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

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

**EXTRANJEROS**

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

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Theme:

**ENGLISH TV SERIES AND LISTENING SKILL**

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Ambato – Ecuador

2023

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I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: “**ENGLISH TV SERIES AND LISTENING SKILL**” investigated by Miss Melanie Gabriela Díaz Tomalá with I.D No. 1726638677, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

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

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

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## **DEDICATION**

### **TO:**

My parents, Iván and Myrian for accompanying and guiding me through this stage of my life until the end. Especially my mother for being my inspiration and giving me the strength to keep going and reach my goals. I am sure that their love and dedication have made me a woman of good.

My siblings Iván and María Belén for encouraging me to believe in myself and holding out a hand any time I needed it.

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Melanie.

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**EXTRANJEROS**

**TOPIC:** ‘English tv series and listening skills’

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**ABSTRACT**

The use of authentic materials like tv series in the English classroom maintains learners motivated and interested in learning the language by watching and listening to how it is used in real-life situations providing samples of language, highlighting the importance of language input, and making the listening activities more attractive for learners. The main purpose of this research was to analyze how the use of English tv series influences the development of listening skills. This research had a mixed research approach and a descriptive level of research. Furthermore, the population included 151 learners corresponding to six groups from 4<sup>th</sup> to 7<sup>th</sup> semester from ‘PINE’ training program at Universidad Técnica de Ambato. Additionally, for the data collection process, a survey was applied in order to determine the relationship between both variables, English tv series and the development of listening skills; the survey included 20 multiple-choice questions and the options were constructed based on the Likert scale. Moreover, the Chi-square test was applied in order to prove the hypothesis and the effectiveness of English tv series on the development of listening skill. Finally, the results demonstrated that tv series have a positive impact on the development of learners’ listening skills, implying that those represent an advantageous tool to be included in the English lessons.

**Keywords:** tv series, listening skill, listening subskills, authentic materials.

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**EXTRANJEROS**

**TÍTULO:** ‘Series de televisión en inglés y la habilidad auditiva’

**AUTOR:** Díaz Tomalá Melanie Gabriela

**TUTOR:** Mg. Edgar Guadia Encalada Trujillo

**RESUMEN**

El uso de material auténtico como las series de televisión en el aula de inglés mantiene a los estudiantes motivados e interesados en aprender el lenguaje, viendo y escuchando cómo el lenguaje es utilizado en situaciones de la vida real, proveyendo ejemplos del lenguaje, resaltando la importancia del *input* del lenguaje, y haciendo las actividades de escucha más atractivas para los estudiantes. El principal propósito de esta investigación es analizar cómo el uso de series de televisión en inglés influencia el desarrollo de la habilidad auditiva. Esta investigación tiene un enfoque mixto y un nivel de investigación descriptivo. De la misma manera, la población incluía 151 estudiantes correspondiendo a seis grupos desde cuarto hasta séptimo semestre de la carrera ‘PINE’ de la Universidad Técnica de Ambato. Adicionalmente, para el proceso de recolección de datos, se aplicó una encuesta para determinar la relación entre las dos variables, series de televisión en inglés y el desarrollo de la destreza auditiva; la encuesta incluía 20 preguntas de opción múltiple, construidas en base a la escalada Likert. También, la prueba de Chi-cuadrado fue aplicada para probar la hipótesis y la efectividad de las series de televisión en inglés sobre el desarrollo de la habilidad auditiva. Finalmente, los resultados y la prueba de Chi cuadrado aplicada para probar la hipótesis demostraron que las series de televisión tienen un impacto positivo en el desarrollo de la destreza auditiva de los estudiantes, lo cual implica que son una herramienta ventajosa para incluir en las lecciones de inglés.

**Palabras clave:** series de televisión, destreza auditiva, sub-destrezas auditivas, material auténtico.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research Background

To develop this research, different papers were considered as a foundation and background for using English tv series and listening skills. Documents such as theses, academic papers and research projects from the scientific community were fundamental. Those documents work as a basis to understand the influence of English tv series, which are considered authentic materials in the development of listening skills. Moreover, it is fundamental to highlight the importance of the use of English tv series in the development of listening skills. As the world keeps changing, education processes and methodologies change as well, in this way, technology has also become a part of education motivating learners, changing how they develop their skills, and most importantly learners have a positive attitude towards the language. In the case of the development of the listening skill, technology, and authentic material support learners as they provide them with real-life language and communication patterns.

To begin with, Dung (2021) published a review article about several research studies carried out with the main aim of determining how sound learning and development can help English learners improve their listening skills after learning how to use visual media. In this case, the review had a quantitative approach as it included data analysis, percentages and other numerical data. However, in terms of population, each study had a different sample, which was between 20 to 95 learners. Finally, the research studies demonstrated that learners had a significant increase in understanding what was said and they had a positive attitude towards using audiovisual media.

Second, in a study conducted by Iswahyuni and Mukminatien (2021), it was aimed to examine the perceptions of teachers toward video as the media in extensive listening practices. For the study, a mixed approach was applied to answer the research questions, for that, the study used questionnaires to obtain quantitative data and interviews to obtain qualitative data about the teachers' perceptions of the video-mediated listening tasks. The population was formed by three EFL teachers, to finally get the results that indicated the positive teachers' perceptions toward the use of

different video formats, including tv series, in this type of activities to improve learners' listening skills.

Furthermore, Mohammed (2021) published a report with the objective of identifying how teaching by using authentic materials can be made more effective and primarily learners' views of the use of authentic materials when learning a language. The approach of this report was mixed as it showed findings related to a survey and numerical data were obtained. The population was randomly selected and it included a total of 100 students from different Middle East countries. In the end, the results demonstrated that the use of authentic materials represents an advantage for learners as they improve their language skills and abilities, as well as it helps in the development of confidence.

In the same way, Syariatun (2020), conducted a study with the aim to describe and identify the students' low abilities in the Listening comprehension skill. The study used a Classroom Action Research (CAR) design by using qualitative and quantitative approaches. The participants of the study were thirty-eight students who worked in one cycle of four activities, namely planning, implementation of the action, observation, and reflection. Additionally, the main instrument for the study were tests and a final post-test that brought satisfactory results exceeding the criteria of success that the researcher settled at the beginning, demonstrating significant progress in students' skills.

Along the same lines, Polat and Eristi (2019) conducted a study in which the main aim was to find out the influence of authentic video materials on listening skills and foreign language listening anxiety of students at different levels. The study followed an experimental design, working with an experimental group and a control group. The instrument applied in order to gather the data were the Key English Test (KET). The participants of the study were 100 students randomly selected from an English preparatory program at a state university. Finally, the statistical analysis was developed by using descriptive statistics demonstrating that authentic video materials reflecting the real language and communication samples, have highly effective results on the development of the listening skill and reducing the anxiety of students at A1 and B1 levels of English proficiency.

Additionally, Metruk (2019) published an article and mentioned that the objective of the article was to investigate the effects of employing ICT, namely extensive viewing of movies and tv programs, on the listening skills of EFL learners. The preliminary study had a population of 18 students from the Teaching English Language and Literature study program, and they were divided into three groups that were exposed to different amounts of time watching movies or tv series. The data were gathered by a questionnaire and in the pre-hoc test, it was identified that there was no significant difference between the means obtained from the groups. In the same way, the post-hoc test yielded the same results, showing that in this case, due to the small sample, the daily exposure to watching English movies or series does not play a substantial role concerning the listening skills development of learners, otherwise, this would prove useful.

Moreover, Dizon (2018) published a case study aiming to examine the EFL learners' views of Netflix when learning a foreign language. The research design applied was mixed and it included an interview as the instrument to gather data, additionally their access and viewing history in the streaming platform were considered as important data to consider. Additionally, the population was formed by a total of 9 participants who were Japanese university EFL learners. Finally, the case study concluded that the use of streaming services benefits L2 learners and it potentially fosters language learning. In addition, the author mentions that this kind of materials bring advantages to the EFL classroom such as exposure to the target language, increase in learners' motivation to learn the language and the easier access both, teachers and learners have to authentic material.

As mentioned by the different authors, the use of English tv series and similar tools in an EFL classroom impacts learners. Besides, as research shows, there is an increase in learners' motivation and an improvement in learning outcomes and skills development. Considering that, it is possible to conclude that using tv series while developing different activities in the classroom brings advantages, not only for learners but also for teachers.

## **Independent variable**

### **Didactics**

To have a better idea of what English tv Series are and how they are linked to education, first, it is important to define what didactics are.

In the 7th volume of “Inclusiones” Magazine, Sagan et al. (2020) mentioned how technology has explained how technology has entered the educational field giving way to digital didactics, which is a science that refers to effective learning processes through digital technologies and multimedia aids. These changes in traditional education allow both learners and teachers to innovate, and combine knowledge, pedagogy, and technology to make learning effective. Moreover, Jahnke et al., (2014) presented the “Teacher’s design elements and relations – Framing digital didactical design” in which in an ideal world, the teacher aligns different components to get a form for a learner-centred approach. Such elements are the teaching aims, learning activities, process-based assessment, social relations, and ICT tools. Those elements are built together to create the Digital didactic design that links teaching to learning working as a puzzle with pieces that complement each other to create an environment where learners achieve the expected learning outcomes.

As a complement to what the previous authors stated, Carrington (2016) proposed his Pedagogy Wheel which is the most current model. This wheel can be applied to all kinds of educational purposes, such as curriculum planning, writing learning objectives, and so forth. Such wheel covers different domains of pedagogical thinking, based on Bloom’s taxonomy and it is designed to help educators to think about how they can use mobile apps in the classroom while teaching, stating that pedagogy is the one that should determine the educational use of apps.

On the other hand, in more traditional terms, Osbeck et al. (2018) Referred to didactics as a field of research that includes the teachers’ knowledge collectively. Didactics is the point at which practice, and academic knowledge come together. In addition, the author states that didactics is understood as a science of teaching, as the profession and the science of the teachers’ professional knowledge. Furthermore, the authors cited some characteristics of didactics, mentioning that it is said to draw closely on practice, and has a practice-focused character. Then, one of the most



common characteristics noticed in didactics is the use of didactical questions, which are used to make the planning process reflective and analyze the teaching, those are questions about what is being taught and learnt, how and why.

