

**EXPLORING THE USE OF ANIMATED CARTOONS TO ENHANCE STUDENTS'
LISTENING SKILLS**

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FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

MONTERÍA

2020

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THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF ENGLISH

TEACHING PROGRAM

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UNIVERSIDAD DE CÓRDOBA


FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

MONTERÍA

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Acceptation Page

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Advisor

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Juror

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Juror

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AKCNOWLEDGEMENT

I thank all who in one way or another contributed in the completion of this thesis. First of all I give thanks to God for all the blessings I have got through all my life; for giving me the ability to deal with this project and all the problems that I had to manage with.

I also thank my family who encouraged me and prayed for me throughout the time of all my career. This thesis is heartily dedicated to my mother who supported me in every aspect; for never giving me up and be that person who I can always count on.

My deepest gratitude to my caring, loving and supporting research partner; Luis Angel Contreras. His encouragement when times get rough are much appreciated and duly noted. Thanks for being and work by my side when I needed you most.

I am also thankful to the professors of the faculty that contributed to this project; teacher Paula García who supported, encouraged and guided us in this complex process, I will never forget her help and I hope she feel proud of this thesis just as I am. My deepest thanks to my intelligent, supportive and friendly supervisor, Rene Cueto; it is for his supervision that this thesis came into existence.

Finally but not less important, thanks to my friends; Danna Ruiz, Natalia Arenas, Yajaira Mendoza and Arnold Tapia. I do not know what I could do without their help, they were always there when I needed; they did things for me that I will never finish to write. They taught me what friendship really means, I love you all guys, thanks so much.

Keila Andrea Peña Ochoa

Words are not enough for describing how thankful I am with everybody who supported me through this long way and process in this career.

First of all I want to thank God who gave life and health to be where I am and the strength to achieve this important goal in my life and in my family's life too. Now, I want to thank my parents and my brother and sister, without them, It could not be possible. They did not only supported me economically but also emotionally and psychologically in many of the moments of my career in which I was about to give up and leave it. I cannot leave out my perfect partner whose intelligence did a lot in this project, without her it would not be possible, thanks so much Key you will be always in my heart and in my mind. I want to thank also our advisor, Teacher René Cueto whose knowledge in the research and educative field helps us to clarify our doubts when we did not find a way where to go.

I want to thank also teacher Paula who supported us from the beginning of our investigation, all my respect to you miss, you are a good teacher and a good friend too. Likewise teacher Stefany, thanks to you helping us when we did not expected it, you and teacher Paula made something we will never forget. Finally but not least, thanks to all the teachers of the faculty, all of you put something of your knowledge in our investigation and in our English language knowledge too.

Luis Angel Contreras Moreno

ABSTRACT

Listening is the English language skill that models language for students to understand sounds, intonation, pronunciation, differences in accents, and so forth as stated by Tomlinson (1984, cited by Hamouda 2013, p. 117). This skill allows people to share messages effectively making it possible to communicate. After initial observations carried out in a primary school, it was possible to identify students' difficulties when understanding L2 listening activities. This action-case study explores how primary students' listening skills may change when using animated cartoons in L2 lessons. The study also investigate students' perception about this tool. Data was collected through observations, one semi-structured interviews for the students, one structured interview for the teacher, and an initial and final test for the students. Results showed that there was an improvement in students' listening skills and they recognized it as a good tool for developing the L2.

Keywords: Listening, Teaching Listening and Animated Cartoons.

RESUMEN

La Escucha es la habilidad del idioma Ingles que facilita a los estudiantes el idioma para que entiendan los sonidos, entonación, pronunciación, diferentes acentos, entre otras como lo estableció Tomlinson (1984, cited by Hamouda 2013, p. 117). Esta habilidad permite a las personas compartir mensajes efectivamente haciendo posible de esta manera la comunicación. Después de observaciones iniciales realizadas en una escuela primaria, fue posible identificar las dificultades de los estudiantes al momento de entender actividades de escucha. Este estudio de caso-acción busca entender los cambios que podrían ocurrir en la habilidad de escucha de los estudiantes al momento de usar dibujos animados en las clases del segundo idioma (L2). Además, investiga las percepciones de los estudiantes sobre esta herramienta. La información para la investigación fue recolectada a través de observaciones, una entrevista semi-estructurada a los estudiantes, una entrevista estructurada al docente y un examen inicial y final a los estudiantes. Los resultados mostraron que hubo una mejora en las habilidades de escucha de los estudiantes y reconocieron que es una buena herramienta para el desarrollo del segundo idioma.

Palabras claves: Escucha, Enseñar Escucha y Dibujos Animados.

INTRODUCTION

Listening is the English language skill that models language for students to understand sounds, accents, intonation, pronunciation and so forth. This skill allows people to communicate messages effectively since people can understand each other ideas and opinions and participate actively in conversations. However, in previous observations carried out at a public school from Sahagún, Córdoba, we perceived that 5th graders' exposure to listening skill materials is scarce and the focus of their classes is mostly on grammar and vocabulary. The material they use are books, copies, board and markers, drawing away the incorporation of audio and videos in the EFL lessons. For this reason, students present low performance in the development of listening activities having difficulties to understand simple instructions.

Bearing in mind this problem, the purpose of this action case study was to explore the possible changes in students' listening skills with the incorporation of audio-visual materials in their ELF lessons. Other concern of this study was to analyze and understand students' perceptions toward the exposure of such materials to put into practice their listening skills. To this end, this study will seek to answer two questions: what changes in fifth graders' listening skills might take place when using animated cartoons? And Second, what are the fifth graders' perceptions toward the used of animated cartoons as help to develop their listening skills?

Animated cartoons have become useful in the teaching of English as a second language (L2) since they are proved to catch student's attention and engage them in the activities developed in the classroom. Just as Ismaili (2013, p. 121) explained; movies are important because they give the opportunity to listen to "real language" conversations and

see the context and body gestures of the characters facilitating the understanding of the speech. Studies on this field have shown that students feel more comfortable with their listening proficiency when using audio-visual materials (Arono, 2014; Ismaili, 2013; Hamouda, 2013; Rojas, 2017; Martinez et al, 2013).

