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THEME:

'' SHORT CARTOON CLIPS AND LISTENING SKILL"

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SUPERVISOR APPROVAL

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

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DEDICATION

TO:

I dedicate this degree work to my family and friends, they are the support I need to continue and enjoy this short path called life, to their support I remember every moment of weakness and every attempt I made, which have made me the man I am now, one more stage of this life that I made the most of and enjoyed in the process.

To my teachers, who undoubtedly train new professionals with their way of being and charisma. Without all the people who belonged in my life I would not have been the type of person I am now.

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Ricardo

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ON-CAMPUS MODALITY

TITTLE: ''Short cartoon clips and listening skill''

AUTHOR: Ricardo Sebastian Cordovilla Moran

TUTOR: Dr. Mg. Elsa Mayorie Chimbo Cáceres

ABSTRACT

The current research had as purpose to determine the influence of short cartoon clips in the listening skill on students of first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. The methods used were: The ADDIE method (Analysis, Design, Development, Implementation and Evaluation), which consists of providing online educational training, a survey about web 3.0 was also applied; then the application of the "Pre-test" to the experimental and control group that was obtained from the "Cambridge Assessment" called Key English A2, which was focused only on listening skill, 5 interventions were carried out, giving as a final result the "Post-test''. The survey related to the variables of the thesis topic was applied to all students as only the experimental group was applied the TAM model (Technology Acceptance Model) as an evaluation in order to check the level of acceptance of new technologies. The treatment consisted of presenting short cartoon clips at the beginning of each class as an introduction to the new topic to be learned, in this way the students are exposed to authentic material by using technological tools obtained from the web 3.0 to create activities related to teach English language. The results showed that there was an improvement of 0,7 points in the test in general (19.6 - 20.3). Considering all the instruments used for this research, it can be concluded that these discoveries will help future researches considering other perspectives that help find new ways to teach the English language.

Keywords: Cartoons, web 3.0, English language, listening skill.

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MODALIDAD PRESENCIAL

TÍTULO: ''Clips cortos de dibujos animados y la comprensión auditiva''

AUTOR: Ricardo Sebastian Cordovilla Moran

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

RESUMEN EJECUTIVO

La presente investigación tuvo como finalidad determinar la influencia de los cortos de dibujos animados en la comprensión auditiva en estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Los métodos utilizados fueron: El método ADDIE (Análisis, Diseño, Desarrollo, Implementación y Evaluación), que consiste en brindar capacitación educativa en línea, también se aplicó una encuesta sobre la web 3.0; luego la aplicación del "Pre-test" tanto al grupo experimental como al grupo de control obtenido del "Cambridge Assessment" llamado Key English A2, el cual se enfocó en la comprensión auditiva, se realizaron 5 intervenciones, dando como resultado final el "Post-test". La encuesta relacionada con las variables del tema de tesis se aplicó a todos los estudiantes, ya que solo al grupo experimental se le aplicó el modelo TAM (Modelo de Aceptación de Tecnología) como evaluación para comprobar el nivel de aceptación de las nuevas tecnologías. El tratamiento consistió en presentar clips cortos de dibujos animados al comienzo de cada clase como una introducción al nuevo tema a enseñar, de esta manera los estudiantes están expuestos a material auténtico mediante el uso de herramientas tecnológicas obtenidas de la web 3.0 para crear actividades relacionadas con enseñar el idioma inglés. Los resultados mostraron que hubo una mejora de 0,7 puntos en la prueba en general (19,6 - 20,3). Considerando todos los instrumentos utilizados para esta investigación, se puede concluir que estos descubrimientos ayudarán a futuras investigaciones considerando otras perspectivas que ayuden a encontrar nuevas formas de enseñar el idioma inglés.

Palabras clave: Dibujos animados, web 3.0, idioma inglés, comprensión auditiva

CHAPTER I

1.1 Investigative background

In this research study, many previous research studies were taking into account to have an extensive and exhaustive analysis in the field of the use of cartoons for the development of listening skill. All of them represents wide studies that prove the efficacy to be applied into classroom. The content investigated and the sources were correctly checked with the purpose to bring other investigators the facility to be familiarized with the topic.

In the first study entitled ''Cartoon memes as media for language skills learning based on character education'' by Rekha and Dianastiti (2020) was carried out with the purpose to describe the implementation of cartoon memes as media for learning writing skills. The methods used in this research were qualitative descriptive study, so the data collected by the researcher is to use a free and involved method to describe the implementation of cartoon memes as a medium for learning. It means that variables to be considered are Cartoon memes and writing skills, giving as result on the latest report of We Are Social, in 2020 there were more around of 175.4 million internet users in Indonesia. In other words, the 64% half of Indonesia's population have access to cyberspace and also more than 160 million active users of social media. The author mentioned that cartoon memes can be used as learning media of English language in writing and speaking skills.

In the second study entitled ''The relationship between watching animated cartoon and information processing speed and level for sample children in age group [5-6]'' by Singer (2019) was searched to determine the nature and type of relationship between viewing television cartoons and the speed and level of information processing of sample children. For this reason, the study used hypotheses and descriptive methods, and the results gave important findings. The most important is through a statistical difference which gave as result the existence of high- and low-watching in terms of the speed of process information of students. statistical difference. Process information, which means animations are more interesting and engaging than images or drawings, so they are often used for educational purposes. The author pointed out that animation stimulates children's attention due of its sound, image, motion and color elements.

In the third study entitled ''Animated cartoons to develop listening skills and vocabulary'' by Krishnan and Yunus (2018) was carried out with the aim to expand their vocabulary acquisition and listening skills while enhancing their confidence in learning English language. Therefore, the method used in this study was experimental, with data collected through tests and questionnaires. As result, pre- and post-test scores showed a great improvement in vocabulary mastery after using the animated cartoons, with a total score of student 1 and student 7 got a score for mastery of a given vocabulary of 100%, ranging from 40% for lower improvement to 80% for higher improvement. Furthermore, the questionnaire applied showed positive responses of using cartoons to learn English. All students stated that was positive to learn English through cartoons, increasing their motivation in the lesson.

In the fourth study entitled ''Concept cartoon in problem-based learning: A systematic literature review analysis'' by (Jamal et al., 2019) designed to enhance creativity and innovation and students' interest in understanding academic concepts as principal aim. Consequently, this study selected research articles from various journals based on keywords closely related to the research, and analyzed them through a systematic literature review. The methods used to interpret the findings where quasi-experimental, case and descriptive studies. As a result of this approach, it is worth noting that there are readable research findings explaining that the use of cartoons in problem-based learning greatly impacts student and teacher in relation of teaching and learning. The author suggests active participation in groups or individuals in the classroom or abstract thinking, critical, creative problem-solving skills.

In the fifth study entitled ''Cartoons as an authentic supplementary teaching tool in English as a second language classrooms'' by (Gamage, 2019b) pretended to conduct his research to determine the students' performance on assigned activities in relation to cartoons, as well as their attitudes regarding using cartoons as an authentic, supplementary teaching method to aid the speaking process. The author used quantitative and qualitative as methods to perform empirical study. This means that audio recordings were used, as well as classroom observations, with the goal of studying the students' active progress through tasks in relation to cartoons. The study's findings revealed that a greater number of students actively participated in the assigned cartoons, incorporating the facilitator's clues, resulting and increasement of learner's motivation and participation, molding the teaching and learning experience into a fun, stimulating, and memorable one.

In the sixth study entitled ''The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Listening Anxiety at Different Levels of English Proficiency '' by (Polat & Erişti, 2019) conducted their research with the objective of determining the effects of authentic video materials on foreign language listening competence and anxiety among students studying at various levels of English proficiency. Two experimental and two control groups were used in the research, which was designed as a pretest-posttest true experimental design with a control group. Authentic videos and English proficiency levels are the study's independent variables, while English listening academic success levels and English listening anxiety levels are the study's dependent variables. The study included 100 randomly selected students with A1 and B1 of English language proficiency who were enrolled in an English preparatory program's school of foreign language at a state university. The Key English Test (KET) and the Foreign Language Listening Anxiety Scale (FOLLAS) were used to collect data for the study. The findings suggest that authentic video materials that reflect real language and communication samples have a significant impact on the improvement of English listening skills and the reduction of foreign language listening anxiety in students with A1 and B1 English proficiency levels. Finally, when the values produced by the analysis are compared to control groups, the results show that there is a considerably higher association between the improvement of the four skills (listening, reading, writing and speaking) of experimental group whose listening comprehension has increased by using authentic video materials.

In the seventh study entitled '' Linguistic Analysis of Selected TV Cartoons and Its Impact on Language Learning '' by Lodhi et al. (2018) argued that cartoons and the language have a direct impact on children's cognitive and linguistic development. The current research examined the linguistic patterns and ideologies used in Pakistani cartoons. Following the qualitative and quantitative approach, the study used a mixed method. The cartoons' linguistic examination was executed qualitatively, while the impact on children's language was examined quantitatively. A random sampling procedure was used to pick 100 participants and 100 teachers as the sample. The data was collected from the respondents using a self-created questionnaire. Cartoons were a source of education, amusement, and knowledge for children, according to the data gathered. By watching cartoons, children can improve their linguistic skills. On the other hand, the linguistic advantages of cartoon language conflict with the societal challenges that many parents face. According to the findings of the study, the author

suggests that children should be shown level oriented and culturally exact in the use of cartoons so that learners can gain the most linguistic advantages from them.

In the eighth study entitled '' Implementing Comics, Cartoons and Graphic Novels in the Austrian EFL Classroom'' by (Cox, 2018) intended towards demonstrating the value of graphic literature in the study of English as objective. In the Austrian educational system: books, cartoons, and graphic novels have a low status to consider to add in their classrooms. It has been demonstrated that comics, cartoons, and graphic novels can be regarded as formidable instructional tools by creating a collection of teaching concepts, benefits, and example texts ideal for teaching. In the context of multiliteracy and the CEFR, a solid theoretical foundation for this assumption has been established, revealing the numerous benefits for achieving curriculum goals and establishing various literacies in the Austrian EFL classroom, such as visual literacy, media literacy, and cultural literacy.

In the ninth study entitled '' How to Make Use of Animation to Improve Primary School Students' English Achievement '' by Nurdyansyah et al. (2020) the objective of their research was to see how animation affects students' performance in English class. With 39 first grade kids as participants, classroom action research was used. The data was collected using an observation sheet, a test, and documentation. The acquired data was analyzed using three components (reduction activity, data display, and interpretation). The findings showed that using animation to teach English can greatly improve the performance of lower-class primary school students. This finding implied that teacher should employ moving visuals to help pupils learn English. According to the findings, the authors suggest that teachers should learn how to create activities by showing animation in their classrooms.

Int the tenth study entitled ''Teaching English to Primary School Children through Cartoons'' by Adilbayeva et al. (2021) the purpose of their study was to substantiate and corroborate the theoretical role of cartoons in the development of children's cognitive activity. When structuring the cartoons into a system that presupposes a definite sequence and progressive complication, the usage of the aforementioned cartoons is especially successful. The outcomes of the experimental work revealed a positive dynamic of cognitive interest formation in experimental classes. The major goal of the experiment was accomplished, and the system of personal growth circumstances proved to be an excellent tool for developing younger pupils' cognitive interest in the English language.

Although there are several investigations that corroborate the effectiveness of using cartoons in learning the English language, these investigations are focused on other skills such as writing, reading and speaking, to be so two investigations in relation to cartoons and listening skills. However, the cartoons approach different types of English language skills, its importance when researching it lies in the fact that it is an innovative topic that encompasses the learning process through a receptive ability that will help the student to improve their understanding and be able to communicate effectively. It can be seen that this premise can be achieved with the support of different technological tools to develop the class as well as the interaction with the students through the creation of activities and assessment to measure their levels of improvement in relation to the treatment they could receive.

1.2 Theoretical framework

Independent variable: Short cartoon clips

1.2.1 Technological resources

Technological resources are tangible and intangible materials for practical purposes by part of people who want to facilitate the development of something with the purpose to create any concrete. Consequently, in the educational field, it is useful but it cannot be considered as a dependent tool, in order to take advantage of it and get acquainted knowledge. Most of it has an extrinsic relationship between multimedia and devices surrounded into our lives nowadays.

According to Sarıçoban et al. (2019), the technological revolution maintains its effects to this day in each field that it has modified in our society, it has forced some modifications to be made in educational environments as well as the learning environment and its modification to implement them within educational policies. On the other hand, bringing technology to institutions does not have to be the only need. It is also necessary to adapt technology in educational environments and in the learning process in an efficient and productive way, taking into account the parameters or goals that educational institutions want to reach with these new resources suitable for the 21st century.

1.2.2 Pedagogical materials

Pedagogical materials are human, technological resources, real objects that facilitate the acquisition of knowledge through these, whose objective is to learn in different ways thanks to the variety that these materials have in use within a classroom. In the case of the English language, any object that has relation with the language, add vocabulary, grammar in the target language can be considered as pedagogical material such as: images, videos, songs, audios, newspapers, books, labels, and others. Using them makes students feel familiar with the language and can practice it just by looking at it or interacting with it.

Since many ELT (English language teaching) educators consider textbooks to be a necessary obligation, the ability to evaluate them effectively is an essential professional skill, but the process used to achieve it may in some cases be ineffective and redundant. in the traditional. Despite this need to learn, the enormous influence that published textbooks have, relatively

few studies empirically examine ELT materials in their entirety since there are other drawbacks such as time limits, distractions, academic reinforcement, and in other cases the contents are covered but not learned as it should be. (Faucette, 2001).

According to Faucette (2001), teaching EFL / ESL are inclined to rely more on made by teachers' materials, "authentic" materials, realia, and supplementary materials rather than general textbooks where despite the content is objective, it does not seem to attract to students. These materials complement each other as a source of inspiration or even as a replacement for the assigned textbook.

1.2.3 Web 2.0

Fumero et al (2007), stated that whenever it is talked about Web 2.0, it is customary to put as an illustrative example a series of services offered through the Web, which are characterized by offering a particularly agile and flexible interface, such as all the services offered between others by the most recognized Internet companies such as Google, Yahoo! and others.

The use of new technologies such as Web 2.0 in the field of learning process, increase interactivity between users where interactivity is considered key to success in traditional classrooms. The implementation of new technological resources in this new century has been due to the fact that there are new methodologies and tools that help the learning process without deviating from the main point, which is to learn in a different and entertaining way, which should not be repetitive, routine and boring. For which, thanks to its impact, its use has been explored with new ways of reaching students without them feeling that they are learning in a forced way (Bugawa and Mirzal, 2018).

1.2.4 Short cartoon clips

Cartoons are considered drawings, images, illustrations that frame by frame form a series of movements of the same image transformed into some action that the animator wants to use in a particular situation.

The concept conceived about ''short cartoon clips'' are cartoons presented in certain sections of an episode, so students can notice or learn how the characters developed language in that scene and how they interact and use the language in certain circumstances, so it could be feasible to implement this innovative idea during all classes as a recurring pedagogical material because students can notice the main objective to see that.

Abuzahara et al. (2015) stated that the implementation of cartoons as pedagogical material in the English Language classroom not only influences the academic performance of each student, but also has an effective impact as an educational tool. On the other hand, innovative materials should not deviate from the main objective that should function as an effective creative teaching strategy, but not something insignificant that does not leave any message or learning. (Abuzahara et al., 2015), estimate the animated cartoon as pedagogical material is considered an effective tool that helps language learning and reflection of abstract ideas since it adds humor to a specific topic, mainly in the context of learning English as a foreign language.

The purpose of implementing cartoons is objectively to learn vocabulary, grammar, pronunciation in an innovative way where a situation where native speakers usually use the language in a less formal but effective way interact with each other making the students grasp the way in how they use the language. Knowing a certain context helps students not lose the objective that is to learn a new language in an enjoyable and entertaining way, going beyond a monotonous and traditional instruction.

Additionally, cartoons simulate a real situation in a predetermined situation, where language is used in an easy way so that children and young people can understand it (Acero et al 2020). This is thanks to the fact that the designers of these cartoons create situations and dialogues that give a positive message in people's mind depending on the type of animation that is for a specific audience.

According to Krishnan and Yunus (2013), the English language is part of the majority of Malaysian students as a second language. The influence of their mother tongue (L1) hinders the acquisition of the English language because the students of this country are not exposed to the English language and as a result of this, their vocabulary as well as their comprehension is limited in urban and rural schools and high schools. The use of cartoons in a classroom will help to build confidence and engage students in a positive way.

Another advantage that this type of ICT has, it can help students improve their vocabulary and allow them to discover the meaning of the words they read in the subtitles that cartoon movies have as series of them. Interactions with multimedia support (shapes, symbols, sounds, colors and even drawing) are a powerful way that students can take advantage of this

material. Building phonological awareness through listening to pronunciation and reading subtitles will help students learn to read and hear.

It could be concluded that, compared to traditional teaching methods, watching cartoons could benefit students in reading skills, and gender of the students was not an important factor to take into account. The main reason could be that cartoons are very interesting and attractive to young people. Therefore, improving students 'reading by watching cartoons is effective as well as how characters pronounce words using specific vocabulary. If teachers want to increase students' reading ability, the choice of captioned animated cartoons could consider an alternative teaching method and is the activity that students can enjoy and relax (Su & Liang, 2015).

Research by Gamage (2019) suggested that the use of cartoons in the classroom is another teaching tool to ensure group motivation and participation. The most notorious feature is that cartoons can motivate low-achieving students to participate in group discussions, which in turn results in promoting a high level of participation. This authentic material allows students to express their ideas without hesitation based on the clues put in images represented in cartoons. The students mentioned that the activity of having a conversation related to the cartoons, improved their personal relationships due to the impact it has, such as positive interdependence, responsibility, and interaction between peers through mutual support with a specific purpose.

Rekha and Dianastiti (2020) mentioned that also to improve oral and written skills, the use of cartoons as a learning medium is also an alternative to internalizing character values and as a stimulus for students' critical thinking skills. The objective of learning a language is added but it also helps students to have a critical thinking of everyday situations and that in the long term the individual learns new ways of interacting with other people making use of language in an appropriate but non-mechanical way, it was mentioned before, language goes beyond communicating an idea, thought, feeling or asking for something, but also includes language skills that the student can master within the learning process.

Dependent Variable: Listening skill

1.2.5 Communication

Based on listening skill, communication involves interactive features as well understanding, the listener and the receptor and vice versa has to be in context with the purpose to connect their ideas and do not miss the message that both want to transmit. Despite the fact that communication involves the four skills in order to understand and transmit, it is crucial to take into account the main idea about what people want to say or write, but in this case, listening performs a function into the society as a construct to understand others in real contexts.

The dexterity that EFL (English as a Foreign Language) students have to carry out oral communication also requires the ability to recognize linguistic skills to forge a conversation instead of learning only vocabulary, grammar, and correct pronunciation of the language.(Chew et al., 2018).

These communication strategies in turn involve to a large extent specific contexts that EFL students can analyze and use according to what they have learned in the language, being on a smaller or larger scale.

1.2.6 English language learning

English language learning refers to the process of acquiring knowledge of a new language that involves communicative skills in order to interact with others and communicate effectively. The program offered by learning this language as well as others, includes the four corresponding cognitive skills that are reading, writing, speaking and listening.

Saafin (2019) established that learning the English language is not an easy process, so students need their instructors (teachers) to try all possible techniques or methods that can help them learn the language and solve their concerns. It is also necessary to emphasize that the classes need to be more interesting, selecting new topics that capture their attention as well as changing the teaching routine, avoiding the everyday style of presenting the content and nothing else.

One of the most important ways for students to improve their learning is by allowing them to use the language in their own way, as well as attracting the attention of students by giving them the opportunity to express themselves and their lives, organizing contests and having fun. These adjustments can allow learning to be more authentic and enjoyable.

The learning process also involves the production or outcome of the language, which shows whether the way the content was taught was effective or poor. For a better learning, it involves other aspects that can be considered subjective but effective for its execution within a classroom. It can be mentioned that motivation, confidence, teacher and student relationship are human aspects that involve more interpersonal processes that teachers should implement.

1.2.7 Receptive skills

Receptive skills mean hearing and acquiring information about the content to learn or realize in order to increase comprehension about something. Typically, reading and listening skills are considered skills to cover in the English language classroom. Its predetermined definition as well as the content that includes understanding and interpreting such information, helps to acquire knowledge that can be used in an independent domain when it is used in spoken and written ideas on the related topic (Surkamp and Yearwood, 2018).

According to Bormanaki and Khoshhal (2017), receptive skills involve the unifying factor that conditions cognitive development for its corresponding balance construct in learning. Additionally, there are two basic inclinations and tendencies in thinking. The first is called Organization and is charge to combine, arrange and rearrange the thought in the coherent system in the human brain, while the second tends to adapt that information which is concerned to adjust according to their needs (Woolfolk, et al., 2016)

1.2.8 Listening skill

Nu Nu Wah (2019) emphasized that the ability to listen is the cognitive process by which we attribute meanings in real time to the auditory signals that are emitted within the sender-receiver communication process. It is the active intellectual to decode, understand, interpret and evaluate the message received. It is a particular form of communication so important because it is part of the other skills when learning a new language such as speaking, reading and writing. Today's world is globalizing so communication is highly developed, therefore the need to improve our listening power is high.

