ANIMATED SITCOMS: A SITUATED LISTENING EXPERIENCE IN AN EFL CLASSROOM

JULIANA EDITH CAMACHO CASTELLANOS

ÓSCAR JULIÁN GONZÁLEZ CARREÑO

This thesis is presented to obtain the diplomas of Licenciatura en Español y Lenguas

Extranjeras y Licenciatura en Español e Inglés

UNIVERSIDAD PEDAGÓGICA

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THESIS DIRECTOR

JOHANNA MONTAÑO MORENO

UNIVERSIDAD PEDAGÓGICA

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2019

Nota de aceptación

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Presidente del jurado

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First and foremost, we would like to dedicate this thesis to our parents and grandparents because without their upbringing and nurturing love; we would not have been who we are and where we are today. Had it not been for their unflinching insistence and support, our desire of excelling in education would have remained in mere dreams. In other words, they made possible for us to fulfill our dream of becoming teachers. Secondly, we would also like to thank our assessor Johanna Montaño for supporting us with her valuable and constructive suggestions, her willingness to give us her time so generously has been very appreciated because it made this research process an enriching and gratifying one.

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2. **Descripción**
Tesis de grado donde los autores analizan el impacto de las series animadas y el aprendizaje contextualizado en el desarrollo de la escucha en la clase de Inglés como lengua extranjera de los estudiantes de grado quinto del colegio Hernando Durán Dussan ubicado en la localidad de Kennedy de la ciudad de Bogotá, Colombia. Este estudio es de tipo de investigación acción y está sustentado bajo la recolección y el análisis de datos usando la triangulación como técnica metodológica. El documento presenta además, las conclusiones y recomendaciones que resultan de la intervención pedagógica ejecutada por parte de los docentes en formación.

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4. Contenidos

Teniendo en cuenta que el enfoque de este trabajo de grado es la investigación acción, en el primer capítulo se describe el lugar de intervención y su población. Así mismo se identifica el problema de investigación y la pregunta problema que va enfocada a analizar el impacto de las series animadas con contenido en valores en el desarrollo de las habilidades de escucha en la clase de inglés como lengua extranjera. En complemento, junto a la pregunta de investigación, se mencionan los objetivos de esta propuesta, los cuales buscan describir el rol de una serie de actividades basadas en series animadas en el desarrollo de habilidades de escucha contextualizada y caracterizar los valores que pueden ser promovidos usando las series animadas como herramienta pedagógica.

El segundo capítulo presenta los diferentes constructos teóricos que fundamentan esta investigación. Estos son: Las series animadas como herramienta pedagógica, promoviendo valores en el aula de inglés como lengua extranjera y escucha contextualizada. Además de estos constructos, se presenta un estado del arte que da cuenta de la investigación previa en esta área. En el tercer capítulo se explica la metodología de investigación y los instrumentos que se usaron para la recolección de los datos. En el cuarto capítulo, se desarrolla la intervención e implementación pedagógica. Por otro lado, en el capítulo cinco se presenta el análisis de los datos recolectados. Por último, en el capítulo seis se presentan las conclusiones, limitaciones y recomendaciones que surgieron de la implementación de este proyecto.

5. Metodología

La metodología usada a lo largo del proyecto está basada en los principios de la investigación acción. Esto, debido a que se trabajó sobre una población muestra (estudiantes de los cursos 502 y 504 del colegio Hernando Durán Dussan). A partir de ella, se identificó un problema basado en las necesidades de los estudiantes, el cual se trató a lo largo de las intervenciones.

Primero, se realizó un proceso de observación y de pruebas diagnósticas para determinar el problema y así mismo, plantear la pregunta de investigación. Luego, se diseñó una propuesta de intervención basada en la investigación acción. Es decir, se observó, diseño y aplicó. Luego, se repitió este este ciclo para finalmente reflexionar sobre los datos obtenidos en las intervenciones. La recolección y el análisis de los datos fue posible gracias al uso de diferentes instrumentos. Estos fueron, las actividades que desarrollaron los estudiantes en clase, los diarios de campo, las encuestas y entrevistas realizadas a los docentes y los participantes en el proyecto. Este proceso de recolección permitió el análisis de resultados y la realización de conclusiones a partir de los hallazgos.

6. Conclusiones
Las conclusiones de este trabajo de grado se derivan de las categorías propuestas a partir de la pregunta de investigación y de los objetivos de este estudio. Para el primer objetivo relacionado con el rol de las series animadas en el fortalecimiento de habilidades de escucha, se concluyó que esta habilidad mejoró en tres niveles; escucha sensible, escucha selectiva y escucha extensiva. Se encontró que las series cumplen un papel mediador en esta mejora y que el tipo de test diseñado va a permitir que los estudiantes desarrollen un nivel de escucha diferente. En complemento, la estructura del video y el uso de las imágenes ayudaron a los estudiantes a entender y familiarizarse con el contenido de las series animadas. Por otro lado, en cuanto al segundo objetivo se encontró que el aprendizaje de los estudiantes fue contextualizado debido al contenido de los capítulos de las series animadas enfocado en valores como agradecimiento, amor, otredad y trabajo en equipo. Esto los llevo a ser conscientes de la importancia que tienen los valores no sólo en su vida cotidiana, sino, también en el aprendizaje del inglés como lengua extranjera. Finalmente, se puede decir que fueron los valores a través de las series animadas los que hicieron que los estudiantes desarrollaran y fortalecieran sus habilidades de escucha de manera contextualizada.

Elaborado por:	Camacho Castellanos, Juliana Edith; González Carreño, Óscar Julián.
Revisado por:	Montaño Moreno; Johanna

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Abstract

This document presents the proposal of an action research project that studies the impact of the animated sitcoms in the development of situated listening skills in the EFL classroom. The participants of this project were fifth grade students between 10 and 12 years old from Hernando Durán Dussan School in Bogotá, Colombia. Surveys, artifacts and field notes were collected during the interventions of the pre – service teachers. This, following the design of three cycles of intervention using situated learning to determine the students' participation. Through the triangulation, it was possible to analyze the findings and present the conclusions, implications and limitations of the project.

Keywords: Animated sitcoms, situated listening, Values in an EFL classroom.

Resumen

Este documento presenta la propuesta de una investigación acción que estudia el impacto de las series animadas en el desarrollo de la habilidad de escucha en un aula donde se aprende inglés como lengua extranjera. Los participantes en este proyecto fueron estudiantes de quinto grado entre los 10 y los 12 años, del colegio Hernando Durán Dussan en Bogotá, Colombia. Se recopilaron, encuestas, actividades de los estudiantes, y diarios de campo durante las intervenciones de los docentes en formación. Por otra parte, se utilizó el diseño de tres ciclos de intervención basados en el aprendizaje contextualizado para determinar la participación de los estudiantes. Para analizar la información y los hallazgos se usó como método principal la triangulación para así poder presentar las conclusiones, implicaciones y limitaciones del proyecto.

Palabras clave: Series animadas, escucha contextualizada, valores en el aula de clase de inglés como lengua extranjera.

CONTENT TABLE

CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

Context

This research was developed in the school Hernando Durán Dussan located in Patio Bonito. The institution was founded in the year 2000 as a school in concession that was sponsored by some companies which gave the school both budget and devices. However, in 2015, it started functioning as an official institution with a completely new group of public teachers assigned by the state, this is why the school has gone through different changes and reforms in the last 3 years.

In relation to the population of the institution, the total of students is 2400, 1200 in the morning and 1200 in the afternoon. Moreover, el Proyecto Educativo Institucional (PEI) which is *Caminando por el sendero del afecto, el respeto, la solidaridad y el conocimiento para la transformación social* is centered on the person and their context in order to help their community grow. Hence, the school mission is to strength students' values to build a democratic, reflexive, and a respectful citizen who respects himself, others and his territory. To achieve this goal, students are linked up to different programs and projects that go deeper into environmental management, economic and administrative sciences, besides, art and design. With regards to the vision of the school, it sees itself in 2020 as a school that is recognized because its students lead and participate critically in academic and cultural proposals with social sense, this, through research processes that transform them personally along with their context.

Participants

Regarding the participants of this research project, they belonged to 502 and 504 grades. In 502 there were 34 students. The grade was made up by 16 boys and 18 girls. The general ages were among ten and twelve years old. They had two hours of English per week which

took place on Mondays from 12 15 m. to 2:05 p.m. On the other hand, in 504 there were 35 students. The group was made up by 21 boys and 14 girls. The general ages were among ten and twelve years old. They had two hours of English per week which took place on Tuesdays from 12 15 m. to 2:05 p.m.

Moreover, in the diagnostic survey (See annex 1) it was found that the fifth graders who were part of this research were mostly 10 years old. The students lived with their parents and some others lived only with their mom. Then, the kids mainly came from two types of families, in the first one, the kids had the opportunity of growing up with their two parents. In contrast, some others were part of a family that is led by a single mother. Clearly, the assessment and attention that the children receive in their learning process and school duties might vary depending on the context.

Statement of the problem

Based on the diagnosis made in the first semester of 2018 the fifth graders involved in this research project had several issues in the development and performance of all the skills that should be managed in English. Nonetheless, the most significant problematic was identified in the listening skill due to the daily translation context in which they were immersed during the English classes. According to the *Estándares básicos de competencias en lenguas extranjeras: Inglés* (2006). In relation to the development of the listening skill fifth graders are supposed to "follow carefully what the teacher and partners say during a game or an activity" (p.20). However, the diagnosis showed that the pupils had English classes based on translation. This is to say that the teacher used the foreign language to try to communicate with kids, but, as they did not understand, he translated exactly what he has said into Spanish which might be one of the causes why the students have not been able to develop the listening skill, this complemented by the fact that the English classes of the head teacher were focused on writing and grammar. This means that the listening skill has been isolated from

the learning process of the pupils.

A second factor that is affecting the enhancement of the listening skill of the learners is the lack of attention when they are in the English class because as it is claimed by Roast and Wilson (2013), "a major cause of difficulty in second language listening is due to attention failures when an unfamiliar sound sequence is perceived. The attempt to process unfamiliar or unexpected sounds produces a temporary processing lapse" (p.13). This was one of the consequences of ineffective listening in the fifth graders. Then, it was essential to make the kids interact with the foreign language constantly to achieve a basic communicative process in which they were able to comprehend among each other. "To counter the perceptual lapses, it is indispensable that the L2 listener becomes familiar with the phonemes and intonation patterns" (p.13). This is to say, that it is familiarization what leads the students to decrease their attention spans.

On the other hand, after reading and analyzing the PEI of the school which is mainly focused on values, it was evident that there was a low involvement of this aspect in the English classes. This happened because the English classes were mainly focused on the grammar field, leaving behind the social and human patterns that were supposed to be the core of the educational background of the students. Besides, the diagnosis showed a lack of development in listening considering that the pupils did not comprehend questions when they were asked in EFL. Therefore, it could be claimed that the kids did not have a basis on vocabulary to understand what was being said to them. Then, they were not able to perceive the concepts that the head teacher used to communicate with them to figure out the message. Additionally, as the learners were not capable of following simple instructions if they were not translated it is possible to affirm that the weakness in the listening skill did not only depend on the vocabulary issue, but it also might be caused by the low practice that the students had in the listening field class by class.

In other respects, it is vital to mention the Common European Framework of reference for language teaching assessment (CEFER) to locate the students who were participating in this research in a level. As it was mentioned before, the pupils are supposed to be capable of following simple instructions or even understand short tales that are read to them by the teacher. The framework establishes that having an A1 level in listening means that the learner needs to "recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly" (p.26). This reveals that fifth graders were at the beginning of A1 level due to the fact that they understood very basic words. However, they were not able to figure out a short or complete message without translation.

In short, the listening skills of the learners needed to be prioritized in order to help them understand and communicate with others. This, having in mind that a basis on vocabulary must be reinforced hand in hand with the listening to have students who are able to understand when the teacher speaks, making possible an effective communicative process.

Rationale of the study

Listening is a vital skill for language learning, it requires effort, concentration and attention. In other words, listening is an intentional exercise, otherwise it would be just hearing which is an automatic and involuntary brain response (Gutierrez, 2009). Thereby, listening helps become familiarized with vocabulary and grammar rules. Then, constant exposure to the language not only improves the students' understanding, but also their speaking as well. Therefore, to work on the listening is a must if we wanted to build students who first, have the capability of understanding their partners when communicating with them, and second, individuals who are able to comprehend what occurs around them.

Moreover, we also had in mind that for the school was vital to consider a kind of individual who gradually strengthens their autonomy in the development of its different

capacities which is a purpose that could be approached through the inclusion of values in EFL classroom. This has to do with awareness and discrimination between what is socially right and wrong. Considering that listening was the least potentialized skill in the pupils and that the PEI of the school is focused on values it was necessary to approach the emphasis of the institution to make the pupils feel identified with real life situations while they were improving their listening skills. In other words, there was a need of making the development of listening, a situated experience for the learners. Hence, the pupils did not only improve their listening abilities remotely, but they also accomplished this while growing up as EFL learners and human beings. Then, the idea of emphasizing on situated listening was to encourage pupils to listen to English as conscious as possible. Therefore, this project might improve the listening skills, having in mind that pupils must raise awareness of the importance that becoming a good human and citizen has to contribute to the advance of the society where they live while using the foreign language. In complement, taking into account, that in the diagnostic survey the pupils pointed out that they enjoyed watching animated sitcoms in their spare time, we considered using their content as a useful aid and attractive tool in an EFL classroom to make the contact and improvement of listening a meaningful process for the learners.

Research Question

What is the impact of using a set of activities based on animated sitcoms with social content to develop situated listening skills in fifth graders at Hernando Durán Dussan School?

Objectives

Describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL.

Characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom.

CHAPTER II

STATE OF ART AND THEORETICAL FRAMEWORK

In this chapter, the state of art based on five studies is approached, as well as the theoretical basis that led this research is presented considering three main theoretical constructs. These are: *The animated sitcom as a pedagogical tool*, *Promoting values in the EFL classroom* and *Situated listening.*

Research background

The first study that is relevant for this monograph is called *Selecting television programs for language learning: Investigating television programs from the same genre.* It is the result of a mixed research carried out by Stuart Webb and published in 2011. The main aim of this project was to examine the number of word types and word families in television programs from the same subgenre and unrelated television programs to indicate how to use television effectively for language learning and provide direction towards optimizing vocabulary learning. The series for this Project were selected by genre, subgenre, availability, running time, date when first aired, and place of origin. The series chosen were from Medical dramas: House, criminal forensic investigation dramas: CSI Crossing Jordan and spy/action dramas: 24 Alias. To analyze the family words, a chart was presented with a total of 2524 family words in the medical subgenre, 1439 family words for the spy action subgenre and 2608 family words in the criminal forensic investigation subgenre. The main result of this study indicated that both L1 viewers and L2 viewers are most likely learning words through watching television which is similar to learning words through reading. Finally, this research is relevant for our project because it supports the idea that using similar and familiar content for the kids will help them create relationships among the repetitive concepts that might appear in the episodes.

A second significant study for this project is known as *The Virtual Forum* as an

Alternative Way to Enhance Foreign Language Learning. This is the result of a qualitative project carry out by Amparo Clavijo Olarte and Luz Mary Quintero from Universidad Distrital Francisco José de Caldas and Nicolas Alexander Hine from the University of Dundee, Scotland in 2008. The main objective of the project was to show the exchange process and the benefits in the learning of the group of Colombian students and the development of the foreign language through the use of ICT sharing experiences of linguistic and cultural exchange using a virtual forum. The project was developed by a group of trainees teachers in Colombia (17 students), and a group of senior high school students in Canada (24 students) who had to use the forum platform to foster their foreign language skills during 7 months with the virtual community.

The students of this study posted and interacted in the forum about different topics and in the last 2 weeks of the forum 6 senior high school students of Dundee joined the community, contributing principally in debating spaces. This discussion environment was associated with the use of ICT in education and how technology is implemented as a pedagogical tool in the educational field. The previous project is important because of the use of authentic material in EFL classroom, which is the forum made up by the different activities in which the students interacted with each other. Then, animated sitcoms as a pedagogical tool also contribute to the implementation of ICT in Colombia as a way of enhancing and being in contact with the language in the English class.

A third remarkable research to support our project is called *Technologies for beginners: The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego school*. It is the result of an action research project carried out by Elizabeth Cruz Suarez, a student from the Universidad Pedagógica Nacional in 2014 that looked up to demonstrate that the usage of videos permits to develop listening skills in students who are taking English classes

for the first time in their lives. This objective was achieved by designing material related to the T.V. programs that the pupils watch. To do this, first, the population was observed in their educational context. Second, based on these observations a pedagogical intervention was planned and implemented. Finally, the changes that were caused by this project were analyzed. The main conclusion of this research is that the characteristics of videos such as movement, sound and color let students understand the topics that are being presented to them. Thanks to these elements the students were able to listen and remember vocabulary faster and better. This research is relevant for our proposal because it shows that combining the usage of technological devices and the preferences of the pupils might be effective to develop in them the listening skills.

The following study that needs to be highlighted is titled *Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom.* It is the result of an action research study led by Ingrid Poveda, a student from Universidad Pedagógica Nacional in 2016. The main objective of this project is to use communicative activities to improve listening in an EFL inclusive classroom. To achieve this purpose, first, the population was observed. Then, a proposal based on videos and meaningful songs with topics such as the importance of recognizing the other individuals and cooperative work was designed. Finally, the achievements of this pedagogical intervention were evaluated. The main finding of this project was that the pupils not only improved their listening skills and learnt some vocabulary, but also, they were cognizant of the other as human being and the importance of working cooperatively to learn better. This proposal is relevant for our study due to the fact that it supports the idea of improving the listening skills of the students having in mind that social interaction and values are vital to build a proficient citizen and a good human being using the foreign language as the main means.

