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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

Animated Movies and Listening Skill.

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Sarah Jacqueline Iza Pazmiño holder of the I. D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “**ANIMATED MOVIES AND LISTENING SKILL**” investigated by Miss.: Evelyn Johanna Guanoluisa Flores, with I.D No. 0550036917, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “**ANIMATED MOVIES AND THE LISTENING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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



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DEDICATION

TO:

I want to express all my gratitude to my mom Hilda Flores, who has supported me in every moment of my career. She has been there in my worst moments; she has seen how I have spent my whole career and has always been by my side. For the sleepless nights she has had to spend worrying about what time I sleep and for all the moments she has been happy for the little things I have managed to achieve.

To my dear friends from college, who despite everything we have lived through, we are still there. To Lorena, my first friend of the college, who despite the differences in schedules that we have had, we are still good friends. To Josselyn, my soul mate, the person I trust the most and the one I hope will never let me down. To Nicole, a friendship that I have created in these virtual classes and which I will never regret calling her friend. And to my friend Erika, who even though she is not from my career, she is my lifelong friend. To all these people I am very grateful for all the support they have given me throughout my career, and for the wonderful advice they have always been able to give me.

Finally, I want to dedicate this small space to BTS songs, that have been with me all these semesters and motivated me not to give up. They came just at a time when I thought I could no longer do it.

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EXTRANJEROS

ABSTRACT

The objective of this research was to determine the relationship between animated films and listening skills among students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, which took the subject "Communicative Languages Teaching Strategies". Furthermore, this research followed a quantitative approach and pre-experimental design was applied to a group of 42 students, in order to know the impact of the application of animated films. The treatment consisted in the application of some animated movies during some of their classes, with the purpose of helping the students to better develop this listening skill through the exposure to authentic material, where they could perceive the language more real. Eventually, the application of didactic and technological material was used in order to display the movies in synchronous and asynchronous hours. To conclude, the application of animated movies becomes a necessary factor for the improvement of listening skills, due to some factors in which the learner is involved, such as more real language, vocabulary, real expressions. Moreover, after the results obtained from the pre-test and post-test, analysis of results, tabulations and graph of results, in addition to the Wilcoxon test statistical method, the effectiveness of animated movies for listening skills was proven.

Keywords: Animated movies, authentic material, listening skill, real language, technological material.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative background

For the current research work, several research works were considered to support the topic of animated films and listening skills. The following researches have similarities with the current study. Therefore, some of them were considered. It should be noted that these studies were conducted by professionals with expertise in the subject. Finally, to carry out this research work, some research published five years ago has been taken into account, that is, the year of having been published does not exceed 2017 to 2021

Abdullah and Rahman (2017) conducted the research work titled "The correlation between students' movie watching habit and listening skill". The research aimed to show the relationship students have between watching movies with English audio and their listening skill. The study was conducted with a population of 102 first-semester students from the Faculty of Tarbiyah and Teaching Sciences. However, only 30 samples were chosen for the study. The methodology employed was a quantitative approach with correlational design, questionnaires were used for data collection, and a test was employed. The results showed the more films the students watch in English, the better their level of listening skill development. Therefore, this material is a good tool for students to improve their listening skills.

On the other hand, Pratama (2018) led a study called "Improving students' listening skill through watching English movies (classroom action research at the eleventh grade of SMA Negeri 1 Manggar 2017/2018 academic year)" aimed to analyze and describe the students' progress in listening skill by using English movies as material. This research has an IAC method, it means., the author works mutually with the teacher of the course. In addition, to carry out this research, 28 students from 11 MIA 1 were used, and it was conducted in two cycles. It should be emphasized that this study followed Kemmis and McTaggart's action research procedures: plan, act, observe, and reflect. Finally, the authors concluded that in order to improve listening skills, English movies are an excellent material, because a positive response could be observed from the students and the teacher of the course.

Yahfenel et al., (2019) conducted a study called "A Study of Listening Skills through Movie: A Review of the Current Literature". The aim of this research was to investigate how the use of audiovisual material, in this case movies, provides a starting point for the development of

listening skills. The research work has a qualitative methodology, where the sources of information used were books, magazines, newspapers and other types of information, which were carefully selected and at the same time analyzed and helped in the development of the work. The results showed that movies are a means of learning and teaching for students because they allow them to understand the English language in a more real context, since students relate images to words, in addition to understanding the uses of language. In addition, through films, students can learn the correct and clear pronunciation of words, as well as learn different expressions, vocabulary and grammar.

In addition, Hermansyah and Hasan (2020) conducted a study entitled "Exploring the Impact of English Movies to Improve the Students' Listening Comprehension", the authors proposed to improve students' listening skills with English movies by testing whether English movies have a great impact on improving this skill. The methodology of the study focused on a pre-experimental design, using a population of 20 students, who were divided into two equal groups. Pretest and posttest tests were applied, and at the end the researcher applied a questionnaire to collect information. The results showed that the students developed their listening skills in a favorable way.

On the other hand, Putri and Sinaga (2020) in the paper called "The Effect of Watching English Movie to Improve Students' Listening Skill" sought to investigate whether watching English movies has a positive effect on the development of listening skills in students. In addition, the quantitative and quasi-experimental methods were used for this research. The population used was 400 tenth grade students, to whom a pretest and posttest were applied in order to measure the level of listening development of the students. Therefore, at the end of the research, it was concluded that watching English movies has encouraging results in developing this skill because by using this method, students would be motivated and interested in learning to listen, and would better develop this skill.

Heriani et al., (2021) conducted an investigation called "Using animation video to teach listening skill at junior high school muhammadiyah 1 kota jambi" with the aim of finding whether there is a significant effect on listening skill after applying animated videos in the experimental group. For this research, a quasi-experimental design was required to be applied in which a pre-test and a post-test were used. In addition, the population used for this research was two groups of eighth grade students. These students were divided into two groups, the

experimental group was exposed to an animation video, while the control group was exposed to an audio. It should be noted that, prior to the application of the treatment, they were given a pre-test to measure their listening skills. At the end of the research, the authors concluded that the application of animated videos had a significant effect on the students who were given this material and this could be seen by the difference between before and after the application.

Finally, according to Hermansyah and Hasan (2021) in their paper entitled "Using English Movies to Improve the Listening Ability to the Students of SMPN 1 Maiwa" they set out to improve the listening ability of the students through the use of English movies. For this research, the pre-experimental method was used because the author applied a pre-test before and after the treatment. In this case, the population was 20 students from SMPN 1 Maiwa, which were distributed equally. These students were given a pre-test and post-test to measure their level of listening skills. A questionnaire was administered to students to collect data on their opinions about the material. The results concluded that the use of films is a great option to develop listening skills in students.

