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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

**Informe final del trabajo de Integración Curricular previo a la obtención del
título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Cartoons and English pronunciation

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2023

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DEDICATION

TO:

*My kind professor Mayorie Chimbo, who
has been the best guide ever.*

*My lovely grandmother, Aida, who takes
care of me from heaven.*

*My beloved parents and sister, who have
never let me give up.*

All the angels God has placed in my path.

All the people who suffer from anxiety.

*You are more than a diagnostic. You can
do it!*

Love y'all,

María Belén

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María Belén.

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ABSTRACT

The current investigation is focused on researching what influence animated cartoons have on students' pronunciation of sounds /θ/, /ð/, /d/, /t/, and /ɪd/. This research work had a quantitative approach and a pre-experimental design. The population for this research was 39 students from first semester from Universidad Técnica de Ambato. A pre-test and on pronunciation was applied. It was designed by the researcher. It contained a paragraph and 10 items to evaluate how students pronounced different sounds. Moreover, five interventions of 30 minutes were carried out by using the Communicative Language Teaching Approach. These sessions contained cartoons and pronunciation techniques such as drilling, substitution drilling, open pair drilling and taping students' English. After finishing the interventions, the same test was taken as a post-test. Furthermore, IBM SPSS statistical software was used for the analysis and data collection. The mean of the pre-test was 4,38; while the post-test mean was 6,51. Thus, a difference of 2,13 points out of ten was evidenced when comparing the pre-test results with the post-test ones. Therefore, it was proved that students before the treatment had a low-level regarding pronunciation. On the other hand, students got an intermediate level after finishing the interventions. While at the beginning, they did not differentiate the three allomorphs that /-ed/ has, at the end, they were able to differentiate them. Something similar happened with /th/ sounds. Before the treatment, they pronounced /t/ instead of /th/ sound. However, after the treatment, they were able to pronounce voiceless and voiced /th/ sound properly.

Key words: animated cartoons, pronunciation, supplementary material, authentic material, elements of pronunciation.

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RESUMEN

La presente investigación está enfocada en indagar cuál es la influencia que tienen los dibujos animados en la pronunciación de los estudiantes de los sonidos /θ/, /ð/, /d/, /t/, y /ɪd/. Este trabajo de investigación tuvo un enfoque cuantitativo y un diseño preexperimental. La población fue de 39 estudiantes de primer semestre de la Universidad Técnica de Ambato. Se les realizó un pre-test sobre pronunciación diseñado por la investigadora. Contenía un párrafo y 10 elementos para evaluar cómo los estudiantes pronunciaban diferentes sonidos. Además, se realizaron cinco intervenciones de 30 minutos utilizando el Enfoque de Enseñanza del Lenguaje Comunicativo. Estas sesiones contenían dibujos animados y técnicas de pronunciación tales como, ejercicios de sustitución, ejercicios de par abierto y grabaciones. Después de terminar las intervenciones, se tomó el post-test. Además, se utilizó el software estadístico IBM SPSS para el análisis de datos. La media del pre-test fue de 4,38; mientras la del post-test fue de 6,51. Así, se evidenció una diferencia de 2,13 puntos sobre diez al comparar los resultados del pretest con los del post-test. Por lo tanto, se comprobó que los estudiantes antes del tratamiento tenían un bajo nivel en cuanto a pronunciación. Por otro lado, los estudiantes obtuvieron un nivel intermedio después de terminar las intervenciones. Si bien al principio no diferenciaron los tres alomorfos que tiene /-ed/, al final sí pudieron diferenciarlos. Algo similar sucedió con los sonidos /th/. Antes del tratamiento, pronunciaban el sonido /t/ en lugar del sonido /th/.

Palabras clave: dibujos animados, pronunciación, material complementario, material auténtico, elementos de pronunciación.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Relevant information was collected from ten different previous. They were developed during the last 5 years and they were published in magazines such as JELITA and Arab World English Journal, Research Gate and Science Direct. Moreover, most of them are qualitative.

Widyaningsih (2018) worked on a study whose aim was to improve the students' pronunciation ability by using animated cartoons. This research was experimental, with a quantitative approach and a correlational type. The population was students from first semester of English Department of Tulungagung. The research findings proved that Animated Films could improve the first semester students' pronunciation ability. The result of the research implied that English teachers need to choose the appropriate media in teaching pronunciation, animated cartoons.

Another study was carried out by Rasyid (2019). The objective of this academic paper was to find out whether the use of English cartoon movies can improve students' achievement. Moreover, a pre-experimental design was utilized for this research. Therefore, a pre-test and a pos-test were applied to a population of 20 students from second level at SMU Abulyatama. The approach that the researcher utilized was quantitative. The results obtained said that the English cartoon movie can be one of the best materials to improve students' speaking skill, because they improved significantly after the treatment.

Ouamane (2020) developed a study that aimed to test the use of animated cartoons as a motivational tool to improve beginners' pronunciation in EFL. This study had a mixed methods approach. For this reason, questionnaires, observation, and tests for the quasi-experimental design were applied. The population was 42 students from a total of 172. The analysis results showed that animated cartoons do motivate and improve students' pronunciation.

Asoy et al. (2020) published a research work that aimed to find if watching English TV cartoons without even minimum use of language could impact the child's

pronunciation compared to his counterparts of Arab learners of English. An observational methodology and a qualitative approach were applied. Furthermore, a sample population of 2 preschoolers, who were 4-5 years old, was selected through a purposive technique. The main results children could acquire a good pronunciation. This includes differentiating minimal pairs, diphthongs and intonation. Finally, it was concluded that watching cartoons help children have a wider awareness of the word. In fact, it is advisable to use cartoons with kids because it allows them to have a real knowledge and get familiarized with other languages and cultures.

Furthermore, Alghonaim (2020) worked in a study whose objective was to find if watching English TV cartoons without even minimum use of language could impact the child's pronunciation compared to his counterparts of Arab learners of English. It was a case study that had a longitudinal methodology. It was qualitative and had a descriptive type of research. The main results showed that children might acquire English pronunciation by watching TV cartoons to be able to overcome the pronunciation problems that many Arab speakers experience. Additionally, English learners in elementary schools may watch such programs to train them to listen to authentic language in media.

Pade (2020) developed a research work that aimed to find out whether cartoon movie can enhance students' pronunciation or not. The method used in this research was the quantitative research with the pre-experimental design. The tool that the researcher used to collect data was a pre-test and a post-test. The population was 10 students from 5th grade. Moreover, the work reached a correlational level. The research was yielding that students' pronunciation was enhanced through the use of cartoon movie.

Seit-Asan and Hakimov (2020) worked on a project whose aim was to describe whether cartoons films can improve students' pronunciation ability and to what extent they do. This work had a mixed-approach and a descriptive level. Further, data were collected by using techniques of observation, interview, diary, document, and test. The population for this project was students from eighth grade students of SMP Negeri 1 Kaliwiro. The results proved that cartoon films could improve the students' pronunciation ability. For instance, students made fewer mistakes in producing

particular sounds. In fact, they also made fewer mistakes in reading the dialogue using English stress pattern. Moreover, they were able to produce falling intonation.

Moreover, Cuenca (2021) conducted a research work whose aim was to identify the influence that music has on improving pronunciation. Moreover, an experimental methodology with a mixed-approach were applied. The population was 20 students from a national institution. Pre-test and post-test were applied to the students. The results showed that the use of songs did help pupils improve their pronunciation.

Rahma and Mubarok (2021) worked on a journal whose objective was to explain the use of the Frozen cartoon film as a learning medium to improve the students' pronunciation ability. A descriptive methodology and qualitative research were used. For this reason, the data was obtained through the use of books and there is no population. The main results were that cartoons help students improve students' pronunciation and supply several benefits. For instance, they are interesting and the language they use is understandable.

There is another study developed by Singer (2022). It aimed to analyze the benefits and results of using cartoons as a method of incidental learning. It was bibliographic, had a mixed approach, and reached a descriptive level. For this reason, there was no population for the study. The main results were that pupils learn a foreign language faster when using cartoons. Moreover, it is recommended adding subtitles to cartoons in order to have better results.

Finally, three of these studies were quantitative, while four of them were qualitative. Moreover, three studies were qualitative. Eight papers had the two variables: cartoons and pronunciation. Whereas, there is one that contains only pronunciation and another one that includes only cartoons. Moreover, all the quantitative works did the experiment with children. For this reason, it is necessary to do research on teenagers and adults.

Theoretical framework

Variables:

- **Independent:** Animated cartoons
- **Dependent:** Pronunciation

Independent variable

Didactics

First of all, according to Uljens (1997), didactics is a science of education that covers rules and tools that are required in order to execute the teaching and the learning process at same time. It is specially concentrated on the way teachers, learners and knowledge are interrelated to each other.

Collis (1998) pointed out that didactics is the art or science of transferring knowledge. It involves approaches, content and even tools that are necessary to carry out the teaching and learning process. Furthermore, it is mainly concern with practical activities related to teaching, learning and their conditions. It is focused on what (content), how (method) and why (curricular choices) are applied in the teaching-learning process. Moreover, this science involves planning, management of learning context and objectives.

Teaching materials

According to Faucette (2001), teaching materials refers to the collection of resources used for educational purposes. For instance, the coursebook has turned into the universal element of ELT. In fact, they have the role of facilitating learning for pupils and supporting lesson aims. Moreover, they have to be selected according to the needs and interests of teachers and learners as well.

Spratt et al. (2011) mentioned that there are two types of materials. First, the coursebook materials are those included in the coursebook package. They are utilized to present and practice L2. To illustrate, a teacher's book, a transcript and a workbook are all coursebook materials. Second, the supplementary materials are extra material that also contributes to the teaching-learning process.

Supplementary materials

Spratt et al. (2011) concluded that supplementary materials are those that the teacher uses beside the coursebook. To illustrate, skills development, skill practice materials, online resources and authentic material belong to this type of materials. The latter are materials that are not originally designed for education, but might be used in an English class. For instance, authentic materials are newspapers, movies, cartoons, etc.

According to McGrath (2013), supplementary materials are those that serve for supplementation and are obtained from sources that already exist. Then, other books, the internet, authentic material and even resources made by teachers belong to this type of material. In addition, the main purposes of supplementary material are to make students practice and test their knowledge as well. Finally, there are two characteristics that all supplementary materials have in common. They must be not only interesting, but also relevant.

Thakur (2015) discussed that no book is complete enough to not require other materials apart from the course book. Then, supplementary materials are resources that complete the information and practice that students get during the teaching-learning process. Next, there are innumerable supplementary teaching materials that are part of our daily life. For instance, those resources that were not originally designed for educational aims are called authentic materials and belong to the supplementary materials. To illustrate, articles, stories, proverbs, television programs, films, and cartoons are all authentic resources and therefore are supplementary material.

