



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY AND
FOREIGN LANGUAGE

“CARTOON VIDEOS AS A TOOL TO ENHANCE LISTENING SKILLS IN
FOURTH GRADERS”
RESEARCH PROJECT

As a prerequisite to obtain a:
BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled “**Cartoon Videos as a tool to enhance Listening Skills in fourth graders** ”, prepared by **PARRAGA LINO ALISSON FERNANDA** and **TOMALA CHAVEZ NATHALY ELIZABETH**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

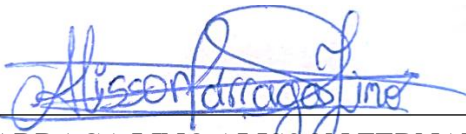


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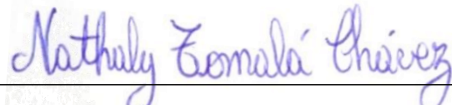
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Declaration

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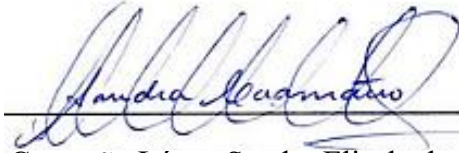
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Acknowledgment I

First of all, I thank GOD for being the guide of my life and allowing me to reach one more goal in my life. I thank my parents Mrs. Magali Lino & Mr. Julio Zambrano, brothers and sister for their unconditional support and for being present in my academic and personal processes. I also want to thank my partner Nathaly with whom I have built a great friendship throughout this stage. Finally, I thank my husband Carlos and my beloved daughter Arlette for always giving me the impulse I need to continue and that despite the long days they are always present giving me their love and understanding.

-Alisson Fernanda Parraga Lino.

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I want to thank my mother Maritza Chavez and my father Jorge Tomala, for being present at every stage of my academic and personal life showing their unconditional support without prejudice. To all my family, because despite the difficulties they have been able to contribute to my life in different aspects, especially to my sister Cecibel who will always be present in my heart, to my partner Alisson, who has trusted me throughout this academic process. And finally, I thank my beloved boyfriend, Steve, for giving me his most sincere love, understanding and patience, I will always be grateful to him with all my heart.

-Nathaly Elizabeth Tomala Chavez

Dedication I

I dedicate this project to my dear mother Magali Lino, who has taught me that no matter how difficult the situation may seem, everything can be achieved; without her support I would not have reached this goal. She is the reason why I try to be better day by day and with God's blessing, together we will crystallize more dreams.

With love, Alisson Fernanda Parraga Lino

Dedication II

I dedicate this project completely to myself because only I have been able to cope with each of the situations in the different aspects of my life, for being strong, dedicated and above all knowing how to choose the path in each of the academic and personal stages, I will always be my greatest inspiration for all that I have achieved.

With love, Nathaly Elizabeth Tomala Chavez

Abstract

Cartoon videos are an innovative and engaging tool for improving fourth graders' listening comprehension. By combining images and audio, they facilitate exposure to English in meaningful contexts, making learning more enjoyable and effective. This study analyzed the use of animated videos to reinforce the listening comprehension, considering the perceptions and experiences of English teachers working with students of this age. Using interviews as a qualitative method, it identified practical strategies, addressed possible challenges, and evaluated their impact on student motivation and participation. The results offered new insights into the use of creative strategies in learning English as a foreign language (EFL) and provided useful tools for improving listening comprehension in elementary school.

KEY WORDS: Cartoon videos, Qualitative research, Listening skills, Perceptions and experiences, Motivation and participation, foreign language (EFL), Practical strategies.

Resumen

Los vídeos de dibujos animados constituyen una herramienta innovadora y atractiva para mejorar la comprensión oral de los alumnos de cuarto curso. Al combinar imágenes y audio, facilitan la exposición al inglés en contextos significativos, haciendo el aprendizaje más ameno y eficaz. Este estudio analizó el uso de vídeos animados para reforzar la comprensión auditiva, teniendo en cuenta las percepciones y experiencias de los profesores de inglés que trabajan con alumnos de esta edad. A través de entrevistas como método cualitativo, se identificó estrategias prácticas, además abordó posibles retos y evaluó su impacto en la motivación y participación de los estudiantes. Los resultados ofrecieron nuevas perspectivas sobre el uso de estrategias creativas en el aprendizaje del inglés como lengua extranjera (EFL) y proporcionaron herramientas útiles para mejorar la comprensión auditiva en la enseñanza primaria

PALABRAS CLAVE: Vídeos de dibujos animados, Investigación cualitativa, Capacidad de escucha, Percepciones y experiencias, Motivación y participación, Lengua

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INTRODUCTION

Learning English as a foreign language has gained great importance in recent years, as it facilitates communication between people from different cultures and backgrounds. This has generated the need for innovative teaching methods to help students improve their language skills. The learning process relies heavily on listening skills, which are essential for clear and effective communication in everyday situations, both in speaking and listening.

This research is based on the idea that animated videos can be an effective tool for improving students' listening skills. It is believed that, in addition to motivating English learning, these videos enhance listening comprehension by providing visual and auditory content that facilitates repetition and contextual understanding.

The main goal of this research is to explore how animated videos can aid in the development of listening skills in fourth-grade students and how this resource can enhance their ability to understand English at this crucial stage of their academic development. Fourth-grade students are at a key point in their language learning process, ready to move beyond basic vocabulary. Incorporating animated videos into the curriculum is a deliberate approach to promote language acquisition, as well as being a source of motivation and enjoyment. This research could offer teachers and curriculum designers new perspectives on how to best support English language learning in this age group.

It is essential to understand the importance of developing listening skills as fourth-grade students reach a key stage in their English learning. The state of listening comprehension development in English as a foreign language will be analyzed through a review of the literature and qualitative research.

The present work began with the analysis of the target population, determining that it would be English teachers. Subsequently, an intervention was carried out in the chosen educational institution through one-on-one interviews with the teachers, and the results were correlated. Teachers can provide valuable insights into the positive aspects of integrating animated videos into the curriculum, as they are key participants in the learning process and have extensive firsthand knowledge.

Chapter I

The Problem

Research Topic

Didactic tools – listening skills

Title of the project

Cartoon Videos as a tool to enhance Listening Skills in fourth graders.

Problem Statement

Language is a means of communication that facilitates understanding between the people involved. It makes it easier to channel ideas, feelings, and much more. Many languages are spoken throughout the world; in fact, a single nation may speak up to two languages, (Putra et al., n.d.). Additionally, many individuals speak a variety of languages in today's world. The English language family includes those that are widely spoken.

