason, a Test of normality was used, and it was based on the statistical results of Shapiro Wilk because the study sample is less than 50. The results obtained were dispersed and did not follow a normal distribution. Then, a Wilcoxon rank test was applied to determine if the students' scores increased or decreased. Finally, a statistical test was performed to confirm that the alternative hypothesis was accepted.

#### **Table 2**

The following table shows the points obtained in part 1, 2, 3, 4 and 5 of the listening tests by the students of the seventh year. The objective of the exam was to evaluate the level of listening comprehension of the participants before the experimental stage. By using the Cambridge KET listening calculator, it was possible to count the points obtained in each part to have a total average for each part. The test

was scored out of 25 points, so each criterion was out of 5 points, as can be seen in the following table:

*Pre-test results*

<b>Researched group</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Listening points over 25</b>
<b>Student 1</b>	2	3	2	2	3	12
<b>Student 2</b>	4	3	4	3	2	16
<b>Student 3</b>	3	3	2	1	2	11
<b>Student 4</b>	3	2	3	2	3	13
<b>Student 5</b>	2	3	2	3	3	13
<b>Student 6</b>	3	2	3	2	2	12
<b>Student 7</b>	3	2	3	2	2	12
<b>Student 8</b>	2	3	2	2	2	11
<b>Student 9</b>	2	3	3	3	3	14
<b>Student 10</b>	3	3	3	2	2	13
<b>Student 11</b>	3	2	3	3	3	14
<b>Student 12</b>	2	2	3	3	3	13
<b>Student 13</b>	3	3	2	2	2	12
<b>Student 14</b>	3	2	3	3	2	13
<b>Student 15</b>	3	3	2	2	2	12
<b>Total</b>	41	39	40	35	36	191
	<b>2,73</b>	<b>2,60</b>	<b>2,66</b>	<b>2,33</b>	<b>2,40</b>	<b>2.54</b>

*Note.* Scores obtained in the pre-test of the listening exam by students of seventh grade from Unidad Educativa “Espiritu Santo.



**Table 3***Pre-test general average*

	<b>Listening Part 1</b>	<b>Listening Part 2</b>	<b>Listening Part 3</b>	<b>Listening Part 4</b>	<b>Listening Part 5</b>	<b>Pre-Test Score</b>
<b>General Average</b>	2,73	2,60	2,66	2,33	2,40	2.54

*Note.* General Average of the listening pre-test by students of seventh grade of Unidad Educativa “Espiritu Santo”.

### **Analysis and Interpretation**

Table 3 shows the results obtained in each part of the listening test after its application in the pre-test. In addition, the total grade for each part of the exam that assesses listening comprehension is shown. In listening part 1, the initial average is 2.73 out of 5 points. Likewise, in listening part 2, the total average was 2.60 out of 5 points. On the other hand, listening part 3 got an average of 2.66 out of 5 points. Listening part 4 got 2.33 out of 5 points. Finally, listening part 5 had an average of 2.40 out of 5 points. After applying the rule of three, the final average of the pretest was 2.54 out of 5 points. As a result, seventh grade students had very low grades. This shows that their level of listening comprehension is not sufficiently developed. Many of them obtained a criterion of 2 out of 5 in each part of the listening test. This represents the weaknesses in the listening sub-skills for which they failed to reach the maximum score of 25 points.

**Table 4**

The following table shows the results obtained in the listening post-test. This test was applied at the end of the treatment that was based on animated movie songs and their influence on listening comprehension. In addition, the points obtained in each part of the exam are shown, which were calculated with the Cambridge KET listening calculator. Table 5 shows the overall score obtained in each part of the exam by seventh grade students.

*Post-test results*

<b>Researched group</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Listening points over 25</b>
<b>Student 1</b>	4	3	3	3	3	16
<b>Student 2</b>	5	4	4	4	4	21
<b>Student 3</b>	4	4	3	3	3	17
<b>Student 4</b>	4	4	3	4	3	18
<b>Student 5</b>	5	4	5	4	4	22
<b>Student 6</b>	4	3	3	3	4	17
<b>Student 7</b>	4	4	4	3	3	18
<b>Student 8</b>	3	3	4	3	3	16
<b>Student 9</b>	4	4	4	4	3	19
<b>Student 10</b>	3	4	4	4	3	18
<b>Student 11</b>	5	4	5	4	3	21
<b>Student 12</b>	4	3	4	3	4	18
<b>Student 13</b>	4	4	3	3	3	17
<b>Student 14</b>	3	4	4	4	3	18
<b>Student 15</b>	4	3	3	3	4	17
<b>Total</b>	60	55	56	52	50	273
	<b>4,0</b>	<b>3,66</b>	<b>3,73</b>	<b>3,46</b>	<b>3,33</b>	<b>3,63</b>

*Note.* Scores obtained in the post-test of the listening exam by Students of seventh grade from Unidad Educativa “Espiritu Santo”.

**Table 5**

*Post-test general average*

<b>General Average</b>	<b>Listening Part 1</b>	<b>Listening Part 2</b>	<b>Listening Part 3</b>	<b>Listening Part 4</b>	<b>Listening Part 5</b>	<b>Pre-Test Score</b>
	4,0	3,66	3,73	3,46	3,33	3.63

*Note.* General Average of the listening post-test by Students of seventh grade from Unidad Educativa “Espiritu Santo”.

## Analysis and Interpretation

Table 5 shows the scores obtained in each part of the listening exam after applying for the post-test. This test was applied after the treatment with animated movie songs to improve listening comprehension. In addition, this shows a notable improvement in the points obtained by the students who mostly obtained 3 and 4 out of 5 points. Likewise, listening part 1 had an increase of 4.0 out of 5 points. Listening part 2 improved to 3.66 out of 5 points. On the other hand, listening part 3 obtained 3.73 out of 5 points. Listening part 4 improved the average to 3.46 out of 5 points and listening part 5 improved the average to 3.33 out of 5 points. As a final result, the global average of the post-test was 3.63 out of 5 points. It is clear that the songs from animated movies helped to improve the listening comprehension of the participants and had a positive impact. In each session the students enjoyed listening to and watching the songs from animated movies which they found entertaining, and which helped improve their listening skills.

**Table 6**

*Comparative results pre-test and post-test*

<b>Criteria</b>	<b>Pre-Test Results</b>	<b>Post-Test Results</b>	<b>Difference</b>	<b>Expected Average</b>
<b>Part 1</b>	2,73	4,0	1,27	5
<b>Part 2</b>	2,60	3,66	1,06	5
<b>Part 3</b>	2,66	3,73	1,07	5
<b>Part 4</b>	2,33	3,46	1,00	5
<b>Part 5</b>	2,40	3,33	0,93	5
<b>Test Scores</b>	<b>2,54</b>	<b>3,63</b>	<b>1,09</b>	<b>5</b>

*Note.* General Average pre-test and post-test, Difference and Expected Average by students of seventh grade from Unidad Educativa “Espiritu Santo”.

## Analysis and interpretation

The following table shows the comparison of the pre-test and post-test results. This analysis aimed to show the average increase in student scores in each part of the listening test which contains 5 parts. Listening part 1 in the pre-test had a mean range of 2.73, which increased to 4.0 in the post-test, which represents a difference of 1.27. In the listening part 2 in the pre-test, the average of 2.60 was obtained, which increased to 3.66 in the post-test, which represents a difference of 1.06. Similarly, in listening part 3 in the pre-test, a general average of 2.66 was obtained, which increased to 3.73

in the post-test, which represents a difference of 1.07. Listening part 4 had an average range of 2.33, which increased to 3.46 in the post-test, which represents a difference of 1.0. Finally, in listening part 5, the pre-test average was 2.40, which increased to 3.33 in the post-test, which represents a difference of 0.93.

Furthermore, in the pre-test the general average was 2.54 and the post-test had a general average of 3.63 out of 5 points. Between these two exams there was an increase of 1.09 points. In addition, the listening part 1 had a significant increase from 2.73 to 4.0 points out of 5, this is because this part contains graphics that help the student to easily identify the correct answer once the audio is understood. As a conclusion, the application of the songs from animated movies had a great influence on the improvement of the listening comprehension of the participants. It can be said that the treatment worked because songs that children loved were used, such as "let it go" from the animated movie frozen or "I'm a believer" from the Shrek movie among others. These songs caught the attention of the children, many of them were entertaining and the activities were dynamic, which made it easier for them to improve their listening skills.

### 3.2 Verification of hypotheses

#### Alternative hypothesis (H1)

Animated movie songs influence on improving listening comprehension in students of the seven grade of Unidad Educativa “Espiritu Santo”.

#### Null hypothesis (H0)

Animated movie songs do not influence on improving listening comprehension in students of the seven grade of Unidad Educativa “Espiritu Santo”.

#### 3.2.1 Test of normality

**Table 7**

*Test of normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Stadistic	gl	Sig.	Stadistic	gl	Sig.
PRE_TEST	,217	15	,000	,891	15	,010
POST_TEST	,294	15	,000	,825	15	,000

a. Lilliefors Significance Correction.

Note. Shapiro Wilk Normality test values.

## Analysis and Interpretation

The following table shows the results obtained in the normality test. This test is used to determine whether a set of data or numbers has a positive model and a normal distribution. In addition, this table shows two statisticians such as Kolmogorov-Smirnov who calculates samples greater than 50 and the second is Shapiro Wilk who works with a sample of less than 50. In order to determine the results, Shapiro Wilk's statistical data was considered. This shows the Pre-test value which is the significance of 0.010 while the Post-test shows the significance of 0.000. It can be seen that the values are dispersed and do not follow a normal distribution, which is why it is necessary to apply a Wilcoxon rank test in relation to the hypothesis.

### 3.2.2 Wilcoxon Signed Ranks Test

**Table 8**

*Wilcoxon signed ranks test*

		N	Mean Rank	Sum of ranks
POST_TEST - PRE_TEST	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	15 <sup>b</sup>	8,00	120,00
	Ties	0 <sup>c</sup>		
	Total	15		
a. POST_TEST < PRE_TEST				
b. POST_TEST > PRE_TEST				
c. POST_TEST = PRE_TEST				

*Note.* Wilcoxon signed ranks test values.