Several authors mentioned the different methods that are effective in developing listening skills.

- **The Audio-lingual method and listening development**

Barona Oñate et al. (2020) cited that the foundation for the Audio-lingual method was proposed by Skinner and the Behaviorism theory that assumed that humans can be trained through reinforcement. Likewise, according to Brown and Lee (2015), this method was started in the United States by the military during World War II and was used to teach aural and oral proficiency in foreign languages. Additionally, such method reached popularity in the 1950s and 1960s highlighting aural and oral activity by working on drilling activities. The authors also mentioned the different characteristics of this method, including the little use of learners' mother tongue, and the presentation of material in form of dialogues, also, the grammar teaching process was inductive and there was dependence on memorization, mimics and drilling (choral, individual, transformation or substitution), in addition, the use of tapes, language labs, and visual aids to present material and vocabulary to learners.

Additionally, there are several pieces of research about the use of the Audio-lingual method to improve listening skills such as the one presented by Barona Oñate et al. (2020) in which e-learning took part along with this method to develop listening comprehension, demonstrating that understanding had a significant increase due to the implementation of audiovisual material, that helps to reinforce listening and pronunciation. This research concluded that repetition helps learners to build vocabulary and recognize how words in phrases sound together, leading to effective communication and making learners able to express their ideas.

- **Communicative Language Teaching and listening development**

The CLT approach was introduced during the late 60s and the 70s by Dell Hymes with an essay on communicative competence, then his ideas were complemented by Canale and Swains a decade later. Brown and Lee (2015) This approach aims to motivate learners to maintain real-life communication in the

classroom environment and build fluency and accuracy, for that reason learners are not developing just speaking, listening is developed as well due to the great amount of input in the target language and activities. Additionally, authentic input is fundamental, however it may represent a challenge for learners; in this case technological media such as television, internet, smartphones and so forth can benefit learners and teachers by providing language input at different levels of difficulty.

Likewise, Komol and Suwanphathama (2020) mentioned that CLT is an appropriate approach to learn the English language and after carrying out a study, the authors concluded that activities such as creating videos, role-plays and others helped learners enhance confidence when speaking and it improved listening and speaking skills as they are not just receiving language, they are also producing responses. In the same way, Akter (2019) cited that when the CLT approach was introduced, listening was given a more significant role in language learning, as listening is necessary to reach an effective communication process, moreover the author highlights the fundamental role of listening in learning a language, because learning is incomplete without practicing listening skills.

### **ICT Tools**

As mentioned by Cueva and Inga (2022) education is constantly changing and the implementation of Information and Communication Technology has become essential. The authors cited that ICT tools facilitate classes as students keep developing competencies, and these kind of tools do not help just the teacher but learners to understand the subjects better and improve their academic training, showing that ICT tools contribute to the educational process by motivating learners and contributing to their autonomous learning.

Information and Communication Technology is a broad term that involves information and communication technology. Sakthivel and Radha (2021) Additionally, the authors mentioned that ICT Tools allow teachers to experiment more in the classroom and make the learning process efficient as this will help to improve the students' report which is fundamental for a good education, considering technology as a valuable tool that is not intended to replace the teacher. In this article, the authors highlighted the different types of ICT. First, there are Communication technologies,

which include satellite-based communication and terrestrial-based communication that uses a network of transmitters, such as television. On the other hand, there are information technologies, including radio, internet, teleconferencing, television, etc.

Moreover, in the field of education ICT tools are needed for several activities. The first one is the Teaching-Learning Process, as it allows teachers and learners to have access to accurate information in a variety of presentations, helping pupils to learn at their own pace and have a better understanding. Second, in evaluations, having in mind that it is one of the objectives of the educational system, ICT tools permit assessing learners through online tests. Another aspect in which technological tools are present in education is when developing instructional materials for a lesson. In this case, textbooks are useful. However, most of the time books do not help learners to understand the information and they do not enjoy the class, additionally, some materials or resources may be not updated or with the right format for learners, so teachers can use digital presentations, websites, or television to make the process more effective and enjoyable.

### **Authentic Materials**

As reported by Umirova (2020), the term authentic materials have a long history and a variety of definitions determined by linguists and researchers, in this way, the author concluded that the common definition is that those are real-life texts that come in the written or spoken manner and they are not commonly intended to language teaching. Nevertheless, the author also mentioned that in modern pedagogy authentic materials are regarded as one of the resources for teaching every skill for EFL and ESL.

Furthermore, the author cited Gebhard (1996) work on classifying authentic materials.

#### **1. Authentic listening-viewing materials**

This category includes tv content such as commercials, cartoons, movies, soap operas, quiz shows, series, radio ads, songs, and documentaries. Listening-viewing materials are known because of their effectiveness in the teaching-language process because they help in the development of listening skills and pronunciation.

## **2. Authentic visual materials**

The second category is formed by slides, paintings, stick figure drawings, street signs, silhouettes, pictures from magazines or postcards, and wordless picture books. All those materials cultivate and make grow the learners' sense of interest and imagination.

## **3. Authentic text materials**

The last category of materials is made up of newspaper articles, movie advertisements, lyrics, menus, information brochures, maps, guides, comic books, cards, and all the means for enhancing and developing reading and vocabulary skills.

Similarly, Spratt et al. (2011) explained that the term authentic materials refer to either written or spoken texts which a first-language speaker might read or listen to, those can come from newspapers, radio, the internet, and so forth. Additionally, the language in such texts is not adapted or made easier for learners or the process of learning a language.

### **English Tv Series**

Tv series are considered authentic materials, as this kind of resources come in the target language but are not necessarily destined for educative purposes, and Gesa Vidal (2019) mentioned that tv series are real language extents that are produced by a real native speaker and presented to an audience, to convey a specific and real message. tv series provide learners with real language such as collocations and expressions that are hard to present in the traditional classroom, exposing learners to real contexts in which they can be able to use that language. Additionally, tv series can be adapted to any kind of population, and they do not provide just language input, they transmit a culture.

#### **Tv series as authentic material**

Ahrabi (2016) highlighted the use of tv series considered authentic audio-visual material in the EFL classroom, in this case working as supplementary listening material. The author cited that material like this contribute to bringing teaching content to life, making the learning process easier for learners and leading to meaningful language learning as authentic input is provided, allowing learners to learn the target

language and learn about the target culture as well. Besides, different benefits of audio-visual materials like tv series are cited by the author, including, exposure to language proving learners with the opportunity to observe real people using the target language in real-life situations, it can serve as input for classroom discussions, it fosters interest and motivation and it comes in a variety of types and covers different attractive topics, and so forth.

Additionally, Carrasco (2010) published a definitions essay in which he cited the different types of tv Series:

- **Soap opera**

Series with a duration of 50-60 minutes broadcast daily, generally aimed at women and adult audiences in general. It includes choral compositions (with variety and changing) or closed (a couple as the protagonist) and open, multiple and complex themes considered the content of the interpersonal relationship model, related to feelings, generally love.

- **Dramas**

Drama teleseries format that broadcast weekly in 45-60 minute episodes, intended for consumption by adult audiences during prime time. It consists of casts that can vary, and self-contained plots, although with certain elements of continuity, in which non-comical situations are reported (action, suspense, mystery, personal conflicts, emotions). Additionally, drama series have included more topics, such as medical, crime, police, detective, action, teens, historical, science-fiction and fantasy.

- **Sitcom**

This format of tv series consists of 30 minutes episodes, intended for consumption by all kinds of audiences and considered for family entertainment. Its plots are usually made up of the main narrative and one or two secondary ones, all of which are generally self-contained, using situations of entanglement and misunderstanding taken from everyday life.

- **Dramedy**

Telecomedy format for weekly broadcast in episodes of 50-75 minutes, initially intended for all audiences, but audience segmentation is also presented for consumption during after-dinner hours and, above all, prime time. It

consists of choral casts, subject to variation. Its plots are characterized by the combination of open and long-lasting narratives, which offer elements of continuity, and closed ones, which conclude in each chapter, representing in this sense a key revision of humor of the forms and contents of the soap opera.

- **Miniseries**

Mini-series are considered fictional stories that are fragmented for television, this type of tv series are structured into a pre-determined and limited number episodes, generally no more than 13 episodes, with the main intrigue solved in successive episodes. Miniseries are different from other productions as it has a clear intention of not stretching out the concept and story over multiple seasons.

### **Tv series and language exposure**

To begin with, De Wilde et al. (2019) mentioned the importance and the need of exposure to the target language, emphasizing that traditional and formal teaching is not enough for learners to become proficient in a language. In this way, the authors mentioned te different types of exposure, including reading, television (either with or without subtitles), listening to music, gaming and social media. In the case of exposure that comes from television, the authors cited that long exposure to television help to develop listening comprehension and vocabulary acquisition. Likewise, Muthisamy et al. (2020) stated that tv shows get people involved and attract their attention, additionally the authors mentioned that people who watch a great ammount of tv shows in the target language feel like they have improved their language skills, as aural input is provided allowing them to develop their skills and pick up different phrases or expressions from the target language.

Similarly, according to Molina Pastor (2017), tv series represent an advantage in exposing learners to a foreign language; it allows them to create a relationship with the language. Furthermore, the author states that tv shows stimulate creativity and interaction among students. Furthermore, the author includes that most people believe that watching tv series do not represent learning, nevertheless, it is just necessary to know what strategies to apply this material in the class and make them work in order to develop language skill, in this way it is possible to get positive results in learning by using these resources.

### **Reasons to use tv series in the EFL classroom.**

- Using tv series makes the process of learning a foreign language more entertaining; thus, students feel motivated and enjoy the class by watching programmes that are part of their daily life.
- Including tv shows in a lesson brings variety to the classroom and learners are exposed to different dialects from all over the world.
- The visual context permits learners to understand the oral messages better.
- Authentic and real-life language is presented in tv shows that demonstrate how important input is for learners as that is an opportunity to observe and hear how natural conversations flow.
- Finally, authentic materials as a tool in the classroom help in the development of all language skills, as accents would model speaking, listening is reinforced while watching and hearing, reading would be practiced with subtitles, and finally, writing would be enriched with vocabulary input from the shows.