Learning a new language such as English is a process of constant work since it is considered one of the most important languages globally, (Abdalla & Mohammed, 2020). Learning a new language requires techniques, methods, and different strategies applied by teachers to students to make this acquisition process natural and not forced. During the pre-professional practices, it was observed that the tools to develop listening skills in students are not innovative and appealing to students, therefore they lose interest in improving their listening skills affecting the process of acquiring the English language.

The Alzamil research,(2021), describes listening as one of the most difficult skills to develop effectively, due to limited vocabulary, different accents, and the lack of background information, since in the school period the appropriate vocabulary was not acquired to understand common everyday phrases, resulting in frustration with the listening skills. Anggraini

& Abduh (2023), mention the following” If a person is not able to understand and convey the information heard that person has not succeeded in listening comprehension”, consequently communication is affecting and may cause a conflict.

According to Krivosheyeva & Shodiyeva (2020), there is minimal use of new techniques in English language instruction in schools; instead, the traditional methods of teacher-student interaction continue, which makes kids uninterested in learning. It should be emphasized that one of the most effective methods to learn English is by listening comprehension, particularly influenced by technology currently. Despite listening skills are a basic requirement; they are frequently the least valued in the classroom.

Cartoons are becoming an essential teaching tool for teaching English, especially to younger learners. They make language learning interesting and enjoyable while helping students improve their comprehension and other language skills. Cartoons are fast becoming a vital part of the English classroom, especially for younger children. Although cartoons are an effective teaching tool and can help break down traditional classroom barriers, teachers still cling to traditional methods even though cartoons make language learning engaging and fun, while helping students improve their comprehension and other language skills, Thi et al., (2020).

The research aims to describe how the use of Cartoon Videos enhances Listening Skills in children. Therefore, children will associate cartoons with real-life contexts, enriching their listening comprehension and improving English language acquisition naturally. Cartoon characters must talk clearly and deliberately. They should also incorporate vocabulary and frequent expressions that kids need to acquire. It is possible that traditional approaches may not be interesting for most fourth graders, which could reflect in lower academic performance.

Justification

The development of listening skills is fundamental in the process of second language acquisition, particularly in the context of primary education, where students are at a critical stage of language formation. The research aim is to motivate teachers to use cartoons in the fourth year at “EDUCA” elementary school to improve their listening skills and acquire more vocabulary.

Additionally, it serves as an engaging and entertaining tool for young learners. This method not only captures students' interest but also fosters creativity and imagination, as the choice of animated videos as a teaching tool should not be arbitrary. Anggraini & Abduh, (2023), mention that Cartoon Videos as a tool to enhance listening skills, creates a more dynamic and interactive learning environment, encouraging active participation.

Mukazhanova et al. (2022), recommends that teachers integrate cartoons into lesson plans, as they are a useful means of developing listening skills and should be used in the classroom. In fact, cartoons provide auditory input through a combination of images and simple dialogues that are understandable and meaningful to children, thus favoring the progressive development of their listening skills.

According to Arifani, n.d., cartoon videos are a popular form of visual entertainment for children to watch during their leisure time. It could reasonably be argued that animated illustrations represent one of the most effective methods for engaging students' attention, facilitating a more efficient learning process. This approach not only enhances their ability to focus but also encourages them to place a greater emphasis on developing their listening skills, which can be considered a foundational aspect of their overall academic development.

In this generation, where technology influences various aspects, including education, it is essential to make the most of it in teaching younger generations, who engage with it constantly.

Cartoons videos emerge as an educational tool that not only sparks enthusiasm in students but also, as a modern and appealing method, proves to be both effective and suitable for learning.

Problem Formulation

Problem question

How can cartoon videos improve listening skills in fourth grade at “EDUCA” elementary school students?

Specific Questions

- Why is it important to develop listening skills in elementary school children?
- What are the strategies and benefits of using cartoon videos to develop listening comprehension in fourth graders?
- What is the impact of using cartoon videos in learning environments on the development of listening skills?

Objectives

General Objective

To analyze the use of Cartoon Videos to enhance Listening Skills in fourth graders at “EDUCA” elementary school.

Specific objectives

- To examine the importance of developing listening skills in elementary school children through bibliographic and qualitative research.
- To identify the strategies and benefits of using cartoon videos for the development of listening comprehension in fourth-grade children.
- To explore the role of cartoon videos in learning environments for improving listening skills.

Chapter II

Theoretical Framework

Background

Faxriddinovna and Baxriddin (2023), emphasized the importance of Tv, news and cartoon for developing English skills, these resources make teaching real, dynamic and vivid to make children to engage in the learning process while they are enjoying the experience. These inputs pull students to understand the language instead of focusing on grammar and semantics fostering understanding to the inputs, in other words the use of cartoons improves English skills in fact listening comprehension.

In the study of Farhan (2024), cartoon videos improve listening skills. During the execution of the research a group of young learners were exposed to cartoons after the pre-test and post-test students were able to codify sound to understand. One thing to consider is that cartoons must be aligned to grammar focus and phonetics in class activities to guarantee language learning. Also, teachers must use interactive resources to promote the involvement and comfort of students.

According to further investigation by Contreras and Ochoa (2020), stated that animated cartoons served as an interactive activity to enhance Listening skills by the attention drawn by children. These tools seem to be contrasting based traditional activities, the engagement and grammar mix activities make this activity a match for teaching and learning process. Teachers should consider how to structure these lessons without losing the skill and knowledge focus.

Fajriani, (2022), discussed outcomes of his research, it was noticed the improvement of using cartoon for improving listening skills, the mechanism described was the interaction with audio visual media, this media trigger motivational aspect that encourage class participation.

This methodology involved cognitive approaches along with audio visual English teaching method and motivational approaches to learn L2. The mix of these events brought about language learning, the students were pushed to get to know the topics of the cartoons so that peers must improve their skills to be able to understand cartoon scenarios and context.

Nofriza (2021), suggested the use of technology to bond with students, cartoons support language development for listening comprehension and motivates students to get involved in class by using multimedia and internet. Moreover, teachers must adapt these activities to language system basis such as grammatical focus, pronunciation, intonation and so on, to make activities meaningful to assure language development.