Cartoons

Animated cartoons are a kind of authentic material that can be suitable and useful to teach English. No matter how old a person is or its background, because cartoons will catch his or her attention. In fact, affective and cognitive aspects are stimulated by the use of cartoons as a resource in an English class (Peer & Journal, 2020). According to Ododo et al. (2020), animated cartoons are the most engaging and fascinating thing that children can watch in their life, because they have brilliant colours, energetic gestures, sounds, and dancing activities. In addition, animated cartoons are useful tools for educational purposes, and children as well as adults love them.

Riyanti et al. (2022) concluded that the language that animated cartoons utilize is interesting. In fact, it is easy for students to understand every single word. Furthermore, teachers have different roles in education such as facilitators, mediators, modernizers and assessors. When they are developing any of those roles, they are watching for one specific thing, that is meaningful learning. However, it is necessary for children to be motivated in order to learn meaningfully. For this reason, they must look for material that catches students' attention such as audiovisual resources. They integrate audio and visual materials. Therefore, sight and hearing senses are involved and they become attractive for students. Cartoons are a kind of audiovisual material that help improve listening and memory, because they stimulate pupils' brain.

According to Uma and Clement (2020), animated cartoons consist of picture in movement produced by a collection of graphics, photographs of unliving objects like marionettes. Those things prompt the movement of the characters and make continuing changes in every single frame. Moreover, animated cartoons might be used as a tool for learners because there are several benefits that pupils have when they watch cartoons. They can develop their skills. For example, logical and thinking skills, listening, visual processing and selective attention are affected by cartoons positively

Additionally, they improve pupils' retention capability, including short and long-term memory. Actually, it increases creativity and imagination. Furthermore, it improves students' motivation. When they watch cartoons, they realize about the energy and the colorful elements. This makes them feel encouraged. It is fun and healthy for learners to watch cartoons. In fact, blood circulation improves and stress lessen when people laugh. Thus, it is important for teacher and students to watch them.

Animated cartoons support pupils during the language development process. In addition, they can be used as a tool to teach any subject at school. They are suitable material to introduce or warm up a new lesson. Finally, they allow learners to master the curriculum. Furthermore, Herrera and Mornhinweg (2017) proposed a classification of animated cartoons based on what content they have.

Positive content: animated cartoons, which contain real concepts, affirmatory messages, culture elements, life teachings, practice knowledge and useful practices regarding social standards, are considered as positive content.

Academic learning content: Animated cartoons, which are mainly focused on sharing content related to school learning, belong to this category. For example, these types of cartoons can present words, numbers, colors, body parts, phrases in other languages, etc.

Moral learning content: Animated cartoons, which are focused on spreading constructive messages by setting an example for others, have moral learning content. Additionally, the characters teach good manners, moral values, ethical values, and especially good behavior.

Negative content: There are cartoons that incite bad manners, unsuitable behavior, and share messages that are generally ambiguous. These types of cartoons are considered as having negative content.

Violent behavior content: There are animated cartoons that present scenes with so much violence, including the use of guns and emergence of blood. This type of cartoons set bad example.

Inadequate concepts content: These are cartoons that share antivalues and wrong messages. In fact, these cartoons have a foul language type and scenes that are not suitable for underage people.

On the other hand, there is another way to classify animated cartoons. In fact, Chung and Lee (2017) present a classification mainly concern with the genre that each cartoon animation has.

Science fiction: Its abbreviation is SF. This is a genre that has hypothetical fiction as main characteristic. For this reason, it is common to watch things that involves so much imagination, and advanced technology. It usually includes topics like space exploration, artificial intelligence, travel through time, etc.

Fantasy and adventure: This kind of animated cartoons has to do with adventures, and at the same time it presents unreal scenarios and characters as well. For this reason, they often include witches, beasts, shadowy, and magic characters in general.

Drama: Drama animated cartoons are focused tales about real life circumstances. The characters usually have problems with themselves, other people to even daily life situations that are complicated to solve and become big problems. They involve topics such as mental illnesses, social problems, love, etc.

Dependent variable

English language skills

According to Davies (1976), when a language is being learnt, there are four skills that that are necessary to complete communication. Pupils usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". Language is absolutely central to learning. Without it one cannot make sense or communicate his understanding of a subject. Learners need to develop their language skills, and specifically academic English, in order to work productively with other students.

According to Fanning (1998) they are divided into two groups such as macro-skills and micro-skills. For example, listening speaking, reading, and writing are macro-skills, while pronunciation, vocabulary, grammar, and spelling. Furthermore, he claimed that there is a relationship between reading and writing and between listening and speaking. In fact, Listening cannot be separated from the expressive

aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore the rest.

Productive skills

According to Davies (1976), the four language skills are related to each other in two ways. Language skills are divided into receptive skills and productive skills otherwise known as active and passive skills. The passive skills deal with listening and speaking while the active skills focus on the reading and writing. Without listening, no speaking is possible, without reading no writing is possible. Thus, the four skills go in pairs.

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English. Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language (Lesáková & Kašpárková, 2008).

Speaking skill

Yanto (2003) states that speaking is an active skill whose channel is oral. It takes place in actual time, different from reading and writing. For this reason, when pupils are speaking, they do not have the opportunity to plan what they are going to communicate. In fact, Nation and Newton (2009) pointed out that some approaches to language teaching have given a lot of importance to speaking, because learning a language was to speak, and language was viewed as a type of behaviour.

Spratt et al. (2011) claimed that speaking is the process of communicating meanings to others by the use of speech. There are several subskills that speaking skill

includes. For instance, pronunciation, fluency, accuracy, gestures, connected discourse, and correct use lexis and functions.

Brown (1994) declares that there are five categories regarding speaking skill such as intensive, responsive, transactional, interpersonal and extensive. First of all, intensive category has to do with the imitation of phonological and grammatical elements. Second, responsive type is related to short questions and commentaries speakers send to listeners. Third, transactional category consists of short dialogues. Then, interpersonal category deals with communication and how social interaction happens. Finally, extensive type involves a more formal register than the others and a planned speech, because it consists of a monologue.

Pronunciation

According to Tench (1981), pronunciation is the way people make sounds of words. If a speaker can control the shape of his mouth and the flow of air correctly, then his pronunciation is clearer and other people understand him more easily. There are several important aspects of the language that pupils must take into account when producing a language orally. Vowel and consonant sounds have to be well produced by the use of mouth, tongue and lips. Moreover, stress words, stress sentence, and intonation build a good pronunciation.

Pennington and Richards (1986) stipulated that pronunciation is the act of generating individual sounds, stress and pitch patterns in order to communicate a meaning. Moreover, this process involves interconnection of elements such as perception, articulation and interaction. These elements must have characteristics just like segmental and voice-setting features. Segmental features are basically consonant and vowel phonemes, while voice-setting features have to do with long-term features of speech.

Moreover, Kelly (2000) mentions that there are two important suprasegmental features regarding pronunciation: intonation and stress.

Intonation: it is basically the changes of the pitch in a sentence. In other words, it consists of the melody of the language that goes up and down.

Stress: it is the part of the word that is more eminent to the ear. Stress can appear in words and in sentences as well. For this reason, word stress and sentence stress exist.

Phonemes: they are the basic sounds of the language. There are two types of phonemes, called vowels and consonants.

Vowels: vowels sounds are divided into single vowels and diphthongs. The single ones can be short or large. For example, /ɪ/, which appears in the word “pig”, is a short vowel, while /i:/, which appears in the word “kind” is a large one.

Diphthongs: they are the union between two vowels in one syllable. For instance, in the word “coin”, the diphthong is oi.

Consonants: they are classified into voiced and voiceless. Voiced sounds are those that produce vibration when producing them and voiceless are those that do not.

The articulation of consonants depends on three main things: the voicing, the manner of articulation and the place of articulation. Voicing refers to the fact that a consonant is voiced or voiceless. The manner of articulation basically consists on how close the vocal track is when the speaker is pronouncing a specific consonant. Moreover, tongue, lips and throat could make movements. Examples of manner of articulation are plosive, affricate, fricative, nasal, lateral, and approximant.

/θ/ called “theta” and /ð/ called “eth” are both fricative sounds. They are made by the union of two vocal organs that make air be heard. The only one difference between /θ/ and /ð/ is that the first one is voiceless while the second one is voiced. In addition, the place of articulation refers to the part of the mouth where the sound is produced. For instance, bilabial, labio-dental, dental, alveolar, palate-alveolar, palatal, velar, and glottal are all the places of articulation that exist in English language. Dental

sounds are produced by putting the tongue tip between the teeth or next to the upper teeth. For example, /θ/ and /ð/ belong to dental articulation.

Brazil (1994) claimed that there are three important allomorphs when talking about -ed ending pronunciation of regular verbs in past. First, -ed ending sounds like [t] if there is a voiceless consonant before it. For instance, it involves [p], [θ], [tʃ], [k], [f], [s]. Nevertheless, [t] does not belong to this rule. Second, if the verb has [t] or [d] before it, it sounds like [ɪd]. Finally, when a vowel sound or a voiced consonant appears before -ed, it is pronounced as [d]. For example, this rule includes [b], [g], [ʒ], [dʒ], [m], [n], [ŋ], [v], [z], [ð], [l], [r]. Although, [d] does not belong to this rule.

According to Nation and Newton (2009), There are several reasons why students must develop a stable pronunciation. First, it helps to have a successful communication. Second, having a good pronunciation cooperates with the development of “phonological loop”, a mechanism that is involved when working on memory. In fact, this mechanism consists in repeating a word again and again by using the brain. This helps to transfer information from short-term memory to the long-term one. For instance, when someone says a phone number several times, he will memorize it.

There are 4 techniques that Kelly (2000) establishes for teaching pronunciation.

Drilling: It is a simple technique in which teacher pronounces a word and asks students to repeat it. The aim of this technique is to improve pronunciation and memorize some words. In addition, teacher can use mime and pictures to have students get the correct pronunciation.

Substitution drilling: It is a technique in which students practice a structure, but substituting one part of the sentence. For instance, teacher says “there are three erasers”, student A says “there are four notebooks” and student B says “there are two pencils”.

Open pair drilling: It is a technique that involves students asking and answering drills. The teacher uses a prompt and encourages learners to ask or respond the

question. For example, teacher can use big cards with the words “question” and “answer”.

Taping students English: It is a technique in which students’ pronunciation is taped twice. In the first time, students will probably have a bad pronunciation, but they will hear themselves and contrast with the pronunciation of a native speaker or the professor. Thus, pupils will improve in the second chance.

Pronunciation can be improved by the use of cartoons in different aspects (Alghonaim, 2020). First, consonant clusters acquisition is easier for pupils due to animated cartoons. Students do not need to put vowels between two consonants that go together. Second, sound replacement does not exist in learners who watched animated cartoons in English since they were kids. For example, they do not replace sound /th/ with /t/. Finally, vowel distinction is better for students who have learned English by watching animated cartoons. To mention, they do not tend to confuse /e/ and /I/.