Its potential within the learning of a new language is great because there are only two active skills that intervene in the communication process, so hearing what the speaker wants to say is usually a difficult task because EFL learners are adapting to new stages that are: receiving the message, understanding, evaluating and responding.

The greatest determinant of communication in the target language is oral production according to Kristina and Loreta (2018). The students who have the right to communicate in the target language are the speakers of the same language that is learned. Thus, the objective end point that most contemporary (English language teaching) ELT methods have been exhaustively trying to achieve is to enable students to communicate in the target language. On the other hand, communication, in other words, speaking as well as listening, are two of the most problematic parts of language learning because the subject has to be considered as an input-output relationship, it turns out that the coherence and harmony between input and output is crucial for its corresponding functioning in a communication, being formal or informal. Since there is a direct relationship between entry and exit, the question is between which areas and to what extent it is necessary for their progressive learning.

Djaabbarova (2020) stated that among the other four skills, listening is the one that has been most forgotten and neglected in second language classrooms due to the investment of time and effort that it requires. Therefore, teachers do not pay much attention to this skill and teach it carelessly.

That could be the reason why, despite the fact that students have studied the language for a long academic period of their lives, they have not yet been able to communicate effectively, so taking this aspect into consideration, in future generations they can carry out new ways to attract the attention of students without feeling obliged to learn it.

According to Walker (2014), sociolinguistic elements of listening skills, such as the student's cultural background and the student's knowledge of the cultural background of the foreign language, can also play a key role in their corresponding understanding of a verbal discourse. As much as the vocabulary is culture-focused it can impede understanding of its meaning, a general understanding of the culture and history of the country can also help avoid stalemates in conversation. Within the learning process of a new language, it is necessary to understand the context in which the language encompasses the way in which people express themselves

and among others, so that contains in their favor a clear understanding about what they are talking.

Unlike reading, according to (Walker, 2014), listening requires instantaneous processing with little or no option to access the spoken input again, making the skill arguably more complex than, for example, reading.

Yurko and Styfanyshyn (2020) state that listening is a key to all effective communication. The act of listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback. Effective listening is an extremely important life skill. It may serve a number of possible purposes, depending on the situation and the nature of the communication.

Yurko and Styfanyshyn (2020), also list 5 benefits that demonstrate the value of improve listening skills:

1.   Successful communication.
2.   Greater productivity.
3.   Comfort in a foreign environment.
4.   Familiarity with accents and dialects.
5.   Awareness of intensive and extensive listening.

Everyone who learns a new language wants to be able to understand audiovisual media such as movies, television shows, series, music and advertisements. In other words, the purpose of learning English is to communicate and understand in the real world without limits that a language carries. However, listening is a very demanding and challenging skill for students who really want to master this language (Nu Nu Wah, 2019).

It is necessary to emphasize that the limit of our knowledge as well as our views about how we see the world is due to the limited resources that are found or possessed in our native language, being the same reason why there are diverse information circulating around the world in other languages. The requirement or need to translate such information tends to be more frequent among children, youth and adults because such information is found in different formats with different purposes that attract people's attention.

1.3 Objectives

1.3.1 General objective

To determine the influence of short cartoon clips in the listening skill on students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

1.3.2 Specific objectives

- To identify the level of listening comprehension of students through a pre and post-test.
- To analyze the effectiveness of use of new technological resources for English language learning.
- To promote short cartoon clips for listening comprehension development at the beginning and at the ending stage of the research.

CHAPTER II

METHODOLOGY

2.1 Resources

In this investigative research, human, technological as much as institutional resources were considered for their corresponding development without any setback. Consequently, the human resources that were successfully covered were the students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program, being part of the main objective to analyze as part of the investigation in the application of short cartoon clips in the classroom. In addition, technological resources were considered as useful tools to search for information both for research and the content required for the treatment, collect data and share information. Finally, the institutional resource was covered by the Technical University of Ambato and its students of the Pedagogía de los Idiomas Nacionales yExtranjeros program.

2.2 Basic methods of research

2.2.1 Research approach

In order to have this research accomplished, it was required a mixed approach, qualitative and quantitative, the qualitative approach aimed to determine the relevance of other sources of learning such as ''short cartoon clips'' as a new way to develop listening skills, and quantitative because it was carried out from an exhaustive controlled measurement of collected data acquired from the field research for their corresponding analysis, interpretation and discussion of the information obtained. Therefore, as expressed by Gilbert & Stoneman (2015), the mixed method approach seems to be the use of two or more approaches in a single investigative work.

2.3 Research modality

2.3.1 Field

According to Burgess (1990) field study is the development of relationships between the researcher and those who are investigated or are involved in our research topic. The current research opted for the field study, due it will be applied in the site where the problem happens by collecting data and analyzing the research problem. For that reason, it was carried out to students of the first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program.

2.3.2 Bibliographic

This research was bibliographic, because it was supported with evidences for their corresponding analysis and interpretation in some scientific articles, books, magazines and academic articles. Bibliographic research is the process of using information sources or sites such as the library or bibliographic resources in order to locate relevant information about our topic (Leong & Austin, 2005).

2.4 Level or type of research

2.4.1 Quasi-experimental research

It is quasi-experimental due the results were obtained through a pre-test and post-test through a standardized test. Consequently, the treatment in relation to the variables of the research topic, the experimental group received it and another who did not receive the treatment that is the control group. Thus, it is possible to conclude with a hypothesis and measure the effectiveness or ineffectiveness in relation to what was investigated.

White and Sabarwal (2014) stated that a quasi-experimental design is defined as lack of random assignment. On the other hand, allocation of conditions (treatment versus no treatment or comparison) is done through self-selection (whereby participants choose the treatment for themselves) or administrator selection (eg, by officials, teachers, legislators, etc.) or both routes.

2.5 Population and sample

The research work was carried out with 34 first-semester students from the Pedagogy of National and Foreign Languages program at the Technical University of Ambato. The population to study and analyze were 22 female students and 12 male students in an age range of 16 to 19.

Table 1

Population

Population	Experimental and control group	Total	Percentage
Female	22	22	58,8
Male	12	12	29,4
Total	34	34	100,0

Source: Students' list
Author: Cordovilla, R. (2021)

2.6 Materials

Web 3.0 survey

The objective of this survey was to diagnose the use of web 3.0 tools in collaborative learning, where students responded about their current experience with web 3.0 tools in an educational environment.

Additionally, the research project entitled "Development of Web 3.0 tools for Education as a support for collaborative Learning" formed part of this research and some questions related to web 3.0 and all that this dimension represents for the development of education, presents a total of 12 questions applied to a population of 34 students. In other words, the survey was applied to both the experimental and control groups.

Structured survey

The objective of this structured survey was to determine the influence of short cartoon clips in the listening skill on students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program. Likewise, the frequency that students interact with the two variables related to the research topic was analyzed.

The survey related to the two variables and everything that this dimension represents for its corresponding analysis and interpretation, presented a total of 8 questions applied to a population of 34 students.

Pre-test and post-test

The pre-test consisted of a standardized test called the Key English A2 (KET) obtained from the "Cambridge Assessment" focused on listening skills part, whose purpose is to obtain convincing results prior to treatment. In this case, results were obtained from both the experimental and control groups.

The post-test consisted in the application of the same exam, but its difference lies in the fact that it was applied after the treatment in relation to the research topic. In this way, both results can be compared and determine if there was any positive impact in the application of the mentioned treatment.

The pre-test and post-test focused on listening skills and everything that this dimension represents for its corresponding analysis and interpretation, presented a total of 25 questions divided in 5 parts with the same number of questions and number of marks for each question, where students must listen for specific information, detailed understanding and gist. The test was applied to a population of 34 students divided into two groups (experimental and control group) in order to analyze the effectiveness of the treatment applied to the experimental group.

TAM model

The TAM model or also known as "Technological Acceptance model", determines the degree of acceptance that a specific group has towards new technologies in a virtual modality. Therefore, this model provides the analysis of being able to infer if a certain group is predisposed to incorporate innovations in their learning process, such as technological tools in this case.

Its usefulness in the educational field in relation to the research topic lies in opting for the tendency of the analyzed group. Indeed, teachers can improve the student's experience with learning the English language taking into account the possibility to add new ways or materials into their classroom.

The TAM model related to the level of acceptance of new technologies was applied to a sample of 17 students belonging to the experimental group with a total of 15 questions to answer. Therefore, they were asked their opinion about their experience with technological tools as well as web 3.0.

2.7 Methods

The present research work was quasi-experimental type, quasi-experimental due to the use of technological resources during the interventions Google Forms, Canva, Instagram, Youtube, iSLCollective, Nearpod, Kahoot as well as Zoom were used by the author. For the measurement of before and after data, the pre-test was carried out by means of a standardized test Key English A2 or by its acronym "KET" which is a Cambridge English test that measures the lowest level in the Cambridge English range, that is the pre-intermediate A2 level, which shows that students who take it can communicate in basic English in everyday situations, using basic vocabulary. The afore mentioned questionnaire is divided into 3 parts, reading comprehension and written expression, listening and oral expression. The analyzed

part was listening, which consists of 30 minutes (including 6 minutes to transfer the answers), of 25 questions divided into 5 sections multiple choice, gap fill, multiple choice, multiple choice and matching, being worth in the complete test the 25% of the total grade, so the student must be able to understand announcements and other oral content at a reasonably slow speed.

For its corresponding implementation, it was carried out in the research project "Short cartoon clips and listening skill" on students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. Then the model was applied. TAM, whose model made it possible to measure the level of satisfaction that students had with the use of learning tools.

For the present research work, the following hypothesis was proposed: short cartoon clips do influence the listening skill of students of the first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

The research design has a mixed approach that proceeded to measure the collective perceptions of use and acceptability of the new technologies in the study population and then obtain quantitative data through the application of 4 instruments (Web 3.0 survey, Structured survey, Cambridge standardized test focused on listening section and TAM model) which allowed the quantification of the data collected.

The modality of the investigation was bibliographic since it was possible to theoretically support the investigative background of the variables studied, as well as the previous scientific documentation, information about the cartoons and listening skills in order to obtain legitimate and concise information that significantly contributed to the optimal development of this research.

It worked with a population of 32 students between 16 and 19 years of the first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. For the reliability of the data obtained, Levene's test for equality of variances and t-student test to independent samples was used.

The purpose of the instrument was to determine the use of short cartoon clips in listening skills in adolescents form the first semester through a pre-test and post-test.

Once these data were tabulated, the development of the author's resources was carried out taking into account the contents of learning the English language. In this case, grammar, vocabulary and idioms of the A2 pre-intermediate level.

Development of authoring tools

ADDIE methodology

Addie is an acronym for the 5 stages of development process: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is predicated on every level being accomplished with inside the given order. However, with a focal point on mirrored image and iteration. The model offers learners streamlined, centered technique that gives remarks for non-stop improvement.

Analysis

In the analysis stage, the instructional problem is clarified for its solution, as well as the instructional objectives are established and the learning environment is identified with other general aspects that help to know the current situation that the students reflect.

Table 2

Aspects considered in the stage of analysis

ASPECTS	DESCRIPTION
a) **Student's characteristics**	Level: Superior Grade: First semester Group: ''A''
b) **General description of students**	The community has recently graduated high school students as well as students who postponed their higher studies, they have a varied economic level, being low, medium and high. Due to the COVID-19 pandemic, students have unlimited access to technology focused on an online education.
c) **Resources and means available at the institution**	The Faculty of Human Sciences and Education, block 2, consists of 24 classrooms of which 8 are used by Pedagogía de los Idiomas Nacionales y Extranjeros of National and Foreign Languages ", most of its classrooms have television and projectors, as well they have internet service. But for global reasons due to the pandemic, the Technical University of Ambato opted for online education, so physical classrooms are not used.
d) **Implementation period**	Starting date: December 15th,2021 End date: December 24th, 2022

ASPECTS	DESCRIPTION
e) **Main limitations for the application of the design**	Time limit
f) **Previous activities**	Introduction, what is it, what it consists of, how it works, its importance in learning the English language.

Author: Cordovilla, R. (2021)

Design

The design stage is concerned with meeting the learning objectives achieved through the assessment instruments, activities, content, lesson planning, and resources used. The design phase must follow a logical sequence. This specifies each element of the instructional design plan where close attention to detail must be paid.

Table 3

Aspects considered in the stage of design

ASPECTS	DESCRIPTION
a) **Type of learning environment**	Students are active and participatory; they showed interest in new content to learn the English Language.
b) **Strategies to use**	Pre-test, interactive activities, post-test.
c) **Resources to use**	Google Forms, Canva, Instagram, Youtube, iSLCollective, Nearpod, Kahoot and Zoom.
d) **Subject**	Tecnologías de la Información y Comunicación (TIC) Information and Communication Technologies (ICT)
e) **Block or unit**	First semester ''A''
f) **Topics**	• Wh-questions • The use of there is/ there are • Count and non-count nouns • Present continuous tense • Past simple tense
g) **Research**	Short cartoon clips and listening skill
h) **Ambit**	Promotion of audiovisual media to learn the English language focused on listening skill.
i) **Competencies**	Listening comprehension

Author: Cordovilla, R. (2021)

Development

Google Forms

This software is used for survey administration, included in web-based apps that are offered by Google. This program allows the user the option to edit and create online surveys as the user and other selected ones interact and collaborate in real time, while the information can be analyzed to get better feedback.

Process to create a form.

Click on start a new form to create a custom one.

Figure 1

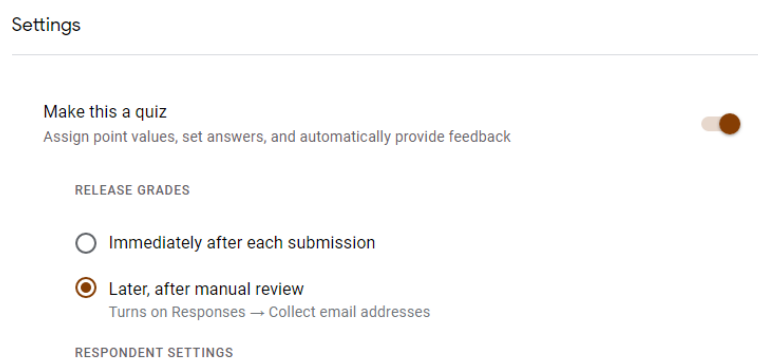*Starting of a new form to create a custom one on Google Forms*
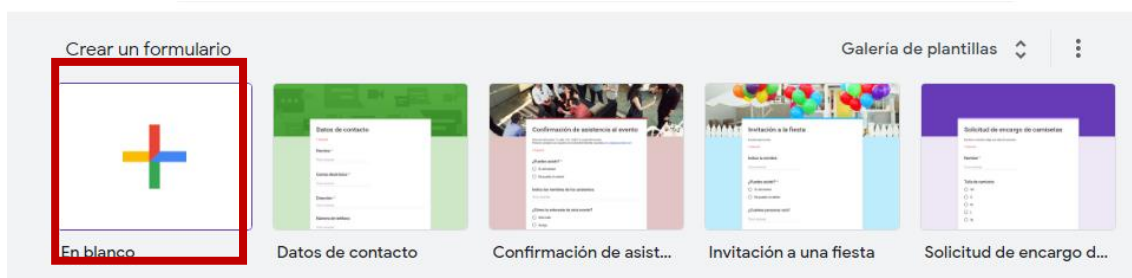
Author: Cordovilla, R. (2021)

The next step consists in the personalization of the form to be used, such as the config of the maximum responses, the option to show the statistics of the form, change the name of the form, etc.
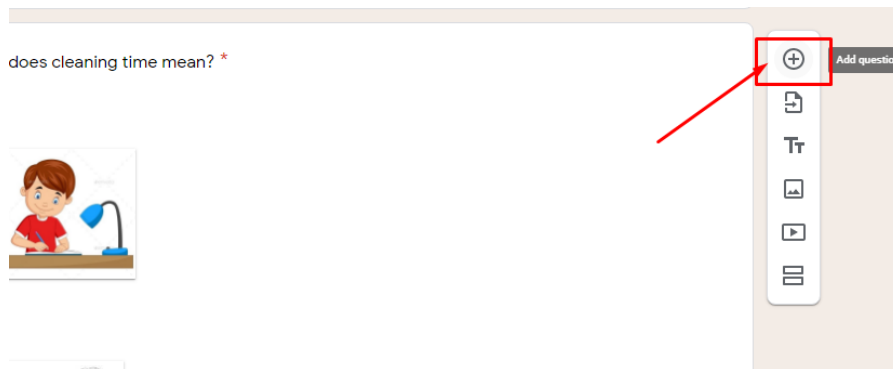
Figure 2

Form configuration on Google Forms

Author: Cordovilla, R. (2021)

Add questions based on the necesities of the test.

Figure 3

Questions creator on Google Forms

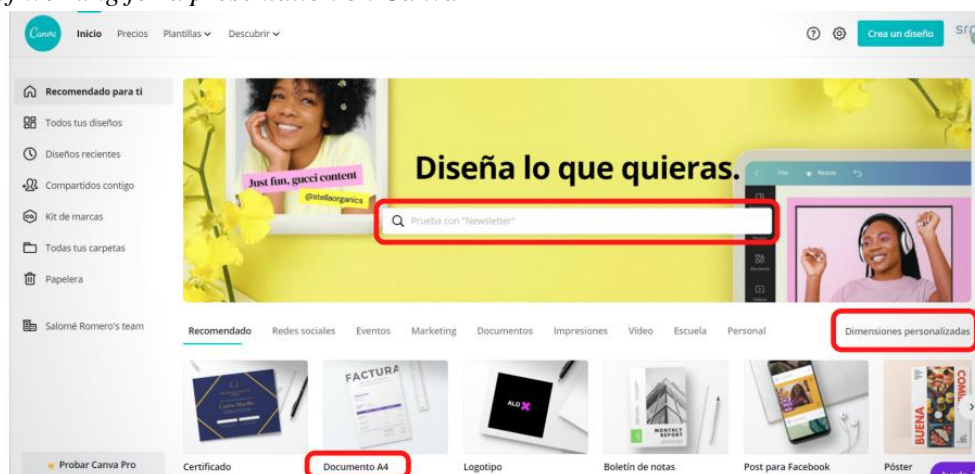**Author:** Cordovilla, R. (2021)

Canva

Canva is a software that works in a website that is used thanks to its simple design tools for graphic design to create professional presentations, allowing a better customization to the internet users. To create a presentation:

The user must select the options that he is going to work with.

Figure 4

Options of working for a presentation on Canva
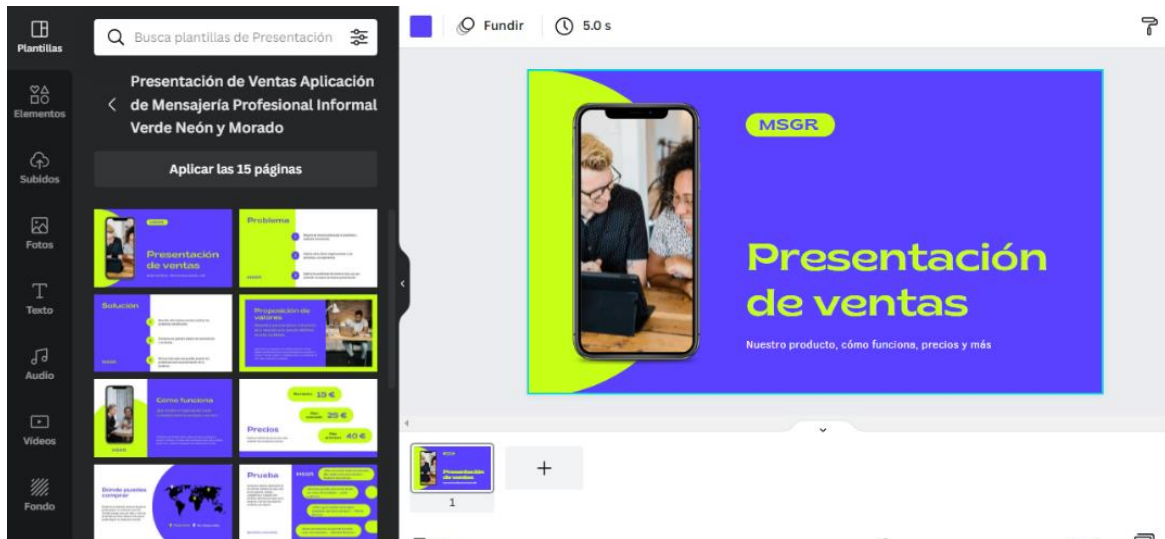

Author: Cordovilla, R. (2021)

The user can create and personalize his presentation as the user wish to share it with the rest of the users on the platform.