1.2. Theoretical framework

Independent variable: animated movies

1.2.1. Animated movies

According to Maio (2020), the movement that comes from a series of pictures is called animation. In order to create an animation, there is a continuous process with consecutive drawings or models. This movement creates an illusion for the viewer. It is necessary to mention that traditional animation used to have painted frames, which had to be photographed, but nowadays animated films are created with technology (computer-generated images).

On the other hand, the concept of animation has the meaning of comic images and videos. It is considered the art of combining a series of images with digital technology. Chinese animation has been influenced by American cartoons (Tang, 2020). With animated movies, students feel more comfortable during the teaching and learning process. Students are a visual learner and enjoy the videos. Therefore, the animated film helps them to emulate what they have heard. (Djamdjur & Hadi, 2020)

1.2.2. Characteristics

The characteristics of animation are numerous, but among those that stand out most according to research are the following.

- **Narrative**

In most animated movies it sees the need to narrate and tell the story. The narratives usually talk about the villain character, the good character, the powerful character, the man or the woman. The narratives presented in cartoons are a succession of stories that connect to the real world, even though the films are fictional. Narrated movies reinforce the viewers' ability to debate an issue, and have an important moral and affective aspect. (Filmus & Sileoni, 2004).

- **The construction of identity**

Cinema is characterized by fantasy, with aspects including verbal, visual and musical. It is accepted by most viewers, however, when it comes to minors, there is a limit to what should not be seen. The fantasies that children observe are impregnated in their daily lives and in their everyday conversations. (Saneleuterio & López-García-Torres, 2019).

- **The sound**

In every movie, music gives a fundamental touch to the story. In animated films, music has an enriching character, it corrects the narrative emphasis. The purpose of sound is to attract the viewer's attention, it is part of the image and the overall narrative. Sound is an important key to visual effects. (Marín, 2007).

- **Titles and subtitles**

According to Marín (2007), Film language is not only the intervention of visuals in an animated movie, but also the written texts that are part of the opening and closing. Subtitles are the information that describes the events that take place in the story and in the film as a whole.

1.2.3. Animated movies and education

Animated films can enhance learning beyond typical text-based instruction. Movies can be useful for students to increase their creativity by thinking about an event that cannot be found in a text. Therefore, the teacher should use movies as a pre-teaching method. Moreover, it works as an interesting tool to improve students' motivation and performance. During the learning process, learners need a deeper understanding of the information or an interesting activity. Hence, playing a movie will increase the interest in a subject. Learners make changes in their routine, because a movie has particular moments and aspects of life. (Ali & Saeed, 2020).

According to Putri, Kasim, & Silvianti (2017) Animated movies are about playing and repeating the relevant part so that learners can focus on the most important parts. For instance, factual information and authentic language. In addition, it is a useful tool for learners to concentrate on what happening is, react to the video and learn linguistic aspects. Moreover, activities with animated movies include role-playing, speaking or writing activities.

Most children learn through a movie. Therefore, it gives them a new vision of culture. Films can be called "public pedagogy", because they participate in the construction of knowledge. Thus, the classroom is not only a space for the construction of their identity, but movies have the possibility to teach students different ways of reading and describing the world. (Filmus & Sileoni, 2004).

1.2.4. Animation and listening

According to Krishnan, Yunus, and Yunus (2018) Listening is a crucial skill for people to communicate with others in their daily lives. This skill becomes a necessary part of the language learning process because it provides oral input. Through listening, learners acquire language and learn to communicate with each other. However, it is challenging because learners have a limited vocabulary to communicate with others. Listening is the relevant part to generate spoken communication. In terms of speaking, listening is the key to learning the second language.

Animated cartoons become an audiovisual material that has proven to be highly effective in developing second language learning. It is considered an authentic material in the context of EFL learning. Moreover, the use of this tool allows children to enjoy and learn at the same time. In addition, it helps them in their listening skills. (Krishnan, Yunus, & Yunus, 2018)

1.2.5. Advantages of animated movies

On the other hand, students can hear the English language as a matter of course. Due to the fact that the English in animated movies is authentic because the characters can speak very fast. However, it is perfect for students to acquire the native language while listening to them. In addition, students learn informal expressions that they do not find in the textbook or dictionaries. (Maylani, 2019).

According to Sari and Sugandi (2015) Students not only hear the sound of the movies, but also see the pictures. For instance, mood is transmitted through expression and gestures.

Therefore, the use of videos helps learners to see another perspective of everyday life. For instance, they can see different kinds of meals from a different country. In addition, they can have an enjoyable experience because the biggest advantage is that videos make learners have interest in learning the foreign language.

Dependent variable: listening skill

1.2.6. Listening skill

Listening is one of the most used skills in daily life, as it is the main basis for speaking, reading and writing. Active listening helps students to pay attention and develop their skills. To develop these skills there are different ways such as listening to podcast, listening to songs or watching videos in the foreign language (Egamnazarova & Mukhamedova, 2021). Listening is an English skill that has a mental process, it serves to identify the meaning of information, it is considered as a receptive skill where people receive messages through speech, in the educational field it is considered as one of the most difficult skills to acquire (Morales, 2020).

1.2.7 Strategies for listening skill

Affective strategy

Affective strategy refers to the management of emotions, which can be positive or negative. For example, students may experience negative emotions such as anxiety about not being able to understand the English language, which may affect the results. On the other hand, positive emotions such as relaxation help the student to understand the language and show good results, this has to do with fun and the sense of cohesion that favors attention (Liontas, 2019)

Social strategy

The social strategy has to do with learning through interaction with other students, this strategy helps the student feel comfortable with learning since he/she will need help when performing an activity (Liontas, 2019)

These types of listening strategies are grouped into social-affective listening strategies, which aid in students' listening comprehension while helping to generate negative feelings.

1.2.8 Listening subskills

According to (Solak, 2016), in English we can find different types of listening sub-skills that students use to make sense of the listening, most of this listening sub-skills includes:

- Listening for-gist: listening to have a general idea.
- Listening for specific information: listening focus on a specific part of the information.
- Listening in detail: listening each minimum detail, in which students try to understand as much as possible.
- Listening to infer: listening to know how listeners feel.
- Listening to questions and responding: listening to answer some questions.
- Listening to descriptions: listening for a specific description

Listening for detail and listening for gist

According to listening for detail refers to a sub-skill of listening in which you must listen attentively to every aspect of the listening, not ignoring anything because the information is necessary to complete the activities. On the other hand, listening for gist refers to when the learner tries to understand what is going on in the audio even if the student is not able to understand the sentences. In this subskill, the learner only picks up key words, and clues to select the correct answer. This is one of the easiest skills since only one key word is needed to understand the context, but sometimes it can be confusing for the students (Manuel, 2021).

Listening for detail is one of the sub-skills that students develop while watching a movie clip and must answer in detail what happened in the movie. In the same way, listening for gist is another sub-skill that students develop as they identify keywords in order to answer questions according to the animated movie.

