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The analysis of the animated series Adventure Time as a tool to improve listening comprehension skill in fourth grade students from Santa Maria School during the III Quarter 2022.

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Abstract

The purpose of this investigation was to determine the needs of students in regards to their Listening Comprehension. As well as, to apply new methodologies such as the animated series, showing that they can be used not only as an entertainment method, but also as a tool to learn English, mainly, to develop a better listening comprehension skill in students who have not accurately developed it yet.

For this investigation was chosen the animated series Adventure Time. This series' use was applied during the English lessons with students from fourth grade of Santa María School, a private institution located in Aserrí, San José. It was a small group of fifteen students with different levels of English Listening Comprehension.

The researcher applied activities that drew their attention and helped them learning at the same time. In the worked exercises the researcher included fill in the gaps exercises with information from the Animated Series; another activity was to classify descriptions between True or False. All of them evaluated with checklists or rubric table to determine the student progress.

By doing these activities the investigator could find that there were some students that besides they did not comprehend the first time, they could understand more after listening to the dialogue more than twice or three times. Also, some students increased their vocabulary acquisition by listening to the dialogues and writing some of that vocabulary in the required items. The researcher concluded that Listening Comprehension can be enhanced with this series as long as it is applied constantly during a sequence of lessons, it does not give possible results with few classes.

Resumen

El propósito de esta investigación fue investigar las necesidades de los estudiantes del cuarto grado de la escuela Santa María, ubicada en Aserri con respecto a la habilidad de comprensión auditiva. Así como, aplicar nueva metodología dentro de las clases de inglés; como las series animadas, con la intención de mostrar que pueden ser utilizadas no solamente como entretenimiento en niños y adolescentes sino, como una herramienta para aprender inglés; en especial para desarrollar mayores habilidades en la comprensión auditiva en alumnos que no lo hayan desarrollado aún.

Para tal efecto, se eligió la serie Hora de Aventura (Adventure Time). Fue aplicada durante las lecciones con actividades que se enfocaban en potenciar el conocimiento de los estudiantes; así como, que fuese llamativo para ellos. Entre los ejercicios utilizados se encontraban completar textos tomados de los diálogos entre personajes de la serie que fueron mencionados en el episodio visto. Además, clasificar descripciones entre falso o verdadero, igualmente basado en lo escuchado en el episodio de la serie animada. Cada actividad evaluada con listas de cotejo y tablas para determinar el avance de los estudiantes.

Con todo lo anterior, la investigadora pudo observar que los estudiantes logran mejorar su habilidad auditiva con el idioma inglés después de escuchar los audios en repetidas ocasiones. Lo cual le ayuda a concluir que las series animadas, en especial la utilizada en esta investigación, pueden funcionar solamente si se utilizan en las lecciones de inglés durante un largo periodo (más de tres clases); de lo contrario, los resultados no serán los deseados.

Chapter 1

Introductory Framework

The reader will find information about how students can learn English through listening comprehension activities in this document. Also, a series of reasons will be found that motivated the writer to choose this project that the investigator wanted to develop. In addition, the general and each specific objective are part of the information that can be found in this first chapter, which shows the reader the importance of teaching English to children through cartoons, taking into consideration cartoons are part of their growth process, even until they reach the adult life.

Problem Statement

Elementary school students from Santa María School are affected by their listening comprehension skills due to different situations they have gone through (pandemic, different professors in a short time, lack of resources...). It becomes difficult for them to comprehend instructions at once, resulting in a deficiency of interest in understanding them. However, students from fourth grade at Santa Maria School show more difficulty when receiving any information by listening. This problem occurs most of the time when the teachers give instruction or explain a new topic; the students ask them to repeat several times until the professor uses mimics and Spanish words to help them comprehend what they have been trying to express.

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If this situation is not solved on time, it could cause students to develop well-stimulated reading, writing, and speaking skills but get a shortage of listening comprehension.

A problem affecting these students needs to be fixed as soon as possible before they go to high school. While they are at school during the rest of the year that they have left in fourth grade, they must improve their knowledge; so, when they are already in fifth grade, they can only put into practice all that they have learned—getting. As a result, confidence in students to comprehend any given instruction by listening to it and helping them prepare for the moment they have to go to high school. The reason why professors must work on their students only during fourth and fifth grades is that in this Santa Maria School, students begin their high school experience when they pass to sixth grade; therefore, everything that requires improvement before going to this new journey must be done during fourth grade and part of fifth. In this case, fourth-grade students from this institution are divided into two groups of approximately 12 students each, making a population easy to handle at once; if the group is higher than 20 or 25 students. Considering the number of students in the group is relevant because the bigger the group, the more challenging it becomes for the teachers to fix the situation. Based on the problem already explained that is affecting these students comes out the question, what is the effect of the animated series Adventure Time as a tool to improve listening comprehension skill in fourth-grade students from Santa Maria School during the III Quarter of 2022, helping these population to solve their problem?

1.2 Objectives of the Investigation

1.2.1 General Objective

To evaluate the use of the animated series Adventure Time as a tool to improve listening comprehension skills in fourth-grade students from Santa Maria School during the III Quarter of 2022.

1.2.2 Specific Objectives

1. To identify the needs for listening comprehension skills in fourth-grade students.
2. To apply listening comprehension activities that can be applied in order to enhance this skill in fourth-grade students.
3. To analyze animated series to enhance listening comprehension in fourth-grade students.

1.3 Justification of the Study

The approach of this topic brings to public knowledge the problem lived in Costa Rica when students from Elementary school are learning English as a second language. It is well known that in this country, English programs are not well developed by institutions, causing more learning difficulties in students besides the language barrier they have to fight with. Someone who cares about students' learning can investigate the education these children are getting in the English language at their schools and will probably notice that it is not the worst teaching method; however, it only allows them to acquire some of the knowledge they deserve. Nonetheless, even though this is simply a thought, it is important to determine if it happens.

Therefore, during the teaching practicum done during the I quarter of 2022, it was evident that elementary students have difficulties learning English as a second language with the programs some institutions apply with them. Because their main purpose is to have students graduate with a high level of spoken English; however, they only consider that only sometimes a student who can speak fluently can comprehend all that he or she hears. They consider they cannot comprehend everything the other person will express or ask them. That is why some people end up in high school saying they are not ready to have a job interview in English because they feel they need more time to feel ready for their listening abilities. Thus, they prefer to pay for private English courses in institutions focused on training people with this need.

In this case, the students of fourth grade in Santa Maria School lack comprehension while reading a text, but they can comprehend it or at least part of it by repeating the exercise. Nevertheless, something curious is that these same students have a bigger problem: comprehending instructions, explanations, or conversations by listening to them. It was unmotivating to observe students getting frustrated because even if the professor repeated the audio, the instruction, or the explanation more than three times, they could not understand what was being said.

As a consequence of these observations during the practicum process, it has been decided to help these teachers with instruments that can work as a tool to teach their students how to comprehend the information received orally. It is convenient to help these students improve their listening skill because it prevents or begin to eradicate the problem that most high school students have to face when they become getting ready to look for a job, which is the deficiency or, in some cases, the absence of the ability to hold a conversation with a native English speaker just because the listening skill training was poor

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compared to the one giving to the reading, writing and speaking parts. Also, it motivates these children to keep going and try new opportunities to get knowledge through different methods they have not experienced. By doing this investigation, all the students' needs regarding their listening comprehension will be covered. Also, using series to help them enlarge their listening comprehension capability may motivate them to try their best to learn and understand what is being taught. Besides the main benefits to the students, the institution will benefit by learning new techniques that can be applied to all students or only to students requiring extra help. By the end of this investigation, the expected result is that students in fourth grade at Santa Maria School have improved their listening comprehension levels. As a result, students are getting ready to converse with native speakers or high English-level people.

Also, a contemplated benefit these students receive is the ability to communicate. When a person easily comprehends what someone else is trying to express, this person feels more confident to contribute to the conversation with more ideas or points of view. All this can be achieved by applying techniques and activities that help students get the confidence to express themselves. A technique proposed in this project is using animated series to help students develop their listening comprehension skills. It is well known that students enjoy watching movies or animated series. Therefore, using them as a way for students can get support to learn or comprehend the language can motivate them to continue trying to achieve their goals.

This methodology will be applied during English lessons. Students will periodically watch fragments of the series "Adventure Time" about specific content. They will have different activities depending on the objective covered during that lesson. For example, vocabulary tools: students watch the series and identify the different words about tools

mentioned during the watched chapter. Different activities will be done that are part of the instrument's evaluation, so it can be determined if the methodology applied is ideal.

1.4 Antecedents

According to Science and Technology News (2014), Archaeological evidence suggests that spoken or sign language is a relatively recent phenomenon that emerged after our divergence with Neanderthals. Gathered data show that the life of early Homo sapiens was replete with external symbolic representations.

Independently where it came from or if the first living thing which interacted with language was a primate, it is important to comprehend that nowadays, language allows people to communicate and express their thoughts, needs, opinions, emotions, and ideas through many ways, not only speaking. All these make language essential in people's lives. It covers everything, allowing everyone to communicate as they want or can.

It is well known that when someone starts saying some words in the early years, that person develops speaking skills, and as long as the person produces more words, this speaking part is handled perfectly. However, the first interaction with a baby's language skills is when he or she recognizes the mother's voice, a song played to sleep, or the environment sounds listening comprehension. Because even though the baby does not know how to speak clearly can comprehend that the person who is talking to her o him is the mother or that the heard sound is the song played to sleep. All these stimuli induce the listening skill to be developed. However, it does not happen the same with non-native English speakers.

Talking about Costa Rica, most people in this country have not been able to learn this language since they are babies. Most of them learn Spanish as their native language and have the chance to learn English while they are in the growing up process, but what is more common is that people begin studying English when they are adults because it has become a must in their professional lives. Taking into consideration the fact that learning English only during school or high school period, it causes what motivated this investigation; difficulties in language skills, mainly in listening comprehension afterward school and high school ages to even adults.

Due to the evident listening comprehension problems that students show in Costa Rican institutions, it is crucial to understand the importance of listening comprehension in English Language Teaching in different institutions worldwide, either public or private. As (2021) says, we can only develop our speaking ability by developing our listening skills.

As previously mentioned, listening comprehension is the first ability a person can develop when the communication process begins. That is why it can be considered the main language skill when learning English as a second language. The reason why people cannot develop the speaking ability before listening is that the first interaction a person receives with the communication language is the environment sounds and the specific noises that the person begins listening to from early age, becoming these sounds part of the listening factors that are part of the communication process a person needs to go through.

It is very important to comprehend that listening comprehension skill carries a big responsibility. Factors like gestures and body language are also part of this skill because they work as a complement by helping the student have a better comprehension of what is heard. Also, using different tools or strategies when a person is learning English is worthwhile for those students because they contribute through their application to increase

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their listening comprehension levels in them. After analyzing this investigation, we can conclude that even the listening comprehension skill is the one native speakers develop first. For learners of English as a second language, it does not apply the same, causing them all these learning difficulties.

Besides prioritizing the importance of applying listening comprehension strategies, it is relevant to consider the effects these listening comprehension techniques produce in English as a Second Language learners.

When professors teach their students through listening comprehension exercises, their main purpose is to have these learners get the right answers after playing that audio or conversation about three times. They even write the responses on the board to ensure they have them correctly. However, the professors need to ask themselves if those students comprehend or not what the played audio tried to transmit to them if they at least caught the idea of it, or even if most of the conversation needed to be clarified to them. That is why when people are grown up and need to face real life outside of school or high school notice that they are not ready yet to keep a conversation in English and ask themselves, what happened with all those who spent years studying and learning English if at the end when they needed to put on practice all that knowledge did not show up on any result. All these discoveries trigger a series of emotions in people that discourage them. A person who thought to be ready in all his/her language skills but notices his listening comprehension part is not well developed can consider that all that time studying English was wasted, but what this person would not know is that probably was not that he or she did not learn, that it was maybe the strategy used by the teachers at that moment the one that did not give any result.

The professors who teach English as a second language have a hard task because they do not only have to focus on teaching how to speak, they must make sure their students are capable of keeping a fluent conversation, being able to express as well as receive the information and comprehend it.

It was important to be mindful of what (Hong 2018) in his investigation made in a school located in Malaysia, he said: "The second language acquisition process may not follow the same sequence of development as the first language acquisition process" his purpose was to show the effects of listening comprehension in English as Second Language learners. He shows that how a person learns the native language differs from the process a person learning a second or foreign language must follow. It is because, as it was previously mentioned in this document, native speakers of a language comprehend it since they are babies and grow up surrounded by the language in their families and environment; however, a person who is learning a foreign language needs to pull apart the native one and begin to adopt the new rules and strategies of that specific language, in this case, English. Learning a second language requires teamwork between the student and the teacher; the learner has to be engaged with the process and be aware that sometimes things cannot result as planned, and the teacher needs to take into account that this student is in a process, so maybe in a specific case an extra help will be needed. The teacher cannot assume the student has comprehended the instruction or the exercise if he agrees or completes the information required, the teacher in order to make sure the student is meeting the objective of developing a good listening comprehension process, musts test with different techniques that inquire the student analyze more exercises or that change the routine to confirm if the strategies are showing up results or not. After analyzing this investigation, it can be concluded that listening comprehension skill needs to be developed so that the student not

only comprehends but can also practice the learned strategies in real life when needed. Also, professors might include new techniques to work on this skill with their students in their plans.

After knowing how the listening comprehension skill is developed internationally, it is important to analyze how it is being worked in Costa Rican education, if the students are receiving the correct induction and if the professors are conscious of working the listening comprehension skill as it should be.

In Costa Rica, learning foreign languages is very important for the government institutions like Ministerio de Educación Pública, which is the entity in charge of education in this country. The reason they are interested in students learning a second or third language is that since the end of the 20th century and the beginning of the 21st century, when Costa Rica began its international commercial relationship with Asian, European, and American countries like the United States they opened the opportunities to these countries to install their companies and projects in Costa Rica; therefore, to offer new opportunities to citizenship both within the country and abroad by giving new jobs to people that meet the company's requirements. That is why public institutions like MEP are interested in students learning a second language, mainly English. Based on information taken from the MEP's website, in 2018, 91,2% of Elementary schools were covered with an English program to teach their students, meaning that if all those programs are completely competent to the requirements of a learner of English as a second language needs to meet, the students will be able to perfectly speak and comprehend English by the end of their high school process. However, reality shows something different; many students express after graduating from high school that they do not feel completely satisfied with the English teaching program they received during all the 14 or 15 years of their scholarship formation.

Unfortunately, the same happens in some private institutions because most of them work under the MEP's direction giving the students a poor English program too. However, the part that is being more affected by these students is their listening comprehension. These programs that are being taught need to have old version strategies to teach students how to develop their listening skills. Entities must comprehend that as the years go on, generations change, and year by year, the type of students those teachers receive in their classrooms are different, with a different capacity of analysis that requires new methodologies; what probably worked with a generation of students years ago may not work with a new era of students nowadays.

The fault may be not only the programs these entities offer their students. It could also be as (Moya, 2010) said, "some teachers and researchers considered that listening was a skill that the students will develop by themselves" as it was mentioned before in previous analysis, some teachers think that their students will learn English as they did with their native language, but, they do not take into account that there are some agents interrupt this to happen as the environment the student deals with daily. Motivation is also a factor that often affects students, preventing them from learning. Suppose the native language is compared to a foreign one. In that case, it is clear that when a kid is learning to speak, he or she does not need motivation because it is something normal or natural in the daily routine; however, to impose someone to learn a new language that probably does not even like definitely interrupts any process of motivation. Suppose the professor needs help finding a way to increase that motivation. In that case, it becomes more difficult for the student to learn English, therefore, develop good listening comprehension skills because does not care about it. It will be more difficult even for the teacher because will need to find not only one but many ideas or techniques to apply with that student or students and try one by one until

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finding the one that catches their attention. In order to do this, the professor will need to begin an arduous labor with much patience to meet the objective. However, the teacher must be careful when teaching the students how to listen to instructions or conversations because the learners may express that they heard what was said. However, after asking questions, the professor noticed that they did not comprehend it, even if they said they heard the dialogue. So, the techniques can be more than just listening. The professor needs to make sure they will contribute for students to understand what is being said completely.