For several EFL learners, listening skills are a challenging skill to develop due to various circumstances such as delivered pronunciation of native speakers, lack of exposition of native speakers since teachers are foreign speakers of the language. Intan et al., (2022), assured those cartoons based on native pronunciation supports language development of children. Therefore, the research highlights the use of audiovisual methods and cartoons supports listening skills learning, also the use of effective worksheets related to class units helps to become a fast finisher activity as well it can be used as a main activity.

Moreover, Alabsi (2020), states the use of videos such as cartoons for developing listening comprehension by using subtitles to understand context and comprehend the animated series. Videos are authentic materials for listening comprehension images and subtitles support codification of language, furthermore subtitles are useful to design activities driven to practice sub skills such as reading comprehension and grammar.

Pedagogical basis

Constructivism

In a paper developed by Chand (2023), there was an analysis of Constructivism in education, it serves as a learning approach to acquire new knowledge by integrating senses into vivid experiences in the learning process. It mentions the role of a teacher who acts as a guide, in contrast to odd teaching basis, it is centered on students. Since constructivism is joined to cognitive aspects, learning is transmitted by senses and canalized by brain processes to reach general understanding.

The use of cartoons lies on constructivism learning theory, the involvement of senses to receive the input by images and sounds, this exposure of foreign language with these settings improves English language learning; also impact of the activity encourages motivation boosting language development. Furthermore, the experience of having lessons with cartoons reinforces the inclination of constructivism basis to cartoon videos.

Teaching English to Young Learners

Early childhood instruction is crucial for language learning, children are like sponges getting all aspects of their environment, this ability makes language acquisition easy and complex. Nevertheless, the sources must be tailored to attend to children's educational needs. Saputra et al., (2020), elaborated the basis of TEYL defining that the way children learn is quite different from adults used to learn due to undeveloped skills and limitless understanding. This mean the methodology of teaching English to children must be based on stimulus and behavior while they are understanding how world works. The investigation carried out by Islahuddin (2023), identified certain age-appropriate materials for teaching English to young learn, among these multimedia resources such as videos of cartoon were mentioned, because they get students' attention and serves a source of listening skills development.

Receptive English skills

British Council, (2023), explains the receptive skills as abilities that used senses to receive the stimulus such as sight and hearing to perceive it and decoded. Listening and reading are receptive skills, they serve as a mean to retain knowledge and interpretate it. The receptive skills are those that involve the understanding of information. In language, this would include listening and reading. Listeners, especially English language learners, need to develop good listening skills since this is the base on which communication

It helps learners understand the pronunciation, intonation, and rhythm of spoken English, which improves their own speaking. It provides them with exposure to a wide array of accents, vocabularies, and grammatical structures within realistic contexts, so it aids in language acquisition.

Listening skills

Listening is a fundamental ingredient in ways of communicating with others. It involves much more than just hearing words; rather, it is an activity of understanding exactly what one is trying to say and feeling. Syafii et al., (2020), established those listening skills has been set as essential language skills in English language, this skill involves understanding in communication process. Listening skill occurs when speech sounds are coded and interpreted by brain processes, information retain is analyzed to afterwards being replied. Good listening helps solve problems because we can fully understand the situation before responding.

Listening process

The listening process is described as a series of stages when sound is received and coded to be able to be understood by individuals. In language learning, the process of stimulus is elaborated in the following stages defined by Highland College (2020), it involves four stages: receiving, understanding, evaluating, and responding.

1. **The Reception Stage:** The initial stage of listening involves both hearing and attending. Hearing refers to the physical process of perceiving sounds, while attending involves actively focusing on and interpreting these sounds. The meaning assigned to sounds is crucial for understanding the message conveyed.

2. **The Understanding Stage:** During this stage, listeners strive to comprehend the speaker's message by determining the context and meaning of individual words and sentences. This process involves actively constructing meaning and making sense of the information presented.

3. **The Evaluation Stage:** Once the message is understood, the listener evaluates its credibility, relevance, and significance. This critical thinking process involves assessing the speaker's logic, evidence, and overall argument. Effective evaluation requires a clear understanding of the content.

4. **The Responding Stage:** The final stage of the listening process involves providing feedback, either verbally or nonverbally. Verbal responses may include asking questions, offering comments, or summarizing the speaker's points. Nonverbal answers such as nodding, eye contact, or facial expressions, can also convey understanding and engagement.

Responding introduces an active component to the listening process. Frequently, speakers seek verbal and nonverbal feedback from listeners to assess whether and how their message is being interpreted or considered. Depending on the listener's reactions, the speaker may decide to modify or proceed with the delivery of the message

Stages of Teaching Listening skills

According to Movva et al., (2022), teaching of listening is structured into three distinct stages. The first stage, Pre-listening, involves introducing the content as background information

to facilitate the successful execution of the activity. The second stage, While-listening, focuses on the process of listening and the decoding of language through cognitive functions. Lastly, the post-listening stage emphasizes utilizing the interpretation of the received message or stimulus, along with providing feedback.

1. Pre-Listening:

The pre-listening stage equips students with the necessary tools to understand the audio material they are about to hear. Movva et al., (2022), it is crucial as it prepares students for the listening task, stimulates their interest, and clarifies the listening goal; pre-listening activities provide context like real-life situations and motivate students (p. 1502). Without proper guidance, it would be overwhelming for students to begin the task. Therefore, sufficient pre-listening support should be offered to boost students' confidence and effectiveness. These activities focus on setting the stage for the task, activating prior knowledge, relating to previous experiences, and outlining learning objectives and listening behaviors.

2. While-Listening:

This stage focuses on enhancing students' listening skills and evaluating their comprehension. Teachers assign tasks that students must complete while listening, sometimes requiring multiple repetitions of the audio. Movva et al., (2022), teachers review students' responses, emphasizing key points and clarifying any linguistic difficulties (p. 1502). It's important that students do not have access to the listening script, and varied tasks should be provided to avoid boredom. Activities should be adapted to the students' individual levels and needs to help them listen more effectively.

3. Post-Listening:

post-listening activities should be designed to reinforce understanding and promote

critical thinking. These activities can connect the audio material to students' personal experiences, encouraging reflection and deeper analysis. By assessing student comprehension and providing opportunities for skill transfer, teachers can help students achieve different levels of understanding Movva et al., 2022, (p. 1502)

Cartoon videos for improving listening skills

In the educational field there is not a resource that can be modified to become an educational activity. Cartoons are highly used for learning English language, the adaptation can support the development of English Skills such as Listening skills. Its potential for improving listening is boosted by the interest of children in learning through their likes.