1.3. Objectives

1.3.1. General Objective

To analyze the influence of animated movies in the development of listening skills in students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.2. Specific Objectives

- To establish the benefits of applying animated movies as a learning tool in the students' listening skill.
- To measure the level of listening skills comprehension that learners have.
- To determine how animated movies contribute to the development of listening skills.

1.3.1.1. Description of the fulfillment of objectives

In order to carry out this research, a series of steps were taken into account. The first was to establish the benefits of applying animated movies as a learning tool in the students' listening skills; for which, the most important of the seven articles found in the background have been chosen. According to the research of Putri, M., and Sinaga, J. B. (2020) this method had positive results, because it encourages students to learn the language through English movies. Moreover, the authors Yahfenel, F. et al (2019), indicate that movies are an excellent material to improve students' listening skills, because students can acquire new vocabulary, learn new grammatical structures, pronunciation, language usage, different expressions and it allows students to have a better understanding of the language in a more realistic context.

On the other hand, to measure the level of the students' understanding of the listening skill, a PET test was used before conducting the activities planned for the research. For this evaluation, only the listening part was taken into account, which had a total of 19 questions and a duration of 30 minutes. In addition, it is important to mention that during the application of the pre-test it was observed that some of them had a low performance in the listening skill. Even in the experimental phase, it was verified that a certain number of students had weak points in this skill, because some of them were unable to understand the small dialogues of the movies, and it was also difficult for them to understand the instructions given by the researcher.

Finally, to determine how animated movies contribute to the development of listening skills, the same PET test was used as pos-test after conducting the activities planned for the research. After the experimental phase, which was applied during six sessions divided between synchronous and asynchronous classes, and with one activity per week, the post-test was applied to the students, who showed a slight improvement in the development of this skill. In addition, the weaknesses that were observed at the beginning were significantly improved through the activities, because the students were able to understand the instructions given to them and there was a better understanding between the researcher and the students.

CHAPTER II METHODOLOGY

The following chapter demonstrates the research approach used to carry out the study, the type of research, and the experimental design used to test the results obtained. In addition, it details the techniques and instruments used for data collection. Finally, it details the process that was carried out during the intervention of the animated films, the time and duration applied.

2.1. Resources

In order to carry out this research work, different types of resources were considered, such as the human resource, which were the students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. Moreover, the evaluation instruments, including the pre-test and post-test, which were tests validated by Cambridge and applied to the students. And finally, a series of technological resources were necessary to accomplish this research.

Population and Sample

The participants in this research project were 42 students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, which take the subject "Communicative Languages Teaching Strategies". Among men and women around 20 to 23 years old. Moreover, this research has the permission of Mg. Sara Iza, coordinator of the career (see annex 1). Eventually, they participated of three weeks of asynchronous classes and three weeks of synchronous classes. In which they carried out activities to complete this research.

Table 1
Population

Population	Experimental Group	Total	Percentage
Male	33	33	79%
Female	9	9	21%
Total	42	42	100%

Note: Information taken from students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato by Guanoluisa (2022).

Techniques and Instruments

As a data collection technique for the Pre-test, a test validated by Cambridge was used to evaluate the students' listening skills, called PET (Preliminary English Test) (see annex 2). This test was considered because it evaluates the four skills, listening, reading comprehension, writing and speaking. However, for this test, only the listening part was taken into account. This test consisted of the first three parts of the listening section of the PET exam, with 19 questions in total, and lasted about 30 minutes. The type of questions included multiple choice questions, and fill in the blanks. In addition, the answers were graded according to the answer key provided by Cambridge (see annex 3). First of all, the first part of the test had seven questions, in which, students had to listen to the audio that was played and choose the option that seemed best to them. In addition, the second part of the exam was a series of six questions in which they had three choices each. Students had to listen to the audio and choose the option that belonged to the question. Moreover, the third part contained six blanks, in which the student had to fill in with one or two words according to what they heard in the audio. Finally, these questions were taken through Google forms where students were evaluated according to the test.

- Google forms to assess students' listening level.
- Shared Excel document to keep a record of student participation and attendance.
- Nearpod to assess students' listening comprehension through "fill in the gap" activities.
- Kahoot to ask questions about the movies the students watched.
- Google classroom.
- Google drive to set up activities by folder.
- Padlet for students to add a commentary about the movies.
- WhatsApp group to inform them about the activities, solve any doubts they may have and communicate with the students.
- Due to the pandemic, the classes were online through the zoom application.

Procedure synchronous classes:

These activities lasted about three weeks, one session per week.

Week 1 (see annex 4)

- In the first session, the researcher introduced himself to the students. Also, he gave instructions about the different activities that were going to be developed during the research. In addition, she played a movie trailer and asked them their opinion

about the movie. Afterwards, the students took the pre-test through Google forms to measure their level of listening skills. This test lasted 30 minutes. Finally, the researcher asked them to enter a Padlet link to add their opinion about the activities to be developed.

Week 2 (see annex 4)

- In the second session, the researcher shared a kahoot link for the students to answer the questions found on that website. Then, she shared the screen to play the movie "Onward", the movie was played in periods of time of about 10 minutes, then it was paused and open questions were asked to the students. As a last activity, the students were asked to enter a Padlet link to add their opinion about this activity.

Week 3 (see annex 4)

- In the third session, the researcher started with questions about the movie that the students had watched before the synchronous classes. For that day's activities, the researcher shared with them a nearpod link where there were fill in the blank activities, then played the movie "Raya and the last dragon" and shared only the audio of the movie. The activity consisted of short dialogues taken from the movie, where students had to fill in the blanks with the options found per activity.

Week 4 (see annex 4)

- Finally, in the fourth and last session, the post-test was applied by the researcher in order to know if there was any change or difference compared to the pre-test and if the students had improved their listening skills through these activities. The test lasted 30 minutes.

Procedure asynchronous classes:

These activities lasted three weeks, one activity per week.

Week 1

- The first week, the researcher asked the students to join a WhatsApp group. In addition, through this application she asked them to write their first and last names in a shared Excel document in order to have a record of the students who would participate in the research. Finally, she asked them to join a Google classroom, a place where the activities for the asynchronous hours were published.

Week 2

- The second week, the researcher posted an activity on Google classroom, which consisted of watching a movie called "The Princess and the Frog" and asking a series of comprehension questions after the movie.

Week 3

- The third and final week, the researcher asked them to watch the movie called "Raya and the Last Dragon" before the synchronous classes in order to familiarize the students with the movie.

2.2 Methods

The basic method of research

Quantitative approach

The present research was based on a quantitative approach. According to Bhandari (2021), quantitative research is a type of research that involves the collection and analysis of numerical data. Through this research, patterns or averages are established from the data collected. The following study was quantitative because the data obtained about Animated movies and listening skills were collected and analyzed.

