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**Animated Short Films on Productive English Language Skills**

**Trabajo de Titulación para optar al título de  
Licenciada en Pedagogía del Idioma Inglés**

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**Riobamba, Ecuador. 2025**

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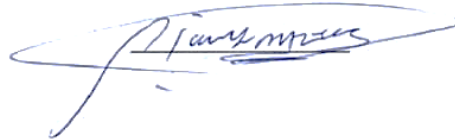
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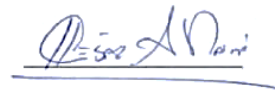
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## **DEDICATION**

To my mother, Beatriz, for being my refuge in moments of doubt and the voice that pushed me forward when no one else believed in me. From the very beginning of this journey, your unwavering faith in my dreams and your unconditional love have been my greatest strength. Every achievement along this path bears your name because, without your support, patience, and sacrifice, none of this would have been possible. With love and gratitude, dear mother, this accomplishment is as much yours as it is mine.

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## RESUMEN

El propósito de este estudio es explorar el uso de cortometrajes animados y evaluar su impacto en el desarrollo de habilidades en inglés entre los estudiantes de séptimo grado de la Unidad Educativa Cristiana Nazareno en Riobamba, durante el año académico 2023-2024. Se proyecta una acción educativa donde los cortometrajes animados se emplean como recurso didáctico para potenciar tanto la expresión verbal como la escrita en inglés. Los objetivos concretos comprenden establecer el grado de habilidad en inglés de los alumnos antes de la intervención, potenciar estas destrezas mediante cortos animados y evaluar los efectos de la intervención. El método cuantitativo se utilizó en esta investigación ya que proporciona veracidad y objetividad a los datos recabados, facilitando el logro de metas de forma correcta. Adicionalmente, el diseño experimental también fue parte del proceso metodológico, mediante el análisis de varianza (ANOVA), esto facilitó la comparación de los dos grupos de estudio conforme a su participación en la estrategia para mejorar sus habilidades productivas del lenguaje, es decir, el grupo experimental y el de control. Para garantizar el tratamiento adecuado de los datos se aplicaron pruebas complementarias no paramétricas como la prueba de Kruskal-Wallis pues en la muestra no se determinó la uniformidad muestral. Mediante estas estimaciones se verificó que los resultados logrados son fiables y reflejan la realidad del entorno de estudio. Estas valoraciones corroboraron la confiabilidad de los resultados alcanzados, corroborando que la aplicación de técnicas de animación en corto (AES para destrezas orales y BEW para destrezas escritas) mostró promedios considerablemente superiores a los métodos convencionales empleados con el grupo de control (CCS y DCW). Los intervalos de confianza permitieron establecer que los alumnos que trabajaron con los cortos animados mostraron un rendimiento superior en las capacidades productivas del inglés. Pese a algunas restricciones vinculadas a la normalidad y homocedasticidad, la aplicación de métodos estadísticos adicionales garantizó la validez de los datos recolectados. En cuanto al test de Kruskal-Wallis, este corroboró que existen diferencias entre los métodos empleados, ya que se descubrió que los grupos que fueron instruidos mediante cortos animados sobrepasaron en promedio a los del grupo de control. Para concluir, se puede sostener que los cortometrajes animados actúan como un recurso educativo revolucionario para potenciar las habilidades productivas en inglés. Los descubrimientos resaltan la relevancia de emplear herramientas multimedia en la instrucción de lenguas para potenciar la motivación, el compromiso y el desempeño del estudiante. Se aconseja que futuros estudios aumenten la envergadura de la muestra y la duración de la intervención, además de examinar mezclas con otras metodologías de enseñanza.

**Palabras clave:** cortometrajes animados, habilidades productivas, intervención pedagógica, enseñanza de idiomas, metodología experimental.