### **Strategies to use tv series in the EFL classroom**

#### **1. Choose attractive content**

The use of tv series in the EFL classroom requires the use of different strategies to obtain effective results, and as Miscin (2018) explained, there are infinite possibilities for using tv shows in the classroom. Tv series permit to take the learning process outside the classroom because if students like the content provided in class, they will keep watching it in out-of-school contexts, maintaining language exposure. However it is important to know how to choose and use tv series, being that one the first strategy to consider when working with tv series. It is fundamental to do it thinking about learners' interests, if the chosen content is attractive for learners and most importantly, the adequacy of language difficulty to learner's language level.

#### **2. Allow learners to choose what to watch**

In the same way, according to Panda (2019) another strategy is to make learners feel part of the planning process, as students have different tastes in series, the best way to introduce tv series as material to work with may be by asking learners what do they watch and how do they watch it, either with subtitles or without them. Then, the

teacher can create a list of the most appropriate options of series to include in the lessons and also the appropriate time to work with this kind of material. In this way, learners may feel more motivated to learn the language as they were the ones who selected the material to work with.

### **3. Assign homework based on series**

This strategy is linked to the previous one, after having clear what kind of series can be included in the class, the teacher can assign learners homework and activities based on one specific episode or series. Then, the next class, learners can share their homework and ideas with the class according to what they have watched or listened at home while watching the series assigned as not all learners receive and understand the information the same way, additionally learners have different perceptions of the visual-aural input received. This strategy allows learners to listen and share their ideas, point of views and information.

### **4. Introduce a “meet the characters” activity**

When introducing a series in the classroom, it is necessary for learners to get to know who the characters are, thus, it is necessary to start the class with an activity in which learners meet the different characters and even they can try to infer their personalities by watching just a short scene. In this way, learners are going to feel familiarized with the different people that takes part in every scene and it will be easier for them to complete other activities that demands more complex information or more complete ideas.

Finally, by applying those strategies teachers and learners are able to work in a classroom environment in which tv series are part of the teaching-learning process, leading to language learning and motivation. Those strategies applied to the different activities and linked to well-developed listening strategies can permit learners to work on their language skills, improve their understanding spoken language and increase their vocabulary, due to the great exposure that tv series as authentic material provide to the learners' learning experience.



## **Dependent Variable**

### **English Language**

An article published by the Research Journal of English explains the role of the English Language, according to Rao (2019), English is considered the first lingua franca as English is the most used language internationally for different purposes such as entertainment, trade, telecommunication, science, politics and so forth. The English language has been spread all over the world and its use keeps growing. Both native and non-native speakers use English to maintain communication, and despite English is considered the native language of different countries, there is a major and increasing number of non-native speakers of the English language.

The same happens with language teaching and learning as the English language has become an important issue. Technology is part of our life and has contributed to the development of social and intellectual skills, and because of it, teachers may take advantage to increase motivation to learn a foreign language. Berreto (2018) In the same way, Bohara (2018) stated that English is a global language, becoming an alternative to connect and keep communication from country to country and culture to culture. In this case, English in education can work in different ways for non-native speakers, such as ESL (English Second Language) for countries that adopt English as one of their official languages, and EFL (English Foreign Language) for learners whose first language is not English.

Additionally, Alkamel and Chothaiwale (2018) cited the benefits and importance of teaching and learning English by using ICT tools. To begin with, those tools bring authenticity to the class and motivation to learners. Besides, the availability of resources supports both learners and teachers to present the language in different formats. A specific example of learning a language with technological aids is language labs, where learners are provided with audio and audio-visual materials that enrich the English language learning process.

### **English Language Skills**

Based on research carried out by Supina (2018), language skills can be divided into “macro-skills” and “micro-skills”. Intro the “macro-skills” there are the four basic

language skills that are Speaking, Listening, Reading, and Writing and those four are interconnected. On the other hand, “macro-skills” are categorized into productive and receptive skills. Speaking and Writing are productive skills that involve producing language. While receptive skills are Listening and Reading which involve processing the language. On the other hand, vocabulary, grammar, spelling, and pronunciation are called “micro-skills.”

Likewise, Spratt et al. (2011) defined the four skills of language and extended information about what each skill involves.

- **Listening**

Listening is about making sense of the meaningful sounds of language using context and knowledge from the world. Additionally, this skill requires understanding the different speeds when speaking and the different accents. Apart from this, not all messages are listened in the same way, for that reason, there are subskills which include listening for gist or global understanding, listening for specific information, for details or for inferring the attitude.

- **Reading**

This is a receptive skill that involves making sense of a written text at a word, sentence and whole-text level and understanding the connections between series of letters, sentences (cohesion), grammar and vocabulary. Moreover, according to the purpose of reading, there are subskills such as reading for specific information or scanning, reading for gist (skimming), reading for detail, deducing meaning from context, inferring, predicting, and understanding the text structure.

- **Speaking**

It is considered a productive skill that involves using speech to communicate meaning to others. However, speaking is more than using grammar and vocabulary accurately when producing the language, it does involve a variety of subskills such as the appropriate use of functions and register, connected speech, body language, the ability to produce several text types, oral fluency, and interactive strategies to communicate successfully.

- **Writing**

Writing is about communicating a message through signs on a page, this requires a reason to communicate and someone to receive the message. This productive skill has two groups of subskills. First, those related to accuracy, such as spelling, forming, and joining letters, sentences, and paragraphs, writing legibly, punctuation, and choosing the appropriate vocabulary and grammar. On the other hand, the subskills related to communicating ideas, require the use of appropriate style, register functions, and the organization of words, ideas, and sentences in a clear way.

Additionally, to the information previously stated, Sari (2018) added that at first, in the traditional approaches, the four language skills were taught in isolation. Currently, integrating language skills in English Language Teaching is a process that has increased significantly. This is in order to create a more natural and real language environment so learners can engage and be exposed to the language naturally.

### **Receptive Skills**

In the opinion of Isma (n.d.), receptive skills are how people get meaning from the discourse they hear or see. The author mentions that the main objective of ‘passive’ skills is not to teach more grammar or vocabulary but to develop learners’ ability to interpret and understand written or spoken texts using the knowledge they already have.

In addition, Spratt et al. (2011) mentioned that reading and listening are receptive skills because learners just receive the language. However, they do not have to produce any language. Moreover, the authors specify that reading and listening correspond to receptive skills, in the first case, reading involves responding to texts, rather than producing them, while listening involves responding to language but not producing it. In like manner, receptive skills focus on language input, and in the case of English tv series, multimedia input. Thus, according to a review performed by Zhang and Zou (2021), multimedia input showed effectiveness in enhancing learners’ listening comprehension skills, and this is the result when visual and auditory channels of the memory system are stimulated making it easier for learners to understand audio content.

Similarly, De Wilde et al. (2019) mentioned the types of input that are important when learning English. The authors cited findings that mention unimodal and multimodal input, highlighting the second one which combines skills, which means, reading and listening or listening with any visual support, and considering multimodal input as the most efficient offering learners the opportunity to be exposed to authentic communication, as combining skills the perception of language is active and more effective.

### **Listening Skills**

According to Alzamil (2021), listening skills are fundamental in learning a language as they can help learners to develop other skills as well. The author considers that learners find it difficult to develop listening skills. However, at the same time, they do believe it is essential to be developed, as they can get vocabulary and develop comprehension skills. The development of the listening skill is usually settled apart as it requires concentration, and that is why listening is a challenging skill to develop, nevertheless, it is also the most important.

Other authors that have similar points of view are Yurko and Styfanyshyn (2020), who exposed that listening is the key factor that leads to effective communication. Listening is a complex process that includes understanding and processing the received message. In the education field, listening has been seen as a secondary skill to develop, however, this is the most used skill in language learning as it is the way in which new information is received and acquired. Additionally, not all messages are listened the same way, for that reason Spratt et al. (2011) mentioned that listening skills include different subskills.

- **Listening for gist**

Listening for gist is also known as global understanding, and as its name says, this subskill is about understanding the general meaning of a recording without paying attention to specific details mentioned. In the case of this subskill, it is not compulsory for learners to understand every word they listen to, however they can infer the meaning or use key words to get the global idea of the recording. Furthermore, according to Siegel (2018) listening for gist is considered a fundamental subskill because it allows the listener to take

personal decisions depending on interest or motivation. Moreover, the general idea is obtained, the listener can stop or continue listening. On the other hand, the author mentions that this kind of listening cannot be done mechanically in a word-by-word process, however this requires linguistic knowledge (intonation, stress patterns, etc), life experiences, cultural awareness and so forth to get to understand the general meaning of what is being listened.

- **Listening for specific information**

When listening for specific information, the listener is required to listen for factual information, or information at a word level, this can even include short phrases, for instance the necessary information may be presented in numbers, dates, hours, professions, objects, and others. In addition, Cusack and McCarter (2018) stated that when listening for specific information, learners need to have at least a general idea of what they are listening and how this information will be presented; this is required before and during listening. Besides, this listening subskill also demands listening to determine if the information required is stated or not.

- **Listening for details**

Listening for details refers to listening in order to understand most of what people in a recording are saying, this subskill requires the listener to listen for information at a sentence level such as order of events, facts, messages and instructions. Similarly, Martinez (2018) mentioned that listening for details requires recognizing the majority of words in the recording. Additionally, the author mentions that this subskill is related to listening comprehension due to the fact that it is necessary to pay attention to get details and information, for that reason it is more likely to understand a great part of the information received, leading to listening comprehension. However a total listening comprehension also depends on the degree of familiarity or previous knowledge the listener has before listening.

- **Listening to infer the attitude**

Inferring the attitude of the speaker requires the person who listens to decide how the speaker in the recording feels about something. This can be based on the way the speaker expresses the ideas or speaks about a specific topic. In this case intonation might help learners to infer the attitude of the speaker. In the

same way, Lumapas (2021) highlights that listening also involves picking up clues about the mood of the speaker and the degree of certainty that refers to how confident feels the person talking about a certain topic, because listening is also about how does the person talking is feeling about what he/she is talking about. For that reason, it is necessary to pay attention to emphasis, speed when speaking and also the tone, people can infer attitude determining if the person is using a positive or negative tone.