Figure 5

Options of custom and share on Canva

Author: Cordovilla, R. (2021)

Instagram

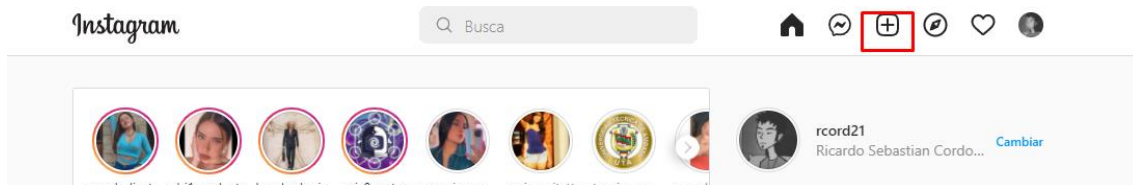This social network is well known thanks to the option of uploading pictures and videos, that can be shared to people, allowing an easier interaction between the users.

Process to post a video:

Click on the ''+'' sign in the bottom menu.

Figure 6

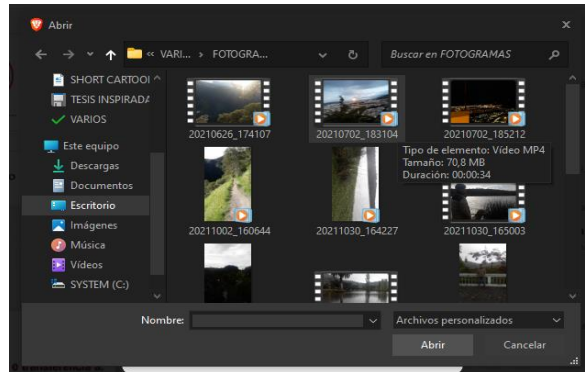*Bottom menu to post a video on Instagram's' feed*

Author: Cordovilla, R. (2021)

The user must choose the video and then post it from their file storage.

Figure 7

File storage options to upload a video on Instagram

Author: Cordovilla, R. (2021)

Add a filter (if necessary) and/or write a caption, the user has the option to add a location and other options to post.

Figure 8

Options to create a new post on Instagram
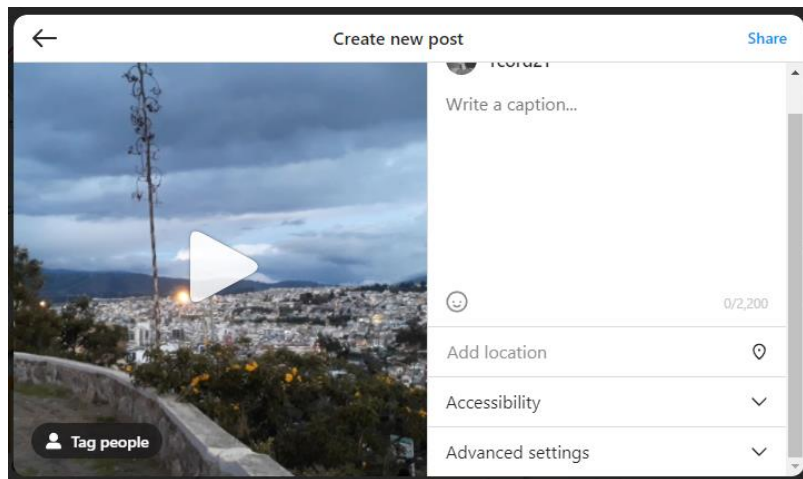
Author: Cordovilla, R. (2021)

YouTube

YouTube is a website software based in HTML5; a hypertext markup language used for web designing. YouTube was made in the United States of America and is used for video sharing that includes all type of content like movies, music videos, tv shows, etc.

Process to update a video:

Click on the ''upload'' button.

Figure 9

Option to upload a video on YouTube
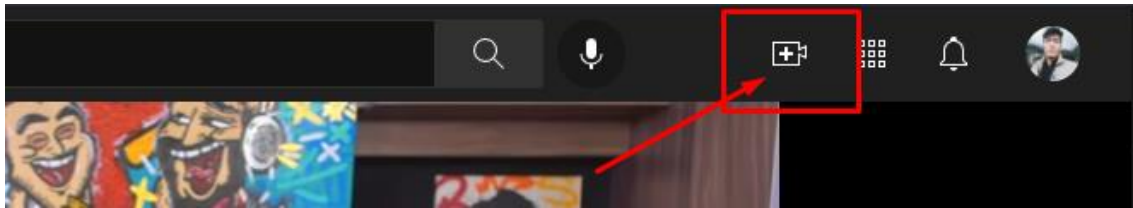
Author: Cordovilla, R. (2021)

Drag and drop or select the video on file storage window to upload.

Figure 10

File storage options to upload a video on YouTube

Author: Cordovilla, R. (2021)

Enter description, tags, and privacy information to upload the video.

Figure 11

Options of sharing on YouTube
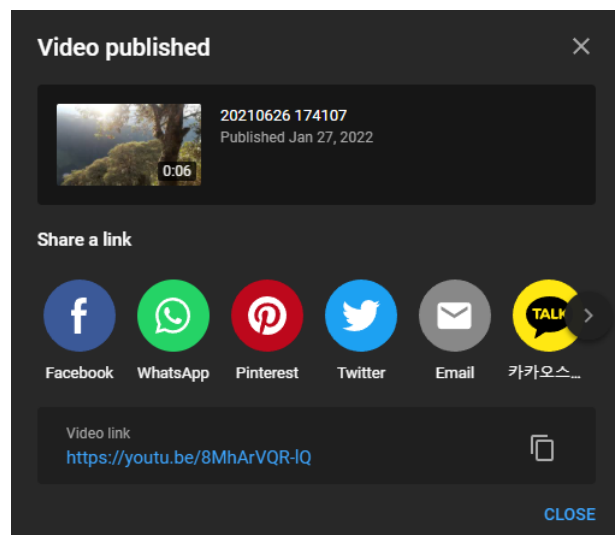
Author: Cordovilla, R. (2021)

iSLCollective

In this website exists a big community of language teachers around the world that can share their works for a free using on the platform. This allows iSLCollective to be used by all language teachers thanks to its options for interacting, sharing and messaging
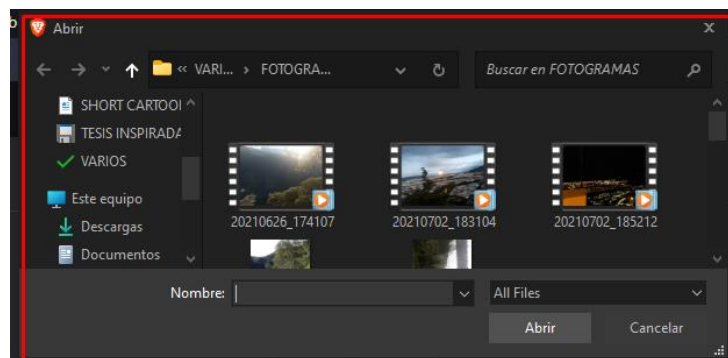
Process to create a video activity:

Click on the menu button and then click on video lesson option to create an activity.

Figure 12

Video lessons button on iSLCollective
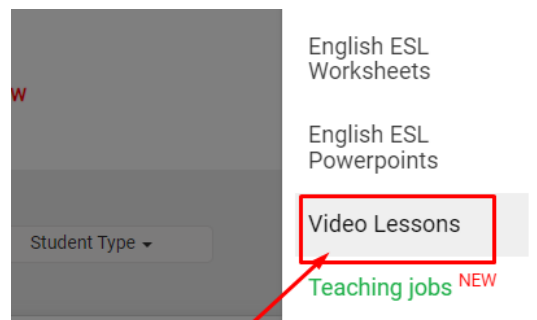
Author: Cordovilla, R. (2021)

It can be seen that to create a video lesson it is essential to have the link of the video on YouTube or Vimeo to enter the questions within it.

Figure 13

Options to create a popup quiz on iSLCollective
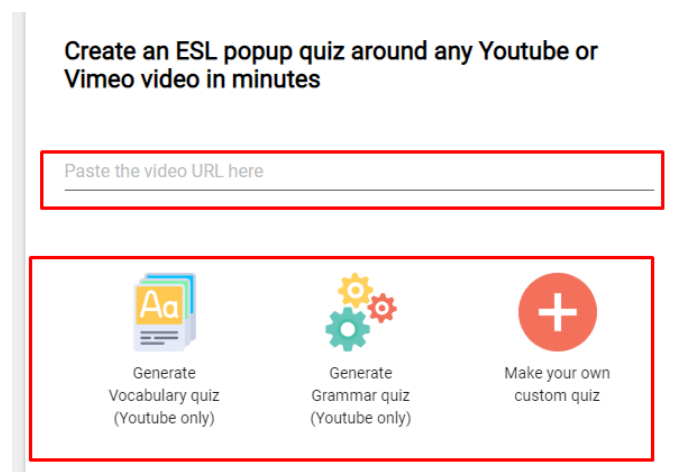
Author: Cordovilla, R. (2021)

Click on the red plus button once the user wants to add a question in any part of the video.

Figure 14

Option to add a question into the video on iSLCollective
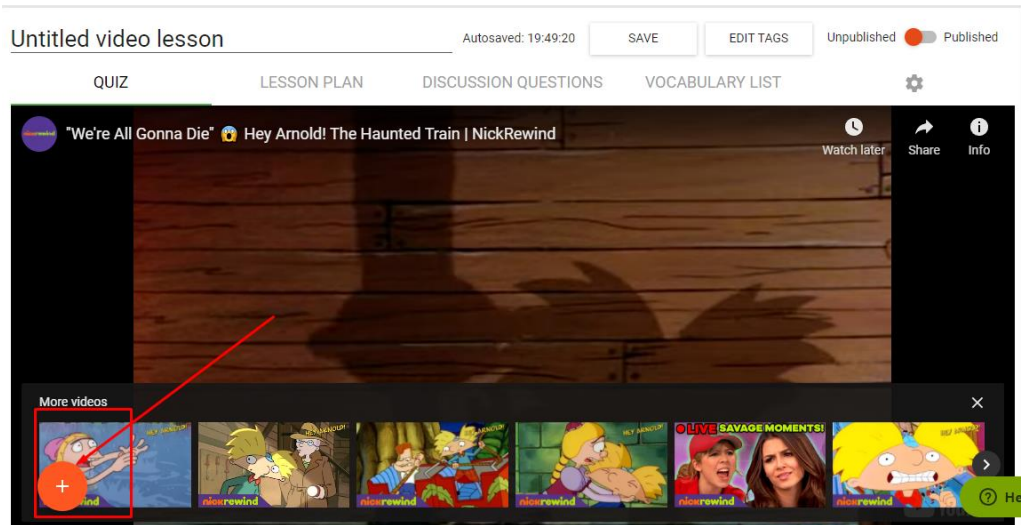
If the user wants to check his questions according the timing, it can be added a replay point for the question wanted to re-watch the part before the question starting from the replay point.

Figure 15

Options of assigning, sharing, copying, editing, replaying, playing, stopping the video lesson on iSLCollective
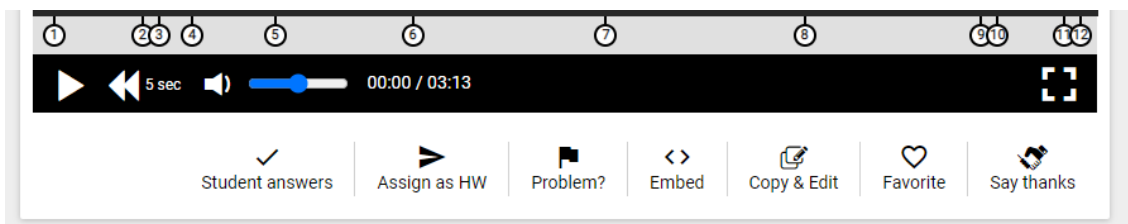
Nearpod

Interactive website that is used for teaching through videos, gamification and interactive activities for a better understanding.

This makes the teaching process easier with resources, content and tools that the teachers usually need, like the option to get feedback of the finished activities to analyze the understanding and knowledge of the students.

Process to create an interactive activity:

From the user's library page, click on "Create "button. the user can create an individual video lesson, activity or presentation.

Figure 16

Options to create a lesson, an activity, a video or a google presentation on Nearpod
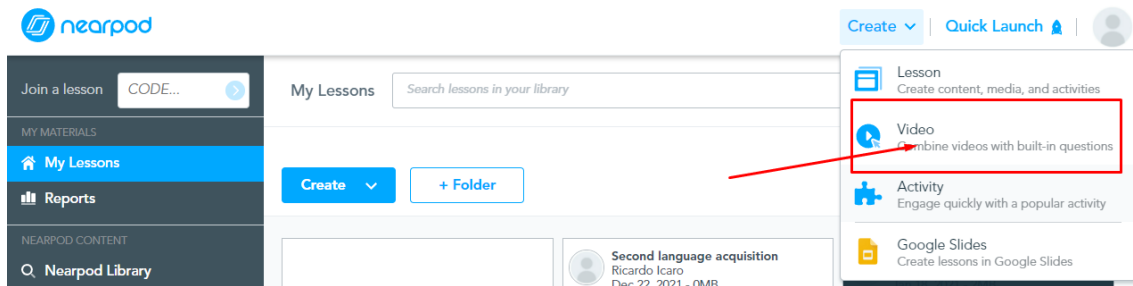
Author: Cordovilla, R. (2021)

To add activities and media to your lesson, click "add Content or activities"

Figure 17

Add content or activity button on Nearpod
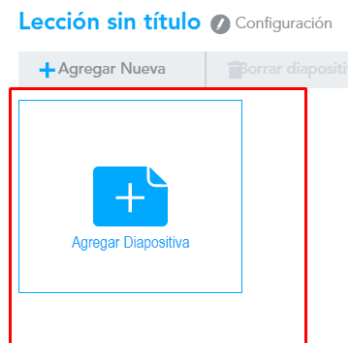
Author: Cordovilla, R. (2021)

Next, choose from a variety of content or activities according to teaching needs.

Figure 18

Options to add content on Nearpod

Author: Cordovilla, R. (2021)

Once the activities and other resources that are possible with Nearpod was added, it can be edited the name of the lesson, the subject and the grade.

Figure 19

Details of the lesson on Nearpod
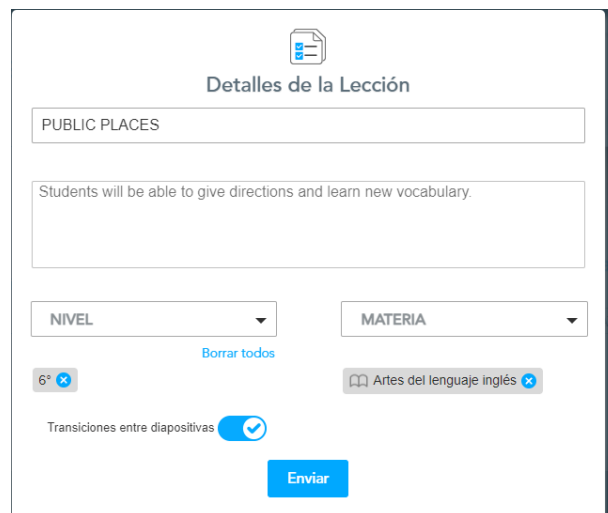
Author: Cordovilla, R. (2021)

Finally, click on "save & exit" to save the lesson and return to library.

Figure 20

Option to save and exit the lesson on Nearpod

Author: Cordovilla, R. (2021)

Kahoot

Kahoot is a free platform that allows the creation of quizzes through learning games and game-based activities making the evaluating process a lot easier and simple.

This app let the students a better acquisition of knowledge because it influences some brain zones that are arranged to the learning process through the interactivity of the games on the platform.

Process to create an activity

The user must to click on the ''create'' button in the top navigation bar, and choose new Kahoot option.

Figure 21

Create button on Kahoot
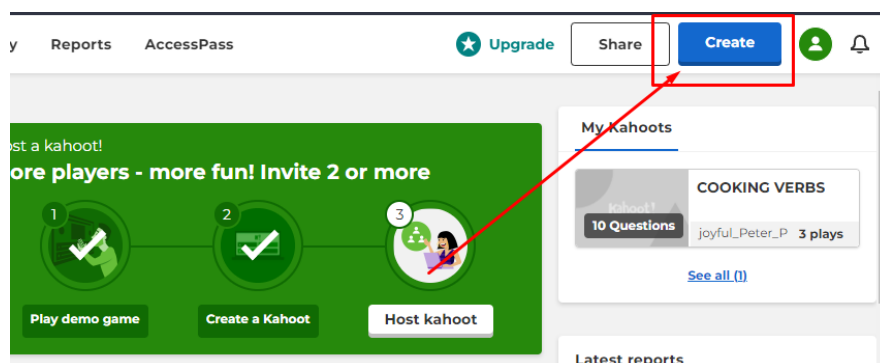
Author: Cordovilla, R. (2021)

The user has the possibility to edit the format of the questions, as well as enter from 2 to 4 alternative questions. Changes will be saved automatically as the teacher continue to edit the quiz.

Figure 22

Question customization options on Kahoot
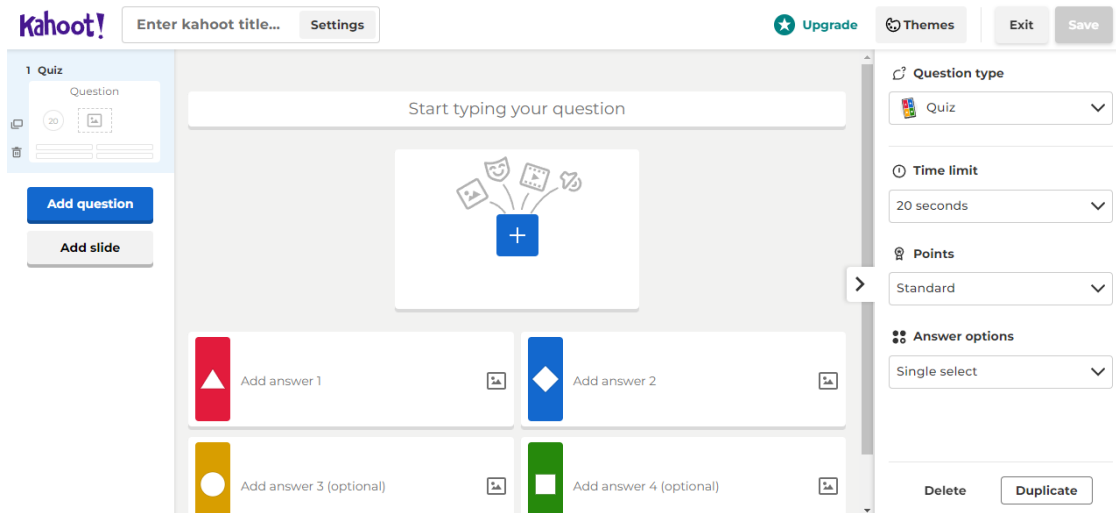
Author: Cordovilla, R. (2021)

The user can assign the created quiz with time limit and deadline to complete as well as other assignment options.

Figure 23

Create and assign an activity on Kahoot
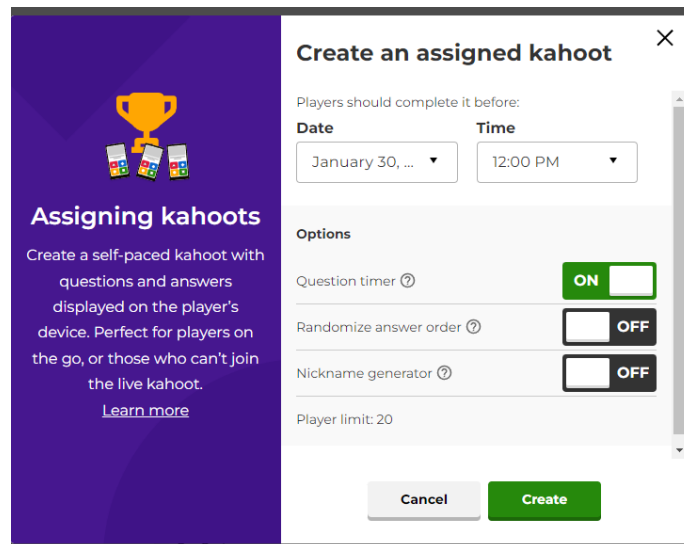
Author: Cordovilla, R. (2021)

Zoom

This software program for video chatting made by Zoom Video Communications is widely used. The processes to create a zoom meeting are:

Click on ''meetings'' button.

Figure 24

Zoom platform interface
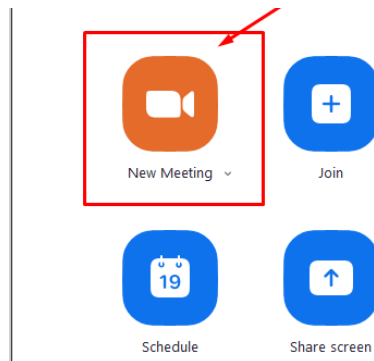
Author: Cordovilla, R. (2021)

The, zoom meeting opens in a new window with the Zoom client automatically. Then click on the ''meeting information'' green button in the upper right part, in which the "copy link" option will appear, the user can copy it and he can share it with students.