By doing this, the professor can ensure that the students will feel confident when they are facing an exercise during lessons or when they listen to some native speakers having a conversation when a student does not comprehend what is being said even if it has not been said directly to him or her, this student tends to get frustrated and enter in a negativity position thinking that will not be able to comprehend or if something is being asked, will consider that will not be able to answer it either, even though the question is a simple one if the student is blocked thinking that it is difficult or impossible to answer it will be more complicated for the professor change his/her mindset. The professor needs to comprehend that the teacher is the one with authority to offer a comfortable and nice environment for the learners. If the students feel secure that even if they do not understand or make a mistake, they can continue trying, it will help them develop good listening comprehension skills without much effort; however, if the environment becomes heavy for that student, she or he would hardly try to do the best. What can be concluded from this investigation made by Luis at bilingual la Sabana is that part of the listening comprehension skill problem that students are facing can be solved with the teachers' intervention. It is in teachers' hands to provide them with a good environment and appropriate tools to enhance that skill.

On the other hand, we can find Ernesto's research developed at Jose Joaquín Vargas Calvo High School (2018), who has found that music can help students develop good listening comprehension skills; in his investigation, he said: "When a teacher starts the class with a song, students seem to be focused on the music, but as soon as the song continues the teacher needs to call their attention and ask for silence several times." Considering this situation, we can determine that it happens in most English lessons when listening comprehension is part of the class's educational process. This refers to what has been previously mentioned; since students do not understand the content of that audio or song, they block their minds and ignore what is happening just because they probably do not like it or are not motivated to make an effort to understand it in order to complete the task. Also, if the exercise does not have a background that helped students familiarize themselves with the topic, it will not generate interest, so they will not make an effort to work on it. When students are working on this type of task, they need to have an idea of what is going to happen, on that way, it can probably increase their interest in learning and participating in the activity.

Nowadays, students like to listen to music or watch movies or series that talk about real-life situations. Taking advantage of this helps to catch the students' attention when teaching a listening comprehension class. Talking about the motivation mentioned in this document, students need to find the task being imposed to them. If it draws their attention, it will help the teacher develop the lesson with a better facility than if the topic or methodology is uninteresting to the students. It is important to remember that most children and adolescents their age do not consider how important studying is for their futures, so a teacher cannot pretend to have students who care about whether they are learning. What a

teacher needs to do in these cases is to use the students' likes as allies to draw their attention and obtain the wished results.

Another important fact that teachers need to take into consideration is that the sources being used are the most appropriate for them to achieve that purpose because even if the song, movie, or series is their favorite one, it can have inappropriate content or lack of relevant information that at the end will help students to feel motivated because are getting what they like, but our goal is not being accomplished, and we as teachers cannot forget that all this process needs to be in a balance; students need to enjoy it while they are learning, which is our objective. Some important facts or using these types of listening comprehension resources is that their listening skill will be developed, and their pronunciation will also be enhanced. Due to the use of their audio in the original language, students learn the correct way of articulating and pronouncing the words, which sometimes can become difficult for them or even for us as teachers. Also, their knowledge of vocabulary is affected positively. It is well known that all languages have their idioms and expressions, and students having the opportunity to learn these expressions or idioms that can be applied when speaking is another good point of using this kind of source when teaching listening comprehension. It is always recommended to teachers to insist that students speak between them in English. It is common for these students to need help comprehending English when someone tries to create a conversation and try to avoid the chance to practice their knowledge. In this case, teachers should start motivating students also to use their English while speaking with their classmates, which is another way to enhance their listening comprehension skills.

Something else that Quirós, 2018 recommends to professors is to increase opportunities for students to participate in the class, motivate the interaction with a higher

participation level and give clear and concise instructions; this last recommendation helps the students to comprehend better the ideas which the same time enhances the motivation because if they can understand once, they believe they can do it again, and will not have any fear trying it again with a new instruction or question. After analyzing this investigation, we can conclude that as long as teachers use the right and appropriate techniques with their students, they can improve their listening comprehension skills little by little.

1.5 Scope

Once finished, this investigation aims to show the population around the English teaching area that using different methods to learn English than the original and common ones can be possible. They are allowing new methodologies that can offer better and more accepted participation and interest from English learners. Also, if a teacher has new options to apply with his or her students, the activities can vary during the class, helping this to increase the chance of improving students' motivation and desire to learn.

The need to look for new listening comprehension activities that can be applied to students comes out since it is evident that most students from different schools face a hard reality about their learning process regarding English as a second language. Besides, the skills of writing, speaking, and reading are being exploded, so they are developing better bases to speak, read and write. The main problem in these groups of students is that their listening comprehension skill needs to be better developed due to some institutions' main objective being to have students able to speak as much as they

can also read and write it easily. However, curiously they forget the most important skill that a person learning a second language can develop: listening.

That is why it has been decided to apply this investigation because the main goal is to prove to teachers from those institutions that they have better and new tools to be applied with their students and help them to teach how to develop higher listening skills. Also, to show students that learning how to comprehend English when listening to it can also be possible at the same time, they enjoy what they are doing. The following can be found as a list of goals expected to achieve when this investigation ends.

1. Students of fourth grade from Santa María School can develop better and more efficient listening comprehension skills when facing exercises of this type or having a conversation in English with a native speaker in real life.
2. This group of students was chosen because this school ends its elementary period in fifth grade, then the sixth grade is considered high school. Nevertheless, it was chosen fourth grade instead of fifth grade because fifth grade is considered the year to review all that has been learned during the previous ones. Therefore, if teachers and the school want students ready to go to high school, they must acquire all that knowledge during the first years. Therefore, applying this methodology during fourth grade is essential because, in fifth grade, they review what was done or strengthen any weaknesses in language learning. So, the idea of having students ready to face a new journey once they turn to high school came once the practicum period was developed with these groups.

3. This investigation and appliance of tools to develop with these students will be done during the III quarter of 2022. So, approximately by December, the results of this investigation will be shown to readers.
4. This institution is a private school located in Aserrí, San José, which is a school located in a semi-rural place.
5. This school and its problems were chosen for two specific reasons; one, what was already explained, its students are into a hard problem learning English through listening comprehension. As a result, students with different English levels in the same classroom make it more challenging for teachers. Two, even if it is in San Jose, this is a place close to some rural areas that sometimes need better conditions or opportunities to teach their students better English. So, parents from these places decide to look for better options and get the one offered by this school.

Chapter II

Theoretical Framework

The objective of this investigation is to help the reader comprehend the importance of well-developed listening comprehension in students from fourth grade. The investigation starts by analyzing the main purpose of comprehending the English language through listening, why it is relevant during this process, and the obstacles some students may face with this specific skill while learning English. Then, there can be found some benefits of developing good listening skills. Also, the reader will find in this research the importance of teachers creating a good relationship with their students to help them go through the learning process. Furthermore, this investigation paper included the advantages of applying technology tools such as music, movies, or television programs in the teaching curriculum with fourth-grade students. Finally, the reader and teachers will be given ideas to assess whether students have improved their listening comprehension skills through the investigated tool in this research.

2.1 Literature Review

This section of the investigation is the one that shows the reader the theories on which this research project has been based. It will also be relevant to help the writer achieve the desired results by helping students improve their listening comprehension through watching and listening to dialogues in English in animated series.

2.1.1 Listening Comprehension (Definition)

When talking about language skills for learners of English as a Second language, it is well known that the most common ones are; speaking, reading, writing, and listening. It is more usual to know about teachers that prefer or focus more on the speaking skill instead of the other three that are as important as the chosen one. However, something only some knows or consider when teaching is how important the listening comprehension skill is. That is why in this document, the definition and importance of the listening comprehension skill will be developed to provide the readers with an extended vision of the need to have the listening part as a priority when teaching English as a Second Language. First, what is listening comprehension? As previously mentioned, ESL teachers are familiar with the concepts of language skills. Language skills are the ones that facilitate the learning process in students due to they are constantly put into practice through the activities teachers apply to them. For this reason, students can read and write properly in English and speak it.

Professors train their students to make dialogues, write essays or short paragraphs, extract main ideas from readings about topics of interest, and sometimes comprehend conversations by listening to them. This skill is called listening comprehension. It is the one that helps people to understand what others are saying in the target language, allowing them to feel comfortable when speaking. In this case, when talking in English, they comprehend the message. The author Hinkel (2018) considers listening comprehension as a language skill that is the main source of acquiring a language. As in the case of a baby that is in the process of learning the native language and has to first deal with it by listening to phonemes, intonation, vocabulary, and more to recognize that language and start producing it with her own words, a student who is learning English needs to first train his or her

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through listening short words, sentences and conversations of any type to start getting familiar with the language and help the hearing part to relate these phonemes to then, produce them with own words or sentences. Once the student has listened enough to the English language, he or she will be ready to start comprehending what is being said from a conversation between two people or that someone else is making directly to him or her.

Developing good listening skills is important to students because it allows them to feel more familiar with the language and start recognizing it as something that can be useful to comprehend; therefore, to be able to communicate. So. That is why listening comprehension is considered a major skill in learning a language. For this reason, the writer (Rivers) 2018 says that speaking is not communication unless the listeners understand what is being said. So, once more, it is confirmed that to have assertive communication between people, they must be able to comprehend each other. The main way to do it is by listening and understanding what is being said. It is common sometimes to see people who travel from one country to another need help regarding language. It occurs probably because they have yet to be familiar with it, and the first interactions with that language are just when they need to use it. The same happens with people learning English as a Second Language. When they first interact with the language, fears arise because everything is unknown and difficult to comprehend. They feel lost. However, suppose the teachers of these learners start helping them get familiar with the language through listening by showing them some vocabulary, identifying sounds, the correct pronunciation, and more. In that case, these students can feel pleasant and open-minded about acquiring knowledge by listening to it instead of only reading it. Listening does not only help the listener to hear and comprehend a message but also provides the opportunity to listen to the tone of voice people use to

express their emotions. Listening to these emotions when a person speaks will make a more peaceful process for the learner to comprehend what the speaker feels and is trying to communicate through that message. So, even if the listener does not completely understand the idea, she or he will at least know how to react according to the other person's emotions.

2.1.2 Students' Needs.

When talking about any student, it is well known that when students are learning independently what is being learned, they have different needs. Each student is different, and each has a different learning rhythm. Also, they have different ways of acquiring knowledge. Some of them may need to learn from observing things, others from reading or even from doing things with their hands instead of writing, as there could also be students capable of obtaining all that knowledge by listening to it and keeping it in mind. This occurs in any subject or situation because students and people generally obtain the information differently. As in subjects like Mathematics or Spanish, there are students of similar ages but different needs. Their teachers must apply different methods to cover these needs; the same occurs with students learning English. Even it can be considered that since this is a Second Language study, they will demand more help from their teachers than a student that even is learning new things is doing it in the same native language, which will automatically make it more pleasant than learning something new in an unknown language that maybe does not even like.

A teacher must consider specific situations that some students may present in their personal life, such as autism, down syndrome, Asperger, or any learning or cognitive situation that interrupts the learning process. However, a good teacher does not only observe the obvious needs. A teacher who cares about his or her students must also

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carefully analyze the rest of the students' demands. Because only sometimes can these requirements be easily detected. A teacher that receives the group for the first time must take the chance to sit and observe each of them by applying short tests, playing some games, etc., before starting the class itself. In that way, the students will not feel like being observed so they can perform their activities as normally as always. It can help the teacher detect any red flag that informs about something to consider when developing a lesson, investigate more about those needs or use a different teaching method. All this observation process helps the teacher prepare when planning the lesson for any eventuality, mainly when working with listening comprehension exercises. Also, the teacher needs to be prepared to face possible situations like a student with no special needs cannot do the same as the rest of the classmates. It is normal because, as mentioned before, each student has a different rhythm and way of learning. For this reason, M. Rivers (2018) gives some ideas of how a teacher can investigate students to know more about them and their opinion about learning English. Some of the tips that she provides are:

First, who are they? Taking the time to investigate each student's life, where they come from, their likes regarding favorite hobbies, an amazing fact to know about the family and the environment in which the student lives, and last but extremely important, their religion, it is really necessary to handle information about students' religion, teachers must know if it is different from the most of their classmates or if it is completely similar to the ones the teacher and rest of student know, so, in case of teacher need to take some actions about it to make sure it is something allowed in the student's beliefs.

Second, what is their attitude toward learning this new language? Observe how the students seem to feel about learning English. Do they look motivated? Do they show

interest in acquiring the knowledge? How do they react when the English teacher arrives in the classroom or when it is time to change from a different subject to English? Do they say rejecting words or show a neutral feeling about it? What are their comments when the teacher starts speaking in English? Do they make bad faces like they are lost or disappointed?

Third, what are their expectations from the study of this particular language? Ask the students what they expect to obtain regarding knowledge about the language during and after studying it.? Also, if there is something they consider can be changed or substituted in order to supply them with all the instruments and tools while studying English to gain better and updated proficiency. Additionally, the teacher can go the extra mile and ask the students if they consider or expect to finish the course being able to communicate to others better than how they did before beginning that process.

Fourth, how do they prefer to learn the language orally or through written material? This is a relative question that cannot be omitted due to this will be the main method investigated in this document, and it is necessary to know their reactions to it, so the teacher can be prepared for what will probably happen when applying this tool in case the students do not feel completely comfortable. Make sure the students give their opinions about how they like to receive the contents and if they prefer writing, reading, or putting into practice the handled knowledge. Furthermore, in this research about the students' opinions, it is important to include how they feel about learning English by listening.

By following these recommendations of investigating the students' needs, any professor can be prepared to develop his job by making sure that he is taking into consideration not only their academic needs but also their opinions and feelings, which is

something that cannot be forgotten if teachers are interested in giving them the right education.

On the other hand, something related to comprehending the students' needs is creating a good relationship between teacher and students. It helps to get closer to them and identify any other requirement the student may have had that was not detected initially or something new that has occurred in the student's life that can affect his or her performance when participating in the English learning process. In her book *I'm Listening*, the writer (Pandolfo, 2020) says that the relationship a teacher can have with the students is fundamental for their learning process because when a teacher knows and comprehends students' lives, these students can get a higher engagement about learning that language. Thinking from the student's perspective, it is not the same to have a teacher who only comes to the class and starts explaining the day's activities and does not take into consideration the student's needs or likes or even does not pay attention to students who come to tell something personal that is occurring; then a teacher who from his entrance greets everyone and takes the time to have a short conversation with the students showing interest on their stories and concerns. A person who is heard and comprehended by anyone feels more confident with that person and prefers sharing time with him or her than sharing it with someone who does not care about his or her life. The same happens with students, mainly from the II cycle of Elementary School and High-School. They prefer having classes with a teacher who gives them time to enjoy the class by talking and sharing their experiences than one focused only on imparting the lesson. A teacher who allows his or her students to share their life experiences and allows them to know more about his or her personal life (with measurement) can guarantee that will have students interested in the

class. So, it will be a fact in his or her favor. Beth Pandolfo (2020) also states that if a teacher has a strong relationship with the students, it allows for honest feedback or explaining things that can be hard to hear or comprehend. This occurs because the student will not feel attacked by the teacher who only wants to emphasize the mistakes. Instead, the student will feel confident to express himself or herself and explain if something external has occurred that affected the results or will feel the security to ask for advice to make better decisions next time.