The overall structure of the study is consisted by six chapters, including this introductory chapter. Chapter two defines what animated cartoons are, gives the concept of listening and its importance, and provides a way to teach listening. Besides, it supports the study with different authors that have worked in the same field. Chapter three has to do with the type of research and the methodology that was used, the elicitation procedures and the data analysis technique. Chapter number four presents findings of the research. Then, the paper proceeds with the discussion of the results and finally the conclusion chapter.

2. THEORETICAL FRAMEWORK

The aim of this chapter is to describe the main constructs that support this research: listening skill, teaching listening, and animated cartoons.

2.1 Conceptual framework

2.1.1. Listening skill

Listening is the English language skill that models language for students to understand sounds, intonation, differences in accents, and so forth. This skill allows people to communicate effectively messages. Listening activities for students serves as model for them to perceive and understand how language is used as meaning making resources. Tomlinson (1984, cited by Hamouda 2013, p. 117) and Rost (2013, p. 2) defined listening as the process in which the listener recognizes the sounds that someone else is producing. That process

includes understanding pronunciation, vocabulary and grammar. The speaker, then, plays an important part in this process because a good listening depends on how the speaker produces the sounds and words. In this regard, the listener can easily decode the message being communicated by the speaker.

Many authors have highlighted the importance of listening skill in second language acquisition. Gilakjani & Ahmadi (2011, p977) pointed out, “the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%”. In this line of thoughts, listening is the primary mean by which ideas and information are attained. Notwithstanding listening is considered as the most important skill in regard that it is the key for all effective communication, Gilakjani & Sabouri (2016, p1670) and Field (2009, p.1) agreed that some teachers are not paying enough attention to the relevance that listening skill has in their classes. Some teachers believe that listening skills will be developed naturally during the lesson process without putting it into practice through well designed listening activities. Furthermore, sometimes students express understanding of listening when they do not. Consequently, teachers take it for granted. To emphasize its importance, listening takes an active role in the EFL class since it is believed to develop faster and facilitate the emergence of the other language skills (Oxford 1990, cited by Hamouda, 2013, p114). Without the ability of listening effectively, understanding of information, messages and knowledge acquisition become more difficult resulting on breaking down the communication process. Similarly, Gilakjani & Sabouri (2016, p1670) explained that listening is an important skill to receive language input. Listening fosters the learning of language since it provides meaningful input; without understanding inputs, any kind of learning simply cannot occur.

2.1.1.1. Listening as an active skill and its importance

Active listening refers to a real situation or conversation in which the listener is having an active position, paying attention to what others are saying and contributing during talk time. Robertson (2005, p. 1) stated that active listening involves the listener giving undivided attention to the discourse of someone else appreciating each word that person is pronouncing without interrupting him. That is to say, active listening is not seen as a silent skill any longer, since the listener is performing many mental skill at the same time. When listening, someone is paying attention to sounds, gestures, grammar, as well as making assumptions, generating ideas to contribute to the message during different moments in the interaction.

According to Rogers and Farson (1987, p. 3) a good active listener should take into account: first *“listening for total meaning”* does not just mean listening carefully to the speaker’s content of message; it is also important to see the way how that person is talking in order to identify any feeling that will help the listener understand better the situation. Second, sometimes the listener should *“respond to feelings”* what means that the listener should pay more attention to the speaker’s feelings at the moment of talking rather than on the content of the message. Sometimes people tend to say something that it is not true because of any reason they do not want people to know, but the way how they tell something could reveal the real situation. Third and finally we have *“not all cues”*, which is quite similar to the previous one. Sometimes the speaker does not say all the information or the truth, so body gestures and hesitation can tell the listener more than the message.

Adelaide (2014, p. 1) mentioned some importance of active listening. Active listening able a good communication and understanding, making the speaker keep talking thanks to the listener’ attention and interest in the conversation. With this conception, active listening might promote interactive EFL lessons that will keep students more engage and aware of the

activities developed in the class, instead of being silent and filling the blank spaces in response to the messages being processed. In this regard, active listening lessons should keep students interacting, analyzing and expressing opinions.

2.1.2. Teaching listening

Teaching listening means a process of carrying out activities inside the classroom that will help the listener to understand better the accents, culture, pronunciation, vocabulary, grammar structure and audios. Miller (2003, p. 1) and Gilakjani & Ahmadi (2011, p. 982) sustained that there are three steps for developing listening: The first one is *pre-listening*; this refers to discussions, brainstorming, debating activities and so forth to activate students' background of the topic. The second step is *while listening*. This is the development of the activity; the teacher plays the audios or the videos while students are listening to it carefully, most of the time students have to answer some questions written on a worksheet while they are listening. Another type of activity is listen and describe, the teacher tell a story or play a video or audio and stop it regularly in order to see if students are understanding the talk making them describe an object or a situation. Dictogloss is a language teaching technique used as a while listening activity. First, the teacher has to prepare a text, a dialog, a video or a movie that contain examples of the grammatical forms and vocabulary to be studied. Then the teacher reads the text aloud or play the movie and students have to make notes. At the end, students have to make some small groups and make a summary of the story. The final step is post-listening. Here, students are asked about their understanding of the topic. Teacher usually tests them while asking some questions regarding the topic. It can be an oral or a written activity.

Furthermore, listening can also be developed through technology because it makes the activities alike the real context. According to Arono (2014, p63), the way how listening should be practiced is through audio/technology. Technology, then, plays an important part on developing listening in the class due to access to technological gadgets such as TV, speakers, radio, and so forth allows students to be exposed to real world situations that resemble the foreign language easier and take students to a real native context.

In addition, Facial expressions, body gestures and context are very important aspects to take into account when teaching listening. Technology also facilitates the process of understanding what someone is saying. Thus, the listener guesses or anticipates information Gilakjani & Sabouri (2016, p. 1672). In this sense, audio-visual tools allow students develop their listening skill better than just using audios because students can take advantage of the visual material presented to them such as body language, feelings, and so forth. In the next chapter, animated cartoons are described as audiovisual tools used to develop students listening skills.