### Analysis and interpretation

Table 8 shows the performance of the Wilcoxon rank test, it contains three results: positive ranks, negative ranks and ties. In part (a) there is no negative range, this means that no student had a lower grade on the pre-test. Section (b) positive rank shows a result of 15, this means that all students raised their grade in the post-test and in part (c) there is no tie. The next column shows the mean rank that contains two values, the first is 0.00 and the second is 8.00. Likewise, in the next column is the sum of ranks where the first value is 0.00 and the second is 120.00.

### 3.2.3 Test statistics

**Table 9**

*Test statistics*

	<b>Post_test - Pre_test</b>
<b>Z</b>	-3,494 <sup>b</sup>
<b>Sig. asintót. (2-Tailed)</b>	,000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank

*Note.* Test statistic values with asymptotic significance.

### Final Decision

The following table shows the test statistical values where the level of significance resulting from the analysis of the results obtained is evidenced. A level of 0.000 is manifested, this value is lower than the established value of hypothesis of 0.05. Therefore, the researcher rejects the null hypothesis and accepts the alternative hypothesis. For this reason, the application of animated movie songs greatly influences the improvement of listening comprehension. In this way, its use is recommended because it is dynamic, contains fun songs that capture the attention of students and facilitates their development not only in listening skills but also in other skills.

### 3.3 Discussion

After analyzing the results, it was determined that the animated movie songs significantly improved the listening comprehension of seventh grade students. At the beginning, most of the students had a low level of listening comprehension, so it was difficult for them to take the pre-test. Subsequently, eleven interventions were carried out using animated movie songs and in the post-test the results were positive. In addition, in the pre-test, the students obtained regular scores of 13 out of 25 points, which resulted in 5.20 points. However, the last averages were 18 of 25 points, which resulted in 7.20 and the best score was 8.80 with 22 hits. Therefore, animated movie songs were a beneficial tool because it is authentic material that motivated students in learning to listen and develop this skill.

According to Andersson et al. (2021) authentic materials are real world resources that provide the opportunity to teach with new strategies and students can learn in a new way. Also, according to Hapsari (2018), the use of authentic material, such as songs from animated movies, helps students understand the native speaker's accent and provides an authentic connection to the language. On the other hand, Asnawi et al. (2018) in their research study affirmed that animated movie songs play an important role in the classroom because they promote English language learning. In addition, it was shown that it is possible to improve listening sub-skills such as listening for specific information, listening for understanding of detail information and listening for key information through animated movies songs.

The results obtained in the pre-test showed that the students had some deficiencies in the fourth and fifth parts of the test, since these questions consisted of listening to the audio and filling in the blanks. However, during the interventions, different activities were carried out on the worksheets, such as filling in the blanks, true or false, sequencing, matching, multiple choice and open questions. These activities were key for the students to improve their listening skills and it was easier for them to take the post-test.

Similarly, in the research study by Husna (2018) it was concluded that the listening comprehension of students improved after applying animated movie songs during class because they improved their pronunciation, learned new expressions, vocabulary and grammar. Finally, animated movie songs positively influenced the improvement of the listening comprehension of seventh grade students. The students felt motivated and comfortable because many of these songs are entertaining and caught their attention. Also, these songs contain simple and repetitive English that can be easily sung.

### **3.3.1 Outline of the influence of animated movie songs on listening comprehension**

- **Procedure**

To find out how animated movie songs influence the listening comprehension of seventh grade students, firstly, a pre-test was applied using the Cambridge KET

listening test. After obtaining the results of the previous test, it was possible to identify the weaknesses in each part of the exam (1,2,3,4,5). Each part of the test contained different grammar and vocabulary that were weaknesses for the students. After reviewing each part of the exam, the children had a total of 7 grammar points that they did not understand. Based on these 7 points, the lesson plans were carried out, these were adapted with a different animated movie song for each intervention, this being the solution. Through these fun and dynamic songs, the listening comprehension of the learners was improved because they were songs that they liked. In addition, the children watched and listened to the songs while completing the worksheets.

- **Weaknesses**

- 1) Listening part 1 contained five questions in which the students had to listen, look at the pictures and choose the correct answer. In the first question, the learner had to choose the time at which a taxi arrives at a woman's house. The students could not select the correct time, so they did not know how to see the time on a clock.
- 2) The students did not recognize the regular verbs, so they could not understand question 2 and they did not identify the names of the images such as bicycle, music records and guitar.
- 3) The students did not identify the irregular verbs, so they did not understand the question and the audio of question 3.
- 4) The students did not recognize the endings there is and there are for this reason they had problems in questions 3 and 4.
- 5) The learners had problems with prepositions of place such as in, on, under, behind, near, between.
- 6) The participants did not know the adjectives for places like closed, dirty, expensive, full, noisy, wet, cold, hot, so they failed questions 6 to 11 of part 2 and 3.
- 7) The students were confused about the use of indefinite articles and for this reason they completed parts 4 and 5 incorrectly.



- **Solutions**

- 1) The first solution was to adapt a lesson with the animated movie song "So this is love" from Cinderella so that students learn to see the time on a clock.
- 2) For students to identify regular verbs, the song "Let it go" from the animated movie Frozen was used and new vocabulary was taught.
- 3) Likewise, a class with the song "Mother knows best" from the animated movie Tangled was adapted for students to identify irregular verbs.
- 4) In the same way, a class with the song "I am a believer" from the animated movie Shrek was adapted for students to recognize there is and there are.
- 5) Similarly, the song "you've got a friend in me" from the animated film Toy Story was used to teach prepositions of place such as in, on, under, behind, between, near and new vocabulary.
- 6) On the other hand, a class with the song "Try everything" from Zootopia was adapted to recognize adjectives for places.
- 7) Likewise, the song "Proud corazón" from the movie Coco was used to know the indefinite articles and learn new vocabulary.
- 8) In addition, the song "You're Welcome" from the movie Moana was used to reinforce topics seen in previous sessions such as regular and irregular verbs and there is and there are.
- 9) Finally, a lesson with the song "On my way" from the animated movie Brother Bear was adapted to recognize the indefinite articles, adjectives of place and learn new vocabulary.

- **Results**

As a result of the application of the animated movie songs, it can be seen in table 4 that the students had a significant improvement in all parts of the listening test. Part 1 of listening was the one in which the students improved the most because it contained images that made it easier to choose the correct answer. In the pre-test, 2.73 was obtained while the post-test had 4.0 out of 5 points. In table 3 the general average of the pre-test was 2.54 while in table 5 the general average of the post-test was 3.63 with a difference of 1.09 wins. Using the test statistics (Table 9), a value of 0.000 was obtained, which was less than the established value of 0.05. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

This research analyzed the influence of animated movie songs on listening comprehension. Therefore, by analyzing and interpreting the results obtained before and after the applications of animated movie songs in the listening comprehension of seventh grade students at Unidad Educativa "Espiritu Santo", it can be concluded that:

In the theoretical framework, the most effective animated movie songs for improving listening comprehension were discussed. Therefore, Kitlum (2022) mentioned that animated movies such as "Frozen", "Tangled", "Coco", and "Cinderella" contain songs that can be implemented to improve students' listening skills. Based on this, 9 songs from animated movies were adapted into the lesson plans. Likewise, it was possible to identify that the songs "Let it go" from Frozen, "So, this is love" from Cinderella, "I am a believer" from Shrek, "You're welcome" from Moana, and "You've got a friend in me" from Toy story were the most effective in improving the level of listening comprehension of seventh-grade learners. This can be verified in the post-test results (table 4) in which the students showed a significant improvement in the general average. In addition, the students improved in most of their scores, which at the beginning were from 2 out of 5 points to 4 out of 5 correct answers in each part of the exam.

Students' listening comprehension has been determined by using a standardized Cambridge KET listening test. This listening test was used as an evaluation instrument to measure the listening comprehension level of the students and had 5 listening parts. After its application in the pre-test, the results showed that the students had a low level of listening comprehension. However, when applying the treatment, the students significantly improved their scores in the post-test. Therefore, it was determined that animated movie songs positively improve learners' listening comprehension. This is because Disney animated movies are entertaining and the students felt motivated to learn new vocabulary words.

Finally, animated movie songs positively influenced students' listening comprehension. First of all, this type of song worked as a motivating element because

the children got excited when listening to songs from their favorite animated movies. This aroused the interest of the learners to learn new vocabulary and practice grammar, which was key in the teaching-learning process. Second, these songs created a positive atmosphere because the students felt relaxed and more confident to participate in the activities carried out in the classes. Likewise, in each class, a different animated movie song was used so that the children would not get bored. Therefore, their attitude was not the same as at the beginning of the interventions since they were curious to learn English. Furthermore, in each class, an improvement was noted because the children remembered the vocabulary words used in the last class. This can be verified in table 4 of the marks obtained by the students in the post-test, in which some of them obtained marks greater than 20 out of 25 points. In addition, when reviewing the answers in the worksheets, all the students wanted to participate and say their answer. These worksheets contained fill-in-the-blank, true-false, matching, and multiple-choice questions that the children found very interesting.

#### **4.2 Recommendations**

This research based on the application of animated movie songs to improve listening comprehension suggests some recommendations:

It is recommended that teachers use some of the effective animated movie songs like "Let it go" from Frozen, "So, this is love" from Cinderella, "I am a Believer" from Shrek, etc., and implement them in their lesson plans. It is because these songs have simple and entertaining English that helps students learn more easily and improve their listening skills. In addition, the teacher must make known the unknown words of the different animated songs, so that when the students hear that word, they will recognize it quickly.

It is advisable to the teachers use the Cambridge KET listening test to measure the listening comprehension level of school students. Firstly, because this test was certified by Cambridge to specifically measure the level of English of the students. Secondly, this test was applied because the age and level of English of the participants were identified. In this way, it was possible to determine the listening comprehension of the students before and after the interventions. In addition, this test was used by researchers who have carried out previous studies, so it is reliable.