For this reason, having a good relationship with the students is not only worthwhile for class development. It is completely helpful for both sides. First, the students are obtaining a new "friend" in school; if it is deeply analyzed, maybe some of them do not have one either in or out of it. They feel the desire to attend the lessons and perform the activities proposed by the teacher even if these are not the most favorite ones, but they do it because the students feel engaged in the class, as it was mentioned before; the students will also feel the subject as one that they can use to unburden from others that are more academicians. Because something curious is that the English classes are normally labeled as the ones in which students have more fun due to their singing, acting, and dancing. So, if students have a good relationship with the teacher and receive a lesson planned differently from others, it will be an extra point for the class development. Second, the teachers will benefit because even though they probably do not need a friend or someone who comprehends their personal lives, they need students who comprehend their teaching methods. So, suppose a teacher has a good relationship with the students and, for example. In that case, there is a day in which the class has to become more academic, or for any specific reason, they need to focus more on other things that require a higher focal point.

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The teacher will guarantee that the students will not refute it because they comprehend the situation and are conscious that they might work on something different. Another benefit a teacher gets by having a good relationship with the students is that he or she can plan for the class series of activities that will probably be performed without any problem. Because when the students are in a pleasant class environment, their behaviors change for good and allow the teacher to develop the chosen activities according to the group's needs.

Another important aspect that can be considered about the student's needs is motivation. It is well known that most students need to be more engaged with their studies independently of the subject. Most of the time, students do not care about it or do not like to study, even less if it is something they do not understand, as is in the case of learning English. Of course, most Costa Rican students have Spanish as their native language, and only a few grow up learning a new one, mostly English. Therefore, their motivation towards learning this new language can vary by student. There is the case of students that, since their early ages of study, like to learn new things. One of those is the easy way of learning a new language, specifically English. The teachers are fine developing a class with them because they do not show disgust when it is time to receive their English lessons. If a student has this advantage, it could be easier to work with him or her. However, unfortunately, this is only the case for some students. It is more common to see students who dislike English than those who do like it. Thus, the teacher plays an important role in the student's life. Besides considering all the students' needs regarding academic accommodations or specific personal situations, the teacher must think about doing activities or finding options to improve the motivation of those students who do not feel completely comfortable, happy, or simply motivated to learn English. A motivated student

helps the teacher apply the planned activities without any problem because the student expects what is next and is open-minded to follow the instructions. A teacher can motivate students by using topics of their interest. In the case of Elementary School students, the teacher can use their favorite movie characters, recognize in front of the class when she or he completes the assessment without any inconvenience, and any other tool that can be used to help the students feel more involved with the language and the classes; by doing this, students will increase their motivation levels.

2.1.3 Strategies

When teaching students to develop their listening comprehension skills, teachers need to apply different strategies that help them support their activities with each student. Teachers cannot just apply a strategy during the class because it is interesting and looks attractive to him or them. Teachers must take the time to analyze the students' needs that must have been previously detected and, based on that information, start looking for options that can work as their strategies; this selection process needs to be done prior going to teaching the lesson, the teacher must be sure that the chosen strategy is the appropriate to the kind of students, number, age, and needs. By doing this, the professor will guarantee himself or herself that the time invested in applying that activity will be profitable for all students, not only those with a specific situation or need. Because the teacher must remember that besides considering some students' needs, they must think about the rest of the students and analyze if it will be helpful for them. The book *Listen Wise: Teach Students to Be Better Listeners* by writer Brady-Myerov (2021) explains that some teachers may consider their students are achieving the process of listening and comprehending. However, it cannot be verified if students understand the ideas of what they listen to, and it

cannot be diagnosed to determine if there is any deficiency as it can be done with the reading skill. However, she also provides some ways that make all this possible due to the similarities between reading and listening. So, it allows allowing teachers to make sure now if their students are acquiring the desired knowledge or not. The proposed strategies that have been used over the years by English teachers are:

2.1.3.1 Recognizing Literal Meaning

Ask questions about important facts and detailed information in the audio or story. Making questions orally or writing about what the student has comprehended from the story is an excellent way to ensure the student understands its content. It is important to use this strategy often but include different and unknown stories, so the students need to make an extra effort to focus and get the required information. Because students are smart and some of them prefer to do is strive more only during the moment for the activity, but if the exercise is repeated with the same or similar audio, their hearing sense will get used to it. In terms of a couple of exercises, they will have already memorized them. That is why that as many questions are made, the most effort students have to make to remember what was said in the story and their listening skills will be improved without them being aware of it. This strategy can be divided into two specific parts. One, answer questions about specific information about the story that may not be obvious, so the student must pay careful attention to comprehend what was said. Two, ask the students to summarize what was heard from the story. So, the student will need to, again, pay careful attention to understand what was exactly said and be able to retell it in their own words.

2.1.3.2 Understanding Vocabulary

Ask questions to the students about the meaning of words that are included in the text. Normally, texts are words that can be easily understood by context. However, some others are more complicated to comprehend. In grammar, there is something called true and false cognates that can confuse students when getting the meaning of words by listening to them. Sometimes, students can say they have understood the meaning of the words because their spelling, pronunciation, and meaning are the same as in Spanish; the problem is that part of those words are false cognates, which means that they can be spelled and also pronounced similar just by coincidence, but their meaning is different. Therefore, teachers must ensure that the students comprehend the meaning of the words they have heard. This will not only help the teachers identify those cases in which the students misunderstood the meaning of the word but also will provide the learners the opportunity to identify when to use each word in a conversation. In that way, their memory has been trained with that new word, and when they listen to it again, it will be easier to recognize. Therefore, the vocabulary understanding part will increase little by little. Another important reason why it is relevant that students comprehend the vocabulary from a text is that by listening to these words, they will also listen to their correct pronunciation, which helps them to improve two skills, listening and speaking. Due to the correct pronunciation, they feel more comfortable when speaking because they can comprehend easier than in previous exercises or conversations.

2.1.3.3 Making Inferences

Ask the students to make inferences about the audio story. As mentioned, students can try to get the meaning of the vocabulary from the context. That is an inference.

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However, in this case, it is more than just getting the meaning of the words. An inference can be made to get the idea of the audio story or to guess the possible ending of it.

Nevertheless, everything must be done from the comprehension of the story that has been heard. Making inferences from the stories helps students feel more confident when having a conversation or simply a listening comprehension exercise in class because it will not be necessary to understand the whole story to know what it talks about or what the end would be. Also, it is important to know the meaning of some words that can help the students understand the meaning of the sentences from their context.

Another listening comprehension strategy that is not included in these recommendations but that is helpful for students is the Imagery Strategy, which Giles, Hayes describe, and Grant (1993) as a powerful tool for students who have not developed a vocabulary for describing the events of what they hear from music, a conversation or an audio story. Activating the memory by creating images from what has been learned or, in this case, heard supports the strategy of making inferences because the students will be able to "see" in their minds what they comprehend from the story. It will be easier for them to get the complete or at least a partial idea of the whole story. All this occurs due to background sounds or the tone of voice people use when speaking, which can tell many things about the idea being said. It can be considered as another strategy that can be applied to help students develop better listening comprehension skills.

All these strategies are extremely helpful to students because each has a different technique for different students. There may be students who need to improve at getting the literal meaning of a story, but they are excellent students making inferences from what some words they hear and comprehend from stories. There can also be students who are

more familiarized with the strategy of understanding vocabulary because they have had the opportunity to be more in touch with English audio stories, movies, or even books that have developed ease to get the meaning of words and memorize them.

2.2 Technology in Education

Times change, and with the passing of years, the changes around society regarding technology are remarkable. Institutions have focused on getting new technological devices or interactive books that allow teachers and students to work with different activities to improve their knowledge of English learning. Technology utilized in the classroom is incredibly advantageous in supporting the learners to appreciate the lessons being taught, as Altinay (2020) states in her book. For this reason, taking advantage of the technology available in an institution can be helpful to use with the students, even knowing one of the positive aspects it induces. Also, as technology improves, the new generations of students change too. Now, it is more common to see children using electronic devices from an early age, which can also be another advantage of using this tool in class development due to students having a more constant interaction with technology. So it can be easier for them to adapt to these tools. Also, the writer exposes the benefit that students have using technology, which makes them stronger and more feasible in their tasks compared to the activities that others who do not have access to technology in school. This supports the idea that when technology is used to teach students of English as a Second Language, the learning process can become easier and even more interesting. As previously mentioned, motivation is extremely necessary when teaching this group of students.

2.2.1 Use of Multimedia.

Since technology is useful for teachers to teach English students, multimedia support this fundament. As multimedia technology becomes more accessible for teachers of English as a Second Language and those students, its potential as a tool to apply during listening comprehension skills is a completely practical option, as the writers of the Information Resources Management Association (2017) state in their book. Applying multimedia during the classes makes these more attractive for students and helps them better comprehend the class dynamic. One more reason why using multimedia in a lesson development is the one that the writers Goh & Vandergrift (2021) state in their book about using the appropriate visuals when teaching; they state that this multimedia usage activates the metacognitive knowledge and getting context ability in the students. They also advise choosing materials matching visual and aural inputs, especially for learners with a lower proficiency level. This is because the use of multimedia can be over-general. Suppose teachers apply its use without considering these specific cases in their learners, such as proficiency levels. In that case, its use can even become more confusing for them instead of helping them improve their listening skill, which is the real objective. Therefore, it can be said that the use of multimedia in the development of a lesson is an important tool to be explored; however, it needs to be applied specifically for the objective that has been set before by the teacher, and the appropriate type of multimedia instrument must be chosen according to this objective and students' needs, too. Some multimedia tools that can be applied with English as a Second Language learners to improve their listening comprehension skills, which will be detailed in this document, are; listening to music and watching movies, and the one is chosen for this investigation watching series.

2.2.1.1 Music

Music is something that people nowadays have access to by different means such as radio, streaming platforms, or directly from their cellphones. Music can be heard almost everywhere a person goes, and due to the different types of rhythms, music can be attractive or unpleasant for people. Sometimes, listening to a song can make a person feel identified with its lyrics and become easy to comprehend until the fact of memorizing and identifying it the moment he or she hears it at any place. Teachers have been using music to teach English for decades (Johnson & Goering, 2016). That is why using music in the classroom can be a clue to help students enhance their listening comprehension skills. When students are engaged in the classroom, improving their listening comprehension is enormously important for their learning. An amazing way to improve this engagement in listening skills is through music the aural art. (Fallin & Tower, 2021). Students normally have different likes of music; however, independently of their favorite musical genre, they mostly like to listen to it, which is the most important aspect of developing a listening comprehension class using music that students become willing to participate in even if they do not share their music likes. As part of teaching students how to develop better listening comprehension skills using music is to find a type of music, no matter what the genre is, what matters is that it is accurate to the student's needs and language comprehension level. It is not the same playing an English song to a student who speaks this language fluently and therefore comprehends it by listening very well; as playing it for a student that is just beginning the process of studying English or that may have some audial problems that prevent him or her listen completely as needed. That is why using music in the classroom to

help students develop better listening skills can be extremely helpful as long as the teacher considers all relevant aspects.

2.2.1.2 Films

Watching movies to relax one day after work or studying has become one leisure activity for young adults. Even more with the facilities that most movies can be found on the internet, paid television, and others. There are movies of different genres and likes. Also, there are biographies of famous people and documentaries filmed like movies that teach the audience relevant information about the world or a specific topic. The moving image is rapidly becoming the primary mode of communication in the world. (Herrero & Vanderschelden, 2019). They also mention that there is an increase in thinking that education needs to develop students' skills and ability to interpret images and communicate visually. Including movies in education can positively contribute to teachers helping their students learn English and make students capable of enhancing their communication by speaking or listening to it. Suppose teachers make movies part of their teaching lessons. In that case, it will also increase students' interest and their motivation because when a student watches a movie or a biography film, they do not feel they are working on a specific task during it, but what they do not comprehend is that while they are enjoying that movie, they are acquiring the knowledge the teacher desires. Their listening comprehension is stimulated because, as it is well known, movies are made in different countries and cultures, so they learn different accents, tones of voice, speed, and more. That is why when a person says that they have learned English on their own, it is because, in most cases, they do it by watching movies and have adopted the specific characteristics mentioned before. Also, it is important to know the students' feelings and thoughts about learning listening

comprehension through watching movies, on that way, teachers can comprehend their preferences and make a balance between what is needed to apply with students and what they would like to receive. In the book *Practicing English through movies: 2nd edition*, the author Juliane Garcia (2021) summarizes some students' points of view about learning English by watching movies, in which her student Thais Galho states that learning English through films is interesting in developing skills like listening and vocabulary because they are a good source of phrasal verbs, idioms, and expressions made by the real authors of them since the movies are filmed in their native languages. For these reasons, using movies in a classroom can be more helpful than a teacher can imagine but also using the appropriate ones according to the student's needs and the lesson objectives.

2.2.1.3 series

As in the case of movies and music, series has become a nice option for people to enjoy in their free time. It is important to consider that the use of series in teaching English as a Second Language has taken place during the last years (Thaler, 2017), which helps teachers innovate in their classes using multimedia tools. The writer also describes in his book that some of the reasons why they are helpful to teach students are because of language acquisition, intercultural learning, motivation, and entertainment. Teachers can take advantage of these benefits and use the series as a bridge to connect entertainment and language learning to help students get what they like and enjoy while obtaining all the desired language. That is why using these short films can be an excellent tool for teachers to apply in their classroom as a supporting method for their lessons.

2.3 Animated Series Origin

Cartoons are the favorites for children of all ages. For most of them, watching cartoons on the television is their prize after finishing a long scholar shift. There are lots of cartoons they like to watch, from the ones that talk about special missions to the ones that teach them vocabulary. Animated series or cartoons are available for children of all ages; there can even be cartoons for newborn babies who do not speak or identify sounds very well yet, as there are also cartoons for adults that talk about real-life situations in these animated series.

People may think that cartoons appeared on television many years ago and almost came up with the first TV programs. However, for this investigation, it is relevant to know that the story of cartoons in television began back in the forties when this limited animation was first aired in Los Angeles, California, on August 1, 1949. The name of this cartoon was "Crusader Rabbit." It was a cartoon made of around 195 episodes focused on friendship because it was based on the friendship that a rabbit had with a tiger (Dessem, 2016). This cartoon launch opened doors to new generations of cartoons allowing children to grow up watching any animated series on television. Nowadays, there are lots of cartoons for all ages and likes. The public can watch them not only on television because, little by little, streaming platforms have also become part of people's lives. Children can have access to at any time and to most of the actual animated series; without the need to wait an entire day for a specific time in order to watch the cartoon on the television as it was years ago. Currently, in the streaming apps, many more cartoons or animated series options for children and more ways to watch them even if they are not at home since all streaming apps are available for smart devices such as smartphones or tablets.

2.3.1 Advantages of Animated Series

As mentioned in the previous comments, multimedia tools such as music and movies have provided teachers and students with excellent positive results. The same occurs with the use of short films or animated series. An advantage of the short-animated film is the potential to show the spectators challenging topics like death, pain, and sorrow through the animated characters' experience, which helps create a special atmosphere (Thaler, 2017). This demonstrates that the animated series can greatly impact students when learning with this method. It will connect to their thoughts and even their own experiences and help teachers get a better focusing period from their students. The writer also includes in his book more advantages that he proved the use of animated series/films provide to students and teachers when they are used as a teaching tool. They can be accessed easily, due to their short length, they can be seen several times, no real people helping this for approaching emotions, clear narrative structures, and similar films can be combined if they are about the same topic. Therefore, it is evident that using animated series to teach English and enhance students' listening comprehension is an excellent option for teachers concerned about the student's improvement and wants to help them achieve better results. However, teaching using the adequate series based on the students' needs and ages is also important. For this reason, the writer also provides tips for choosing the correct series, like the length of the film, the adequacy of topics (the series' topic must be accurate to what is expected to learn by students), and the language level. Following all this advice and considering the advantages they provide to both parties, it is worth opening the doors to a new teaching instrument.