Furthermore, as Amir & Kang (2018) stated the development of the listening skill is mandatory for learners of a foreign language as it helps them to develop comprehension effectively, and for that, there are several tools available, and the author mentioned some of them.

- **Multimedia**

The advantage of using multimedia in developing listening skills is the availability of video, so learners connect new information to the new one. Additionally, learners can identify the features of connected speech, and distinguish the sounds of the language, stress, rhythm, and intonation patterns. Through the use of multimedia is easier for learners to understand authentic spoken language and learn vocabulary.

- **Online resources and activities**

Resources from the internet that contain authentic language support the teaching and learning process, the author mentioned online activities created specifically for English language learners. The first one is The BBC World Service-Learning English which includes news and reports in English with summaries, audio transcripts and notes on vocabulary that is important to learn. In the same way, the Breaking News English website is fulfilled with articles, recordings and several lessons and worksheets, and so forth. Another one, that is specifically for the development of listening is the “ESL Cyber Listening Lab” which includes different activities to develop in the different stages of listening (pre, while and post-listening.)

- **Video clips**

The Internet provides a great multimedia library in which real language is reflected. There is a huge variety of videos about almost any topic, from

education to technology and of all levels of difficulty for learners to practice and develop their listening skills while being exposed to everyday English, different accents, and most importantly authentic language in real circumstances with native English speakers.

In addition, it is necessary to highlight the different listening strategies that teachers should help learners to develop. As restated by Santiago de Almeida et al. (2021), the use of television for language learning is not new, and the authors cited that it is one of the ten most used techniques to improve language skills. Likewise, Wozniak (2018) mentioned sociocognitive strategies, and the authors presented a variety of cognitive and metacognitive strategies that learners use in the case of listening skills.

- **Cognitive strategies**

Cognitive strategies refer to the way in which participants handle the information received to achieve listening comprehension and storing of information received. These strategies include prediction either from voice or body language, elaboration or the use of personal experiences and knowledge to understand the audio, contextualization or being able to use the words heard from audio in the classroom environment, repetition of words, fixation or stopping to think about spelling, meaning and memorization.

- **Metacognitive strategies**

Metacognitive strategies are focused on how learners evaluate and manage their listening skills to check achievement on cognitive skills. Metacognitive skills include self-monitoring and self-evaluating, planning, monitoring of comprehension, selective attention to familiar words and information structure, and so forth.

- **Sociocognitive strategies**

Sociocognitive strategies are also known as socio-affective strategies, and as mentioned by Vandergrift and Jeremy (2018), sociocognitive strategies are easy to incorporate to the classroom as they include interaction, for that reason learners have greater control of information when they feel input is incomplete or uncertain. These strategies include questioning such as asking for

clarification, repetition, comprehension check, also, cooperation and anxiety reduction to obtain a more positive self-image for learners.

### **Research questions**

- How does the use of English tv series influence on the development of listening skills?
- What are the different strategies to use English tv series and develop listening skills?
- What are the main contributions of English tv series to listening skills?

### **Objectives**

#### **General Objective**

- To analyze how the use of English tv series influences the development of listening skills.

#### **Specific Objectives**

- To explain the importance of the use of English tv series in the development of listening skills.
- To identify the different strategies to use of English tv series and develop listening skills.
- To describe the contribution of English tv series to listening skills.



## **1.2 Fulfillment of objectives**

First, to fulfill the general objective which is to analyze how the use of English tv series influences the development of listening skills, the researcher applied a 20-questions survey to the students from the 'PINE' training program to obtain information to know student's points of view related to tv series and its influence on listening skills development.

Then, to reach the first specific objective, the theoretical revision was a key factor to explain the importance of the use of English tv series in the development of listening skills, which worked as a background to understand the role that tv series can play in the English classroom.

Furthermore, to reach the second specific objective, it was necessary to do bibliographical research in order to identify certain strategies that allow learners to develop their listening skills and also strategies that allow teachers to use English tv series in the EFL classroom effectively, this information came from sources such as papers and academic articles from journals. Then, this information was used to elaborate the instrument and obtain the information required to do the corresponding statistical analysis.

Finally, to complete the third specific objective, bibliographical research was carried out, based on the information obtained by different authors, this information was included in the survey and the results allowed the researcher to identify the contributions tv series have on learners from the population.

## CHAPTER II

### METHODOLOGY

#### 2.1 Materials

A variety of resources were considered to carry out the research. To begin with, the human resources were the students from ‘Pedagogía de los Idiomas Nacionales y Extranjeros’ program at Universidad Técnica de Ambato, specifically from fourth to seventh level of the program. Moreover, technological resources such as laptops, cell phones, and printers were needed.

##### 2.1.1 Population

The research about English tv series and listening skills was carried out at Universidad Técnica de Ambato with a total number of 151 students corresponding to the levels of ‘Unidad profesional’ which includes one group of fourth level, one group corresponding to fifth level, two groups of sixth level and finally, two groups of seventh level.

**Table 1**

Population

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	46	30.46%
<b>Female</b>	105	69.54%
<b>Total</b>	151	100%

**Note:** Information obtained from students from the fourth to the seventh semester (PINE) Elaborated by Díaz, M. (2022)

##### 2.1.2 Instruments

A survey was applied by using Google forms to collect and analyze the information to determine the influence, importance, and contribution of English tv series on listening skills as well as the different strategies applied to develop listening skills. The questionnaire included 20 questions for the learners to complete based on their experience learning the language and developing their listening skills. Moreover,

the instrument was previously validated by authorities and professors from Universidad Técnica de Ambato.

Additionally, it was necessary to analyze the reliability of the survey by using Cronbach's alpha. In order to get the information, a sample from the total population was randomly selected to complete a pilot survey, in this case, a percentage of the total population was taken into consideration, which included 36 students corresponding to the fifth level of the program.

### **2.1.3 Data collection procedure**

In order to gather the information, first, it was necessary to get the authorization of the coordinator of 'PINE' training program to carry out the research and apply the survey. The next step was to contact the president of each level and explain to them the topic and purpose of the research project to finally ask them to share the survey with their classmates.

Likewise, in order to make sure that all the learners completed the survey, the researcher visited each course and introduced herself, then explained the objective of the survey and some information about the research topic. Additionally, some of the learners had several doubts that the researcher solved. Finally, the researcher verified if all students had completed the survey, however, in the case of the students who had not had it completed at that moment, the researcher shared the Google forms link again for them to complete it as soon as possible.

Furthermore, the process of getting the information took one session per level and all the sessions were carried out on November 30<sup>th</sup>/2022 from 12:00 p.m. to 15:30 p.m. However, it took between 10 to 15 minutes to talk to the teachers and learners from each level to verify if the students have completed the survey.

## **2.2 Methods**

### **2.2.1 Research approach**

The focus of this research paper was mixed, being qualitative because the use of English tv series and listening skills is placed in a real and current context. Additionally, according to Aspers and Ugo (2021), qualitative researchers study phenomena in their natural environment and try to explain and understand the study subject by the meaning people attach to them. For that reason, a survey was applied to gather information about English tv series and listening skills. On the other hand, it was quantitative because numerical data were obtained by the application of the survey which validated the hypothesis. Moreover, Hernández Sampieri et al. (2010) stated that the quantitative approach uses data collection to test hypotheses based on the numerical measurement and statistical analysis to establish behavior patterns and test theories.

### **2.2.2 Research modality**

#### **Field-based**

This research was considered field research as it happens to involve data collection directly from the reality and context in which the situation takes place without controlling or manipulating the different variables Hernández Sampieri et al. (2010). Moreover, the research was carried out with students from the ‘Unidad profesional’ of ‘PINE’ program at Universidad Técnica de Ambato.

#### **Bibliographic and documentary**

The investigation was based on a bibliographic-documentary modality as the information was taken from technological resources such as scientific papers and digital books from different authors who aim to study and develop different theories and concepts related to the investigated problem.

### **2.2.3 Level or type of research**

#### **Descriptive research**

This research had a descriptive level, as the characteristics of the variables are given. Furthermore, according to Kothari (2004), in descriptive research, the researcher does not have control over the variables, so the main role of the investigator is to report what has happened or what is happening while carrying out the investigation.

Furthermore, this investigation aimed to describe how the use of English tv series influence listening skills and its contribution to the development of such skills by the use of a survey to gather information related to the learners' experience and point of view about English tv series and listening skills.

### **2.3 Hypothesis**

#### **2.3.1 Alternative hypothesis**

H1: English tv series do have a positive influence on listening skills.

#### **2.3.2 Null hypothesis**

H0: English tv series do not have a positive influence on listening skills.

### **2.4 Variable identification**

English tv series (Independent Variable)

Listening skills (Dependent Variable)

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter contains the gathered information from the survey about English tv series and listening skill, which was applied to 151 students from Universidad Técnica de Ambato, specifically from six groups of 'PINE' training program. The purpose of the survey was to gather information about the influence of English tv series on the students' listening skills. Additionally, the survey included 20 multiple-choice questions with 5 frequency options from 'very frequently' to 'never' according to the Likert scale.

##### 3.1.1 Cronbach's Alpha

The reliability test was applied with a sample from the population which included one course, specifically the fifth level with 36 learners that were part from the pilot survey.

**Table 2**

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,891	,895	20

**Note:** This table shows the reliability value of the survey.

##### Analysis and interpretation

According to the Cronbach's Alpha test applied to the survey, the instrument shows a reliability value of 0.891.

The data demonstrates that the instrument is reliable as it has a reliability value of 0.891 being higher than the average value accepted that is 0.7.