2.1.3. Animated cartoons

Animated cartoons are images of unreal characters. Each image differs slightly from the other; when they are displayed in rapid sequences it seems like the characters are moving, doing an action and talking. It makes it possible to create movies with unreal characters that are most of the time funny and entertaining. Abuzahra et al. (2016, p. 230) defined animated cartoons as kind of movies in which a large amount of pictures with small differences are projected in rapid successions creating as a result, the illusion of movement. Likewise, Harrison & Hummel (2010, p. 230) claimed that "animation is the rapid display of a sequence of static images that creates the illusion of movement". According to Harrison & Hummel (2010, p230), animated characters have significant and several components of entertainment

and advertisement. In other words, animated cartoons can be useful tool for developing listening. They supply the listeners with audio – visual information that simulates real situation facilitating language acquisition and understanding of context.

Moreover, movies are important based on the fact that they give the opportunity to listen to "real language" conversations, see the context and body gestures of the characters facilitating the understanding of the speech. (Ismaili, 2013, p. 121). Besides, animated cartoons simulate language for students to understand real uses of language in given situations. This because they were first design for children so they can easily understand the situations and the conversations from movies. In the same study, Ismaili explains some of the benefits of animated cartoons for developing listening activities. First, movies attract students' attention making them be more engage to the activities and participate actively. Second, they present language in a more natural way than books, allowing students to understand better the context due to they are based to real life situations. Third, they motivate students to learn a foreign language in view that animated cartoons have most of the time funny and entertaining content.

2.2. Literature review

Audio visual materials provide teachers and students with a variety of meaningful information related to real life situations. Audio visual materials create a real environment in which students feel more engaged and interested since language is given in context and facilitates their understanding of language use. A body of research has been conducted on the field of exploring the use of audio-visual materials to improve students listening skills in the learning of a foreign language (Orono, 2014; Ismaili, 2013; Hamouda, 2013; Rojas, 2017; Martinez et al, 2013). Results have proved that audio visual materials make the student more

comfortable with their listening proficiency. Besides, students felt more engaged to the activities because audio-visual materials provide them with different language resources such as gestures, sounds, images, colors, etc that helped them understand the context of the given information. The studies also revealed that audio-visual material caught student's attention, giving them the opportunity to receive a real and natural situation in context that provide students with real models of cultural items, situations, language usage and use according to topics, situations, relationships and so forth.

Others have underlined the importance of the listening skill in foreign language learning. (Hamouda, 2013; Orono, 2014) stated that "the key to acquire a language is to receive language input" (p. 113). This emphasize the role of the listening skill as input for students; but at the same time argued there is a lack of this skill in language classrooms, resulting in insufficient vocabulary, anxiety, lack of concentration, wrong pronunciation and bad quality of recording as the major listening problems. Thus, this studies remark how vital is listening in the learning process of language. This studies concluded that without understandable input any kind of learning can occur. In the same line of ideas Hasan (2000) claimed, listening is not only significant as a "receptive skill" (p.114) but also helpful for the development of speaking, grammar and writing skills.

Many studies have researched about the use of videos to improve reading and writing skills; most of them have worked with high school graders as well as with universities students. In contrast, our research study is focus on primary students based on the fact that people's higher capacity to acquire knowledge is on childhood; that is why we want to take advantage of the age and work on the bases. Besides, our research seeks to improve students' listening skill rather than reading, writing, grammar and vocabulary skills.

3. METHODOLOGY

The incoming section displays the type of research that this study followed, the context in which it took place, and it depicts in detail the elicitation techniques and data analysis used.

3.1 Type of research and research questions

This study was a qualitative research intended to describe human beings' behaviors, attitudes and perceptions in a natural setting. Ellen Brantlinger et al (2004, p.195) defined qualitative research "as a systematic approach to understanding qualities, or the essential nature, of a phenomenon within a particular context." In this sense, qualitative research seeks to appreciate individual's qualities by analyzing and understanding their actions, behaviors, attitudes, ways of learning in their own environment, in this case the classrooms. This research followed an action case study method which is a mixture between action research and case study. According to Vidgen & Braa (1997) action case study is the association between the researchers' interpretation and understanding, and the way the researcher intervenes to change the problem. In this fashion, action case study is useful for interpreting in depth but also for making a change in the phenomenon identified.

To conduct this research was necessary to answer the following questions:

- What changes in 5th graders' listening skill might take place after using animated cartoons?
- What are the 5th graders' perceptions toward the use of animated cartoons as help to develop their listening skills?

The purpose of question # 1 was to explore the possible changes that may occur in 5th graders' listening skill after using animated cartoons. The second, question # 2 dealt with

students' perceptions toward animated cartoons which served to evaluate the effectiveness of the approach for developing students' listening.

3.2 Context and participants

This study took place at a prestigious public school from Sahagún known for preparing excellent and recognized students. This school is divided into primary, secondary and high level and has building all around the city. Regarding technology, the school has some resources such as a TV and video beam but they do not take advantage of it. The participants were a mixed group of 35 students from 5th graders whose ages were between 9 to 12 years. They were students set in an A1 English level, understanding basic concepts and grammatical structures of the language. Most of the students come from families with difficult economic situations which enable them to pay their children an English course that help them learn the language. One important aspect to consider is that the primary schools in Colombia are not provided with English Teacher, and this School is not the exception, teachers put all their effort to teach the Basic English they know.

3.3 Elicitation procedures

The data for the first research question was collected through observation. at the beginning of the study reserchers were all the time taking field notes of what happened inside the classroom in order to identify topics, students' behaviour and the development of the lesson. In the second class, it was applied an initial test to stablish the students' English Level and corfirm their knowledge on the topics they were working on.

QUESTIONS	DATA COLLECTION PROCEDURES	TO WHO?
1. What changes in 5 th graders' listening skill might take place after using animated cartoons?	<ul style="list-style-type: none"> • Observation • Diagnostic test [initial and final test] 	STUDENTS
2. What are the 5 th graders' perceptions toward the use of animated cartoons as help to develop their listening skill?	<ul style="list-style-type: none"> • One semi-structured interview. 	STUDENTS

According to Johnson Foundation (2008, p. 84) “observation is a systematic data collection approach in which the researcher examines people in natural settings or naturally occurring situations.” That is to say, observations are used to check and report students’ activities while this are going on. In this study observations will be used in order to collect data about students’ progress in their listening activities and about their attitudes in the lessons.

A diagnostic test was used to answer question one of this study, according to Ur (1996, p.34) a test is an activity whose main purpose is to convey how well the tester knows or can do something. It means, tests’ intention is to follow up students’ performance. For this research, a diagnostic test was used at the starting point of the research and at the end, in order to compare the results and identified if there occurred any change.