2.3.2 Teaching Using Series

Even though it has been mentioned that teaching using series is an excellent option to help students in their language learning process, it is relevant to be informed about how or techniques teachers can apply in the class to use this method. However, while the appliance of series is in the class, teachers must remember the main purpose of it besides helping with language acquisition. Teachers must keep in mind when planning their classes that most of them might be focused on listening enhancement through television animated series. Extensive listening is supported by television shows or series, especially the ones that are related to things about daily life. Newton, I.S.P. Nation (2020). That is why teaching complete series to help students with listening comprehension skills will be covered with some recommendations provided by experts who have already had the opportunity to apply them. By following these recommendations and considering that the animated series's topic and emphasis can be related to daily life, teachers can take advantage of it and use topics of interest for them and guarantee their participation in the process. In the book, *New DREAM (Developing Real English through Actual Movies) Student Activity*, the author Tuncay (2018) gives tips for using movies in the classroom that are also helpful and can be applied with the use of series in lesson development. As part of the tips, teachers can find; 1. predict the content: Students can try to guess what the episode will be about based on its name. 2. Every picture tells a story: Explain to the students that every sign, advertisement, building, etc., may refer to something specific about the story so that paying attention to those tiny details can help them get the context of the episode's story. 3. Running commentary: Students will do it in pairs, and by taking turns, they will close their eyes, and the other will describe what is occurring in the scene

so the one listening can imagine it. Freeze scene: The scenes of the animated series can be paused to motivate students to guess what will happen. Applying all these exercises can help them activate their language skills, mainly to practice their listening comprehension when receiving instruction in this language. By listening to the dialogues, they can hear the correct pronunciation of words and acquire new vocabulary.

2.4 Techniques

Throughout this document, methodologies have been found that help teachers and students in the language teaching and learning process and how to apply those techniques in the classroom to have accurate results. Nonetheless, teachers may have the opportunity to confirm all the tools applied to enhance students' knowledge. In this specific case, listening comprehension has been improved. It is necessary to make tests of it and guarantee all the effort has worked or if there must be some adjustments to do before continuing with new objectives.

2.4.1 Listening Comprehension Tests

Making a listening comprehension test is an excellent way to prove if a student has enhanced the listening skill. Nevertheless, it is important to consider that when making these types of tests, they must be supported by other skills. That is why here can be found some activities that a teacher can apply in the class to help the students improve this skill with different activities than the ones they may be used to. One teacher must consider that listening comprehension skill has been isolated since some years ago, causing this that the assessments always include reading, writing, or speaking skill activities as complements. However, avoiding them being the focus of the assessment, they are tried to be used only as

supporting tests. (Tzagari & Banerjee, 2016). That is why, even if the skill tried to be assessed is listening, the activities must include writing, speaking, or reading tasks.

However, the idea is to make a balance, and for that reason, some good ideas can be found that combine these skills.

2.4.1.1 Gap Filling

This method can be used after listening to an audio book or story in which the students must remember what was said during the conversation or story. Gap filling activity is to fill in the blank spaces of the sentences or paragraphs using the appropriate words according to the grammar English rules (Archarya, 2022) and what was heard from the audio played by the teacher. Students receive an extra page that includes the text of that audio, and once the teacher gives the instruction, they must complete it based on what they heard. This activity can be done either when the audio is playing or after it has stopped.

2.4.1.2 Memory Games (Vocabulary)

As mentioned previously, part of listening comprehension is also understanding vocabulary. Therefore, using memory games to improve vocabulary acquisition can be part of the assessments that teachers can apply to students. The use of memory games or total recall enables vocabulary revision through a short-term memory game that can be played online or with objects or cards in the classroom (White, 2021). Memory games can be played with pairs of words. One has the image, and the other has the word. All of them must face down so the students can turn them up and try to make the pairs. If they are still looking for the correct one, a new student must try, and so on.

Retelling stories

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There are many other ways teachers can encourage students to enhance their listening skills through activities in the class that require them to pay careful attention to what is said to retell it. In the book *Educating Special Students*, the author Farrell (2017) says that students can listen to a partner or an audio text and, in a few words, retell to the rest of their classmates the main idea of what was said. By doing this, students will be able to put on practice their listening comprehension while enhancing their memory too.

Chapter III

Methodological Framework

This chapter refers to the section within the investigation that is in charge of showing the pointers of the research project. It can also be found that the design of the investigation and the instruments that will be used to measure the objectives of the research have been met.

This chapter helps to organize the investigation elements taking into consideration all areas that cover the theoretical framework and the methodologies to provide the readers with more accurate results.

3.1 Research Approach

Bhandari (2020). The research approach of an investigation needs to be determined cautiously to prevent inquiring in the incorrect method. For this reason, it has been considered that the research approach for this investigation is qualitative. Qualitative research refers to collecting and analyzing data unrelated to numbers. An investigation based on concepts, opinions, and experiences lived by the investigator during the project's development. Doing qualitative research allows the writer to better explain through words all that occurred during the time doing the investigation, either pleasant or unpleasant experiences. In this case, since the investigation is about teaching listening comprehension, qualitative research allows the investigator to provide details of the observations to the group of students that will be part of the project. The situations lived during the teaching period assigned to apply the chosen instruments.

Methods for a Qualitative Research

When making a qualitative investigation, the researcher must do it based on different methods that will conduce him or her to the desired results. By applying the correct methods and in the correct way, the analyzer can ensure the obtained results are more accurate than if the researcher performs the investigation without following the right methods. To help the investigator have better guidance about the needed procedures, Bhandari (2020) provides some of the most recommended methods:

Observations: Keep in personal records all that was seen, heard, and perceived during the first interactions with the group.

Interviews: Create direct conversations with people that are relevant to the investigation.

Focus groups: Ask questions and create spaces for discussion of some topics in groups of people.

Surveys: Make questionnaires for people to know more about their thoughts related to the objective being worked on during the investigation.

Secondary research: Save any other important information from videos or images that can be relevant to provide information to the research project.

Considering all these methods, the analyzer can guarantee an organized and fully covered qualitative investigation.

Advantages of Qualitative Research

It is important to make sure that the research approach applied in the investigation provides a positive impact to continue with it, or if it gives negative aspects and needs restructuring. For this reason, some advantages of qualitative research can be found, according to Bhandari (2020). Qualitative research provides more flexibility to adapt the information as soon as new ideas are gathered. Also, the data collection occurs in natural settings providing it with real-world contexts—a detailed description of people's perceptions, experiences, and feelings during the investigation. Finally, before the research, new events were not thought to happen. Therefore, with all these advantages, it can be said that when investigators have to work under the qualitative research approach might be sure that lots of information will be gathered to build a sustainable investigation.

3.2 Research Design

This part of the research provides relevant and summarized information about the population that will be part of the investigation in the descriptive design section. Also, it includes the definition and characteristics of action research and its appliance in the investigation.

3.2.1 Descriptive Design

The population that will be part of this investigation process was chosen due to the class observations done by the investigator during the practicum process, which was developed with fourth-grade students. For this research project, the analyzer will also work with fourth-grade students of Santa Maria School in Aserrí, San José. This group is formed by fifteen students, seven girls, and eight boys; there is a student with ADHD (attention deficit hyperactivity disorder). Their ages are between nine to eleven years old. They seem

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to have a good relationship because most of them have been classmates since preschool or first grade. Moreover, they are inclusive with their new classmates and students with special needs like the one previously mentioned. Regarding the English class and the students' reactions or behaviors, they seem to like the teacher and have a good relationship with her. They enjoy her activities to develop the class and actively participate in them; however, they have trouble understanding instructions given orally; the teacher has to repeat more than twice to make sure they comprehend

3.2.2 Action Research

In order to have a clear introduction to action research, it is important to know its meaning. The action research focuses on helping teachers solve specific problems for their students to improve practice and make decisions. (Budget-Waltz, 2022) In this investigation, the researcher will work with the students in fourth grade in order to help them improve their listening skills through the animated series Adventure Time due to a notable lack of well-developed skills.

Some characteristics that are considered important by the author of Characteristics of Action Research (2021) are that the action research addresses specific students' needs, it works with the students in order to overcome those obstacles in different ways than only studying, it modifies the current practices to new ones that contribute to the target acquisition, everything is worked in partnership. That is why it can be considered that in this research process, students will be supported by the investigator to obtain better results in listening comprehension. This will be a process in which the student-teacher will provide them with new methods and solutions to enhance this skill little by little. Some methods that will be applied are the use of games and dynamics during the class that involves all

students' participation with the teacher. Also, individual observations using checklists will be marked with a check or cross out mark if the student meets the requirements or not to ensure that they are achieving the goals in the usual way or need more help in the next lessons.

3.3 Information Sources

The information obtained for this investigation has been retrieved from sources that included the required data to complete this part of the investigation.

Primary Sources: These are first-hand accounts. These sources are books or articles about autobiographies, interviews, poems, and similar. The sources can be divided into topics of interest like engineering, social sciences, medicine, and others.

Secondary Sources: These are second-hand writings—for example, Critiques, analyses, commentaries of a primary source, or interpretations of this. As in the primary source, this source can be of any needed topic.

Tertiary Sources are based on summaries or brief explanations of a topic previously investigated by another person.

3.4 Analysis Categories

In this section, there will be defined by concept each of the categories that are part of this research according to the title of the investigation.

Animated Series are movies or television shows, usually intended for children, created from static drawings, models, or objects posed in a series of incremental movements, according to Dictionary.com

Listening Comprehension is the multiple processes of comprehension in language when it is understood, interpreted, and spoken, according to Toolshero.com

3.5 Data collection instruments

In order to determine the Listening Comprehension level of the students from fourth grade, the investigator has chosen the instruments such as surveys, checklists, and rating scales.

The surveys were used in two specific moments of the tests' application. The reason surveys were used is that this instrument will help the investigator collect data about using TV series as a tool to learn English. Also, students are asked if they have watched the animated series Adventure Time and what they may know about it. When the application process has finished, a new survey is applied to ask the students if they consider using animated series, especially Adventure Time, to help them improve their knowledge and Listening Comprehension Skills.

Then, checklists were part of the instruments because they can help the student teacher to determine the reception of the information from the students, using as rubric achieved or not achieved based on the exercise or activity developed during the class.

Finally, the rating scale was another data collection instrument used in the investigation. It helps the student teacher obtain detailed information about the student's abilities by qualifying the development on a points scale from 1-5.

3.6 Collection data process and data analysis

The first survey or questionnaire will be applied at the beginning of the collection data process. From this, the investigator will know the number of students that watch

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animated series and if they are familiar with the series Adventure Time. This questionnaire will be applied before starting the class. Then, the collected data will be analyzed and compared to determine how these students interact with TV animated series. The second survey will be applied when all the application tests have been worked on with the students. These questions will be about the satisfaction the students have from receiving lessons by watching episodes of an animated series. This will also be analyzed, and the answers will be compared to know the percentage of students who feel it is affordable to use this tool to learn English.

The checklists will be used during the application tests to determine the number of students that comprehend by listening and observing a video, the list of ingredients for making a sandwich, the verbs used in a conversation, and the ordinal numbers used in a procedure. The collected data from the checklists will be tabulated so the investigator can clearly summarize the obtained results.

The rating scale will be applied during the post-test. Its main purpose is to prove with a quantitative evaluation if the students could efficiently comprehend a dialogue that includes the three contents worked during the previous application lessons or if, on the contrary, students have poor comprehension of the instructions or dialogues applied during the activity. The obtained results will be compared in a bar graph to analyze the number of students that achieved or were close to achieving the objective and those that were unable to acquire the desired knowledge.

Chapter IV

Data Analysis

The data analysis refers to the summaries from the gathered information in collecting data, considering the process it inquired, as Berthold & Hand (2011) state in their book. In an investigation process, it is relevant for the investigator to know the results of all its effort. That is why data analysis is fundamental when research is being applied.

Therefore, this chapter will provide a detailed analysis of the compiled information from the instruments applied to the fourth-grader students of Santa María School. The proposed information will include the developed activities with the scholars and the most relevant aspects of the investigation.

4.1 Analysis and Interpretation of the Results

This section of the investigation will expose the obtained results from the instruments applied by the investigator to the students of fourth grade. Also, the researcher will analyze, compare, and interpret these results for a better reader understanding.

4.1.1 Observation

The class observation was carried out on Thursday, September 29th, 2022, during this group's eighth and ninth lessons, which are the last of the day. The students were coming from lunch break. Before they came in, the teacher prepared the material for the class (video beam, online book). When the students arrived at the classroom, they lined up before getting inside and waited for the teacher's signal to get in. They were hot, fatigated, and thirsty, so the teacher gave them five minutes to drink water and wash their faces.

Once students were ready, the teacher greeted them and explained the activities that would be performed during the class. They were getting ready for the exams. So, the tutor explained that during the first lesson, they would work on extra practice for the exam, and in the second lesson, they would see a new topic in the English book. After this, they began the practice on an extra sheet she provided them. The professor first explained the questions of the practice; sometimes, she had to translate the explanation of instructions into Spanish because the students did not comprehend them. The professor also used the online book to show them where they could find the answers or the theoretical part of the topics. In addition, she wrote on the board examples of some sentences using should and shouldn't that the students had to create in practice and asked four students to help her orally create them.

She initially allowed them to work in groups of three or four people. However, as time passed, the learners began to speak in Spanish. They were laughing, playing, or doing different things except answering the given practice. In a sweet but imposing way, the teacher called their attention and gave them just one more opportunity to work in groups, or they would be separated to work individually. Around ten minutes later, the scholars began to talk again; therefore, the teacher asked them to return to their spots and continue working alone. Once the students were focused on their tasks, few called the teacher to ask her questions about the practice. She was open to helping them with their doubts. She also took her time to explain to one student the structure of the sentences he had to create.

In the meantime, students worked in practice. The teacher walked around the classroom to ensure they were not doing different things. She also approached one student by helping her with a question she was stuck in. Then, the tutor opened the online book and

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a PowerPoint presentation with a summary of "going to," which is the content she would cover during the second lesson.

When the first lesson finished, the teacher asked her pupils to stop with the practice and paste it in the notebook, whether they had finished. Because they will continue the next day, she is also instructed to open the English book on page 107. The students followed her instruction immediately and got ready to listen to her. The professor began the explanation by asking them about their plans for the weekend. They did not understand her and stood quiet, she asked once more, and one of the students said, "Teacher, I do not understand." So, by doing mimes and giving examples, the teacher tried to help them comprehend; however, the word "weekend" confused the students, who thought it was the name of the new topic they were going to study. Hence, she had to translate the phrase she was asking, "What are you going to do next weekend?". Then, some students shared their plans. Nonetheless, most of them preferred to stay silent while they heard the only three classmates who decided to say their ideas of what they would do on the weekend.

Once they finished talking, the professor told them that it was the topic for the day. So, she opened a PowerPoint presentation and displayed it on the video beam. The presentation was colorful, with animated images about well-known cartoons that had movement, so it immediately drew the students' attention, causing them to make comments about the characters that appeared in the presentation, giving this a consequence that the teacher could not begin with the explanation of the topic before she had to ask for silence repetitively when she was able to start. She asked them to imagine they would travel to the future to learn how to speak about the future correctly. They were the tripulants of Wander's spaceship (Animated Series: Wander Over Yonder). The pupils got so excited

that they stayed quiet while the teacher began to tell the story about the future. The presentation included a brief description of future tense and some examples in English that were translated into Spanish too. The presentation was made of six slides, which only had the most important information about the topic, but it had lots of examples that helped the students better comprehend the topic. While explaining, the tutor used the same students as examples.