Pre-experimental design

According to Frey (2018), the pre-experimental design is a part of research that aims to observe the study subject or a study group before and after applying a treatment. The pre-experimental aims to test the influence of that treatment. In addition, the main objective of this design is to evaluate the change that the treatment caused in the dependent variable. Therefore, the present study was based on a pre-experimental design because Animated movies were applied to know if they have an impact on the listening skills of students.

The principal purpose of the research was to determine the influence of Animated Movies on the students' listening skills. Therefore, a group of students was taken into account. Then, to measure the impact of animated movies, it was used a pre-test and post-test after the treatment.

Research Modality

Bibliographic

Bibliographic research refers to the data collection through different materials written by an author like articles, journals, books, reports, or newspapers. In the same way, the information can be extracted from websites or blogs with bibliographic foundations. Researchers have easy access to data due to the different sources and information online. (Allen, 2017).

The current study was based on bibliographic research because the data and information about Animated Movies and listening skills were collected from different books, journals, articles, and some magazines. The information on animated movies was carefully investigated. In addition, it was analyzed the impact of movies on listening skills.

Field Research

The research was based on field research because it was carried out at Universidad Técnica de Ambato, and the researcher had direct contact with the participants. However, the interaction was through the Zoom application due to the pandemic situation. According to Sheppard (2020), field research is a method of qualitative research. The purpose of this research is to collect data by understanding, observing, and interacting with people in a natural environment.

Level or type of research

Correlational research

Correlational research is a form of research that aims to predict and explain the relationship between two or more variables. This type of research is normally used by researchers to measure variables and know the relationship between them (Seeram, 2019).

The current study has correlational research because the purpose was to find the relationship between the variables. In this case, the independent variable was Animated movies and the dependent variable was the listening skill.

Exploratory research

According Hernández et al. (2014), an exploratory study has the purpose of examining or evaluating a topic that has not been studied or carried out before. Thus, this research helps the researcher to ask questions about the problem or topic of study. Therefore, the present study was based on exploratory research because Animated movies and listening skills are a new topic, and the information recollected was carefully analyzed.

2.3. Hypothesis

Alternative Hypothesis

The animated movies do influence in the development of listening skills in students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Null Hypothesis

The animated movies do not influence in the development of listening skills in students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

2.7. Variable Identification

Animated movies (Independent Variable)

Listening skill (Dependent Variable)

CHAPTER III RESULTS AND DISCUSSION

3.1 Method of data analysis

The following research was focused on a pre-experimental design with a quantitative approach. Moreover, the results from the pre-test and post-test were analyzed with the use of the non-parametric test Wilcoxon through the SPSS software. The results were collected from the listening test called PET (Preliminary English Test) from Cambridge. These results were represented through figures to show the analysis and the average of each test. Therefore, the method used served to demonstrate if animated movies influenced the students' listening skills.

3.2 Analysis and discussion of the results

This chapter focuses on providing a detailed analysis of the results obtained with the different instruments used to carry out the research work. First, the comparison between the pretest and post-test on 19 items was made with 42 students, using a table and graph for a better analysis. Secondly, the test of normality was checked using the SPSS statistical program. Finally, the Wilcoxon statistical test was performed, which is used to validate the hypotheses to demonstrate whether animated movies influence the development of listening skills.

3.2.1 Pre-test average

Table 2

Pre-test average

	Scores over 19	Scores over 10
AVERAGE	10,12	5,26

Note: Information taken from students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato by Guanoluisa (2022).

Analysis and interpretation

Table 1 showed the results from the pre-test of each student, as well as, the average over 19 and the average over 10. The total average over 10 was 5,26, and the average over 19 was 10,12. The lowest grade was 4 over 19, while the highest grade was 19. It

was noticed that most of the students got low grades in the pre-test. Therefore, they couldn't answer simple questions from the listening test.

In addition, from the results obtained from the 42 participants in the research, it can be mentioned that 30 students did not achieve a good score in the pretest, since the answers they obtained in this test are between 7 and less than 7 over 10, which is considered as poor grade. This qualifies them as the lowest scores among the other students. Moreover, it is related to the students' little or no practice in improving their listening skills.

Furthermore, there are 7 students who scored between 7.1 and 8 over 10 on the pretest, which is considered a good score. However, these are still not in a very good classification and are related to the little practice that the students dedicate to the development of this skill.

On the other hand, there are 2 students who scored between 8.1 and 9 on the exam, which is defined as a very good score. This means that the students were able to understand almost all of the audio and therefore were able to answer the questions correctly for the most part. Finally, there was a group of 3 students who scored between 9.1 and 10 on the pre-test, which was out of a score of 10. It is worth mentioning that this score is considered outstanding and this represents the highest score on the pretest. Therefore, it is mentioned that these students were able to understand the audio completely and this is due to the practice that the students do to improve this skill.

In conclusion, most of the students have low scores, which represent their weaknesses in the language. However, a small group of students managed to achieve a perfect score in the pretest, which shows that these students were able to understand the audio without much difficulty.

3.2.2 Pos-test average

Table 3

Post-test average

	Test Scores over 19	Scores over 10
AVERAGE	12,33	6,45

Note: Information taken from students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato by Guanoluisa (2022).

Analysis and interpretation

Table 2 demonstrated the results from the post-test of each student. In the same way, the results are divided into the average over 19 and the average over 10. The total average over 10 was 6,45, and the average over 19 was 12,33. In the post-test, the lowest grade was 3 over 19, while the highest grade was 19. However, it was noticed that most of the students increased their grades in the post test. From 42 students, the majority had a significant increase. Therefore, they answered simple questions from the listening test in a better way.

Additionally, after analyzing the results obtained from the 42 participants in the research and comparing them with the results of the pre-test, it is mentioned that a total of 24 students were able to obtain a score between 7 and less than 7 in the post-test. This is considered a poor score. However, it is important to mention that the number of people obtaining this score was significantly reduced. Therefore, it can be said that in this group of students, the treatment was not very effective since there was not a big difference from when they started.

On the other hand, a total of 6 students obtained a score between 7.1 and 8 in a test over 10, which would be considered a good score. In addition, it should be mentioned that in this number of students there is a difference of one student compared to the pre-test. This means that the treatment and the exercises were of great help in this progress of the students.

In addition, a group of 3 students obtained a score between 8.1 and 9, which is categorized as a very good score. In addition, a difference of one student who joined this group can be observed, compared to the results of the pre-test. This means that the treatment had a significant effect on the development of this skill in the students.

Finally, a total of 9 students were able to obtain a score between 9.1 and 10 on the post-test, which was rated over 10 points. This means that these were outstanding scores compared to the others. In addition, a big difference can be observed in the number of students in this group compared to the number of students in the pre-test. Therefore, it is said that the animated movies and the different exercises that were applied to the students had too much to do with the improvement of the students' listening skills.

To conclude, the animated movies and the activities applied throughout the treatment had an important role in this process, since most of the students have shown a significant improvement in the pretest. However, only a small group of students failed to demonstrate an improvement in the pretest. In fact, they obtained a result opposite to what was expected.