Objectives

1.2 General objective

- To analyze how the use of cartoons affects the pronunciation of 3rd semester students at Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

1.3 Specific objectives

- To analyze students’ pronunciation before and after the treatment.
- To study the types of cartoons that contribute to pronunciation improvement in students.
- To enhance students’ pronunciation in education.

1.4 Fulfillment of objectives

Firstly, the primary objective was achieved thanks to the validated test that the researcher created and applied to students at the beginning and at the end of the experiment as well. Moreover, the treatment based on cartoons played an important role.

To accomplish the second objective, it was necessary the investigation of some authors that talked about the types of cartoons that contribute to students' pronunciation improvement such as fantasy and adventure, drama, and science fiction.

Finally, the last objective was accomplished through five interventions that the researcher applied to the students. These sessions were based on the ESA (Engage, study and activate) methodology. Cartoons were utilized as authentic material. Moreover, there were different pronunciation strategies that students used to practice and improve their English pronunciation subskill. Furthermore, they worked on autonomous tasks to develop it.

CHAPTER II

METHODOLOGY

2.1. Materials

First of all, a pre-test and a post-test were applied to evaluate students' pronunciation. One test was designed by the researcher and it was utilized as a pre-test and a post-test. It was validated by three different experts. It contained a short letter for students to read. The pre-test was applied to measure students' pronunciation before the treatment. Whereas, the post-test was applied to measure how students had improved during the treatment. Second, a rubric created by the researcher was used for checking the pre-test and post-test. This rubric was validated by three experts as well. It included ten words with the correct phonemes and two cells to tick if the pronunciation was correct or incorrect. Third, Youtube was used to have students watch animated cartoon episodes such as Sponge Bob, Woody Woodpecker, Jimmy Newton, Up, and Looney Tunes. Next, Flipgrid was used for students to record videos as a product of each lesson. Moreover, an application called "Pronunciation" was used to practice pronunciation. Students first looked for a specific verb in past, then they listen to a native speaker pronunciation, after they recorded themselves and finally, they compared their pronunciation with the native speakers.

2.2. Methods

Research approach

Quantitative approach

A quantitative approach is mainly concerned with quantification or calculation. For this reason, this approach can be used with phenomena that can be indicated numerically. It gathers data by the use of sampling methods and tools such as surveys, and questionnaires (Kothari, 2013). Therefore, the current research had quantitative approach.

Modality

Bibliographic research

Bibliographic research is a modality of research in which the researcher reads, understands and reviews prior work on his research topic. These works that were previously published are useful to identify gaps and controversial subtopics (Reed & Baxter, 2006). For this reason, this work had got a bibliographic modality.

Field research

Field research is a style of research whose goal is to perceive, interrelate and understand people's behavior when they are in their natural habitat. Moreover, it involves two or more variables and their relationship (Van de Ven & Pool, 2017). Therefore, the current research work had field modality as well.

Type of research

Correlational

Correlational research is the one whose aim is to measure the relationship that exists between two or more variables. This type of research is explanatory because it serves to explain how a variable or concept influences on another one. In this level of research, there must be a hypothesis to be tested (Hernández et al, 2014). The current work aimed to analyze the relationship between animated cartoons and pronunciation. Moreover, the researcher had to prove if the hypothesis is true or not.

Research design

Pre-experimental

Pre-experimental research consists of three main elements. First, a pre-test is applied, after that the researcher administers a treatment, and then, a post-test is drawn on. A characteristic of this type of research is that there are no groups to compare

results (Hernández et al, 2014). Hence, only one group was taken into consideration for the current investigation.

Procedure

The duration of the experiment was of 5 interventions. Each of them lasted approximately 40 minutes.

In the first intervention, the researcher presented a Sponge Bob episode called “Welcome to Rock Bottom” and asked students to identify words with the “th”. After, they participated in a writing race about words that contain “th”. Next, the investigator explained the difference between /θ/ and /ð/. Later, learners repeated the words that the researcher pronounced. Moreover, demonstratives such as “this” and “that” were introduced in the class. Furthermore, students discovered new vocabulary and practiced by asking and answering questions. Finally, they recorded a video using the structure and the vocabulary learnt.

In the second session, students started by watching a Woody Woodpecker episode called couple therapy. Second, they did a brainstorming about what the video was about. Third, the investigator explained what “there is” and “there are” are used for. Next, students described scenes of the episode using there is and there are. Finally, they recorded a conversation about things that there are in their bedrooms.

During the third intervention, the researcher presented a Looney Tunes episode. Then, pupils played name 5 with regular verbs in past from the video. After that, the teacher explained that there are three different ways to pronounce regular verbs in past and emphasized that verbs that have the sound /id/ will be studied during that intervention. Next, teacher wrote an example of question and answer in past. Then, students were given verbs ending with /id/ sound. They had to work in pairs asking and answering questions. Last, they created a video talking about their challenges and achievements and upload it to Youtube.

During the fourth intervention, students watched an Up episode. Then, they answered some questions about the video by using past simple. After that, teacher explained how -ed sounds after voiced sounds such as l, n, g, r, v, s, w, y, z and gave an example based on the episode. Moreover, students took a piece of paper with a verb in past randomly. Then, they downloaded an app called “Pronunciation”. Next, students looked for the verb in the app, taped themselves and compared their audio with the native speaker’s audio. Finally, students recorded an audio that lasted at least 1 minute talking about what they did last weekend. The WhatsApp group was used to send the assignment.

In the fifth intervention, students started by watching a Jimmy Newtron episode. Then, they completed an online worksheet. The teacher asked what verbs in the worksheet have in common. After that, the researcher explained that all the verbs had the /t/ sound at the end. Next, it was explained that when verbs end in p, k, f, gh, sh, ch, ss, c, or x, the /t/ sound appears. Moreover, everyone played eenie meenie miney mo and the person who won, had to tell something he/she did yesterday. Last, students made a video talking about what they did yesterday.

Techniques and tools

A pre-test is a the one which is taken before pupils study the target information. A post-test, on the other hand, is the one taken by pupils after they have already studied that information (Pan & Sana, 2021). Consequently, the tools that were utilized to collect data were a pre-test and a post-test.

Population

The population for this research was 39 students from first semester from Universidad Técnica de Ambato. They belonged to Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

Table 1

Population and sample

Population and sample	
Experimental group	39
TOTAL	39

Note: Population and sample by Morales (2022).

Hypothesis:

Alternative hypothesis

H1 (Research hypothesis): Animated cartoons do support pronunciation improvement.

Null hypothesis

H0 (Null hypothesis): Animated cartoons do not improve pronunciation improvement.

Variable identification

Animated cartoons (independent variable)

Pronunciation (dependent variable)

CHAPTER III

3.1. Results and discussion

This chapter involves the analysis of the data, in which 39 students participated at Universidad Técnica de Ambato. The information was gathered through the use of a pre-test, a post-test and a rubric designed by the researcher and validated by three different experts.

The treatment included 5 interventions plus the pre-test and the post-test, where cartoons were applied as authentic material to improve students' pronunciation. The rubric contained 10 items with 5 different sounds. For this reason, each sound was repeated twice. Each student had 1 minute to read a text loudly to the teacher, who recorded it using a cellphone.

Finally, IBM SPSS statistic software was used in order to develop tables. A normality test was applied. The results showed that the null hypothesis was rejected.

Pre-test results

Table 2

Pre-tests results

Pre-test results			
	/th/	/-ed/	Pre-test score
Average	1,92	2,46	4,38
Expected score	4	6	10

Note: General average of the pronunciation pre-test by Morales (2022)

Analysis and interpretation

The results gotten in the pre-test showed the following; on the one hand, the average of /th/ pronunciation was 1,92 out of 4. On the other hand, the average regarding to pronunciation of /-ed/ at the end of regular verbs in past was 2,46 out of 6. Consequently, the average score in the pre-test was 4,38 out of 10 marks.

According to the results shown in the table, students did not get good grades. In the first part, which belonged to pronunciation of voiced and voiceless /th/ sound, students demonstrated to have poor pronunciation. It happened because of the L1 interference. Students usually pronounced the /th/ sound as /t/, because that is how Spanish-speaking pronounce words that contain letter t. In the second part, which belonged to /-ed/ pronunciation of the regular verbs, it was shown that students had a limited control of sounds. In other words, they do not differentiate when to pronounce /-ed/ as a /d/, /t/, or /Id/. Indeed, they believed that all the verbs in past were pronounced as /Id/, because of the L1 interference.

Post-test results

Table 3

Post-test results

Post-test results			
	/th/	/-ed/	Post-test score
Average	3,15	3,33	6,51
Expected score	4	6	10

Note: General average of the pronunciation post-test by Morales (2022)

The results gotten in the pre-test show the following; On one hand, the average of /th/ pronunciation was 3,15 out of 4. On the other hand, the average regarding to pronunciation of /-ed/ at the end of regular verbs in past was 3,33 out of 6. Consequently, the average score in the post-test was 6,51 out of 10 marks.

According to the results shown in the table, students did not get as bad grades as before the treatment. In the first part, which belonged to pronunciation of voiced and voiceless /th/ sound, students demonstrated to have good pronunciation. In the second part, which belonged to /-ed/ pronunciation of the regular verbs, it was shown that students had regular control of sounds. Most of them learned to identify when to pronounce -ed endings as /t/, /d/ and /Id/ thanks to cartoons and exercises developed during the interventions. They played different roles in students' improvement. For

instance, they caught the students' attention, because they were funny. Furthermore, cartoons characters pronounce words slowly, so students can clearly listen and replicate that sounds. Moreover, the researcher used pronunciation techniques such as drilling, substitution drilling, and open pair drilling.

Comparative results pre-test and post-test

Table 4

Comparative results pre-test and post-test

Comparative results pre-test and post-test				
Criteria	Pre-test average	Post-test average	Difference	Expected average
/th/	1,92	3,15	1,23	4
/-ed/	2,46	3,33	0,87	6
TOTAL	4,38	6, 51	2,13	10

Note: General average of the pronunciation post-test by Morales (2022)

The results obtained shown that there was a significant increase. First, the result of /th/ pronunciation in the pre-test was 1,92, while in the post-test the result was 3,15. Thus, the difference of /th/ sound between the pre-test and the post-test was 1,23 marks. Second, the average of /-ed/ pronunciation in the pre-test was 2,46, while in the post-test it was 3,33. Then, the difference of /-ed/ sound between pre-test and post-test is 0,85. Third, the pre-test general average is 4,38, while the post-test average is 6,51. For this reason, the difference between pre-test and post-test is 2,1.

According to the results shown in the table, students improved their pronunciation after the treatment. In other words, cartoons helped students correct their mistakes regarding pronunciation, because cartoons characters speak slowly. For that reason, they handle an understandable language (Rahma & Mubarok, 2021). Thus, students identify what the correct pronunciation is and it is easier for them to pronounce sounds. Moreover, Riyanti et al. (2022) mentioned that cartoons leave a

meaningful learning, because catch students' attention. In addition, there was a more significant progress in the /th/ pronunciation, because there are only two different ways to pronounce it; /θ/ and /ð/. Ending of regular verbs in past, on the other hand, have three different phonemes, such as /t/, /d/ and /Id/.