Finally, a qualitative research entitled *Teaching Listening in EFL Classrooms in*

Senior High Schools in Taiwan was carried out by Wei in 2012. She analyzed and worked on helping students cultivate their EFL listening abilities by teaching them various listening comprehension strategies taking into consideration that when a listening exercise is given, this leads students to anxiety. This, besides adding the disadvantage that in the school where this project was developed English had only four to five hours per week which limited the enhancing process of the participants. The instruments used for data collection were journals and tasks. It is important to remark that the materials were authentic and that homework was a must in the English learning process. This is why, the researcher carried out a set of lesson plans for pre-listening activities, while-listening activities and post-listening activities, concluding that acquiring listening skills when learning a foreign language is difficult for the learners and teaching it is not easy either. But it is perseverance what leads listening skills to a great improvement.

The previous research experience is considered indispensable because of the importance that the researcher gives to listening skills in an EFL classroom which is something that we did with fifth graders at Hernando Durán Dusaan school. It also remarks that the students can become good listeners regardless the fact that they have few hours of English in the school where they take classes.

Literature review

The animated sitcom as a pedagogical tool

Before putting together the concepts of *video, animated sitcoms, and the pedagogical tool* itself, it is necessary to define each term having in mind its own essence. In relation to the concept of video, it is posed by Law and Wankel (2011) as an "audiovisual material in all its forms, audio and video that contains images in movements" (p.21). Therefore, videos are sources which are attractive to the eye of the human being. Then, using them for teaching and pedagogical purposes may have a positive influence in the learning process of kids. With

regards to sitcoms, they are defined as a series, or a T.V. program in which the same characters appear in the same environment or the same settings, and the situations that happen among the characters start and end in the same episode (Mills, 2009). It needs to be clarified that the main feature of a sitcom is that it is amusing, and it helps the audience feel relaxed. This is to say that the kids will be improving their listening and having contact with the EFL while they have fun with the T.V. show. Then, the terms of video and sitcoms are linked because according to Benigno (2006) "the use of videotapes to teach a concept is a must if we want to reach our students" (p. 87). Thus, the selection of topics that are interesting for our learners, plus, the choice of a good animated sitcoms might guarantee a successful and meaningful learning process for them.

Having in mind that animated T.V. series or sitcoms were used as a tool to engage the pupils with EFL, the concept of pedagogical tool needs to be taken into consideration. According to Basset & Stickley (2007) it is a source that has the purpose of "transforming the consciousness that takes place in the intersection of the teacher, the learner and the knowledge that they produce together" (p.282). This definition describes what wants to be achieved with the students, which, in other words, has to do with using animated sitcoms as a source not only for them to learn, but also for us as teachers to be able to create significant knowledge with them.

Foremost, another point of view that complements the previous definition of pedagogical tool is the fact that we want our students to be conscious of their own learning process. This is going to be done using what it is suggested by Hayward, Pandya & Wyse (2015) who claim that " a pedagogical tool is built to be able to practice assessment for learning" (p.741). What was highlighted previously reaffirms the usage of the animated sitcoms as a pedagogical tool because we as teachers and they as pupils noticed that there was an improvement in the language management using the sitcoms as a means to accomplish this

goal. These tasks were oriented to give the students a notion of their improvement in EFL and the communication process that they had with their partners.

On the other hand, when we mentioned assessment in the learning process, we were not focused only on the management of the language itself. We were also helping learners to raise awareness of the importance that valuing what others do has for their development as good people. This is also part of the pedagogical function that animated sitcoms have because in them, the pupils are seeing the influence that values such as teamwork and being grateful have for themselves and for others. Therefore, the animated T.V. series are an axis between the language and the values that the students are learning, they are a medium to assess the evolution of the kids when learning. Hence, the animated series are not only programs to watch on the T.V. but they have turned into a pedagogical tool that is indispensable for learning EFL.

In complement, following the idea of animated sitcoms as a pedagogical tool to improve students' listening, we consider that using videos in listening instruction for EFL learners might be the right path to improve this skill in them. Regarding this, it can be posed that the use of videos has advantages for students because it provides them both context and body language (Mustafa, Permatasari and Yasin, 2018). This drives to take advantage as much as possible of the animated sitcoms in order to familiarize students with a word or phrase that in the long term will be included in their memory during listening.

In addition, the sitcom is also defined as a long closed narrative sequence in which the characters might struggle with some situations that they attempt to master (Kilka, 2018.). Hence, the episodes that the pupils are going to watch are going to leave them a moral that is going to help them reflect on the different situations that they live in their daily life. What was remarked previously is connected to what is argued by Barlow & Westengard (2018) because "it is reaffirmed that a sitcom has a length of 30 minutes in which a determined

situation is closed off, explained, reconciled" (XV). Therefore, sitcoms need to be understood as a means that was chosen to make the improvement of the students meaningful through seeing and listening to facts that are going to be familiar, significant and funny to them.

Promoting values in the EFL classroom

On the other hand, it is not sufficient to say that animated sitcoms by themselves will engage learners with English. They must have topics and themes that will connect kids with their content. Consequently, it has been thought to pick up episodes that will teach children values and lessons that they should learn as they grow up. Firstly, the concept of value needs to be established. They are characteristics that define the different individuals. They are what help us transcend from our biological nature to become sensitive to others (Anbazhagan, Cauveri & Devika, 2017). Thus, children do not need only a basis of listening in English, but they should see in listening a tool to communicate with their partners and teachers, having clear that growing as people comes hand in hand with becoming progressively better at EFL.

To complement the definition that was previously pointed out, Clutterbuck (2007) claims that "values are those qualities and traits that help make you a better person, they include such important things as honesty, friendliness, trustworthiness, courage and many more" (p.9). Thus, it can be claimed that values are related to the feelings and emotions that the pupils experience while they interact with their partners and friends in the classroom. In this respect, it is vital to highlight that experiencing these values will help the kids create a more significant path between them and their learning process in EFL. Therefore, the purpose suggested by Gulla (2010) is accomplished in this research. He states that an individual "is based on two important aspects. One is the external growth and the other is inner development" (p.2). In this case, the external growth will be achieved when the students develop their listening skills in the foreign language while the inner development will be inspired using the values that want to leave a seed in the pupils through EFL. It is important

12

to mention that values are the key to empowering human beings. Then, the focus on values such as respect, tolerance, friendship and teamwork contribute to the development of the kids integrally. In this way, we are joining both the language that the students are learning and their evolution as human beings simultaneously.

Besides, it is necessary to highlight the connection that exists among values and teaching. With regards to this, Curko, et al, (2015) poses that "it applies to all aspects of education which either explicitly or implicitly relate to ethical dimensions of life and which can be structured, regulated and monitored with appropriate educational methods and tools" (p.6). Considering that all the behaviors of the human being can be structured and regulated, the idea would be to make the apprentices raise awareness of the importance that understanding and interacting with other individuals has to succeed in learning English. Thus, it is vital to clarify that the content of the animated sitcoms is indispensable for the students to relate the need of improving their listening skills with the necessity of becoming good human beings. This purpose is supported by Johnston (2003) who states that "teaching is not ultimately just about methods and learning the language by the students, rather, it is about our relation with our students as people and the way we treat them" (p.4) The role of the teacher does not involve just giving the pupils knowledge, it has to do with helping the students value others as individuals using as a medium the language that is being learnt as well as the tools that are implemented in the familiarization of the pupils with English.

To close up, the teacher might have the intention of teaching a topic using English as a means. But, it is only through the implementation of values and practice that both learners and teachers will notice how the environment in which English is learnt changes positively (Hall, 2017). This is a purpose that we want to reach with our students, we want them to see in learning a possibility to grow as human beings who contribute in the evolution of the society, thinking of what is good for them and the ones who surround them. Thus, every

teacher has a hidden intention when teaching English and this is simply to prepare their kids to interact and communicate with others having in mind that they are different from them. Nonetheless, they continue being humans. This is a goal that can be achieved by using values in the EFL classroom.

Situated listening

In regard to situated listening, it is necessary to define first what the listening skill itself means. It is defined as the fundamental component of interpersonal communication skills involving an active process in which the listener is conscious of listening to understand the messages of the speaker (Team FME, 2013). This definition of listening as an active process is considered vital in this research. It means that listening is about improving the ability to understand exactly what the interlocutor means when speaking to other individuals, it is not just a simple exercise of hearing the words they use.

In this way, active listening requires patience because people need time to explore their own thoughts and feelings before putting them into words to communicate a message. (Team FME, 2013). It means that the listener needs to maintain full participation in the process to reach the comprehension of specific expressions, new words meaning, familiar words or even figure out new grammar structures. All of these aspects are not taken into account in our EFL classroom where the exposure to the language happens only 2 hours per week. This is why, we prioritized listening in learning English as a foreign language.

Conversely, we consider that knowledge is also built through life and interaction with society. In this sense, it is possible to view listening as a situated social practice, understanding that animated sitcoms have content in values, a feature that contributes to build students as citizens and as human beings, which is one of the main purposes that Hernando Durán Dussan school's PEI has. Due to this, it is pertinent to define situated learning. This, as quoted in Cennamo and Stoner (2018) by Collins (1991) is "the notion of learning knowledge

and skills in contexts that reflect upon the way knowledge will be useful in real life" (p.1).

Taking into consideration listening as a situated social practice, this skill cannot work isolated

from learners' context. In accordance with this idea, Cennamo and Stoner (2018) state that

"the relationship between the learner and variables in the environment impact the way

knowledge is formed and retrieved directly" (p.1). Thus, as the authors affirm, this project

considers that the environment in the EFL classroom influences the way in which the pupils

learn a foreign language. Based on the previous statement, the relation with their peers and

teachers has a vital importance to achieve a significant learning process of EFL. Then, the

concept of situated listening is related to meaningful experiences of auditory and sensitivity

which are mediated by audio technology (Schulze 2018). This term is linked to our project by

the fact that the auditory and the sensitivity tend to be developed through the different

sitcoms. It is also important to emphasize that the author not only defines situated listening

from the sensitivity that the students have to listen and then to understand what is being said

to them. This, of course, through the technological device, but he also connects it with

personal experiences. He points out that new listening persona's experience, includes intimate

reflections, imaginations, ruminations, and daydreams (Schulze, 2018). Therefore, listening

as a situated practice does not work away from the listener's context and the interpretations

are mediated by the kids' experiences.

Moreover, the practices of situated listening involve reflexive productions on what

children have learnt. Then, situated listening is an action that takes place in a specific

context, space and time. What was posed previously is supported by Novak and Sakakeeny

(2015) who claim that situated listening is "the basic assumption that life is shared with

others in relation to numerous sources of action that are variously human, nonhuman, living,

nonliving organic or technological" (p.12 -13). Thus, this perception contributes and helps in

the development of the project and the improvement of the students' listening skills because it

is a procedure that must happen consciously. This, due to the fact that when we talk about situated listening, we are referring to a process of reflexive production in two directions. One is the reflection after the students produce a listening activity or task and the other is the learning process that happens when they work with their partners.

Foremost, listening is mediated by the relation that the pupils create with the material and the sources that are used in the activity because they facilitate the process of learning and succeeding in the listening task for the kids. Then, the exercise of listening is situated because of the reflection that the pupils achieve after the task has been done, so that, the students become aware of how the listening field is related to their lives. This view is important because it supports the contribution that animated sitcoms provide to improve listening skills in a situated context, enhancing learners' abilities, reflecting not only about what they figure out in terms of language, but also how they connect the situations that they saw in the animated sitcoms with what they live every day because this is what constructs their situated listening experience.

In conclusion, it is indispensable to understand that situated listening is the key to making the journey of the students through EFL a significant encounter with the language. A phenomena that enrich them not only in the classroom, but also in their real - life environment contributing to the improvement of their communicative skills permeated by the knowledge that they acquired every day which make up an integral human being.

In this chapter, the research background that led this monograph was presented. The three main constructs which are *Animated sitcoms as a pedagogical tool, Promoting values in the EFL classroom* and *Situated listening* were presented as well. In the next chapter, the research design, the data collection instruments and the data collection procedures will be addressed.

CHAPTER III

RESEARCH DESIGN

In this chapter, the research design that framed this proposal is explained. The research paradigm, type of study, data collection instruments and the procedures are explained as well. All of this, in order to clarify the way in which this research project was arranged and developed.

Research paradigm

First of all, it is vital to claim that this a qualitative study. According to Mason (2002) the qualitative perspective in research should be understood as a way to "explore the dimensions of the social world, including the texture of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social institutions proceed, institutional discourses or relationships work, and the significance of the meanings that they generate" (p.1). This paradigm sets to this investigation because the daily life of the students was considered as well as the experiences that they had while learning in an EFL context. Thus, the statement that has been chosen involves the interaction that the participants had with each other, a factor that influences their learning process.

Type of research

Due to its purposes, this investigation was guided by the action research principles. This term is defined as a tool that is used in the educational environment to evaluate the way teachers and pupils are executing their roles in the classroom. This process has to be done organized and systematically (Ferrance, 2000). The affirmation that was just pointed out fits in this study due to the fact that its main purpose was to analyze the phenomena that occurred surrounding the education field specifically in the listening skills of the learners. This involves both the teacher and the apprentices. It is necessary to clarify that in this project the main focus was the students and the factors that intervened in their EFL learning process.

On the other hand, there are some stages that must be followed when doing action research. The first one is the identification of a problem area which Ferrance (2000) claims that has to do with "limiting the question to one that is meaningful and doable in the confines of their daily work" (p.10). In this case, the listening area was the field because it was undeniable that even though the learners had issues in all the skills, the one that needed to be developed was the one that base the communication to be able to understand others.

The second is to gather data that helped us know which actions had to be done and what decisions should be made (Ferrance,2000). For this investigation the main instruments that were used included field notes, interviews, artifacts surveys, audio and video recordings. After gathering data, the interpretation is the next step, which is basically to analyze and identify major themes depending on the question that is to be answered (Ferrance,2000). It is appropriate to say that most of data was collected in the classroom as it was the main place where students had contact with EFL.

The next step in this research process was to design a plan to make a change and then to study what the effects of those changes were (Ferrance,2000). And, as it is suggested to alter or select only one variable to be able to identify where the outcome comes from, this was the main reason why the problematic and the research question was guided to the listening skills. Finally, it is necessary to evaluate the results. This is according to Ferrance (2000) to "assess the effects of the intervention to determine if improvement has occurred" (p.12). In our case, the changes were supported with evidence taking into account the evolution of this research.

Data collection instruments

Being this a qualitative research, triangulation have to be used for data analysis. As it is claimed by Benavides & Gómez (2005) "Within the framework of a qualitative investigation, triangulation understands the use of various strategies when studying the same phenomenon.

For example, the use of various methods (individual interviews, focus groups or research workshops)" (p.119). Moreover, in order to know the strengths and weaknesses of the pupils, observations registered through field notes and surveys were carried out. This gives a basis to the analysis as Benavides & Gómez (2005) point out:

One of the advantages of triangulation is that when two strategies yield very similar results, this corroborates the findings; but when, on the contrary, these results are not what it is expected, the triangulation offers an opportunity to elaborate a broader perspective regarding the interpretation of the phenomenon (p.120). This is why we consider that triangulation not only serves to validate information, but also it works to go deeper on it. Therefore, we used several instruments to accomplish the purpose of triangulating the information that was collected in order to give the data analysis a solid basis regarding validity and reliability.

In order to triangulate the information that came up with the design and implementation of this proposal several instruments were used. These were surveys, artifacts, field notes, interviews, audio and video recordings. As it is shown in Table 1, instruments were created considering the objectives determine at the beginning of this study.

Table #1: Data collection instruments.

Research objectives	Data source #1	Data source #2	Data source #3	Data source #4	Data source #5
Describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL.	Teacher's field notes	Student's artifacts	Surveys	Interviews	Audio and video recordings
Characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom.	Teacher's field notes	Student's artifacts	Surveys	Interviews	Audio and video recordings

Surveys. According to Guyette (1983) "a survey is a method for collecting data in a consistent way. It is useful for documenting existing community conditions, characteristics of a population, and community opinion" (p.47). Different types of surveys can be used to gather information, depending on the approach surveys such as the cross sectional and the longitudinal one can be considered by the researcher. The first kind of survey is characterized because it can be used to collect information from a sample of population or from the whole.

It is focused on seeing possible changes by recalling events that have happened to the participants in their past or their present in order to evaluate the evolution (Guyette, 1983). In relation to the longitudinal surveys, they should be understood as a tool that looks up to evaluate the changes of the whole or a part of a population in different periods of time (Guyette, 1983). In our project, we applied the longitudinal survey as part of the diagnosis process (See annex 2) with two purposes. The first one was, to see if the students were engaged with the head teacher's class, while the second one was to know if the activities that

were proposed and developed were helping the students to improve their knowledge in EFL. Then, we used one of these surveys in the pedagogical intervention at the end of each cycle (See annex 3) to compare and contrast the results that the learners had after the classes were developed. This type of survey was used to know the head English teacher of the pupils as well. (See annex 4).

Artifacts. According to Valcarcel (2009) this instrument consists of "items that are readily available in the research setting, they inform the inquiry and provide insight into the situational context" (p.154). Having this in mind, an artifact could be a reflection that the participants create, a photograph that is taken in the learning environment or a drawing that is done by the students (See annex 5) because all of this evidence takes place inside a situational context. In this study, artifacts need to be understood as the photographs that were taken in the classroom while the pupils did their tasks as well as the listening workshops and the situated activities that the teachers prepared and did with them in order to analyze if the objectives of the project were achieved or not.

Field notes. It is defined as an instrument that the researcher uses to take extensive and very detailed notes of the phenomena that are being observed, the participants and its behavior in their natural context (Mckernan, 2006). This tool was used with the intention of having a reliable source regarding the class that was observed and developed, the way the participants interacted with each other and the dynamics that were part of their learning process. In complement, it is important to say that the researchers created 1 field note per session, taking into consideration the attitude of the students in the class, the way they reacted with the materials implemented and their development of the content. Besides, field notes (See annex 6) were useful for the researchers in order to help in the analysis of the implementation of the artifacts, interviews, surveys, audio and video recording keeping a follow-up throughout the cycles that took place in the classroom.