Concerning the second research question a semi-structured interview was applied. Semi-structured interviews allow the researcher to be prepared ahead of time and appear competent during the interview. Moreover, it gives the interviewer the freedom to express their views in their own terms and when they think is necessary. As stated by Jamshed (2014, p. 87-88) “semi-structured interviews are those in-depth interviews where the responders have to answer preset open-ended questions, and thus are widely employed by different healthcare professionals in their research.” The use of open-ended questions provide a clear set of information for our study since they allowed new ideas to be brought up during the interview giving us the opportunity for identifying students’ opinions and perceptions when using animated cartoons as help to develop their listening skills.

3.4 Data analysis

The methodology that this study adopted in order to analyze the data collected through initial and final test is based on descriptive statistics to trace students’ progress during the listening lessons. According to Kaur et al, (2018, p. 60) “Descriptive statistics are used to summarized data in an organized manner by describing the relationship between variables in a sample or population”.

Likewise, the data collected through the observations and the semi-structure interviews was analyze through thematic analysis; which is understood as the process of recognizing patterns or themes within data.

“Thematic analysis is a method of systematically identifying, organizing and offering insight into patterns of meaning (theme) across a data set.” (Braun & Clarke, 2019; p.57) Furthermore, thematic analysis goes beyond than simply counting words or phrases in the

text, it moves into a coding process. In accordance with Patton (2002,p.2) coding “ involves making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and consequently building a logical chain of evidence”. Hence, coding helped us find out the changes in listening skill that students might develop after using animated cartoons, as well as the students’ perceptions toward this tool as a help to improve their listening competence.

4. FINDINGS

This section shows the results of the study related to the research questions throughout three main sections. First, it portrays the English classes before the implementation of Animated Cartoons in the classroom. Then, it presents the changes in the students’ listening skills which is related to the first research question and finally it shows the students’ perceptions concerning the implementation of Animated Cartoons.

4.1 English classes before the implementation of Animated Cartoons

Analysis of interviews and initial test revealed that students know a lot of English vocabulary but they find it difficult to understand a short statement spoken by the teacher or a native speaker even when the statement is all conformed to the vocabulary they already know. The following transcript shows students’ English vocabulary knowledge but the lack on producing a simple sentence.

Transcript 1: *¿Y crees que has aprendido inglés?*

1	R2	Y crees que has aprendido inglés?
2	S6	Si, los colores, los animales.

3	R2	Si has aprendido cositas, cierto?
4	R1	Que animal te sabes?
5	S6	El cerdo
6	R1	El cerdo, okay como se dice cerdo en inglés?
7	S6	[pig]
8	R1	Pig, que colores te sabes?
9	S6	El rojo
10	R1	El rojo, perfecto; como se dice el cerdo es rojo en inglés? El cerdo rojo
11	S6	(.3)
12	R1	Ya sabes el color y ya sabes el animal
13	S6	Pig red

Having vocabulary (turns 5 and 9) does not assure that students can communicate effectively in common real situations (turns 10 and 13) in which they are just asked to connect the vocabulary they already know to create a simple sentence, this is due to the lack of varied materials and the development of different activities that it can be seen in the following transcript.

Transcript 2: Materials used by the teacher

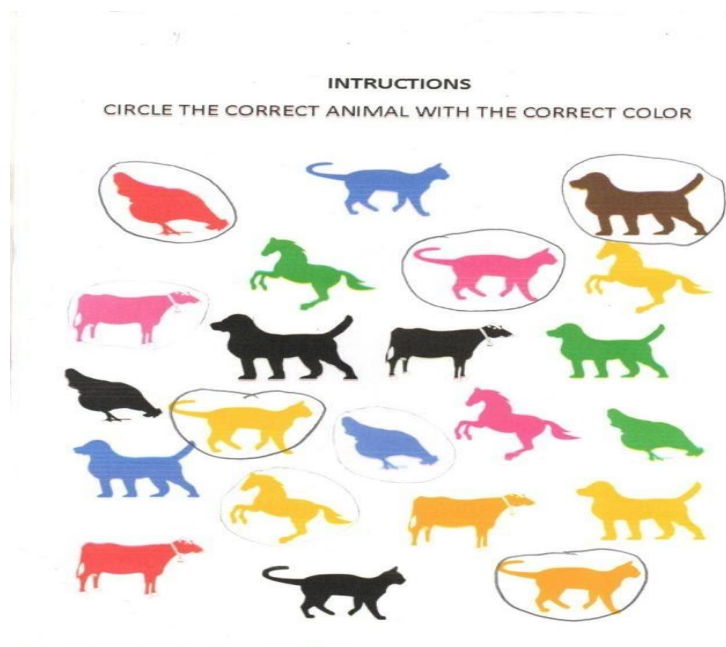
1	R1	Que materiales utiliza la profesora? Materiales o herramientas
2	S3	Book
r3	R1	Books?
4	S3	Libro
5	R1	Okay, ajá::?
6	S 3	Eh:: pen

7	R1	Pen, good. Aja:?
8	S3	Pencil
9	R1	Perfecto, eso que hicieron ahora, que hicieron no hace mucho; que era?
10	S3	Ah:: un cuestionario sobre los animales
11	R1	Ajá unas photocopy o copies, puede ser copies; copias
12	S3	Ajá
13	R1	Bien, y por lo general siempre, que hacen? O sea, solamente colorear:?
14	S3	No:: eh: me hace volver a:: a memorizar, siempre a uno se le olvida algo y ella lo recuerda.

In this transcript we can see that students are mostly exposed to copies, books (turns 2, 10 and 12) and also to memorizing activities (turn 14) which surely enhance vocabulary.

In order to assure whether students can follow simple instructions, we prepared an activity based on the knowledge they had already got with the formal teacher about animals and colors. For this activity, it was necessary to train the formal teacher, who is not an English teacher, to give in the correct way (pronunciation, accent, etc.) the following instructions to the students: circle the red cow, circle the blue hen, circle the yellow horse, circle the pink cat and finally circle the green dog. Instructions were repeated twice before submitting the test.