It is recommended that teachers motivate students by doing dynamic activities that include songs from animated movies before starting the class. Since this positively influences their learning and helps them improve their level of listening comprehension. In addition, it is essential to create a positive classroom environment because students feel more comfortable and excited to learn. On the other hand, the worksheets must be adapted with activities that involve the use of songs from animated movies.

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## ANNEXES

### Annex 1: Carta de Compromiso

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

### CARTA DE COMPROMISO

Ambato, 11 de octubre del 2022

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

Yo Mg. Rodrigo Ramos Sánchez, en mi calidad Rector de la Unidad Educativa "Espíritu Santo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "ANIMATED MOVIE SONGS AND LISTENING COMPREHENSION" propuesto por la estudiante Matza Sogso Katherine Edith, portadora de la Cédula de Ciudadanía 1850032093, 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,

  
Mg. Rodrigo Ramos Sánchez  
C.I. 1801992825  
Cel. 0992570784  
18h00656@gmail.com



Annex 2: Pre-Test and Post-Test

**LISTENING TEST**

**Student name:** \_\_\_\_\_

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

**Course:** Seventh "A"

**Part 1**

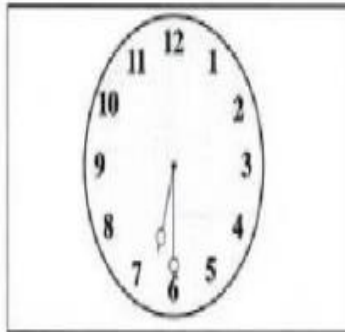
**Listen and tick questions from 1 to 5.**

For each question, choose the correct answer.

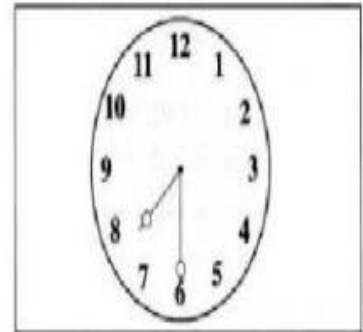
1. What time will the taxi arrive at the woman's house?



A

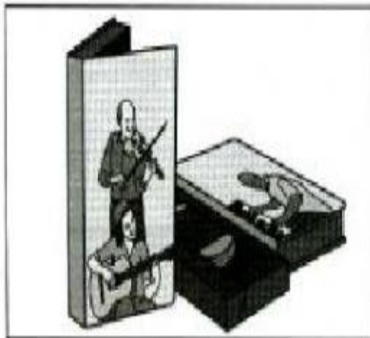


B

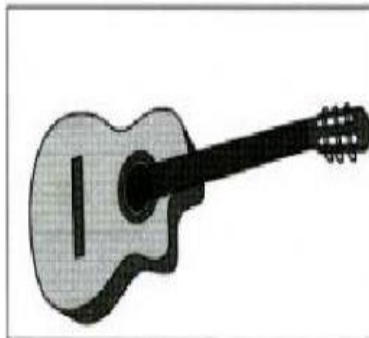


C

2. What will they give George?



A

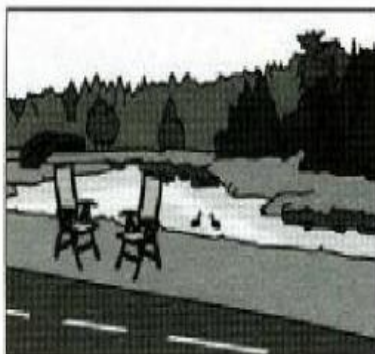


B

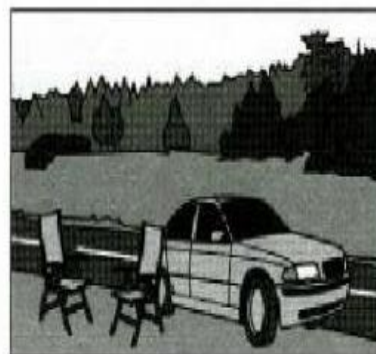


C

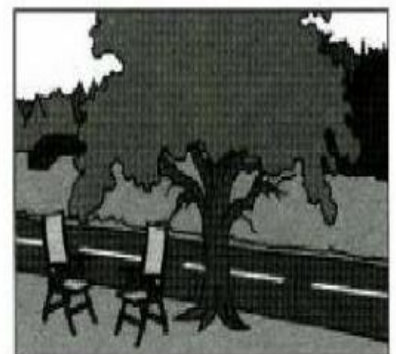
3. Where will they sit?



A



B



C

4. What size does the woman buy?

**38**

A

**40**

B

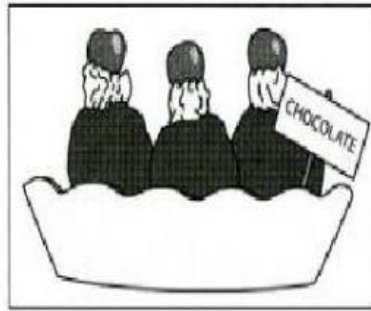
**42**

C

5. Which ice cream will they have?



A



B



C

## Part 2

### Questions 6 – 10

For each question, listen and match the correct answer.

#### Places

6 restaurant

7 disco

8 swimming pool

9 theatre

10 sports field

#### Problems

A closed

B cold

C dirty

D expensive

E full

F hot

G noisy

H wet

### Part 3

#### Questions 11 – 15

Listen to a girl speaking to a man at a job information centre.

For each question, choose the correct answer.

#### 11. The jobs in

A. a hotel                                      B. a sport centre                                      C. an office

#### 12. You cannot do the job if you are younger than

A. 18    B. 19    C. 20

#### 13. The job will begin on the

A. 23rd    B. 24th    C. 26th

#### 14. Most working days will begin at

A. 8.15 a.m    B. 8.30 a.m    C. 9.00 a.m

#### 15. For work, the girl must wear

A. a white shirt    B. a blue skirt    C. black trousers

### Part 4

#### Questions 16 – 20

You will hear a man asking for information about a holiday in Ireland.

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

#### HOLIDAY IN IRELAND

Leave on: *Friday morning*

Number of nights: (16) \_\_\_\_\_

Name of hotel: (17) \_\_\_\_\_

Coach trip to visit: (18) a \_\_\_\_\_ factory

Price this month: (19) € \_\_\_\_\_ per person

Date of holiday: (20) 17th \_\_\_\_\_

## Part 5

### Questions 21- 25

**You will hear a head teacher giving students some information about a fire practice.**

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

<b>FIRE PRACTICE</b>	
<b>Day:</b>	<i>Monday</i>
<b>Starting time: (21)</b>	_____ <i>a.m</i>
<b>Don't take: (22)</b>	_____ <i>or bags</i>
<b>Go out of building through: (23)</b>	_____ <i>door</i>
<b>Outside, wait next to:</b>	_____
<b>Don't: (25)</b>	<i>run or</i> _____

*Note.* Cambridge University (2019) Author: Cambridge University (2019)

Annex 3 : Lesson plans

**LESSON PLAN**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 08/11/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Lesson objectives</b>		
<b>General objective:</b>	<b>Specific objectives:</b>	
<ul style="list-style-type: none"> <li>To evaluate the level of listening comprehension in students of seven grade EGB at Unidad Educativa Espiritu Santo.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the level of listening comprehension through a listening test Cambridge KET.</li> <li>To apply part 1, 2, 3,4 and 5 of the Pre-test.</li> </ul>	
<b>Anticipated problems:</b> Students may be noisy and will not be able to hear the exam audios.		
<b>Possible Solution:</b> Teacher will ask them to be quiet and will monitor the whole class so that all students are focused on the exam.		
<b>Materials:</b> Computer, photocopies of the listening test, pencil, eraser.		
<b>Stages</b>	<b>Time</b>	
<b>Greeting</b> Teacher will greet all students and introduce herself. Then, teacher will ask them to complete the test.	5 minutes	
<b>Activities/Procedures</b> <ul style="list-style-type: none"> <li>The teacher will give a photocopy of the listening comprehension test to all students.</li> <li>The teacher will play the audio three times in each part.</li> <li>Part 1 contained five questions, each question had pictures where the student had to listen and choose the correct answer (A, B or C).</li> <li>Part 2 was composed of 5 pairing literals where the student listened to the audio and matched the place (restaurant, theater, pool, disco, sports field) with the problems (closed, dirty, cold, hot, noisy, wet).</li> <li>Part 3 consisted of 5 multiple choice questions, students listened to the audio and chose the correct answer.</li> <li>Part 4 contained 5 spaces to fill in the gaps, the students listened to</li> </ul>	40 minutes	



<p>the audio and completed the data.</p> <ul style="list-style-type: none"> <li>Part 5 contained 5 spaces to fill in the gaps, the students listened to the audio and completed the data.</li> </ul>	
<p><b>Assessment:</b></p> <p>The teacher will count the points obtained in each part of the exam using the Cambridge KET listening calculator.</p>	

**LESSON PLAN 1**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 10/11/2022
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes
<b>Name of animated movie song:</b> "So this is love" from Cinderella	
<b>Lesson objectives</b>	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to identify the time on a clock by using animated movie song "So, this is love".</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To practice new vocabulary with activities like matching and filling in the gaps.</li> <li>To tell what time it is by using a clock.</li> <li>To interpret the song " So this is love " .</li> </ul>
<b>Anticipated problems:</b> Many students can get distracted quickly.	
<b>Possible Solution:</b> The teacher will raise her voice and make eye contact with all students.	
<b>Materials:</b> Computer, YouTube, worksheet adapted with the song "So this is love" to identify time, pencil, eraser.	
<b>Vocabulary words:</b> Arrive, address, aglow, castle, divine, fairy godmother, heaven, love, wings.	
<b>Stages</b>	<b>Time</b>
<p><b>Greeting</b></p> <p>Teacher will greet all students.</p> <p><b>Warm up</b></p> <p>To start the class, teacher will bring a clock on a piece of cardboard and show it to her students. Teacher will count the numbers from 1 to 12 on the clock. Teacher will explain that the big hand indicates the minutes and the</p>	5 minutes