**Table 3**

Item statistics

<b>Item</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
1. How often do you use authentic materials such as cartoons, commercials, TV series, or documentaries to learn English?	3,78	,898	36
2. How often do you prefer authentic materials like drama series to learn English? (Drama series include medical, crime, action, teens, science-fiction topics, and so forth)	3,86	,762	36
3. How often do you prefer authentic materials like sitcoms when learning English? For example: The Big Bang Theory, The Simpsons, How I met your mother.	3,75	,937	36
4. To learn English, do you prefer authentic materials like miniseries? For example: The Queen's Gambit, Chernobyl, Inventing Anna.	3,44	1,027	36
5. When you are watching TV series, are you able to pick up the target language (learn without realizing it/unconsciously)?	3,47	,696	36
6. When you use TV series to learn English, are you able to deduce the meaning of what you are listening to?	3,72	,779	36
7. When you have to complete a listening activity, do you use your personal experience and knowledge to understand what is being said?	3,61	,766	36
8. When completing a listening activity, do you use the words that you learned from the audio in the class?	3,58	,806	36
9. While working on listening activities, do you ask for clarification or repetition about the audio?	3,56	,809	36
10. How often do you work with others or ask for your classmates' help to complete listening activities?	3,25	,806	36
11. When doing listening activities, are you able to get the main idea from the recording?	3,50	,775	36
12. When completing a listening activity, do you immediately identify the topic or subject of the recording?	3,39	,728	36

13. During listening activities, are you able to identify specific information such as dates, hours, or phone numbers?	3,81	,786	36
14. Do you identify specific information like names, places, or objects during listening activities?	3,78	,797	36
15. When you listen to English audios, do you focus on listening for the order of events or facts?	3,64	,723	36
16. When working on listening activities, do you recognize information like instructions or procedures quickly?	3,50	,775	36
17. While listening to English recordings, are you able to get complete messages from what you listen to? For example: voicemails, and people making decisions.	3,42	,732	36
18. When working on listening activities, do you deduce the speaker's attitude from what you are listening to?	3,44	,735	36
19. While doing a listening activity, are you able to predict the speaker's opinions about the main topic of the audio?	3,39	,766	36
20. When you listen to English audios, do you infer the speakers' feelings based on intonation, tone or vocabulary used?	3,53	,810	36

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**Note:** This table includes the Cronbach's Alpha values for each item from the survey.

### **Analysis and interpretation**

The item statistics table shows that the standard deviation value from the majority of items is higher than 0.7, being 0.72 the lowest value and 1,02 the highest. However, item 5 has a standard deviation value of 0.69.

The obtained values demonstrate that item 5 is not correctly elaborated in order to obtain reliable results. Nevertheless, the majority of items from the survey have a higher value than the average one, implying that those are able to gather reliable data.



### 3.1.2 Students' survey results and analysis

**Question 1:** How often do you use authentic materials such as cartoons, commercials, TV series, or documentaries to learn English?

**Table 4**

Use of TV series to learn English.

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	10	6,6
Occasionally	53	35,1
Frequently	68	45,0
Very frequently	20	13,2
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

#### **Analysis and interpretation**

According to the gathered data, table 1 shows that 10 students, who represent 6,6% rarely use authentic materials like tv series, commercials, or documentaries to learn English. Moreover, 53 students who represent 35.1% use this kind of authentic material occasionally. However, 68 students representing 45% use this kind of material frequently. Finally, 20 students that represent 13.2% use authentic materials to learn English very frequently.

As demonstrated by the results, most students prefer authentic materials such as cartoons, tv series and so forth as they consider it helps them to learn the language.

**Question 2:** How often do you prefer authentic materials like drama series to learn English? (Drama series include medical, crime, action, teens, science-fiction topics, and so forth)

**Table 5**

Learners' TV series preferences to learn English (Drama series)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	2	1,3
Rarely	11	7,3
Occasionally	38	25,2
Frequently	66	43,7
Very frequently	34	22,5
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

In table 2, a 43.7% corresponding to 66 students, frequently prefer to use drama series to learn English. Additionally, a 25.2% corresponds to 38 students who prefer this type of series occasionally. Furthermore, a 22.5% represents 34 students who use drama series very frequently. On the other hand, a 7.3% corresponds 11 students that rarely use this kind of material. Finally, a 1.3% represent 2 students who never prefer this kind of series.

With the obtained data, it can be said that the majority of learners find drama series attractive when it comes to learning English with authentic materials.

**Question 3:** How often do you prefer authentic materials like sitcoms when learning English? For example: The Big Bang Theory, The Simpsons, How I met your mother.

**Table 6**

Learners' TV series preferences to learn English (sitcoms)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	5	3,3
Rarely	17	11,3
Occasionally	38	25,2
Frequently	65	43,0
Very frequently	26	17,2
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

Table 3 shows that 65 learners corresponding to 43% of the total population frequently prefer to watch sitcoms when learning English. Then, 38 students who represent 25.2% occasionally use this material. Finally, 26 learners representing 17,2% very frequently watch this kind of authentic material.

As shown by the presented information, sitcoms represent a popular option among most students in terms of learning the target language, which is English. Additionally, sitcoms represent the most common option to choose to learn a language.

**Question 4:** To learn English, do you prefer authentic materials like miniseries? For example: The Queen’s Gambit, Chernobyl, Inventing Anna.

**Table 7**

Learners’ TV series preferences to learn English (Miniseries)

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
Never	7	4,6
Rarely	18	11,9
Occasionally	48	31,8
Frequently	57	37,7
Very frequently	21	13,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from ‘PINE’ students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

As it is shown by table 4, a 13.9% corresponds to 21 learners who very frequently prefer miniseries to learn English. Similarly, a 37.7% represents 57 learners that frequently choose to watch miniseries when learning the target language. Finally, a 31.8% corresponds to 48 learners who opt for this type of tv series.

Regarding the previously mentioned information, miniseries are part of most learners' preferences when learning English with authentic materials such as tv series, due to the short time duration and attractive plots this kind of material has.

**Question 5:** When you are watching TV series, are you able to pick up the target language (learn without realizing it/unconsciously)?

**Table 8**

Learners' language acquisition ability

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	3	2,0
Rarely	4	2,6
Occasionally	53	35,1
Frequently	78	51,7
Very frequently	13	8,6
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

As seen in the table above, 78 learners who represent the 51.7% frequently are able to acquire the language they heard from tv series. On the other hand, 53 learners, representing 35,.1% occasionally are able to pick up the language. Moreover, 13 learners that represent 8,6 very frequently are able to do that. Nevertheless, 4 learners corresponding to 2,6 and the last 3 learners representing 2% either rarely or never can acquire the language from the aural input of tv series.

Based on this information, most learners have developed the ability to acquire or pick up the target language while watching tv series, which represents an advantage when trying to understand the whole information provided by audiovisual authentic materials.

**Question 6:** When you use TV series to learn English, are you able to deduce the meaning of what you are listening to?

**Table 9**

Learners' deduction of meaning ability

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	6	4,0
Occasionally	53	35,1
Frequently	75	49,7
Very frequently	17	11,3
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

As demonstrated in table 6, a 49.7% corresponds to 75 learners from 'PINE' that frequently are able to deduce the meaning of what they are listening to. Additionally, a 35.1% represents 53 learners who occasionally are able to do that. Finally, a 11.3% represents 17 learners who very frequently deduce the meaning when listening to a piece of audio.

According to the gathered data, it can be highlighted that the majority of learners have a great understanding of what is being said when they watch tv series, which means that learners do not have listening comprehension problems when they use audiovisual materials to learn English.

**Question 7:** When you have to complete a listening activity, do you use your personal experience and knowledge to understand what is being said?

**Table 10**

Learners' cognitive abilities when listening (Elaboration)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	2	1,3
Rarely	9	6,0
Occasionally	49	32,5
Frequently	80	53,0
Very frequently	11	7,3
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The findings show that 11 learners corresponding to 7.3% very frequently use their personal background to understand audio content. Moreover, 49 learners representing 32,5% occasionally apply this strategy. Finally, 80 learners who correspond to 53% frequently use the elaboration strategy to understand what they listen to.

Regarding the previous information, it is indicated that most learners use their personal experiences and understanding of the world to have a better comprehension of the dialogues and content presented in listening activities, making those listening exercises meaningful.

**Question 8:** When completing a listening activity, do you use the words that you learned from the audio in the class?

**Table 11**

Learners' cognitive strategies when listening (Contextualization)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	9	6,0
Occasionally	55	36,4
Frequently	71	47,0
Very frequently	16	10,6
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

Based on the results from the survey, the majority of the population represented by 47% corresponds to 71 learners that frequently use in the class environment the vocabulary gained from aural input. In addition, a 36.4% represents 55 learners who occasionally use the learned vocabulary. Finally, a 10.6% corresponds to 16 learners that very frequently do it.

Data show that, a major part of learners uses the vocabulary they have learned from listening activities in the classroom, which means that listening activities are strongly linked to the development of vocabulary building, allowing learners to use new vocabulary in real contexts.



**Question 9:** While working on listening activities, do you ask for clarification or repetition about the audio?

**Table 12**

Learners' sociocognitive strategies when listening (asking for clarification/repetition)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	1	,7
Rarely	11	7,3
Occasionally	60	39,7
Frequently	63	41,7
Very frequently	16	10,6
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The data collection process shows that 16 learners who correspond to 10,6% very frequently look for help or clarification when working on listening activities. Besides, 63 students representing 41.7% frequently need clarification or repetition. Furthermore, 60 learners corresponding to 39.7% occasionally require this kind of support. Moreover, 11 students representing 7.3% rarely ask for clarification or repetition. Finally, 1 student that corresponds to 0.7% never do it while working on listening activities.

It is evidenced that most students frequently require for clarification of repetition of the recording for listening activities which means that not all the information heard is being totally understood. However, there is a minor number of learners who got complete ideas and messages that makes them do not require additional support or repetitions.

**Question 10:** How often do you work with others or ask for your classmates' help to complete listening activities?

**Table 13**

Learners' sociocognitive strategies when listening (interaction with classmates)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	1	,7
Rarely	29	19,2
Occasionally	70	46,4
Frequently	36	23,8
Very frequently	15	9,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

Regarding students' responses, a 0.7% represents 1 learner who never asks for classmates' help while completing listening activities which represents. Likewise, a 19.2% corresponds to 29 learners that rarely need this kind of help from peers. However, a 46.4% refers to 70 learners that occasionally requires classmates' help for listening activities. Moreover, a 23.8% represents 36 learners who occasionally ask for help. Finally, a 9.9% corresponds to 15 learners that do it very frequently while completing listening activities.