Figure 25

Option to share the link of the meeting on Zoom platform
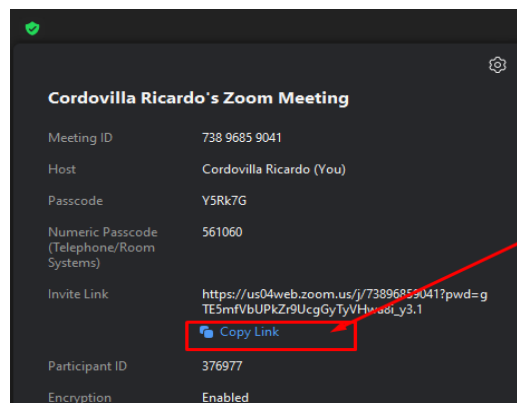
Author: Cordovilla, R. (2021)

Implementation

In the stage of the application of diagnostic evaluations, development of the class and formative evaluation, with the support of the use of the technological tools of the web 3.0, the students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato were benefited with tools that encourage gamification such as: iSLCollective, Nearpod and Kahoot.

For students who were able to access technological tools without any problem, the help of the most used teleconference program in the educational field, Zoom platform was needed. As consequence which the instruction of the classes was given, it was sent a link in order to they can develop activities that improve their experience in the educational environment, as well as homework, see annex 5 to see the lesson plans.

Evaluation

The evaluation stage aimed to provide results about the discoveries found in the data analysis process. These include the objectives and expectations that the student had with the learning process. The Pre-test and Post-test as well as the TAM model contributed to the data collection. On the part of the test, it is possible to conclude the improvement of the students through a before and after treatment to the experimental group. On the other hand, we have the TAM model that contributed with the students' opinion on the acceptance they had in front of the web 3.0 tools it offers.

Pre-test and post-test

Pre- and post-tests are used to measure knowledge gained by attending treatment sessions. Active learning strategies include engaging students in activities (such as reading, discussion, and writing) that go beyond passive listening and focus on improving students' cognitive skills. Students receive immediate feedback where they enter the process of analysis, synthesis, and evaluation of their results (Shivaraju et al., 2017).

Pre and post- test designs are widely used in behavioral research, primarily to compare groups and/or measure changes induced by experimental treatments (Dimitrov & Rumrill, 2003).

The Key English A2 is a basic level exam that demonstrates that candidates have a good foundation for English language comprehension. This is an ideal first test for those just

starting to learn English, giving students the confidence to study for higher Cambridge English qualifications such as B1 Preliminary and B2 First (Cambridge Assessment English, 2019).

Once the results are obtained, the analysis and interpretation of the data collected by the author is carried out with the participation of the students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. It is worth mentioning that what is analyzed from the entire Key English A2 (KET) exam is the listening part where the students answered 25 questions, see in Annex 4.

TAM model

Davis et al. were who developed the TAM model, whose model for the acceptance of computer technology based on the theory of reasoned action is their purpose. The TAM model determines the degree of acceptance assumed by students in the face of a new technology, their decision determines the influence of use due to a series of factors. Thus, TAM is made up of four considerations: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Behavioral Intention (BI), and Actual Use (AU) (Binyamin et al., 2019).

Based on the original model, the user's disposition in the use of a new information system has a direct influence, whose purpose is to measure the user's acceptance of the new system. Attitude towards use is influenced by two variables: perceived usefulness and perceived ease of use. As consequence, the perceived ease of use directly affects the perceived usefulness (Nagy, 2018).

On the other hand, as the TAM model provides general information about the acceptance of a specific technology. For a new technology to go in the right direction of its development, it is essential to collect information with more details about its use in specific contents (Tsai, 2015).

Finally, table 4 shows what the TAM evaluation questionnaire consists of, with this evaluation tool the degree of acceptance of new technologies in an educational environment was determined. In this case, this model was implemented to the students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

Seleccionar el numero 1 como el más bajo y 5 como el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

Table 4

Evaluation TAM

Pregunta \ Indicador	1	2	3	4	5
El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente					
El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo.					
Las herramientas tecnológicas mejorar mi iniciativa en clase.					
Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad					
En general, yo encuentro que estas herramientas son útiles en mi trabajo en clases virtuales.					
Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí.					
Encuentro que es fácil hacer lo que yo quiero con el uso de la tecnología					
Mi interacción con una computadora es clara y entendible					
En general, encuentro que la computadora es fácil de usar.					
En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar.					
Las herramientas tecnológicas me ayudan a trabajar en equipo de forma más frecuente					
El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)					
Me he sentido satisfecho/a al momento de realizar actividades con herramientas web 3.0 o de gamificación					
Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual					
Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual					

Author: Cordovilla, R. (2021)

2.7 Hypothesis

Alternative hypothesis

Short cartoon clips do influence positively the listening skill of students of first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

Null hypothesis

Short cartoon clips do not influence positively the listening skill of students of first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

2.8 Variable identification

- Short cartoon clips (Independent variable)
- Listening skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

This chapter is focused on compiling the results of the pre-test, post-test and the surveys taken in the development of the research applied to the students of first semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. The results obtained were analyzed and explained respectively by means of tables and graphs, in addition to what is described, the results are interpreted for a better explanation so that the results are coherent, precise and comprehensible.

The experiment was carried out with 34 students in total, its half that was 17 students, were part of the experimental group, considering the other 17 students, they were taken into account for the control group. The first table shows the results obtained from the control group in the pre and post-test. Likewise, the second table shows the scores obtained by the experimental group in both results. The two tables contrast the information using the statistic of the T-student test, which represents an acceptance of the null or alternative hypothesis.

A careful analysis of the students' performance on the pretest, the post-test, and the survey in relation to the two variables shows that if the short cartoon clips experiment improves listening skill had any influence on the students.

To assess whether the treatment was effective, students' acceptance or rejection of a certain information technology was mfeeasured using the TAM model, which consisted of 15 questions about the use of different technological tools in relation to web 3.0.

3.1.1 Web 3.0 survey results.

A total of 12 questions were considered to ask students, but the most relevant data is shown.

Question 1. Choose your age

Table 5

Age

Options	Answer	Percentage
16-19	20	58,8
20-23	10	29,4
24-27	3	8,8
28 or more	1	2,9
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 26

Age
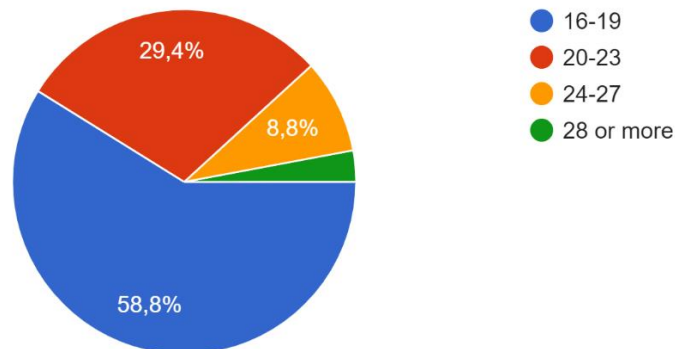
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to the data obtained from the survey, a total of 34 surveyed students that represents the total population, 58,8% stated that they are in the age range of 16 to 19 years, while 29,4% stated that they are in the age range of 20 to 23 years, a low percentage of 8,8% expresses that they are in the age range of 24 to 27 years. The last 2,9% answered that he or she is in the age range of 28 or more years. Finally, it can be concluded that the average age that students have in general is between 16 and 19 years old due they are in the first semester of their university career.

Question 4. Which of these 3.0 tools does your teacher use in the teaching process?

Table 6

3.0 tools the teacher use in the teaching process

Options	Answer	Percentage
Kahoot	24	70,6
Wix	0	0
Canva	26	76,5
Mural	1	2,9
Classdojo	0	0
Social Networks	3	8,8
Personal websites	8	23,5
Educational platforms	25	73,5
Messaging apps	10	29,4
Zoom, Teams	31	91,2
Microsoft forms, Google forms	23	67,6
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 27

3.0 tools the teacher use in the teaching process
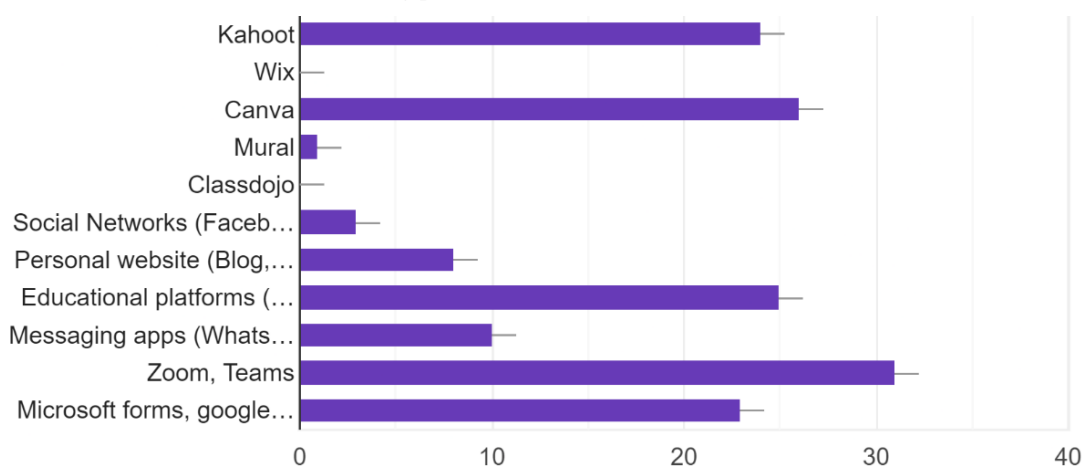
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to the table 6 and figure 27, of a total of 34 students surveyed representing 100% of the population, 70,6% equivalent to 24 students stated that the teacher uses Kahoot in the teaching process, 76,5% equivalent to 26 students stated that they use Canva , 2,9% equivalent to 1 student stated he uses Mural, 8,8% equivalent to 3 students stated that they use Social Networks, 23,5% equivalent to 8 students stated that they use personal websites, 73,5 % equivalent to 25 students state that they use educational platforms, 29,4% equivalent

to 10 students stated that they use messaging applications, 91,2% equivalent to 31 students stated that they use Zoom and Teams while 67,6% equivalent to 23 students stated that the teacher uses Microsoft Forms and Google Forms in the teaching process. Most of the surveyed students expressed that the tool that the teacher uses most frequently is Zoom and Teams because they are videoconferencing programs that allow the teacher to interact with the student via online.

Question 6. How often do teachers use the 3.0 tools to teach?

Table 7

Frequency of teachers use 3.0 technology tools to teach

Options	Frequency	Percentage
Never	0	0
Rarely	0	0
Occasionally	2	5,9
Frequently	18	52,9
Very often	14	41,2
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 28

Frequency of teachers use 3.0 technology tools to teach
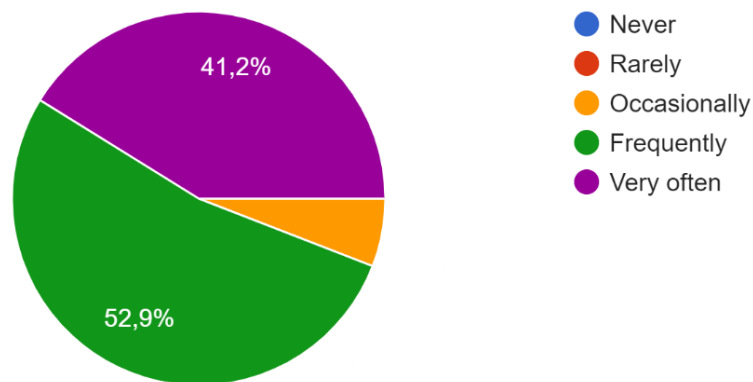
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 7 and figure 28, out of a total of 34 surveyed students who represent the 100% of the population, 5,9% equivalent to 2 students stated occasionally, 52,9% equivalent

to 18 students stated that frequently and the 41,2% equivalent to 14 students stated that teachers very often use 3.0 technological tools to teach. A large number of students mentioned that teachers frequently use technological tools for teaching due to the situation that the world is facing in these times.

Question 8. What kinds of web 3.0 tools does your teacher use for assessment?

Table 8

Frequency of web 3.0 tools the teacher use for assessment

Options	Frequency	Percentage
Educaplay	1	3
Kahoot	23	69,7
Proprofs	1	3
Classmaker	4	12,1
Google forms	30	90,9
Microsoft forms	11	33,3
TOTAL	70	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 29

Frequency of web 3.0 tools the teacher use for assessment
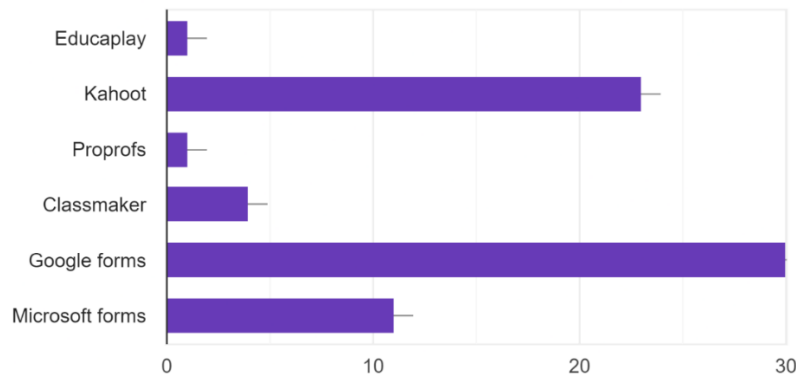
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 8 and figure 29, of a total of 32 students surveyed representing 100%, 3% equivalent to 1 student stated that teachers use Educaplay, 69,7% equivalent 23 students their teachers use Kahoot, 3% equivalent to 1 student, their teachers use Proprofs, 12,1% equivalent to 4 students stated that their teachers use Classmaker, 90,9% equivalent to 30 students stated that their teacher uses Google forms while 33,3% equivalent to 11 students

stated that their teacher uses Microsoft forms as a web 3.0 tool for evaluation. Most students answered that their teachers very often use Google forms as an easy way to assess students.

Question 12. Do you think that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work?

Table 9

Consideration of the application and use of web 3.0 tools encourage interest, participation and motivation of students in collaborative work

Options	Answer	Percentage
Strongly disagree	0	0
In disagreement	1	2,9
Undecided	1	2,9
In agreement	18	52,9
Totally agree	14	41,2
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 30

Consideration of the application and use of web 3.0 tools encourage interest, participation and motivation of students in collaborative work
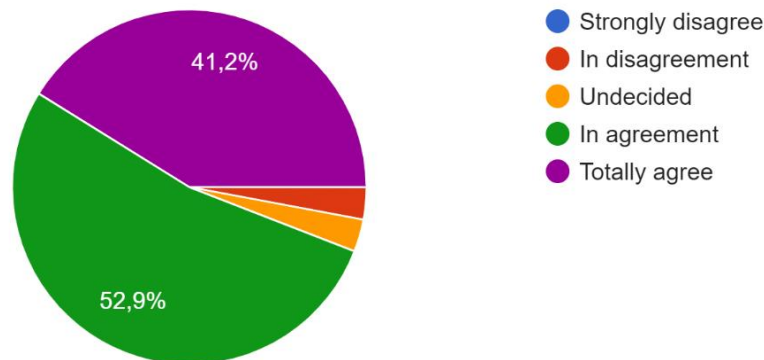
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 9 and figure 30, out of a total of 34 students surveyed, representing 100% of their population, 2,9% representing 1 student was in disagreement, other 2,9% representing 1 student was undecided, 52,9% representing 18 students were in agreement while 41,2% equivalent to 14 students were in totally agree that a correct application and use of web 3.0 tools promotes student interest, participation and motivation in learning collaborative.

According to the results obtained in the survey, it can be affirmed that the majority of students agree that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work because it increases the number of interactions and the motivation to learn the English language through many activities.

3.1.2 Structured survey

A total of 8 questions were considered to ask students, but the most relevant data is shown.

Question 3. You watch cartoons with or without subtitles.

Table 10

Frequency students watch cartoons with or without subtitles

Options	Answer	Percentage
Very often	5	14,7
Often	11	32,4
Sometimes	13	38,2
Rarely	2	5,9
Not at all	3	8,8
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 31

Frequency students watch cartoons with or without subtitles
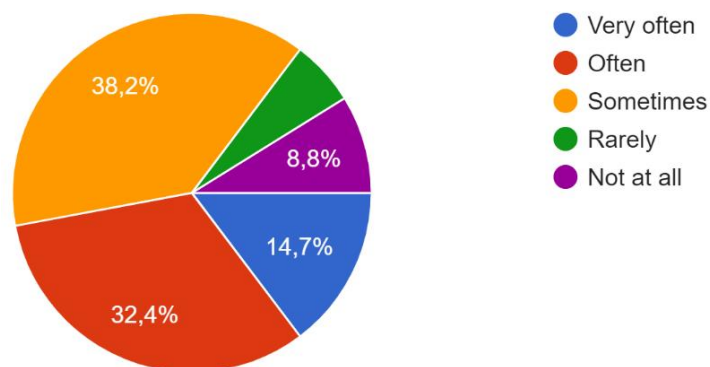
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 10 and figure 31, of a total of 34 students surveyed representing 100% of the population, 14,7% equivalent to 5 students said very often, 32,4% equivalent to 11 students said they frequently, 38,2 % equivalent to 13 students stated that sometimes, 5,9% equivalent to 2 students stated that rarely and 8,8% equivalent to 3 students stated that they

never watch cartoons with or without subtitles. Most of the students mentioned that they usually watch cartoons with or without subtitles as another entertaining way to learn the English language.

Question 4. As an English language learner and young adult, you tend to watch cartoons in your free time.

Table 11

Frequency of students tend to watch cartoons in their free time

Options	Answer	Percentage
Very often	4	11,8
Often	10	29,4
Sometimes	16	47,1
Rarely	4	11,8
Not at all	0	0
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 32

Frequency of students tend to watch cartoons in their free time
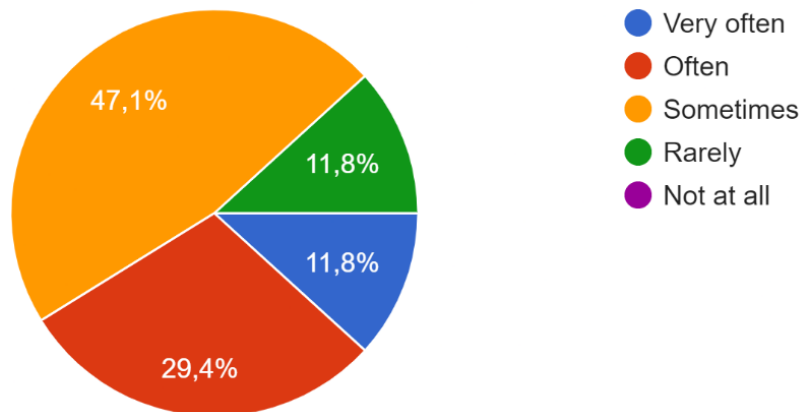
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 11 and figure 32, of a total of 34 students surveyed representing 100% of the population, 11,8% equivalent to 4 students said very often, 29,4% equivalent to 10 students said they frequently, 47,1% equivalent to 16 students stated that sometimes, and the

11,8% equivalent to 4 students stated that they rarely tend to watch cartoons in their free time as other way to learn English language.

Question 5. The teacher teaches the students the listening skill through different technological tools other than those that require the syllable. For example, podcasts, YouTube videos, games, platforms or even social networks.

Table 12

Frequency of the teacher teaches the students the listening skill through different technological tools other than those that require the syllable

Options	Answer	Percentage
Very often	5	14,7
Often	18	52,9
Sometimes	9	26,5
Rarely	2	5,9
Not at all	0	0
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 33

Frequency of the teacher teaches the students the listening skill through different technological tools other than those that require the syllable

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 12 and figure 33, of a total of 34 students surveyed representing 100% of the population, 14,7% equivalent to 5 students said very often, 52,9% equivalent to 18

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students said they often, 26,5% equivalent to 9 students stated that sometimes, and the 5,9% equivalent to 2 students stated the teacher rarely teaches the listening skills through different technological tools other than those that require the syllable. The majority of s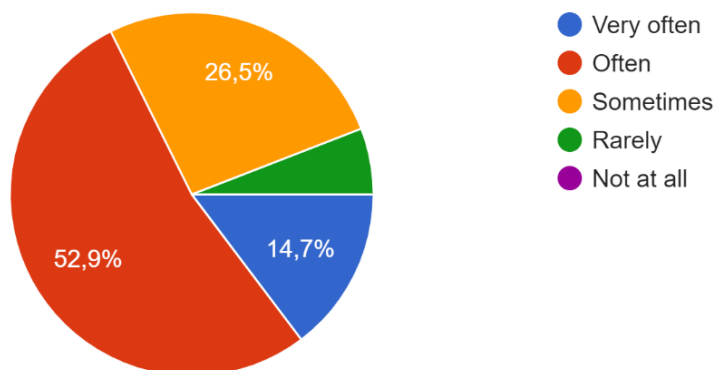tudents answered the teacher often use different technological tools to develop listening skills in this way, it can be diversified the activities that can improve students' English language.

Question 7. The teacher opts for traditional materials over authentic materials in order to develop listening skills.