<p>small hand indicates the hours.</p> <p>Then, teacher will ask her students:</p> <ul style="list-style-type: none"> <li>- Have you ever seen the animated movie, Cinderella?</li> </ul>	
<p><b>Before watching</b></p> <p><b>Vocabulary preview:</b></p> <ul style="list-style-type: none"> <li>-Teacher will show her students a presentation in Canva.</li> </ul> <p><a href="https://www.canva.com/design/DAFTSY83U2U/VbaEXfkYFTfRA8nlomMFhA/view?utm_content=DAFTSY83U2U&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFTSY83U2U/VbaEXfkYFTfRA8nlomMFhA/view?utm_content=DAFTSY83U2U&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <ul style="list-style-type: none"> <li>-Teacher will explain the presentation in Canva that contains a short review of the animated movie Cinderella, its characters, the time and new vocabulary.</li> <li>-Then, teacher will explain how to see the time on the clock and use the blackboard for students to participate.</li> <li>-Later, the teacher will present listening strategies that the students should use when listening to the song.</li> </ul>	10 minutes
<p><b>While watching and listening</b></p> <ul style="list-style-type: none"> <li>-Teacher will give the students worksheet number 1, which contains some activities that the students have to complete while watching and listening to the song "So this is love".</li> <li>-Teacher will give guidelines about the activities that students must do.</li> <li>-Then, teacher will introduce the students to the song "So this is love" from the animated movie Cinderella.</li> </ul> <p><a href="https://www.youtube.com/watch?v=ISsx0PC5yrk&amp;ab_channel=DisneySingItVideos">https://www.youtube.com/watch?v=ISsx0PC5yrk&amp;ab_channel=DisneySingItVideos</a></p> <p><a href="https://www.youtube.com/watch?v=CiJdRXTPOM&amp;ab_channel=JannoDisney-Juguilon">https://www.youtube.com/watch?v=CiJdRXTPOM&amp;ab_channel=JannoDisney-Juguilon</a></p> <ul style="list-style-type: none"> <li>-Teacher will ask the students: Did you like the song?</li> </ul>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes

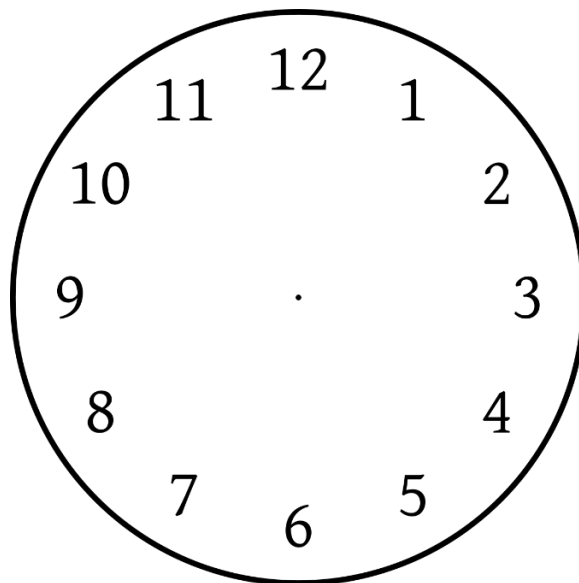
<p><b>Wrap up</b></p> <p>-Teacher will ask her students: What time is it right now?</p> <p>-Students will look at the clock and say what time it is.</p> <p>- Afterwards, the teacher will ask her students to sing the song for which, first they will listen to it and then all the students will interpret it.</p>	<p>5 minutes</p>
<p><b>HOMEWORK:</b></p> <p>-Teacher will ask her students to listen to the song "let it go" from frozen for the next class.</p> <p><a href="https://www.youtube.com/watch?v=moSFlvxnbkg&amp;ab_channel=WaltDisneyAnimationStudios">https://www.youtube.com/watch?v=moSFlvxnbkg&amp;ab_channel=WaltDisneyAnimationStudios</a></p>	

**Worksheet 1**

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

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

1. Watch and listen to the song and draw the time that Cinderella went home. Then, write the time on the lines.



**What time did Cinderella go home?**

.....

**2. Listen and choose the correct time on each clock.**

a) What time did the party start at the castle?



**A**



**B**



**C**

b) What time did Cinderella arrive at the party?



**A**



**B**



**C**

c) What time did Cinderella get home?



**A**



**B**



**C**

3. Listen to the song "So this is love" and fill in the blanks with the vocabulary words in the box.

address - love - wings - arrive - heaven - aglow - divine - love

**"So, this is love" from Cinderella**

So this is love, Mmmmmm

So this is (1) \_\_\_\_\_

So this is what makes life (2) \_\_\_\_\_

I'm all (3) \_\_\_\_\_, Mmmmmm

And now I know

The key to all (4) \_\_\_\_\_ is mine

My heart has (5) \_\_\_\_\_, Mmmmmm

And I can fly

I'll touch ev'ry star in the sky

So this is the miracle that I've been dreaming of

Mmmmmm

Mmmmmm

So this is (6) \_\_\_\_\_



**Sources:**

[https://www.youtube.com/watch?v=ISsx0PC5yrk&ab\\_channel=DisneySingItVideos](https://www.youtube.com/watch?v=ISsx0PC5yrk&ab_channel=DisneySingItVideos)

[https://www.youtube.com/watch?v=CiJdRXTP0M&ab\\_channel=Janno-JannoDisney-Juguilon](https://www.youtube.com/watch?v=CiJdRXTP0M&ab_channel=Janno-JannoDisney-Juguilon)

[https://www.youtube.com/watch?v=moSFlvxnbqk&ab\\_channel=WaltDisneyAnimationStudios](https://www.youtube.com/watch?v=moSFlvxnbqk&ab_channel=WaltDisneyAnimationStudios)

**LESSON PLAN 2**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 14/11/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Name of animated movie song:</b> "Let it go" from frozen		
<b>Lesson objectives</b>		
<b>General objective:</b>	<b>Specific objectives:</b>	
<ul style="list-style-type: none"> <li>Students will be able to identify regular verbs by using the animated movie song "Let it go" from frozen.</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary with the matching activity.</li> <li>To use regular verbs in sentences.</li> <li>To interpret the song "Let it go".</li> </ul>	
<b>Anticipated problem:</b> Some students do not remember the vocabulary presented in the previous class.		
<b>Possible solution:</b> The vocabulary presented in the previous class will be reinforced through a dynamic activity by the teacher.		
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song "Let it go", list of regular verbs, Canva, pencil, eraser.		
<b>Vocabulary words:</b> Snow, footprint, kingdom, isolation, queen, cold, gloves, banana ice cream, coffee ice cream, chocolate ice cream.		
<b>Stages</b>	<b>Time</b>	
<b>Greeting</b> Teacher greets all her students.  <b>Warm up</b> -To start the class, the teacher will carry out a dynamic activity in which she will ask a student to come to the front. The student will make sounds, mimes or gestures from the vocabulary seen in the previous class and the others will guess what it is about. Then, teacher will ask: -Have you ever sung the "Let it go" song from the animated movie Frozen?	5 minutes	
<b>Before watching</b>  <b>Vocabulary preview:</b> -Teacher will show her students a presentation in Canva.  <a href="https://www.canva.com/design/DAFR_SH1hTs/J955KqoSYpOLbjsa_HCEAg/view?utm_content=DAFR_SH1hTs&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFR_SH1hTs/J955KqoSYpOLbjsa_HCEAg/view?utm_content=DAFR_SH1hTs&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>	10 minutes	

<p>-Teacher will explain the presentation in Canva that contains a short review of the animated movie Frozen, its characters, new vocabulary and a list of regular verbs.</p> <p>-Then, teacher will carry out a small activity with the new vocabulary and will provide students with a list of verbs.</p>	
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheet 2, which contains some activities that the students have to complete while watching and listening to the song "Let It Go".</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song "Let It Go" from the animated movie Frozen.</p> <p><a href="https://www.youtube.com/watch?v=moSFlvxnbgk&amp;ab_channel=WaltDisneyAnimationStudios">https://www.youtube.com/watch?v=moSFlvxnbgk&amp;ab_channel=WaltDisneyAnimationStudios</a></p> <p>-Teacher will ask the students: What do you prefer cold or hot?</p>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <p>- Teacher will ask: Did you like the song?</p> <p>- Later, teacher will ask her students to sing the song for which, first they will listen to it and then all the students will interpret it.</p>	5 minutes
<p><b>Homework:-</b></p> <p>-Students have to listen to the song "Mother Knows Best" from Tangled and recognize ten regular verbs for the next class.</p> <p><a href="https://www.youtube.com/watch?v=-7jWt3JvJto&amp;ab_channel=DisneyMusicVEVO">https://www.youtube.com/watch?v=-7jWt3JvJto&amp;ab_channel=DisneyMusicVEVO</a></p>	

## Worksheet 2

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

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

1. Listen to the song "Let it go" and color the regular verbs blue.

### "Let it go" from frozen

The snow glows white on the mountain tonight

Not a footprint to be seen

A kingdom of isolation

And it looks like I'm the queen

The wind is howling

Like this swirling storm inside

Couldn't keep it in

Heaven knows I tried

Don't let them in, don't let them see

Be the good girl you always have to be

Conceal, don't feel

Don't let them know

Well, now they know

Let it go, let it go

Can't hold it back anymore

Let it go, let it go

Turn away and slam the door

I don't care

What they're going to say

Let the storm rage on





**2. Listen to the song and fill in the blanks with the regular verbs that are in the box.**

controlled - love – stay - cry - changes

The cold never bothered me anyway

It's funny how some distance (1) \_\_\_\_\_ and  
Makes everything seem small  
And the fears that once (2) \_\_\_\_\_ me  
Can't get to me at all

It's time to see what I can do  
To test the limits and break through  
No right, no wrong  
No rules for me  
I'm free to (3) \_\_\_\_\_

Let it go, let it go  
I am one with the wind and sky  
Let it go, let it go  
You'll never see me (4) \_\_\_\_\_  
Here I stand  
And here I'll (5) \_\_\_\_\_ stay  
Let the storm rage on

**3. Put the lines of the song in order.**

\_\_\_\_\_ And one thought crystallizes like an icy blast  
\_\_\_\_\_ I'm never going back  
\_\_\_\_\_ My power flurries through the air into the ground  
\_\_\_\_\_ My soul is spiraling in frozen fractals all around

4. Match the vocabulary words with the respective image.



- a) queen (.....)
- b) footprint (.....)
- c) coffee ice cream (.....)
- d) snow (.....)
- e) kingdom (.....)
- f) banana ice cream (.....)