Test 1. *Initial test*



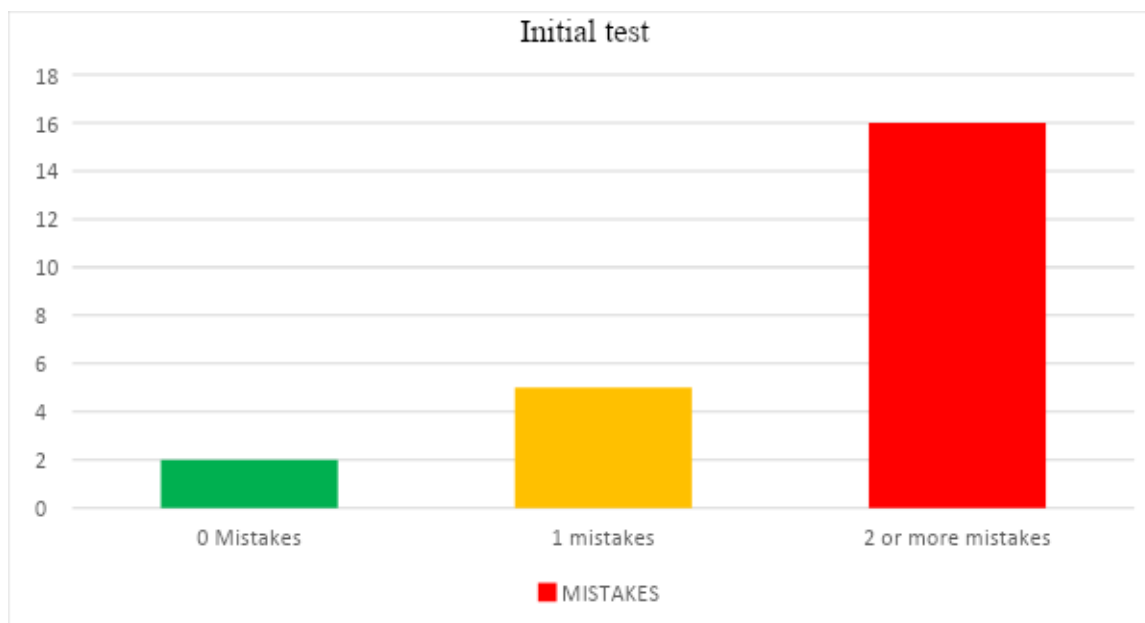
As it is appreciated in the picture, this student present difficulties to circle the correct options, having just a correct answer. This was the way in which we could confirm that students present low level in the English listening skills and that it needs to be improved.

4.2 Changes in students' listening skill after the implementation of Animated Cartoons.

Animated Cartoons was the tool chosen to enhance the listening skills and flipped a way around the traditional classes.

First of all, it was applied an initial test (**test 1**) without having use the tool. This test showed that most of the students were not able to follow the instructions and they could not solve the test satisfactorily.

Figure 1. First test results.




In the graphic above (**figure 1**) it is possible to observe that just 2 students were able to understand the instructions given by the teacher and complete the task successfully without any mistake. 5 of them performed their listening skills in a good level, having just one mistake. But, the rest 16 students had a bad performance having difficulties to complete the task. This results confirmed the low listening skills level that most of the students presented proving thereby their need to enhance these skills.

After this, we developed a lesson about Time but in this case, it was through Animated Cartoons. First, there was the pre-listening stage in which we started asking the time to students and as it was assumed they did not understand nothing about time, we explained them the question (what time is it?) and how to answer it. All the explanation of the topic was done in this stage including how to read the clock and also numbers.


Test 2, Final test

1. Watch and listen to the video to complete the sentence, then draw the arrows in the clock.


A. Bob: What time is it dad?
Dad: It's seven o'clock



B. Sally: What time is it?
Bob: It's eight time for breakfast.



C. Mark: mom, I am hungry.
Jostin: mom, what time is it?
Mon: It's twelve time for lunch.



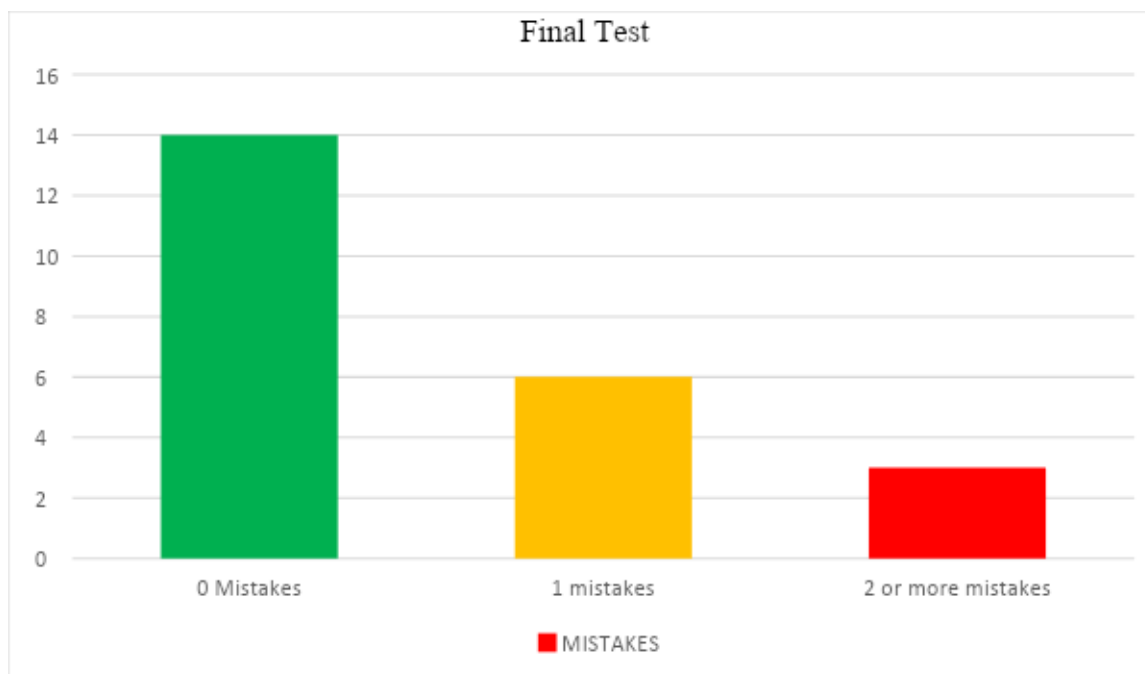
In the while-listening stage a video was played, students had to solve a worksheet (**test 2**) in which the idea was to write the time that they listened in the video and also to draw the clock hands correctly in the figures with the correct time. The video was played twice to give them the opportunity to get all the information from the video.