An interesting fact is that the teacher told them to remember the questions they had to keep in mind or write them down, so they could ask them at the end of the presentation. During the explanation, two students told the teacher they did not understand; therefore, the teacher explained again what they pointed out they did not understand. She used the same exposition method previously but changed the example type; they said they understood, even though they seemed lost and confused about the topic. When the teacher finished, she asked if someone had doubts, and only one student asked about making negative statements in the future tense. The professor told them they were finishing the explanation due to the time they were about to go to recess.

Nevertheless, she would resume the matter in the next class if they had more questions. Also, they were going to practice in the book and notebook. The class finished just in time for recess, and the students still needed to save their books and pencil cases as the teacher requested. They went out of the classroom running and euphorically screaming; boys went to play soccer, and girls went to watch the match with some snacks. The teacher cleaned up her stuff quickly to move them to another classroom before she went to the recessed area to take care of her students.

4.1.2 Questionnaire number one: Use of Animated Series to Learn English

The first questionnaire made to the students was handed by the researcher a day after the class observation. The student teacher read the form to them and asked them if they had questions about it to let her know. The investigator went to the students' classroom with previous authorization from their teacher and explained the situation to them and the dynamic of it. The reason she was asking those questions to them.

The main purpose of this questionnaire was to know if students like to watch animated series for educational purposes such as learning English. Therefore, the questions focused on asking the students what means they watch them and the type of series they like to watch.

First, it was important to know the students' age because it helps to be aware of their likes regarding cartoons. So, this question was about their ages. The ranges used were six to eight and nine to eleven years old.

Figure 1

Age Range of Interviewed Students

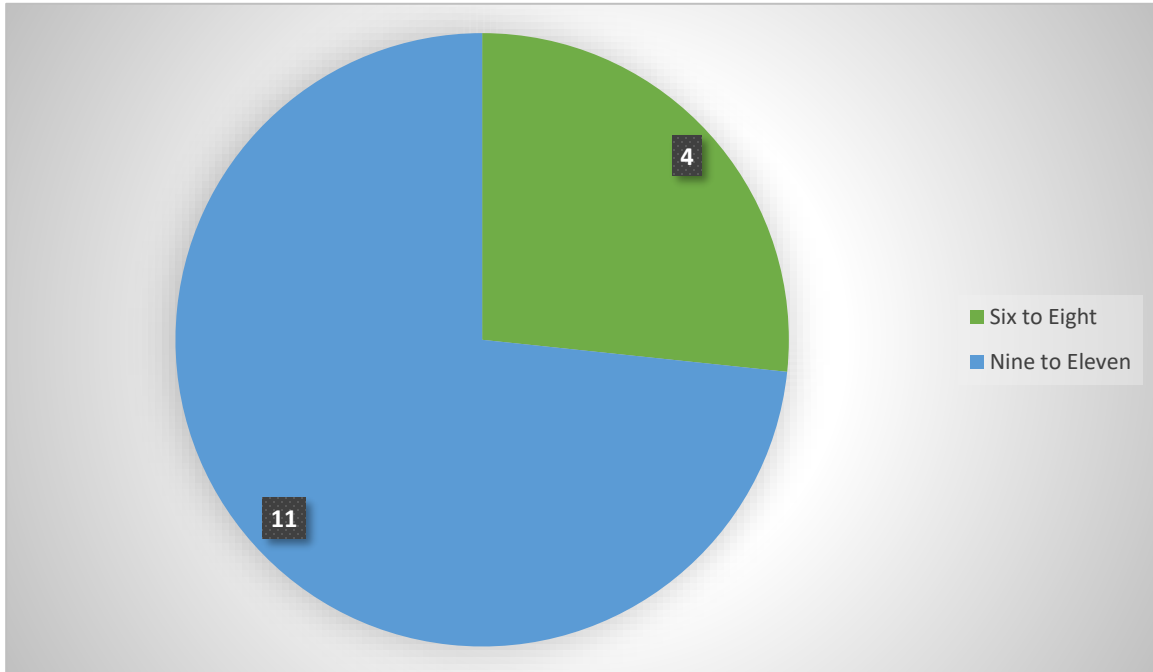


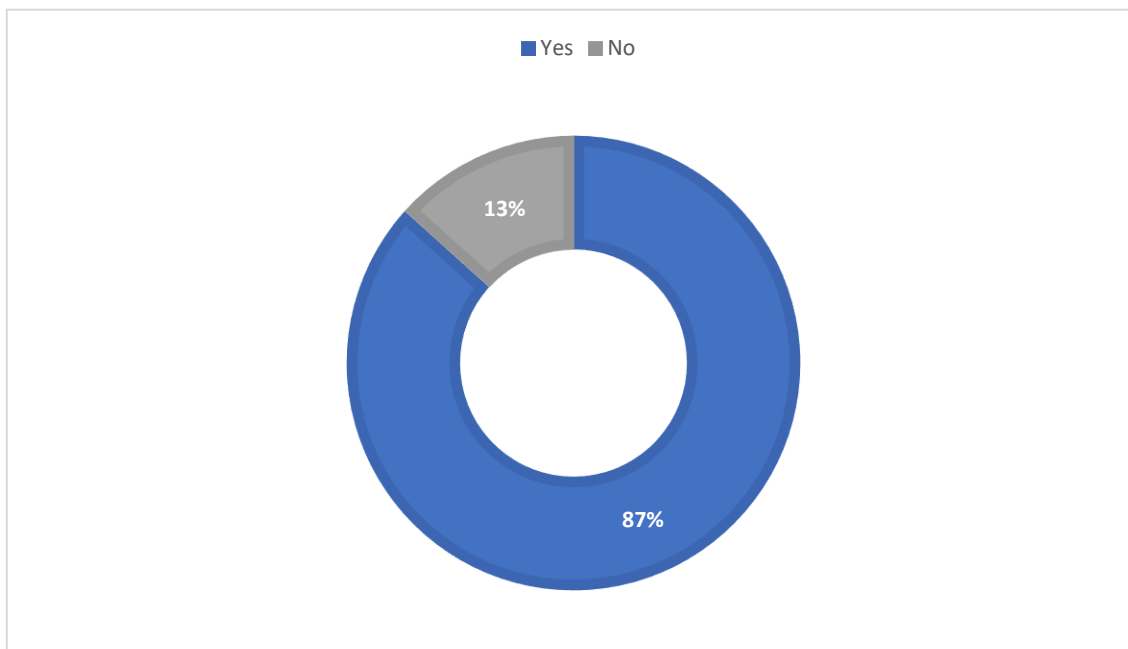
Figure one shows the age of the students that participated in the investigation process and the questionnaire made by the researcher.

As seen in the previous figure, four students from fifteen are in the age range of six to eight years old. Therefore, eleven students are in the range of nine to eleven years old. This gives the researcher an idea of the best-known animated series students are familiar with based on their ages.

After the analysis of question number one, question number two can be found: Do you use one or some of the existing streaming platforms? The purpose of this question was to obtain information about how many students prefer to watch movies or series through Netflix, YouTube, Disney+, HBO, and others; rather than doing other leisure activities during their free time.

Figure 2

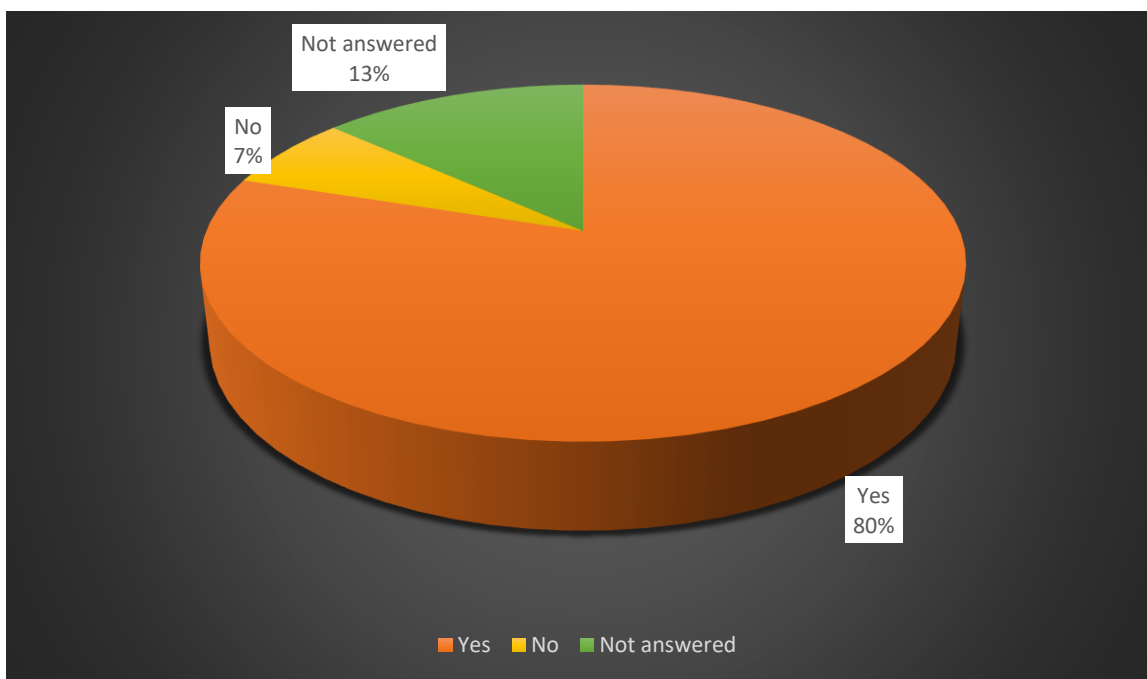
Use of Streaming Platforms



The results from this question show that thirteen students from fifteen use to watch material from the streaming platforms, and only two need access to these platforms. This means that regarding the learning process, it opens the possibility to work hand in hand with streaming platforms by taking advantage of the students' regular use and applying them as a complement to enhance their listening comprehension learning process. In addition, to comprehend the type of content students visit on these streaming platforms, question number three was included in the questionnaire: Do you watch any animated series? This was an important question to have a clue that helped determine the possible interest and attitude the learners would have towards watching a cartoon during English classes to practice their listening comprehension.

Figure 3

People who usually watch animated series

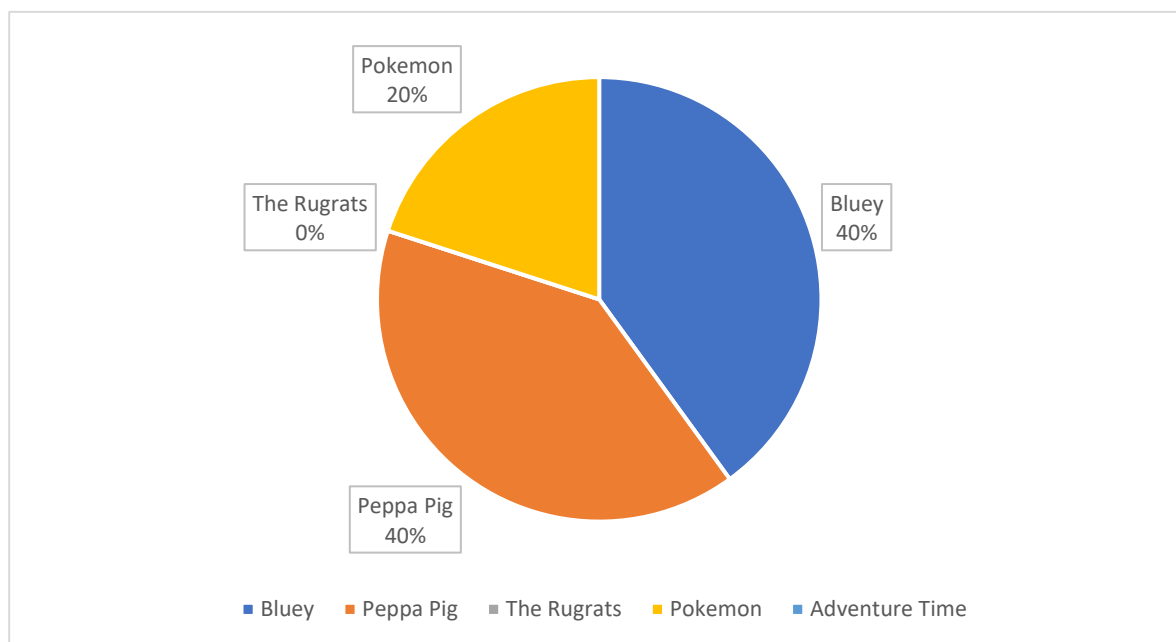


As can be appreciated, twelve students answered that they usually watch animated series, and one does not watch animated series at all. The other two did not answer the question. Based on their answers, it allows the researcher developed the class using all the programmed exercises without the uncertainty of whether the learners will comprehend or not the type of activity being developed.

The fourth question was based on the need to know the students' preferences regarding animated series. For this reason, question four was: Mark with an X the animated series you know about. From the options, they could find Bluey, Peppa Pig, The Rugrats, Pokemon, and Adventure Time. By asking this, the researcher could determine if Adventure Time was a cartoon they already knew.

Figure 4

Animated Series Known by the Students

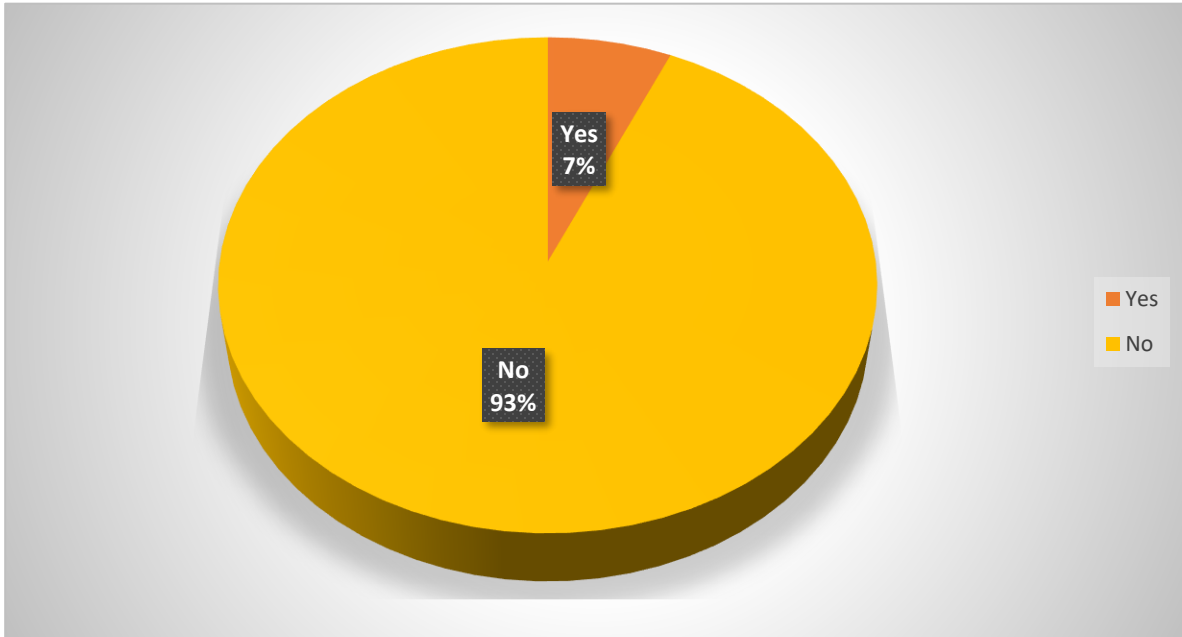


As it is appreciated from the previous analysis, four students out of fifteen know the series Bluey. Then, the results show that the other four students may have an idea about the content of Peppa Pig. On the other hand, no students ever watched the series The Rugrats. Furthermore, the answers to the option Adventure Time reveal that only two students have seen or heard about it, which provides the theory that if they have not watched it, at the moment they watch it, likely, students will be expecting to know what it is about, they will meet the characters and the vocabulary that is used.