Based on the presented information, most learners do not require help from classmates to complete listening activities all the time which means that most of the time the information presented in listening activities is comprehended by learners. Nevertheless, there are also several students who tend to look for peers' help either frequently or very frequently.

**Question 11:** When doing listening activities, are you able to get the main idea from the recording?

**Table 14**

Learners' listening subskills (listening for gist)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	8	5,3
Occasionally	60	39,7
Frequently	65	43,0
Very frequently	18	11,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The results obtained show that 65 students representing 43% frequently get the main idea from the recording they are listening to. Similarly, 60 learners corresponding to 39.7% occasionally have a global understanding of the audio. Additionally, 18 learners who represent 11.9% very frequently are able to do it. Finally, 8 learners which represent 5.3% rarely can listen for the gist.

Based on the findings, a major part of learners is able to listen to a piece of audio and get the main idea with no complications. On the other hand, there is a small number of learners who show difficulties to concentrate enough to have a global understanding of what is being said.

**Question 12:** When completing a listening activity, do you immediately identify the topic or subject of the recording?

**Table 15**

Learners' listening subskills (listening for gist)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	1	,7
Rarely	10	6,6
Occasionally	58	38,4
Frequently	64	42,4
Very frequently	18	11,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

In this question, a 42.4% of the population corresponds to 64 learners who frequently are able to identify the topic of the recordings they are listening to immediately. Also, a 38.4% represents 58 learners that occasionally can identify the subject of the audio. Moreover, a 11.9% corresponds to 18 learners who very frequently do it. On the other hand, a 6.6% represents 10 learners that rarely identify the topic of what they listen to. Finally, the last 0.7% represents 1 learner who is never able to do it.

It is evidenced that there is a great number of students from the program who are able to identify the topic or subject of the recordings they listen to when completing listening activities, which means that most learners can master listening for gist at a certain level. Nonetheless, a minor part of the population either rarely or never does it, which indicates that their listening subskills need to be enhanced or improved.

**Question 13:** During listening activities, are you able to identify specific information such as dates, hours, or phone numbers?

**Table 16**

Learners' listening subskills (listening for specific information – numerical information)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	6	4,0
Occasionally	50	33,1
Frequently	72	47,7
Very frequently	23	15,2
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The table indicate that 23 learners who correspond 15.2% very frequently are able to identify numerical data from recordings. In addition, 72 learners representing 47.7% frequently identify dates, hours or numbers from audios. Moreover, 50 learners corresponding to 33.1% occasionally are able to do it. Finally, 6 learners that represent 4% rarely get this type of numerical information.

It can be deduced that most learners do not find difficulties or have problems when it comes to identifying numerical information from recordings, for that reason, it is evident that numerical data is easier for learners to identify rather than more complex information.

**Question 14:** Do you identify specific information like names, places, or objects during listening activities?

**Table 17**

Learners' listening subskills (listening for specific information – word information)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	5	3,3
Occasionally	45	29,8
Frequently	74	49,0
Very frequently	27	17,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

Table 14 shows that a 49% corresponds to 74 learners who frequently are able to identify information that comes in words like names, places, or objects during listening activities. In addition, a 29.8% represents 45 learners who occasionally get information that comes in words. Also, a 17.9% corresponds to 27 learners that can identify this information very frequently. Finally, a 3.3% represents 5 learners who rarely do it.

Based on the presented information, the highest percentage of learners do not have difficulties identifying word information while working on listening activities. That means that learners find it easy to develop this kind of activity most of the time. On the other hand, there is a minor percentage of learners who rarely identify this type of information, which indicated that additional reinforcement is required.

**Question 15:** When you listen to English audios, do you focus on listening for the order of events or facts?

**Table 18**

Learners' listening subskills (listening for specific information – order information)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	11	7,3
Occasionally	58	38,4
Frequently	63	41,7
Very frequently	19	12,6
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The findings show that 19 learners representing 12.6% very frequently can focus on the order of events or facts of what they are listening to. Moreover, 63 learners who correspond to 41.7% frequently are able to do it. Additionally, 58 learners that represent 38.4% occasionally point their attention to information like that. Finally, 11 learners that correspond to 7.3% rarely pay attention to the order of events and facts in audios.

It can be highlighted that the major percentage of learners do focus their attention on information such as order of events and facts when listening to English audios, this is because they consider important to center their attention on that kind of information to complete listening activities.

**Question 16:** When working on listening activities, do you recognize information like instructions or procedures quickly?

**Table 19**

Learners' listening subskills (listening for details -instructions and procedures)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	8	5,3
Occasionally	69	45,7
Frequently	57	37,7
Very frequently	17	11,3
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

The data collection process demonstrates that a 45.7% represents 69 learners who occasionally recognize instructions and procedures from recordings. Furthermore, a 37.7% corresponds to 57 learners that frequently identify that information. Likewise, a 11.3% represents 17 learners who very frequently are able to do it quickly. Finally, a 5.3% corresponds to 8 learners that rarely recognize the information of this type.

With the obtained data, it can be said that most learners occasionally are able to identify instructions and procedures quickly when working on listening activities. This is because it requires more work and concentration to get complete pieces of information like that, for that reason, learners find some difficulties to focus their attention and get complete ideas related to instructions and procedures.



**Question 17:** While listening to English recordings, are you able to get complete messages from what you listen to? For example: voicemails, and people making decisions.

**Table 20**

Learners' listening subskills (listening for details -getting complete messages)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	16	10,6
Occasionally	69	45,7
Frequently	48	31,8
Very frequently	18	11,9
<b>Total</b>	151	100,0

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

Regarding students' responses, 18 learners that correspond to 11.9% very frequently are able to get complete messages from what they listen to. Similarly, 48 learners representing 31.8% frequently do it. However, 69 learners corresponding to 45.7% occasionally get complete information like that. Finally, 16 learners who represent 10.6% rarely can get that type of information.

It is demonstrated that the highest percentage of learners from the program occasionally are able to get complete messages from what they listen to. Similarly, as in other results from the survey, it gets harder for learners to get complete and more complex information rather than simpler ideas.

**Question 18:** When working on listening activities, do you deduce the speaker's attitude from what you are listening to?

**Table 21**

Learners' listening subskills (listening to infer attitude)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	4	2,6
Rarely	9	6,0
Occasionally	67	44,4
Frequently	52	34,4
Very frequently	19	12,6
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and information**

The results from this question indicate that a 44.4 % of the population represents 67 learners who occasionally are able to deduce the speaker's attitude from the recordings they listen to. Moreover, a 34.4% corresponds to 52 learners that frequently are able to do it. Likewise, a 12.6% represents 19 learners that very frequently can deduce the speaker's attitude. Nevertheless, a 6% represents 9 learners who rarely infer the speaker's attitude, while the last 2.6% corresponds to 4 learners who never can do it.

Regarding the previous information, a great number of learners occasionally are able to deduce the speaker's attitude from the recordings they listen to, which is due to the reduced number of listening activities that focus on the speaker's attitude and require learners to identify information like that. Thus, when it comes to recognize attitudes, learners feel lost or confused.

**Question 19:** While doing a listening activity, are you able to predict the speaker's opinions about the main topic of the audio?

**Table 22**

Learners' listening subskills (listening to infer attitude - infer opinions)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	20	13,2
Occasionally	59	39,1
Frequently	54	35,8
Very frequently	18	11,9
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and interpretation**

As shown in table 19, there are 18 learners who represent 11.9% very frequently are able to predict the speaker's opinions about the main topic of the recordings they listen to. In the same way, 54 learners corresponding to 35.8% frequently can do it. Moreover, 59 learners representing 39.1% occasionally are able to predict the speaker's points of view. Finally, 20 learners that represent 13.2% rarely can infer the speaker's opinions.

The findings implies that most of the time learners are able to predict the speaker's opinions about the main topic of the recordings they listen to. Additionally, it demonstrates that learners consider important to identify such information, for that reason, there is a great number of learners who are able to do it.

**Question 20:** When you listen to English audios, do you infer the speakers' feelings based on intonation, tone or vocabulary used?

**Table 23**

Learners' listening subskills (listening to infer attitude – infer feelings)

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0
Rarely	7	4,6
Occasionally	53	35,1
Frequently	65	43,0
Very frequently	26	17,2
<b>Total</b>	<b>151</b>	<b>100,0</b>

**Note:** Information obtained from 'PINE' students. (From 4<sup>th</sup> to 7<sup>th</sup> level)

### **Analysis and information**

Based on the obtained results, a 43% corresponds to 65 learners who frequently are capable of inferring the speakers' feelings based on intonation, tone or vocabulary used. Additionally, a 35.1% represents 53 learners that occasionally can infer the speakers' feelings. Moreover, a 17.2% of the population corresponds to 26 who very frequently are able to do it. Finally, a 4.6% represents 7 learners who rarely infer the speaker's feelings.

It is evidenced that learners frequently are able to infer speakers' feelings based on intonation, tone or vocabulary used which implies that most of the time students pay attention to vocabulary and sound features like intonation when working on listening activities to infer additional information like the speakers' feelings.

### 3.2 Verification of the hypothesis

In order to verify the hypothesis of the research, it was necessary to apply Pearson's Chi-square statistical analysis:

#### 3.2.1 Chi-square tests

**Table 24**

Case processing summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
1. How often do you use authentic materials such as cartoons, commercials, TV series, or documentaries to learn English? * 11. When doing listening activities, are you able to get the main idea from the recording?	151	100,0%	0	0,0%	151	100,0%
4. To learn English, do you prefer authentic materials like miniseries? For example: The Queen's Gambit, Chernobyl, Inventing Anna. * 14. Do you identify specific information like names, places, or objects during listening activities?	151	100,0%	0	0,0%	151	100,0%

**Note:** This table includes the observed frequencies from 4 relevant questions from the survey (1, 4, 11, 16)

#### Analysis and interpretation

This table shows that there are 151 valid cases representing 100% of the population.