3.2.3. Pre and post-test average scores over 19

Table 4

Pre and post-test average scores over 19

Test	Pretest	Post-test
Average	10,12	12,33

Note: Information taken from students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato by Guanoluisa (2022).

Figure 1

Pre and post-test results

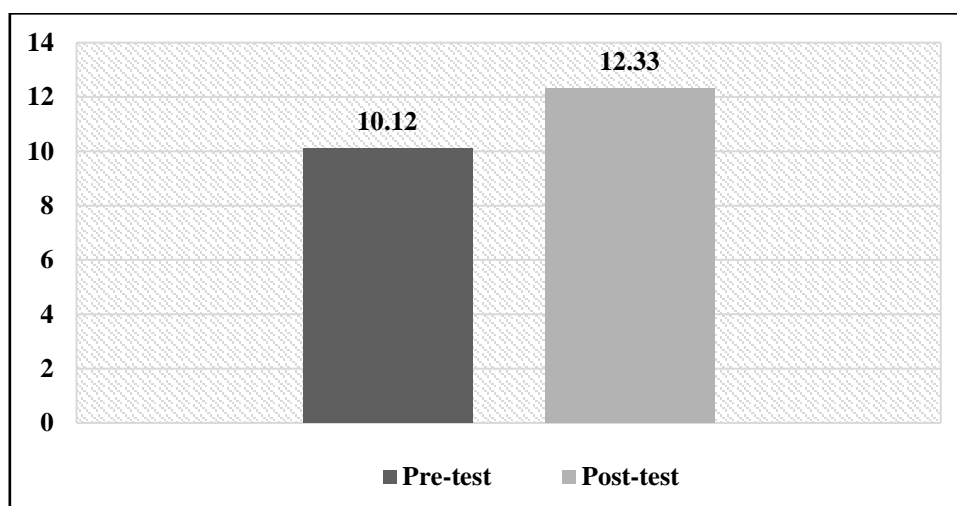


Fig. Pre and post-test average scores over 19

Analysis and interpretation

Graph number 1, a comparison was made between the pre-test and post-test on 19 points to 42 students. In the pre-test an average of 10,12 points out of 19 was obtained, while in the post-test an average of 12,33 points out of 19 was obtained, therefore, in the post-test there was an improvement of 2,21 points in the students' performance in the listening skill.

The data showed that in the post-test they had a significant improvement due to the application and support of the animated movies and several activities that were applied to the students. In addition, most of them were able to obtain better results compared to the pre-test. Therefore, the students in the post-test significantly improved their listening skills, as they were able to understand most of the content of the applied audio.

3.3. Verification of hypotheses

Null hypothesis:

H0: The animated movies do not influence in the development of listening skills in students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Alternative hypothesis:

H1: The animated movies do influence in the development of listening skills in students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

3.3.1. Test or normality

To know the best statistical test to evaluate the hypotheses, it was necessary to test the normality test of the data, which was performed using the SPSS statistical program.

Table 5
Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	,138	42	,043	,951	42	,073
POST_TEST	,107	42	,200*	,939	42	,026

Note: Students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Analysis and interpretation

The results obtained by the SPSS application in the Kolmogorov-Smirnov normality test determined the statistical test to be used. In which it was obtained that the p-value in the pre-test performed to the experimental group was less than 0.05, while its p-value in the post-test was greater than 0.05. Therefore, the result showed that the data were not normal, so a non-parametric test had to be applied to prove or reject the research hypothesis.

3.3.2. Wilcoxon test

The Wilcoxon statistical test compares the mean of two dependent samples. To accept the null hypothesis and reject the alternative, its significance level must have a margin of error greater than 0.05. On the other hand, to reject the null hypothesis and accept the alternative, its margin of error must be less than 0.05

Table 6
Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
POST_TEST - PRE_TEST	Negative Ranks	12 ^a	17,25	207,00
	Positive Ranks	24 ^b	19,13	459,00
	Ties	6 ^c		
	Total	42		

a. POST_TEST < PRE_TEST
b. POST_TEST > PRE_TEST
c. POST_TEST = PRE_TEST

Note: Students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Analysis and interpretation

The results obtained through the Wilcoxon statistical application, in which 42 ranges were analysed, in which 12 negative ranges, 24 positive ranges and 6 equal ranges were obtained. These ranges belong to the students who took the pre-test and post-test focused on the listening skill.

Table 7
Wilcoxon statistics test

Test Statistics ^a	
	POST_TEST - PRE_TEST
Z	-2,985 ^b
Asymp. Sig. (2-tailed)	,004

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Note: Students of 4th semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Final decision

The results obtained by the Wilcoxon statistical test showed that the p-value (Asymp. Sig. (2-tailed)) was 0.004. This means that the null hypothesis was rejected, and the alternative hypothesis was accepted. As a result, it can be concluded that animated movies do influence the development of listening skill.

3.4. Discussion

The objective of this research work was to evaluate the influence of animated movies on listening skills in 4th semester students of the National and Foreign Languages Pedagogy Career at the Technical University of Ambato. The results found were the following.

At the beginning, most of the students had problems in listening comprehension, for which it was difficult for most of the students to develop the pre-test. However, the results found after the treatment or application of the animated films were positive. The animated films encouraged the students to carry out the listening activities, although they did not understand the whole context, the images helped the student, assimilating the words with the context of the video. Motivation played an important role in students at the moment of developing the listening activities. This also was the result for another study in which the results were positive because students feel motivated and interested in learning to listen, and develop their skill (Putri & Sinaga, 2020)

The results obtained also showed that the students had some deficiencies in the third part of the test, since these questions consisted of listening to the audio and filling in the blanks. However, during the classes the students became familiar with these types of listening questions, in this way it was easier for them to take the test and they felt more comfortable. According to Yahfenel et al., (2019) through movies, students are able to correct and clear pronunciation of some words or phrases, as well as learn different expressions, vocabulary and grammar, and at the same time they feel relaxed and calm while they watch a movie.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

This study analyzed how animated movies influence listening skills. After analyzing and interpreting the results obtained from the application of animated movies in the listening skills of fourth semester students from "PINE", a number of conclusions were established.

In conclusion, the benefits of applying animated movies as a learning tool to university students are different. However, it should be noted that by watching these kinds of movies, students can acquire both vocabulary and improve their listening skills. By watching animated films, students can notice the way the characters speak, the words they use and the context in which they do it, so the student can acquire this knowledge, learn it and improve their level of English. On the other hand, according to the authors Yahfenel, F. et all (2019), indicate that movies are an excellent material to improve students' listening skills because the student, not living in a place where the English language is not used on a daily basis, can easily watch movies and become familiar with the expressions spoken by the characters. Finally, by applying this technique, the students have at their disposal different materials of this type that can be found on any platform and thus improve their listening skills more and more.