González et al., (2024), analyzed the impact of cartoons for improving listening comprehension. It states that cartoon resources serve to bond with students and teaching into an interactive way creating a comfy atmosphere, cartoons seemed like a friendly resource adaptable regardless of English level and age.

Three stages approach to working with Cartoons

The stages of listening teaching were mentioned by Bloushi (2024), there are three stages, which are pre listening, while listening and post listening stage. These stages are important to carry on a proper English teaching basis; however, the adaptation to resources must be accurate to ensure language development. According to Páez (2021), The use of cartoon videos are a reliable source of vocabulary, idioms and complex grammar structures, these helps to tailor activities driven to improve English skills. Listening skills are improved by using the following methodology. The author elaborates the following stages of how to teach with cartoons to improve listening skills.

Pre-Viewing Activities: Before starting, it is essential to define clear learning objectives and select a video that aligns with the students' language proficiency and course content.

Teachers should choose videos that feature simple language, engaging visuals, and topics that are captivating for the students. Páez (2021), said that Pre-viewing activities aim to motivate students and prepare them for the task (p. 8). Examples include predicting the video's content based on clues, pre-teaching essential vocabulary, or discussing topics related to the video. These activities help establish the context, build anticipation, and ensure that students are prepared to engage with the material.

Viewing Activities: During the viewing phase, the focus is on comprehension and practice. Teachers can implement a variety of activities such as picture ordering, chart completion, multiple-choice questions, matching, filling gaps, and labeling to assess understanding. These activities keep students actively engaged while watching and help them process the video content in various ways. Páez (2021), Teachers play the role by monitoring students' progress and ensuring that tasks are appropriate for the language level. The use of technology, such as apps and websites, can further enhance the experience, allowing for digital engagement (p. 9).

Post-Viewing Activities: Post-viewing tasks are designed to reinforce the lesson and evaluate students' listening comprehension. Hence, these activities encourage students to reflect on the material and apply their knowledge. Teachers can use different methods of evaluation, including oral communication or written responses. According to Páez (2021), activities such as answering open questions, summarizing content, sequencing events, or role-playing scenes from the video provide opportunities for deeper engagement with the material, promoting critical thinking and further developing listening skills (p. 9).

Legal basis

These articles mentioned expand, more specifically in Ecuadorian education framework towards every individual and how English should be employed in academic settings in high schools as this is a subject involving public institutions. This highlights the important role of education in personal and social development and about how we learn in schools and universities. In addition, it discussed the connection between government and citizens.

Constitución de la República Del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución del la República del Ecuador, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional” (Constitución del la República del Ecuador, 2008).

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su

equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel” (Constitución de la República del Ecuador, 2008).

These articles aimed to inform the government’s duty in relationship with educated citizens. In articles 26,27, 28, it highlights the importance and right of education for people. These laws undertake citizen development and adequate education to use citizen potential to serve as an aid for society.

Ley Orgánica de Educación Intercultural (LOEI)

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional.

Art. 5.- La educación como obligación de Estado. - El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la

Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley (Ley Organica de Educacion Intercultural, 2011).

English as a Foreign Language Curriculum

Ecuadorian government create a handbook for teacher to follow guidelines about how to teach English into a EFL framework. According to the Ministry of Education in Ecuador MINEDUC (2016), students from third grade to fifth grade to corresponding to basic education must achieve the level pre-A1 and A1 in listening when they finish the school year. At this level, students will be able to identify and understand basic information from English speakers. In this curriculum is mentioned thread of skills such as Communication and cultural awareness, oral communication, reading, writing, language through arts; this curricular thread is used to build up English teaching basis in Ecuador.

EFL objectives for cultural awareness describe the use of listening skills:

EFL 2.1.6

Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)

EFL 2.1.10

Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands

Chapter III

Methodological Framework

Methods

Qualitative Methodology

This research project focused on teachers at EDUCA Elementary School, with a qualitative approach, aims to analyze the use of Cartoon Videos to enhance Listening Skills in fourth graders.

Taherdoost (2022), defines the qualitative method as an interpretive approach that gathers information through first-hand textual data, such as interviews, life experiences and stories that show routines or problems. In other words, the qualitative approach can uncover new insights, ideas and generate new theories, because it includes different perspectives of the research samples.

The purpose of qualitative research is to comprehend human experience and pleasure on a deeper level. Since it considers the development of teaching and learning, the school environment, and other educational policies, this type of study is highly helpful in the field of education when examining the experiences of students, instructors, and other educational actors involved in the research.

Through qualitative methods such as content analysis and individual interviews, researchers can delve into the particularities of this teaching strategy and better understand how educators and students use cartoons to expand vocabulary. This methodology provides a deeper understanding of the effects of the use of visual resources.

Type of Research

Phenomenological research

Phenomenology is responsible for interpreting the experiences of phenomena in a more integrated approach; phenomenological study makes possible the exposition of a human perspective and reality. According to Alhazmi & Kaufmann, (2022) Understanding human experience is complicated by the inherent complexity of the human condition, as well as the multifaceted nature of each experience, which is influenced by psychological, cultural and social factors. For this reason, describing and analyzing individual experiences involves facing uncertainty and ambiguity.

Phenomenological research not only analyzes experiences but also examines the various perspectives of teachers. Therefore, this study adopts a phenomenological approach. Through this methodology, the aim is to understand the appropriate use of cartoon videos in fourth graders elementary school classes and how they influence the improvement of listening comprehension skills.

Data collection techniques

One-on-One Interview

For the collection of real data, one-on-one interviews are used, thus capturing each teacher's perspective and experience using cartoon videos. Elhami & Khoshnevisan (2022), define interviews as a powerful instrument for collecting data and probing into participants' perception.

According to Kumar Sahoo (2022), personal interviews are conversations with a specific purpose: to obtain information relevant to research and help to meet the research objectives. In the context of this study, which explores the use of animated videos with fourth graders, interviews with teachers can provide valuable information about their pedagogical beliefs, experiences, and perspectives on the effectiveness of these tools. By conducting in-depth

interviews with teachers, a nuanced understanding of the challenges and benefits associated with integrating cartoon videos in the classroom can be obtained.

Instrument

Questionnaire

A research questionnaire is an essential instrument to collecting information, requiring to be precise, concise, and appropriate data gathered methodically and in accord with the research's corresponding components. To be analyzed and used to achieve the investigation's objectives.

According to Taherdoost (2022), questionnaires are the most widely used method for primary and quantitative data collection, as they allow standardization and comparison of the data obtained during the process.