Interviews. This source is defined by Birmingham & Wilkinson (2003) as "a way to obtain detailed information about a topic or subject" (p.43). It is characterized by being lesss structured and complex in comparison to questionnaires. In this monograph, they were used in order to get to know the experiences, and advances that the learners had in EFL.

There are three types of interviews that can be used to collect data. The unstructured interview, the semi-structured interview and the structured interview. The first kind of interview is very flexible due to the fact that the interviewee leads the questions and it allows a free interaction between the interviewer and the respondent. The topics for discussion mostly depend on what the interviewee wants to talk about (Birmingham & Wilkinson 2003).

With regards to the semi-structured interview, it is mentioned that there are predetermined questions, and the interviewer can direct it more closely. But the respondent can also help to flow the information (Birmingham & Wilkinson 2003). Finally, the structured interview is characterized according to Birmingham & Wilkinson (2003) by being "no more than a questionnaire that is completed face-to-face. The interviewer has control over the order of questions all of which are predetermined" (p.45). In our project we implemented the semi-structured interview for the students. This, in order to have some control about the questions regarding the evolution that the pupils had not only with English, but also, with the improvement of their listening skills (See annex 7). Some students were interviewed in the first cycle of the pedagogical intervention. Some others in the second, and to conclude, we interviewed most of them in the final step to see how they evolutionized since this proposal started to be implemented.

Audio and video recordings. These tools are a source that offer a permanent record of

what is fairly complete in terms of the speech that occurs. They also capture verbal as well as nonverbal communications which makes the recording process of events more complete during the interview or the activity that is being recorded (Denscombe, 2014). In our research project, these instruments were used to evidence the learning process of the students regarding their English skills, and how they react when developing the tasks proposed in the class (See annex 8 and 9)**.** This material helped the researchers understand and figure out if the pupils were improving thanks to their contact with EFL.

Data collection procedures

Due to ethical considerations, an informed consent was sent to ask for parents' permission to allow the students to participate in the project (See annex 10). This was done on March 6th/2018. Naturally, clarifying to both participants and parents that the information and identities of the students were going to be used confidentially, ethically and responsibly. For collecting data observations were made during the whole semester by the two researchers starting on February 13th/2018 in order to know the population and be familiarized with the way in which the English classes were developed in fifth graders at Hernando Durán Dussan School. In each observation, one field note was written with the purpose of justifying the diagnosis and identifying the problematic to delimit the statement of the problem and the research itself, describing all the events that occurred in the class in relation to the problem and the behavior of the population.

Furthermore, surveys were designed in order to know more about the students' likes, social context, class resources, the strengths, weaknesses and abilities that they considered they had in English. A teachers' survey was made as well, in order to know more about the head teachers' point of view in relation to the class and pupils needs which helped us to characterize the population and identify the problem. Both surveys were applied on March 20th /2018.

In the case of artifacts, they were used during the implementation of the whole proposal which started on August 21st, 2018 and finished on April 9th, 2019. During most of the classes, the students worked on workshops related to vocabulary such as matching images and words, they did tasks in which we checked out if they were learning and understanding or not. Besides, photographs were taken to have evidence from the activities and workshops before giving them back to the pupils to support and show the advance of our monograph. The interviews were used once per cycle at the end of each cycle of intervention. This, to see the improvement that the learners had as the proposal advanced.

In short, this chapter presented the methodological basis that carried out this research as well as the procedures that were done to collect the data that was going to be analyzed. In complement, the process to interpret the data was explained. Thereupon, the following chapter leads and contains a description of the pedagogical intervention that was implemented in this monograph.

PEDAGOGICAL INTERVENTION

This chapter presents the implementation of the pedagogical intervention. To approach this, the researchers have defined four main visions that were considered as the theoretical basis to design the pedagogical proposal. These are, vision of language, vision of learning, vision of curriculum and vision of classroom. Finally, the instructional design is presented through the description of the cycles of intervention and the length that each cycle took to be developed.

Vision of curriculum

Considering that the objectives of this study were to describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL and to characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom. It is indispensable to define the vision of situated curriculum which contributes to the integral formation and the construction of the cultural identity in the social context where fifth graders were immersed. This concept of curriculum is related to the learning opportunity available within a specific community highlighting its content based on different aspects of its near context such as material, economic, and social characteristics. Therefore, Gherardi, Nicolini & Odella (1998) claim that situated curriculum is "one of the ways in which the new knowledge both cultural and material is institutionalized in the community of practice" (p.14). Then, this perspective allows the pre- service teachers to foster better processes of situated listening considering students' English level and their near context which is represented through the values that the students learnt while watching the animated sitcoms.

Vision of learning

In relation to the learning perspective and considering that fifth graders were just starting

their processes in a foreign language it is significant to define learning considering a situated

perception, Lave & Wenger (1991) suggest that situated learning focuses on "the

relationship between learning and the social situations in which it occurs rather than

asking what kinds of cognitive processes and conceptual structures are involved." (p.14)

Thus, learning in this proposal searched for fostering the listening skills and the knowledge

considering the contexts of the students. In this case, the learners had a significant learning

development because they were applying values such as gratefulness and friendship in the

classroom while they were enhancing their listening skills. This helped them to reflect on

how what the school knowledge can be used in real life situations.

Vision of language

Having in mind that this is a situated proposal, it is mandatory to define language around

this perception. Considering what Rost (2016) poses "situated language is the basis of real

time language and comprehension of this situated authentic language is the target for all

learners" (p.155). This definition means that the pupils should be connected to EFL

through real material that has not being adapted in any way for them. The sitcoms that we

selected attempted to contribute to accomplish this, because they contain and come from real

language. This is the authenticity that the author continues to remark "it is language that has

been used for a real purpose by the learners" (p.155). Therefore, the perception of language in

this project is situated because it takes into consideration close and real context of the

learners and the vital need that the fifth graders have of understanding their partners and their

teacher to be able to see in EFL the medium to interact with people meaningfully.

Vision of classroom

Considering the purpose of this research project, it is necessary to define the

type of environment in which the phenomenon is occurring. According to Dixon and Green

(2007) the situated classroom is characterized because it is the place where "interactions are

the central of the study of situated learning" (p.4). Then, in our project, the environment was situated because the tasks that the pupils did wanted to accomplish the learning process through teamwork activities, and values which contribute to a meaningful enhancing of the EFL skills, especially, listening.

Foremost, another feature of a situated classroom is the innovation in the learning process using material such as portable audio, video recorders and computers (Dixon and Green 2007). Our interventions had this characteristic because we were using animated sitcoms which were broadcast using sources as computers, T.V. set for the students to watch them, become familiarized with them and develop the different activities proposed using them.

Instructional design

During the implementation of this pedagogical proposal the main focus was to enhance the situated listening skills of the pupils who were participating on this project. In order to achieve this goal, we took into consideration what the students wrote in the diagnostic survey to select the three different sitcoms that they watched in the class. These were, the fairly odd parents, Phineas and Ferb and Gravity falls. One episode of these animated T.V. series was used pedagogically in each cycle. It is important to clarify that every cycle included a lesson plan (See annex 11) that was made up by three classes, every single session lasted 1 hour and 45 minutes. The first classes were focused on introducing the value and vocabulary that the students needed to know and understand the sitcom's chapter. Subsequently, in the second class, the chapter was played for the students to become familiarized with the situation presented in the animated series, reinforce the vocabulary and the value previously taught. After they watched the episode, a listening workshop was delivered to the pupils to check their listening comprehension.

Finally, in the third and last classes, the main focus was the situated activity which wanted to check how the students related the vocabulary and the value that they watched in the

sitcom with their lives. The intervention was carried out during the second semester of 2018 and the first semester of 2019. The classes took place each Monday from 12:15 to 2:05 for 502 and Tuesday from 12:15 to 2:05 for 504 with a duration of 1 hour and 45 minutes per session. On the other hand, the classes did not only look up to develop the listening skills in the pupils, they also created a path for them to see in EFL a meaningful means to grow up as proficient students and good human beings. We did this by using different values which made the learning process of the apprentices situated because they were connected to the foreign language and their daily life.

Cycle 1.

Hey kids, let's meet the hurricane of emotions

In this first cycle, the students discovered what an emotion is, their different types of emotions that they can feel and why it is important to let their emotions flow. This cycle included the projection of episode from the *Fairly Oddparents: The Emotion commotion.* The first lesson plan was composed by three classes. The first one *Getting familiar with emotions* was an introductory class of the different emotions that they can experience in their daily life and also it presented to the kids the vocabulary that they were going to find in the episode. The second class *What do you know about emotions?* presented the characters of the sitcom and the general idea of the chapter that they were going to watch for the pupils to become familiarized with the different emotions that the characters go through, having in mind that what they saw in the episode can be part of their lives as well. This, during a first projection of the episode. Afterwards, a listening activity, specifically, a sequence of images, where the learners recognized the different emotions and events that occurred in the chapter was developed. In complement, a post - listening or situated activity for the second projection was thought for the kids to tell what the episode was about, which new words or emotions they found and the reflection that the sitcom left them. The third class *Getting to know how to*

express what others and I feel includes what they remember and learned about the characters' situation expressing it using the present perfect. The main objective of this cycle was to discover the different emotions that students can feel through the sitcom and that are part of their daily life.

Cycle 2.

Hey, do you know the gratitude angel?

In the second cycle, we started working on values. As the first cycle, it was made up by three classes, in the introductory class named, *becoming a gratitude angel* the students were familiarized with three values, love, teamwork and gratefulness. To express their love, the students told who they love and why they loved those people, this in a written way on a shape of heart provided by the teachers. Foremost, to manage the value of teamwork, the pupils were divided in groups for them to use some plastic spoons and some little balls to pass one another and understand the meaning of this value. Besides, to focus on the value of gratefulness, the pupils wrote who they were grateful with and why they were grateful.

In the second session of this cycle, which was called *Birthday party*, the pupils created a birthday card for a friend or a relative as a way to thank them. Afterwards, they used their knowledge on the values and the vocabulary on celebration to understand the animated sitcom *Phineas and Ferb, the episode Mom's birthday.* After watching the episode, the pupils solved a multiple choice, listening test to check what they understood. In complement, in the third class, known as *Becoming artist of gratefulness* the students watched the episode of the animated sitcom again. This with the purpose of remembering the vocabulary that was previously worked with them. Once this was done, the post listening or situated activity was to create a poster for the head English teacher to say thank you to him. Finally, it is important to remark that the main objective of this cycle was to know different values that are needed to say thank you and be grateful.

Table 2: Pedagogical intervention

Cycle 1: **Hey kids, let's meet the hurricane of emotions** **From august 14th, 2018 to September 25th 2018** **Animated sitcom:** **The fairly oddparents Season 4, episode: The emotion commotion.**	**Topics** - What is an emotion? - Discovering the different types of emotions (Episode from the Fairly Oddparents: The Emotion commotion) - Why is it important to let my emotions flow?	**Vocabulary** - The different emotions that we can feel (happy, sad, angry, jealous .embarrassed, scared). **Grammar** - Present perfect to express short situations using the emotions vocabulary. Have you ever felt sad? describe the different situations that Timmy has gone through	**Objectives** - To discover the different emotions that I can feel through a sitcom that was part of my childhood. **Situated listening objective** To identify the different emotions that the characters on the sitcom episode feel in order to describe them.
Cycle 2 **Hey, do you know the gratitude angel.** **From September 25th, 2018 to November 1st, 2018.** **Animated sitcom: Phineas and Ferb, season 1, episode: Mom's birthday.**	**Topics** What are values? What makes me a grateful human being? Why is it important to say thank you? Episode from Phineas and Ferb: Mom's birthday. Discovering what drives me to be better.	**Vocabulary** gratitude teamwork Family love. **Grammar** **Future will** Affirmative, negative statements The auxiliary verb did and to make up questions **Simple future (will)** Affirmative, negative statements Auxiliary verbs do and does to make up questions	**Objectives** To know different values that are needed to say thank you and be grateful. To recognize the importance of values in my life if I want to be a good human being. **Situated listening Objective** To identify the different values that the characters on the sitcom episode use to show their mom that they are grateful.

Data Collection
Surveys, students' artifacts, field notes, interviews audio and video recordings.

Cycle 3	Topics	Vocabulary	Objectives
Friends can also be family **From January 21st , 2019 to April 09th, 2019** **Animated sitcom: Gravity falls, season 2, episode: Blendin's game.**	Who is my best friend? What are the main characteristics of my best friend? What would I do for my best friend? (Gravity Falls episode: Blendin's game). Discovering that I can be family for a friend	Adjectives to describe people's features nice, (kind, respectful, unconditional, lovely, loyal) **Grammar topics** - conditional would - Traits to describe personality	To be cognizant of the importance that being a good friend has to change the lives of others positively. **Situated listening objectives** Identify the reasons why the characters in the sitcom decided to change the mind of their friend regarding his birthday. - To become familiarized with the circumstances in which the characters start considering themselves a family.

Data Collection
Surveys, students' artifacts, field notes, interviews, audio and video recordings.

Cycle 3.

Friends can also be family

In the third and final cycle of this project, friendship was the main value. As in the previous ones, there were three main classes, in the first session known as Who finds a faithful friend finds a treasure the students interviewed a friend that they have in the class to know them better. Afterwards, all the students presented their interviews in a gallery in which everybody listened to each other.

In the second class, titled friendship goes beyond the students watched the animated sitcom *Gravity falls: episode, Blendin's game* which is about friendship. Afterwards, they did the listening task which was to construct the different scenes and connect it with some dialogues that were said in the chapter. In the third class, friendship is the key of life, the learners saw the episode again for them to remember the topic and the vocabulary of it to do the post listening or situated activity in which they thought about the episode's moral. The principal objective of this cycle was to be cognizant of the importance that being a good friend has to change the lives of others positively.

In this chapter, we explained the vision of curriculum, vision of learning, vision of language and vision of classroom that based the instructional design. This was presented in the 3 cycles that were created for the pedagogical intervention which was focused on enhancing the listening skills of the learners. The following chapter presents the analysis of the data collected during the pedagogical intervention of this research proposal.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter presents the procedures that were followed to analyze the data collected along the research process developed and the learners´ processes. Therefore, the categories that came up from this analysis are introduced and explained, considering the evidence that supports them as well as the findings of our research project.

Data analysis procedures

To organize and analyze the data collected during the implementation of the pedagogical proposal, it is necessary to explain the method that was used for this purpose. The approach selected to conjoin this research was the grounded theory. This, due to the fact that Bryant & Charmaz (2007) consider this, a method that was designed to "encourage researchers to have persistent interaction with their data, while remaining constantly involved with their emerging analysis" (p.1). It also permitted the researchers to examine the empirical findings by going back and forth between the data and the analysis that is being constructed. This was the main feature of this study, as the findings were not going to be analyzed just once, but several times depending on the evolution and changing process of the participants. In this regard, the categories of this study were established once the data was collected and not before the implementation. Then, the process to gather data is *inductive* because as it is justified by Anderkin et al. (2015). "inductive categories begin with the researcher studying the documents in order to identify classifications that allow the researcher to link or ground categories" (p.142). What was just posed was the action taken by the preserver teachers in order to organize the data, this means that the evidence was the main source to set the analysis down.

But, as we were settling our categories from the tasks and documents that the learners

submitted, it was necessary to organize the concepts and terms that were more remarkable by using a strategy known as coloring and coding. Classifying and coding qualitative data lead to create a framework for organizing and describing what has been collected during the implementations and subsequently looking for regularities in data. (Quinn, 2002). Hence, to code the information appropriately for the further analysis, we organized data in a folder naming the lapel of each section with the cycle number. In addition, workshops and surveys were organized inside envelopes and deposited in the section labeled corresponding to the cycle. According to Hinchey (2008) coloring is when "each category is assigned a different color and individual bits of data are marked with the appropriate color" (p.92). Nonetheless, it is important to clarify that we used this tool to highlight, ideas, phrases and concepts that were repeated in the evidence. This process was executed in the following way: Using a purple highlighter, we underlined the vocabulary that the pupils learned in the classes, Then we chose the yellow highlighter to organize the phrases in which the pupils expressed that they were motivated, After this, we selected the blue highlighter to figure out the values that were promoted through the sitcoms presented to the pupils. Finally, we used the green highlighter to the situated phrases regarding to listening and the orange highlighter to highlight other values that were learnt by the kids during the interventions.

In complement to what was explained previously, it was indispensable to go in depth into the systematization of the data collected. First, the field notes were arranged using the date in which the class occurred and were named with the main characteristic that the class had. For instance, September 22, 2018, field note focused on values, and by putting the font in bold when typing the field note, we highlighted the most relevant aspects of the class. In the field note, we described the events and then analyze them from our point of view considering the perception of some authors. With regards to the situated activities, we arranged them using the color-coding strategy. In relation to the surveys, they were analyzed

considering pupils answers to the questions and the most repetitive patterns were classified into the categories that emerged applying the coloring code.

On the other hand, considering that we as researchers were immersed in the context where the pupils were learning and that we were interacting with them it was vital to understand that pupils' thoughts and willingness were part of this research project; therefore, the perspective that was suitable to this analysis was *Emic*. Harris (1976) states "it attempts to examine the experiences, feelings and perception of the people they study, rather than imposing a framework of their own that might distort the ideas of the participants" (p.341). As a consequence, it was a must to take into consideration the evolution of the pupils in the classes, their perceptions and opinions of the activities and if they were learning something meaningful from them and their lives.

Categories of analysis

As the main objectives of this research project were to describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL and to characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom, it is important to have a guidance on how the information was analyzed in order to answer the research question that was proposed at the beginning of this investigation. Therefore, the categories presented in the next figure (figure 1) are the ones that emerged in relation to the objectives of this research proposal.