Picture 1. Post-listening activity



The post- listening stage aim was just to confirm if students really understood or get the knowledge about time with this tool. In the picture above (**picture 1**) it is possible to see that students were able to complete the activity successfully using the end of the video. So they had to watch and listen to the video and write down the last time phrase. We just asked to write the time and draw the clock with the correct time too. But they also wrote down the question (what time is it?) when they were not required to. This might means that they really acquired the knowledge about time.

Figure 2. Final test results



Taking into account the results of the test one (**figure 1**) and the test two (**figure 2**) it is possible to make a contrast and observe that there was a positive change in the students' listening skills since the result showed that there were less mistakes and also and a high improvement in their listening skills. It confirms that animated cartoons might help to the positive development of students' listening skills because they provide the learner with different source of information which helped them understand the general idea.

4.3 attitudes concerning the implementation of animated cartoons

Transcript 3: Students' attitudes toward animated cartoons

1	R1	Okay, bien me parece perfecto. Eh::: bueno como estábamos mencionando hace unos minutos, nuestro proyecto se trata de traerles a ustedes dibujos animados para desarrollar el inglés verdad, para que ustedes puedan aprender el inglés. Entonces, que te parecería a ti eso? Los dibujos animados
---	----	--

2	S3	Si, sería perfecto, porque hay veces que::: por supuesto ahí aprender el inglés sin dibujos animados sería como aburrido
3	R1	Cierto que sí? Pero entonces hasta el momento tú me has dicho que las clases noson aburridas o si son aburridas?
4	S3	No, hay unas que sí
5	R1	Hay unas que si verdad? Lo ideal sería que fueran todo el tiempo entretenidas, verdad?
6	S3	((estudiante afirma con la cabeza))

Transcript 3.1: *students' attitudes*

1	R1	Ujum, okay bien. Ahm::: bueno, nosotros le hemos estado diciendo a todos pues como ya sabes que nosotros vamos a trabajar en nuestro proyecto de tesis vamos a trabajar con dibujos animados. Que te parece a ti trabajar con dibujos animados? Lo habias hecho antes?
2	S4	No
3	R1	No, verdad? El inglés, desarrollar el inglés con dibujos animados
4	S4	No
5	R2	Y que te parece? Te gustaría?
6	S4	Bien, si. Seria divertido

Regarding the students' perceptions and attitudes about the use of Animated Cartoons to enhance their listening skills, it was possible to notice a positive perception about this tool as it can be clearly seen in the transcripts above (**transcript 3 and transcript 3.1**). Here, the student expressed positive opinions about the implementation of Animated cartoons (**transcript 3.1, turn 6**) saying that it will be funny for the development of the English

lessons. Also, they mentioned the way how they see their typical classes and how they would like them to be (**transcript 3**).

5. Discussion

This chapter discusses the importance of the results mentioned in the previous section for the L2 Learning and teaching process.

Little research was found about the improvement of listening skills, most of them focus on form and vocabulary rather than meaning and communication. One of the few studies that focused on listening skills when using animated cartoons or videotapes was developed by Martinez, J. et al (2013) whose study resulted in an improvement of the students' listening skills. Likewise you can see an improvement in our study specifically in the graphic number 2 above.

The reason for this improvement is because students' attention was caught by this tool making them aware and engaged in the activities developed inside the EFL classroom as well as providing non-verbal communication such as body gestures, facial expressions, context, intonation, and so forth. These helped them to understand better the speech.

That same study also supports our findings related to the students' perceptions toward this tool. They believe a video is an "innovative tool that moved them away from the traditional teaching, also they see it as a helpful instrument for learning English, and for developing the listening skill in this language" Martinez, J. et al (2013, p.50). Similarly our study resulted in that students see animated cartoons as a good tool for developing the English lessons due to they think everybody likes animated cartoons and they enjoy watching it.

Regarding the first question of this study, the results obtained are high compatible with those of Rojas, R. (2017) who found that the implementation of videos in the EFL classroom motivates the students to receive English lessons, because they feel they are learning a lot through that way and they find videos as an entertaining tool which was never used and thought to develop their English language at their school.

Bearing in mind all what was just mentioned above, it is possible to say that animated cartoons in the development of the students' listening skills as well as videos, Youtube and films are important for the teaching and learning process due to they facilitate the students' engagement in the activities and interaction with the language. Increasing in this way the possibility of making students English users in any context.

6. CONCLUSION

The aim of this study is to identify the changes that took place in the students' listening skill after the implementation of Animated Cartoons, as well as understanding their perceptions toward that tool in the English lessons in a public school located in Sahagun-Cordoba, Colombia. The study adopted observations, interviews and an initial and final test in order to identify the changes. Findings presents that there were changes, and those changes were positives which confirmed that Animated Cartoon are an excellent tool to be used in the English classes. Furthermore, the study also found that students present a good attitude toward this kind of tools due to it makes the classes more dynamics contrasting with the traditional classes.

On the other hand, although the research has reached its aim, there were some unavoidable limitations. First, the worldwide pandemic Covid-19 that is affecting all the

sectors of the community including the one that concerns this study which is the educational sector, all schools had to close their doors making it impossible for us to go and develop all the activities planned. This forced us to carry out this study in just a couple of lessons but made us realized that if with just these few lessons developed, much less than the planned, the results were such positive, we can imagine how they would be if there had been more lesson as planned. Another limitation was the time to develop the lesson, it was established a 2 hours lesson but every day in the school, teachers, students and administrators have a meeting in which they exchange information about any situation presented in the school. As the English class was at the very beginning, much time was lost allowing just one hour for the English class.