Consequently, the application of the PET test (**see annex 2**), which was taken from Cambridge and only took into account the listening skill part, was an important step to measure the comprehension of students in this skill. Due to the fact that this test allowed to know that about 92.68% of the students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato had problems in the listening comprehension part. This is because when the application of the test was given, some of them were not able to understand some of the activities, which made their comprehension difficult. In addition, it is worth mentioning that the group of students had presented an arithmetic average of 5,26 points over 10.

Finally, due to the application of animated movies, different activities in different sessions and the application of the pos-test, it is concluded that there was a slight improvement in the students' listening comprehension skills. Due to the fact that before the application of the post-test, there were 92.68% of students who failed in this skill. However, after the application of the pre-test, this number dropped to 89.21%. In addition, there is an arithmetic average of 6,45 points over 10. And, compared to the pre-test, it was

determined that the animated movies did contribute to the development of the listening skill according to the test results.

It was learned that animated movies are a useful tool for students to improve their listening skills because by watching these movies, they become involved and hear a more real language. In which, they also acquire vocabulary and hear a more natural pronunciation. In addition, through the pre-test and post-test it was affirmed that this material is useful to work with students and therefore necessary for students to develop their listening skills.

4.2. Recommendations

The following recommendations are intended to advise teachers on the use of animated movies as an educational tool for the improvement of students' listening skills. For this reason, this research, focused on the application of animated movies in students, makes some suggestions to take into account when English language is taught.

It is recommended that there be a variation between animated movies, because to improve the level of listening comprehension, not only one movie is needed, but several. In addition, being animated movies, learning becomes more interesting and, therefore, students can practice it in a more dynamic and interesting way, without the need to have stress. Finally, students should be challenged when watching animated movies, that is, not only stay with the same old movies, but play another kind of movies where the level of English is a little more advanced than the previous one.

The use of this type of test is recommended to measure the level of comprehension in listening skills. First of all, because this PET test was certified by Cambridge, which means that it was specifically designed to measure the level that students have in the English language. Second, because this test is highly recognized and used by people who have done previous research. Finally, because this test had questions according to the level at which the students were.

The movies and activities that are applied to the students should be varied, that is, not only to carry out activities in which they must give opinions or fill in the blanks, but to apply activities and other kinds of animated movies that reinforce the listening skill. In addition, as students advance in the development of listening skills, not only should a single test be applied to measure their comprehension, but other tests with different difficulty levels, which are validated by Cambridge, should also be applied.

Finally, it was learned that this material can be applied to all students as support material in the classroom since, through this material, more activities can be done with the children, for example, activities to fill the gaps, complete activities, join activities or even speaking activities and thus continue to improve their listening skills. Moreover, with this material, the children can even summarize the movies or learn new vocabulary that they have observed in the movie.

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Annex 1 Carta de Compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 19 de octubre de 2021

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

Yo Mg. Sarah Iza Pazmiño 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 Titulación bajo el Tema: **“ANIMATED MOVIES AND LISTENING SKILL”** propuesto por la estudiante Guanoluisa Flores Evelyn Johanna, portadora de la Cédula de Ciudadanía 0550036917, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lic. Mg. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

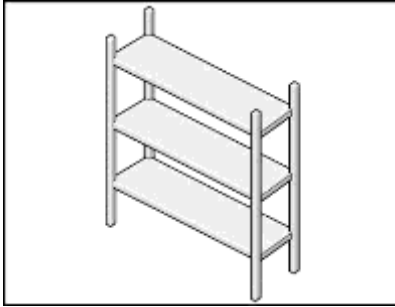
Annex 2 Pre-test and Post-test

Part 1

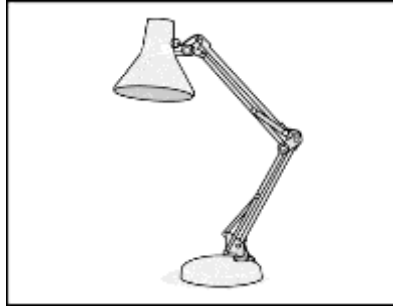
Questions 1 – 7

For each question, choose the correct answer.

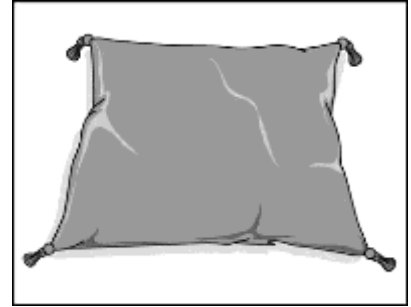
1. What did the girl buy on her shopping trip?



A

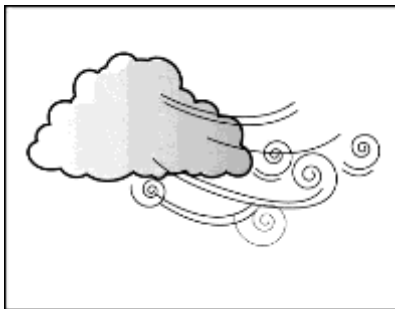


B

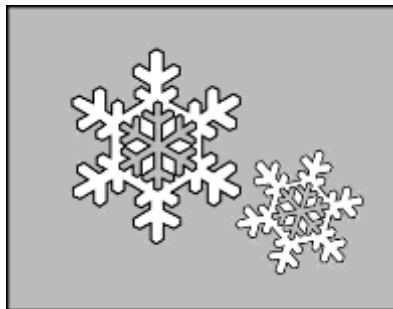


C

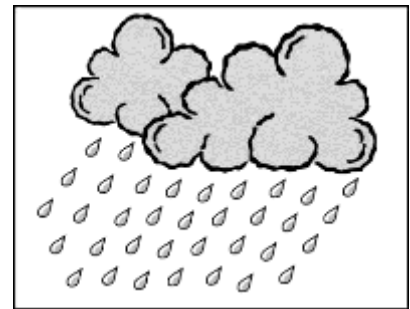
2. Why did the plane leave late?



A



B



C

3. What activity does the woman want to book for the weekend?



A

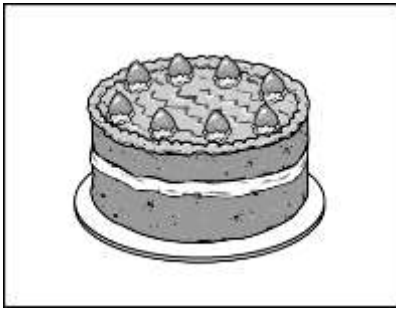


B

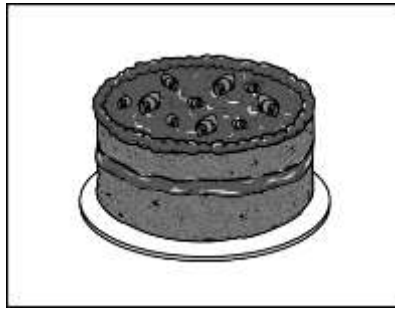


C

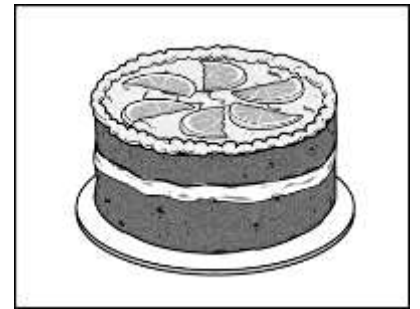
4. Which cake will the girl order?