It is also relevant for this investigation to know how trained their listening skill is. For that reason, question five is: Do you watch movies or animated series in English? With that data, it can be determined whether the process would be challenging.

Figure 5

Use of English Language When Watching Movies or Series

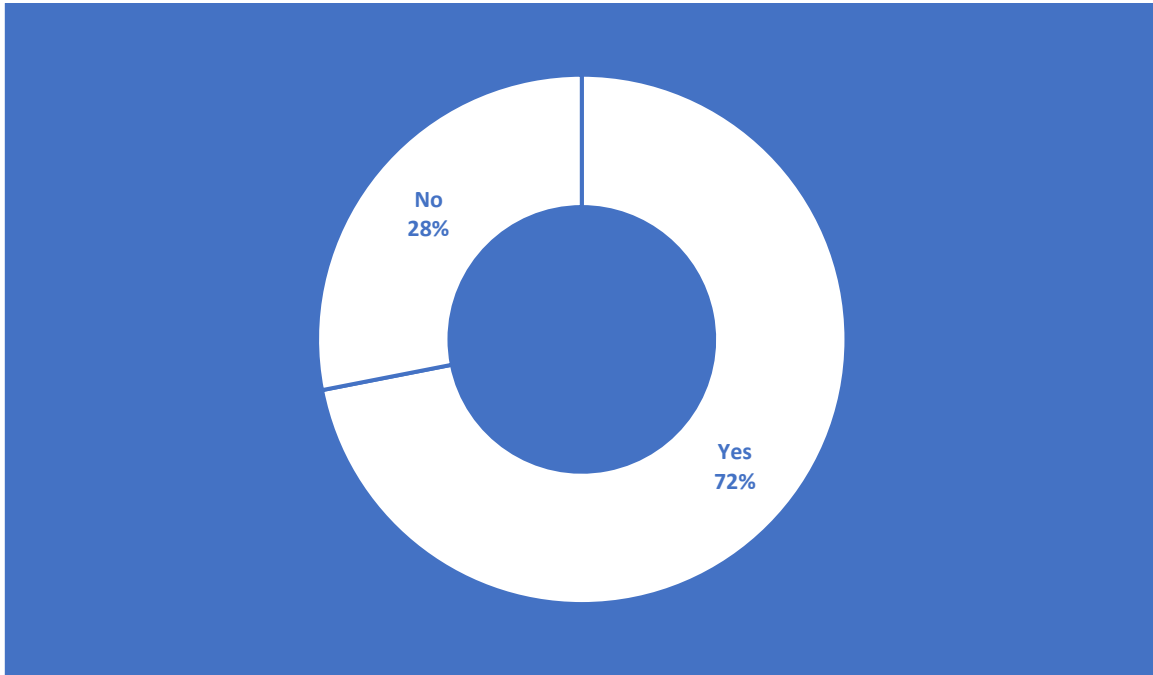


By observing figure five, the reader can acknowledge that these students only frequently watch content from the streaming platforms in English. Only one of the fifteen interviewed people shared that they sometimes watch movies or animated series in English. This result shows an overview in which it can be considered that when the tool of watching Adventure Time during class is applied, there is a possibility that it needs to be played several times to help them comprehend the required information.

Finally, the questionnaire ended with a question that was expected to know even the students had watched or not if they at least knew the type of animated series there were close to watching during the classes. With their answers, the researcher could conclude that some of them have yet to watch the animated series. So, question number six was: Do you know what Adventure Time is about? They would be informed about its gist.

Figure 6

Number of Students That Have Watched Adventure Time



The same number of students who knew about the existence of Adventure Time are the same two students who have an idea of what Adventure Time refers to. This allows the analyzer to use during the tests to show them new entertainment options while learning and enhancing their listening comprehension skill and vocabulary.

4.1.3 Checklists

The investigator worked with the pupils on two activities that required an evaluation with the checklist instrument. The researcher considered the checklists in three plans of the four curriculum designs made and applied to the learners during the development of the classes. The first one was set in practice during the pre-test. The second and third were used during the application test lessons in each of the two lessons performed on different days. The checklist was part of the evaluation process.

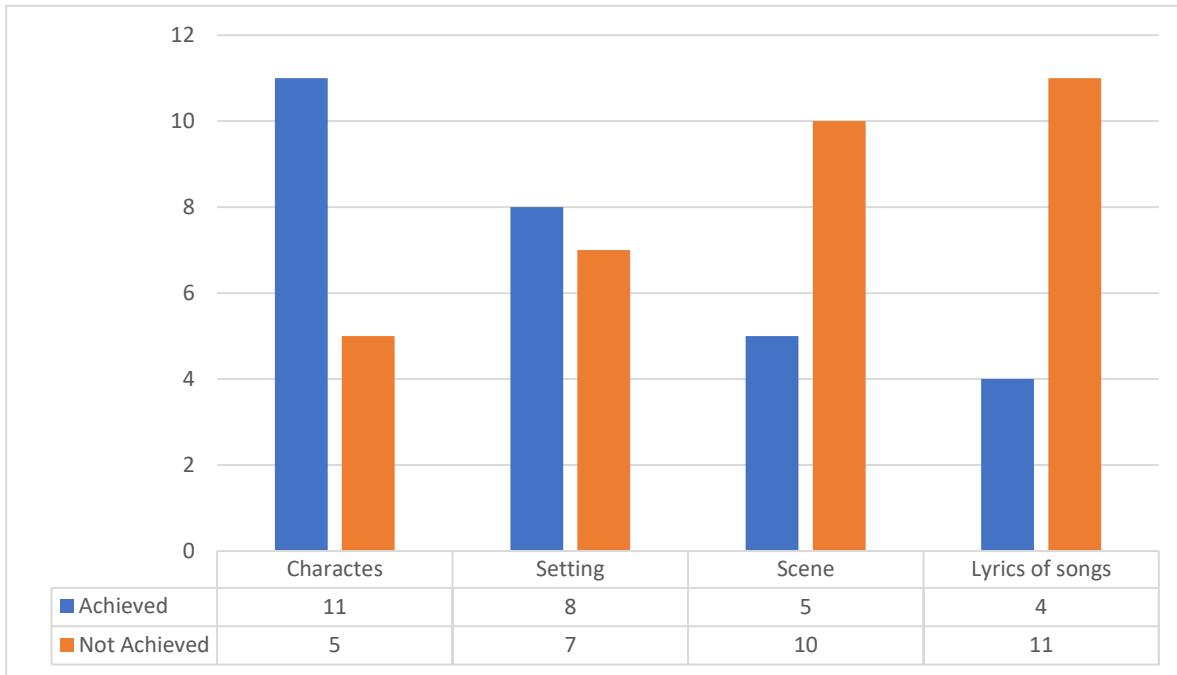
The checklists aimed to have clear and concise data about the students' capabilities by having the option to grade either achieved or not achieved. By doing this, the researcher will have only one answer; in the end, the result would have been less precise than it was.

4.1.3.1 Pre-Test

The first checklist was applied as a pre-test by the investigator. The information the researcher compiled was translated into numbers that helped get an estimated idea about the level of listening comprehension and their needs regarding this in the evaluated students. The researcher evaluated that since the warm-up activity, she analyzed that they could comprehend vocabulary from the played songs. In the class's exercise of listening to a story read by the investigator, they had to determine the characters, the setting, and an important scene that occurred in it. The researcher read the story once, and they had to only pay attention to it. The second time she read it, they had to start creating an idea of what was being said. Next time, they had to start drawing in their notebooks what was previously requested by the investigator.

Figure 7

Illustrations of the story and songs' lyrics.



The researcher repeated the instructions three times to make sure they were comprehended. Therefore, as the collected data shows from the fifteen students who participated in the pre-test activities, only eleven could comprehend the main characters from the story. Then, about the drawing of the setting, it can be appreciated that only eight students met the requirement, and about the drawing of one of the scenes of the story, the data shows that only five of them could draw it.

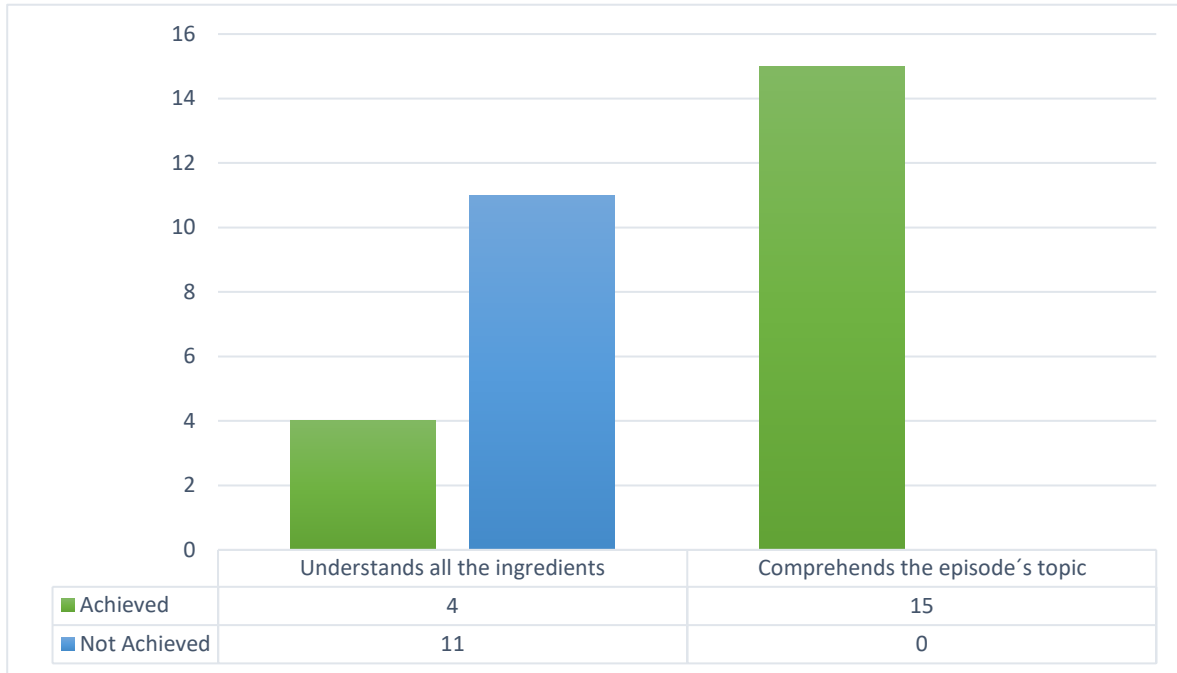
Finally, about the song's lyrics recognition, it can be appreciated that from the evaluated learners, the minority of four students were the ones that knew or understood part of the lyrics of the songs. As a consequence can be deducted those students will need more practice to achieve an adequate listening comprehension level.

4.1.3.2 Application-Test

The second checklist was applied during the first lesson, in which the usage of the animated series was part of the process. This time the instrument aimed to enhance the listening comprehension in the learners through understanding the ingredients that one of the characters from the animated series Adventure Time uses to make a sandwich in one of its episodes. They listened and watched it three times to fill in the gaps in the given exercise that required them to complete the dialogue of the character. The vocabulary used during the episode was not difficult, it was totally according to the students' ages, and the researcher tried to allow the learners to listen to it more than once to help them better comprehend the needed words. At the end of the third time the episode was played, the investigator checked their answers to give them some feedback, and help the ones who did not complete the task, understand the correct answers.

Figure 8

Fill in the Gaps with Vocabulary of Ingredients Used to Make a Sandwich



The obtained results show that all fifteen students could comprehend the episode's theme. Independently the learners could correctly interpret the dialogues in each scene or not. The characters performed a clear and easy interpretation of the episode's main purpose, helping the pupils to easily catch the main idea of the adventure of making a sandwich.

Nevertheless, the learners had more trouble with their listening comprehension skills. This conclusion is considered based on the seen answers from the students' exercises. In this case, only four students could understand the ingredients the main character of this episode quoted and used to make the sandwich's recipe. The other eleven students expressed that they comprehended the name of only a few of them, or needed help understanding the names, so they decided not to answer or write the name of different food. They were sure what their names were.

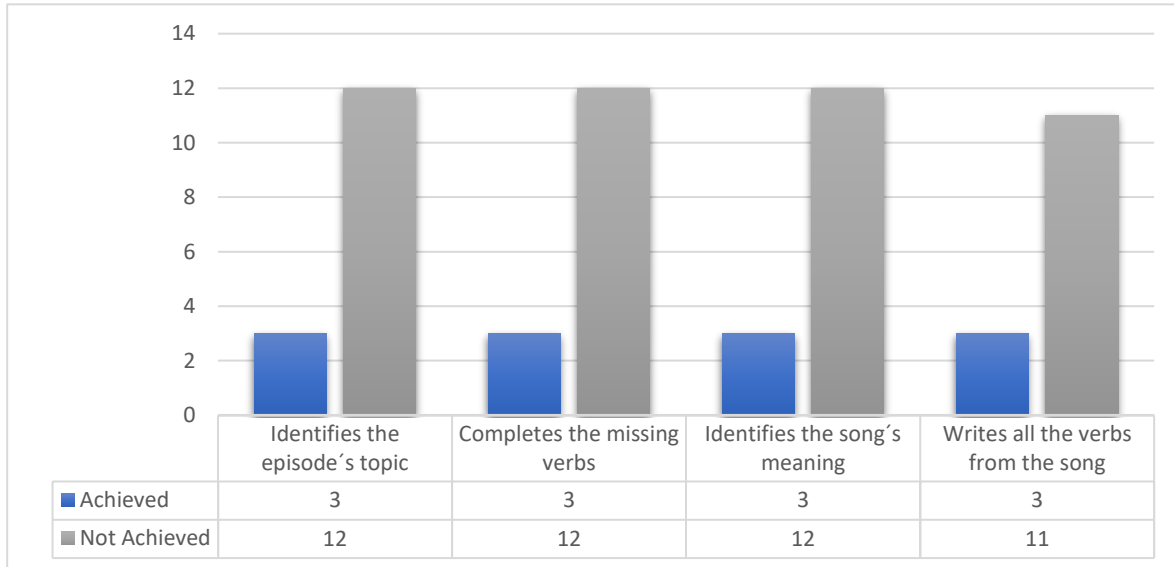
The third checklist took place in the second part of the application test lessons. In this opportunity and in the first part of the application tests, the purpose was to amplify the students' knowledge and listening comprehension skills by completing the assigned tasks. This lesson had two activities that were evaluated together in one single checklist.

The first activity consisted of watching a new episode of the animated series Adventure Time. The episode and dialogue chosen for this activity were mildly difficult considering their English level and ability to catch the information after listening to it a couple of times. For that reason, the episode was played three times as well. This exercise required the students to fill in the gaps in the missing verbs of a dialogue one of the characters starred. Once the students completed the activity, the researcher closed the class with the main song of this animated series and requested the learners to write the verbs they could hear from it in their notebooks. Finally, she checked the answers and handed out the exercise to the students so they could notice their mistakes.

The second activity was to listen to the official song of the animated series Adventure Time and write a list of verbs they could identify from it in their notebooks. The verbs could be in the past, present or future. For this effect, the researcher had to play the song three times; the first time, the students had to only listen to it and get familiarized with the rhythm and speed. Starting the second one, they had to start identifying the verbs, so by the third time it was played, they could write the ones they could recognize. As in the initial activity, the investigator checked their answers to verify their performance.