As demonstrated in the table above, there were 151 valid cases and no missing ones, which means that all the participants completed the analyzed questions.

**Table 25**

Chi-square test

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
<b>Pearson Chi-Square</b>	52,542 <sup>a</sup>	9	,000
<b>Likelihood Ratio</b>	49,086	9	,000
<b>Linear-by-Linear Association</b>	39,408	1	,000
<b>N of Valid Cases</b>	151		

a. 8 cells (50,0%) have expected count less than 5. The minimum expected count is 53.

**Note:** This table includes the Chi-square test values for questions 1 and 11 from the survey.

### **Analysis and interpretation**

The table above shows 9 degrees of freedom (9df) which means that the Chi-square tabular value is  $\chi^2 = 16.919$ . Also, the Chi-square value of 52.542<sup>a</sup>, and the significance level is 0.000.

According to the obtained results, the Chi-square value is 52.542 which is higher than the Chi-square tabular value of 16.919, which means that the alternative hypothesis is accepted.

**Table 26**

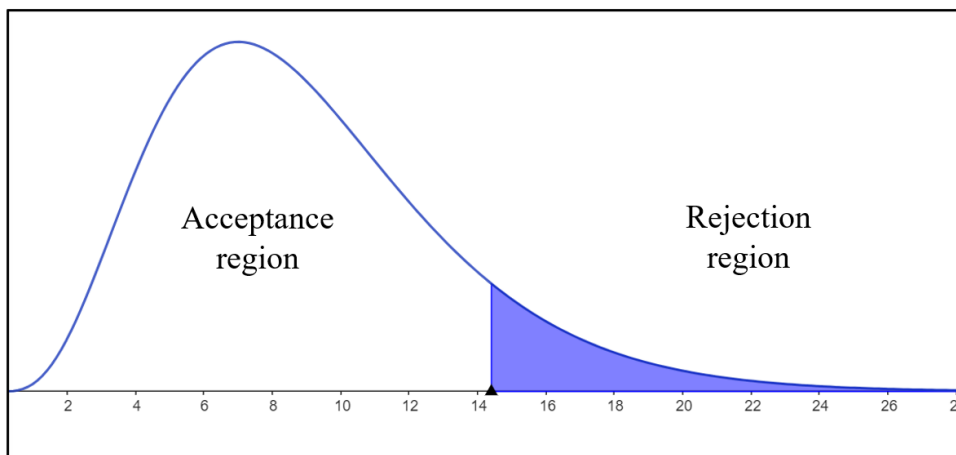
Chi-square table: degrees of freedom

Df	Significance level ( $\alpha$ )							
	.99	.975	.95	.9	.1	.05	.025	.01
1	-----	0.001	0.004	0.016	2.706	3.841	5.024	6.635
2	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210
3	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345
4	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277
5	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086
6	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812
7	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475
8	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090
9	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666
10	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209

**Note:** This table includes the Chi-square tabular value.

**Figure 1**

$\chi^2$  graphic representation



**Note:** This graphic represents the Chi-square distribution.

As the Chi-square value is higher than the Chi-square tabulated value, it is demonstrated that both variables are associated, implying that English tv series do have a positive influence on listening skills.

### **3.3 Discussion**

This research work presents the information obtained after applying a survey on English tv series and listening skills. After that, it has been demonstrated that English tv series have a positive impact on the development of learners' listening skills as this kind of authentic material increases learners' motivation and enhances their listening abilities.

A research work that supports the information previously stated is the one carried out by Mohammed (2021), who made use of a survey as an instrument, the questionnaire was directed to a random sample which included 100 students from different countries in the Middle East, who had a pre-intermediate English level. The results of the survey demonstrated that the most preferred tool when working on listening activities was tv shows, as learners find them innovative and more interesting than traditional ones.

Likewise, Iswahyuni and Mukminatien (2021), published a research in which data were collected by using questionnaires and interviews with three teachers of English as a foreign language. In this research, it was indicated that audiovisual materials present several advantages for listening development and improvement. Additionally, it was mentioned that the great number of content that comes in this format, makes easier to find and choose materials for listening tasks and activities.

Finally, it can be highlighted that it has been demonstrated that tv series are not just destined for entertainment, they can work as efficient tools to teach and learn a foreign language, as those provide learners with examples of real language. Therefore, when chosen and applied correctly, tv series can bring great benefits to the English classroom.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

This research project aimed to analyze the use of English tv series and their influence on the development of listening skills, and once the data analysis was carried out, it may be concluded that:

- When it comes to learning the English language and developing its skills, the use of English tv series is significant among learners. Additionally, in the case of the development of listening skills, tv series represent one of the most common options when selecting authentic material to teach and learn, as it provides learners with the opportunity to be exposed to real language used by native speakers, which leads to language acquisition, highlighting the importance of language input. Furthermore, the use of such authentic materials is important as it motivates learners to have a positive attitude toward the language. In the same way, it allows learners to improve other language skills such as speaking, which is strongly linked to listening.
- The effective use of English tv series in the EFL classroom demands the use of different strategies to introduce this kind of materials to the learners to lead to effective learning as well as appropriate development of listening skills, which requires a variety of strategies, as shown in the results. The focus was on the use of cognitive and sociocognitive strategies learners use when it comes to improving listening and their understanding of what they are listening to. Elaboration (linking personal experiences to what is being said), contextualization (using the learned vocabulary in the class), clarification or repetition, and asking for classmates' help are some strategies learners use when completing listening activities. The use of those strategies gives a sense of meaningfulness to listening activities as learners have the opportunity to connect the language to real situations in their life and most importantly use the target language.
- English tv series bring great contributions to listening skills. As mentioned before, the use of this kind of material in the classroom enhances learners' interest and motivation to learn the language as tv series include a great variety of topics and

information that attracts learners' attention. Furthermore, exposure to real-life language contributes to improving learners' understanding of spoken language and language features such as stress, speed, accent, links of sounds, and so forth. Likewise, by applying different listening activities, listening subskills such as listening for gist, for specific information, for details, and listening to infer the attitude can be developed and improved. In this way, learners will focus their attention on obtaining certain kinds of information to understand what they are listening to.

## **4.2 Recommendations**

Based on the previous conclusions, it is recommended that:

- Teachers should take advantage of English tv series and include them as a tool for language teaching and learning, due to the great amount of tv series content that is launched continuously, it is easier for both teachers and learners to have access to this kind of material, in this way, learners may feel more interested in learning the language. In addition, applying activities using tv series may help learners to develop their language skills as all of them are linked.
- When working with English tv series in the classroom and also on listening activities, teachers should encourage learners to listen with a purpose to get to understand the message, thus they should help learners to apply and master cognitive and sociocognitive strategies for developing the listening skill by including them in their lesson plans and activities, additionally teachers should use the different strategies to use tv series in the classroom in order to get better learning outcomes.
- Finally, teachers and learners should be aware of the contributions that tv series bring to the English classroom and make use of them as much as they can for developing their listening skills and language perception. Moreover, teachers should have in mind that tv series enrich students' learning experience with exposure to language that is used in real contexts since it causes a great impact on learners' attention and motivation; in this way, learners may feel more relaxed and may lose the fear of learning English.

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<https://doi.org/https://doi.org/10.1080/09588221.2021.1896555>



## ANNEXES

### Annex 1. Approval

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

Ambato, 04 de octubre de 2022

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

Yo Mg. Sarah Jacqueline 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 Integración Curricular bajo el Tema: "English tv series and listening skill" propuesto por la estudiante Díaz Tomalá Melanie Gabriela, portadora de la Cédula de Ciudadanía 1726638677, 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.