Comparative results pre-test and post-test: /th/

Table 5

Comparative results pre-test and post-test: /th/

Comparative results pre-test and post-test: /th/				
Criteria	Pre-test average	Post-test average	Difference	Expected average
/θ/	0,64	1,35	0,71	2
/ð/	1,28	1,82	0,53	2
TOTAL	1,92	3,17	1,25	4

Note: Comparative results pre-test and post-test: /th/ by Morales (2022)

The results obtained showed that there was a significant difference. First, the result of /θ/ pronunciation in the pre-test was 0,64, while in the post-test the result was 1,35. Thus, the difference of /θ/ sound between the pre-test and the post-test was 0,71 marks. Second, the average of /ð/ pronunciation in the pre-test was 1,28; while in the post-test it was 1,82. Then, the difference of /ð/ sound between pre-test and post-test is 0,53. Third, the pre-test general average is 1,92, while the post-test average is 3,17. For this reason, the difference between pre-test and post-test is 1,25.

According to the results shown in the table, students improved their /th/ pronunciation after the treatment. There was a more significant improvement regarding /θ/ pronunciation than /ð/ pronunciation. Thus, it was evident that it was easier for them to improve /θ/ pronunciation, because it is pretty similar to the sound that letter z has in Spanish (Hattem, 2009).

Comparative results pre-test and post-test: /-ed/

Table 6

Comparative results pre-test and post-test: /-ed/

Comparative results pre-test and post-test: /-ed/				
Criteria	Pre-test average	Post-test average	Difference	Expected average
/d/	1,07	1,33	0,26	2
/t/	0,35	0,66	0,31	2
/Id/	1,02	1,30	0,28	2
TOTAL	2,46	3,30	0,84	6

Note: Comparative results pre-test and post-test: /-ed/ by Morales (2022)

The results obtained showed that there was a considerable difference before and after the treatment. First, the result of /d/ pronunciation in the pre-test was 1,07; while in the post-test the result was 1,33. Thus, the difference of /d/ sound between the pre-test and the post-test was 0,26 marks. Second, the average of /t/ pronunciation in the pre-test was 0,35; while in the post-test it was 0,66. Then, the difference of /t/ sound between pre-test and post-test is 0,31. Third, the average of /Id/ pronunciation in the pre-test was 1,02, while in the post-test it was 1,30. Then, the difference of /t/ sound between pre-test and post-test is 0,28. Finally the pre-test general average is 2,46, while the post-test average is 3,30. For this reason, the difference between pre-test and post-test is 0,84

Based on the results, it is worth saying that everyone improved the /-ed/ pronunciation. Moreover, /t/ pronunciation was the easiest for students to improve, while the most complicated was /d/. Furthermore, /Id/ pronunciation was not as easy as /t/ nor as difficult as /d/.

3.2. Verification of the hypothesis

In the current work, the analysis of the results was carried out by the use of the Wilcoxon signed range comparison test, developed in the IBM SPSS Statistic program. This test was selected because it is meant to compare two different samples, pre-test and post-test, in this case. Therefore, this test helps to decide which hypothesis is the one that must be accepted, the alternative or the null hypothesis.

Hypothesis statement

Alternative hypothesis

H1 (Research hypothesis): Cartoons do support pronunciation improvement.

Null hypothesis

H0 (Null hypothesis): Cartoons do not support pronunciation improvement.

Test of normality

Table 7

Test of normality

	Test of normality					
	Kolmogórov-Smirnov			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Pre-test	,159	39	,015	,946	39	,062
Post-test	,253	39	,000	,863	39	,000

a. Lilliefors significance correction

Note: Shapiro-Wilk normality test values by Morales (2022)

Once the average of the results was gotten, the normality test was taken by using SPSS Software. As a result, the significance level for Kolmogórov-Smirnov test was 0,015; while the significance level for Shapiro-Wilk was 0,62. For this reason, the null hypothesis was rejected.

Wilcoxon signed ranks test

Table 8

Wilcoxon signed ranks test

		Ranks		
		N	Mean rank	Sum of ranks
Post-test – Pre-test	Negative ranks	0 ^a	,00	,00
	Positive Ranks	34 ^b	17,50	595,00
	Ties	5 ^c		
	Total	39		

a. Post-test < Pre-test.

b. Post-test > Pre-test

c. Post-test =Pre-test

Note: Wilcoxon signed rank test values by Morales (2022)

Once the pre-test and post-test were applied to students from first semester of Pedagogía de los Idiomas Nacionales y Extranjeros, the Wilcoxon signed rank test was run. In other words, a comparison between pre-test and post-test results was done. Consequently, there were 0 students, who in the post-tests, got lower grades in the pre-test. On the other hand, there were 34 students, who in the post-test got higher grades than in the pre-test. In addition, there were 5 students, who in the post test, got the same grade as in the pre-test. Finally, the mean rank was 17,50 and the sum was 595,00. For this reason, it was proven that the null hypothesis, which states that cartoons do not support pronunciation improvement, must be rejected.

The Wilcoxon signed ranks test showed four different things. First of all, it was shown that there were no students that worsen their pronunciation after the treatment. On the contrary, it was proven that most students improved their pronunciation after the interventions. Moreover, a few students stayed with the same pronunciation until the end. Lastly, the null hypothesis, which states that cartoons do not support pronunciation improvement, must be rejected

Table 9

Test statistics

Test statistics^a	
	Post-test-Pre-test
Z	-5,117 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon signed ranks test.
b. Based on negative rank.

Note: Test statistics with Asymptomatic Significance by Morales (2022).

The table above shown the significance test, in which the result is 0.000. For this reason, the value was less than 0.05. Thus, it meant that the null hypothesis was rejected, and the alternative one was accepted. Consequently, cartoons do support students' pronunciation.

Discussion of results

After having applied animated cartoons as authentic material for making students improve their pronunciation, a significant improvement was evidenced when the pre-test and post-test were compared. As Rahma and Mubarok (2021) mentioned, cartoons help students improve students' pronunciation and supply several benefits. For instance, they are interesting and the language they use is understandable. For this reason, they are attractive for students.

Moreover, it was evidenced that there were differences in the improvement of the sound's pronunciation. Soullier (2005) claimed that both sounds /ð / and /θ/ have the same level of complexity for students to pronounce it. However, the results showed something else. As Hattem (2009) pointed out, it is easier for students to pronounce /θ/ properly than /ð/. Moreover, it was evidenced that Spanish speakers usually substitute /t/ for /θ/ and /d/ for /ð /.

Finally, according to Goswami and Chen (2010), /t/ and /d/ have the same level of difficulty for students to pronounce them, and /Id/ is the easiest one. However, it was demonstrated that the three different allomorphs have different level of complexity. As Lotfie et. al. (2017) mentioned, Spanish speakers tend to pronounce /Id/ allomorph without much difficulty and better than /t/ or /d/. Students from this research, on the other hand, found it easier to improve /t/ sound, while the hardest one was /d/.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After having finished with the collection of data and interpretation regarding cartoons and English pronunciation, it is worth concluding the following:

1. The use of animated cartoons affects the pronunciation positively in 1st semester students from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, because after watching cartoons students improved their pronunciation. Animated cartoons are interesting and the language that animated they utilize is easy for students to understand. Thus, they help students to improve their pronunciation. In fact, it was evidenced in the data collection that they improved 2,13 marks. At the beginning, they got 4,38; while after the treatment they got 6,51 marks out of ten.
2. Students' pronunciation was different before and after the treatment. At the beginning of the experiment, pupils got 4,38; while at the end they got 6,51 out of 10. In other words, they improved significantly. Before the treatment they had a poor pronunciation, because they were not able to differentiate /-ed/ allomorphs, and voiceless and voiced /th/. On the other hand, after the treatment they were able to differentiate them. Spanish speakers usually substitute /t/ for /θ/ and /d/ for /ð/. This was evidenced in the pre-test; while, in the post-test, most of them did not substitute those sounds. In other words, they pronounced sounds properly.
3. Animated cartoons support pupils during the language development process. There are three different types of cartoons that contribute in education such as science fiction, fantasy and adventure, and drama.

First, science fiction is the one that has hypothetical fiction as main characteristic. It involves so much imagination, and advanced technology. Second, fantasy and adventure genre has to do with adventures, and at the same time it presents unreal scenarios and characters as well. Finally, drama animated cartoons are focused on tales about real life circumstances. They involve topics such as mental illnesses, social problems, love, etc. According to the data obtained, fantasy and adventure genre is the most suitable cartoon, because it helped students improve their pronunciation in a 0,62; while science fiction improved 0,30; and drama helped students improve 0,26. This is because science fiction cartoons manage a simpler language than the other ones.

4. Students' pronunciation was enhanced thanks to five interventions based on CLT (Communicative Language Teaching approach), animated cartoons, because pronunciation techniques and autonomous work were carried out. Thus, they were motivated by the use of authentic material and gained autonomy. Pupil autonomy and motivation increment are essential goals in CLT. The methodology that the researcher used was ESA (Engage, Study and Learning), where cartoons were part of "engage" part. Cartoons improve students' motivation, because of energy and colorful elements they contain. This makes them feel encouraged. Thus, they learn easily. The better input a person has, the better output he produces. Therefore, if students listen clearly what characters say, their pronunciation will be good.

4.2. Recommendations

After having finishing with the collection of data and interpretation regarding cartoons and English pronunciation, it is worth recommending the following:

- To use animated cartoons when teaching English, in order to make students enjoy the benefits that animated cartoons provid. For example,

pronunciation, and listening skills can be improved through the use of animated cartoons.

- Make students be aware that there are different sounds in English. Moreover, there are morphemes that have two or more allomorphs. In addition, it is important for students to know that there are two different ways of pronouncing a sound. If there is vibration while pronouncing the sound, it is voiced. On the other hand, if there is no vibration while pronouncing the sound, it is voiceless or unvoiced.
- Science fiction, fantasy, adventure and drama are the types of animated cartoons that contribute to education. It is recommended to use all of them in order to support students' academic progress, especially students' English pronunciation. Fantasy and adventure usually handle a simpler language. For this reason, it is strongly recommended to use it when learning a language.
- To enhance pronunciation in students through the use of animated cartoons, pronunciation techniques and autonomous work. Cartoons help students feel motivated. Thus, they will have a meaningful learning regarding pronunciation. Furthermore, pronunciation techniques cooperate to perfect their sounds pronunciation. Finally, autonomous work serves to give autonomy to students.