Figure 9

Fill in the Gaps with the Missing Verbs



As it can be appreciated from the figure. The results were similar in all aspects. The first evaluated item that graded if the students identified the episode's topic showed that three could comprehend its content, and the other twelve students had difficulties comprehending what it was about. By analyzing these results and what the students told, it can be said that the reason why more students did not understand it, was because in this opportunity, the main character of the episode just sat down on a rock and started talking to himself, so it did not make more gestures that could help the learners who could not comprehend by listening, to catch the idea by observing it. In addition, the students who completed the fill-in-the-gaps exercise were the same number of learners that comprehended the topic. The same scenario can be found with the song. Only three understood its meaning; therefore, the number of people who could write the verbs from the song was three.

4.1.4 Rubric Table

In order to determine if the animated series as a tool to enhance the listening comprehension skill in students was appropriate, the researcher applied a single rubric table in two different activities during the post-test. The students were graded on a rubric table of eighteen points. The used scale was: 3pts (Excellent), 2pts (Very Good), 1pt (Good), and 0pts (Needs Improvement), expecting them to achieve a score higher than seventy, which helped conclude if the students could obtain the desired result, which is to successfully approve the tests that guarantee an enhance in listening comprehension skill.

The first activity required the student teacher to play a final episode of Adventure Time. This time the exercise requested them to answer a true or false test in which they had to remember the steps of a plan one of the characters made. They watched it twice, and on the first try, they had to start answering the task by reminding the ordinal numbers mentioned; when finished, the researcher checked out their answers to provide them with some recommendations if needed.

To finish with the class, the investigator sued a story that compiled all the topics covered during the investigation process: vocabulary, verbs, and ordinal numbers. All of them were included in a cooking television program invented by the researcher. The analyzer read the students a dialogue they had to complete on an extra page with the required information. This activity was more complicated for them, but its main objective was to determine if the learners were able or not to improve their listening comprehension skills through the methodologies applied during the last classes. Nonetheless, the questions were based on the students' ages and abilities.

Table 1*Final Grades Obtained After the Post-Test Exercises*

Student	Shows interest in both activities	Identifies the four steps from the episode	Correctly classifies between True and False	Comprehends and writes the ordinal numbers	Identifies the verbs from the TV show	Writes the requested ingredients	Total Score
Student 1	3	3	3	3	2	3	95
Student 2	3	3	2	3	1	3	84
Student 3	3	2	2	0	0	3	56
Student 4	3	2	2	0	3	3	73
Student 5	3	1	1	0	2	3	56
Student 6	3	1	2	0	3	3	61
Student 7	2	0	0	0	0	0	11
Student 8	3	3	2	0	3	3	78
Student 9	3	1	2	0	0	3	50
Student 10	2	1	0	0	0	0	17
Student 11	3	3	3	0	0	3	67
Student 12	3	2	2	1	3	0	61
Student 13	2	1	0	0	0	0	17
Student 14	3	3	3	2	2	3	89
Student 15	3	2	2	2	0	3	67

From the information presented in the previous table, the researcher can determine that only five students from the fifteen who participated in the investigation process were able to approve the final test with a grade higher than seventy, which was the minimum score established by the investigator based on the school's guidelines to approve an assessment or test, what means that they achieved the objective. In second place can be found the students that obtained a lower grade than seventy, having eight students who did not achieve the desired goal. This means that the biggest number belongs to the pupils who found difficulties answering the required information.

Figure 10

Comparison of the Obtained Results Between Pre-test and Post-test.



For the previous analysis was taken into consideration the data from the pre-test stated if the students achieved or did not draw the requested items from the story heard: characters, setting, and scene. Second, the gathered outcomes from the post-test, of which the investigator evaluated between achieved or not achieved based on the established minimum grades. For that reason, it can be determined that based on the analyzed activities done during both tests; the obtained grades show that there is not an improvement in students from pre to post-test. Nonetheless, there is not a decrease in the scores either; they stayed the same. This occurs due to the short time spent working with the students. The analyzer considered if there would have been more time to work, the results would have been more accurate to what was expected.

4.1.5 Questionnaire number two: Students' opinions about using animated series in teaching.

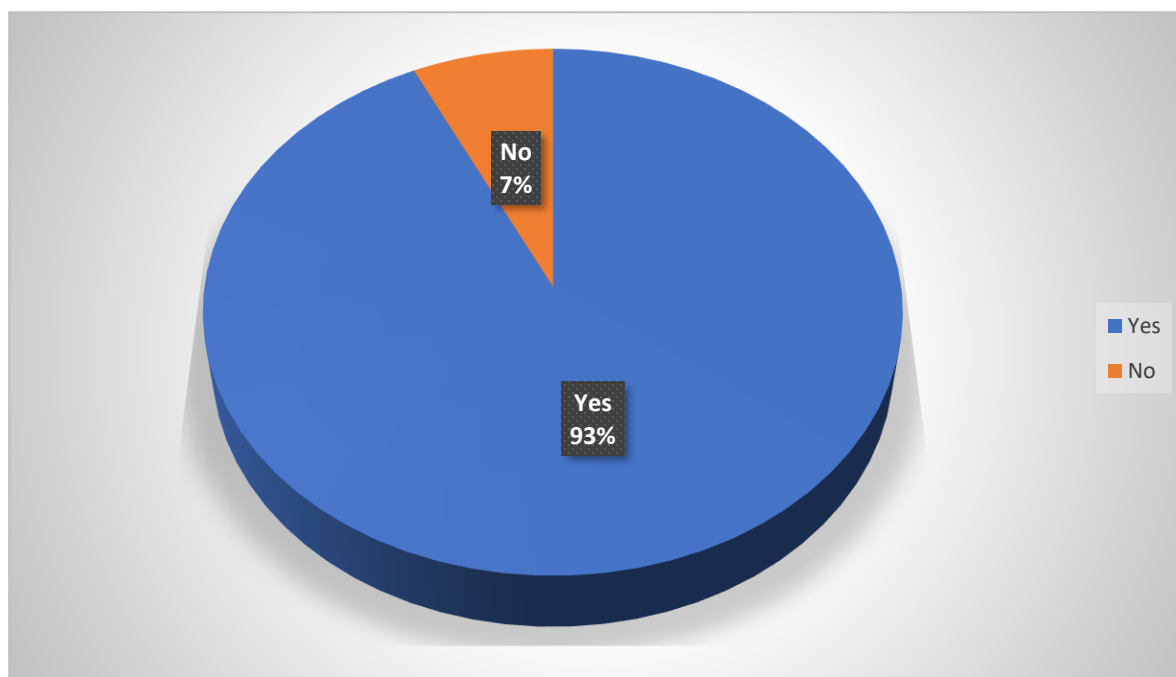
The second questionnaire was made a day after the tests were applied to the students. In this opportunity, the analyzer explained to the students that she needed feedback from them to know their comments or recommendations about the investigation that was developed in the last few days. One of them was absent when this questionnaire was applied to the students. Therefore, the results are based on the answers of fourteen people.

The justification of this questionnaire was to realize how satisfied and convinced the learners were with the methodology applied by the investigator. Besides having the results of what was developed during those lessons, it is important to know and consider the students' thoughts and listen to their needs, so it will help the researcher comprehend them.

It referred only to feeling comfortable working in a class with this type of exercises. For this reason, question number one was: Did you enjoy practicing listening comprehension by watching the animated series Adventure Time? The intention was to know the level of satisfaction they had towards the animated series they watched. The question was independent if they understood or not the exercises.

Figure 11

Students' Appreciation Towards the Listening Comprehension Activities

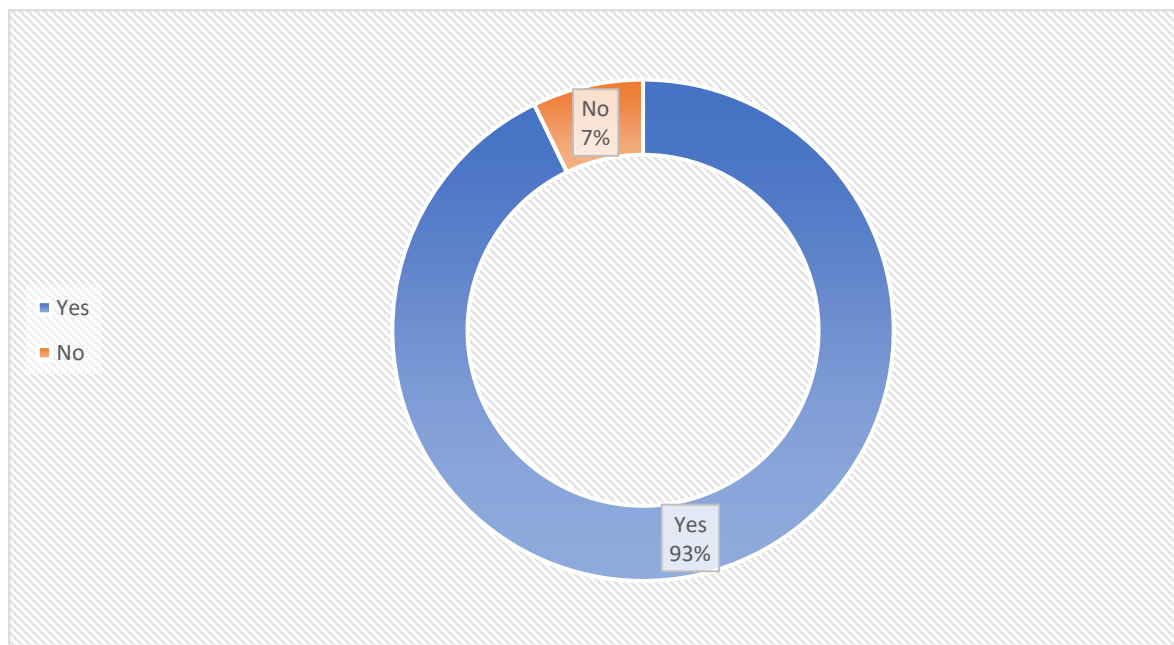


As it can be appreciated thirteen of the fourteen students expressed that they were pleased with using the animated series as part of the class. However, the other two students outsourced that did not enjoy working with these types of techniques, they expressed that the reason why they did not enjoy it was because they do not understand English and the idea of listening to conversations in English that inquired them to answer questions about it made them feel stressed and confused.

Secondly, question number two can be found: Does watching animated series help students improve their listening comprehension? This question was included in the questionnaire because learners probably enjoy watching movies or series, but they still need to consider it a method they can use to learn and improve their skills. The idea of inquiring this was to know their opinions about it.

Figure 12

Improving Listening Skill Through Watching Animated Series

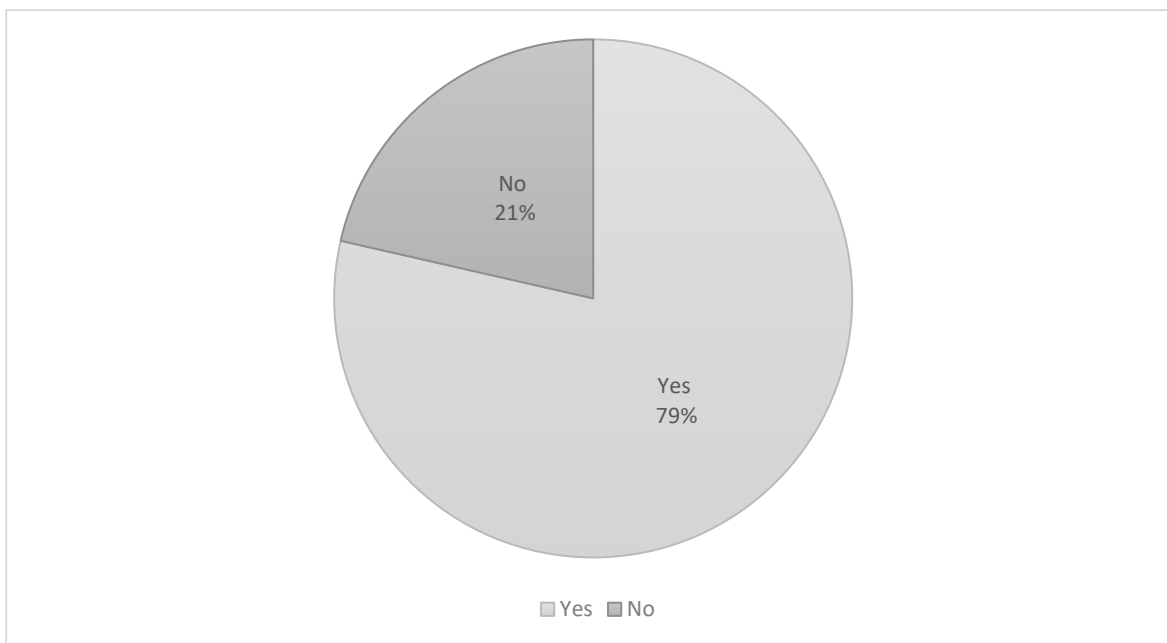


According to the analyzed data; thirteen considered that listening comprehension can be enhanced through watching animated series, while the other person expressed that animated series do not collaborate in improving it. These results help the researcher have an idea about the learners' opinions which can support any intention of the appliance of the method in plans.

Therefore, question number three was necessary to be included in the form because it intended to know if the methods applied were worthy of use in a learning process. The third question was: Did you improve your listening comprehension level while watching and listening to the exercises made by the teacher? Based on the students' answers and the results obtained from the activities, the investigator will analyze if it collaborates with the process.

Figure 13

Listening Comprehension Improvement

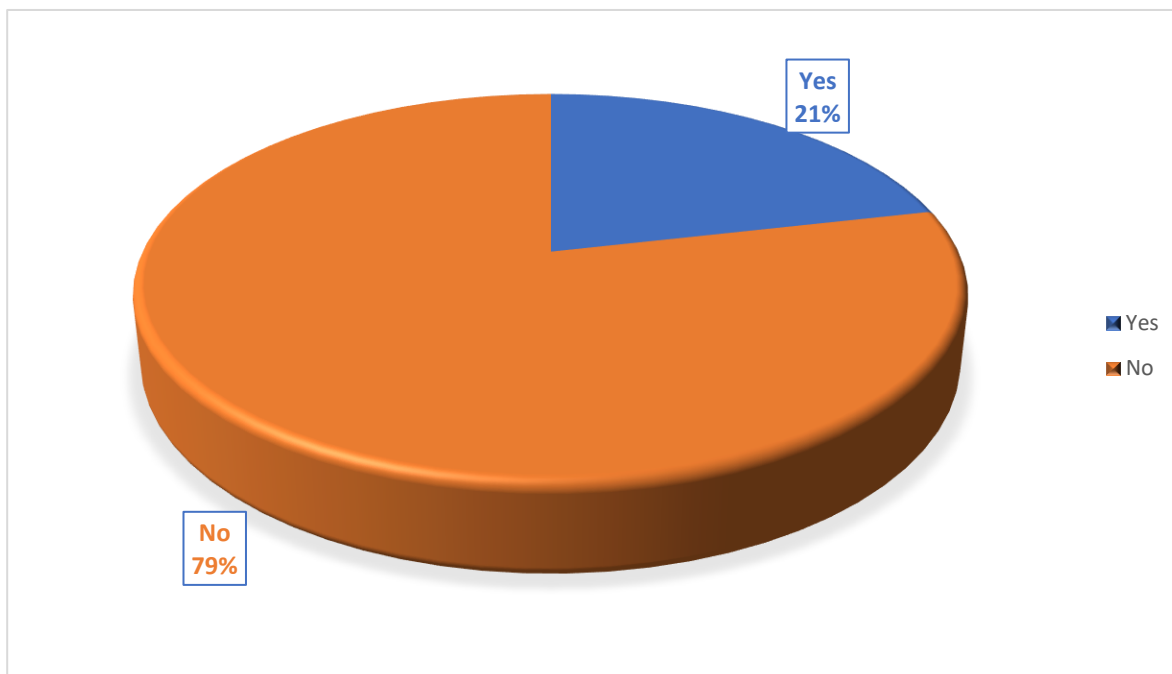


The results provide a clear acceptance of the students towards the methodology used. Eleven of the fourteen participants considered that they obtained higher knowledge regarding listening comprehension and obtaining vocabulary. Only three of the students do not agree with the rest of their classmates, they appraised their knowledge was not affected neither positive or negative since the animated series were included in the lesson plans during the investigation classes.