Research Question:		
What is the impact of using a set of activities based on animated sitcoms with social content to develop situated listening skills in fifth graders at Hernando Durán Dussan school?		
Objective #1	**Objective #2**	
Describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL.	Characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom.	
Category 1	**Category 2**	**Category 3**
The supportive role of animated sitcoms when enhancing listening skills in EFL.	Students' personal experiences through watching animated sitcoms to learn EFL.	Animated sitcoms as a pedagogical tool to develop speaking and writing skills in EFL.
Subcategory 1:	**Subcategory 1:**	
Developing responsive, selective and extensive listening skills through animated sitcoms content	Raising awareness about my emotions and otherness while having fun with animated sitcoms.	
Subcategory 2:	**Subcategory 2:**	
The reflexive role of images and videos when understanding animated sitcoms.	Expressing my gratefulness to others using animated sitcoms.	
	Subcategory 3:	
	Discovering the importance of having friends in my life while enjoying animated sitcoms.	

Table #3: Categories of analysis.

The first category named *the supportive role of animated sitcoms when enhancing listening skills in EFL* shows how the listening skills of the pupils were potentialized during the implementation of the pedagogical proposal. We found current patterns of data that were similar and different and they appeared on different fields (Driscoll & Tenembaum, 2005), we classified the findings of our research related to this category under the following subcategories: "Developing, responsive, selective and extensive listening skills through animated sitcoms content" and "the reflexive role of images and videos when understanding animated sitcoms".

The second category called *students' personal experiences through watching animated sitcoms to learn EFL* presents the students improvement when relating their listening skills development to their real and daily context. Therefore, after the evidence was grouped, the following subcategories came up: "Raising awareness about my emotions and otherness while having fun with animated sitcoms" "Expressing my gratefulness to others using animated sitcoms" and "Discovering the importance of having friends in my life while enjoying animated sitcoms".

The third and final category, *animated sitcoms as a pedagogical tool to develop speaking and writing skills in EFL*, goes deeper into the development of the abilities that were mentioned while doing the different activities and tasks that were proposed in the pedagogical intervention. In the following analysis, the categories and subcategories that we just pointed out are developed. This, having in mind the data that was collected during the different classes in order to establish connections with the theory that based this research proposal.

Category 1: The supportive role of animated sitcoms when enhancing listening skills in EFL.

This category explains the role that animated sitcoms had in helping the students improve

their listening skills. This, in regards to the chapters that they watched and the tasks that they were asked to do. Data revealed that the animated sitcoms permitted the pupils become familiarized with the elements and ideas that they needed to succeed in the activity that was proposed to them. Therefore, developing listening needs to have a deeper intention apart from just distinguishing words and concepts. In this regard, according to Chapelle (2003) "Listening involves the analysis of the test intended to be measure and the analysis of the context in which English will be used" (p.159). Then, in our proposal, the pupils were not listening without any purpose, there was a goal intended to be achieved which was to understand the animated sitcom first and then to accomplish a task based on what they figured out.

But, to accomplish this purpose, the learners have to interiorize that listening is an ability that can do their learning process meaningful as it is stated by Chappell (2014) who claims that focusing on listening means to create "learning opportunities in the form of meaningful activity involving anticipatory perception which guides the ongoing development of meaning and building the understandings from the affordances available" (p.160). Therefore, the activities were the ones that were relevant for the kids to have a significant development of their listening in EFL. Thus, for analyzing what was found regarding the role of animated sitcoms when enhancing listening skills, the following subcategories emerged.

Developing responsive, selective and extensive listening skills through animated sitcoms content. This subcategory presents the findings and analyses the role that the animated sitcoms played in students' performance with regards to the listening skill. This involves the pupil's understanding in relation to the animated sitcoms that were presented to them. Hence, findings revealed that the students improved their listening skills in three levels responsive, selective and extensive, which will be explained as the evidence is presented. The first level of listening that the pupils were attempted to develop is known as *responsive*

listening which according to Barone and Tellis (2018) is a "communication activity with a specific objective, to comprehend, to evaluate and retrain what is being transmitted" (p 62). According to the data collected, in the first listening exercise, the students were capable of comprehending the situation and the message that was transmitted to them through the first animated sitcom due to the revision and repetition process that was done while watching the first chapter of the animated series (The fairly oddparents).

(...) the teacher showed them that they had to organize the sequence of images giving them a number to order them. Once the instruction was given and clarified, the students started doing the task. (While passing by the desks of the kids comments such as: Yo me acuerdo, que va después de esto y me acuerdo que acá Timmy no sentía were listened. After the kids finished doing the activity, the teacher told the pupils that he would play the chapter again and will stop the chapter in each scene that should be number for them to say the number out loud and put a tick if they numbered right or cross it out if the number was wrong. (Most of the pupils were excited while doing this activity, they were shouting the right numbers of the scenes).
(Field note #21: September 24, 2018. Lines 24-31).

This response demonstrated that the animated sitcoms content helped the pupils to use the responsive listening level to figure out the situation and understand the facts that they were watching. It is important to highlight that the main objective of this listening level is to comprehend the situation that is being listened and watched (Barone and Tellis, 2018). In this case, it might be claimed that this goal was fulfilled. On the other hand, the learners were also testing if they understood what they watched. This, by trying to remember what happened in the episode which helped them to retrain the information and the message that was being transmitted to them. Thus, the improvement in the *responsive listening* field is evident in the following part from the second interview:

¿Crees qué has mejorado en alguna habilidad en inglés?
S17: Si, en el listening, yo recuerdo que antes de que viéramos los
padrinos mágicos yo casi no entendía nada. Pero, en ese capitulo
entendí que Timmy [el personaje principal de la serie] no tenía emociones
y que pues deseo no sentir nada, porque sus amigos lo molestaban.

(Interview #2: Student #17 April 5th, 2019. Page 1. Lines 25 - 29).

This piece of data revealed that the pupils were capable of focusing on the animated

sitcoms content to capture the main message of the chapter. Kids were also showing the capacity of evaluating the factors that made the main character to desire not to have feelings. Then, all these features permit to claim that the pupils enhanced their listening because they were not only able to understand what they were listening and seeing, but also they evaluated the situations that they were watching.

On the other hand, before analyzing the results from the listening task, it is important to clarify that before passing the workshop to the students, they did an activity in which they recognized the main characters from the animated sitcoms. Afterwards, the pupils saw the episode. Finally, they sort out the listening task which was a sequence of images that showed the improvement of the listening skills in the *responsive level*:
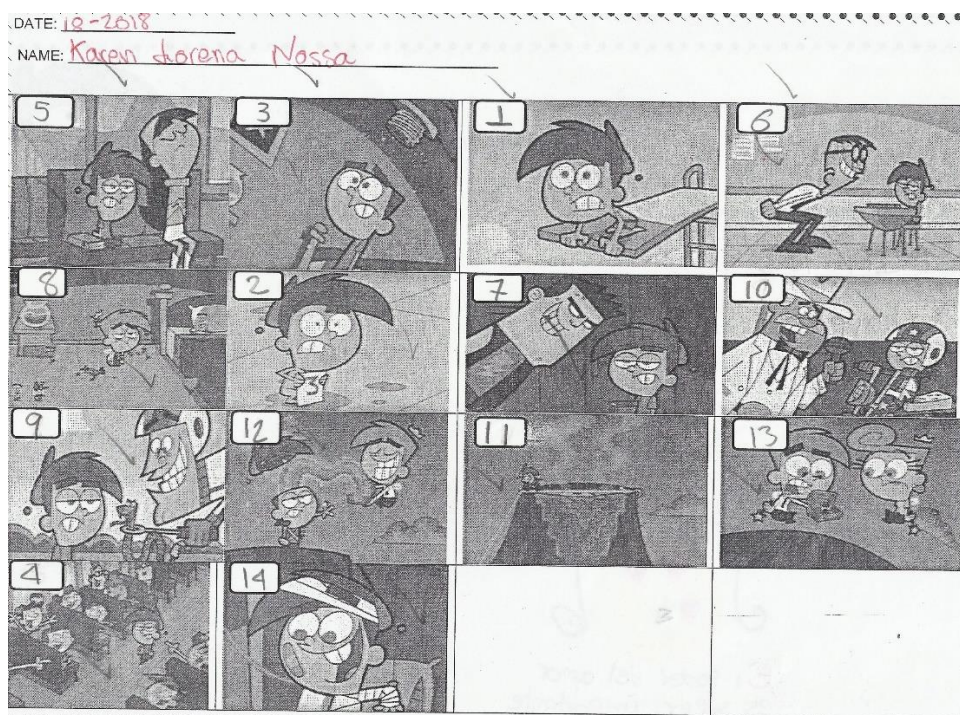
(Listening activity, sequence of images, student #10. 502 -504, 2018.)
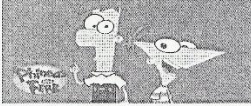
This piece of evidence showed that the students were able to organize the sequence of images due to two factors. The first one is that they were able to comprehend the situation that they watched in the animated sitcom and the second one is that they were capable of retraining this information and to remember it to succeed in doing the task.

With regards to the *selective listening* level, the pupils used this level to identify specific situations in order to select the correct one that happened in the second episode that they watched in the classroom. (The Phineas and Ferb chapter). This, in the second listening activity which was part of the second cycle of the intervention. According to Wood (2008) selective listening is "focusing on only particular part of messages" (p.89). The students achieved this purpose as it can be seen below:

> While the students were developing the listening activity a student told the teacher:
> Profe, osea yo entendí que todo lo que vimos en el capítulo está en las preguntas
> porque a la mamá de Phineas y Ferb le iban a dar un vestido, pero al fin no,
> y le hicieron un vídeo. Pero, entendí que al final, el regalo que le dieron
> a la mamá de Phineas y Ferb fue el video porque pasa en una parte del
> capitulo, además entendí algunas palabras que están en las preguntas.
> <div align="right">Field note #29: October 22, 2018. Lines 51- 55</div>

This piece of evidence revealed that the content of the second animated T.V. series was a means for the students to implement their selective listening level and focus on the key parts that helped them answer the listening task. Then, even though, several facts happened in the episode, the students were able to discriminate the different situations that were part of the chapter. In complement, in the case of this workshop, all the students answered it completely and most of them performed well in it. Then, it can be affirmed that the learners improved their listening skill in the selective level as it may be appreciated in the workshop that they resolved:

(Listening activity. Multiple choice. Students #22 and #08. 502 - 504, 2018)

Moreover, data revealed that sitcoms content helped students improve their selective listening skills, because after having watched the episode, they understood some keywords that help them figure out what the right answer was. In other words, they took what they needed to succeed in the activity. According to Johri and Martin (2005) the improvement of this level of listening is good because it "helps one pick out quickly those ideas that are relevant" (p.43). One student in the class had a similar perception while doing this activity:

¿Crees qué has mejorado en alguna habilidad en inglés?
S10 Si, en la escucha, sobre todo cuando vimos Phineas y Ferb
porque en esa tarea [taller de escucha] vi palabras que
aparecieron en el capítulo y luego las vi en la hoja y así
me acordaba en que parte del capítulo pasó lo que
decía en la hoja.

(Interview #2: Student #10. April 5th, 2019 Page 1. Lines 22 - 27).

Then, most of the students performed well in this listening task because they tried to

identify specific details from the situations that occurred in the animated sitcom and when reading the questions and the possible answers, they quickly searched for relevant words and ideas that were related to the question that was asked in the workshop.

Besides the two levels of listening that the pupils developed because of the animated sitcoms, there is a third one that needs to be considered. This is the *extensive listening* which takes place in classroom activities that involve more intensive listening in which the students feel that they are being tested. (Dillon & Ming, 2016). This level of listening is reflected on the activity that the pupils did with the third animated series (Gravity Falls). In this task, the pupils were asked to cut and paste an image with its corresponding text to give the episode that they watched its corresponding order. For some pupils, it was a demanding activity as it can be seen below:

> At the end of the class the teacher asked the pupils:
> How did you feel with the Gravity falls activity [The listening workshop]
> S1 replied: Bien profe, me di cuenta de que algunas frases describían lo
> que se veía en la imagen y aunque no las entendí todas bien, hubo unas
> que si las entendí todas, pero era difícil.
> S2: replied: Yo me guie por las palabras que entendía y que ya sabía
> que eran y pues creó que así pude poner bien las imágenes con las
> frases

(Field note #33: March 15th, 2019. Lines 58- 65).

The previous evidence demonstrated that the animated sitcom helped the pupils enhance their listening skill in the extensive level. This was accomplished by the strategies that the learners used to complete the task, they used the words that they understood to infer the whole meaning of the utterances that the characters expressed. However, some children posed that this was a hard task for them because it was their first time doing an activity of this kind. In spite of the issues that the students pointed out while solving this listening workshop, an improvement of the listening skill can be reaffirmed as most pupils performed well in this task:
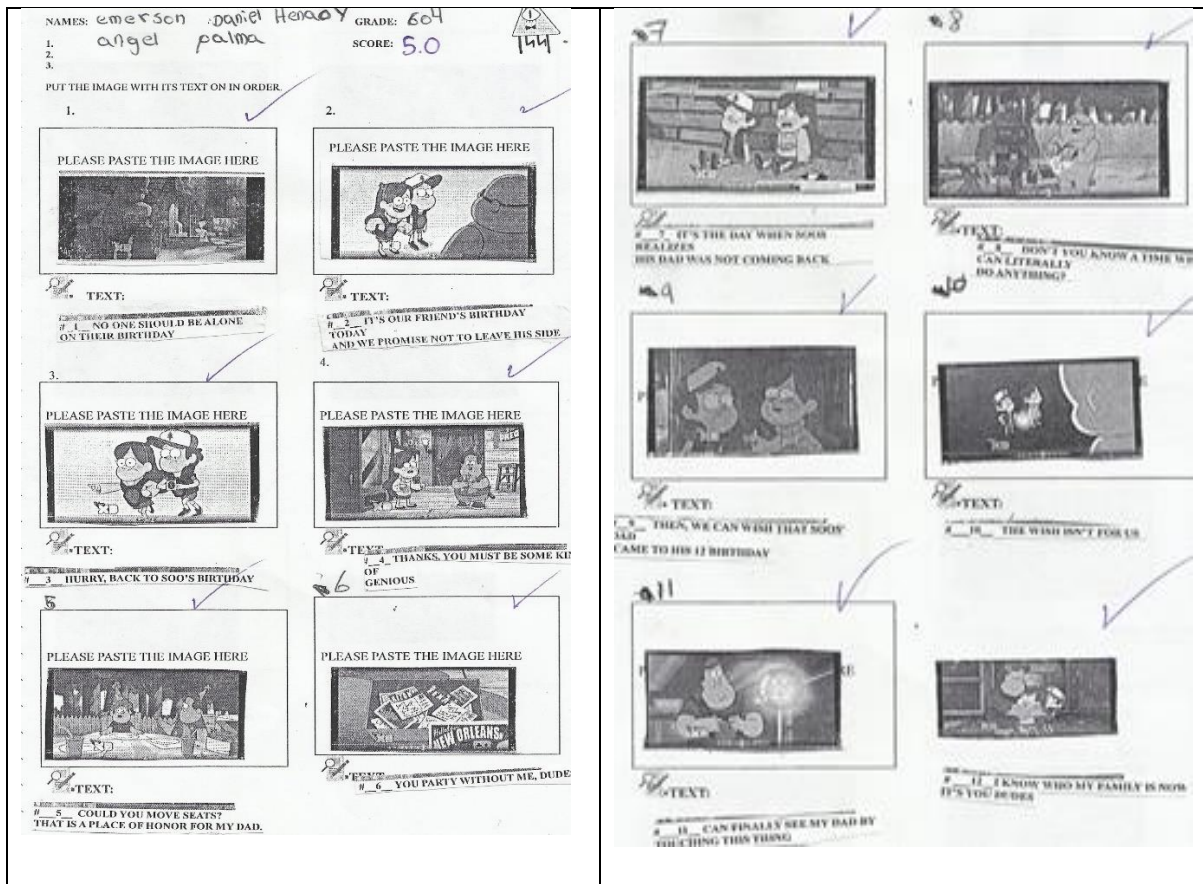
Listening matching activity. Student #14 602 - 604, 2019

The students' matching listening activity showed that due to the content of the animated

T.V. series some students have potentialized their listening skills. This because they have

had a process that has gone from easy tasks, to most difficult ones which have helped the

pupils realized that they have the capacity to succeed in any type of listening activity. This
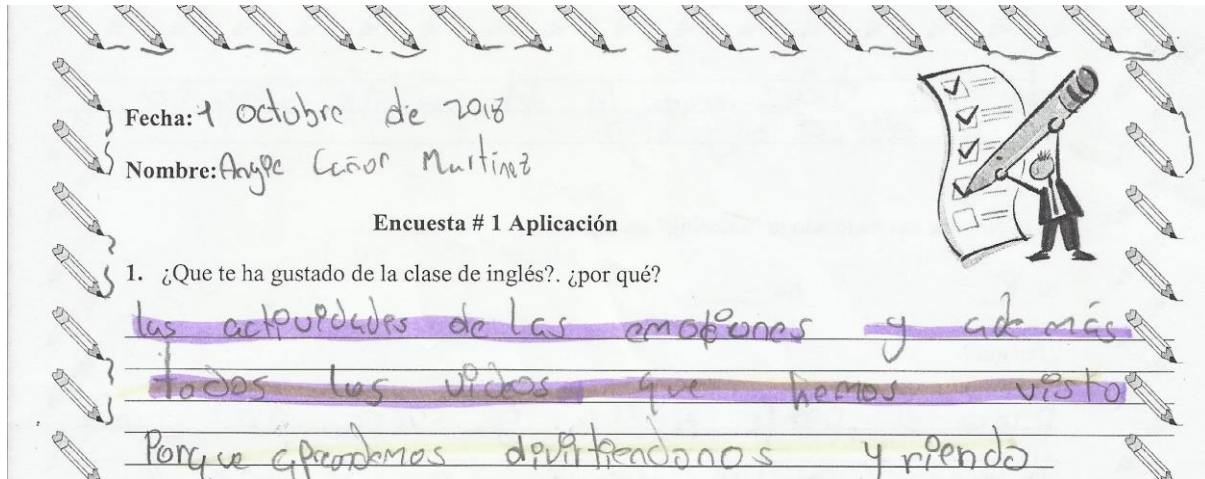
is affirmed by a student below:
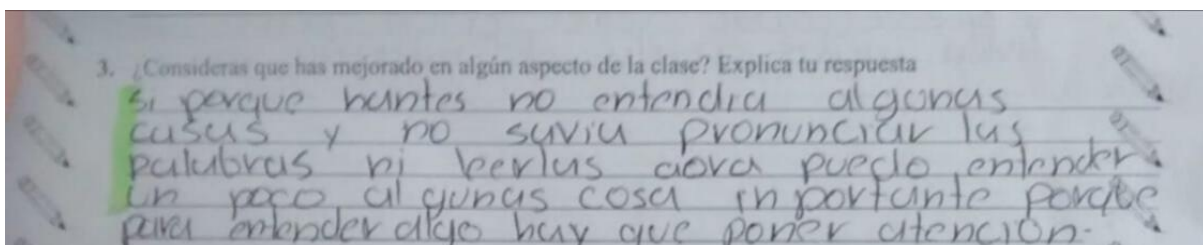
(Survey #2: October 29, 2018. Student #17. 502- 504).