A structured questionnaire with topic-specific questions and responses will be administered as part of the research inquiry. These frequently comprise a pre-written list of open-ended, clear-cut, and specific questions intended to help the interviewee understand the needs of the study. The interview will be conducted in person through recorded personal interviews. As part of the interview method for this study, semi-structured in-depth interviews will be conducted with the teachers. Eight open-ended questions will be used to better understand how teachers consider cartoons to develop listening skills.

Type of question

Open-ended questions

A study conducted by Elhami & Khoshnevisan, 2022, emphasizes that qualitative research primarily utilizes semi-structured interviews and open-ended questions. These methods are instrumental in eliciting in-depth data essential for advancing research. This approach enables researchers to explore participants' experiences, perceptions, and interpretations in

greater detail, thereby fostering a more comprehensive understanding of the phenomena under investigation.

This study employs an open-ended questionnaire consisting of eight questions to investigate the practical experiences of English teachers who have integrated cartoon videos into their class. By allowing teachers to respond freely, the questionnaire aims to capture a wide range of insights into how animated videos are used to enhance student engagement and listening skills. This method encourages participants to provide detailed descriptions of their teaching experiences, thus enriching the data collected. The information gathered will contribute to a deeper understanding of the benefits and challenges of using cartoon videos in language education for fourth graders.

Population and sample

This research was carried out at the EDUCA bilingual basic education school, located in the province of Santa Elena, Salinas, Ecuador. To learn about the strategies and benefits of using animated videos to improve the listening skills of fourth grade students, 5 English teachers from this prestigious institution who teach the fourth year of elementary school were chosen as the population. Due to the qualitative nature of the research and the interest in obtaining a deep understanding of the experiences of each participant, it was decided to work with them.

Chapter IV

Analysis of Findings

Brief explanation of the findings.

In relation to the analysis of the data collected that the interviewees exposed regarding English cartoons to aid in vocabulary growth and the components of academic achievement in the classroom.

These findings became more evident as we explored the educators' experiences in basic education and the paths they took to reach those levels of teaching. The interviews involved five experienced English teachers who shared their backgrounds working in classrooms and discussed their teaching strategies and their views on the use of animated films as a learning tool.

This chapter delves into the potential of cartoon videos as a tool for enhancing the listening skills of fourth-grade students. The study highlights the numerous benefits associated with the use of animated videos, including increased engagement, improved vocabulary acquisition, and enhanced comprehension. By providing clear pronunciation, relatable characters, and engaging storylines, cartoon videos can create a motivating and effective learning environment. However, it is crucial to address potential challenges such as the risk of visual distractions and the complexity of language used in certain videos. To maximize the effectiveness of these tools, educators can employ various pedagogical strategies, such as pre-teaching vocabulary, guided listening, and interactive activities. By carefully selecting and integrating cartoon videos into their lessons, teachers can significantly enhance students' listening skills and overall language proficiency.

Interpretation of bibliographic review.

1. Question number one was: **What strategies do you recommend for using cartoon videos to improve students' listening skills?** This first question effectively breaks down the key strategies identified by teachers and highlights the importance of engaging content, clear audio, repetition, and interactive activities to improve listening skills. Teachers can optimize the use of cartoon videos by reinforcing vocabulary learning through games and quizzes. It also highlights the importance of balancing passive viewing and active participation, a combination of strategies that can lead to more effective learning outcomes. Overall, the teachers' responses provide valuable guidance for educators who wish to improve students' listening comprehension through cartoon videos.

2. Question number two was: **What benefits and challenges have you observed when using cartoon videos to develop listening comprehension in fourth-grade students?** All five basic educators highlight several key benefits and challenges associated with using cartoon videos to develop listening comprehension in fourth-grade students among them: Cartoon videos offer a unique opportunity to enhance students' listening skills in a fun and engaging manner. By providing a visual context, clear pronunciation, and relatable language, these videos can significantly improve students' comprehension. Moreover, the enjoyable nature of cartoons can motivate students to actively participate in listening activities, leading to increased engagement and retention. While cartoon videos offer numerous benefits, it is essential to acknowledge potential challenges. One common issue is that students may become overly focused on the visual aspects of the videos, neglecting the auditory component. Additionally, cartoons may contain complex language and fast-paced dialogue that can be difficult for younger learners to follow. To maximize the effectiveness of cartoon videos, teachers must carefully select content

that aligns with students' language levels and use strategies to mitigate potential distractions. By addressing these challenges, educators can harness the power of cartoon videos to create engaging and effective listening experiences.

3. Question number three was: **What relevance does developing listening skills in fourth-grade students have for other areas of English language learning?** Describing the crucial role of listening comprehension in the English language development of fourth-grade students. Participants emphasized that strong listening skills are a cornerstone for subsequent language skills, particularly speaking. By effectively processing spoken language, students can better formulate their thoughts and ideas, leading to improved oral communication. In addition, attentive listening is essential for understanding context and participating in class discussions. Students who can understand instructions, explanations and oral narratives are more likely to participate in learning activities and actively collaborate with their peers.

4. Question number four was: **How do fourth grade students perceive animated videos in their English classes and their influence on motivation and participation?** From teachers' perspective, students find these videos enjoyable and engaging, which significantly boosts their motivation to participate actively in class activities. By providing a non-traditional learning experience, cartoon videos pique students' curiosity and encourage them to explore the content with enthusiasm. Furthermore, the visual and auditory elements of these videos stimulate students' interest, making the learning process more dynamic and interactive. Ultimately, the positive perceptions of animated videos among fourth-grade students highlight their potential to create a more engaging and effective learning environment.

5. Question number five was: **What aspects, such as educational and linguistic, do you consider when selecting an animated cartoon for fourth-grade students to enhance their**

listening skills? The answers to this question emphasize the importance of key elements of cartoon videos to develop listening skills. Teachers emphasize the importance of choosing cartoons with age-appropriate language and clear pronunciation to ensure that students can easily comprehend the spoken language. Moreover, the content of the cartoons should be relevant to the curriculum, incorporating vocabulary and themes that align with the students' learning objectives. Engaging storylines and visually appealing animations are crucial for capturing students' attention and motivating them to actively listen. Additionally, considering the cultural context of the cartoons can help students make connections between the content and their own experiences, enhancing their understanding and appreciation of the language. By carefully selecting cartoon videos that meet these criteria, teachers can create rich and engaging learning experiences that promote the development of students' listening skills.