Another important question asked to the students was the number four: After working with these techniques, do you think listening comprehension should only be practiced by watching animated series? This question was included because it is relevant to be aware of the teaching methods learners are interested on.

Figure 14

Animated Series as The Only Method to Enhance Listening Comprehension



In this case the answers changed their way. Eleven students shared that listening comprehension exercises should be applied with different methodologies. On the other hand, three considered that animated series is the method teachers should use to develop the lessons. It specifies that learners do not only focus on their likes but also what they consider necessary.

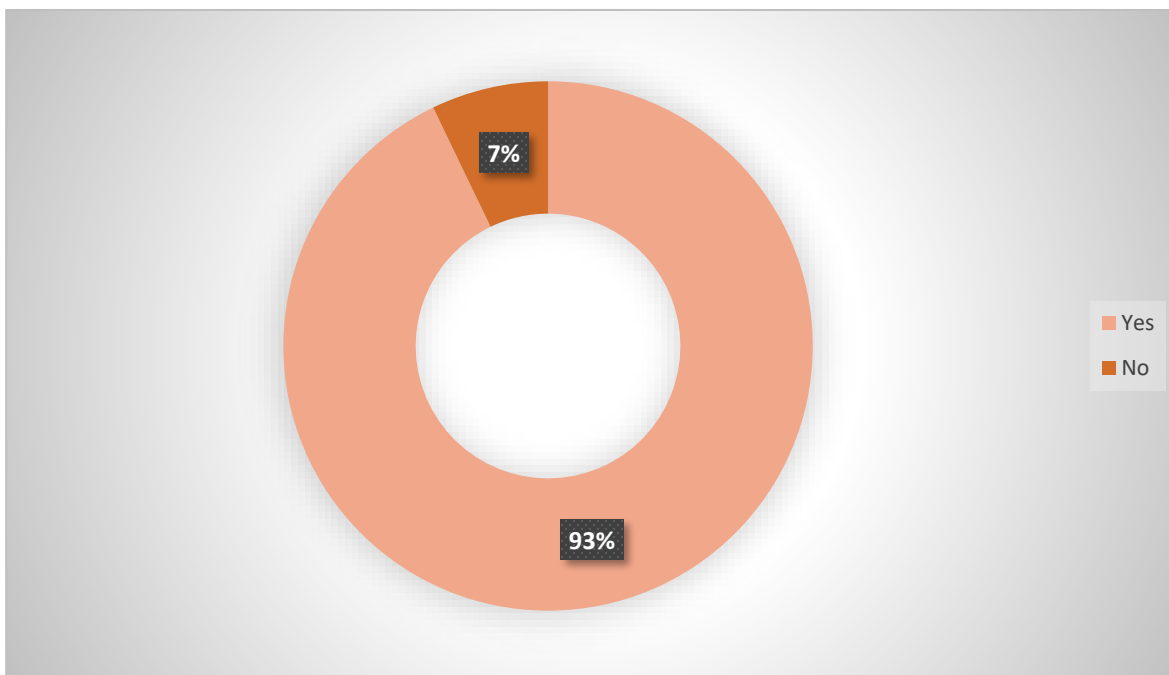
To finish with the questionnaire, question number five was: Do you consider Adventure Time an appropriate tool to learn English and enhance listening comprehension?

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Its purpose was to know the learners' reactions by facing the possibility of using this tool in their listening comprehension and learning process.

Figure 15

Adventure Time as a Tool to Learn English and Enhance Listening Skill



According to the show results, only one of the fourteen students who answered the survey does not consider Adventure Time as an appropriate tool to learn English. The pupil expressed that they focus more on entertainment content than what matters. For that reason, the student inclined the opinion to the negative answer.

Chapter V

Conclusions and Recommendations

In this section, the researcher will expose the observations and interpretations of the gathered results from the analysis of the activities and exercises applied during the pre-test, application-test, and post-test with the fourth-grade students.

This chapter represents an important section of the investigation because it allows the investigator to conclude whether the applied methodologies achieved the objectives. This chapter also reinforces the idea of using animated series to enhance listening comprehension skills by analyzing if the students were positively or negatively affected by the animated series Adventure Time during their listening comprehension process.

5.1 Purpose of the Conclusion

Its purpose is to provide the reader with a summary of the most interesting and important findings the researcher could obtain after applying the proposed methodology. Also, it helps the reader comprehend and decide if the applied techniques could be considered for the upcoming plans of future teachers.

5.2 Conclusions

This project's conclusions will be used to convince the audience based on their experiences during the trial. The theory could be applied in the future. For this purpose, the following conclusions will be explained based on the proposed objectives at the beginning of this investigation.

5.2.1 To identify the need for listening comprehension skills in fourth-grade students.

Through class observation, the researcher could perceive the improvement points in the group of fourth grade at Santa María School. As part of the detected ones, there can be found the lack of vocabulary, because the teacher asked them about some specific topics and situations and most of them could not comprehend her, as in the case of the weekend, they did not understand the meaning of the word; and here comes another need that the investigator observed. When the students expressed to their teacher that they did not understand what "weekend" stood for, they explained its meaning by giving definitions and clues in English. When they noticed that she was not going to say it in Spanish, they did not make an effort to listen to it and started asking her to say it in Spanish, which gave the idea to the researcher that besides having a low level of vocabulary knowledge they do not have a good attitude to learn it either, causing this that the learning process becomes difficult for a teacher who may apply different techniques but does not receive a positive result.

However, this was only a situation that occurred with some students. Some of the learners in the class answered the professor's question. They used their knowledge to explain what they would do the next weekend, even if they made a mistake. In contrast, others voluntarily decided to tell it in Spanish after listening to their previous classmates' talk about activities they already knew.

Another relevant aspect of this investigation is the obtained results from the day the pre-test was applied. This day the researcher prepared a class in which she started by listening to some songs in English, and the students had to continue singing them or say its name. Most of the songs were well-known by them. However, even though they knew the song, they still needed to develop their ability to decode the words, meaning they needed

help understanding the song said. This conclusion is obtained based on the observation of figure 7, in which the analyzer could notice that the students were "singing" the songs, but they were only following the rhythm. When the researcher asked them to sing a part of it, the words they used were not according to the lyrics. Then, to continue with the pre-test class development, the researcher told the students a story from which they had to draw the information she requested. It was remarkable that few of them immediately caught the instruction and idea, and it could be easily appreciated that more than half of the students needed to comprehend the directions and story. The investigator read the story twice, but more was needed for the pupils that had difficulties comprehending it. So, she had to read it once more. Once the exercise was completed, the tester checked the students' drawings and could notice that most of them comprehended one of the objectives, but that in the other two items that were required, around half of the students that participated failed or did not draw what was being requested. Therefore, all these details showed that the students needed to enhance their vocabulary, grammar, pronunciation, and other. The most important skill to be trained needed is listening, which is important for the learning process.

5.2.2 To apply listening comprehension activities that can be applied in order to enhance this skill in fourth-grade students.

According to the obtained results from the analysis made of the students during the pre-test. The investigator decided to train their listening comprehension skills in a different way than schools normally use with the book'book' resources. Also, the researcher previously checked their books and notebooks and noticed that they developed listening skills with the same activities the student book includes. For that reason, the reader can observe that based on annexes 1 to 4, the researcher decided to include various activities

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that were always focused on enhancing their skill in the lesson plans. The investigator always tried to balance the academic part and the interest one. She realized in the pre-test that when the students began the activity about the songs, even though they were unfamiliar, they enjoyed listening to the songs because they tried to sing them and were anxious to know the next one. So, expecting the same to happen during the application tests, there were included activities that drew their attention, such as the blindfold game in which two of the students were blindfolded and the other classmates gave them instructions of where they had to move or what they had to do, also playing Simon Says game; as warm-up activities to boost the learners feel interested in the class activities, but always working by the same line of helping them increase their listening comprehension. Even though these warm-up activities were not evaluated, the idea of being forced to pay attention to know what is next or what the instruction given works as a stimulator to them. Therefore, they were having fun while learning, which is attractive for students because it does not make them feel obligated to do what they are required to.

Nonetheless, the academic part should be included. As mentioned, these exercises that the researcher worked on with the students during the application test were used to help them improve their listening comprehension skills, and based on what the learners also expressed what their teacher said, besides having fun with the process, somehow, they were achieving the expected results. For this reason, the investigator also worked on this part with the students. Part of the activities used to build up better-listening comprehension in these pupils were the animated series videos and games in which they had to pay careful attention to comprehend what was requested. They used to say that even the dialogues of the episodes they were watching were sometimes difficult to understand and the rhythm of the song of this animated series that was played was a little fast; after listening to or

watching them twice or three times, they could start comprehending more the content and the dialogues or lyrics of them. Also, their teacher shared with the investigator that she was glad to see that her students made an effort to understand what they were asked to because it showed that they could achieve new things every day.

Based on these observations gathered by the researcher, it can be analyzed that using different activities during the listening comprehension exercises and repeating them more than twice can help many students obtain better results regarding this skill. On the other hand, some students found more difficulties comprehending the instructions and the tasks; even though they shared that they could not understand what they had to do, they felt more confident with these exercises than completing a task from a book. Because the ones applied by the investigator were more related to their activities in normal life (games and watching series), it did not make them feel stressed or forced to complete something they could not understand. They also expressed that besides not comprehending what they needed to complete the task, they were able to comprehend what the episodes were about and even enjoyed participating in the warm-up or closing games during the lessons due to they made the English class feel more attractive and motivated them to stay there; than what they feel when they only have to open a book or notebook and work, they do not feel confident of participating during the lesson because they cannot understand.

5.2.3 To analyze animated series to enhance listening comprehension in fourth-grade students.

The animated series Adventure Time was the one used in this investigation. The students responded well on the first day it was used during the class. They were expecting what would happen in the episodes. Their interest in the class was increased, which is

important for the investigator because if a student feels motivated or interested in the class, it helps him or her to open the mind to learn new things, compared to when a learner does not feel comfortable, she or he would not like or want to make an effort to achieve the desired results. Motivation can be affected by understanding instructions or, in this case, dialogues.

Therefore, if students felt motivated or interested in the class's development, it helped them to develop their skills more vigorously. The use of the animated series was a special key that opened many opportunities for them. Most of the pupils showed and expressed that by watching the animated series, there were specific moments when they felt that they were comprehending everything the characters were expressing, as can be appreciated in figures 8 and 9. Figure 8 shows how comprehended the episode was by the highest number of students. Based on what they said, they guessed some aspects from the characters' behaviors or facial expressions, while the students that were analyzed in figure 9, only three of them understood it. They explained in this episode that the character's mood was more neutral than in the previous one, so it was more difficult for them because they depended on what they could catch by listening.

In addition, after analyzing the results obtained from the exercises used during the application test and the post-test, it can be deduced that most students improved listening comprehension. This can be concluded based on the results of the application test described in figure 8, where it can be seen that in an activity, the total of students could understand the episode's topic. To understand and prove this improvement students had, it can be observed in figure 7 that from the three evaluated aspects in the exercise developed during the pre-test, more than half of the students still needed to achieve most of the requirements. However, analyzing the obtained information from the application test and

post-test in figure 10 about the animated series, more than fifty percent of students achieved the desired results. This shows the analyzer a positive outlook about using animated series to enhance listening comprehension in students. It shows that with the help of visual stimulation, the learners' listening skill is also stimulated because the students are assuming what the characters say from the scenes or images they can observe. Also, their vocabulary acknowledgment and writing skill are affected positively because, at the moment, they are watching the series and paying careful attention to what is said in order to complete the task. They are studying new words while learning to write them correctly, all three benefits simultaneously.

On the other hand, there are the previously commented opinions of the students who could not complete the tasks. They share that by watching the animated series in this specific case Adventure Time, they could comprehend some words, feelings, and what the episode was about of some of the episodes by listening to the characters' tone of voice and observing their reactions during some scenes. So, even if they were not comprehending the full episode or could not complete the entire exercise assigned by the investigator, they could determine that listening to it more times than the three times the investigator played the episodes would have helped them obtain more results.

5.3 Restatement of the Research Question

According to the obtained results from this investigation, the researcher can conclude that the research question stated at the beginning of this document should remain the same. It is necessary to stay as originally proposed; what is the effect of the animated series Adventure Time as a tool to improve listening comprehension skills in fourth-grade students from Santa Maria School during the III Quarter of 2022? Because, with the

outcomes of this research, the analyzer can determine that the animated series Adventure Time is a tool that actually helps learners from fourth grade to improve their listening comprehension through the exercises that provide them the opportunity to acquire more vocabulary acknowledgment and teaches them also the correct pronunciation of words due to it is an American English the one spoken in these series, so, since the English that is used in this school is the American, it helps these pupils to be more accustomed to its type of pronunciation, expressions and culture; which prepares them for the future in case they have to experience a conversation with American people, it trains the student's listening comprehension. As well as vocabulary acknowledgment, when the students watched these episodes about Adventure Time, they learned new vocabulary, which besides helping them with an opportunity to expand their knowledge, also gave them a chance to know in which situations the words and the expressions can be used. Also, learning the correct pronunciation of words from a person who has a native accent is much better because the students will embody the clues into their knowledge.

5.4 Recommendations

In the recommendations, the researcher will provide advice for future researchers that can be considered to obtain more and better results with the application of new investigations with students.

- Choosing an animated series according to the students' ages and likes is important. Also, considering their likes is necessary because it means the pupils will be more interested in watching it than watching an old-fashioned series. Therefore, doing polls with students from different schools or relatives or searching on the internet, the researcher can find the animated series that are more appropriate to be used with

learners of the age in question. It can also be analyzed by investigating the trends of animated series for students of all ages or the specific one being analyzed.

- It is relevant for the investigator to think about the students' motivation from the first day they begin the pre-test. This is because sometimes students who do not interact well with English do not show a good attitude towards the class development, causing a lack of motivation and participation during the lesson. It is important to remember that a motivated student gives more and better results than a student who is not motivated or attracted by the activities done during the class. For this reason, to open the class with a warm up that involves all students in any way will help them feel comfortable. Part of the class will probably increase their desire to participate, making the class development and analysis result easier for the investigator, who will obtain the data from all group members.
- Choosing the correct episodes is imperative because the researcher must remember that the ones who will watch them are students in learning. So, choosing an episode that needs to be clarified or that does not have a specific topic that can be analyzed through the planned activities will not be a good one to be included. Additionally, the investigator must watch the entire episodes before using them with the students because sometimes due to the ages the series are made for, the characters can use inappropriate vocabulary that those pupils can hear and even understand which will cause a problem for the analyzer.
- The activities performed during the application test are something else the researcher must be careful with. The exercises should be proportional to the information that wants to be evaluated and the type of population that is

participating in the investigation. Also, the activities should ask only for information that is included in the episode that was played during that specific lesson, the analyzer cannot ask for something previously watched because the learner probably does not remember it, which will cause a negative result for the investigation.

- Finally, the analyzer must invest much time in the execution of the application test. In an investigation that the researcher needed more time to work with the population, the results will not show positive numbers because the students needed more listening training. An application test in at least three lessons will show if it can work in the future with more classes or if it needs to be combined with another technique. Therefore, as many lessons are applied better the results will be.

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