5. Write sentences with the following regular verbs found in the song.

a) Like

.....

b) Love

.....

c) Listen

.....

Sources:

[https://www.youtube.com/watch?v=moSFlvxnbGk&ab\\_channel=WaltDisneyAnimationStudios](https://www.youtube.com/watch?v=moSFlvxnbGk&ab_channel=WaltDisneyAnimationStudios)

[https://www.youtube.com/watch?v=-7jWt3JvJto&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=-7jWt3JvJto&ab_channel=DisneyMusicVEVO)

**LESSON PLAN 3**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 17/11/2022
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes
<b>Name of animated movie song:</b> "Mother knows best" from Tangled	
<b>Lesson objectives</b>	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to identify irregular verbs by using the animated movie song "Mother knows best".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary with a matching activity.</li> <li>To use irregular verbs in sentences.</li> <li>To interpret the song " Mother knows best".</li> </ul>
<b>Anticipated problems:</b> Many students can get distracted quickly.	
<b>Possible solution:</b> Teacher raises her voice and makes eye contact with all the students.	
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song "Mother knows best", pencil, colors, eraser.	
<b>Vocabulary words:</b> Tower, prisoner, horse, chameleon, trousers, magical hair, prince, woman.	
<b>Stages</b>	<b>Time</b>
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> Then, teacher will ask her students: - Have you ever seen the animated movie tangled? - What is your favorite character from this movie?	5 minutes
<b>Before watching</b> <b>Vocabulary preview:</b> -Teacher will show her students a presentation in Canva.  <a href="https://www.canva.com/design/DAFSoeNEMHU/QgxZTmgwDqe2BO5wqqdp2g/view?utm_content=DAFSoeNEMHU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSoeNEMHU/QgxZTmgwDqe2BO5wqqdp2g/view?utm_content=DAFSoeNEMHU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>  -Teacher will explain the presentation in Canva that contains a short review of the animated movie Tangled, its characters, new vocabulary and a list of irregular verbs.	10 minutes

<p>-Then, teacher will carry out a small activity with the new vocabulary in Canva and will provide students with a list of irregular verbs.</p> <p>-Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheet 3, which contains some activities that the students have to complete while watching and listening to the song " Mother knows best ".</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song "Mother knows best" from the animated movie Tangled.</p> <p><a href="https://www.youtube.com/watch?v=7jWt3JvJto&amp;t=1s&amp;ab_channel=DisneyMusicVEVO">https://www.youtube.com/watch?v=7jWt3JvJto&amp;t=1s&amp;ab_channel=DisneyMusicVEVO</a></p> <p>-Teacher will ask the students: Did you like the song?</p>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <p>- Teacher will ask the students to watch and sing the song.</p> <p>-Afterwards, students will recognize three vocabulary words seen previously and make sentences.</p>	5 minutes
<p><b>HOMEWORK:-</b></p> <p>For the next class the students will make five sentences with irregular verbs and will use the vocabulary seen in class.</p>	

### Worksheet 3

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

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

#### 1. Listen to the song and choose the correct irregular verb.

#### "Mother knows best" from Tangled

You want to (*go / do*) outside? Why, Rapunzel!  
Look at you, as fragile as a flower  
Still a little sapling, just a sprout  
You (*know / keep*) why we stay up in this tower



[Rapunzel]  
I know but  
That's right, to (*keep / hit*) you safe and sound, dear  
Guess I always knew this day (*was / were*) coming  
Knew that soon you'd want to leave the nest  
Soon, but not yet  
Shh!  
(*Trust / Throw*) me, pet  
Mother knows best  
Mother (*knits / knows*) best  
Listen to your mother  
It's a scary world out there  
Mother knows best  
One way or another  
Something will go wrong, I (*swear / think*)  
Ruffians, thugs  
Poison ivy, quicksand  
Cannibals and snakes  
The plague

**2. Listen to the song and fill in the blanks with the irregular verbs that are in the box.**

do - go - get - knows - break

[Mother Gothel]

Also large bugs

Men with pointy teeth, and they can (1) \_\_\_\_\_ your heart

Stop, no more, you'll just upset me

Mother's right here

Mother will protect you

Darling, here's what I suggest

Skip the drama

Stay with mama

Mother (2) \_\_\_\_\_ best

Go ahead, (3) \_\_\_\_\_ trampled by a rhino

(4) \_\_\_\_\_ ahead, get mugged and left for dead

Me, I'm just your mother what (5) \_\_\_\_\_ I know?

I only bathed, and changed, and nursed you

**3. Match the vocabulary words with the respective image.**

1



a) tower (.....)

4



b) prisoner (.....)

c) trousers (.....)

2



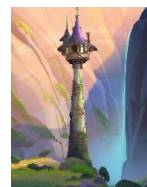
d) magical hair (.....)

3



e) prince (.....)

5



**4. Write sentences with the following irregular verbs found in the song.**

d) go

.....

e) do

.....

f) break

.....

**Sources:**

[https://www.canva.com/design/DAFSoeNEMHU/QgxZTmgwDqe2BO5wqqdp2g/view?utm\\_content=DAFSoeNEMHU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSoeNEMHU/QgxZTmgwDqe2BO5wqqdp2g/view?utm_content=DAFSoeNEMHU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=-7jWt3JvJto&t=1s&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=-7jWt3JvJto&t=1s&ab_channel=DisneyMusicVEVO)

**LESSON PLAN 4**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 18/11/2022
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes
<b>Name of animated movie song:</b> "I'm a Believer" from Shrek	
<b>Lesson objectives</b>	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to identify there is and there are by using the animated movie song "I am a believer".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary in gap-fill activity.</li> <li>To use there is and there are in sentences</li> <li>To interpret the song "I'm a Believer".</li> </ul>
<b>Anticipated problems:</b> Many students can get distracted quickly.	
<b>Possible solution:</b> Teacher raises her voice and makes eye contact with all the students.	
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song " I'm a believer", pencil, eraser.	
<b>Vocabulary words:</b> Fairy tales, swamp, chair, princes, fire, crown, tree, river, car, guitar, bike.	
<b>Stages</b>	<b>Time</b>
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> To start the class, teacher will ask one student to come to the front. The student will make a drawing on the board of the previous vocabulary and the others will guess what word it is.  Then, teacher will ask her students: - How many Shrek movies have you seen?	5 minutes
<b>Before watching</b>  <b>Vocabulary preview:</b> -Teacher will show her students a presentation in Canva.  <a href="https://www.canva.com/design/DAFSpalZtxA/cL9O7JZU7hAUUNM-InUo_Q/view?utm_content=DAFSpalZtxA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSpalZtxA/cL9O7JZU7hAUUNM-InUo_Q/view?utm_content=DAFSpalZtxA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>	10 minutes



<p>-The teacher will explain the presentation in Canva, it contains a short review of the animated movie Shrek, its characters, new vocabulary and the use of there is and there are.</p> <p>- Then, teacher will carry out a small activity with the new vocabulary of the class. In addition, the teacher will explain the use of there is and there are.</p> <p>-Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheet 4, which contains some activities that the students have to complete while watching and listening to the song "I'm a Believer".</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song "I'm a Believer" from the animated movie Shrek.</p> <p><a href="https://www.youtube.com/watch?v=a3bI7kbVBwM&amp;t=30s&amp;ab_channel=Movieclips">https://www.youtube.com/watch?v=a3bI7kbVBwM&amp;t=30s&amp;ab_channel=Movieclips</a></p> <p>-Teacher will ask the students: What is your favorite character from the Shrek animated movie?</p>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <p>In this part all the students will sing the song "I'm a Believer". Then, the students will make five sentences only with the vocabulary words that the teacher says. The teacher will repeat the vocabulary words twice for the learners to make the sentences.</p>	5 minutes
<p><b>HOMEWORK:-</b></p> <p>-Teacher will ask her students to listen to the song “You've got a friend in me” from animated movie Toy Story for the next class.</p>	

## Worksheet 4

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

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

**1. Listen to the song " I'm a Believer " and fill in the blanks with the vocabulary words in the box.**

is- love -tried - doubt - believer - dreams - are - someone - tales

### "I'm a Believer" from Shrek



I thought love was only true in fairy (1) \_\_\_\_\_  
Meant for (2) \_\_\_\_\_ else, but not for me  
Love was out to get me  
That's the way it seemed but there (3) \_\_\_\_\_ many reasons to believe  
Disappointment haunted all my (4) \_\_\_\_\_  
Then I saw her face, now I'm a (5) \_\_\_\_\_  
Not a trace, of (6) \_\_\_\_\_ in my mind  
I'm in love, I'm a believer  
I couldn't leave her if I (7) \_\_\_\_\_  
I thought (8) \_\_\_\_\_ was more or less a givin' thing  
The more I gave, the less I got, oh yeah  
What's the use in tryin' and there (9) \_\_\_\_\_ no doubt.

**2. Put the lyrics of the song in order from 1 to 7.**

- \_\_\_\_\_ Not a trace, of doubt in my mind
- \_\_\_\_\_ I'm in love, I'm a believer
- \_\_\_\_\_ I couldn't leave her if I tried
- \_\_\_\_\_ What's the use of trying
- \_\_\_\_\_ All you get is pain
- \_\_\_\_\_ When I wanted sunshine, I got rain
- \_\_\_\_\_ And then I saw her face, now I'm a believer

**3. Fill in the blanks with *there is* or *there are*.**

a) There \_\_\_\_\_ a dragon.



b) There \_\_\_\_ two crowns in the kingdom.



c) There \_\_\_\_\_ a donkey in the swamp.



d) There \_\_\_\_\_ three guitars in the tower.