Table 13

Frequency of the teacher opts for traditional materials over authentic materials

Options	Answer	Percentage
Very often	3	8,8
Often	15	44,1
Sometimes	12	35,3
Rarely	2	5,9
Not at all	2	5,9
TOTAL	34	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 34

Frequency of the teacher opts for traditional materials over authentic materials
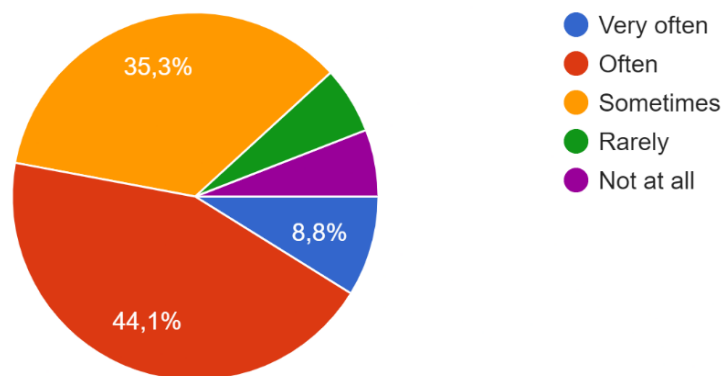
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 13 and figure 34, out of a total of 34 students surveyed representing 100% of the population, 8,8% equivalent to 3 students said very often, 44,1% equivalent to 15 students said frequently, 35,3% equivalent to 12 students stated that sometimes, 5,9% equivalent to 2 students stated that rarely and 5,9% equivalent to 2 students stated that the

teacher chooses traditional materials over authentic materials for develop listening skills at all. The majority responded that the teacher often opts for traditional materials instead of authentic materials to develop listening skills, that means that the teacher tends to use traditional materials because they have to follow the syllabus that the career asks their teachers to apply.

3.1.3 Pre-test and post-test applied to experimental group results

Table 14

Pre-test applied to experimental group

Students	Part 1: Multiple choice	Part 2: Gap fill	Part 3: Multiple choice	Part 4: Multiple choice	Part 5: Matching	Total
1	5	5	4	1	5	20
2	5	5	4	1	3	18
3	5	0	4	4	4	17
4	4	5	4	0	5	18
5	5	5	4	2	4	20
6	4	5	3	1	5	18
7	5	0	2	2	4	13
8	4	5	4	3	5	21
9	5	5	4	2	5	21
10	5	5	4	1	3	18
11	5	5	4	3	5	22
12	4	5	4	3	5	21
13	5	5	4	4	5	22
14	5	5	4	4	5	23
15	5	5	4	3	5	22
16	5	5	4	2	5	21
17	4	5	4	1	5	19
Total	4.7	4.4	3.8	2.1	4.5	19.6

Source: Key English Test
Author: Cordovilla, R. (2021)

Table 15

Post-test applied to experimental group

Students	Part 1: Multiple choice	Part 2: Gap fill	Part 3: Multiple choice	Part 4: Multiple choice	Part 5: Matching	Total
1	5	5	4	2	5	21
2	5	5	4	3	3	20
3	3	5	4	3	5	20
4	4	5	4	2	3	18
5	5	5	4	1	5	20
6	5	5	3	2	5	20
7	4	5	4	2	5	20
8	4	5	4	3	5	21
9	3	5	4	1	4	17
10	5	5	4	2	3	19
11	5	5	4	3	5	22
12	5	5	3	2	5	19
13	5	5	4	3	5	22
14	5	5	4	5	5	24
15	5	5	4	3	5	22
16	5	5	4	2	5	21
17	5	5	4	2	4	20
Total	4.5	5	3.8	2.4	4.5	20.3

Source: Key English Test
Author: Cordovilla, R. (2021)

Figure 35

Pre and post-test applied to experimental group comparative results
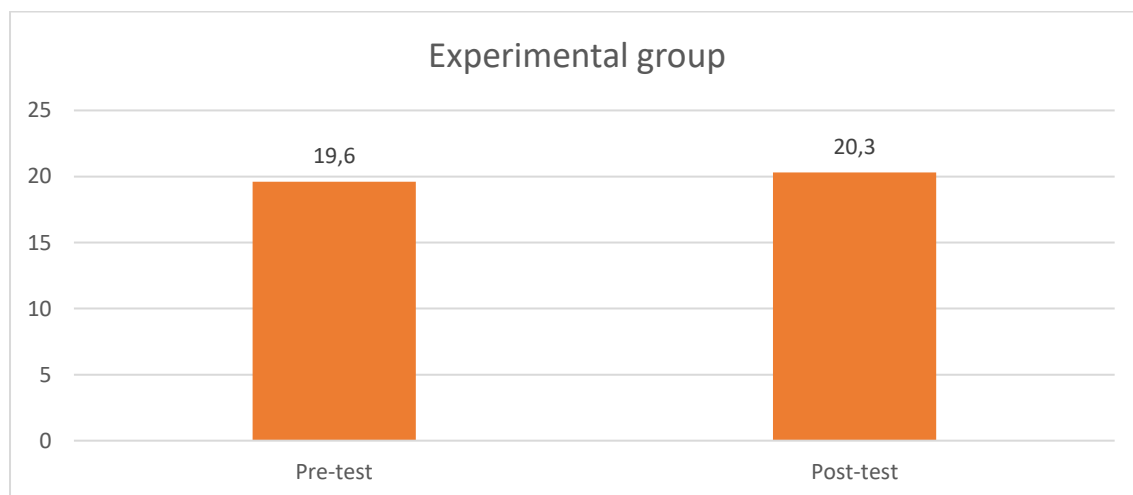
Source: Key English A2 - Pre and Post-test applied to experimental group
Author: Cordovilla, R. (2021)

Analysis and interpretation

In brief summary, the Key English A2 test (KET) was applied to a population of 34 students divided into 2 groups that make up 17 students in the experimental group and the other 17 students in the control group. In this way it will verify if the treatment had a positive impact on the development of listening comprehension in the experimental group that received the treatment. The test is made up of 3 parts: reading and writing, listening and speaking; this research is focused on listening comprehension, so this section of the exam is subdivided into 5 parts, the first part consisting of multiple choice, students must identify key information in 5 short dialogues and must choose the correct image in relation to the dialogue, the second part consists of a gap fill type task where students must listen to a monologue and fill in the blanks of 5 sections, in the third part the type of task is multiple choice where the objective is to listen to a dialogue and look for key information to be able to answer the 5 questions in relation to the dialogue, the fourth part the type of task is also multiple choice but in this part the students must identify the main idea, the message, gist or theme in 5 monologues or short dialogues, and the last part that is number 5 the type of task is matching which students must listen to a dialogue in search of information c wash and join aspects related to audio.

According to the results obtained in the pre-test applied to the experimental group in table 14, it details an average of 4,7 over 5 in the first part, 4,4 over 5 in the second part, in the third part it shows an average of 3,8 over 5, in the fourth part an average of 2,2 over 5 and finally in the fifth part there is an average of 4,5 over 5 points, resulting in a general average of 19,6 over 25 points where its performance is high. Likewise, in table 15 the post-test details the general average of the first part 4,5 over 5 points, in the second part 5 over 5 points, the third part 3,8 over 5 points, the fourth part 4 was obtained 4,5 over 5 points and the fifth part with a general average of 4,5 over 5 points, giving a general average of 20,3 over 25 points. In figure 35, the comparative results of both exams detail in the pre-test a general average of 19,6 over 25 points while the post-test gives a result of 20,3 over 25 points.

It can easily be concluded that there is a slight improvement of 0,7 points difference when they were treated with short cartoon clips to improve listening skills. An increase of 0,7 points of difference in general averages of pre and post-test can also be seen in the second part, which consists of listening to a monologue in search of specific information. In other

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words, the students improved their ability to listen to words with the native pronunciation in the English language and write them to fill in the blanks.

3.1.4 Pre-test and post-test applied to control group results
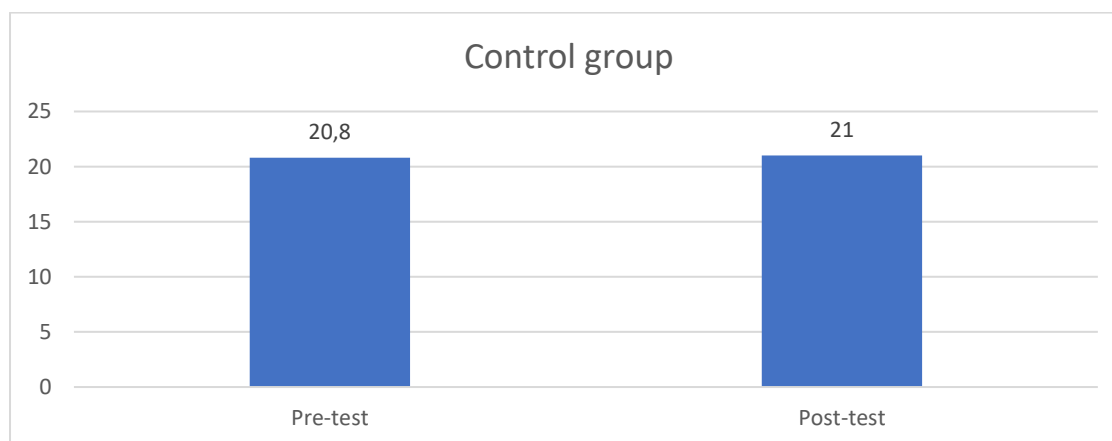
Table 16

Pre-test applied to control group

Students	Part 1: Multiple choice	Part 2: Gap fill	Part 3: Multiple choice	Part 4: Multiple choice	Part 5: Matching	Total
1	5	5	4	3	5	22
2	5	5	4	4	5	23
3	4	5	4	2	1	16
4	5	5	4	1	1	16
5	5	5	4	2	5	21
6	4	5	4	0	5	18
7	5	5	4	5	5	24
8	5	5	4	2	5	21
9	5	5	4	4	5	23
10	5	5	4	4	5	23
11	5	5	4	2	5	21
12	5	5	4	4	5	23
13	5	5	4	3	3	20
14	5	5	4	3	5	22
15	5	5	4	2	5	21
16	5	5	4	3	5	22
17	5	0	4	4	5	18
Total	4.8	4.7	4	2.8	4.4	20.8

Source: Key English Test
Author: Cordovilla, R. (2021)

Table 17

Post-test applied to control group

Students	Part 1: Multiple choice	Part 2: Gap fill	Part 3: Multiple choice	Part 4: Multiple choice	Part 5: Matching	Total
1	5	5	4	4	5	23
2	5	5	4	4	5	23
3	4	5	4	1	1	15
4	5	0	4	1	5	15
5	5	5	4	2	5	21
6	4	5	4	2	3	18
7	5	5	4	5	5	24
8	5	5	3	4	5	22
9	5	5	4	4	5	23
10	5	5	3	4	5	22
11	5	5	4	2	5	21
12	5	5	4	4	5	23
13	5	5	4	3	5	22
14	5	5	4	1	5	20
15	5	5	4	1	5	20
16	5	5	4	3	5	22
17	4	5	4	5	5	23
Total	4.8	4.7	3.8	2.9	4.6	21

Source: Key English Test
Author: Cordovilla, R. (2021)

Figure 36

Pre and post-test applied to control group comparative results

Source: Key English A2 - Pre and Post-test applied to control group
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to the results obtained in the pre-test applied to the control group in table 16, it details an average of 4,8 over 5 in the first part, 4,7 over 5 in the second part, in the third part it shows an average of 4 over 5, in the fourth part an average of 2,8 over 5 and finally in the fifth part there is an average of 4,4 over 5 points, resulting in a general average of 19,6 over 25 points where its performance is high. Likewise, in table 17 the post-test details the general average of the first part 4,8 over 5 points, in the second part 4,7 over 5 points, the third part 3,8 over 5 points, the fourth part 4 was obtained 2,9 over 5 points and the fifth part with a general average of 4,6 over 5 points, giving a general average of 21 over 25 points. In figure 36, the comparative results of both exams detail in the pre-test a general average of 20,8 over 25 points while the post-test gives a result of 21 over 25 points.

To conclude, there is a low level of improvement of 0,2 points difference because they were not treated with short cartoon clips to improve listening skills. An increase of 0,2 points of difference in general averages of pre and post-test can also be seen in the fifth part, which consists to listen a dialogue in search of key information and match five items. In other words, the students improved their ability to infer situations that happened in the audio.

3.1.5 Pre-test and post-test of experimental and control group average
Table 18

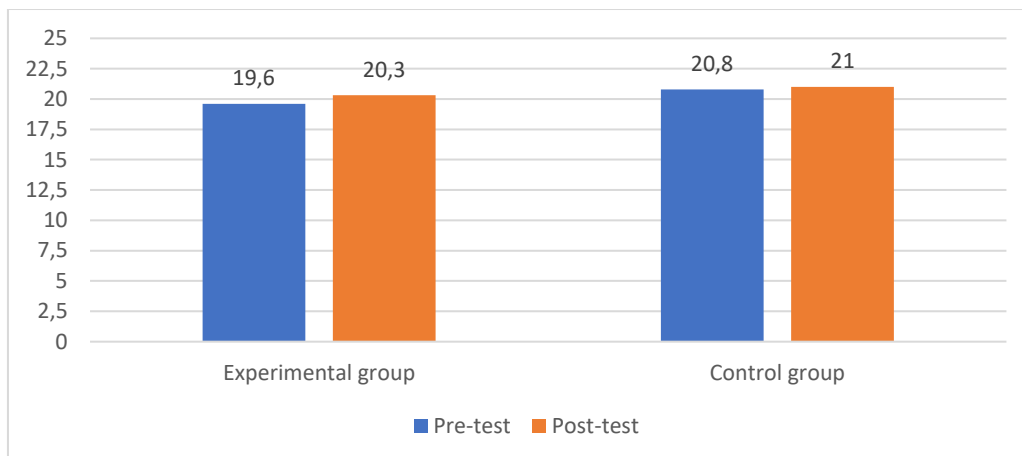*Pre-test and post-test average and difference of experimental and control group*

Groups	Pre-test average	Post-test average	Difference	Expected average
Experimental	19,6	20,3	0,7	23
Control	20,8	21	0,2	21

Source: Key English A2 - Pre and Post-test
Author: Cordovilla, R. (2021)

Figure 37

Average scores pre-test and post-test of experimental and control group

Source: Key English A2 - Pre and Post-test
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to figure 37 in relation to the general average obtained from the experimental and control group in the pre and post-test, the initial average obtained in the pre-test of the experimental group is 19,6 over 25 points; however, after the treatment of short cartoon clips to improve listening comprehension was applied, a great improvement can be noticed where the students obtained 20,3 over 25 points, giving an improvement of 0,7 points. In contrast, the initial average obtained in the pre-test of the control group is 20,8 over 25 points, after the application of the post-test without any type of treatment, a relative improvement was obtained where the students obtained 21 over 25 points, giving a difference of 0,2 points. Despite the fact that the students in the control group obtained a higher grade, the difference in averages concludes that the experimental group had a more significant change thanks to the treatment applied to the students of the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros program at the Technical University of Ambato. Short cartoon clips moderately influenced the development of listening skills.

3.1.6 TAM model results

A total of 15 questions were considered to ask students, but the most relevant data is shown.

Question 1. El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente

Table 19

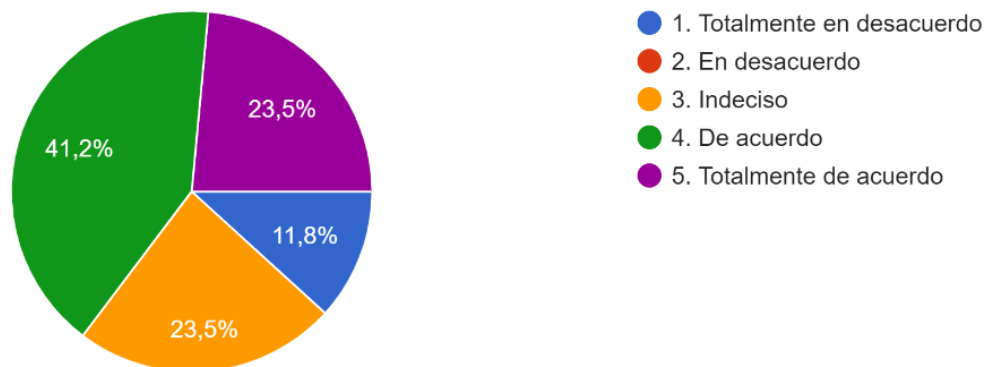*Uso de herramientas web 3.0 permite realizar el trabajo más rápido*

Options	Answer	Percentage
Totalmente en desacuerdo	2	11,8
En desacuerdo	0	0
Indeciso	4	23,5
De acuerdo	7	41,2
Totalmente de acuerdo	4	23,5
TOTAL	17	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 38

Uso de herramientas web 3.0 permite realizar el trabajo más rápido

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 19 and figure 38, out of a total of 17 students surveyed who were part of the experimental group, representing 50% of their population, 11,8% representing 2 students were in totally disagreement, other 23,5% representing 4 students was undecided, 41,2% representing 7 students were in agreement while 23,5% equivalent to 4 students were in totally agree that the use of web 3.0 tools allow students to carry out their work more quickly. In order to analyze the results obtained, the majority of students with the 52,9% in agreement

stated that the use of web 3.0 tools allow students to carry out their work more quickly due they offer different types of tools that help students to boost their development in tasks and evaluations without wasting time in the process.

Question 3. Las herramientas tecnológicas mejoran mi iniciativa en clase.

Table 20

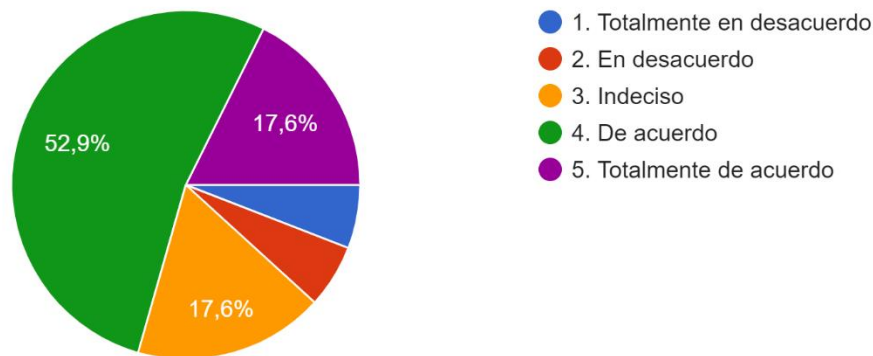*Las herramientas tecnológicas mejoran la iniciativa en clase*

Options	Answer	Percentage
Totalmente en desacuerdo	1	5,9
En desacuerdo	1	5,9
Indeciso	3	17,6
De acuerdo	9	52,9
Totalmente de acuerdo	3	17,6
TOTAL	17	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 39

Las herramientas tecnológicas mejoran la iniciativa en clase

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 20 and figure 39, out of a total of 17 students surveyed who were part of the experimental group, representing 50% of their population, 5,9% representing 1 student were in totally disagreement, other 5,9% representing 1 student was in disagreement, 17,6% representing 3 students were undecided, 52,9% representing 9 students said they were in agreement while 17,6% equivalent to 3 students were in totally agree that technological tools improve initiative in class. In order to analyze the results obtained, the majority of students with the 52,9% in agreement stated that technological tools improve initiative in class due

they promote the participation in class and they motivate to focus on learn the English language.

Question 10. En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar.

Table 21

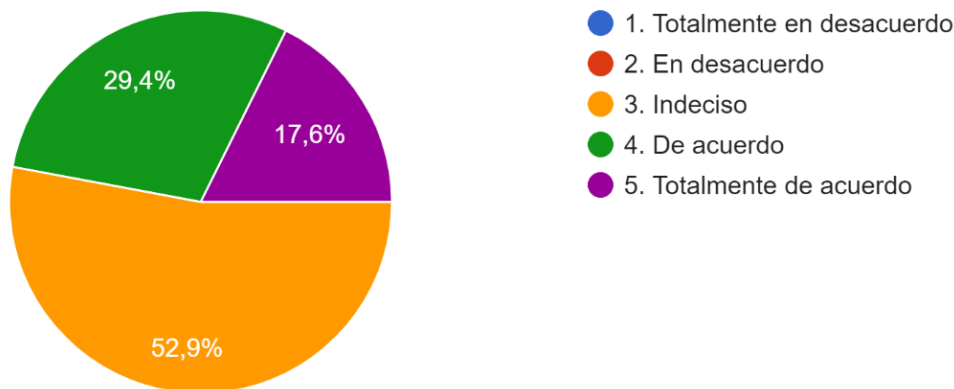*Facilidad de usar las herramientas de la web 3.0 y las de gamificación*

Options	Answer	Percentage
Totalmente en desacuerdo	0	0
En desacuerdo	0	0
Indeciso	9	52,9
De acuerdo	5	29,4
Totalmente de acuerdo	3	17,6
TOTAL	17	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 40

Facilidad de usar las herramientas de la web 3.0 y las de gamificación

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 21 and figure 40, out of a total of 17 students surveyed who were part of the experimental group, representing 50% of their population, 52,9% representing 9 students were undecided, other 29,4% representing 5 students were in agreement, while 17,6% representing 3 students said they were in totally agreement that they find web 3.0 tools and gamification tools easy to use. In order to analyze the results obtained, the majority of students with the 52,9% were undecided about if web 3.0 tools and gamification tools are

easy to use because they are in the first semester of their career, so the tools used in class could be new for them to learn quickly.