## ABSTRACT

This study aims to investigate the use of animated short films and assess their effects on seventh-grade students' English language proficiency development at the Unidad Educativa Cristiana Nazareno in Riobamba during the 2023–2024 school year. A projected educational project will employ animated short films as a teaching tool to improve students' written and spoken English. Prior to the intervention, students' English proficiency levels will be determined; animated short films will be used to improve these skills; and the impact of the intervention will be assessed. The quantitative approach was applied in this research because it provides veracity and objectivity to the data obtained, allowing for the adequate fulfillment of objectives. Additionally, the experimental design was also part of the methodological process, through analysis of variance (ANOVA). This facilitated the comparison of the two study groups according to their participation in the strategy to improve their productive language skills, that is, the experimental and control groups. To ensure adequate data processing, nonparametric complementary tests such as the Kruskal-Wallis test were applied, since sampling uniformity was not determined in the sample. Through these calculations, it was verified that the results obtained are reliable and represent the reality of the study context. These evaluations allowed for the verification of the reliability of the results obtained, which confirmed that the use of animated short film techniques (AES for oral skills and BEW for written skills) presented significantly higher averages than the traditional methods used with the control group (CCS and DCW). Students who worked with the animated short videos had superior productive English skills, according to confidence intervals. The employment of additional statistical approaches guaranteed the authenticity of the data gathered, notwithstanding certain constraints pertaining to homoscedasticity and normalcy. The groups who were taught via animated short films fared better on average than the control group, which was confirmed by the Kruskal-Wallis test. In conclusion, it is reasonable to state that animated short films serve as a cutting-edge teaching resource for the improvement of useful English language proficiency. The results highlight how crucial it is to use multimedia materials in language instruction in order to raise student motivation, engagement, and performance. Future studies should examine combinations with different teaching methods and increase the intervention's duration and sample size.

**Keywords:** animated short films, productive skills, pedagogical intervention, language teaching, experimental methodology.

## **1. CHAPTER I. INTRODUCTION**

In the global context of the modern world, English proficiency represents an essential and complex competence for academic, professional and social success. English as a lingua franca is becoming more important which has created an ongoing need for new and effective ways to learn and improve language skills. In this sense, animated films have proven to be a valuable educational tool that integrates visual, auditory and narrative components to promote contextualized and motivational language learning.

Rooted in these proposals, this study aims to investigate how animated short films can be used as pedagogical resources to stimulate the development of some productive skills in the English language. This study provides a precise analysis with the purpose of determining how these audio-visual resources are capable of motivate and enhance the oral and written performance of students of English as a foreign or second language.

To frame this study, it is essential to understand that these productive abilities, specifically oral and written communication, are a key component of the process of learning the language. What we mean by the above skills is the ability to express ideas and emotions through the different parts of communication, the ability to understand how and when grammatical structures, vocabulary, and communicative functions are applied correctly and accurately.

Traditional resources for learning languages and traditional methods are limiting, and demotivating for students which indicates that there are still considerable challenges to be faced; Academic literature has therefore introduced different strategies; however, significant challenges remain. In this sense, animated short films provide a novel and exciting alternative that harnesses the visceral nature of visual entertainment to galvanize active learning and transformative engagement among students.

The purpose of this research is, therefore, to select and analyze a series of animated shorts specifically targeting the improvement of productive English skills and analyze them in terms of animation quality, adequacy of the linguistic content, narrative coherence and integration of materials and theoretical foundations resulting in higher educational value both for oral and written expression improvement.

## 1.1 Problem Statement

Research has also shown that the use of innovative pedagogical methods such as CROSS has been found to be effective in English language teaching. Traditional approaches, which emphasize grammar and memorization, can be insufficient for fostering authentic communication skills according to Richards and Rodgers (2020). In contrast, approaches that incorporate language use across meaningful and relevant student contexts help to better develop fluency and written and spoken confidence.