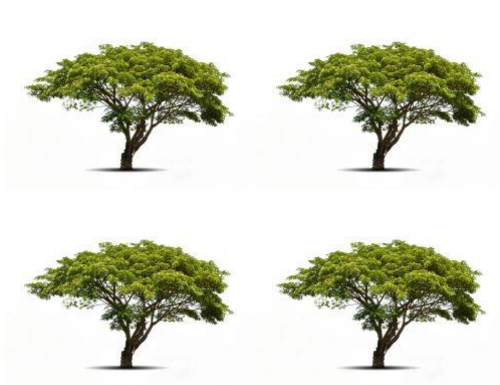
4. Look at the pictures and write a sentence using *there is* or *there are*.

a)



.....

b)



.....

**Sources:**

[https://www.canva.com/design/DAFSpalZtxA/cL9O7JZU7hAUUNM-InUo\\_Q/view?utm\\_content=DAFSpalZtxA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSpalZtxA/cL9O7JZU7hAUUNM-InUo_Q/view?utm_content=DAFSpalZtxA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=a3bI7kbVBwM&t=30s&ab\\_channel=Movieclips](https://www.youtube.com/watch?v=a3bI7kbVBwM&t=30s&ab_channel=Movieclips)

**LESSON PLAN 5**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 21/11/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Name of animated movie song:</b> "You've got a friend in me" from Toy Story		
<b>Lesson objectives</b>		
<b>Main objective:</b>	<b>Subsidiary aims:</b>	
<ul style="list-style-type: none"> <li>Students will be able to identify the prepositions of place by using the animated movie song "You've got a friend in me".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary in activities like matching and filling in the gaps.</li> <li>To use prepositions of place in sentences.</li> </ul>	
<b>Anticipated problems:</b> Many students can get distracted quickly.		
<b>Possible solution:</b> Teacher raises her voice and makes eye contact with all the students.		
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song "You've got a friend in me", pencil, eraser.		
<b>Vocabulary words:</b> Toy, cowboy, astronaut, friend, to spy, rag doll, bed, presents, brave.		
<b>Stages</b>	<b>Time</b>	
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> To start the class, teacher will ask one student to come to the front. The student will make a drawing on the board of the previous vocabulary and the others will guess what word it is.  Then, teacher will ask her students: - Have you ever seen the animated movie Toy Story?	5 minutes	
<b>Before watching</b>  <b>Vocabulary preview:</b> -Teacher will show her students a presentation in Canva.  <a href="https://www.canva.com/design/DAFSpUVF3Vk/wLekcA3Ht0k-cStHx-qTeg/view?utm_content=DAFSpUVF3Vk&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSpUVF3Vk/wLekcA3Ht0k-cStHx-qTeg/view?utm_content=DAFSpUVF3Vk&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>	10 minutes	

<p>-The teacher will explain the presentation in Canva, it contains a short review of the animated movie Toy Story, its characters, new vocabulary and prepositions of place activities.</p> <p>-Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheets 5, which contains some activities that the students have to complete while watching and listening to the song “You've got a friend in me”.</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song “You've got a friend in me”. <a href="https://www.youtube.com/watch?v=nMN4JZ8crVY&amp;ab_channel=blushmatter">https://www.youtube.com/watch?v=nMN4JZ8crVY&amp;ab_channel=blushmatter</a></p> <p>-Teacher will ask the students: What is the message that the song conveys to us?</p>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <p>The students will make five sentences only with the vocabulary words that the teacher says. The teacher will repeat the vocabulary words twice for the learners to make the sentences.</p>	5 minutes
<p><b>HOMEWORK:-</b></p> <p>Teacher will ask her students to listen to the song “Try everything” from animated movie Zootopia for the next class.</p>	



**2. Listen to the song and match the two parts with lines.**

- |                               |                       |
|-------------------------------|-----------------------|
| a) Now, some other            | smarter than I am     |
| b) Be a little bit            | folks might           |
| c) Bigger and stronger too,   | maybe                 |
| d) But none of them will ever | boy                   |
| e) Just me and you,           | love you the way I do |

**3. Watch the video and identify where the characters are. Then, fill in the blanks with the prepositions of place (in, on, under, next to, behind, between, near).**



You've Got A Friend In Me - Randy Newman (Toy Story Edition)

1. There is a cowboy \_\_\_\_\_ the chest.
2. The astronaut is \_\_\_\_\_ the bed.
3. There is a doll \_\_\_\_\_ the cowboy.
4. The toy horse is \_\_\_\_\_ the cowboy and cowgirl.
5. The table is \_\_\_\_\_ the door.



6. The ball is \_\_\_\_\_ the bed.  
 7. The toy pig is \_\_\_\_\_ the bed.

**Sources:**

[https://www.canva.com/design/DAFSpUVF3Vk/wLekcA3Ht0k-cStHx-qTeg/view?utm\\_content=DAFSpUVF3Vk&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSpUVF3Vk/wLekcA3Ht0k-cStHx-qTeg/view?utm_content=DAFSpUVF3Vk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=nMN4JZ8crVY&ab\\_channel=blushmatter](https://www.youtube.com/watch?v=nMN4JZ8crVY&ab_channel=blushmatter)

**LESSON PLAN 6**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 25/11/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Name of animated movie song:</b> "Try everything" from Zootopia		
<b>Lesson objectives</b>		
<b>Main objective:</b>	<b>Subsidiary aims:</b>	
<ul style="list-style-type: none"> <li>Students will be able to identify the adjectives for places by using the animated movie song "Try everything".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary in activities like matching, filling in the gaps and true or false.</li> <li>To use adjectives for places in sentences.</li> </ul>	
<b>Anticipated problems:</b> Students may be noisy and will not be able to hear the video.		
<b>Possible Solution:</b> Teacher will ask them to be quiet and will monitor the whole class.		
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song " Try everything", pencil, eraser.		
<b>Vocabulary words:</b> Fight, ground, wrong, myself, start, reach, restaurant, disco, swimming pool, theatre, sports field.		
<b>Stages</b>		<b>Time</b>
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> To start the class, teacher will ask one student to come to the front. The student will make a drawing on the board of the previous vocabulary and		5 minutes

<p>the others will guess what word it is.</p> <p>Then, teacher will ask her students:</p> <ul style="list-style-type: none"> <li>- Have you ever seen the animated movie Brave?</li> </ul>	
<p><b>Before watching</b></p> <p><b>Vocabulary preview:</b></p> <ul style="list-style-type: none"> <li>-Teacher will show her students a presentation in Canva.</li> </ul> <p><a href="https://www.canva.com/design/DAFWnqY2amg/WSEOoyEw3GxACKKPGpnrig/view?utm_content=DAFWnqY2amg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFWnqY2amg/WSEOoyEw3GxACKKPGpnrig/view?utm_content=DAFWnqY2amg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <ul style="list-style-type: none"> <li>-The teacher will explain the presentation in Canva, it contains a short review of the animated movie Zootopia, its characters, new vocabulary and adjectives for places.</li> <li>-Later, the teacher will present listening strategies that the students should use when listening to the song.</li> </ul>	10 minutes
<p><b>While watching and listening</b></p> <ul style="list-style-type: none"> <li>-Teacher will give the students worksheet 6, which contains some activities that the students have to complete while watching and listening to the song "Try everything".</li> <li>-Teacher will give guidelines about the activities that students must do.</li> <li>-Then, teacher will introduce the students to the song "Try everything" from the animated movie Zootopia.</li> </ul> <p><a href="https://www.youtube.com/watch?v=Bd2mU_BmVrs&amp;ab_channel=Flamedragonz">https://www.youtube.com/watch?v=Bd2mU_BmVrs&amp;ab_channel=Flamedragonz</a></p> <ul style="list-style-type: none"> <li>-Teacher will ask the students: What is the message that the song conveys to us?</li> </ul>	15 minutes
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>- Teacher will ask the students to watch and sing the song.</li> <li>-Afterwards, students will recognize three vocabulary words seen previously and make sentences.</li> </ul>	5 minutes

**HOMEWORK:-**

Teacher will ask her students to listen to the song “Proud corazon” from animated movie Coco for the next class.

[https://www.youtube.com/watch?v=sLkDCF\\_EbqI&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=sLkDCF_EbqI&ab_channel=DisneyMusicVEVO)

**Worksheet 6**

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

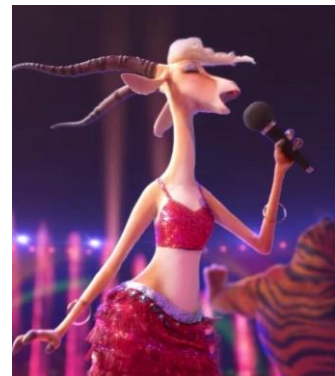
Date: \_\_\_\_\_

**1. Listen to the song " I'm a Believer " and fill in the blanks with the vocabulary words in the box.**

Fight, wrong, myself, start, reach, ground, restaurant, disco,  
swimming pool

**"Try everything" from Zootopia**

I messed up tonight, I lost another (1) .....  
Lost to (2) ....., but I'll just start again  
I keep falling down, I keep on hitting the (3) .....  
I always get up now, see what's next  
Birds don't just fly, they fall down and get up  
Nobody learns without gettin' it (4) .....  
I won't give up, no, I won't give in  
'Til I (5) ..... the end, and then I'll start again  
No, I won't leave, I wanna try everything  
I wanna try even though I could fail



I won't give up, no, I won't give in  
'Til I reach the end, and then I'll (6) ..... again  
No, I won't leave, I wanna try everything  
I wanna try even though I could fail

Oh, oh, oh, oh, oh

Try everything

Oh, oh, oh, oh, oh

Try everything

**2. Listen to the song and choose true or false.**

- a) Look how far you've come, they filled your heart with love **true / false**
- b) Baby, you've done enough, take a deep breath **true / false**
- c) Don't beat yourself up, no need to run so fast **true / false**
- d) Sometimes we come last, but we did our friend **true / false**

**3. Watch and listen to the song Try Everything. Then, identify the places shown in the video and fill in the blanks in the sentences with the adjectives for places.**

closed, dirty, expensive, full, noisy, wet, cold, hot, amazing

1. On the snowy mountain it is very .....
2. The hotel where they are staying is very.....
3. The train where the rabbit travels is very .....
4. The sports field is very .....
5. In the town it is very ..... in summer.
6. The city theater is very ..... when it rains.