A



B



C

5. How much must customers spend to get a free gift?



A



B



C

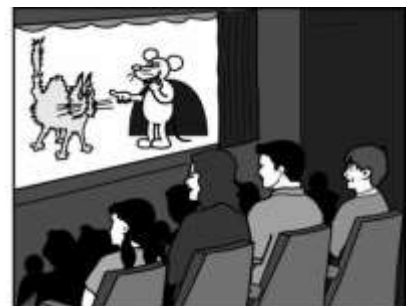
6. What did the family do on Sunday?



A



B



C

7. Which programme is on first?



A



B



C

Part 2

Questions 8 – 13

For each question, choose the correct answer.

8. You will hear two friends talking about a new clothes shop
What does the girl say about it?
- A. The staff are helpful.
 - B. It only has the latest fashions.
 - C. Prices are reduced at the moment.
9. You will hear two friends talking about a pop band's website.
They think the site would be better if
- A. its information was up to date.
 - B. it was easier to buy concert tickets.
 - C. the band members answered messages.
10. You will hear a woman telling a friend about an art competition she's won.
How does she feel about it?
- A. upset that the prize isn't valuable
 - B. excited that the judges liked her picture
 - C. disappointed that she can't use the prize
11. You will hear two friends talking about the girl's flatmate.
The girl thinks that her flatmate
- A. is too untidy.
 - B. talks too much.
 - C. plays music too loud.
12. You will hear two friends talking about a football match.
They agree that their team lost because
- A. the players weren't confident enough.
 - B. they were missing some key players.
 - C. the players didn't do the right training.
13. You will hear two friends talking about a tennis match they played.
The boy wants the girl to
- A. help him to get fitter.
 - B. practise with him more often.
 - C. enter more competitions with him.

Part 3

Questions 14 – 19

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

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the (14).....was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15).....away.

On the day in the countryside, Anita almost fell off a (16)......

In the capital city, Anita saw a (17).....in a theatre.

Anita enjoyed visiting a farm where (18).....is produced.

Anita bought some (19).....as gifts.

Source: Cambridge University (2019)

Author: Cambridge University (2019)

Annex 3 Answer key

Part 1	KEY
1	B
2	B
3	A
4	C
5	B
6	B
7	C

Part 2	KEY
8	A
9	B
10	C
11	A
12	A
13	A

Part 3	KEY	ACCEPTABLE MIS-SPELLING
14	(a/an/the) (fantastic) waterfall(s)	waterfal
15	(a/an/the) shark(s)	
16	(a/an/the/her) horse	
17	(a/an/the) musical (show/play)	
18	sugar	suger
19	(some) ring(s)	

Annex 4 Lesson plans

LESSON PLAN 1

Teacher: Guanoluisa Evelyn

Level: 4th semester

Subject: Communicative Languages Teaching Strategies

Group: Students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato		
Date: December 2, 2021		
Duration: 45 minutes		
Aim		
<ul style="list-style-type: none">- To give a brief introduction and instructions to the students.- To assess the level of students' listening skills by means of a pre-test		
Time	Activity	Tools
10 minutes	<ul style="list-style-type: none">• Teacher introduces herself• She will share her screen and show a short film• Then she will explain students what they will be participating in over the next two weeks.	Zoom Link to the short film: https://www.disneyplus.com/movies/la-mision-especial-de-dug/rIzALeDaSzOl?sharesource=Android
25 minutes	<ul style="list-style-type: none">• Teacher will ask students to open the link that was send in the zoom chat and they will take the pre-test.	Pre-Test (PET Listening part) https://forms.gle/TWpckLaNhdvmStZk7
10 minutes	<ul style="list-style-type: none">• Teacher will ask students to enter the link that will be sent through the zoom chat.• Teacher will explain and ask them to answer the questions found there.• Students will share their ideas on that website.	Padlet link: https://padlet.com/evejohan16/karrgc588rjdcf8

LESSON PLAN 2

Teacher: Guanoluisa Evelyn

Level: 4th semester

Subject: Communicative Languages Teaching Strategies

<p>Group: Students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato</p> <p>Date: December 13, 2021</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - Give instructions to the students. - Perform listening exercises through movies. 		
Time	Activity	Tools
10 minutes	<ul style="list-style-type: none"> • Teacher shares the screen • Shares a kahoot link via zoom chat • Asks students to enter the link and perform the activity. 	<p>Zoom</p> <p>Kahoot link: https://create.kahoot.it/details/b1bfebab-bc3a-4411-b0ab-61ae52704394</p>
25 minutes	<ul style="list-style-type: none"> • Teacher gives instructions • She shares the screen and presents a specific part of the movie of about 5 minutes. • She asks questions to the students each time the movie is paused. • This activity is repeated four times 	<p>Movie link: https://www.disneyplus.com/es-419/movies/raya-y-el-ultimo-dragon/6dyengbx3iYK</p>
10 minutes	<ul style="list-style-type: none"> • Teacher will ask students to enter the link that will be sent through the zoom chat. • Teacher will explain and ask them to answer the questions found there. • Students will share their ideas on that website. 	<p>Padlet link: https://padlet.com/evejohan16/p11br6cc13hi11fn</p>

LESSON PLAN 3

Teacher: Guanoluisa Evelyn

Level: 4th semester

Subject: Communicative Languages Teaching Strategies

<p>Group: Students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato</p> <p>Date: December 23, 2021</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - Give instructions to the students. - Perform listening exercises through movies. 		
Time	Activity	Tools
10 minutes	<ul style="list-style-type: none"> • Teacher will share the screen • T. will play the movie trailer of Raya and the Last Dragon. • T. will ask some students what the movie was about. 	Zoom https://youtu.be/1VIZ89FEjYI
25 minutes	<ul style="list-style-type: none"> • Teacher will give instructions • T. will share the screen and send a kahoot link • T. will ask students to enter the link that will be sent through the zoom chat. • T. will explain and ask them to answer the questions found there. • T. will share only the audio of the movie 	Movie link: https://www.disneyplus.com/movies/raya-and-the-last-dragon/6dyengbx3iYK Kahoot link: https://create.kahoot.it/
10 minutes	<ul style="list-style-type: none"> • Teacher will ask students to enter the padlet link • Teacher will ask them to answer the questions found there. • Students will share their ideas on that website. 	Padlet link: https://padlet.com/evejohan16/p11br6cc13hi11fn