6. Question number six was: **What pedagogical strategies do you use to integrate animated videos into your teaching activities?** Teachers emphasize the importance of pre-teaching key vocabulary to prepare students for the video content, ensuring that they have a solid foundation for understanding the language. Guided listening techniques, such as asking questions and pausing the video, help students focus on specific details and actively engage with the material. Following the video, interactive activities, such as open-ended discussions and role-playing, provide opportunities for students to apply their understanding and practice their speaking skills. Setting clear goals for each video helps students focus their attention and monitor their progress. Additionally, repetition and practice exercises reinforce vocabulary and pronunciation, aiding in language retention and fluency. By implementing these strategies, teachers can maximize the effectiveness of animated videos in developing students' listening skills and creating engaging and meaningful learning experiences.

7. Question number seven was: **How have cartoon videos contributed to improving the listening skills of your fourth-grade students?** The use of cartoon videos in English language classrooms has emerged as a powerful tool for enhancing students' listening skills. These visually appealing and engaging resources have the potential to revolutionize the way young learners acquire language. The clear pronunciation and natural language used in cartoon videos enable students to better understand and imitate spoken English. Additionally, the visual context provided by the animations helps students connect words with their meanings, making it easier to comprehend and retain new vocabulary and sentence structures. In conclusion, cartoon videos have proven to be a valuable tool for enhancing students' listening skills. By fostering engagement, providing clear pronunciation, and offering a natural learning environment, these videos contribute to the overall language development of fourth-grade students.

8. Question number eight was: **What content or features of cartoon videos do you find most effective for capturing your students' attention and improving their listening comprehension?** The effectiveness of cartoon videos in enhancing fourth-grade students' listening comprehension is significantly influenced by specific features. These features, as highlighted by the responses to this question, contribute to capturing students' attention and facilitating understanding. Firstly, visually appealing elements, such as bright colors and engaging characters, play a crucial role in drawing students' attention and maintaining their interest throughout the video. Secondly, clear and simple language ensures that students can easily understand the content, reducing cognitive load and facilitating comprehension. Additionally, relatable characters can foster a connection between students and the video, making the learning experience more personal and meaningful. Furthermore, straightforward storylines and the repetition of key phrases enhance comprehension and retention. By breaking

down complex information into smaller, digestible chunks, students can better process and understand the language being used. Lastly, incorporating trending characters or themes can make the learning experience more relevant and exciting for students, increasing their motivation to engage with the material.

9. Question number nine was: **What type of methodology do you use to adapt cartoon videos as a tool in activities designed to enhance listening skills in fourth-grade students?**

This question focuses on the methodologies used to adapt cartoon videos as a tool in activities designed to enhance listening skills in fourth-grade students. For instance, encourages active student engagement through pre-viewing, during-viewing, and post-viewing activities, fostering a deeper understanding of the content. Additionally, a communicative approach is employed to activate prior knowledge, guide focused listening, and promote speaking practice. Task-based learning provides students with specific listening tasks, such as identifying key information or answering comprehension questions, which further develops their listening skills. By incorporating these methodologies, teachers can create dynamic and interactive learning experiences that cater to students' diverse learning styles and promote active participation. Ultimately, these approaches aim to enhance students' listening comprehension, vocabulary acquisition, and overall language proficiency.

Below, there is a summary of relevant findings of each question related to this research project.

Table 1

Strategies, benefits, challenges, and relevance to develop listening skills.

Questions	1.What strategies do you recommend for	2.What benefits and challenges have you	3.What relevance does developing
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	using cartoon videos to improve students' listening skills?	observed when using cartoon videos to develop listening comprehension in fourth-grade students?	listening skills in fourth-grade students have for other areas of English language learning?
Answers	The key strategies identified by teachers highlight the importance of engaging content, clear audio, repetition, and interactive activities in enhancing listening skills.	These videos offer numerous benefits, including increased engagement and improved understanding, while also presenting challenges related to potential distractions and language complexity.	Strong listening skills are essential for subsequent language skills, such as speaking, and for active participation in classroom discussions.
Authors	Páez (2021), activities such as role-playing scenes from the video provide opportunities for deeper engagement with the	Intan et al., (2022), assured those cartoons based on native pronunciation supports language development of children.	Syafii et al., (2020), established those listening skills has been set as essential language skills in English language, this skill involves

material, promoting critical thinking and further developing listening skills.	understanding in communication process.
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Table 2

Exploring the Effectiveness of Animated Videos in Motivating and Engaging Fourth-Grade English Learners

Questions	4. How do fourth grade students perceive animated videos in their English classes and their influence on motivation and participation?	5. What aspects, such as educational and linguistic, do you consider when selecting an animated cartoon for fourth-grade students to enhance their listening skills?	6. What pedagogical strategies do you use to integrate animated videos into your teaching activities?
Answers	Cartoon videos offer a visually stimulating and interactive learning experience, capturing students' attention and	Key factors include age-appropriate language, clear pronunciation, relevant content, engaging storylines, and cultural relevance. By	Effective pedagogical strategies, such as pre-teaching vocabulary, guided listening, and interactive activities, to maximize the benefits

	encouraging active participation.	carefully considering these elements, teachers can create rich and engaging learning experiences that enhance students' listening skills.	of animated videos and enhance students' listening skills.
Authors	Nofriza (2021), suggested the use of technology to bond with students, cartoons support language development for listening comprehension and motivates students to get involved in class by using multimedia and internet.	Mukazhanova et al. (2022), cartoons provide auditory input through a combination of images and simple dialogues that are understandable and meaningful to children	Alabsi (2020), states the use of videos such as cartoon for developing listening comprehension by using subtitles to understand context and comprehend the animated series.

Table 3

The impact of Cartoon Videos on fourth graders listening skills from a pedagogical approach.