**Sources:**

[https://www.canva.com/design/DAFWnqY2amg/WSEOoyEw3GxACKKPGpnrig/view?utm\\_content=DAFWnqY2amg&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFWnqY2amg/WSEOoyEw3GxACKKPGpnrig/view?utm_content=DAFWnqY2amg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=Bd2mU\\_BmVrs&ab\\_channel=Flamedragonz](https://www.youtube.com/watch?v=Bd2mU_BmVrs&ab_channel=Flamedragonz)

[https://www.youtube.com/watch?v=sLkDCF\\_EbqI&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=sLkDCF_EbqI&ab_channel=DisneyMusicVEVO)

**LESSON PLAN 7****UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 28/11/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Name of animated movie song:</b> "Proud corazón" From Coco		
<b>Lesson objectives</b>		
<b>Main objective:</b>	<b>Subsidiary aims:</b>	
<ul style="list-style-type: none"> <li>Students will be able to identify the indefinite articles by using the animated movie song "Proud Corazón".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To practice the new vocabulary in activities like matching and filling in the gaps.</li> <li>To use the indefinite articles in sentences.</li> <li>To interpret the song "Proud Corazón".</li> </ul>	
<b>Anticipated problems:</b> Some students do not remember the vocabulary presented in the previous class.		
<b>Possible solution:</b> The vocabulary presented in the previous class will be reinforced through a dynamic activity by the teacher.		
<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song "Proud corazón", pencil, eraser.		
<b>Vocabulary words:</b> Crazy, dream, mouth, melody, bone, beat, skirt, soul, trousers, string, proud.		
<b>Stages</b>		<b>Time</b>
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> To start the class, the teacher will bring a small ball to play a game. The game is about all the students passing the ball to each other until the teacher stops the song "Try everything". The person who keeps the ball must say a vocabulary word from the previous class.  Then, the teacher will ask her students:		5 minutes

<p>- What is your favorite character from the animated movie Coco?</p>	
<p><b>Before watching</b></p> <p><b>Vocabulary preview:</b></p> <p>-Teacher will show her students a presentation in Canva.</p> <p><a href="https://www.canva.com/design/DAFWtnv-mJQ/MLX0yOxPnoNkNhkp2_w_A/view?utm_content=DAFWtnv-mJQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFWtnv-mJQ/MLX0yOxPnoNkNhkp2_w_A/view?utm_content=DAFWtnv-mJQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>The teacher will explain the presentation in Canva, it contains a short review of the animated movie Coco, its characters, new vocabulary and the indefinite articles.</p> <p>-Then, teacher will carry out a small activity with the new vocabulary of the class.</p> <p>-Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	<p>10 minutes</p>
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheet 7, which contains some activities that the students have to complete while watching and listening to the song "Proud corazón".</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song "Proud corazón" from the animated movie Coco.</p> <p><a href="https://www.youtube.com/watch?v=sLkDCF_EbqI&amp;ab_channel=DinsneyMusicVEVO">https://www.youtube.com/watch?v=sLkDCF_EbqI&amp;ab_channel=DinsneyMusicVEVO</a></p> <p>-Teacher will ask the students: What is the message that the song conveys to us?</p>	<p>15 minutes</p>
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	<p>10 minutes</p>
<p><b>Wrap up</b></p> <p>- Teacher will ask the students to watch and sing the song.</p> <p>-Afterwards, students will recognize three vocabulary words seen previously and make sentences.</p>	<p>5 minutes</p>

**HOMEWORK:-**

Students must enter the link and complete the task using the indefinite articles in liveworksheets.

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Indefinite\\_articles/a-an\\_cv43265cc](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Indefinite_articles/a-an_cv43265cc)

**Worksheet 7**

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

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

**1. Listen to the song " Proud Corazón" and fill in the blanks with the vocabulary words in the box.**

**"Proud corazon" From Coco**

proud, crazy, dream,  
melody, bone,  
mouth, beat, skirt,  
soul, trousers, string

Say that I'm (1) \_\_\_\_\_ or call me a fool

But last night it seemed that I (2) \_\_\_\_\_ about you

When I opened my (3) \_\_\_\_\_ what came out was a song

And you knew every word and we all sang along

To a (4) \_\_\_\_\_ played on the strings of our (5) \_\_\_\_\_

And a rhythm that rattled us down to the (6) \_\_\_\_\_

Our love for each other will live on forever



In every (7) \_\_\_\_\_ of my proud corazón

Our love for each other will live on forever

In every beat of my (8) \_\_\_\_\_ corazón

**2. Listen to the song and fill in the blanks with indefinite articles *a* and *an*.**

Say that I'm crazy or call me (a) \_\_\_\_\_ fool

But last night it seemed that I dreamed about you

When I opened my mouth what came out was (b) \_\_\_\_\_ song

And you knew every word and we all sang along

To (c) \_\_\_\_\_ melody played on the strings of our souls

And (d) \_\_\_\_\_ rhythm that rattled us down to the bone

I want to be like (e) \_\_\_\_\_ umbrella to cover the pain.

**3. Match the vocabulary words with the respective image.**

a) Dream (.....)

7



b) Mouth (.....)

3



c) Melody (.....)

5



d) Bone (.....)

4



e) Beat (.....)

6



f) Skirt (.....)

g) Soul (.....)



h) Trousers (.....)

2



i) String (.....)

1



**Sources:**

[https://www.canva.com/design/DAFWtnv-mJQ/MLX0yOxPnoNkNhkp2\\_w\\_A/view?utm\\_content=DAFWtnv-mJQ&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFWtnv-mJQ/MLX0yOxPnoNkNhkp2_w_A/view?utm_content=DAFWtnv-mJQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=sLkDCF\\_EbqI&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=sLkDCF_EbqI&ab_channel=DisneyMusicVEVO)

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Indefinite\\_articles/a-an\\_cv43265cc](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Indefinite_articles/a-an_cv43265cc)

**LESSON PLAN 8**

**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 01/12/2022
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes
<b>Name of animated movie song:</b> "You're Welcome" from Moana	
<b>Lesson objectives</b>	
<b>Main objective:</b> <ul style="list-style-type: none"><li>Students will be able to practice the topics seen in the previous lessons by using the animated movie song "You're Welcome"</li></ul>	<b>Subsidiary aims:</b> <p>Students will be able:</p> <ul style="list-style-type: none"><li>To develop the new vocabulary in activities like matching, filling in the gaps and ordering sentences.</li><li>To identify irregular verbs.</li><li>To use there is or there are in sentences.</li></ul>
<b>Anticipated problems:</b> Some students do not remember the vocabulary presented in the previous class.	
<b>Possible solution:</b> The vocabulary presented in the previous class will be reinforced through a dynamic activity by the teacher.	

<b>Materials:</b> Computer, YouTube, Worksheets adapted with the song “You're Welcome”, pencil, eraser.	
<b>Vocabulary words:</b> Plant a flower, brave, nature, ocean, swimming pool, theatre, office, factory, building, beach.	
Stages	Time
<p><b>Greeting</b> Teacher greets all the students.</p> <p><b>Warm up</b> To start the class, the teacher will play a game in which all the students will participate. The teacher will play a song from an animated movie used in previous classes and students will guess the name. Then, teacher will ask her students: - Have you ever seen the animated movie Moana?</p>	5 minutes
<p><b>Before watching</b></p> <p><b>Vocabulary preview:</b> -Teacher will show her students a presentation in Canva. <a href="https://www.canva.com/design/DAFSpGxctFA/BeQZ3Ri2WhhzUFgyh8QEAO/view?utm_content=DAFSpGxctFA&amp;utm_campaign=designshere&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFSpGxctFA/BeQZ3Ri2WhhzUFgyh8QEAO/view?utm_content=DAFSpGxctFA&amp;utm_campaign=designshere&amp;utm_medium=link2&amp;utm_source=sharebutton</a> - The teacher will explain the presentation in Canva, it contains a short review of the animated movie Moana, its characters, new vocabulary and activities with regular and irregular verbs, there is and there are.  -Then, teacher will carry out a small activity with the new vocabulary in Canva. -Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	10 minutes
<p><b>While watching and listening</b> -Teacher will give the students worksheet 8, which contains some activities that the students have to complete while watching and listening to the song "You're Welcome". -Teacher will give guidelines about the activities that students must do. -Then, teacher will introduce the students to the song "You're Welcome"</p>	15 minutes

<p>from the animated movie Moana.</p> <p><a href="https://www.youtube.com/watch?v=79DijItQXMM">https://www.youtube.com/watch?v=79DijItQXMM</a></p> <p>-Teacher will ask the students: What is the message that the song conveys to us?</p>	
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	10 minutes
<p><b>Wrap up</b></p> <p>-Students will write two sentences with regular verbs and two sentences with irregular verbs. While, the children perform the sentences they will listen and sing the song “You're Welcome”.</p>	5 minutes
<p><b>HOMEWORK:-</b></p> <p>Students will make 10 sentences with any vocabulary word seen in the previous classes.</p>	

## Worksheet 8

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

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

**1. Listen to the song "You're welcome" and circle the irregular verbs and underline the regular verbs.**

### “You're Welcome” from Moana

Ok, ok, I see what's happening here  
 You're face to face with greatness, and it's strange  
 You don't even know how you feel  
 It's adorable  
 Well, it's nice to see that humans never change



Open your eyes, let's begin  
Yes, it's really me, it's Maui  
Breathe it in  
I know it's a lot  
The hair, the bod  
When you're staring at a demi-god  
  
What can I say except, "You're welcome"  
For the tides, the sun, the sky  
Hey, it's okay, it's okay  
You're welcome  
I'm just an ordinary demi-guy  
  
Hey  
What has two thumbs and pulled up the sky  
When you were waddling yea high?  
This guy  
When the nights got cold  
Who stole you fire from down below?  
You're lookin' at him, yo  
Oh, also I lassoed the sun  
You're welcome

**2. Put the lyrics of the song in order from 1 to 7.**

- \_\_\_\_\_ There's no need to pray, it's okay
- \_\_\_\_\_ You're welcome
- \_\_\_\_\_ You're welcome
- \_\_\_\_\_ Ha, I guess it's just my way of being me
- \_\_\_\_\_ You're welcome
- \_\_\_\_\_ So, what can I say except you're welcome
- \_\_\_\_\_ For the islands I pulled from the sea

**3. Fill in the blanks with There is or there are.**

a) There \_\_\_\_\_ two trees near the river.



b) There \_\_\_\_ two crowns in the kingdom.



c) There \_\_\_\_\_ a guitar in the tower.



d) There \_\_\_\_\_ a skirt in my closet.