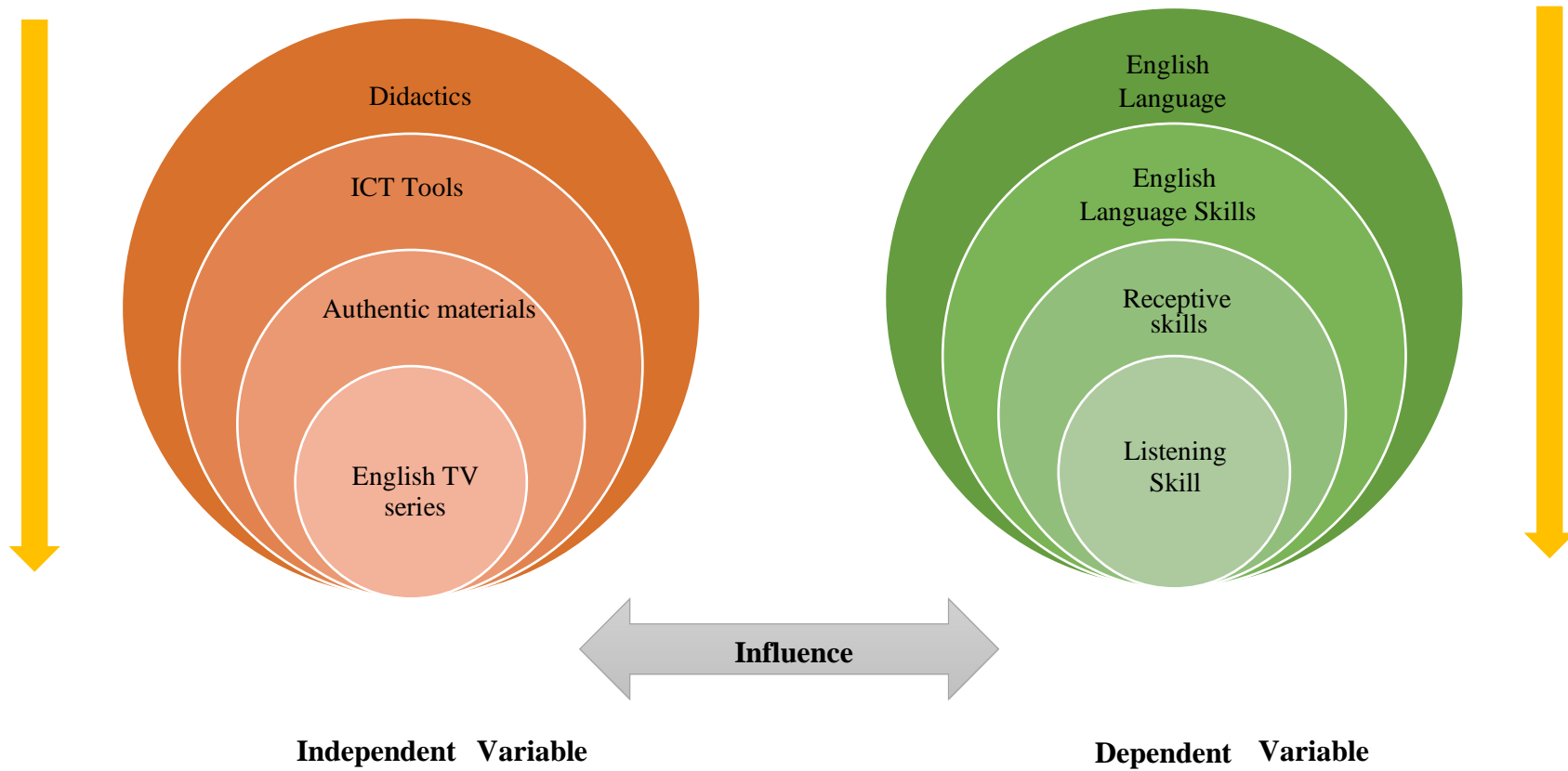
Atentamente



firmado digitalmente por:  
SARAH  
JACQUELINE  
IZA PAZMINO

Lic. Mg. Sarah Jacqueline Iza Pazmiño  
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
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Tif. 0984060528  
E-mail: [sj.iza@uta.edu.ec](mailto:sj.iza@uta.edu.ec)

## Annex 2. Key categories



## Annex 2. Variable system

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
<b>INDEPENDENT</b> TV Series are considered <b>authentic materials</b> , and Gesa Vidal (2019) mentioned that TV series are real language extents produced by a native speaker and presented to an audience, to convey a specific and real message. Likewise, according to Molina Pastor (2017), TV series represents an advantage in <b>exposing learners to a foreign language</b> ; it allows them to create a relationship with the language. Furthermore, TV shows stimulate creativity and interaction among students. Most people believe that watching TV series does not represent learning, nevertheless, it is just necessary to know <b>strategies</b> to apply and use to develop language skills and to get positive results in learning.	Authentic Material	<ul style="list-style-type: none"> <li>Authentic listening-viewing materials</li> <li>TV series types</li> </ul>	Survey	Questionnaire	1 2,3,4
	Exposure to language	<ul style="list-style-type: none"> <li>Acquisition</li> <li>Work out meaning</li> </ul>			5 6
	Strategies	<ul style="list-style-type: none"> <li>Cognitive strategies</li> <li>Sociocognitive strategies</li> </ul>			7,8 9,10
<b>DEPENDENT</b> Spratt et al. (2011) listening is about making sense of the meaningful sounds of language using context and knowledge from the world. Additionally, this skill requires understanding the different speeds when speaking and the different accents. Apart from this, not all messages are listened to the same way, for that reason, there are <b>subskills</b> which include listening for gist or global understanding, listening for specific information, for details or for inferring the attitude.	Listening Subskills	<ul style="list-style-type: none"> <li>Listening for gist</li> </ul>	Survey	Questionnaire	11 12
		<ul style="list-style-type: none"> <li>Listening for specific information</li> </ul>			13 14 15
		<ul style="list-style-type: none"> <li>Listening for details</li> </ul>			16 17
		<ul style="list-style-type: none"> <li>Listening to infer the attitude</li> </ul>			18 19 20

**Note:** Operationalization of variables about English TV series and listening skills.

### **Annex 3. Survey**

**Universidad Técnica de Ambato**

**Facultad de Ciencias Humanas y de la Educación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

#### **Survey on English TV series and listening skill**

**Objective:** This survey aims to gather information about the use of TV series and its influence on the students' listening skills from the fifth level of 'Pedagogía de los Idiomas Nacionales y Extranjeros' program at Universidad Técnica de Ambato.

**Instructions:** Please complete all the questions from this survey honestly, according to your point of view and experience.

#### **Questionnaire**

- 1. How often do you use authentic materials such as cartoons, commercials, TV series, or documentaries to learn English?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 2. How often do you prefer authentic materials like drama series to learn English? (Drama series include medical, crime, action, teens, science-fiction topics, and so forth)**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 3. How often do you prefer authentic materials like sitcoms when learning English? For example: The Big Bang Theory, The Simpsons, How I met your mother.**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 4. To learn English, do you prefer authentic materials like miniseries? For example: The Queen's Gambit, Chernobyl, Inventing Anna.**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never

5. **When you are watching TV series, are you able to pick up the target language (learn without realizing it/unconsciously)?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
6. **When you use TV series to learn English, are you able to deduce the meaning of what you are listening to?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
7. **When you have to complete a listening activity, do you use your personal experience and knowledge to understand what is being said?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
8. **When completing a listening activity, do you use the words that you learned from the audio in the class?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
9. **While working on listening activities, do you ask for clarification or repetition about the audio?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
10. **How often do you work with others or ask for your classmates' help to complete listening activities?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
11. **When doing listening activities, are you able to get the main idea from the recording?**
  - a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
12. **When completing a listening activity, do you immediately identify the topic or subject of the recording?**
  - a. Very frequently
  - b. Frequently

- c. Occasionally
  - d. Rarely
  - e. Never
- 13. During listening activities, are you able to identify specific information such as dates, hours, or phone numbers?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 14. Do you identify specific information like names, places, or objects during listening activities?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 15. When you listen to English audios, do you focus on listening for the order of events or facts?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 16. When working on listening activities, do you recognize information like instructions or procedures quickly?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 17. While listening to English recordings, are you able to get complete messages from what you listen to? For example: voicemails, and people making decisions.**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 18. When working on listening activities, do you deduce the speaker's attitude from what you are listening to?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never
- 19. While doing a listening activity, are you able to predict the speaker's opinions about the main topic of the audio?**
- a. Very frequently
  - b. Frequently
  - c. Occasionally
  - d. Rarely
  - e. Never

**20. When you listen to English audios, do you infer the speakers' feelings based on intonation, tone or vocabulary used?**

- a. Very frequently
- b. Frequently
- c. Occasionally
- d. Rarely
- e. Never

Thank you for your collaboration in the development of this project.

**Online survey:** <https://forms.gle/uHjGJ1J6FyAPCgRq6>

### Annex 3. Validation of the survey



UNIVERSIDAD TÉCNICA DE AMBATO  
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
 CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
 FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN  
 UNIDAD DE INTEGRACIÓN CURRICULAR


#### A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	X		X		X		X		X			
2	X		X		X		X		X			
3	X		X		X		X		X			
4	X		X		X		X		X			
5	X		X		X		X		X			
6	X		X		X		X		X			
7	X		X		X		X		X			
8	X		X		X		X		X			
9	X		X		X		X		X			
10	X		X		X		X		X			
11	X		X		X		X		X			
12	X		X		X		X		X			
13	X		X		X		X		X			
14	X		X		X		X		X			
15	X		X		X		X		X			
16	X		X		X		X		X			
17	X		X		X		X		X			
18	X		X		X		X		X			
19	X		X		X		X		X			
20	X		X		X		X		X			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	*****
The instrument has clear and precise instructions to answer the questionnaire										X		
The items allow to accomplish the objective of the research.										X		
The items are distributed in a logical and sequential way										X		
The number of items is enough to collect data. If not, suggest the items to be included.										X		
APPLICABLE					X	NOT APPLICABLE						
Validated by: Mg. Sarah Iza					ID: 0501741060					Date:		





UNIVERSIDAD TÉCNICA DE AMBATO  
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FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN  
UNIDAD DE INTEGRACIÓN CURRICULAR

Signature:  Firmado electrónicamente por: SARAH JACQUELINE IZA PAZMINO	Email: <a href="mailto:sj.iza@uta.edu.ec">sj.iza@uta.edu.ec</a>
Place of work: Universidad Técnica de Ambato	Academic degree: Master in Applied Linguistics in Spanish and English teaching
<b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247	



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**A. CHECKLIST VALIDATION**

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	<b>*****</b>
The instrument has clear and precise instructions to answer the questionnaire												
The items allow to accomplish the objective of the research.												
The items are distributed in a logical and sequential way												
The number of items is enough to collect data. If not, suggest the items to be included.												



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APPLICABLE	NOT APPLICABLE
Validated by: Mg. Cristina Jordán	
ID: _____ Date: _____	
Signature:  <div style="font-size: small; margin-left: 10px;">             Firmado electrónicamente por:  <b>CRISTINA DEL ROCIO JORDAN BUENANO</b> </div>	Email: <a href="mailto:cristinadjordanb@uta.edu.ec">cristinadjordanb@uta.edu.ec</a>
Place of work: Universidad Técnica de Ambato	Academic degree: _____
<b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247	



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**A. CHECKLIST VALIDATION**

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
<b>General Aspects</b>										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Mg. Ruth Infante							ID: 0603016106		Date: 21/11/2022			
Signature:							Email: <a href="mailto:ruthinfante@uta.edu.ec">ruthinfante@uta.edu.ec</a>					



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Place of work: Universidad Técnica de Ambato	Academic degree: <i>Maestría en Lingüística y Didáctica de la Enseñanza de lenguas extranjeras</i>
<b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247	

De mi consideración,

Con un saludo cordial y conociendo de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "English tv series and listening skill." para lo cual se adjunta la Matriz de operacionalización de variables, los objetivos, el instrumento y la tabla de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,

*Michelle Díaz*

Melissa Gabriela Díaz Tomala  
C.I. 172900677  
Email: [mdiaz6577@uta.edu.ec](mailto:mdiaz6577@uta.edu.ec)

## Annex 4. Urkund report



### Document Information

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Analyzed document	Díaz Melanie Chapters 1-4.pdf (D155058476)
Submitted	2023-01-06 23:49:00
Submitted by	
Submitter email	mdiaz8677@uta.edu.ec
Similarity	1%
Analysis address	eg.encalada.uta@analysis.urkund.com

### Sources included in the report

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