Questions	7. How have cartoon videos contributed to improving the listening skills of your fourth-grade students?	8. What content or features of cartoon videos do you find most effective for capturing your students' attention and improving their listening comprehension?	9. What type of methodology do you use to adapt cartoon videos as a tool in activities designed to enhance listening skills in fourth-grade students?
Answers	Cartoon videos offer a visually engaging and effective way to enhance fourth-grade students' listening skills, providing clear pronunciation and natural language exposure.	Cartoon videos' effectiveness in enhancing listening comprehension is influenced by visually appealing elements, clear language, relatable characters, simple storylines, repetition, and the use of trending content.	Constructivist, communicative, and task-based approaches are highlighted as key strategies to enhance students' listening skills and overall language proficiency.
Authors	Páez (2021), The use of cartoon videos are a reliable source of	Contreras and Ochoa (2020), stated that animated cartoons	Fajriani, (2022), the interaction with audio visual media, this

vocabulary, idioms and complex grammar structures, these helps to tailor activities driven to improve English skills.	served as an interactive activity to enhance Listening skills by the attention drawn by children.	media trigger motivational aspect that encourage class participation, this methodology involved cognitive approaches along with audio visual English teaching method and motivational approaches to learn
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Chapter V

Conclusions and recommendation

The main objective of this study was analyzing animated videos as a tool to reinforce listening comprehension skills in fourth grade students. This analysis identified the key elements that should be included in the videos to maximize the learning benefits. After conducting a detailed analysis, it was determined that the integration of animated videos into the teaching process had a positive effect on the listening skills of fourth graders. Through the analysis of these visual and audio resources, we identified the ways in which the videos facilitated students' vocabulary comprehension and ability to identify English words and phrases in different contexts.

Conclusions

Conclusion 1: Qualitative research conducted at EDUCA reveals that the use of animated videos in English is an effective tool for improving listening skills in fourth grade students. The data obtained and the literature review show that these audiovisual resources offer an engaging way to familiarize students with English, allowing them to hear and recognize vocabulary and expressions within clear visual contexts.

Conclusion 2: The research reveals the perceptions of EDUCA English teachers about the use of animated videos to develop students' listening skills. The data obtained provides valuable information about teachers' acceptance and attitudes towards this technique. A positive trend is observed, where teachers value the incorporation of animated videos in the classroom as an effective and enriching tool. However, possible challenges and areas for improvement were also identified, suggesting the need for additional support and resources from the institution to maximize the positive impact of this technique:

Conclusion 3: Qualitative research conducted at EDUCA shows that the use of animated videos in English contributes significantly to the development of listening skills in fourth grade students. The literature review and data collected indicate that these resources provide a visual and auditory learning experience that facilitates the identification and comprehension of English vocabulary and phrases, allowing for a more participatory learning environment, making students feel more motivated and engaged as they interact with the language in dynamic and meaningful contexts.

Recommendations

Recommendation 1: It would be useful for English teachers at EDUCA to investigate students' preferences about the type of animated videos that most appeal to them. Understanding which styles or themes are most appealing to students may help in selecting the most appropriate videos, which could increase their effectiveness in developing listening skills. In addition, tailoring visual and audio content to students' specific interests optimizes the learning process and encourages greater participation in the classroom.

Recommendation 2: To improve the impact of the use of cartoon videos to develop the listening skills of fourth grade students at EDUCA, it is recommended to encourage the active participation of teachers in the process. In the absence of adequate equipment, such as loudspeakers, it is suggested that teachers use their voice to narrate or interact with the videos during the sessions, thus transforming learning into a more dynamic and personalized experience. This recommendation will not only strengthen students' emotional connection with the content but will also motivate teachers to explore innovative and more interactive methods of teaching.

Recommendation 3: EDUCA English teachers are encouraged to incorporate visual and multimedia elements during learning sessions with animated videos in English. They can include subtitles or visual resources from the video as support, which will enrich the comprehension of English words and phrases, allowing students to connect what they hear with what they see. This recommendation will not only complement vocabulary instruction, but will also appeal to different learning styles, making the sessions more accessible and engaging for all students.

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Annexes

Annex A: *Certified Anti-plagiarism System.*

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación “**CARTOON VIDEOS AS A TOOL TO ENHANCE LISTENING SKILLS IN FOUR GRADERS**”, La Libertad, Provincia de Santa Elena, año 2024, elaborado por **Párraga Lino Alisson Fernanda** y **Tomalá Chávez Nathaly Elizabeth**, estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que el sistema antiplagio Compilatio Magister, señala el 6% de similitud; por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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Tipo de carga: interface

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Annex B: *Questionnaire*

**CARTOON VIDEOS AS A TOOL TO ENHANCE LISTENING SKILLS IN FOURTH
GRADERS**

QUESTIONNAIRE

1. What strategies do you recommend for using cartoon videos to improve students' listening skills?
2. What benefits and challenges have you observed when using cartoon videos to develop listening comprehension in fourth-grade students?
3. What relevance does developing listening skills in fourth-grade students have for other areas of English language learning?
4. How do fourth grade students perceive animated videos in their English classes and their influence on motivation and participation?
5. What aspects, such as educational and linguistics, do you consider when selecting a cartoon video for fourth-grade students to enhance their listening skills?
6. What pedagogical strategies do you use to integrate cartoon videos into your teaching activities?
7. How have cartoon videos contributed to improving the listening skills of your fourth-grade students?
8. What content or features of cartoon videos do you find most effective for capturing your students' attention and improving their listening comprehension?
9. What kind of methodology do you use to adapt cartoon videos as a tool in activities designed to enhance listening skills in fourth-grade students?

Annex C: Interviews transcription.

Question	1.What strategies do you recommend for using cartoon videos to improve students' listening skills?	2.What benefits and challenges have you observed when using cartoon videos to develop listening comprehension in fourth-grade students?	3.What relevance does developing listening skills in fourth-grade students have for other areas of English language learning?
INTERVIEWEE 1	Start with subtitles in English to build understanding. As students become more comfortable, remove subtitles to encourage active listening. Subtitles in their native language can be useful initially for context.	The pronunciation can be a benefit because they catch some words, a Challenge could be that the student focus just the image	When students listen to new phrases, idioms, and sentence structures, they are more likely to use these in their writing, improving the richness and variety of their written work.
INTERVIEWEE 2	Collaborative Learning	Cartoons combine visual and audio cues, which support comprehension. Facial expressions, body language, and contextual clues in cartoons help students understand the dialogue, even if some words or phrases are new to them.	So important, I say 100% of relevance, since improving listening skills make students a better understanding of the language.
INTERVIEWEE 3	Use short, engaging cartoon videos with clear audio and simple dialogue. Play each video multiple times: first for general understanding, then with pauses for key vocabulary or phrases. Encourage students to repeat lines, act out scenes, or answer	Benefits: Cartoon videos engage students and make listening practice enjoyable. The visuals help students understand context, while the simple language and clear dialogue aid comprehension. Challenges: Some	So important, I say 100% of relevance, since improving listening skills make students a better understanding of the language.