The reflexive role of images and videos when understanding animated sitcoms.

This subcategory demonstrates the relevance that the videos and images had when the kids

were watching the animated sitcoms. According to Okon (2013) videos are used in the EFL

classroom because "this form of media is intrinsically interesting to the language learners and he or she wants to watch the film even if their comprehension is limited" (p.25). What was previously stated is also affirmed by a student who wrote:

This piece of evidence showed that the student was interested in learning English because she had fun watching the animated sitcoms chapters. This is the first step to start a learning process, the learner is motivated and it can be assumed that eventually, she will end up comprehending the video that she is watching because she has the will to do it. This was the case of most kids when trying to figure out what they were seeing. At the beginning, it was complicated, but they got used to the implementation of the videos in the class and as a consequence they realized that they were able to understand them. This is what a student says in the second interview:

¿Qué es lo que más te ha gustado de la clase de inglés?
S13: Que veamos videos en la clase de inglés porque así
entiendo el inglés mejor. Además, los dibujos animados
me gustan mucho.

(Interview #2: Student #13. April 5th, 2019. Page 1. Lines 8 - 11).

On the other hand, data evidenced that for the pupils the content of the animated sitcoms helped them feel identified and see a purpose on what they watched. In this regard, Hong Xu (2010) claims that the usage of videos "directly related to students' interests or current events

helps them learn not just about the English language, but also culturally and socially specific content knowledge" (p.66). This is a phenomenon that took place in the classrooms in which we implemented our proposal as it can be appreciated below:

¿Qué aprendiste con Gravity Falls?
La amistad. Antes de ese episodio de Gravity Falls yo tenía
muchas peleas con mi mejor amiga, después que vi ese
episodio me di cuenta de que hay que ver las cosas
importantes y no fijarse en los pequeños detalles que pues, son
malos, nada más en las cosas buenas.

(Interview #2, student #1: April 5th, 2019. Page 2. Lines 46 - 51).

The previous evidence stepped out the fact that the kids recognized a content in the animated sitcom that went beyond the language. They inferred that they were learning about friendship through the language which helped them figure out the reason of the situations that the characters were going through and their consequences. With this being said, the videos were crucial to improve the learners listening skill because their content had a social and a cultural meaning for the apprentices. The videos also immersed the pupils into a different environment even though, they were inside the classroom. This was posed by a student who wrote:
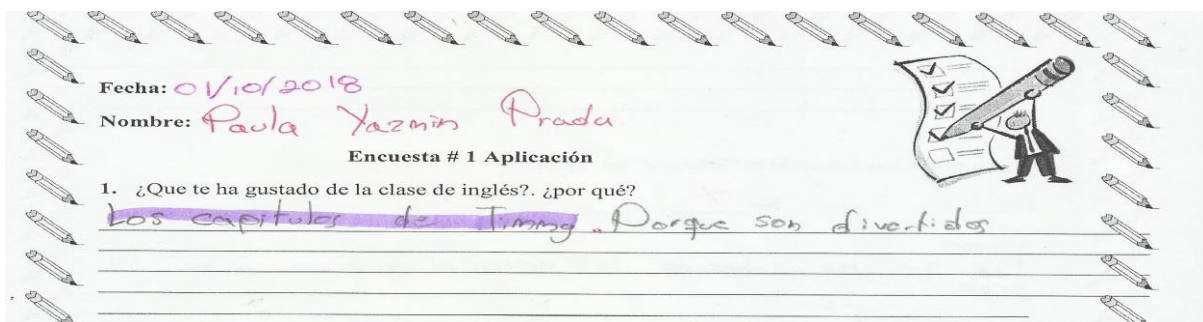
(Survey #1: October 1st, 2018. Student # 25. 502- 504)

Data showed that the students also felt amused while watching the animated sitcom. This was a fact that contributed to a better understanding of the content that they were watching. Besides, the videos built a different and a new environment for the pupils to improve their listening skills. This is noticeable in what some students expressed:

Then, the teacher asked the pupils and did you like the chapter?
 S1 replied: Yes teacher, porque aprendimos que Timmy no
sentia y por eso ya no le interesaba. Además, yo me sentí como
si estuviera con Timmy mienteas veía el capítulo.
Además, aprendí emociones en inglés como
Love, happiness, hate, fear y otras que no me acuerdo.

(Field note #21: September 24th, 2018. Lines 43- 48).

But not only the videos played an important role for the pupils to understand the animated

sitcoms, the images also helped the students to become familiarized with the content of the

animated series and understand the situations presented in the different chapters. It can be

said that the pupils were listening to the images because they were attending to musical

patterns, rhythms and registers. (Campt, 2017). This happens due to the voices and the

speaking production of the characters while the video was playing:

After the episode was over, the teacher asked the pupils the
 question: What happened in the episode?
 S1 replied: Que la mamá de Phineas y Ferb estaba de
 cumpleaños y que le gustó más el regalo de Phineas y Ferb
 que el de Candace por la cara que hizo.
 S2 said: Que Phineas Ferb y Candace trabajaron juntos para
    celebrarle el cumpleaños a la mamá.

(Field note #29: October 22, 2018. Lines 25 - 31).

The previous evidence demonstrated that the pupils related the characters speech and

movements to understand the main idea of the chapter. On the other hand, the pupils also

inferred the feelings of the characters based on the musical patterns that were part of the

scenes. But this does not happen without connecting what they listened to what they saw as it

is showed below:

¿Qué te ha ayudado a entender las series?
Las imágenes, porque pues según si yo le puse atención a la
 serie puedo identificar qué pasó, qué ocurrió y cómo
 respondieron los personajes.
(Interview #2: Student #2 April 5th, 2019. Page 2 Lines 43 - 46).

Therefore, the musical patterns and the image that the students listened helped them have a

complete idea of the different facts that occurred in the episode and the different situations

that affected their environment. This is to say that students were able to understand how the

characters were feeling because as it is pointed out by Kurosu (2013), due to their

technological techniques when they are being created "cartoons have a strong advantage in

expressing emotions and feelings" (p.393). To confirm what has been stated, a student

highlighted:

> **¿Qué te ha ayudado a entender las series?**
> Las expresiones de los personajes y la música que suena
> en cada escena porque de esa manera entiendo lo que ellos
> están sintiendo y lo asocio con laspalabras que entienda
> para así guiarme.
>
> (Interview #2: Student #4 April 5th, 2019. Page 3 Lines 55 - 59).

Data showed that the student could understand the situation and the vocabulary of the

episode due to the expressions and feelings that the characters showed. This feature helped

them to associate the characters reactions to what was occurring.

Category 2: Students' personal experiences through watching animated sitcoms to learn EFL.

This category denotes the meaningful experience that the pupils lived in the classroom

while using animated sitcoms with a content focused on values. This, due to the fact that it

represented another way in which the students improved not only their listening skills but

also became aware of their feelings and how values are part of their environment and daily

life. Responding to the objectives of the school's PEI which are to educate students in

affection, respect, solidarity and the management of knowledge for social transformation, the

data collected demonstrated that the situated listening experience through animated sitcoms

helped learners be conscious of the impact and importance of feeling, the relevance of being

grateful and the need of having friends in their lives. This, using their listening skill as a

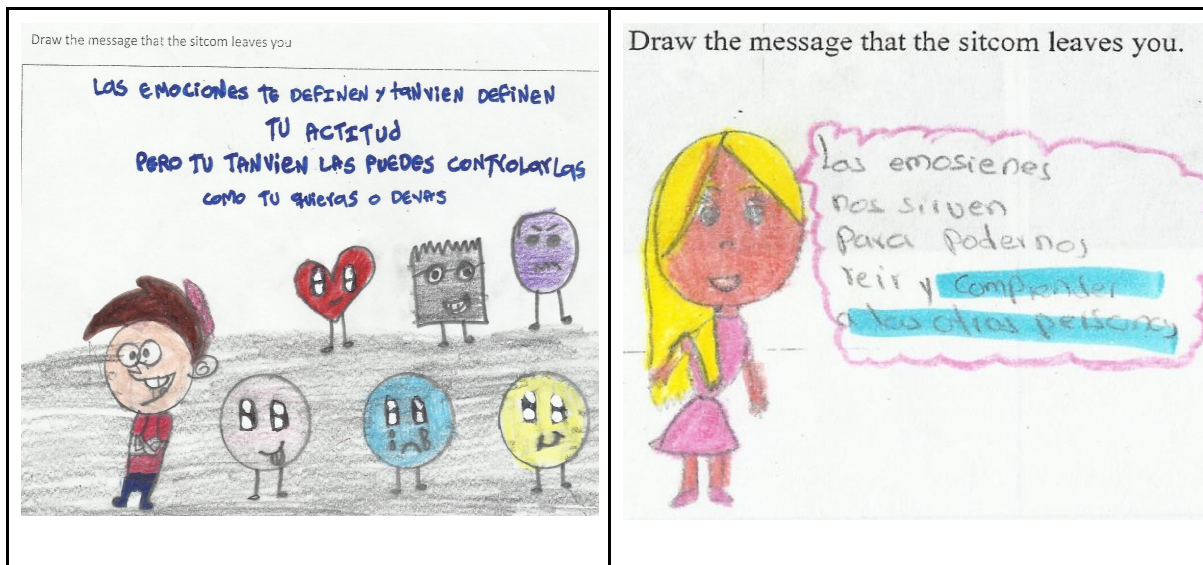means to take part in the situated experience.

According to Gee and Hayes (2011) "to develop embodied and situated meanings through

experiences in the world of things, media provides images, action, goals and interactive dialogue that we can relate to words (...) so, experience is crucial" (p.117) In agreement with this idea, data analysis showed the importance of linking students' context with the situations presented in the chapters of the animated sitcoms used. Then, three subcategories that emerged from this category will be explained. These are *Raising awareness about my emotions and otherness while having fun with animated sitcoms, Expressing my gratefulness to others using animated sitcoms* and *Discovering the importance of having friends in my life while enjoying animated sitcoms.* Each of these subcategories will be addressed and analyzed below.

Raising awareness about my feelings and otherness while having fun with animated sitcoms. This subcategory presents the findings with regards to the connection that the pupils established among the content of the animated sitcoms and their real-life and context. This, to understand the importance of feelings to learn while they interacted with their class partners. Then, being aware of their feelings through the character's situations was a way to promote the ability to recognize their own emotions and those of others, a fact that led them to motivate themselves to manage relationships properly. It is very important that pupils learn to identify and manage their emotions while they are immersed in an EFL context. This premise is related to what Chemi, Grams and Lund (2017) point out:

It is a fact that emotions and feelings play an essential role in learning and knowledge creation. Emotions refer to the self and hence provide us with a means for developing self-knowledge. If we consider emotions as an integral part of how we interpret and make sense of events, then they consequently affect whether or not we maintain or change our current practice (p.2).

Data showed that the first situated activity helped the kids realized how important emotions are in their environment at school and daily life relationships.

Draw the message that the sitcom leaves you

LAS EMOCIONES TE DEFINEN Y TANVIEN DEFINEN
TU ACTITUD
PERO TU TANVIEN LAS PUEDES CONTROLARLAS
COMO TU QUIERAS O DEVAS

Draw the message that the sitcom leaves you.

Las emosienes
nos sirven
Para podernos
reir y compender
a las otras personas

(Situated activity #1: September 17th, 2018. Student #11. 502- 504).

The previous data illustrated that students related the situation that they saw in the chapter of the *fairly odd parents* with their context. This experience allowed them to be conscious and describe the importance of emotions in their lives and how they help them to interact and share with others. Likewise, the surveys showed that emotions were considered an important path to establish personal connection with others.

7. ¿Qué valores has aprendido hasta ahora?
que las emociones son inpotantes y que sin ellas no son nada y ellas son parte de mi vida y el compaperismo pot que nos podemos ayudar mas que antes
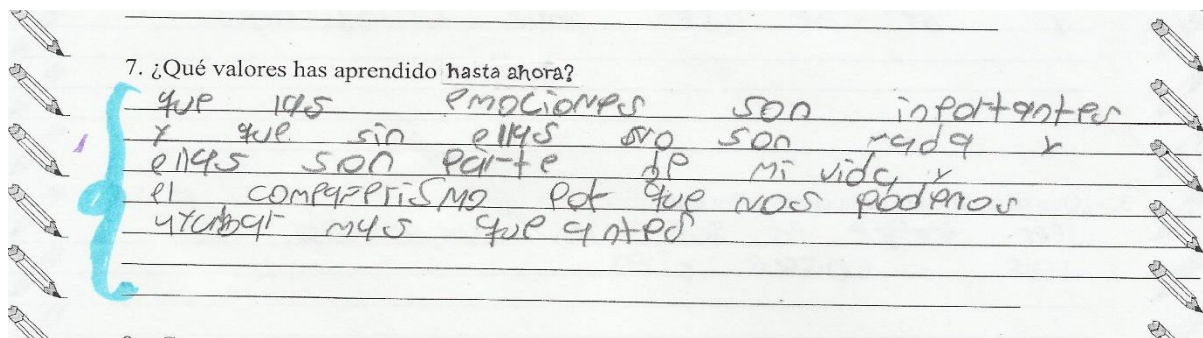
(Survey #2, October 12th, 2018. Student #9. 502-504).

With this in mind, it can be claimed that the encounter between the self and the other, socioculturally speaking had an important role in the improvement of EFL. According to Byram (1989) "to introduce learners to understand otherness, whether it be in linguistic or cultural terms, confronts them with the language of other people, their culture, their way of thinking and dealing with the world." (p.25). Data presented that kids were conscious of a

social-emotional bond in relation to other individuals and it was evident that they were

learning from this fact thanks to the animated sitcom:

The teacher asked the pupils, what is the moral
of the chapter and why is it important to feel?
S1 answered: porque así sabemos cuando hacemos sentir mal a otros
S2 replied: yo creo que es importante sentir porque eso nos hace personas
(Field note #10: September 17th, 2018. Lines 33 - 36)

The data sample above showed what the pupils learnt about otherness based on the

circumstances presented in the chapter. As a result, it should be stated that the apprentices

inferred the importance of emotions as part of their development as human beings. They also

pointed out the usefulness of managing their emotions to know and be cognizant of what

others feel, as it is reinforced in the fragment of the video presented below.

Student #43 says "eso asi recuerden como lo planeamos"
Student #45 answered "no, por su culpa vamos a perder, mire"
(Video transcription Lines 5 to 6. October 28th, 2018)

The previous figure illustrated an activity where students needed to work as a team to

successfully complete the proposed activity, they used a plastic spoon to transport a little ball

of ping pong from one corner of the playground of the school to another. In the end, the

winning team explained their strategy to win, while the others had to expose the weaknesses

of their strategy explaining why it did not work. Some students argued that it was important

to respect the roles that were assigned in the activity. Then, all the participants could enjoy

and learnt from it working together. The following piece of data demonstrates this:

51

| ¿Qué aprendiste del juego de pasar los pimpones?
"Yo aprendí que si se puede trabajar en equipo"

(Video transcription. Lines 1 to 4.October 24th 2018') | ¿Qué aprendiste del juego de pasar los pimpones?
"Yo aprendí que se puede trabajar en equipo aunque hay desorden y que cuando uno trabaja en equipo tiene un rol, que cada uno hace algo y aporta algo a ese trabajo".

(Video transcription. Lines 1 to 6.October 24th 2018') |

Expressing my gratefulness to others using animated sitcoms. This subcategory shows the findings regarding the value of thankfulness and the way it impacted the learning process of the pupils in EFL. As data showed, the pupils figured out the importance of saying thank you in both context their home and the school. This, based on the situation presented in the chapter of the animated sitcom of the cycle #2 *Phineas and Ferb*. In accordance with Howells (2012), "as they practice more gratitude when they study, they experience incensement in their engagement, greater connection to the subject and the teacher, a deeper understanding of content happens which increases motivation" (p.2) This is why the practice of gratitude in the EFL classroom was meaningful for the pupils because they accepted, gave, valued and celebrated what those around them give them in the measures of their possibilities:

the teacher asked the pupils the
question: What happened in the episode?
S3: "Que Phineas y Ferb querían decirle a la mamá
que gracias por todo."