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ANNEXES

ANNEX 1

AGREEMENT LETTER

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

CARTA DE COMPROMISO

Ambato, 03 de Octubre del 2022

Doctor
Marcelo Nuñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

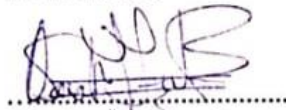
De mi consideración:

Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Cartoons and English pronunciation" propuesto por la estudiante Morales Cruz Maria Belén, portadora de la Cédula de Ciudadanía N° 1804786646, 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. Sarah Jacqueline Iza Pazmiño
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec



ANNEX 2
PRE-TEST
UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRAJEROS
PRE-TEST

Instructions:

-Read the following letter loudly for the teacher.

Dear mom,

I would like to tell you about a marvelous **thing that happened** to me. Last **month**, I went on vacations. I **traveled** to United States of America for the first time. We spent two weeks in New York. We **visited** Central Park and Times Square. I **wanted** my mom to take a photo of me, but she could not. Actually, she made a video, so when I **looked** for the photo I could not find it. We all **laughed** when we saw that video. I hope to come **with** you next year.

See you soon,

Mary.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

PRE-TEST

Rubric:

Date:

Word	1		2		3		4		5		6		7		8		9		10	
	Thing	That	Happened	Month	Traveled	Visited	Wanted	Looked	Laughed	With										
Phonetic sound	/θ/	/ð/	/d/	/θ/	/d/	/ɪd/	/ɪd/	/t/	/t/	/ð/										
	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I
Student 1																				
Student 2																				
Student 3																				
Student 4																				
Student 5																				
Student 6																				
Student 7																				
Student 8																				
Student 9																				
Student 10																				
Student 11																				

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Student 30																				
Student 31																				
Student 32																				
Student 33																				
Student 34																				
Student 35																				

Student 36																				
Student 37																				
Student 38																				
Student 39																				

C: correct

I: incorrect

List of students:

Nº	NAME
1	ANDALUZ CUNALATA ROTHMAN ARIEL
2	BARRIONUEVO GARZON HEIDI ANAHI
3	BRAVO FREIRE MELANIE DOMENICA
4	CAILLAGUA YANEZ MARTHA FABIOLA
5	CARRANCO ROMERO NAHOMI MARTINA
6	CHACHA PATIN MARIA DE LOS ANGELES
7	CHANGO AUCATOMA MARICELA JULISSA
8	CHANGO TELENCHANA NATALY IBETH
9	CHERREZ FERNANDEZ ALEX FABRICIO
10	CHICAIZA CHICAIZA DIANA MARIBEL
11	CUACES LAGOS CINTHYA DEYANEIRA
12	FRANCO JURADO KAREN NICOLE
13	GALORA CHICAIZA JENNIFER NICOLE
14	GARCES GARCES MARLON BLADIMIR
15	GUAMAN TURUSHINA GRACE IVONNE
16	JAQUE GUANGASI JONATHAN DAVID
17	LAGUA MOPOSITA PAMELA ESTEFANIA
18	LOPEZ CARRERA HENRY JOEL
19	LOPEZ SANCHEZ MERY YOLANDA
20	MALDONADO TIPAN KEILA ABIGAIL
21	MERCHAN GUAMAN CAMILA ROXANA
22	MIRANDA ORTEGA ERICK JOSUE
23	MORALES SANCHEZ JOSE FELIX
24	MUÑOZ PAREDES XOCHTIEL ANDREE
25	ORTIZ AGUILAR ANDREA MICAELA
26	PAUCAR TUBON GEOMARA ZULAY
27	POAQUIZA TOASA GENESIS BELEN
28	PUMA GRANDA JENNIFER NICOLE
29	QUINATOA CAYAMBE LEYDI ALEXANDRA
30	REYES CALDERON LESLIE FERNANDA
31	RUALES JORDAN DENNISE ZOILA
32	SALINAS LARA JESSICA VICTORIA

- 33 SANCHEZ BOMBON CARLOS MATEO
 - 34 SANCHEZ PAZMIÑO SEBASTIAN ISRAEL
 - 35 SANCHEZ SANTAMARIA KARLA GABRIELA
 - 36 SUAREZ VARGAS DOMENICA CAMILA
 - 37 TENELEMA CUNALATA EMELY DAYANA
 - 38 TOA BENAVIDES ELKIN PATRICIO
 - 39 YANCHA CHIMBORAZO PRISCILA GUADALUPE
-

ANNEX 3
LESSON PLANS

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

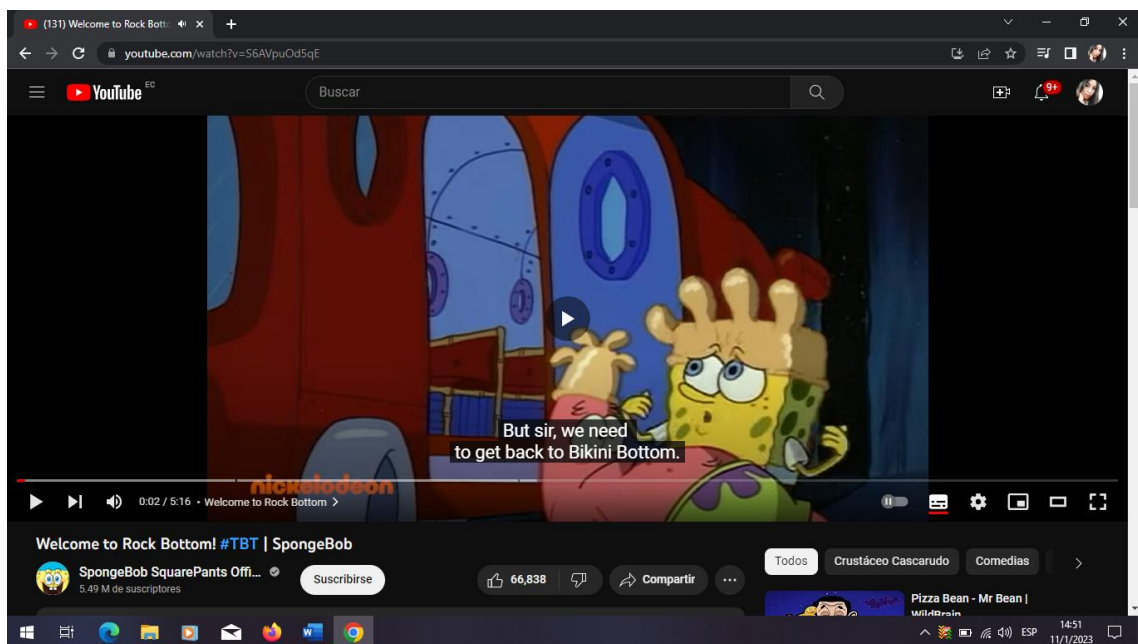
Trainees: Maria Belen Morales Discussion topic: This and that Students (age, level, class size): 1st level, 39 students Communicative aim: To talk about different things by using this and that Date: Time begin: 11:00 Time end: 11:40				
Time 30 minutes approximately	ESA	Participants organization	Activities/procedure	Teaching aids/materials
10	Engage students with an episode of	(Whole class)	<p>In this lesson, students start by watching a SpongeBob episode called “Welcome to Rock Bottom”.</p> <p>Then, they identify words with the /th/sound.</p> <p>After that, students are divided into teams and play a writing race.</p>	https://youtu.be/S6AVpuOd5qE
15	Study	Whole class	<p>Teacher pronounces each word and explains the difference between voiced /th/ and unvoiced /th/.</p> <p>Students repeat each word after the teacher.</p> <p>The teacher explains what “this” and “that” are used for.</p> <p>Students do a matching activity to discover new vocabulary words</p>	https://app.nearpod.com/?pin=5IKJ6

5	Activate Video	Groups Individually	<p>Students get in groups. Then, they ask and answer questions using this and that. E.g. What is this? This is a thesaurus.</p> <p>Students record a video in Flipgrid talking about pictures they have in their houses using “this” and “that”.</p>	https://flip.com/28de1816
Anticipated problems: Students are not interested in class.				
Discussion:				