**4. Match the vocabulary words with the respective image.**

- a) nature (.....)
- b) ocean (.....)
- c) swimming pool (.....)
- d) theatre (.....)
- e) office (.....)
- f) factory (.....)
- g) building (.....)
- h) beach (.....)

5



4



6



2



1



3



7



**Sources:**

[https://www.canva.com/design/DAFSpGxctFA/BeQZ3Ri2WhhzUFgyh8QEAQ/view?utm\\_content=DAFSpGxctFA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFSpGxctFA/BeQZ3Ri2WhhzUFgyh8QEAQ/view?utm_content=DAFSpGxctFA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

<https://www.youtube.com/watch?v=79DijItQXMM>

**LESSON PLAN 9**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 05/12/2022	
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes	
<b>Name of animated movie song:</b> "On my way" from Brother Bear		
<b>Lesson objectives</b>		
<b>General objective:</b>	<b>Specific objectives:</b>	
<ul style="list-style-type: none"> <li>Students will be able to practice the topics seen in the previous lessons by using the animated movie song "On my way".</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>To develop the new vocabulary in activities like matching, filling in the gaps and ordering sentences.</li> <li>To identify indefinite articles.</li> <li>To identify adjectives for places.</li> </ul>	
<b>Anticipated problems:</b> Some students do not remember the vocabulary presented in the previous class.		
<b>Possible solution:</b> The vocabulary presented in the previous class will be reinforced through a dynamic activity by the teacher.		
<b>Materials:</b> Computer, YouTube, worksheet adapted with the song "On my way", pencil, eraser.		
<b>Vocabulary words:</b> Way, sky, smile, face, brother, mountain, river, fish, butterfly, bear		
<b>Stages</b>		<b>Time</b>
<b>Greeting</b> Teacher greets all the students.  <b>Warm up</b> To start the class, the teacher will play a game in which all the students will participate. The teacher will play a song from an animated movie used in previous classes and students will guess the name.  Then, teacher will ask her students: - Have you ever seen the animated movie Brother bear?		5 minutes

<p><b>Before watching</b></p> <p><b>Vocabulary preview:</b></p> <p>-Teacher will show her students a presentation in Canva.</p> <p><a href="https://www.canva.com/design/DAFWtohEIAA/fkp_kG66Gm9UC8HRjkO8nQ/view?utm_content=DAFWtohEIAA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFWtohEIAA/fkp_kG66Gm9UC8HRjkO8nQ/view?utm_content=DAFWtohEIAA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>-Teacher will explain the presentation in Canva that contains a short review of the animated movie Brother bear, its characters, the time and new vocabulary.</p> <p>-Later, the teacher will present listening strategies that the students should use when listening to the song.</p>	<p>10 minutes</p>
<p><b>While watching and listening</b></p> <p>-Teacher will give the students worksheet number 9, which contains some activities that the students have to complete while watching and listening to the song " On my way ".</p> <p>-Teacher will give guidelines about the activities that students must do.</p> <p>-Then, teacher will introduce the students to the song "On my way" from the animated movie Brother bear.</p> <p><a href="https://www.youtube.com/watch?v=2qGT2DmPOTc&amp;t=36s&amp;ab_channel=AnAnimatedChildhood">https://www.youtube.com/watch?v=2qGT2DmPOTc&amp;t=36s&amp;ab_channel=AnAnimatedChildhood</a></p> <p>-Teacher will ask the students: Did you like the song?</p>	<p>15 minutes</p>
<p><b>After watching and listening</b></p> <p>In this part, teacher will verify the answers with the students and provide them feedback.</p>	<p>10 minutes</p>
<p><b>Wrap up</b></p> <p>-Teacher will ask her students:</p> <p>What time is it right now?</p> <p>-Students will look at the clock and say what time it is.</p> <p>- Afterwards, the teacher will ask her students to sing the song for which, first they will listen to it and then all the students will interpret it.</p>	<p>5 minutes</p>

<p><b>HOMEWORK:</b></p> <p>- Students must enter the link and complete the task using the indefinite articles in liveworksheets.</p> <p><a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/THERE_IS_-_THERE_ARE_cq2158446eo">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/THERE_IS_-_THERE_ARE_cq2158446eo</a></p>	<p>5 minutes</p>
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## Worksheet 9

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

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

- 1. Listen to the song and fill in the blanks with indefinite articles *a* and *an*.**

### "On my way" from Brother Bear

Tell everybody I'm on my way  
 New friends and new places to see  
 (1) \_\_\_\_ blue skies ahead, yes  
 I'm on my way  
 And there's nowhere else  
 That I'd rather be, (2) \_\_\_\_ true friendship

Tell everybody I'm on my way  
 And I'm loving every step I take  
 With the sun beating down, yes  
 My friend (3) \_\_\_\_\_ apple for you  
 And I can't keep this smile off my face

'Cause there's nothing like seeing  
 Each other again, (4) \_\_\_\_ distance will not separate us





No matter what the distance between  
 And the stories that we tell  
 Will make you smile like when you see (5) \_\_\_\_\_ butterfly  
 Oh it really lifts my heart

**2. Listen and choose the correct time on each clock.**

d) What time do you think Kenai and Koda are talking?



**A**



**B**



**C**

**3. Watch and listen to the song. Then, identify the places shown in the video and fill in the blanks in the sentences with the adjectives for places.**

closed, dirty, expensive, full, noisy, wet, cold, hot, amazing

1. The mountains shown in the video look .....



2. The river where they are staying is very.....

3. The train where the rabbit travels is very .....



4. The sports field is very .....

5. The river where Kenia went fishing is very .....

6. The city theater is very ..... when it rains.

**4. Put the lyrics of the song in order from 1 to 7.**

- \_\_\_\_\_ So tell 'em all I'm on my way
- \_\_\_\_\_ New friends and new places to see
- \_\_\_\_\_ And to sleep under the stars
- \_\_\_\_\_ Who could ask for more
- \_\_\_\_\_ With the moon keeping watch over me
- \_\_\_\_\_ Not the snow, not the rain
- \_\_\_\_\_ Can change my mind

**Sources:**

[https://www.canva.com/design/DAFWtohEIAA/fkp\\_kG66Gm9UC8HRjkO8nQ/view?utm\\_content=DAFWtohEIAA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFWtohEIAA/fkp_kG66Gm9UC8HRjkO8nQ/view?utm_content=DAFWtohEIAA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.youtube.com/watch?v=2qGT2DmPOTc&t=36s&ab\\_channel=AnAnimatedChildhood](https://www.youtube.com/watch?v=2qGT2DmPOTc&t=36s&ab_channel=AnAnimatedChildhood)

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/There\\_is\\_-\\_there\\_are/THERE\\_IS\\_-\\_THERE\\_ARE\\_cq2158446eo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/THERE_IS_-_THERE_ARE_cq2158446eo)

**LESSON PLAN**  
**UNIVERSIDAD TÉCNICA DE AMBATO**

<b>Teacher's name:</b> Matza Katherine	<b>Date:</b> 06/12/2022
<b>Class:</b> Seventh "A" EGB	<b>Class length:</b> 45 minutes
<b>Lesson objectives</b>	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>• To evaluate the level of listening comprehension in students of seven grade EGB at Unidad Educativa Espiritu Santo.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply part 1, 2, 3,4 and 5 of the Post-test.</li> </ul>
<p><b>Anticipated problems:</b> Students may be noisy and will not be able to hear the exam audios. <b>Possible Solution:</b> Teacher will ask them to be quiet and will monitor the whole class so that all students are focused on the exam.</p>	

<b>Materials:</b> Computer, photocopies of the listening test, pencil, eraser.	
<b>Stages</b>	<b>Time</b>
<b>Greeting</b> The teacher will greet all students and ask them to complete the test.	5 minutes
<b>Activities/Procedures</b> <ul style="list-style-type: none"> <li>• The teacher will give a photocopy of the listening comprehension test to all students.</li> <li>• The teacher will play the audio three times in each part.</li> <li>• Part 1 contained five questions, each question had pictures where the student had to listen and choose the correct answer (A, B or C).</li> <li>• Part 2 was composed of 5 pairing literals where the student listened to the audio and matched the place (restaurant, theater, pool, disco, sports field) with the problems (closed, dirty, cold, hot, noisy, wet).</li> <li>• Part 3 consisted of 5 multiple choice questions, students listened to the audio and chose the correct answer.</li> <li>• Part 4 contained 5 spaces to fill in the gaps, the students listened to the audio and completed the data.</li> <li>• Part 5 contained 5 spaces to fill in the gaps, the students listened to the audio and completed the data.</li> </ul>	40 minutes
<b>Assessment:</b> The teacher will count the points obtained in each part of the exam using the Cambridge KET listening calculator.	

**Annex 4: Evidences**



*Note.* Seventh grade students from Unidad Educativa “Espiritu Santo” by Matza, K (2023)



*Note.* Seventh grade students from Unidad Educativa “Espiritu Santo” by Matza, K (2023)



*Note.* Seventh grade students from Unidad Educativa “Espiritu Santo” by Matza, K (2023)



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*Note.* Seventh grade students from Unidad Educativa “Espiritu Santo” by Matza, K (2023)

## **Annex 6:** Urkund report

**Ouriginal**  
by turnitin



### **Document Information**

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<b>Analyzed document</b>	Tesis_Katherine Matza.pdf (D155158304)
<b>Submitted</b>	2023-01-08 20:44:00
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<b>Similarity</b>	7%
<b>Analysis address</b>	ve.chicaiza.uta@analysis.orkund.com