(Field note #29: October 17th, 2018. Lines 26 and 32-33)

52

In the previous excerpt, it was possible to notice that the students connected the content and the situations that occurred in the series with the value of gratefulness. This happened because the pupils understood the message of the chapter while listening and watching the animated T.V. series. They also were able to listen to it in a satisfactory way to go further and analyze the meaning of what he was seeing and listening to. In complement, the pupils used the content of the chapter from the animated T.V. series to show their thankfulness to people who were important for them as it can be seen below.
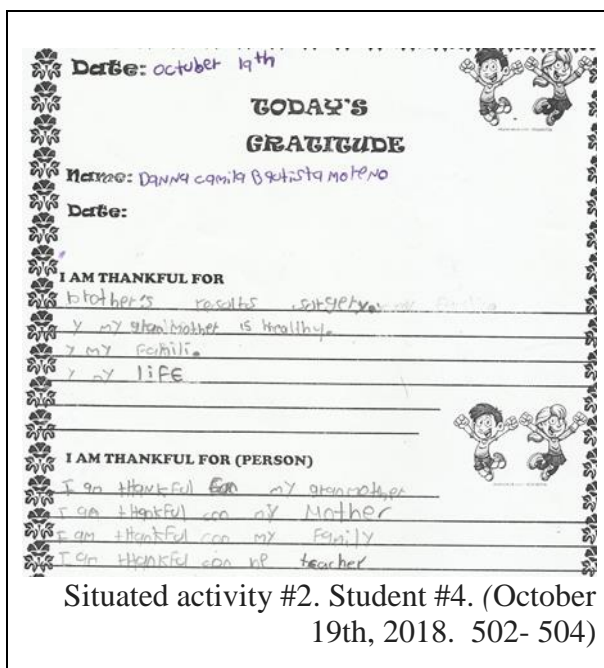
Situated activity #2. Student #4. (October 19th, 2018. 502- 504)
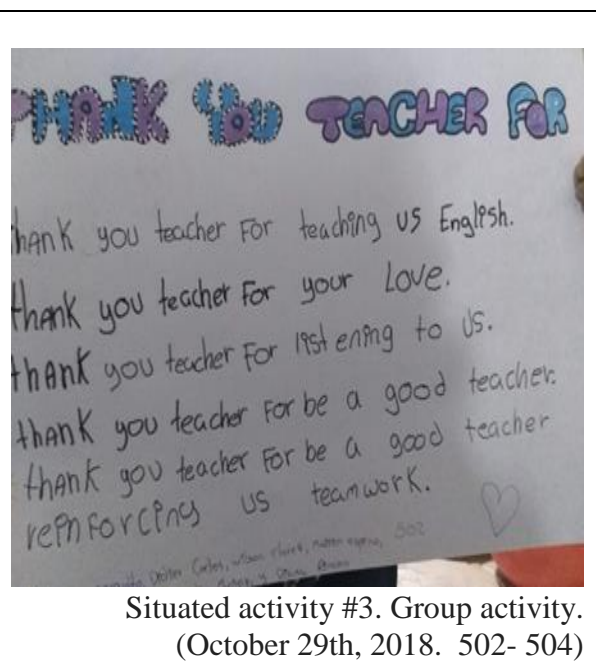
Situated activity #3. Group activity. (October 29th, 2018. 502- 504)

Considering the previous artifacts, we can point out that the pupils were able to use EFL to express gratefulness to their family, friends and teachers. As it can be seen in the activities the students were grateful for meaningful things such as life, health and family. Likewise, in the school students were thankful for what the head English teacher taught them in class.

| Student #5 says: "I am thankful with my mom because she gives me everything" (Video transcription. Lines 1 to 2. October 22th 2018') | Student #25 says: "I am grateful with my family because they support me" (Video transcription. Lines 1 to 2. October 24th 2018') |

The previous figures are fragments from videos in which students thanked whoever they were grateful with in their lives. It was evident that as the kids used the content from the *Phineas and Ferb* chapter to reflect and agree on the importance of being grateful with their families for everything that they have given them.

Discovering the importance of having friends in my life while enjoying animated sitcoms. This subcategory describes the findings related to the way in which students connected the animated sitcoms with the importance of supporting and being there for each other as good friends through EFL. Having in mind that students can influence each other in several ways such as their way of acting, and that they have similar attitudes and behaviors, it can be claimed that because of the interaction in the classroom, the pupils might end up meeting with each other and becoming friends. According to Epstein and Karweit (1983) "students' friendship does not originate with the arbitrary time and measurement. Rather, the friendship group at time reflects on a process of interaction and selection, and incorporates the knowledge gained about people before they are selected as best friends" (p.197). With regards to the previous claim, data from the first introductory class of the third cycle in which pupils interviewed a partner randomly revealed that working with different classmates helped

them to find new friends, they figured out that they have many similarities in their likes which gave another perspective of their partners:
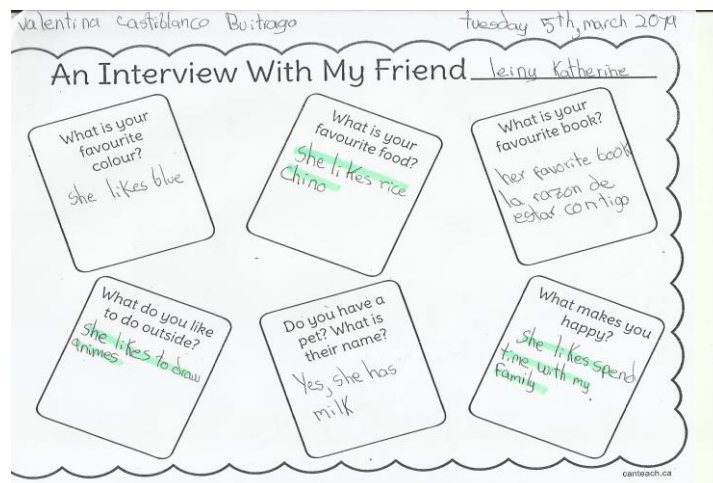
(Introductory activity cycle #3 March 5th, 2019. Student #8. 602-604)

The class finished by asking the learners the question,
 what did you learn today? listening to 5 students.
Most of the students agreed on answers such as:
S1:conocer mi compañero de clase,
S2:saber que le gusta y que no a mi amigo.
 S3: que podemos hacer nuevos amigos

(Field note #38. March 5th, 2019. Lines 56 - 59)

The previous evidence showed the fact that the pupils were able to see in EFL a means to know their partners better, to enrich their perception of other individuals who they share classes with. The pupils related this activity to the importance of interacting with others to be conscious that in life they are going to find people who are similar and different from them. Likewise, Elliot and Jarvis (2013) state that:

Children's ability to make friends at school is enhanced through the provision of time and space to engage in open social interactions with other children in playground and classroom. The pleasure gained from interacting with friends at school has a positive impact on children schooling experience (p.66).

Thus, the chapter from the third animated sitcom *Gravity Falls* that had the transversal axis of friendship which generated in the students a recognition of the importance of

55

friends in their lives through the understanding of what was seen and listened in the

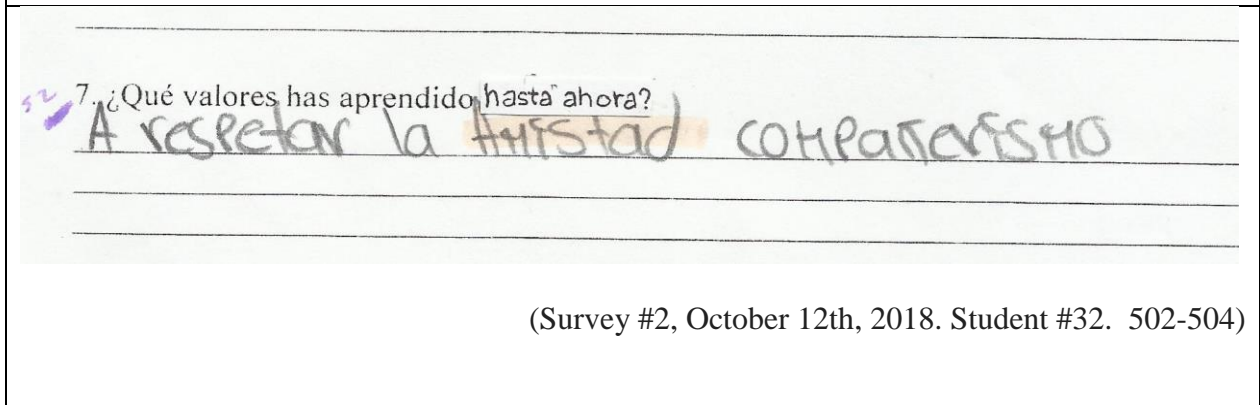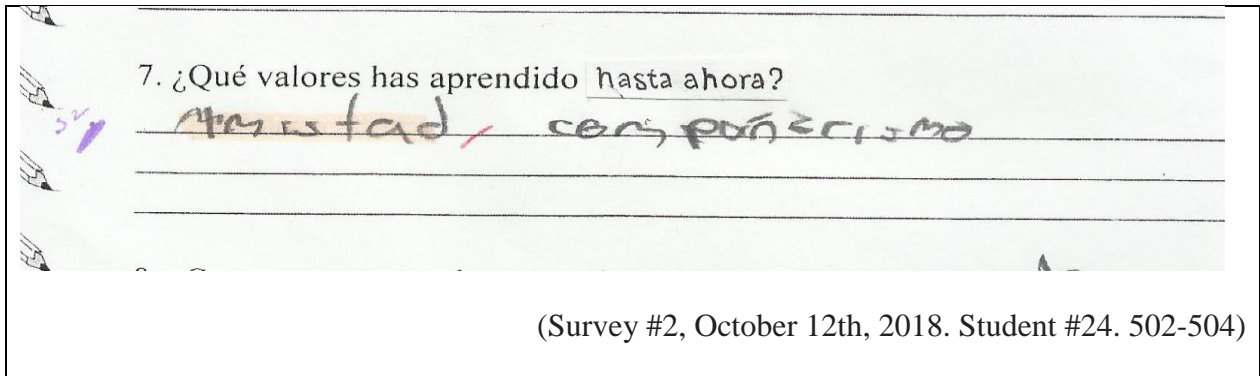sitcom. This is shown in the following data fragment:

The teacher asked the students about how they
felt and what they understood from the situation presented in the sitcom.
S3: "que los amigos también son familia"
S4: "que tus amigos te apoyan cuando los necesitas"
S5: "que lo que importa es la amistad"
<div align="right">(Field note #39. March 15th, 2019. Lines 30 - 31 and 34-36)</div>

7. ¿Qué valores has aprendido hasta ahora?
Amistad, compañerismo
<div align="right">(Survey #2, October 12th, 2018. Student #24. 502-504)</div>

7. ¿Qué valores has aprendido hasta ahora?
A respetar la amistad compañerismo
<div align="right">(Survey #2, October 12th, 2018. Student #32. 502-504)</div>

Data revealed that students learnt the value of friendship since the intervention started.

This can be affirmed because the fragment of the survey that is seen above was done during

the implementation of the second cycle. Then, through the different classes students became

familiarized with friendship and companionship. This, as a result of the several activities that

were carried out in pairs or groups. Then, kids ended up interiorizing this value thanks to the

content of the animated series that was watched in the EFL classroom.

Category 3: Animated sitcoms as a pedagogical tool to develop speaking and writing

skills in EFL.

This category presents the findings regarding the enhancing process that the pupils had in

other skills, specifically, speaking and writing during the pedagogical intervention. First of all, it is important to claim that when we work on developing listening skills, speaking should be enhanced too because when a message is understood, a replied to it needs to be produced.

Regarding this, Anderson and Lynch (1988) state that "listening and speaking are intended to be linked because the speaking results from the process of following and interpreting listening input" (p.17). What was previously pointed out occurred in our pedagogical intervention as it can be appreciated in the following piece of evidence:

S3: What is Hannah's favorite color is?
S4: My favorite color is purple.
S3: What is Hannah's favorite book is?
S4: My favorite book is the mystery of man what Despairs?

(Recording #2, March 15, 2019. Students #3 and #4. 602-604).

This piece of evidence revealed that as the pupils have had a process enhancing their listening skills, they have started to be able to reply to simple but concrete questions when interacting with their classmates. However, this process is in its first steps due to the fact that the pupils locate the auxiliary verb of the question in two places before the subject of the sentence and at the end of it. This means that the pupils have begun internalizing and managing the speaking skill. This was also evident in the videos that the students created to say thank you to their families based the second animated sitcom that we watched in the classroom:

Student #30 says
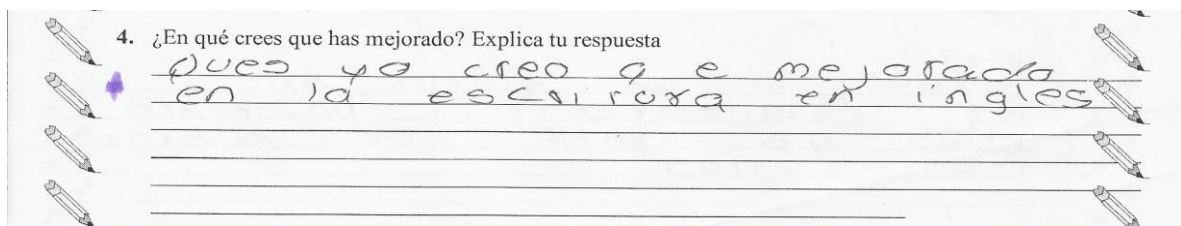I am thank you mom
because she is the best "
(Video transcription. Lines 1 to 2. October 22th, 2018)

The previous evidence showed that the students were starting to become familiarized with the speaking skill. Even though they made some structural mistakes when producing the utterance, it is undeniable that the message they wanted to transmit is understandable. In other words, after working on the listening skill, the pupils have started to discriminate the pronunciation of some basic words to produce short sentences.

On the other hand, there is a relation between speaking and writing that emerged in our project due to the activities that were implemented. With regards to this, Penington (2014) claims that "new words are commonly introduced by pronouncing written words aloud so that, students can make cognitive connections between the speaking and written versions of lexical items" (p.183). This is a phenomenon that came up in two steps, in the first one, the students wrote the answers of the questions that they asked to their partners while the second step occurred when the learners interviewed their friends to know them better:

An Interview With My Friend _leiny Katherine_ What is your favourite colour? she likes blue What is your favourite food? She likes rice Chino What is your favourite book? her favorite book la razon de echar contigo What do you like to do outside? She likes to draw animes Do you have a pet? What is their name? Yes, she has milk What makes you happy? She likes spend time with my family	S7: What is your /favorit bok/? S8: My /favorite/ book is. Amy, the boy of the stars. S7: What is your /favorit/ color? S8: My /favorit/ color is a purple. (Recording #4. March 15, 2019. Students #7 and #8. 602-604)
(Introductory activity cycle #3. Student #6 march 5th, 2019 602-604)	

The previous evidence showed that the pupils established connections between the sentences that they wrote about their partners in the lexical field. The pupils have seen the way in which what they are going to produce is written. As a consequence, when they produced the sentences, they remembered the way the words were written. Therefore, they pronounced their speech adding some sounds or omitting them. However, it is remarkable that they were enhancing both their writing and their speaking skills. This phenomenon can be considered output because as Vanpatten (2003) states "output is language that has a communicative purpose, it is language what learners produce to express some kind of meaning" (p.62). The kids were capable of producing complete utterances with full meaning and with an intention of interacting and knowing their partners, this is a process that facilitated the accomplishment of this task by the pupils. Finally, the apprentices considered that they have improved their writing as it can be seen below:

4. ¿En qué crees que has mejorado? Explica tu respuesta
Ques yo creo q e mejorada en la escritura en ingles

(Survey #2nd, October 12th, 2018. Student #15. 502-504).

In this chapter, the analysis of the data and the findings were explained. The three categories that came up from the data referred to the role of animated sitcoms when enhancing listening skills in EFL, students' personal experiences through watching animated sitcoms to learn EFL and animated sitcoms as a pedagogical tool to develop speaking and writing skills in EFL. These categories were explained, characterized and supported with pieces of evidence taken from the data collected through the different instruments and having in mind the perceptions of the participants of this research. This led to the conclusion that the usage of animated sitcoms is both innovative and significant in the enhancing process of listening skills in the EFL environment. In the next chapter, the conclusions based on the previous analysis, the implications and the limitations of this study will be developed.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of this research project based on the findings, the implications for the school where the project was developed, the population that was part of the study and the researchers who implemented the pedagogical proposal. Moreover, the limitations and further research are presented as well.

Conclusions

This qualitative action research study had two main objectives which were to describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL and to characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom. These objectives were attempted to be accomplished using animated sitcoms from a situated perspective. In order to do this, the following question was formulated: What is the impact of using a set of activities based on animated sitcoms with social content to develop situated listening skills in fifth graders at Hernando Durán Dussan School? Thus, to determine this impact, considering the first objective of this project that was describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL. The evidence revealed the levels of listening that were developed by the participants of this research proposal and how they were enhanced. These levels were: the responsive, the selective and the extensive. This, through the usage of animated sitcoms. As the content was focused on values, it allowed the learners to understand it through the images and videos that were used as input. Thus, the visual resources boosted their listening comprehension.

Then, it can be claimed that the participants accomplished the first objective of this research due to their performance in the different activities proposed to enhance their listening. Therefore, the role of the animated sitcoms in the development of listening skills

was mediated by the type of workshop that was designed based on them because it helped the pupils in the reinforcement of this skill considering easy task and then, more complex ones, a strategy that made the pupils realized that if they got focused on the chapters, they would be able to figure out and achieved what was proposed for them.

In response to the second objective of this project which was to characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom. It was found that animated sitcoms with a content related to values were a meaningful experience for the pupils not only because they improved their listening skills but also because they became aware of the way in which the content of the animated T.V. series was reflected on their daily life. They became conscious of how their feelings and values were vital for them to end up learning EFL.

In complement, the kids raised awareness of the importance of interacting with their partners to become familiarized with EFL in a significant way. This, through establishing personal connections while they have fun in the classroom. Likewise, it was evident that the students agreed on the relevance of being grateful with those around them has. To close up the characterization of the values promoted through the use of animated sitcoms, friendship had a deep influence on their learning process in the EFL classroom. They created strong interaction bonds with their class partners and ended up working as a team in the different activities.

Finally, it is important to highlight that our project did not only helped the pupils to improve their listening skills, it also started the path for them to enhance their speaking and writing skills. Regarding the writing skills, the pupils began a process in which they could write short but complete sentences that could be understood because they communicated a full meaning. Nonetheless, they need to continue working in the cohesive and cohesion fields to guarantee that what they will write is going to be well understood.