TUTORIAL

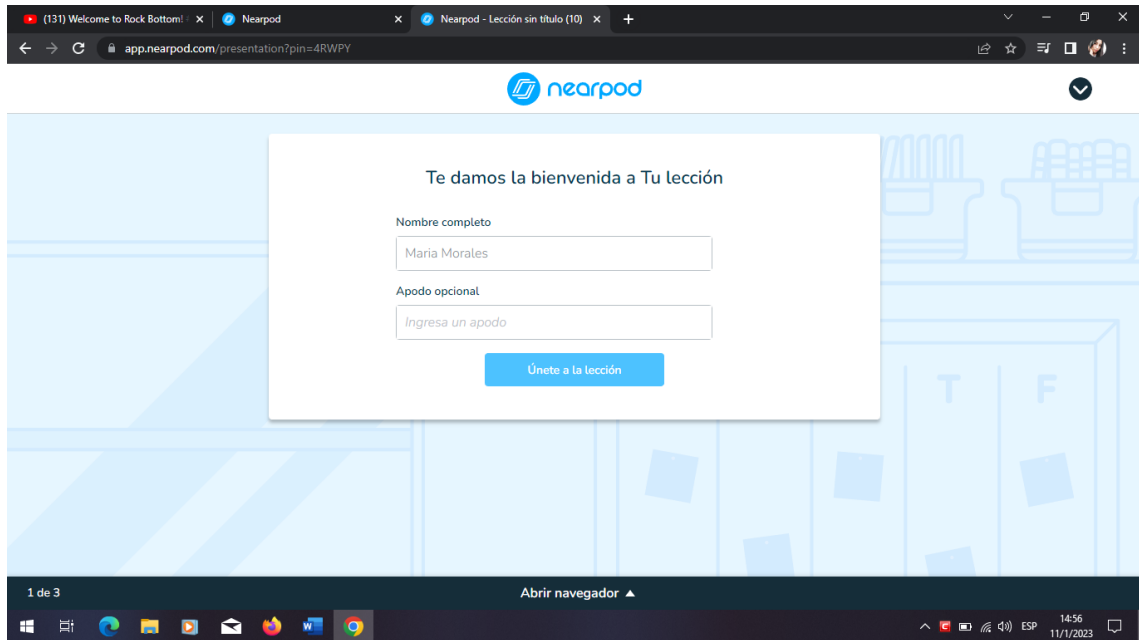
YouTube: <https://youtu.be/S6AVpuOd5qE>

1. Click on “play” to watch the video

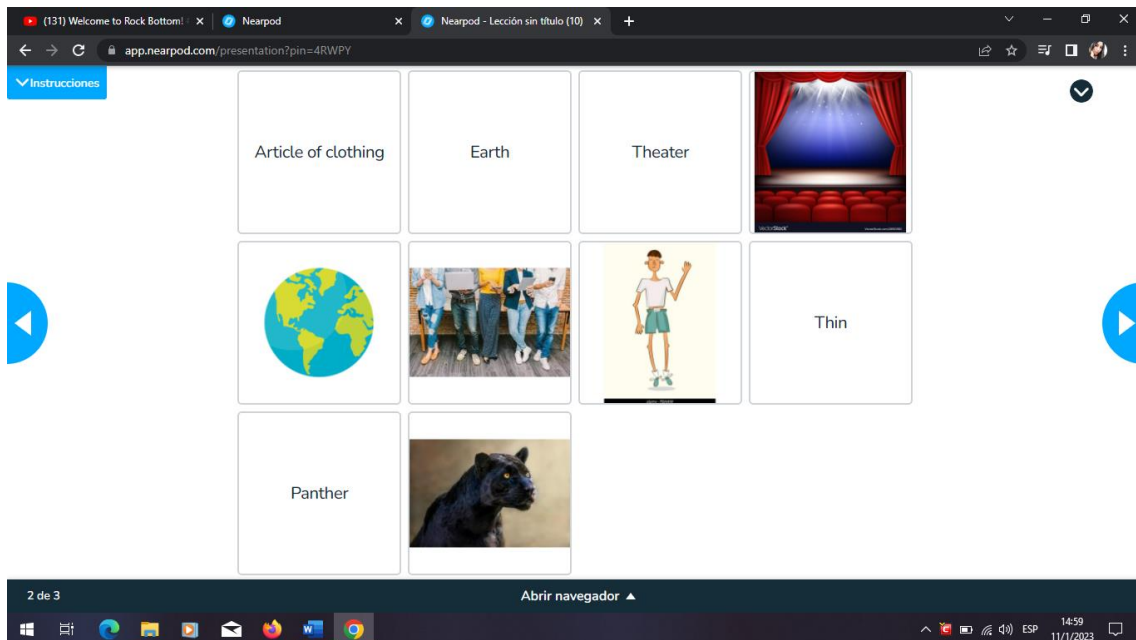


Nearpod: <https://app.nearpod.com/?pin=4rwpv>

1. Type your name and join the session

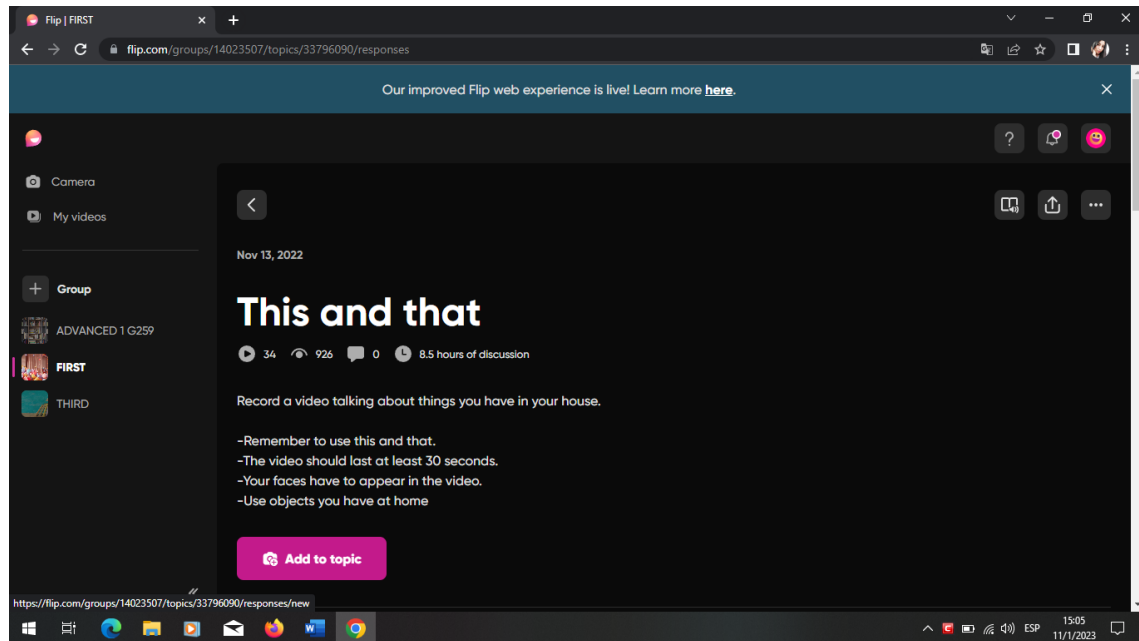


2. Match pictures with their name

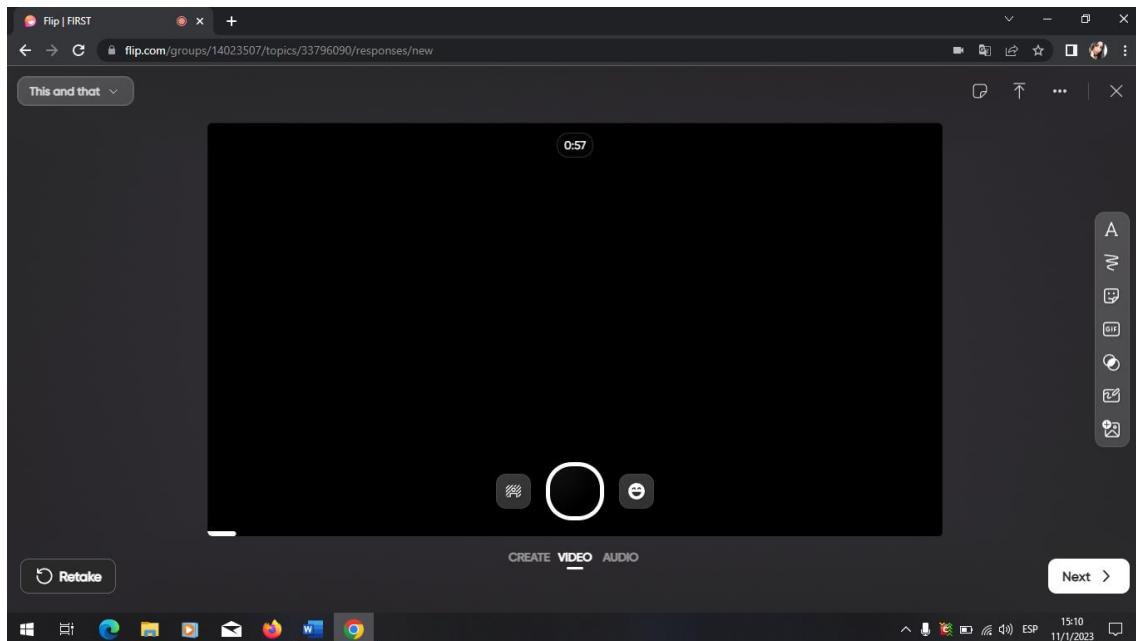


Flipgrid: <https://flip.com/28de1816>

1. Click on “add to topic”



2. Click on the circle to start recording a video by using “this” and “that”.



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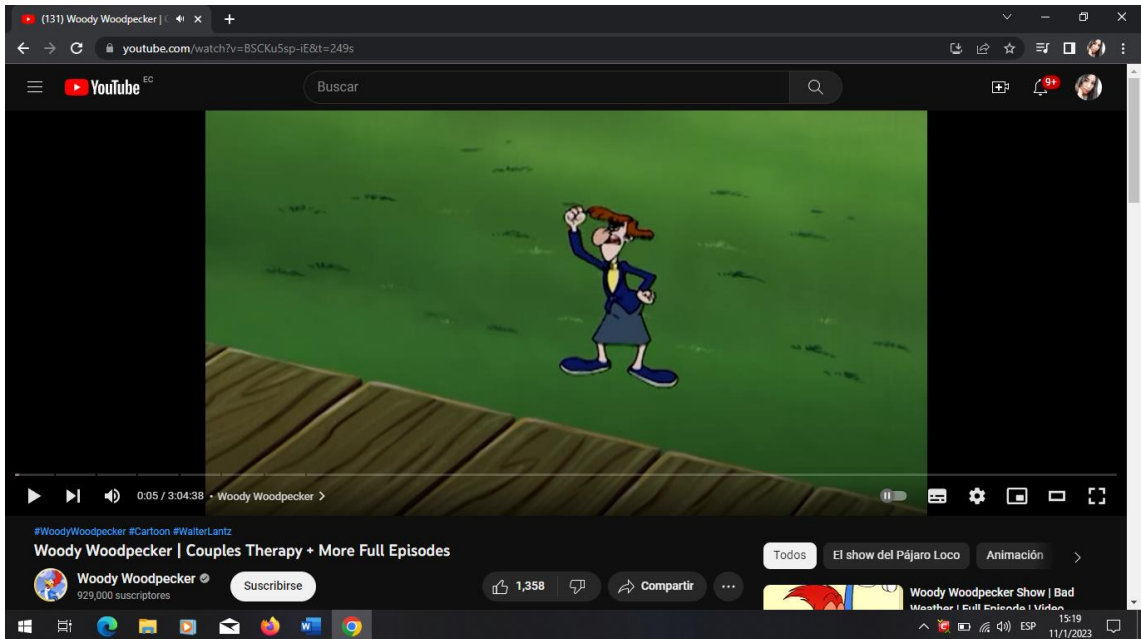
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

<p>Trainees: Maria Belen Morales Discussion topic: Students (age, level, class size): 1st level, 39 students Communicative aim: To describe scenes by using there is and there are. Date: Time begin: 11:00 Time end: 11:30</p>				
Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately				
10	Engage students with a cartoon episode of Woody Woodpecker	(Whole class)	In this lesson, students start by watching a Woody woodpecker episode. Then, they explain what the video is about by using words such as this, therapy, together, etc.	https://www.youtube.com/watch?v=BSCku5sp-iE&t=249s https://jamboard.google.com/d/1I2li-b_cgJYWTMV39fnJNiL-EIDA_vvyQ4yTxMLAvJSU/edit?usp=sharing
10	Study	(Pairs)	Teacher explains what “there is” and “there are” are used for. The teacher gives an example based on the episode. Students take turns and describe a scene of the episode using there is and there are. Students repeat the exercise finding another pair. E.g. There is a doctor.	
10	Activate	(Groups)	Students get in groups of three and create a conversation about things that there are in their bedrooms.	
Anticipated problems:				
Discussion:				