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Appendix 1

Interviews to students

Student 1

1	R	Bueno, primero que todo hola como estas?	
2	S1	Bien	
3	R	Bueno mira, mi compañera Keila y yo como ya nos habíamos presentado, estamos haciendo una investigación, nuestro proyecto de grado, trabajo de grado, entonces la idea es... averiguar que les gusta, que no les gusta, las clases en que trabajan y todo eso verdad de la clase de ingles. La primera pregunta es, es la primera vez que ven a la profesora o ya han trabajado con ella?	
4	S1	Ya hemos trabajado con ella	
5	R	Desde el principio de año o...	
6	S1	Desde el principio de año	
7	R	En el área de ingles verdad?	
8	S1	Si	
9	R	Okay perfecto:: que piensas acerca de las clases? Como crees que son, buenas, malas, dinámicas, algunas veces aburridas?	
10	S1	Son buenas ehh yo quisiera aprender ingles.	
11	R	Te gusta el ingles?(El estudiant hace un movimiento con la cabeza en señal de que si le gusta el ingles) te gusta muchísimo okay bien. Que materiales o herramientas utiliza la profesora generalmente.	

12	S1	Ehhh:: utiliza:: para nosotros?	
13	R	Aja	
14	S1	Utilizamos mas los colores ehh::	
15	R	Copias	
16	S1	Copias	
17	R	Alguna vez han utilizado video beam o un televisores?	
18	S1	En mi, emmm: desde que yo estoy aca no	
19	R	Okay y no utilizan parlantes o algo?	
20	S1	Si	
21	R	Que clase de música pone, toda en ingles o...	
22	S1	Todas en ingles para:: no una.. la primera vez nos puso una canción que: era para: preguntar los buenos días y saber responder.	
23	R	Okay, pero estaba en español...?	
24	S1	Estaba en español: no, estaba en español pero traducida	
25	R	Traducida también al ingles okay bien. Bueno y como te sientes tu con el ingles, cress que sabes bastante ingles o...	
26	S1	No	
27	R	No cree, pero crees que puedes aprender con la profesora verdad?	
28	S1	Mas o menos	
29	R	Perfecto okay. Que temas mas o menos han trabajado?	
30	S1	Estábamos traba:: estábamos trabajando como pedir permiso, preguntar los buenos días, saludar, los colores y ahora en este momento los animales.	
31	R	Los animales, perfecto, que animal te gusta a ti?	

32	S1	El perro	
33	R	Te gusta el perro, tienes algún perro en tu casa?	
34	S1	No	
35	R	No tienes, okay. Bueno la última preguntita, que tal te parecería a ti que utilizáramos dibujos animados para enseñar inglés?	
36	S1	Me parece bien porque a la mayoría de los niños les atrae:: las:: las::	
37	R	Los dibujos animados, okay y a ti te gustan (movimiento del estudiante con la cabeza e señal de que si le gustan) Cual te gustan?	
38	S1	Tom y Jerry, me gusta mas Tom y Jerry	
39	R	Tom y Jerry, son geniales a mi también me gustan mucho, okay eso era todo gracias.	

Student 2

1	R	Bueno, primero que todo hola como estas?	
2	S1	Bien	
3	R	Bueno mira, mi compañera Keila y yo como ya nos habíamos presentado, estamos haciendo una investigación, nuestro proyecto de grado, trabajo de grado, entonces la idea es... averiguar que les gusta, que no les gusta, las clases en que trabajan y todo eso verdad de la clase de ingles. La primera pregunta es, es la primera vez que ven a la profesora o ya han trabajado con ella?	
4	S1	Ya hemos trabajado con ella	
5	R	Desde el principio de año o...	

6	S1	Desde el principio de año	
7	R	En el área de ingles verdad?	
8	S1	Si	
9	R	Okay perfecto:: que piensas acerca de las clases? Como crees que son, buenas, malas, dinámicas, algunas veces aburridas?	
10	S1	Son buenas ehh yo quisiera aprender ingles.	
11	R	Te gusta el ingles?(El estudianta hace un movimiento con la cabeza en señal de que si le gusta el ingles) te gusta muchísimo okay bien. Que materiales o herramientas utiliza la profesora generalmente.	
12	S1	Ehhh:: utiliza:: para nosotros?	
13	R	Aja	
14	S1	Utilizamos mas los colores ehh::	
15	R	Copias	
16	S1	Copias	
17	R	Alguna vez han utilizado video beam o un televisores?	
18	S1	En mi, emmm: desde que yo estoy aca no	
19	R	Okay y no utilizan parlantes o algo?	
20	S1	Si	
21	R	Que clase de música pone, toda en ingles o...	
22	S1	Todas en ingles para:: no una.. la primera vez nos puso una canción que: era para: preguntar los buenos días y saber responder.	
23	R	Okay, pero estaba en español...?	
24	S1	Estaba en español: no, estaba en español pero traducida	

25	R	Traducida también al ingles okay bien. Bueno y como te sientes tu con el ingles, cress que sabes bastante ingles o...	
26	S1	No	
27	R	No cree, pero crees que puedes aprender con la profesora verdad?	
28	S1	Mas o menos	
29	R	Perfecto okay. Que temas mas o menos han trabajado?	
30	S1	Estábamos traba:: estábamos trabajando como pedir permiso, preguntar los buenos días, saludar, los colores y ahora en este momento los animales.	
31	R	Los animales, perfecto, que animal te gusta a ti?	
32	S1	El perro	
33	R	Te gusta el perro, tienes algún perro en tu casa?	
34	S1	No	
35	R	No tienes, okay. Bueno la última preguntita, que tal te parecería a ti que utilizáramos dibujos animados para enseñar inglés?	
36	S1	Me parece bien porque a la mayoría de los niños les atrae:: las:: las::	
37	R	Los dibujos animados, okay y a ti te gustan (movimiento del estudiante con la cabeza e señal de que si le gustan) Cual te gustan?	
38	S1	Tom y Jerry, me gusta mas Tom y Jerry	
39	R	Tom y Jerry, son geniales a mi también me gustan mucho, okay eso era todo gracias.	