Question 12. El uso de herramientas web 3.0 y de gamificación me permiten sostener una comunicación más amigable con mi entorno (compañeros y docente).
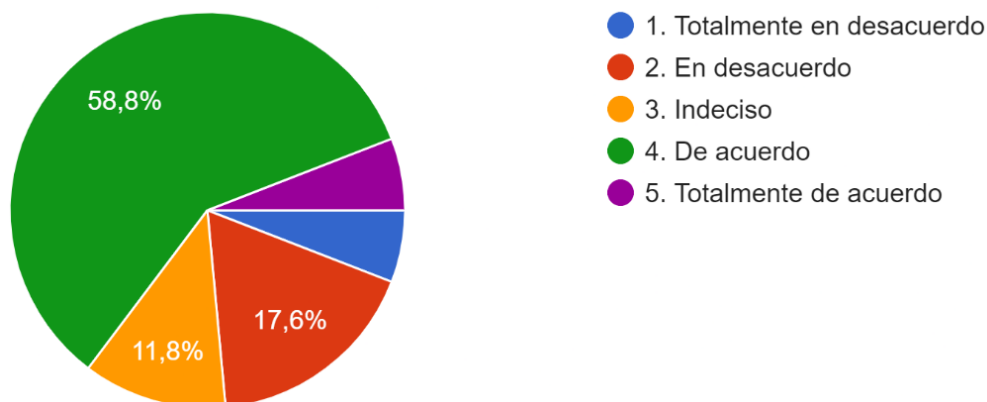
Table 22

El uso de herramientas web 3.0 y de gamificación me permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)

Options	Answer	Percentage
Totalmente en desacuerdo	1	5,9
En desacuerdo	3	17,6
Indeciso	2	11,8
De acuerdo	10	58,8
Totalmente de acuerdo	1	5,9
TOTAL	17	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 41

El uso de herramientas web 3.0 y de gamificación me permiten sostener una comunicación más amigable con mi entorno (compañeros y docente)

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 22 and figure 41, out of a total of 17 students surveyed who were part of the experimental group, representing 50% of their population, 5,9% representing 1 student were in totally disagreement, other 17,6% representing 3 students were in disagreement, 11,8% representing 2 students were undecided, 58,8% representing 10 students were in agreement while 5,9% representing 1 student said they were in totally agreement that the use of web 3.0 and gamification tools allow students to maintain a friendlier communication with

their environment (classmates and teachers). In order to analyze the results obtained, the majority of students with the 58,8% stated that the use of web 3.0 and gamification tools allow students to maintain a friendlier communication with their environment (classmates and teachers), due there is no other way to communicate effectively with the teacher and students in the virtual modality.

Question 14. Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual.

Table 23

Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual

Options	Answer	Percentage
Totalmente en desacuerdo	1	5,9
En desacuerdo	1	5,9
Indeciso	4	23,5
De acuerdo	6	35,3
Totalmente de acuerdo	5	29,4
TOTAL	17	100,0

Source: PINE First semester students
Author: Cordovilla, R. (2021)

Figure 42

Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual
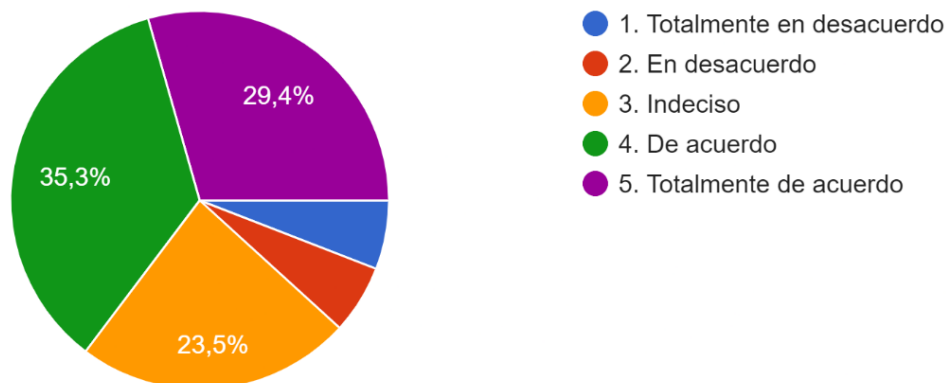
Source: PINE First semester students
Author: Cordovilla, R. (2021)

Analysis and interpretation

According to table 23 and figure 42, out of a total of 17 students surveyed who were part of the experimental group, representing 50% of their population, 5,9% representing 1 student were in totally disagreement, other 5,9% representing 1 student were in disagreement, 23,5% representing 4 students were undecided, 35,3% representing 6 students were in agreement

while 29,4% representing 5 students said they were in totally agreement that they would like to use that type of tools more frequently within the virtual class. In order to analyze the results obtained, the majority of students with the 35,3% stated that they would like to use this type of tools more frequently within the virtual class due classes may become monotonous or even boring. In this way, the teacher can consider to apply technological tools frequently in order to help students in their learning process.

3.2 Hypothesis verification

The results obtained for this present research project were analyzed by using the SPSS software which was used the T-students statistical test.

Hypothesis statement

- **Null hypothesis (Ho)**

The application of short cartoon clips does not affect positively the listening skills of students.

- **Alternative hypothesis (Ha)**

The application of short cartoon clips affects positively the listening skills of students.

Table 24

Levene's test for Equality of Variances

	F	**Sig.**
Post test	,000	1,000

Source: IBM SPSS Statistics 21 Software
Author: Cordovilla, R. (2021)

Criteria

- Sig > 0.05 → Control and Experimental group are Homogeneous.
- Sig < 0.05 → Control and Experimental group are not Homogeneous.

While **Sig = 1,000 > 0.05**, therefore the variances of the groups are equal; that is, the control and experimental groups are homogeneous. Therefore, the T-Student parametric test will be applied.

Table 25

T-student test to Independent Samples

	t	gl	Sig. (Bilateral)	95% Confidence Interval of the Difference	
				Lower	Upper
Post-test	.000	32	1.000	-1.881	1.881

Source: IBM SPSS Statistics 21 Software
Author: Cordovilla, R. (2021)

Criteria

- Sig <0.05 → Reject the Ho and accept the Ha.
- Sig> 0.05 → Reject the Ha and accept the Ho.

Since **Sig = 1,000 > 0.05**, therefore, it rejects the Ha and accepts the Ho, that is, the means of the Control Group and the Experimental Group are different. Hence, it concludes that the application of short cartoon clips positively affects the listening skills of students.

The table represent a sample of the statistical results obtained from the analysis of the data form the experimental and control group in the post-test. It is evident the value of P which is 1,000 and is significantly superior than 0.05. Consequently, this table defines a statistical relevance that mentions that the alternative hypothesis Ha is rejected and the null hypothesis Ho is accepted. Thus, the application of short cartoon clips does not affect positively the listening skills of students.

3.3 Discussion

The results obtained by the author showed that, short cartoon clips have a slight positive effect on improving listening comprehension in students of the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato. The author of this research analyzed the information obtained and it was noted that students in general have a great ability to understand the English language, as we demonstrated in the pre and post-test applied to the experimental group as well as the control group. This is because through the interventions, the students stated that they use their free time to learn the English language through web 3.0; they had that level of listening comprehension thanks to activities, multimedia and other authentic material found online and in apps.

Additionally, there is a slight difference in general averages in the results of the pre and post-test of both groups, an increase of 0,7 points (19,6 -20,3) can be seen in the experimental group while it can be seen show a slight increase of 0,2 points (20,8-21) in the control group. Therefore, despite the fact that the general average of the control group is higher with 21 out of 25 points while the experimental group obtained 20,3 points out of 25 points, there is a difference of both averages in the post-test of 0,7 points between both, but the improvement in each makes the experimental group superior, their differences being 0,5 points between them.

According to Jamal et al. (2019) capturing the attention of students is not as easy as it seems, but teachers can opt for initiatives such as the use of audio-visual media such as cartoons or comics that complement problem-based learning throughout the teaching process in the classroom. This way of learning the English language makes students feel motivated and entertained during the teaching process. It can also accommodate the contents or in the way that is most appropriate for each level. Finally, its importance lies in developing activities that help to improve their level of listening comprehension through the technological tools of web 3.0 in which students do not feel forced to learn but feel comfortable to learn the English language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- It can be concluded that the level of listening comprehension of students through a pre and post-test has been identified successfully. Thanks to the results obtained by the Key English A2 test (KET) from "Cambridge Assessment" focused only the part of listening skills. The students of both groups, this being the experimental group that obtained in the pre-test a general average of 19,6 out of 25 points and then in the post-test the qualification of 20,3 out of 25 points their progress differs in 0,7 points of slight progress, as well as the control group obtained in the pre-test a general average of 20,8 out of 25 points while in the post-test it obtained 21 points out of 25, adding the post-test of both groups makes an average of 20,6 out of 25 points. It can be concluded that the students of the first semester of the program of Pedagogy of National and Foreign Languages of the Technical University of Ambato had a good level of comprehension.

- Through the application of the TAM model related to web 3.0 in question number 1, the effectiveness of the use of new technological resources for learning the English language was analyzed. Which details that 64,7% equivalent to 11 students stated that the use of web 3.0 tools allows them to get their work done faster.

- According to Devi Krishnan and Md Yunus (2018) the application of cartoons within the classroom to learn the English language not only increases listening comprehension and improves the vocabulary of students, but also motivates students with low level of proficiency during the teaching process. Considering the activities to evaluate listening comprehension with technological tools, it helped to promote short cartoon clips as a means to develop listening skills. In this way, it also contributed the structured survey applied to 34 students; it received a level of acceptance in which it details in question number 4, where 47,1% is equivalent to 16 students, they stated that they sometimes tend to watch cartoons. This means that, students will be prepared to see that authentic material as short cartoon clips in their English classes for the purpose of understanding conversations and improving their listening skills.

4.2 Recommendations

•	It is recommended to evaluate the linguistic skills of the students (be these: reading, writing, speaking and listening) in the English language at the beginning as a diagnostic test, in this way the degree of understanding of the language is determined. Therefore, it can be focused on the skills that students have more difficulty to learn. In this way, the teacher can focus on exercises, activities or evaluations that helps to improve the performance of their students. It is also recommended to apply new ways of working with students, obtaining new results and improving their language development or, in this case, the development of listening comprehension, which is a receptive skill, and transforming it into the development of speaking skills, this skill being productive which is the correct relationship to be able to understand and communicate in the English language.

•	More should be investigated about the types of technological tools as means of frequent application in the classroom. Thus, better results will be obtained since students will be open up new ways of learning the English language and having fun in the process.

•	New types of audiovisual media should be implemented within the learning of the English language. As result of the way in which students can learn a foreign language, it can be diversified and improved. Thus, those authentic materials are much more closely related to showing the culture and customs of the English-speaking society much more thoroughly.

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ANEXO 3

CARTA DE COMPROMISO

Ambato, 19 de octubre de 2021

Doctor

Marcelo Núñez

PRESIDENTE DE LA UNIDAD DE INTEGRACIÓN CURRICULAR CARRERA DEPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Mg. Sarah Iza en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Short cartoon clips and the listening skill" propuesto por el estudiante Ricardo Sebastian Cordovilla Moran, portador de laCédula de Ciudadanía No 1850238914, 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 delproyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELI
NEIZA
PAZMINO

Lic. Mg. Sarah Iza Pazmiño,

Mg0501741060

0984060528

sj.iza@uta.edu.ec

Annex 2

UNIVERSIDAD TÉCNICA DE AMBATOFACULTAD DE CIENCIAS HUMANAS YDE LA EDUCACIÓN

INVESTIGATION PROJECT: "Short cartoon clips and Listening skill"

OBJECTIVE: Diagnose the use of web 3.0 tools in collaborative learning.

INSTRUCTIONS: Mark the answer according to your actual experience with the web 3.0 tools in the educational environment.

WHAT DOES WEB 3.0 MEAN?
https://www.youtube.com/watch?v=9xLJ0EF4Sr8

---

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☁

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Correo *

Tu dirección de correo electrónico

This form will record your name, please fill your name.

Example: VILLAVICENCIO CORTEZ LUIS ANDRES

Tu respuesta

DATOS INFORMATIVOS

1. Choose your age:

○ 16-19

○ 20-23

○ 24-27

○ 28 or more

2. Sex:

○ Female

○ Male

KNOWLEDGE WEB TOOLS 3.0

3. Choose the types of 3.0 tools you use to learn:

☐ Kahoot

☐ Wix

☐ Canva

☐ Mural

☐ Classdojo

☐ Social Networks (Facebook, Instagram, Tik-tok)

☐ Personal website (Blog, e-,mail)

☐ Educational platforms (moodle, easle)

☐ Messaging apps (Whatsapp, telegram, viber, etc.)

☐ Zoom, Teams

☐ Microsoft forms, google forms

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

- ☐ Kahoot
- ☐ Wix
- ☐ Canva
- ☐ Mural
- ☐ Classdojo
- ☐ Social Networks (Facebook, Instagram, Tik-tok)
- ☐ Personal website (Blog, e-,mail)
- ☐ Educational platforms (moodle, easle)
- ☐ Messaging apps (Whatsapp, telegram, viber, etc.)
- ☐ Zoom, Teams
- ☐ Microsoft forms, google forms

USE OF TOOLS 3.0

---

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

- ○ Never
- ○ Rarely
- ○ Occasionally
- ○ Frequently
- ○ Very often

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6. How often do teachers use the 3.0 tools to teach?

○ Never

○ Rarely

○ Occasionally

○ Frequently

○ Very often

7. What kind of technological devices do you use to learn in virtual classes?

☐ Smartphone

☐ Computer

☐ Laptop

☐ Tablet

☐ Notebook

☐ Chromebook

8. What kinds of web 3.0 tools does your teacher use for assessment?

☐ Educaplay

☐ Kahoot

☐ Proprofs

☐ Classmaker

☐ Google forms

☐ Microsoft forms

9. From the following list, what tools does your teacher use for learning purposes?

☐ Blogs

☐ Wikis

☐ Social networks

☐ Digital documents

☐ Multimedia resources

☐ Educational platforms

☐ Podcasts

☐ Digital board

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

○ Unimportant

○ Minor important

○ Moderately important

○ Important

○ Very important

11. Consider that the use of web 3.0 tools in collaborative learning is:

○ It is a determining factor in student learning.

○ It is a fad, given the technological age we live in.

○ It is an alternative support tool for teaching the various contents.

○ It is a totally expendable tool.

○ It is an alternative that does not necessarily influence student learning.

○ It facilitates group work, collaboration and inclusion with their students.

○ It minimizes time and resources.

○ It helps to find information faster.

12. Do you think that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work?

○ Strongly disagree

○ In disagreement

○ Undecided

○ In agreement

○ Totally agree

Se enviará una copia de tus respuestas por correo electrónico a la dirección que has proporcionado.

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Annex 3

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

OBJECTIVE: To determine the influence of short cartoon clips in the listening skill on students of First semester from the Pedagogía de los Idiomas Nacionales y Extranjeros program at Technical University of Ambato.

INSTRUCTIONS: Please mark the answer based on your actual experience with the web 3.0 tools in the educational environment.

FREQUENCY
- Very often
- Often
- Sometimes
- Rarely
- Not at all

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Correo *

Tu dirección de correo electrónico

INDEPENDENT VARIABLE:
Short cartoon clips

1. As a student of Pedagogía de los Idiomas Nacionales y Extranjeros program, in your free time, how often do you watch cartoons or animated series with subtitles with the original audio or subtitles in the English language. *

○ Very often

○ Often

○ Sometimes

○ Rarely

○ Not at all

2.The teacher opts for new ways of teaching the English language through cartoons so that you can improve your level of comprehension. *

○ Very often

○ Often

○ Sometimes

○ Rarely

○ Not at all

3. You watch cartoons with or without subtitles. *

○ Very often

○ Often

○ Sometimes

○ Rarely

○ Not at all

4. As an English language learner and young adult, you tend to watch cartoons in your free time. *

○ Very often

○ Often

○ Sometimes

○ Rarely

○ Not at all

DEPENDENT VARIABLE:
Listening skill

5.The teacher teaches the students the listening skill through different technological tools other than those that require the syllable. For example,podcasts, YouTube videos, games,platforms or even social networks. *

○ Very often

○ Often

○ Sometimes

○ Rarely

○ Not at all

6.The teacher uses educational platforms on the Internet in order to reinforce listening skills. *

◯ Very often

◯ Often

◯ Sometimes

◯ Rarely

◯ Not at all

7. The teacher opts for traditional materialsover authentic materials in order todevelop listening skills. *

◯ Very often

◯ Often

◯ Sometimes

◯ Rarely

◯ Not at all

8. The teacher usually makes formative assessments in relation to listening skill with the purpose of improving your levels of listening comprehension. *

◯ Very often

◯ Often

◯ Sometimes

◯ Rarely

◯ Not at all

Página 1 de 1

Enviar

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PRE TEST - KEY ENGLISH A2 – PAPER 2

Objective: Assess candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.

Name: Listening

Timing: 30 minutes (including 8 minutes transfer time)

Content: Five parts ranging from short exchanges to longer dialogues and monologues
Number of questions: 25 divided in 5 parts

Instructions
· Read the instructions carefully before you start each section.
· Read the questions before you listen. You will hear the audio twice.

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Correo *

Tu dirección de correo electrónico

APELLIDOS Y NOMBRES *

Tu respuesta

CORREO ELECTRÓNICO INSTITUCIONAL *

Tu respuesta

PART 1: PICTURES

In part 1 of the Key English Test (KET) you listen to five short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.

AUDIO QUESTION 1

PART 1 1

1. What does cleaning time mean? *

○ c

○ a

80

○ b

AUDIO QUESTION 2

PART 1 2

▶

---

2. How is Karen? *

○ c

○ b

○

81

○ a

AUDIO QUESTION 3

PART 1 3

▶

---

3. What dad is wearing? *

○ c

○ a

○ b

82

○ b
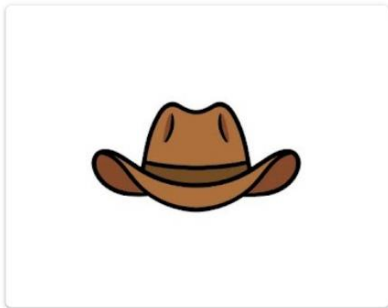
AUDIO QUESTION 4

PART 1 4

▶

---

4. What cartoons make on us? *

○ b

○ a

○

83

○ c

AUDIO QUESTION 5

PART 1 5

▶

---

5. What did they? *

pixtastock.com – 38303029

○ c

○ a

○ b

84

○ D

PART 2: FILL IN A FORM
This is a longer monologue. While you listen, you need to complete some notes. There are five gaps to complete. You can listen to the audio twice.

AUDIO QUESTIONS 5 -10

```
          PART 2

            ▶
```

You will hear some information about a conversation between SpongeBob SquarePants and Patrick Star. Listen and complete questions 5-10. *

SpongeBob SquarePants: All right. Get it together, old boy. I know. I'll just stop thinking ………. it. Hey, you know, I actually feel a little better. I don't even remember why I was ………………..

Patrick Star: Hey! it's the new Krusty Krab 2 …………..! Wow the pressure's already setting in

SpongeBob SquarePants: No, Pat, you don't………….. I didn't get the promotion.

Patrick Star: What? Why?

SpongeBob SquarePants: Mr. Krabs thinks I'm a kid.

Patrick Star: What?! That's …………..!

SpongeBob SquarePants: I know

Patrick Star: Well, saying you're a kid, it's like saying I'm a kid!

Waiter: Here's your Goober Meal, sir.

Patrick Star: I'm supposed to get a toy with this. Thanks.

○ Aloud – sad – arranger – undersatand – unfair

○ About – sad – manager – understand – insane

○ About – mad- manager – comprehend – unfair

PART 3: M/CHOICE

In part 3 of KEY Listening, you hear a longer dialogue and answer 5 multiple choice questions. You can listen to the audio twice.

AUDIO QUESTIONS 11-15

PART 3

[▶]

11.The color of shoes is *

○ Blue

○ Pink

○ Red

---

12. The shoes cost *

○ 8 dollars

○ 20 dollars

○ 10 dollars

---

13. Who bought those shoes to her? *

○ Grandpa

○ Grandma

○ Mother

14. What is the girl's name? *

○ Marta

○ Alice

○ Karen

15. What is Karen doing? *

○ She is dancing

○ She is writing

○ She is singing

PART 4: MAIN IDEA
In part 4 of the A2 Key English Test (KET) you listen to five short recordings for the main idea and choose the right option. You can listen to the audio twice.