TUTORIAL

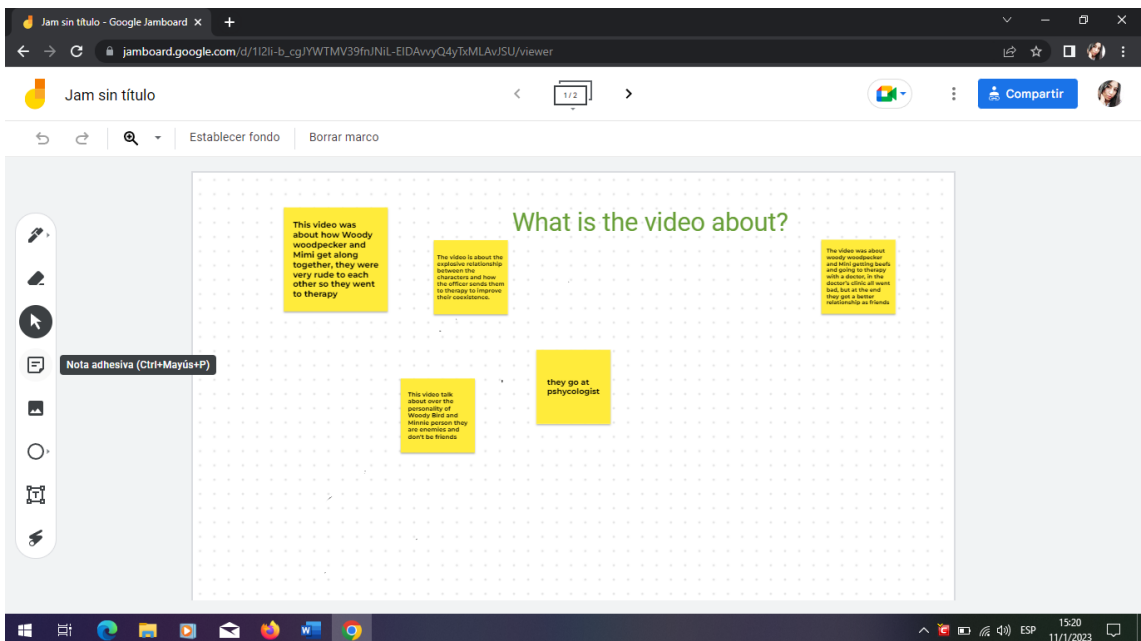
YouTube: <https://www.youtube.com/watch?v=BSCKu5sp-iE&t=249s>

1. Click on “play” to watch the video

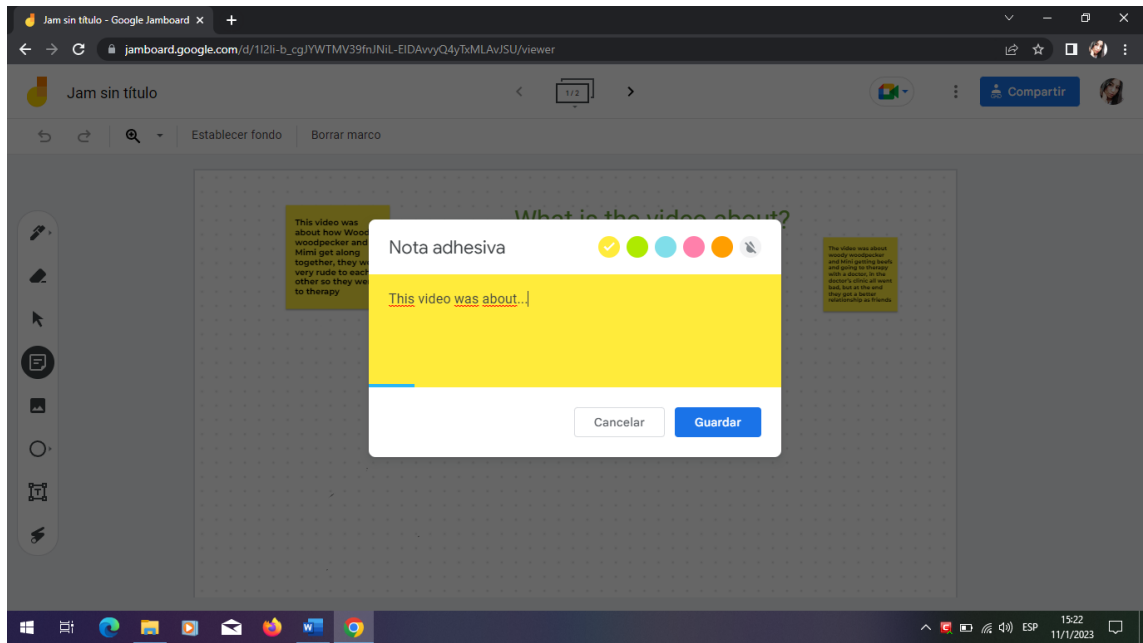


Jamboard: https://jamboard.google.com/d/1I2li-b_cgJYWtMV39fnJNiL-EIDAvvyQ4yTxMLAvJSU/viewer

1. Click on “add note”



2. Type what the video was about



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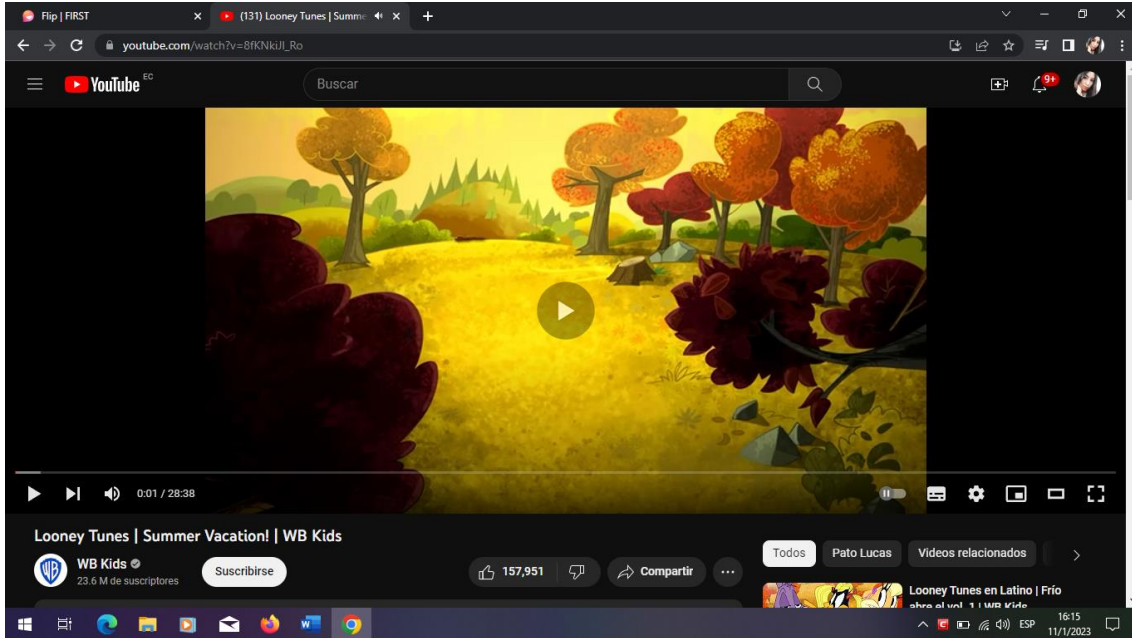
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

<p>Trainees: Maria Belen Morales Discussion topic: Achievements and challenges Students (age, level, class size): 1st level, 39 students Communicative aim: To talk about achievements and challenges by using the past simple correctly Date: Time begin: 11:00 Time end: 11:30</p>				
Time	ESA	Participant s organizatio n	Activities/procedure	Teaching aids/materials
40 minutes approximately				
10	Engage students with a cartoon episode of Looney Tunes	(Whole class)	In this lesson, students start by watching a Looney Tunes episode. Then, they play name 5 with regular verbs in past from the video.	https://www.youtube.com/watch?v=8fKNkiJlRo
10	Study	(Pairs)	Teacher explains that there are three different ways to pronounce regular verbs in past. Teacher emphasizes that verbs that have the sound /id/ will be studied during that class. Teacher writes an example of question and answer in past. E.g. When did you started? I started a cooking course. Teacher projects verbs ending with /id/ sound.	https://www.canva.com/design/DAFRp47jXg8/isR0Y18qr_Yqz_xzXfjl01Q/edit?utm_content=DAFRp47jXg8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
10	Activate	(Individuall y)	Students create a video talking about their challenges and achievements and upload it to Youtube.	
Anticipated problems: Students are not engaged in class.				
Discussion:				

TUTORIAL

YouTube: https://www.youtube.com/watch?v=8fKNkiJl_Ro

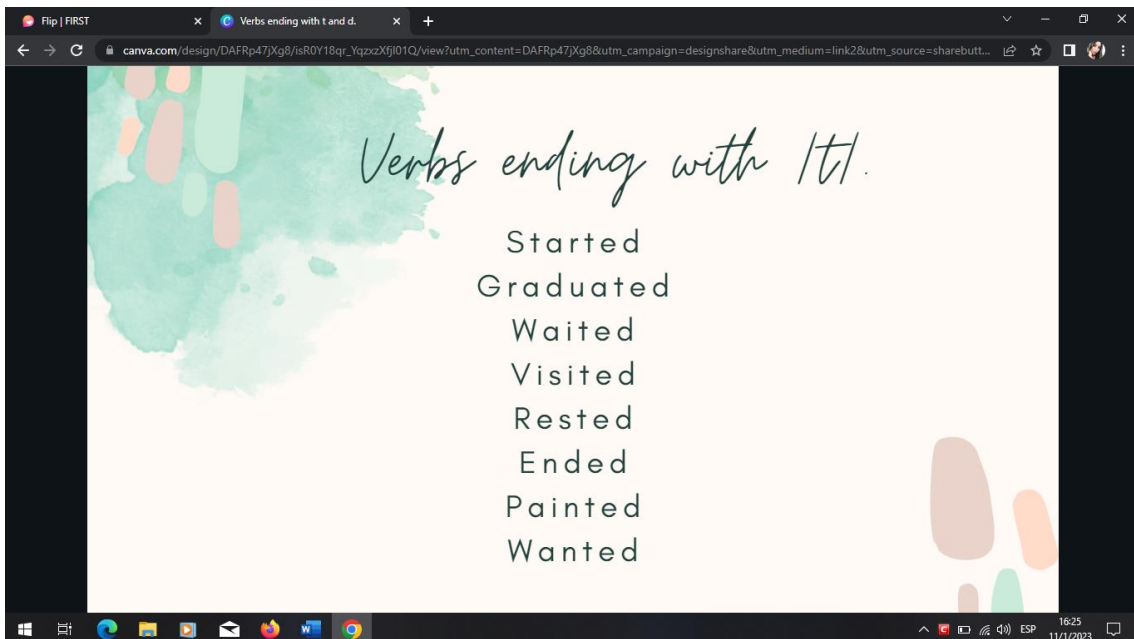
1. Click on “play” to watch the video



Canva:

https://www.canva.com/design/DAFRp47jXg8/isR0Y18qr_YqzzXfj101Q/view?utm_content=DAFRp47jXg8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. Click on the link and read the verbs