On the other hand, the speaking skill was benefited by this pedagogical intervention as well. The students showed evident signs of producing short utterances with the intention of communicating with their partners. Even though, they accomplished this purpose making some mistakes, it can be stated that the learners were starting off the process of managing their speaking to reply to other individuals.

Implications

There are several implications that resulted from the implementation and development of this project. First, for the institution in which the project took place. Second, for the participants who were part of this research project and finally, for us as researchers and pre-service – teachers who carried out this research project.

First of all, it is vital to explain the implications for the school where this investigation was carried out. To begin, it is important to claim that the usage of animated sitcoms as a tool to enhance the listening skills of the students implied to have access to the technological devices for them to have a meaningful contact not only with the material, but also with EFL, so that, the objectives proposed in the project were achieved. Thus, the school needs to consider the option of implementing ICT resources in the ELF environment to promote interactive participation in the pupils to make learning process innovative for them.

In addition, the head teachers need to recognize that there are different paths to teach English apart from the grammar field. This means, that the teachers need to reflect upon the usage of the tools that they have in the classrooms which might enrich the learning process of the pupils.

Another implication that arises with the implementation of this pedagogical proposal is the design of authentic material that can help the students interact with the foreign language dynamically. Therefore, sources such as puzzles, sequences of images in which the language is used in a situated way need to be taken into consideration.

63

A third implication that needs to be considered when developing a pedagogical intervention with the features that ours has is the possibility of increasing the number of hours that are dedicated to English in the school. This, because the more hours the students have per week, the more contact they are going to have with English. This means that the activities developed might have a powerful impact in the students which would make easier for them to have meaningful learning process. Furthermore, in order to have a remarkable learning of EFL in the school, the implementation of values which is the focus of the PEI should be considered as a path for making the contact of the pupils with the foreign language more relevant for them.

Besides, there are some implications for the participants of this study which need to be addressed. First, it is necessary to pose that the purpose is to learn English successfully, then, the pupils need to understand that this process cannot be done only by the teacher, it implies commitment and they must take part in their own learning process. On the other hand, some students must understand that learning a language happens with hard work and constancy mediated by their participation in the English classes.

Finally, there were some implications for us as novice researchers and pre- service teachers. The first and perhaps the most important one is that we had to think of strategies along with innovative activities to keep our students engaged with our classes and the English language learnt while they were having fun in the classroom.

Besides, to make a change and make the learners feel comfortable in our class we tried to establish a bond by listening and interacting with them. The interaction with the students permitted us to figure out that a teacher is not the only one who has the knowledge, students might help us grow as human beings and professionals as well.

To conclude, a final implication for us had to do with the tool selected to improve the

listening skills of the pupils. Along the way, we realized that it is necessary to take into consideration the students' likes and preferences to teach them a foreign language because this is going to make the approach more relevant for them. This demanded a lot of thinking, researching and time regarding the creation of material, nevertheless, it was worth it when we saw and felt that the kids were enjoying the lessons.

Limitations

Throughout the development of this research project various limitations emerged during the different cycles of the intervention. The first limitation was the lack of communication among coordinators and teachers which affected the procedures of the intervention due to the fact that when we continued with the intervention for the last 2 cycles, the head teachers did not know that there were practitioners in the school which caused the teacher's discomfort. However, he accepted to give us two hours every two weeks to implement the pedagogical proposal and gather the evidence needed to finish writing the research project.

The second limitation was the restriction in the implementation of the last 2 cycles of the project by the head teachers due to their disagreement with some activities, the organization and disposition of the students in the classroom. This, along with the large number of students and the lack of time to finish implementing the proposal, factors that made the process more time-consuming and complex.

Lastly, as the school did not pay a lot of attention to the personal issues that the pupils have in their context, there were some students who were not interested in the class. As a consequence, they were not learning because they felt excluded by their partners and even by some teachers who have normalized these behaviors inside the classroom. Nonetheless, we as teachers tried to make a difference by including and listening to all our students.

Further research

    This research project looked up to accomplish two main objectives which were to describe the role of a set of activities based on animated sitcoms in the development of situated listening skills in EFL and to characterize the values that can be promoted through the use of animated sitcoms as a pedagogical tool in an EFL classroom. These aims were thought in order to integrate the students' school context and needs in the pedagogical intervention of the project. But, as we focused only on the listening skills of the learners, it could be interesting to enquire how it might work to develop the other skills such as, reading writing and speaking, or even if it is wanted, the researcher might integrate all the skills to have an integral enhancing process of the individual in EFL.

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APPENDICES

Appendix 1: Students' diagnostic survey.

Encuesta estudiantes grado quinto (Jornada tarde)

Queremos conocer un poco más sobre ti y tu relación con el inglés. Por eso, te pedimos que nos ayudes respondiendo unas preguntas sobre estos temas. Por favor marca con una X la respuesta según lo que piensas y da una razón en las preguntas en las que se te pide el porqué.

1. Eres niño____ Eres niña X

1.1 ¿Cuántos años tienes?

_____10_____

2. ¿Con quién vives?
X Con tus padres
B. Solo con tu madre
C. Solo con tu padre
D. Con tus hermanos
X Con tus abuelos
F. Otro:

3. ¿Te gusta venir al colegio?
☺ X ☹ ____

¿Por qué?
Porque aprendo Muchas cosas y porque conozco a los compañeros

4. ¿Qué medio de transporte usas para venir al colegio?
A. Bus
B. Caminando
C. Transmilenio
D. Bicicleta
E. Ruta escolar
F. Otro: Moto

4.1 ¿Cuánto tiempo tardas en llegar al colegio?
A. Menos de una hora
B. Una hora
C. Más de una hora
D. Otro: Un Minuto

5. ¿Te gusta el inglés?
☺ X ☹ ____

¿Por qué?
Porque aprendo barios idiomas aparte de español

6. ¿Te gusta la clase de inglés?
☺ X ☹ ____

¿Por qué?
Porque aprendo Mucho y es chebre

7. ¿Entiendes cuándo el profesor habla en inglés?
☺ X ☹ X

¿Por qué?
Si porque el Profe explica bien pero No porque no entienda las Palabras

8. ¿Qué actividades se realizan en la clase de inglés? (Puedes marcar ___ de una opción si lo ___ necesario)
A. Cantar
B. Bailar
X Hacer talleres
D. Copiar en el cuaderno
E. Leer
X Escribir
G. Ver películas
H. Copiar y memorizar diálogos o textos.
I. Explicaciones y ejercicios gramaticales
J. Otra:_____

9. ¿Qué materiales usan en la clase de inglés?

A. Grabadora
X Televisor
C. DVD
X Cuaderno
E. Libro
X Copias
G. Otro: el tablero

10. ¿En qué habilidad te consideras bueno en inglés? (Puedes marcar más de una opción si lo consideras necesario)
X Escribir
B. Leer
C. Escuchar
D. Hablar

¿Por qué?
Porque escribo bien y el Profe nos ase ejercisios

11. ¿Qué habilidad se te dificulta más?

A. Escribir
B. Leer
C. Escuchar
X Hablar

¿Por qué?
Porque hablo Mucho y abeses poreso no entiendo

12. ¿Trabajan en grupo en la clase de inglés?

☺ ☹ X

¿Por qué?
_____

13 ¿Te gusta trabajar en grupo en la clase de inglés?
☺ X ☹ ____

¿Por qué?
Porque los entendería Mas los Patotos ayudar a nuestros compañeros

14. ¿Te gusta escuchar música en inglés?

☺ X ☹ ____

¿Por qué?
Porque Me gusta y tanbien el ritmo

14.1 ¿Qué tipo de música escuchas en inglés?

X Pop
B. Rock
C. Hip hop
X Electrónica
E. Otro ¿Cuál?_____

14.2 ¿Qué artistas escuchas en inglés?

ninguno

15. ¿Te gusta ver series de televisión en inglés?

( ) X ( ) _____

¿Por qué?
Porque aprendo y porque me enseñan y
me gusta los personajes

15.1 ¿Qué series ves en inglés?
disney channel and muck

16. ¿Te gusta ver películas en inglés?

( ) ___ ( ) X ___

¿Por qué?
no porque no me parese divertido y no me
estresa mucho

16.1 ¿Qué tipo de películas te gusta ver en inglés?
X Acción
B. Ciencia Ficción
X Comedia
X Drama
X Animada
F. Cortometrajes
G.Otra: de terror

17. ¿Te gusta leer en inglés?

( ) X ( ) X

¿Por qué?
Porque no me interesa mucho pero abeses
si porque conozco

18. ¿Qué lees en inglés? (Puedes marcar más de una opción si lo consideras necesario)
A. Cuentos de hadas
B. Periódicos
X Memes en Internet
X Historietas
X Letras de canciones
F. Noticias en Internet
Otro: Peliculas de terror y novelas

Gracias

Appendix 2: Longitudinal survey #1.

504

Fecha:
Nombre: Karen Gamboa

Encuesta # 1 Aplicación
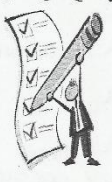
1. ¿Que te ha gustado de la clase de inglés? ¿por qué?
lo que me gusta de esta clase es que desde siempre
me a gustado aprender ingles y si megusta
es chebre aprender el idioma de ingles

2. ¿Que NO te ha gustado de la clase de inglés? ¿Por qué?
lo que no me gusta es que abeses no le
entiendo a la profe.

3. ¿Que se te dificulta de la clase? ¿Por qué?
lo que se me dificulta es que abeses no entiendo

4. ¿En qué crees que has mejorado? Explica tu respuesta
en lo que creo que e mejorado es en lo de los
verbos tu ve y lo de los ejercicios de las
manos, estoflajo etc y los demas chatens

5. ¿Qué has aprendido en la clase de inglés?
lo de las emociones

6. ¿Crees que has mejorado tu "listening" en inglés? Si X   No _____
¿Por qué?
Si, siento que e mejorado porque arteses hablaba
mucho

7. ¿Qué valores has aprendido hasta ahora?
A respetar la amistad compañerismo

8. ¿Crees que estos valores son importantes para tu vida? Sí X   No _____
¿Por qué?
porque me enseña a luchar cosas y a
mejorar mi comportamiento

73

Appendix 3: Longitudinal survey #2.

Fecha: octuber 29th _2018

Nombre: laura Daniela garavito noy

Encuesta # 2 Aplicación

1. ¿Te ha gustado algo de la clase de inglés? ¿Qué? ¿por qué?

a mi me gusta la clase de ingles porque el profe nos hace juegos actividades y nos henseña ingles de otra forma

2. ¿Hay algo que NO te ha gustado de la clase de inglés? Sí __X__ No __X__ ¿Por qué?

porque el profe es bueno con nosotros nos enseña bien ingles

3. ¿Consideras que has mejorado en algún aspecto de la clase? Explica tu respuesta

Si yo estoy muy bien en ingles ya se hablar un poco mas ingles, se escribir un poco mas en ingles y entiendo un poco mas al profesor cuando habla en ingles y aprendi a contar

4. ¿Que se te dificulta de la clase? ¿Por qué?

a mi se me dificulta un poco hablar en ingle tambien a escuchar y a leer en ingles

porque no escucho ingles, y no escucho alo que el profesor esta diciendo

5. ¿Has aprendido algo en la clase de inglés? ¿Qué?

Si e aprendido a leer mas los libros de ingles te aprendido que sin emociones nosotros no somos nada

6. ¿Crees que has mejorado tu nivel de escucha en inglés?

Si __X__   No ____

¿Por qué?

porque ya se mas y ingles se leer mas ingles e aprendido ya pronunciar mas y ya se cantar en ingles

7. ¿Consideras que lo que has aprendido en la clase de inglés sirve de alguna manera para tu vida?

Si __X__   No ____

¿Por qué?

por que cuando me vallan a viajar a otro lugar como a estados unidos necesito saber ingles

Appendix 4: Head teachers' survey.

Encuesta docente (Jornada tarde)
Colegio Hernando Durán Dussán.

Estamos interesados en conocer un poco más sobre su vida profesional. Por eso, le solicitamos que por favor nos colabore respondiendo las siguientes preguntas con el fin de sustentar la etapa de caracterización de nuestro proyecto de grado.

Nombre: _Alberto José Imores Suárez_

1. ¿Cuál es su especialidad?
Licenciado en Educación básica con énfasis en humanida y lengua Castellana y Magister en Educación

2. ¿Cuántos años lleva como docente?
23 años en educación.

3. ¿Cuántos años lleva trabajando en el colegio Hernando Durán Dussan?
2 años y Siete meses.

4. ¿De cuáles asignaturas es docente actualmente?
Inglés.

5. ¿En qué cursos?
_4to y 5to_

6. ¿Qué materiales usa en la clase? (Puede marcar más de una opción si lo considera necesario).
A. Grabadora
B. Televisor X
C. DVD X
D. Cuaderno X
E. Libro X
F. Copias X
G. Otro:

7. ¿Considera importante el uso de las TIC'S en el aula de clase?
Sí X   No_____
¿Por qué?
Uso material en Power point, videos y música en inglés que me permite dinamizar mis clases y reducir la monotonía en los chicos, atrayéndolos hacia la clase y manteniendo su atención en todo momento.

8. ¿Cuenta y hace uso de las TIC'S en su clase? _Sí_
Tengo imágenes, presentaciones y videos, música en archivos digitales

9. ¿Cuáles utiliza?
Laptop, TV, Blue Ray Para proyect imágenes, videos, presentaciones etc.

10. ¿En la clase de inglés hace uso constante del idioma?
Sí X No ____
¿Por qué?
Considero que los estudiantes deben preparar su oído para el inglés y entre más lo escuchen, con el tiempo lo podrán comprender mejor, desde la pronunciación y la identificación de palabras al repetirlas para aprenderlas y apropiarlas.

11. ¿Cuál es la habilidad en la que sus estudiantes tienen más facilidad?
¿Por qué?
Han desarrollado la comprensión en inglés. En clase lo que escribo, en inglés se las explico de tal manera que lo aprendan y de esta manera cuando lo hablo lo entienden mejor, si no les digo que me pregunten.

12 ¿Cuál es la habilidad que más se les dificulta a sus estudiantes?
¿Por qué?
El writing por que hasta este año les hago énfasis en él.

13. ¿Realiza trabajos en grupo?
Sí X No ____ ¿Por qué?
Busco que los estudiantes interactúen entre sí y puedan ayudarse al aprendizaje de la segunda lengua.

14. ¿Leen sus estudiantes en clase de inglés?

Si ___ No X
¿Por qué? Directamente NO, igual que el speaking hasta este año estoy buscando que pierdan el miedo, aunque algunas estudiantes las saludas y preguntas sin miedo. Les digo q no importa que se equivoquen, en el error también se aprende.

15 ¿Qué tipo de lecturas se realizan en la clase?
Cuentos para que escuchen a través del audio con subtítulos.

16. ¿Con qué propósito?
1. Afianzar lo visto en clase
2. Mejorar el hábito lector.
3. Desarrollar el aprendizaje de vocabula
4. Fortalecer la comprensión en inglés

17. ¿Qué tipo de actividades realiza en clase? (Puede marcar más de una opción si lo considera necesario)
A. Cantar X
B. Bailar X
C. Hacer talleres
D. Copiar en el cuaderno X
E. Leer X
F. Escribir X
G. Ver películas X
H. Copiar y memorizar diálogos o textos. X
I. Explicaciones y ejercicios gramaticales X
J. Otra:_____

¿Por qué realiza estás actividades? Implementar toda estrategia que incentive el aprendizaje de la segunda lengua es importante para enamorar a los estudiante de la clase de inglés y la importancia del mismo a futuro.

18. ¿Qué podría decir acerca del comportamiento del grupo?
502 Es muy buen Grupo, saben escuchar pero el tiempo es muy corto para la ejercitación con todos los chicos.

Gracias por participar

Appendix 5: Situated activity.

Draw the message that the sitcom leaves you

LAS EMOCIONES te DEFINEN y tanvien DEFINEN TU ACTITUD PERO TU TANVIEN LAS PUEDES CONTROLARLAS COMO TU quieras o DEVAS

Appendix 6: Field note.

FIELD NOTE #21
OBSERVER'S NAME: Óscar Julián González Carreño.
HIGH SCHOOL: Hernando Durán Dussan.
GROUP: 502 (Afternoon shift)
TERM: From 12:15 m to 2:05 p.m.
DATE: September 24th, 2018

DESCRIPTIONS	COMMENTS
1 The teacher greeted the students and asked them to stand up	1 The change of the person in charge of doing the routine that the learners always
2 The teacher asked one of the pupils to guide the routine that	2 do in the classes seems to have been something positive as the kids were more
3 they always do in which they touch a part of their bodies while a	3 active while doing it. Besides, it can be inferred that the learners felt more involved
4 number is said. The students listened to their partner and	4 in the class as at the end of the activity some children asked the teacher if they
5 followed their instructions.	5 could guide the activity later on.
6 Once this activity is over, the teacher asked the pupils the	6 As the students were giving all their responses in English, it was necessary to
7 question: What did we do last class? Most of the learners wanted	7 reinforce the vocabulary that they already knew by asking them for their meaning
8 to answer the question. Most replies were: **Aprendimos sobre**	8 in English. This might have a positive effect on the pupils as it was evident that the
9 **las emociones y que uno puede sentir pena, amor, odio,** (here	9 pupils remember what they worked on the previous classes.
10 the teacher asked the pupils: How do you say amor, pena, and	**10 From the attitude of the two learners, it can be inferred that even though, they**
11 odio? Most of the pupils replied: Love, embarrassment and hate	**11 did not understand the episode well, they want to understand it, they have the**
12 After this, the teacher asked the pupils to come closer to the T.V.	**12 will to do it. Besides, it can be said that they liked the material that is being**
13 set for them to watch the episode from the Fairly Oddparents	**13 used the class, because it made them feel motivated and interested in the class**
14 again. (While the teacher was getting the equipment ready two	**14 and in their learning process.**
15 students told the teacher: **Ay profe, que bueno que vayamos**	15 It seems like telling the pupils that they were going to work on an activity after
16 **a ver el capitulo de Nuevo, porque a mi me gusto mucho, pero**	16 they watched the episode help them focus on the episode and what was
17 **no lo entendí muy bien.** The teacher told the students: Do not	17 happening in it. **The pupils were laughing again and even talking to their partner**
18 worry, I am sure, you will understand this time.	**18 next to it about what was going to happen the next scene trying to remember**
19 After this, the teacher played the episode again and told the	**19 the first time that they watched the episode.**
20 pupils to pay attention really carefully as they were going to	20
21 do an activity, once the chapter ended.	21
22 Once the chapter was over, the teacher took out the copies for	22 After the teacher explained the instructions, most of the pupils understood.
23 the learners to do the activity. Before giving the learners the	23 However, it was necessary to repeat the instruction again to be sure of it.