Student 3

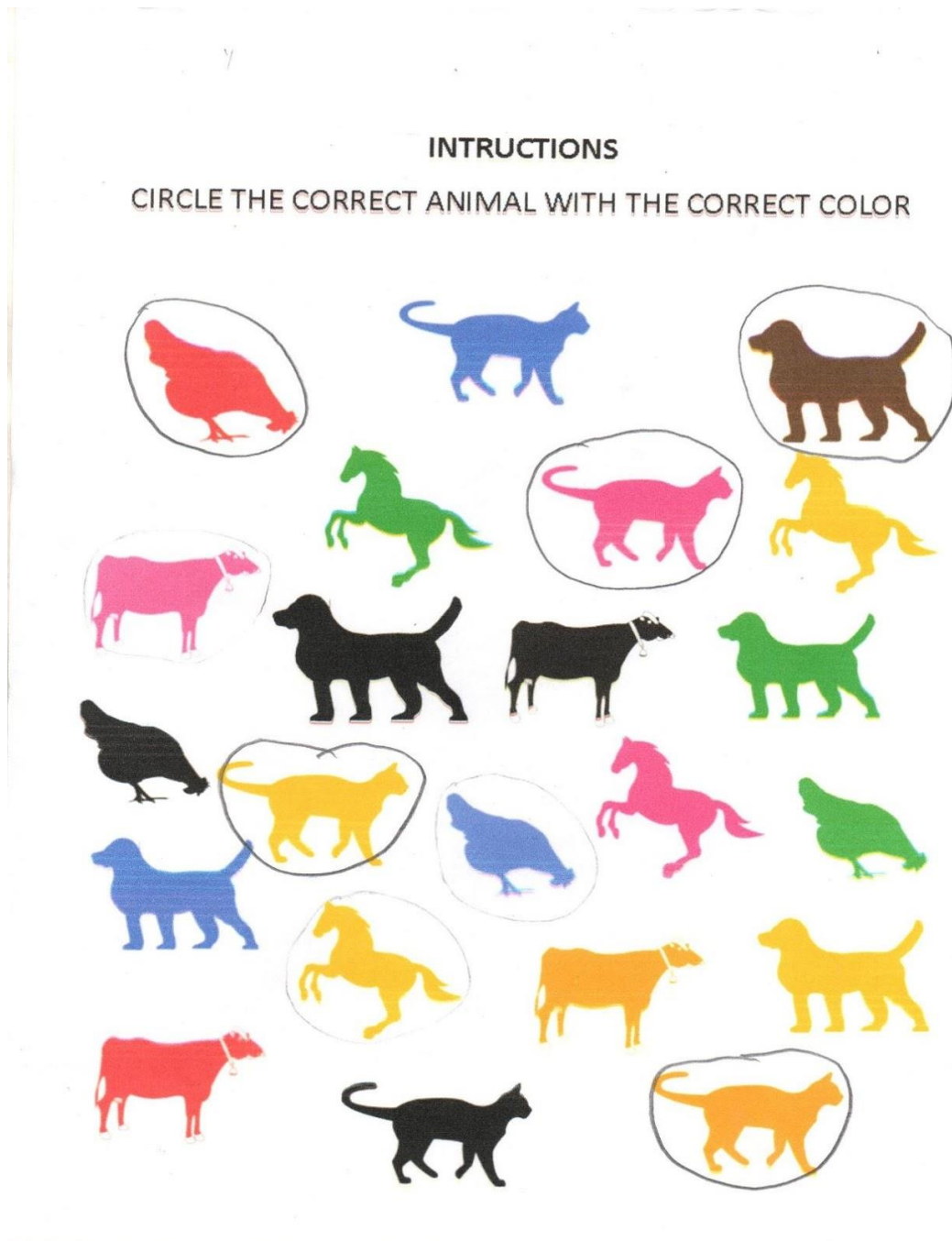
1	R1	Hey, hello	
---	----	------------	--

2	S3	Hello
3	R1	How are you
4	S3	((Risa nerviosa))
5	R1	¿Cómo estás?
6	S3	Bien
7	R1	Bien, bien?
8	S3	((Estudiante asiente con la cabeza))
9	R1	¿Cómo te llamas?
10	S3	Fader
11	R1	Fader? Okay, Fader full name? tu nombre completo?
12	S3	Fader Janer Diaz Berlín (best guess)
13	R1	Fader Janer Diaz Berlín?
14	S3	Betín
15	R1	Ah:: Betín, yo iba a decir otro alemán porque el otro era Alemán entonces tu ibas a ser de por allá de Berlín. Bueno, Que piensas tu acerca de las clases de inglés? Lo que han estado desarrollando desde el principio hasta ahora? Buena? Mala? Regular?
16	S3	((Afirmando con la cabeza))
17	R1	Buena?
18	S3	((Afirmando con la cabeza)) no, el inglés siempre me ha gustado.
19	R1	Siempre te ha gustado el inglés? Okay, bien me parece perfecto. Creo que a todos nos gusta, la mayoría parece que les gusta el inglés no sé por qué. Bueno perfecto eh:

20	R2	Si te gustan las clases de inglés, cierto? Pero:: por lo menos como te gustaría que fueran de pronto algo que mejorar? Otra forma? No sé
21	S 3	Mmm no::
22	R1	Okay
23	R2	Así está bien?
24	R1	Así están bien?
25	S3	((estudiante afirma con la cabeza))
26	R1	Que materiales utiliza la profesora? Materiales o herramientas
27	S3	Book
28	R1	Books?
29	S3	Libro
30	R1	Okay, ajá::?
31	S 3	Eh:: pen
32	R1	Pen, good. Aja:?
33	S3	Pencil
34	R1	Perfecto, eso que hicieron ahora, que hicieron no hace mucho; que era?
35	S3	Ah:: un cuestionario sobre los animales
36	R1	Ajá unas photocopy o copies, puede ser copies; copias
37	S3	Ajá
38	R1	Bien, y por lo general siempre, que hacen? O sea, solamente colorear:?
39	S 3	No:: eh: me hace volver a:: a memorizar, siempre a uno se le olvida algo y ella lo recuerda.

Appendix 2

Initial test - Student with errors



Student without errors

INSTRUCTIONS

CIRCLE THE CORRECT ANIMAL WITH THE CORRECT COLOR



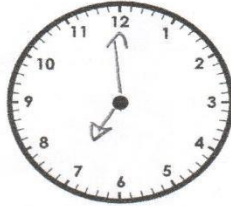
Appendix 3

Final test

1. Watch and listen to the video to complete the sentence, then draw the arrows in the clock.

A. Bob: What time is it dad?

Dad: It's seven o'clock



B. Sally: What time is it?

Bob: It's eight time for breakfast.



C. Mark: mom, I am hungry.

Jostin: mom, what time is it?

Mon: It's twelve time for lunch.



What time is it?

It's: One o'clock