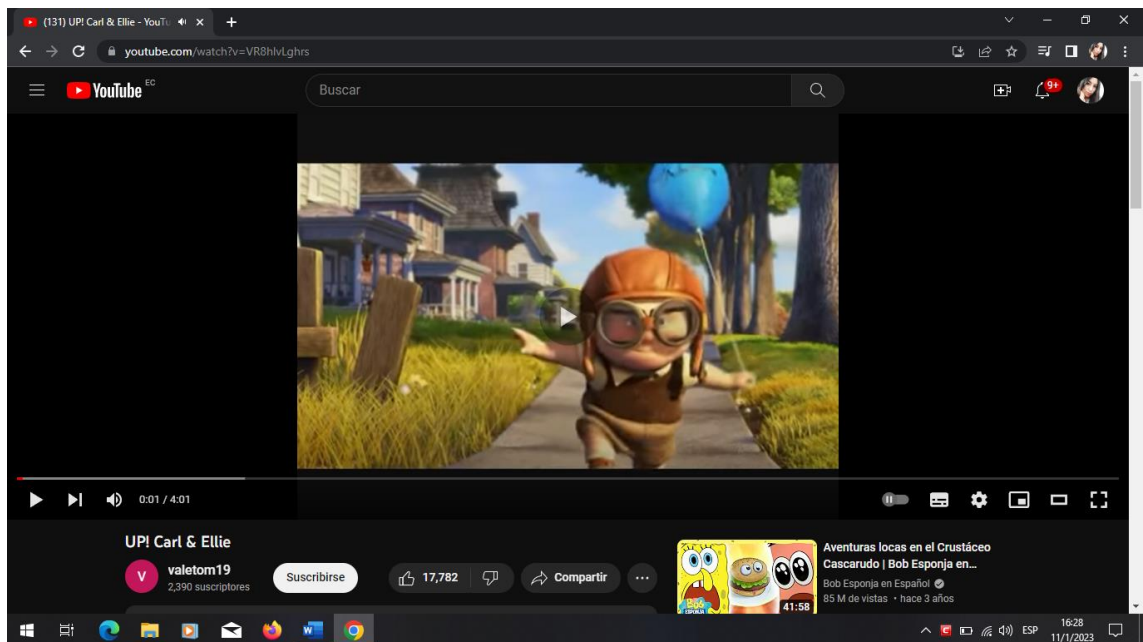
UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Trainees: Maria Belen Morales Discussion topic: Students (age, level, class size): 1st level, 39 students Communicative aim: To talk about the past using-correct pronunciation Date: Time begin: 11:00 Time end: 11:30				
Time 40 minutes approximately	ESA	Participants organizatio n	Activities/procedure	Teaching aids/materials
10	Engage students with a cartoon episode of Up	(Whole class)	In this lesson students start by watching an Up episode. Then, they answer some questions about the video by using past simple. Teacher explains how -ed sounds after voiced sounds l, n, g, r, v, s, w, y, z. The teacher gives an example based on the episode. Students take a piece of paper with a verb in past randomly.	https://www.youtube.com/watch?v=VR8hlvLghrs
10	Study	(Individually)	Students download an app called “pronunciation”. Students look for the verb in the app. Students tape themselves using the app. Students compare their audio with the native speaker’s audio.	https://play.google.com/store/apps/details?id=com.oup.eltsayit
10	Activate	(pairs)	Students record an audio that lasts at least 1 minute talking about what they did last weekend. Students send the audio to the WhatsApp group.	
Anticipated problems:				
Discussion:				

TUTORIAL

YouTube: <https://www.youtube.com/watch?v=VR8hvlLghrs>

1. Click on “play” to watch the video



Pronunciation app: <https://play.google.com/store/apps/details?id=com.oup.elt.sayit>

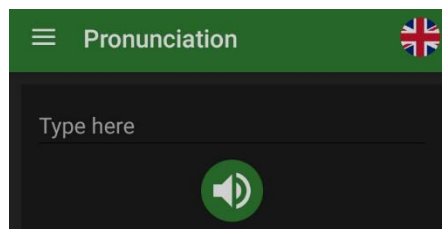
1. Click on “download”



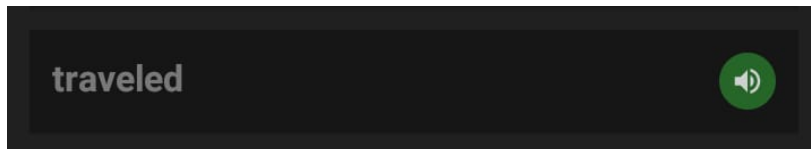
2. Click on “open”



3. Type a word



4. Click on the speaker to listen to the pronunciation



UNIVERSIDAD TÉCNICA DE AMBATO

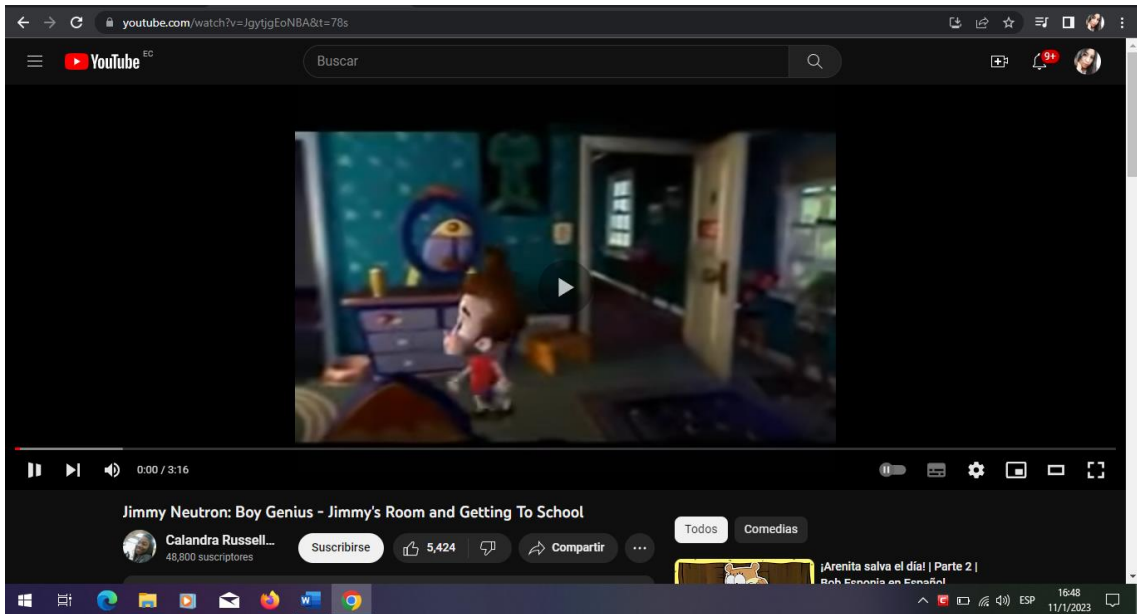
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

<p>Trainees: Maria Belen Morales Discussion topic: What did you do yesterday? Students (age, level, class size): 1st level, 39 students Communicative aim: To talk about yestrday routine by using past simple correctly. Date: Time begin: 11:00 Time end: 11:30</p>				
Time 40 minutes approximately	ESA	Participants organization	Activities/procedure	Teaching aids/materials
10	Engage students with a cartoon episode of Jimmy Newtron	(Whole class)	In this lesson, students start by watching a Jimmy Newtron episode. Then, complete a livewoksheet.	https://www.youtube.com/watch?v=JgytjgEoNBA&t=78s https://www.liveworksheets.com/4-yr1169298nd
10	Study	(Whole class)	Teacher ask what verbs in the worksheet have in common. Teacher explains that all the verbs have the /t/ sound at the end. Teacher explains that when verbs end in p, k, f, gh, sh, ch, ss, c, or x, the /t/ sound appears. Students play eenie meenie miney mo and the person who wins, has to tell something he/she did yesterday.	
10	Activate	(Individually)	Students make a video talking about what they did yesterday.	https://flip.com/673cbbfc
<p>Anticipated problems: Students are not engaged in class.</p>				
<p>Discussion:</p>				

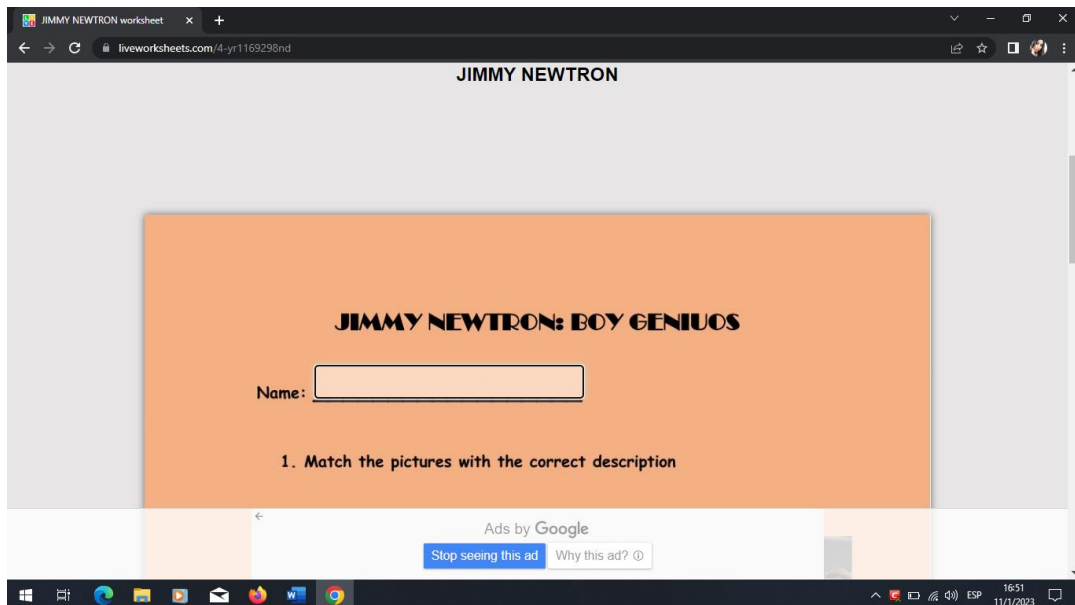
YouTube: <https://www.youtube.com/watch?v=JgytjgEoNBA&t=78s>

1. Click on “play” to watch the video.



Liveworksheet:

1. Type your name



2. Match the pictures with the correct description


JIMMY NEWTRON worksheet

livesheets.com/4-yr1169298nd

1. Match the pictures with the correct description


Jimmy asked his robot to comb his hair

1




Jimmy jumped into the bubble

2



Jimmy brushed his teeth

3



Ads by Google

Stop seeing this ad Why this ad?

16:51 11/1/2023





ANNEX 4

URKUND REPORT

Document Information

Analyzed document	MORALES MARIA BELEN THESIS (URKUND).docx (D155606116)
Submitted	2023-01-12 15:30:00
Submitted by	
Submitter email	mmorales6646@uta.edu.ec
Similarity	2%
Analysis address	elsamchim boc.uta@analysis.arkund.com

Sources included in the report

W	URL: http://archives.univ-biskra.dz/bitstream/123456789/15196/1/Investigating%20The%20Effect%20of%20... Fetched: 2021-09-11 15:14:23	 3
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