AUDIO QUESTION 16

PART 4 1

▶

16. You will hear two people talking at home. Which room are the people in? *

◯ Bedroom

◯ Kitchen

◯ Living room

AUDIO QUESTION 17

PART 4 2

▶

17. You will hear two people talking at a clothes shop. What is the woman going to buy from this store? *

○ A skirt and shirt

○ A shirt and trousers

○ Just a shirt

AUDIO QUESTION 18

PART 4 3

▶

---

18. You will hear two people talking at a bookshop. Why is the man, Tom, there? *

○ A to buy a book

○ to meet someone

○ to return a book

AUDIO QUESTION 19

PART 4 4

▶

---

19. You will hear two people talking in a computer shop. How much does the laptop cost? *

89

○ £400

○ £300

○ £200

AUDIO QUESTION 20

PART 4 5

▶

---

20. You will hear a woman talking to her friend. Why is she excited? *

○ She is going to be on television.

○ She has got a new job.

○ She has won a competition.

PART 5: MATCHING

In this part of the KEY test, you listen to a conversation and do a matching exercise.

AUDIO QUESTIONS 21-25

PART 5

▶

21. Where are they? *

○ 4

○ He ordered water

○ At the restaurant

○ The mother

○ The daughter and son

22. How many people will sit on the table? *

○ 4

○ He ordered water

○ At the restaurant

○ The mother

○ The daughter and son

23. What has the father ordered to drink? *

○ 4

○ He ordered water

○ At the restaurant

○ The mother

○ The daughter and son

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24. Who ordered the grilled fish? *

○ 4

○ He ordered water

○ At the restaurant

○ The mother

○ The daughter and son

25. Who ordered the chicken soup? *

○ 4

○ He ordered water

○ At the restaurant

○ The mother

○ The daughter and son

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Política de Privacidad

Google Formularios

<table>
<tr><td colspan="3" align="center">LESSON PLAN 1</td></tr>
<tr><td colspan="3">Teacher's name: Ricardo Cordovilla</td></tr>
<tr><td colspan="2">Date: December 16th, 2021</td><td></td></tr>
<tr><td colspan="2">Level: A2- Pre Intermediate</td><td>Length of the first lesson: 30 mins</td></tr>
<tr><td>Main focus of the lesson:</td><td colspan="2">Language skills:

- Listening
- Writing</td></tr>
<tr><td>General objective</td><td colspan="2">Students will be able to compose a paragraph talking about their favorite cartoon.</td></tr>
<tr><td>Specific objectives</td><td colspan="2">- To introduce students to short cartoon clips
- To identify and analyze new vocabulary used in videos.
- To assess students' writing by using a game.</td></tr>
<tr><td>Materials:</td><td colspan="2">Kahoot, Canva, Youtube</td></tr>
<tr><td colspan="3" align="center">Procedure:</td></tr>
<tr><td>Time:</td><td>Activities:</td><td>Materials:</td></tr>
<tr><td>5min</td><td>Greetings

Warm up activity:

The teacher will ask students to join to Kahoot in order to introduce the topic that is short cartoon clips, where students must put a code to join to the activity.

Students must join to the activity and they must guess what is the name of the cartoon in Kahoot, these activities</td><td>Kahoot

https://create.kahoot.it/ details/96cccd12- 397a-4f95-b277- 7fdc9603ba0e</td></tr>
</table>

	have no grade.	
10min	**Exposition:** The teacher will present information based on the cartoons, its types and elements through a Canva presentation. Students must take notes and pay attention to the presentation. Then, the teacher will ask questions related to the presentation: **What is a cartoon? Did you have any favorite cartoon in your childhood, if yes, what is it?**	Canva https://www.canva.com/design/DAEyrTmJwGo/3mEgqKgmLXVrtXwOK2gAiA/view?utm_content=DAEyrTmJwGo&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
15min	**Speaking stages:** **Pre speaking** Students must read the following questions in order to be prepared once they have watched the video in order to answer the following questions. 1. What are the kids eating in the back of the car? 2. How many people are in the car? 3. Where did the kids go? 4. How is it called that day? 5. What can they get if they receive the vaccine? 6. Who has not been vaccinated yet? **Speaking** Once students have analyzed and read the questions. Teacher will share his screen and he will play a video of the Simpsons	Youtube video: https://youtu.be/PxlABIae5A0

| | thrice, if necessary, in order to acquire information in order to answers the questions asked by the teacher to answer.

Post speaking

Students will be able to correct their mistakes by analyzing their answers and teacher will randomly ask students to answer the questions in order to develop communicative skills.

Assessment:

Students must write a paragraph of 50 words talking about their favorite cartoon uploading the writing as homework to the teacher in the platform in order to have evidence about the lesson learned. | |

Annexes of Lesson plan 1

Kahoot
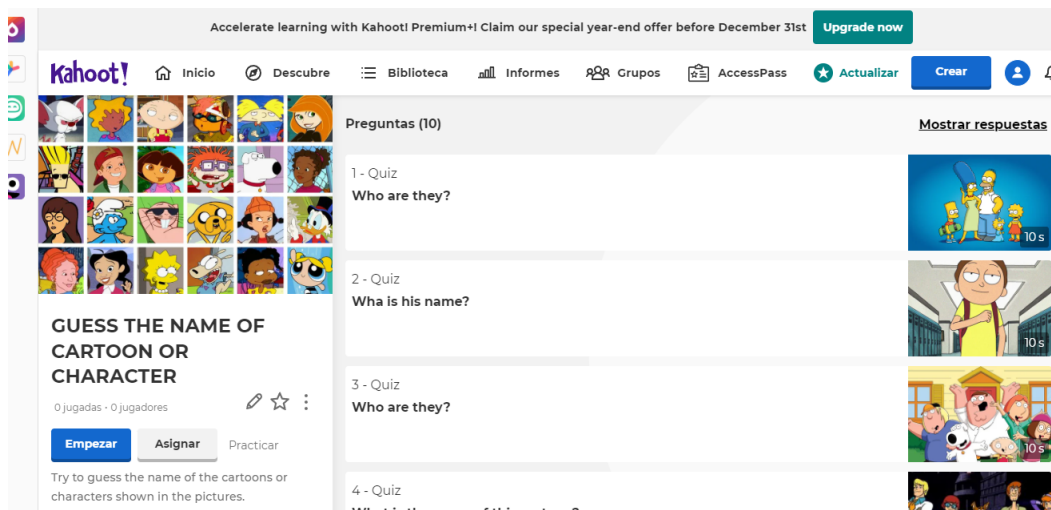
Canva presentation

Youtube video

LESSON PLAN 2

Teacher's name: Ricardo Cordovilla	
Date: December 17th, 2021	Time: 30 minutes
Topic: How many…?	
Level: A2- Pre Intermediate	

Main focus of the lesson:	**Language skills:** - Listening - Writing
General objective	Students will be able to use there is and there are by talking and writing.
Specific objectives	- To introduce students' new grammar about the use of There is/there are. - To identify and analyze count and non-count nouns. - To assess students' writing by using a worksheet.
Materials:	Zoom, Instagram, Canva, Youtube, iSLCollective

Procedure:		
Time:	**Activities:**	**Materials:**
5min	Greetings **Warm up activity**: The teacher will ask students to pay attention to the screen due teacher will play three short cartoon clips on Instagram showing new grammar, vocabulary and phrases where the video consists on show the original video in English language with subtitles and then show it in Spanish too.	Instagram https://www.instagram.com/p/Bt1AmimDFnT/ https://www.instagram

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	Students must pay attention to the grammar, vocabulary and phrases that are used in those short cartoon clips in order to acquire new language.	.com/p/Btv8BNSj9YT / https://www.instagram .com/p/BsTIWpYjbB A/
10min	**Exposition:** The teacher will present information based on the grammar structure of the use of There is/There are with count and non-count nouns in negative and interrogative form through a Canva presentation. The teacher will ask students to read the slides in order to develop speaking skills. Students must take notes and pay attention to the presentation. Students must read the slides by speaking.	Canva https://www.canva.co m/design/DAEzC173_ mo/ttBrmLVpwgtBIV 73oVfCLQ/view?utm_ content=DAEzC173_ mo&utm_campaign=d esignshare&utm_medi um=link&utm_source =sharebutton
	Speaking stages: **Pre speaking**	iSLCollective: https://en.islcollective.

15min	Students must read the following questions in order to be prepared once they have watched the video in order to answer the following questions.
	
	    7. How many worms are there?
	    8. How many birds are there?
	    9. How many books are there?
	    10. How many cups are there?
	    11. How many hats are there?
	    12. How many clocks are there?
	    13. How many birds are there?
	    14. How many worms are there?
	    15. How many worms are there?
	
	Speaking
	
	Once students have analyzed and read the questions. Teacher will share his screen and he will play a video of the Angry birds movie in order to acquire information in order to answer the questions asked by the teacher.
	
	Post speaking
	
	Students will be able to correct their mistakes by analyzing their answers and teacher will randomly ask students to answer the questions in order to develop communicative skills.
	
	Assessment:
	
	Students must answer some questions about a picture where they must apply the grammar structure There is and there are as homework, so students must send it to the teacher via e-mail: cordovillaricardo@gmail.com in order to have evidence about the lesson learned.
		com/video-lessons/there-there-are-angry-bird-short

Instagram short cartoon clips
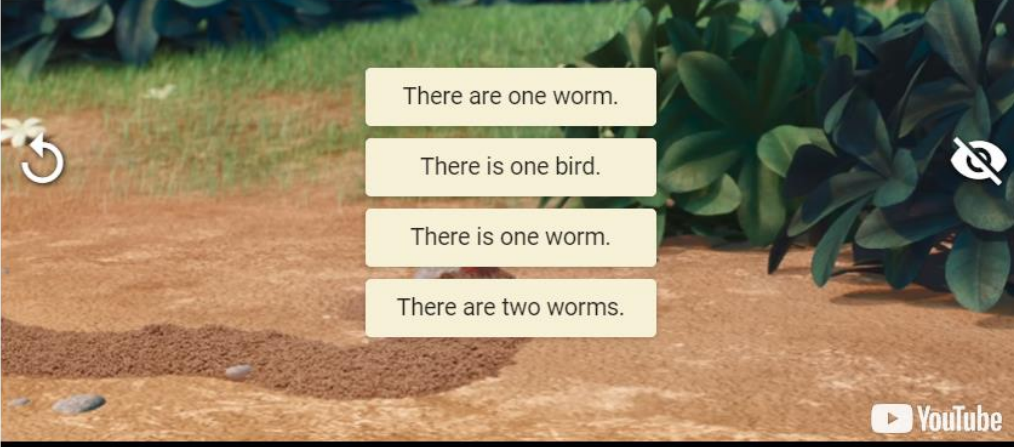
Canva presentation

There is/There are
with count and
non-count nouns

1. **How many people are in the restaurant?**
2. **How many dogs are there?**
3. **Are there any soda pop in the restaurant?**
4. **How many boys are there?**
5. **How many girls are there?**
6. **Is there any cat in the picture**

Teacher's name: Ricardo Cordovilla	

Date: December 21th, 2021	**Time:** 30 minutes

Topic: Present continous tense

Level: A2- Pre Intermediate

Main focus of the lesson:	Language skills: - Listening - Speaking
General objective	Students will be able to develop language by different activities.
Specific objectives	- To introduce students' new grammar about the use of present continuous tense. - To identify and analyze which verb to be corresponds to each structure to form present continuous sentences.
Materials:	Zoom, Instagram, Canva, Youtube, iSLCollective, Google forms.

Procedure:

Time:	Activities:	Materials:
5min	Greetings **Warm up activity**: The teacher will ask students to pay attention to the screen due teacher will play three short cartoon clips on Instagram showing new grammar, vocabulary and phrases where the video consists on show the original video in English language	Instagram https://www.instagram.com/p/Bug9lK3jcic/

	with subtitles and then show it in Spanish too.	https://www.instagram.com/p/BwPijjnF1L7/
	Students must pay attention to the grammar, vocabulary and phrases that are used in those short cartoon clips in order to acquire new language.	https://www.instagram.com/p/BydAKRSHiA4/
10min	**Exposition:** The teacher will present information based on the grammar structure of present continuous tense in negative and interrogative form through a Canva presentation. The teacher will ask students to read the slides in order to develop speaking skills. Students must take notes and pay attention to the presentation. Students must read the slides by speaking.	Canva https://www.canva.com/design/DAEzJK-XxQ0/tK_eRWGehHWkHHJGkqizGw/view?utm_content=DAEzJK-XxQ0&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

| 15min | **Speaking stages:**

Pre speaking

Students must infer the answer according to the following questions in order to be prepared once they have watched the video in order to answer it: .

16. The boy _____ (to play) a video game.
17. The phone _____ (to ring).
18. The puppy _____ (to bark).
19. The puppy _____ (to run) and _____ (to play).
20. The boy _____ (to smile).
21. The boy and his puppy _____ (to play) outside.

Speaking

Once students have analyzed and read the questions. Teacher will share his screen and he will play a video of a short film in order to acquire information in order to answer the questions asked by the teacher.

Post speaking

Students will be able to correct their mistakes by analyzing their answers and teacher will randomly ask students to answer the questions in order to develop communicative skills.

Assessment:

Students must answer 10 questions related to the grammar structure learned as homework in order to have evidence | iSLCollective:

https://en.islcollective. com/video-lessons/present-continuous-11 |

	about the lesson.	
		Google forms https://forms.gle/1juyP DzrHCmi5zSKA

Instagram short cartoon clips

Dinos un chiste.

Mira cuanto dinero gano.

Ahora tú debes decidir.

Canva presentation
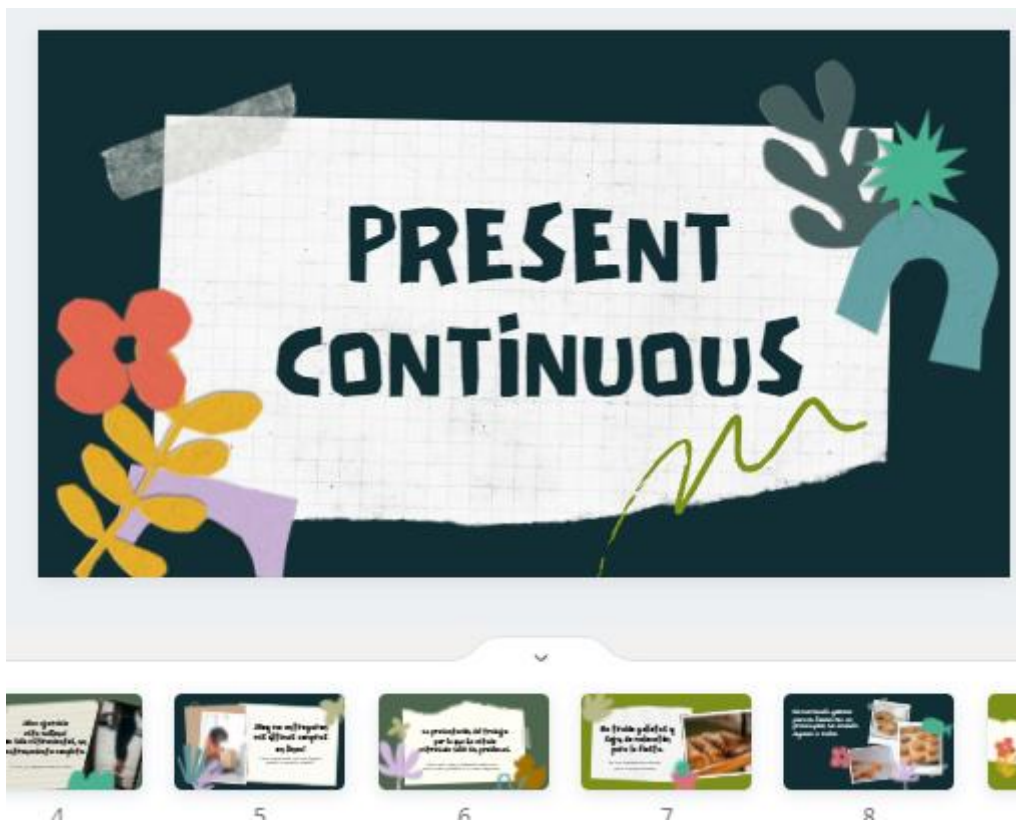
iSLCollective activity
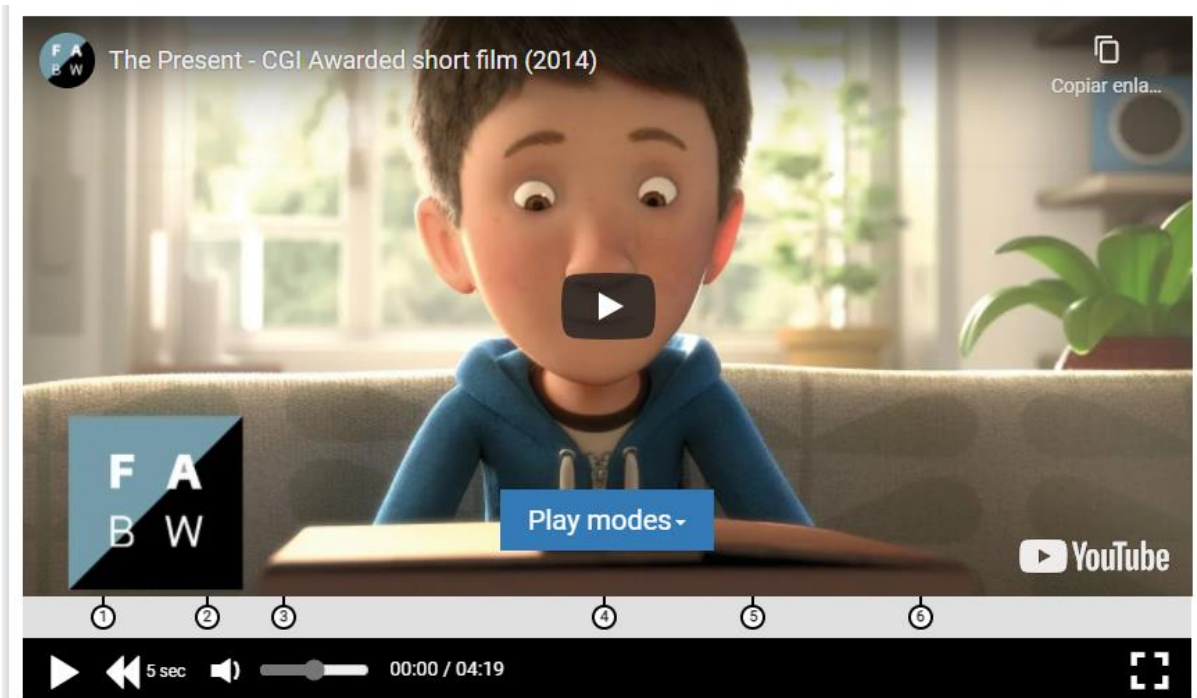
PRESENT CONTINUOUS TENSE

Complete the test by using the present continuous tense form.

cordovillaricardo@gmail.com (no compartidos)
Cambiar de cuenta

*Obligatorio

APELLIDOS Y NOMBRES *   1 punto

Tu respuesta

Choose the correct form of the verb to be

1. He _____ riding a bike in the park *   1 punto

○ is

○ are

○ am

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LESSON PLAN 4

Teacher's name: Ricardo Cordovilla	

Date: December 22th, 2021	**Time:** 30 minutes

Topic: Simple past – Behaviorism

Level: A2- Pre Intermediate

Main focus of the lesson:	**Language skills:** - Listening - Speaking - Reading
General objective	Students will be able to develop language by different activities.
Specific objectives	- To introduce students' new grammar about the use of present continuous tense. - To identify and analyze which verb to be corresponds to each structure to form present continuous sentences.
Materials:	Zoom, Instagram, Canva.

Procedure:		
Time:	**Activities:**	**Materials:**
5min	Greetings **Warm up activity**: The teacher will ask students to pay attention to the screen due teacher will play three short cartoon clips on Instagram showing new grammar, vocabulary and phrases where the video consists	Instagram https://www.instagram.com/p/BytXjEPnk1W/

	on show the original video in English language with subtitles and then show it in Spanish too.	https://www.instagram.com/p/Byxv67RHnl6/
	Students must pay attention to the grammar, vocabulary and phrases that are used in those short cartoon clips in order to acquire new language.	https://www.instagram.com/p/By_F3zFHCEK/
25min	**Exposition:** The teacher will present information based on theories of language acquisition, in specific Behaviorism theory. The teacher will ask students to read the slides in order to develop speaking skills. Teacher will ask students to identify verbs in past added in the presentation. Students must take notes and pay attention to the presentation. Students must read the slides by speaking. Students mut identify verbs in past added in the Canva	Canva https://www.canva.com/design/DAE3ObV3ufM/J_D_W-fgAKWTgOEr9D4PgQ/watch?utm_content=DAE3ObV3ufM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

| | presentation and raise their hands virtually to answer which verbs are formed in past tense.

Assessment:

Students must describe with two examples from their daily life that explains positive reinforcement and positive punishment, and then send that document to teachers' personal e-mail: cordovillaricardo@gmail.com | |

Instagram short cartoon clips

Canva presentation

Homework

LESSON PLAN 5

Teacher's name: Ricardo Cordovilla	

Date: December 23th, 2021	**Time:** 30 minutes

Topic: Simple past tense – Constructivism

Level: A2- Pre Intermediate

Main focus of the lesson:	**Language skills:** - Listening - Speaking
General objective	Students will be able to form sentences in simple past tense.
Specific objectives	- To introduce students' new grammar about the use of simple past tense - To infer information key in the presentation. - To improve their pronunciation
Materials:	Zoom, Instagram, Canva, Youtube, iSLCollective, Google forms.