	questions to reinforce comprehension and retention	cartoons may include slang, fast speech and, students can get distracted by the visuals, which may reduce focus on listening.	
INTERVIEWEE 4	I recommend using cartoon videos where students identify key words, pause to discuss what they heard, and ask questions. They can also repeat phrases to improve pronunciation and finish with games or quizzes to reinforce comprehension	A benefit is that cartoon videos keep students interested and make listening practice fun. They help students learn new words in context. A challenge is that some cartoons speak too fast or use slang, which can be hard for fourth graders. Choosing the right videos and guiding students through tricky parts can help	Developing listening skills in fourth graders supports vocabulary growth, pronunciation, comprehension, and speaking confidence, enhancing overall English language proficiency
INTERVIEWEE 5	To improve listening skills, I recommend using cartoons with clear speech and simple sentences. Students can watch the video twice, first to get a general idea and second to focus on specific words or phrases.	One benefit is that cartoon videos create a fun environment, which encourages students to listen carefully. They also help students understand spoken English in real-life situations. A challenge, however, is that students sometimes focus more on the visuals than on listening.	Developing listening skills in fourth graders is important because it helps them understand spoken English better, which supports their speaking, reading, and writing skills. When they improve in listening, they also learn new words and phrases that help in other areas of English.

Question	4.How do fourth grade students perceive animated videos in their English classes and their influence on motivation and participation?	5.What aspects, such as educational and linguistic, do you consider when selecting an animated cartoon for fourth-grade students to enhance their listening skills?	6.What pedagogical strategies do you use to integrate animated videos into your teaching activities?
INTERVIEWEE 1	Animated videos appeal to young learners because of the colorful visuals, lively characters, and humorous elements. This makes English classes feel less like work and more like play, sparking enthusiasm.	To relate words with the context or topic of the situation, like assimilation	Give students a specific listening task, such as “Listen for the main character’s problem” or “Find out what happens when they go to the park.” Setting a purpose focuses their attention on key details.
INTERVIEWEE 2	Animated videos are motivational and wake the curiosity to know what it is about, so it is a good way to learn something	Choose cartoons where characters speak at a moderate pace with clear pronunciation. This allows students to focus on listening without getting overwhelmed by rapid or mumbled speech.	Open questions after watch videos, or a play role with the characters or dialogues.
INTERVIEWEE 3	Fourth-grade students generally find animated videos enjoyable and engaging, which boosts their motivation, increases participation, and enhances focus in English classes.	I consider age-appropriate language, clear pronunciation, relevant vocabulary, simple sentence structures, cultural context, and engaging, educational content	I use strategies like pre-teaching vocabulary, guided listening to questions, pausing for comprehension checks, encouraging student predictions, and follow-up discussion or role-play.

		to support learning goals	
INTERVIEWEE 4	Fourth-grade students usually enjoy animated videos in their English classes because they find them fun and interesting. This increases their motivation and encourages them to participate more actively, as they feel more engaged and eager to understand what's happening in the videos.	When selecting an animated cartoon for fourth graders, I consider its educational value and language level. The video should be age-appropriate and have clear, simple language. I also look for cartoons with engaging visuals and storylines to keep students interested while they practice listening.	I use animated videos by setting clear goals, like finding key words. I pause the video to ask questions and discuss what they heard. Then, students repeat phrases to practice pronunciation. Afterward, I do activities like quizzes or games to help them remember what they learned
INTERVIEWEE 5	Students really enjoy watching cartoons in class because they're fun and colorful. This excitement helps them stay motivated and participate more. They feel comfortable learning through cartoons, which makes them more willing to practice English.	I choose cartoons with simple storylines and clear language. It's important that the vocabulary is suitable for their age, and that the story is engaging enough to keep them interested. I also check that the characters speak slowly and clearly, so the students can easily follow along.	I use animated videos to introduce new topics or vocabulary. I ask students to listen for specific words or details during the video. After watching, we discuss what they understood, and then do activities like filling in blanks or drawing what they heard. This keeps them engaged and helps them practice listening.

Question	7. How have cartoon videos contributed to improving the listening skills of your fourth-grade students?	8. What content or features of cartoon videos do you find most effective for capturing your students' attention and improving their listening comprehension?	9. What type of methodology do you use to adapt cartoon videos as a tool in activities designed to enhance listening skills in fourth-grade students?
INTERVIEWEE 1	They notice the pronunciation and Match with a visual aid	Situations that students find funny or that relate to their own experiences keep them engaged and allow them to connect more personally with the content.	Modern cartoon on social media Slangs Easy grammar
INTERVIEWEE 2	In a good way, they learn phrases that are mentioned on the video and apply them with other classmates.	Cartoon videos that are on trending	By integrating pair and group activities, I create opportunities for students to use language meaningfully, reinforcing listening with speaking and social interaction
INTERVIEWEE 3	Cartoon videos enhance listening skills by providing engaging, context-rich content that helps students grasp vocabulary, pronunciation, and sentence structure naturally.	Bright visuals, clear speech, relatable characters, and simple storylines are most effective for capturing attention and enhancing listening comprehension	I use a constructivist methodology, encouraging active exploration through pre-viewing questions, interactive tasks during viewing, and post-viewing discussions to help students build understanding and

			apply new knowledge in meaningful contexts
INTERVIEWEE 4	Cartoon videos have helped my fourth-grade students improve their listening skills by making them more engaged and focused. The clear pronunciation and visual context of the videos help students understand new words and phrases better	The most effective features of cartoon videos are the colorful visuals, engaging characters, and simple, clear language. The repetition of words and phrases also makes it easier for students to remember and practice new vocabulary.	I use a communicative approach to adapt cartoon videos. First, I introduce the video with simple questions or a summary to activate prior knowledge. Then, I play the video and ask students to focus on specific details, like key words or phrases. Afterward, we discuss what they heard, and I guide them to practice speaking by repeating phrases or answering questions based on the video. This method helps them focus on listening and use the new language actively.
INTERVIEWEE 5	Cartoon videos have helped my students improve their listening by making the language more accessible and fun. The combination of visuals and clear speech helps students understand the context, so they can focus more on listening.	The best features are the colorful characters, simple language, and fun plots. These keep the students interested and make the listening experience more enjoyable. The repetition of phrases and words also helps them better understand and remember what they hear.	I use a task-based approach where students first watch the video to get an overall idea, then do a listening task like identifying specific words or phrases. Afterward, we discuss the content together, and I have students do a short speaking activity to reinforce what they heard.