24 copies, the teacher showed them that they had to organize the
25 sequence of images giving them a number to order them.
26 Once the instruction was given and clarified, the students
27 started doing the task. **(While passing by the desks of the kids**
28 comments such as: Yo me acuerdo, que va después de esto y
29 me acuerdo que acá Timmy no sentía were listened
30 After the kids finished doing the activity, the teacher told the
31 pupils that he would play the chapter again and will stop the
32 chapter in each scene that should be numbered for them to say
33 the number out loud and put a tick if they numbered right or
34 cross it out if the number was wrong. (Most of the pupils were
35 excited while doing this activity, they were shouting the right
36 numbers of the scenes.
37 To finish the class, the teacher picked up the copies and asked
38 the pupils, is it possible to understand a series in English?
39 Some students replied: **Yes profe, pero a veces es difícil, y nos**
40 toca poner atención, porque sino, no entendemos.
41 Other student said: **profe, a mi me gusto la clase, porque**
42 entendí y la actividad estuvo muy chévere.
43 Then, the teacher asked the pupils and did you like the chapter?
44 S1 replied: Yes teacher, porque aprendimos que Timmy no
45 sentia y por eso ya no le interesaba. Además, aprendí
46 emociones en inglés como Love, happiness, hate, fear y otras
47 que no me acuerdo.

24
25
26 From seeing the learners developing the activity, it can be inferred that the
27 were making connections among what they listened to and while they saw in
28 the episode. The pupils also were excited because they knew that they were
29 understanding and doing the activity well. Therefore, they were going to
30 succeed in it.
31 While doing this activity, it could be inferred that the students understood the
32 episode because most of them were saying out loud the right numbers and in
33 in the right order. When the students realized that most of them had done the
34 activity right, they felt happy and wanted to continue learning. (this might be
35 inferred from the students expressions and faces).
36
37 From the last part of this class, it can be inferred that the students understood
38 that if they wanted to understand something in English, it is really important
39 to pay attention and be focused on it. Besides, the pupils were happy because
40 they enjoyed the class, while they were learning.
41 It can be inferred that the students enjoyed the animated sitcom because it
42 helped them realized about the importance of feeling. On the other hand, the
43 kid seems to be glad because he has learnt vocabulary that he did not know in
44 English.
45
46
47

Appendix 7: Interview.

Interview Format
Interview #2

OBSERVER'S NAME: Óscar Julián González Carreño.
HIGH SCHOOL: Hernando Durán Dussan.
GROUP: 602 (Morning shift)
TERM: From 10:20 a.m.
DATE: April 5th, 2019

DESCRIPTIONS	COMMENTS
1 ¿Qué has aprendido en la clase de inglés?	1 The students expressed to have learnt and have increased their vocabulary in
2 S1: He aprendido mucho vocabulario Nuevo que no habia	2 English. She might have lift her vocabulary up, besides, she became familiarized
3 aprendido antes y la pronunciación, me ha ayudado mucho la	3 with some pronunciation patterns. Then, both the improvement on vocabulary and
4 pronunciación.	4 pronunciation might have helped her with her listening skills.
5 ¿Qué es lo que más te ha gustado de la clase de Inglés?	5 The contact of the student with EFL might have been influenced positively by the
6 S1: Los mini juegos que a veces hacemos en inglés como pásalo y	6 methodology implemented in the class. She might have a different but meaningful
7 tingo, tingo, tango.	7 learning process thanks to the tasks that were proposed.
8 ¿Qué es lo que no te ha gustado de la clase de inglés?	8 It could be inferred that the teacher needs to work more on the group
9 S1: Pues, que a veces, mis compañeros se descontrolan un poco	9 management to guarantee that all the pupils are going to end up enjoying and
10 y no dejan dar la clase.	10 learning in the English class.
11 ¿Qué actividades son las que más te ha costado realizar en la	11 It can be seen that for the student the third listening task (matching scenes from
12 clase?	12 the chapter with its corresponding text) was demanding. Therefore, it is
13 S1: La actividad de poner las imágenes y poner el texto porque	13 necessary to keep working on the selective listening level to help her become
14 pues, me confundí un poco en los texto, y pues, no alcancé a	14 progressively better in understanding and resolving listening tasks of this kind.
15 terminarla.	15
16 ¿Qué actividades te han llamado más la atención de la clase de	16 It could be said that even though for the student this activity was complicated,
17 inglés?	17 for her, this task was motivating because it was innovative for her learning
18 S1: La misma actividad de organizar las imágenes y los textos	18 process. Then, activities of this type could be implemented by the teacher more
19 porque no habíamos hecho algo parecido y fue un poco	19 often, so that, the pupils end up seeing in challenges a possible path to learn
20 complicado, pero pues, por eso me llamó la atención.	20 English.
21 ¿Crees qué has mejorado en alguna hablidad en inglés?	21 The pupil has felt an improvement in all the skills. However, the most significant
22 S1: En las cuatro porque la clase tiene mucha pronunciación	22 one might be located in the listening skill. This, due to the fact that the teacher

23 He mejorado mi escucha en inglés porque ahora hablas más	23 has tried to give in his class all the time in English. This, to guarantee that the
24 seguido en inglés [the teacher] entonces, pues uno se	24 learners improve when listening to others.
25 acostumbra a escuchar	25 The student seems to have remembered one of the values that were seen in the
26 **¿Qué palabras nuevas has aprendido durante las clases?**	26 class and the words that are used to ask the learners to be focused on the class.
27 **S1: Gratefulness, y pay attention** porque yo la había	27 It can be seen that thanks to the classes, the student is conscious of the meaning
28 escuchado antes pero no conocía su significado.	28 of these words which might have contributed to increase her vocabulary.
29 **¿Has aprendido algún valor en la clase de inglés?**	29 It can be inferred that the student has developed the ability to relate the values
30 La amistad y el agradecimiento porque pues he entendido y	30 that have been part of the class to their real life and context.
31 aprendido que tengo una familia hermosa y que tengo que	31
32 agradecer por ella.	32
33 **¿Crees que aprender sobre valores mientras aprendes inglés es**	33 For the student, the values might have been meaningful because she was not
34 **importante para tu vida?**	34 only Learning English, but she was also having fun in the classroom. The student
35 Si, porque es chévere aprender valores mientras te diviertes.	35 was also learning about the life itself using as a means the language and values.
36 **¿Qué enseñanza te dejaron los padrinos mágicos?**	36 It can be seen that from the first animated sitcom [The fairly oddparents] the
37 No siempre en la vida hay que estar amargados, serios, porque	37 student raised awareness of the importance of expressing and living with her
38 como decía en el episodio el pidió [Timmy, el personaje	38 emotions because that is what makes her the human being that she is. Therefore,
39 principal] que las emociones de él se escaparan y pues, fue un	39 Thanks to this first animated sitcom , the kid might have realized that emotions
40 error de él porque sin emociones una persona no es nada. Sin	40 and feelings are an important part of life.
41 emociones una persona no tiene cualidades, no tiene	41
42 personalidad.	42
43 **¿Qué aprendiste con Phineas y Ferb?**	43 It can be claimed that as in the first animated sitcom, the learner used English
44 Lo que te había dicho, agradecer lo que tengo: Mi familia,	44 and her listening to figure out and be conscious of the importance of being
45 mi casa, mi perro y agradecer que tengo eso.	45 thankful for what she has and the relevance of expressing it.
46 **¿Qué aprendiste con Gravity Falls?**	46 It can be seen that this episode was particularly meaningful for the learner due to
47 La amistad. Antes de ese episodio de Gravity Falls yo tenía	47 the fact that she connected the situations that she watched in the chapter with
48 muchas peleas con mi mejor amiga, después que vi ese	48 facts that she was going through in that moment. She is conscious of the vitality
49 episodio me di cuenta de que hay que ver las cosas	49 of having friends. This might have happened due to the improvement of the child
50 importantes y no fijarse en los pequeños detalles que pues, son	50 in her listening skills.
51 malos, nada más en las cosas buenas.	51
52 **¿Qué te ha ayudado a entender las series?**	52 It can be seen that the implementation of tools such as the subtitles might have
53 Los subtítulos porque cuándo no entiendo, leo.	53 helped the apprentices to understand and figure out the meaning of words that
	54 they did not know before.

Appendix 8: Video.

Video	Transcription
	Student's name: Luisa Rippe **Video's topic:** Teamwork **Duration:** 20 seconds **01**¿Qué aprendiste del juego de pasar los **02** pimpones? "Yo aprendí que se puede **03** trabajar en equipo aunque hay desorden **04** y que cuando uno trabaja en equipo tiene **05** un rol, que cada uno hace algo y aporta **06** algo a ese trabajo".

Appendix 9: Audio recording.

<table>
<tr><td colspan="2" align="center">Recordings format
Class # 35</td></tr>
<tr><td colspan="2">OBSERVER'S NAME: Óscar Julián González Carreño.
HIGH SCHOOL: Hernando Durán Dussan.
GROUP: 602 (Afternoon shift)
TERM: From 12:15 m to 2:05 p.m.
DATE: March 15th, 2019</td></tr>
<tr>
<td align="center">Recording # 1
DESCRIPTIONS</td>
<td align="center">COMMENTS</td>
</tr>
<tr>
<td>
1 S1: What is your favorite [que] color?
2
3
4 S2: My favorite is blue.
5
6
7 S1: What is your /favorite/ /food/?
8
9
10 S2: My favorite is /amburger/
11
12
<div align="center">Recording #2</div>
13 S3: What is Hannah's favorite color is?
14
15
16 S4: My favorite color is purple.
17
18 S3: What is Hannah's favorite book is?
19
20
</td>
<td>
1 The student seems to hesitate when pronouncing the question. This could have
2 happened because she might have forgotten the noun in the sentence. Then, she
3 may have used Spanish to fill that gap.
4 The student may have forgotten the noun in the sentence. However, it can be
5 Inferred that she understood the question that her partner asked her as she ended
6 up saying what her favorite color was.
7 The student seems to pronounce the words Favorite and food the way she might
8 have seen them written before. This, as a way to possibly guarantee that her
9 partner is going to understand her.
10 The student forgets the noun in the sentence again. Nonetheless, she is able to reply
11 to the question that her partner is asking her. Then, it is evident that the communication
12 process among the two kids is effective.
<div align="center">Recording #2</div>
13 The student doubles the verb in the sentence. She locates the verb right before the
14 subject and again at the end of the sentence. Nonetheless, the student is trying to
15 communicate the message to guarantee that her partner figures out what she is saying.
16 The student might have understood what her partner askedher as it can be inferred that.
17 she has replied to the question correctly

18 The student again seems to locate two verbs in the question that she is asking. She
19 might have started her process to understand how the grammar works in EFL. On the
20 other hand, she seems to know that that is the right structure to transmit a message as
</td>
</tr>
</table>

21	**21 her partner has replied to her question using this structure before.**
22 S4: My favorite book is The mystery of man what Despairs?	**22 The student seems to hesitate when pronouncing the name of the book that her**
23	**23 partner likes**. **However, the student might be able to express the question clearly for**
24	**24 her companion to know her answer. Then, it might be stated that both students are able**
25	**25 to communicate with each other.**
	Recording #3
Recording #3	**26** The student seems to relate the pronunciation of the words as the way in which they are
26 S5: What is luis /favort food/?	**27** supposed to be written. Therefore, it can be inferred that he is starting to acquire the
27	**28** basic structure to express himself and guarantee that his partners figures out what he is
28	**29** trying to say
29	**30 The student might have missed pronouncing the verb in the sentence. But, it might be**
30 S6: My favorite food rice with milk.	**31 seen that he understood the question that his partner asked him as he replied to it**
31	**32 correctly**
32	**33 The students again seem to be pronouncing the words as they are written in the**
33 S5: What's /make/ Luis happy?	**34 foreign language. Nevertheless, he pronounces some words that he has known**
34	**35 previously [happy] which may be useful for his partner to understand him.**
35	**36** Due to his answer, it can be inferred that the student figured out the question that his
36 my pet	**37** companion was asking him. Therefore, it could be stated that even though, there is not a
37	**38** complete structure sentence. There is a beginning in the communication process of this
38	**39** pupils. This, because they are developing their listening skills.
39	**Recording #4**
Recording #4	**40** The student seems to be pronouncing the words as the way in which they are written.
40 S7: What is your /favorit bok/?	**41** The student seems to pronounce the noun in the sentence in the way they are written
41 S8: My /favorite/ book is. Amy, the boy of the stars.	**42** Then, it can be inferred that the pupil is located in the first stages regarding developing
42	**43** their listening process.
43	**44** The student seems to assume that pronouncing the word **favorite** in the way it is
44 What is your /favorit/ color?	**45** written may help her partner figure out what she is expressing.
45	**46** It can be inferred that the pupil has understood the question that her partner has asked
46 My /favorit/ color is a purple.	**47** her. Besides, it could be stated that the student might be able to produce complete
47	**48** sentences, a fact that may facilitate the understanding and communication process
48	**49** using the foreign language.

Appendix 10: Consent formats.

FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES

La Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, requiere que usted, si está de acuerdo con la participación de su hijo en el proyecto investigativo diligencie y firme el documento.

Yo, juliana Camacho Castellanos, identificada con la cedula de ciudadanía 1.019.123.658 actualmente cursando octavo semestre de licenciatura en español y lenguas extranjeras en la Universidad Pedagógica Nacional, y por el cual me encuentro iniciando mi proyecto de investigación en ingles invito a su hijo/a a participar de manera voluntaria del proyecto de investigación. En donde participara en encuestas, entrevistas, grabaciones de video o audio, Garantizando la confidencialidad de sus datos y aclarando que serán usados únicamente con fines académicos.

Teniendo en cuenta lo anteriormente mencionado por favor diligencie lo siguiente:

Como adulto responsable del menor _Jeison Alejandro Gomet Barrol_ autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación. En constancia, el presente documento ha sido leído y entendido por mí.

Firma el adulto responsable _Monica Gomet_
Nombre del adulto responsable: _Monica Gomet_
Nº Identificación: _1030.521194_ Fecha: _05 Marzo 2018_

FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES

Yo, juliana Camacho Castellanos, identificada con la cedula de ciudadanía 1.019.123.658 actualmente cursando octavo semestre de licenciatura en español y lenguas extranjeras en la Universidad Pedagógica Nacional, y por el cual me encuentro iniciando mi proyecto de investigación en ingles te invito a participar de manera voluntaria del proyecto de investigación y así mismo, retirarte cuando lo desees. Participaras en encuestas, entrevistas, grabaciones de video o audio, Garantizando que tus datos, nombres o fotos serán usados únicamente con fines académicos.

Si estás de acuerdo con participar por favor firma abajo

¿Estás de acuerdo? Sí X No____

Nombre: _Maria Camila Quiñones Herrera_

85

Appendix 11: Lesson plan.

<div align="center">

Class #2
What do you know about emotions?

</div>

Objectives

- To discover the different emotions that I can feel through a sitcom "Fairly Oddparents: episode "The Emotion commotion".

ACTIVITY	LENGTH
The teachers will greet the students and will ask them to stand up and do the exercises in 10 times with their bodies (each part of the body has a number that the student should touch following the number given by the teacher)	5 minutes
As the previous class the teachers will ask the students about their mood, (how they feel today?, Do you feel happy today?, Do you feel sad?). The teachers will ask the students to express it through the emojis that they created it in the previous class. the teacher will select randomly students to ask them about their mood and to point out or take the emoji with which they feel identified using the same structure of the previous class ("I feel sad because or happy because…")	10 minutes
The teachers will ask the kids to stand up and come closer to the T.V. set with their chairs for them to see a serie of images related to the characters of the sitcom "Fairly odd parents" while the teachers ask the students if they recognize them (have you ever seen these characters?, Who are they ?)	10 minutes
After presenting the characters of the sitcom. The teachers are going to continue with new emotions introduction using Timmy's character faces. (envy, jealousy, bravery, mad, common sense, courage) each image is going to be related to a situation in which someone can feel in that way (when we can feel in that way? have you ever feel envy.? mad?)	10 minutes
the teachers are going to give the students a printed activity where they should design a situation for each emotion already learn **(see annex 1)**	10 minutes
The teachers will play the chapter "The Emotion commotion" for the students to get familiar with it. .	12 minutes
After the first reproduction of the chapter, the teachers will ask the students about the general idea of the chapter (What is the chapter about? What happens to Timmy?)	5 minutes
Once again, the chapter will be presented pausing it to give time to the student to check the emotions presented in the sitcom. In pairs the students will write on a piece of paper or in their notebooks emotions that they figure out while watching the episode.	20 minutes
the teachers are going to give them a printed activity where they should	15

organize the images according to the sequence of the episode (**see annex 2)**	minutes
The teachers will socialize the answers of the workshop by asking the whole group about the order of the images following the sequence of the episode	5 minutes
After this, the students are going to solve a word puzzle where they must find all the emotions presented in the chapter **(see annex 3)**	15 minutes
Finally, the teachers will socialize the answers by showing an image on the tv set that corresponds and describes the words that were part of the word puzzle.	5 minutes