Procedure:		

Time:	**Activities:**	**Materials:**
5min	Greetings **Warm up activity**: The teacher will ask students to pay attention to the screen due teacher will play three short cartoon clips on Instagram showing new grammar, vocabulary and phrases where the video consists on show the original video in English language with subtitles and then show it in Spanish too.	Instagram https://www.instagram.com/p/B0OXzmYnc4G//

	Students must pay attention to the grammar, vocabulary and phrases that are used in those short cartoon clips in order to acquire new language.	https://www.instagram.com/p/BzWPuYkHG9S/ https://www.instagram.com/p/BzbLfZvn3Hy/
25min	**Exposition:** The teacher will present information based on theories of language acquisition, in specific Constructivism theory. The teacher will ask students to read the slides in order to develop speaking skills. Teacher will ask students to identify verbs in past added in the presentation. Students must take notes and pay attention to the presentation. Students must read the slides by speaking. Students mut identify verbs in past added in the Canva	Canva https://www.canva.com/design/DAE3OZH4Zx8/5nJPRDXP03q-2NIVCNxsmA/view?utm_content=DAE3OZH4Zx8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

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presentation and raise their hands virtually to answer which verbs are formed in past tense.

Assessment:

Students must give an example about how society constructs their learning, then send that document to teacher's personal e-mail: cordovillaricardo@gmail.com

Instagram short cartoon clips

Homework

Annex 6

SURVEY EXPERIMENTAL GROUP (TAM MODEL)

Objetivo: Determinar la influencia de las nuevas tecnologías en el ámbito de la educación en el Idioma Ingles, sean estos enseñanza y aprendizaje.

Seleccionar el numero 1 como el mas bajo y 5 como el más alto

INDICADORES
Seleccionar 1 el más bajo y 5 el más alto

1. Totalmente en desacuerdo
2. En desacuerdo
3. Indeciso
4. De acuerdo
5. Totalmente de acuerdo

---

cordovillaricardo@gmail.com Cambiar de cuenta

☁✓

*Obligatorio

Correo *

Tu dirección de correo electrónico

---

1. El uso de herramientas web 3.0 me permite realizar mi trabajo más rápidamente. *

◯ 1. Totalmente en desacuerdo

◯ 2. En desacuerdo

◯ 3. Indeciso

◯ 4. De acuerdo

◯ 5. Totalmente de acuerdo

117

2. El uso de herramientas tecnológicas en clases virtuales mejora la calidad de mi trabajo. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

3. Las herramientas tecnológicas mejorar mi iniciativa en clase. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

4. Las herramientas tecnológicas hacen que realice mi trabajo con más facilidad. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

118

5. En general, yo encuentro que estas herramientas son útiles en mi trabajo en clases virtuales. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

6. Aprender a utilizar las herramientas de gamificación y tecnológicas es fácil para mí. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

7. Encuentro que es fácil hacer lo que yo quiero con el uso de la tecnología. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

119

8. Mi interacción con una computadora es clara y entendible *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

9. En general, encuentro que la computadora es fácil de usar. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

10. En general, encuentro que las herramientas de la web 3.0 y las de gamificación son fáciles de usar. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

120

11. Las herramientas tecnológicas me ayudan a trabajar en equipo de forma más frecuente. *

   ◯   1. Totalmente en desacuerdo

   ◯   2. En desacuerdo

   ◯   3. Indeciso

   ◯   4. De acuerdo

   ◯   5. Totalmente de acuerdo

12. El uso de herramientas web 3.0 y de gamificación per permiten sostener una comunicación más amigable con mi entorno (compañeros y docente). *

   ◯   1. Totalmente en desacuerdo

   ◯   2. En desacuerdo

   ◯   3. Indeciso

   ◯   4. De acuerdo

   ◯   5. Totalmente de acuerdo

13. Me he sentido satisfecho/a al momento de realizar actividades con herramientas web 3.0 o de gamificación. *

   ◯   1. Totalmente en desacuerdo

   ◯   2. En desacuerdo

   ◯   3. Indeciso

   ◯   4. De acuerdo

   ◯   5. Totalmente de acuerdo

14. Me gustaría utilizar con mayor frecuencia este tipo de herramientas dentro de la clase virtual . *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

15. Me gustaría utilizar con mayor frecuencia este tipo de herramientas fuera de la clase virtual. *

○ 1. Totalmente en desacuerdo

○ 2. En desacuerdo

○ 3. Indeciso

○ 4. De acuerdo

○ 5. Totalmente de acuerdo

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Annex 7

Application of web 3.0 gamification tools

Kahoot
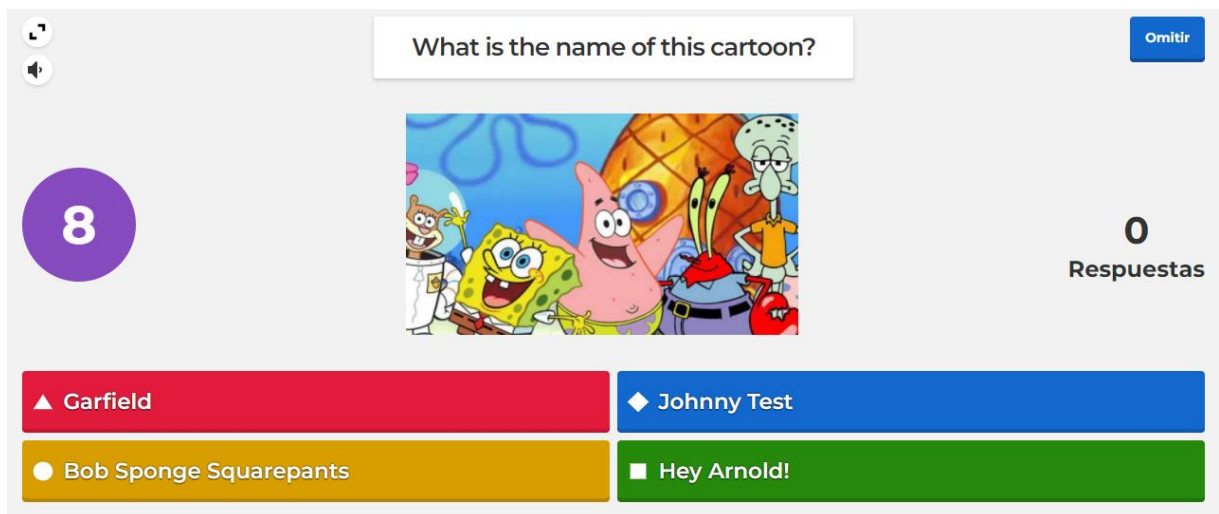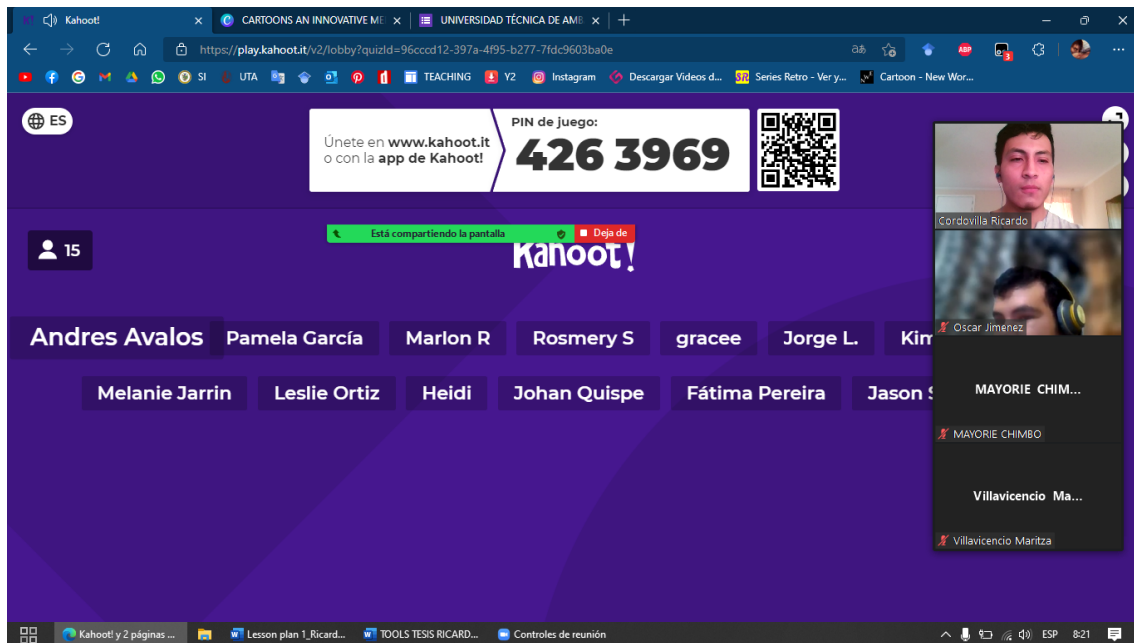
Zoom
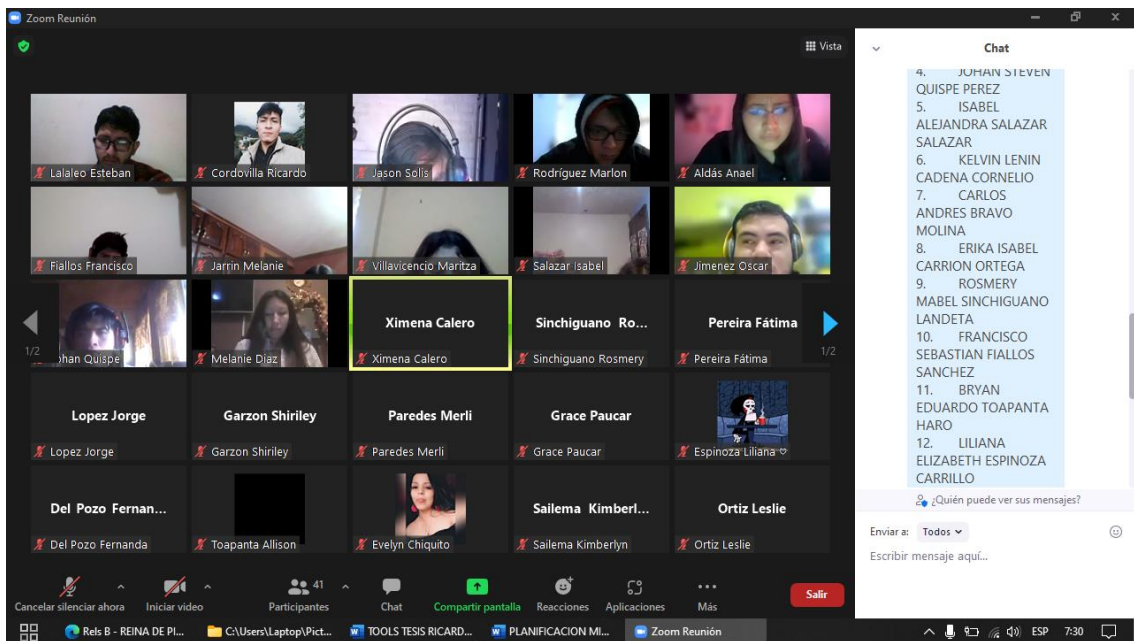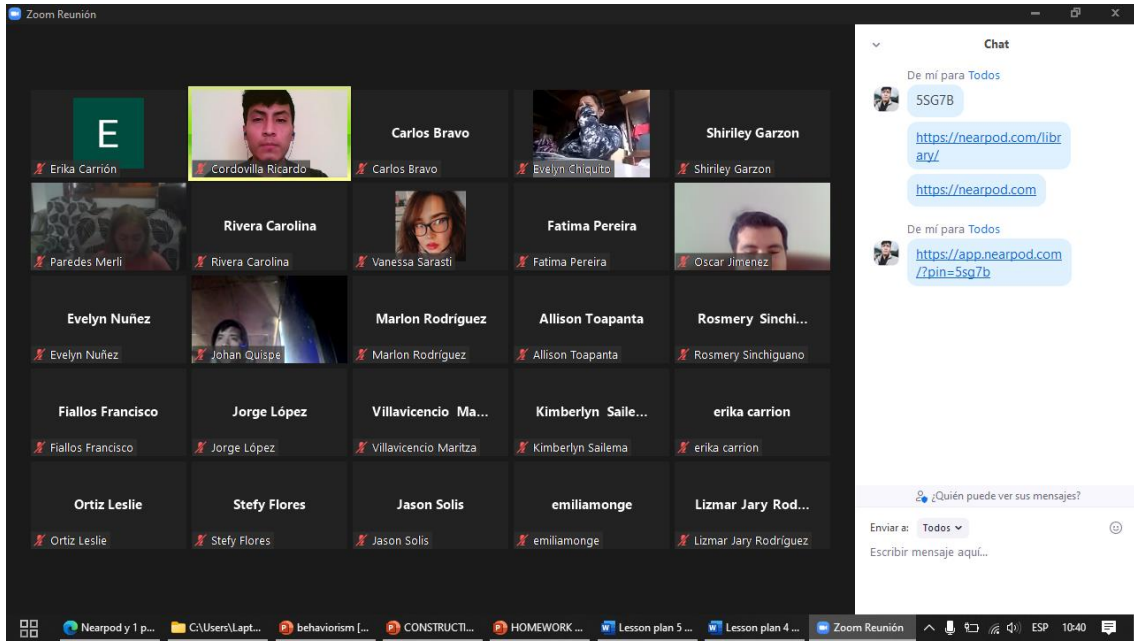
Google Forms

UNIVERSIDAD TÉCNICA DE AMBATOFACULTAD DE CIENCIAS HUMANAS YDE LA EDUCACIÓN

INVESTIGATION PROJECT: "Short cartoon clips and Listening skill"

OBJECTIVE: Diagnose the use of web 3.0 tools in collaborative learning.

INSTRUCTIONS: Mark the answer according to your actual experience with the web 3.0 tools in the educational environment.

WHAT DOES WEB 3.0 MEAN?
https://www.youtube.com/watch?v=9xLJ0EF4Sr8

cordovillaricardo@gmail.com Cambiar de cuenta

*Obligatorio

Correo *

Tu dirección de correo electrónico

○ It helps to find information faster.

12. Do you think that the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work?

○ Strongly disagree

◉ In disagreement

○ Undecided

○ In agreement

○ Totally agree

Borrar selección

Se enviará una copia de tus respuestas por correo electrónico a la dirección que has proporcionado.

Enviar   Borrar formulario

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Instagram

Youtube

1. Fill the gap.

The boy _____ (to play) a video game.

Nearpod

Annex 8

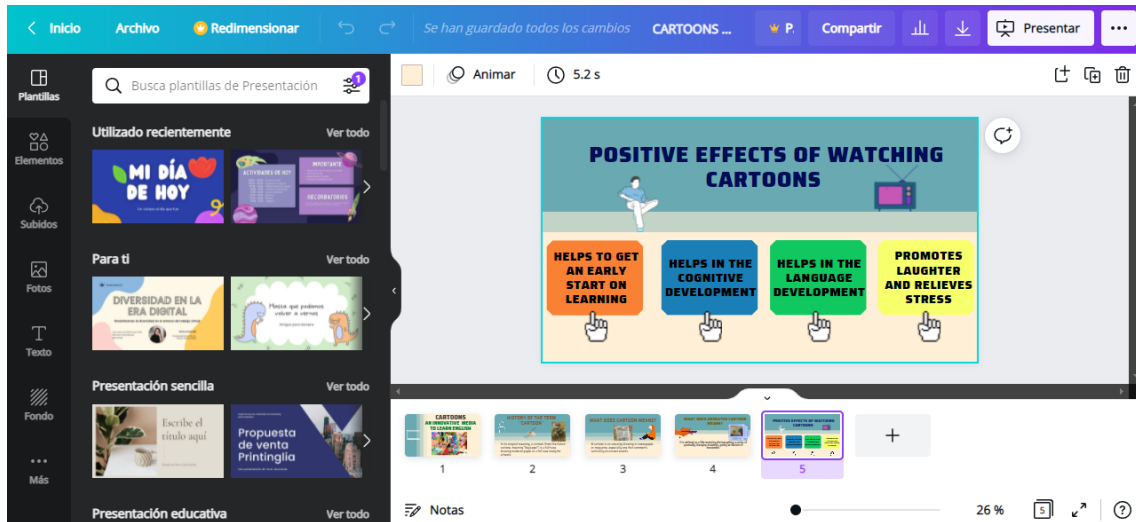Link to access the resource designed in Kahoot:

https://create.kahoot.it/share/guess-the-name-of-cartoon-or-character/96cccd12-397a-4f95-b277-7fdc9603ba0e
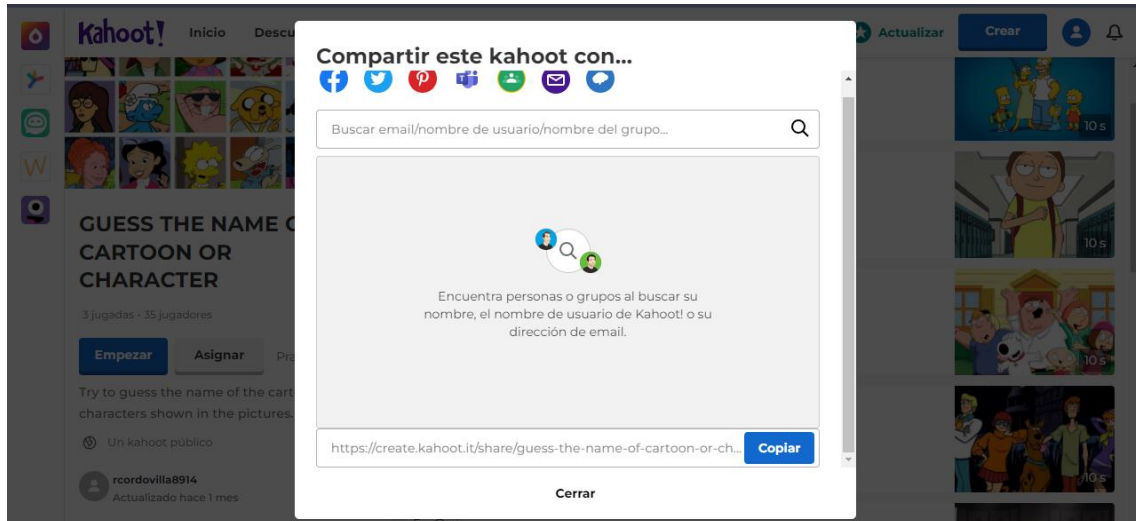
Annex 9

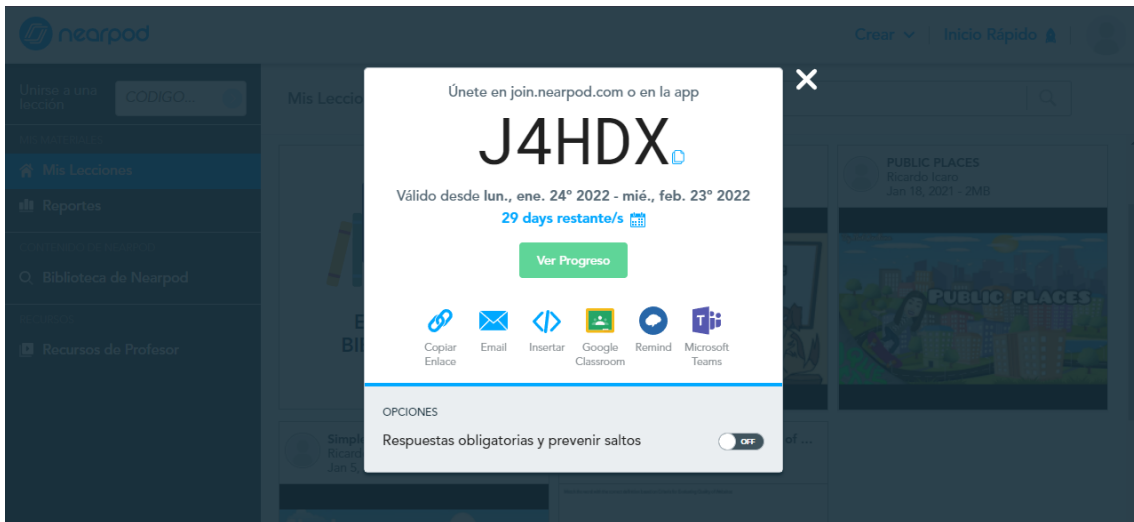Link to access the resource designed in Canva:

https://www.canva.com/design/DAEyrTmJwGo/3mEgqKgmLXVrtXwOK2gAiA/view?
utm_content=DAEyrTmJwGo&utm_campaign=designshare&utm_medium=link&utm_
source=sharebutton

Annex 10

Link to access the resource designed in Nearpod:

https://app.nearpod.com/?pin=J4HDX

Annex 11

Link to access the resource designed in iSL Collective:

https://en.islcollective.com/video-lessons/present-continuous-11