LESSON PLAN 4

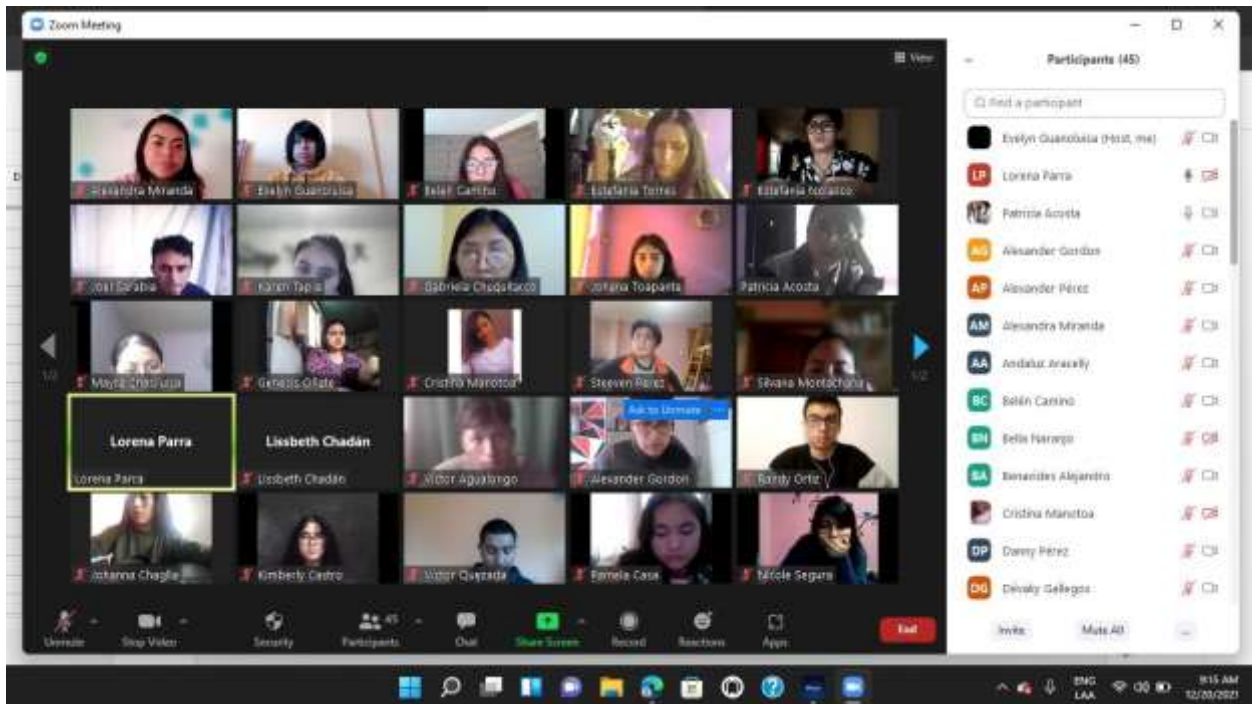
Teacher: Guanoluisa Evelyn

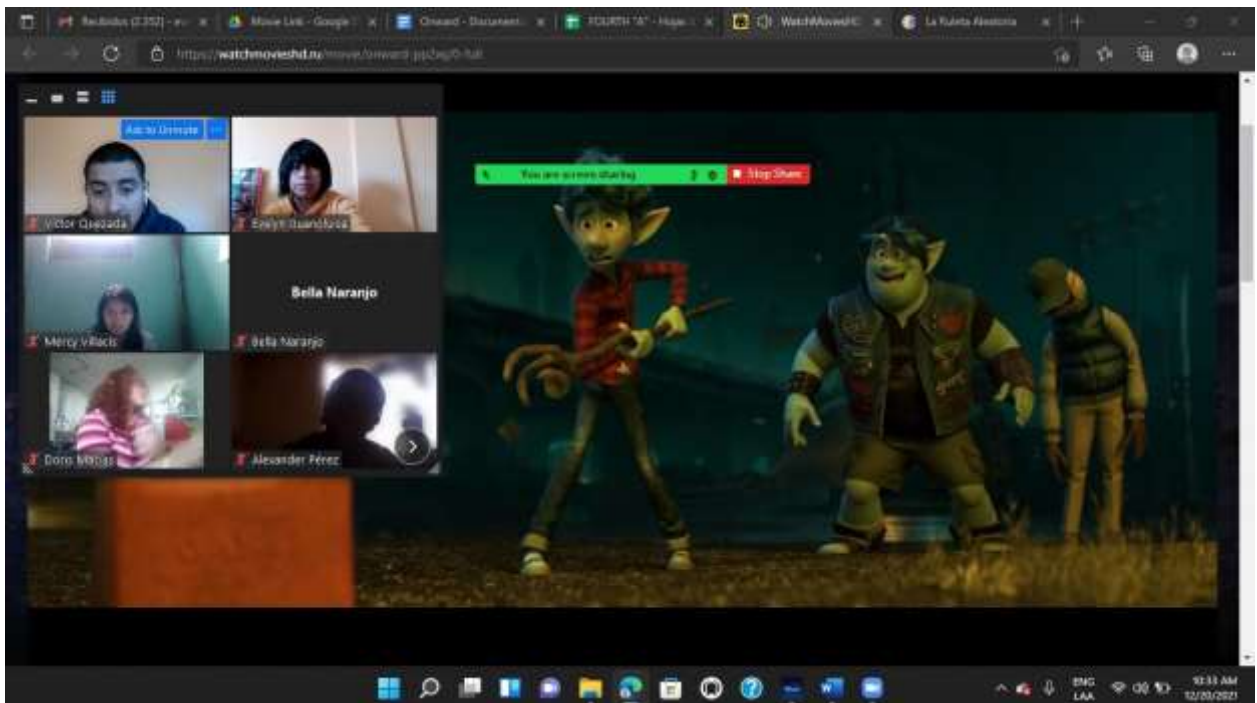
Level: 4th semester

Subject: Communicative Languages Teaching Strategies

Group: Students of fourth semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato		
Date: January 3, 2022		
Duration: 40 minutes		
Aim		
<ul style="list-style-type: none">- To give a brief introduction and instructions to the students.- To assess the level of students' listening skills by means of a post-test		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none">• Teacher introduces herself• She will share her screen and present the post-test• She will give instructions	Zoom
30 minutes	<ul style="list-style-type: none">• Teacher will ask students to open the link which will be sent in the zoom chat and they will take the post-test.	Post-Test (PET Listening part) https://forms.gle/aUWKatZXvR6CGmd89
5 minutes	<ul style="list-style-type: none">• Teacher will ask students about the test• Students will share their ideas	Zoom

Annex 5 Treatment application





Annex 6 Urkund



Document Information

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Sources included in the report