In its specific use for the purposes of language teaching, research by Zhang and Zhang (2019) has revealed that animated short films can greatly increase learners' motivation and engagement alongside listening and comprehension." This is because animated short films offer learners authentic language use in engaging and relevant contexts.

Following this same line of thought, other studies such as that of Kuo and Chuang (2018), support the idea that visualizing situations and dialogues through animated short films can improve students' listening comprehension as well as their ability to identify and understand different accents and intonations of the English language. In this context, the question arises: how can innovative pedagogical tools and resources be leveraged to enhance the development of productive English language skills among students? Specifically, what role can animated short films play in addressing this challenge and promoting more effective language learning experiences?

In the specific context of Ecuador, and based on the EF English Proficiency Index 2022, there is a notable discrepancy between the growing demand for English language skills and the current proficiency levels of the population (Education, 2022). Despite efforts to integrate English language education into the curriculum and improve language learning opportunities, challenges remain in achieving the desired outcomes, particularly in developing productive language skills.

Given this, it is essential to investigate cutting-edge methods of teaching English that may successfully handle the unique difficulties experienced by pupils in Ecuador. In what ways can animated short films be used as a focused intervention to enhance the productive

English language proficiency of Ecuadorian students? What aspects of the Ecuadorian educational system affect the usefulness of animated short films as teaching aids?

At the micro level, cause 1: Several factors including the pedagogical technique used and little exposure to genuine spoken English help to explain the low level of listening abilities among students in Ecuadorian English learning settings. Traditional instruction techniques usually stress reading and writing over listening and speaking, which leads to underdevelopment of auditory abilities. Moreover, the absence of genuine listening materials and interactive exercises worsens the situation since pupils have little opportunity to engage with authentic language environments.

Several factors such as the perceived relevance of English abilities to their personal and professional goals as well as the instructional approaches can contribute to the second cause at the micro level: lack of student motivation to learn English. The intrinsic drive of pupils to learn the language lowers when they do not see the practical uses of English in either their daily life or future employment. Moreover, since conventional teaching approaches grounded in grammar exercises and memorizing could not meet students' different learning styles or hold their interest, their motivation suffers.

Considering the above causes, the results emerge, and as a consequence of students' low level of listening ability and lack of motivation to learn English, a notable result is the limited practice of all language skills. When students have difficulty understanding spoken English due to insufficient listening ability and lack of motivation to actively participate in language learning activities, they are less likely to participate in oral activities, write effectively, or demonstrate competence in language use, grammar, and vocabulary. Consequently, holistic development of language skills is impeded as students do not engage comprehensively with the language in both receptive (listening and reading) and productive (speaking and writing) contexts. This deficiency in the practice of all language skills undermines the overall effectiveness of English language teaching and inhibits students' ability to achieve English proficiency.

## **1.2 Problem Formulation**

Starting from the educational context in Ecuador and the need to improve productive language skills in English, the question arises of how to incorporate innovative pedagogical tools to address the current shortcomings in the teaching of this language. Despite efforts to integrate English into the curriculum and promote its learning, the low level of proficiency, especially in productive skills (speaking and writing), remains a key challenge, as indicated by the EF English Proficiency Index 2022.

The use of animated short films has been shown, according to previous studies, to have a positive impact on students' motivation and their ability to improve both listening comprehension and oral and written production. However, in the Ecuadorian context, it is crucial to evaluate the effectiveness of these pedagogical resources specifically for high school students, who face challenges of both motivation and lack of exposure to authentic contexts of English use. Therefore, the present research asks the following central question:

¿How do animated short films influence the development of productive English language skills (speaking and writing) in 7th grade students of the Unidad Educativa Cristiana Nazareno in the city of Riobamba during the period 2023-2024?

It is necessary to detail that this formulation seeks to explore:

- The students' level of English before implementing the intervention.
- The effectiveness of animated short films as a pedagogical strategy to improve oral and written production.
- The factors that contribute to the success or failure of this intervention in the educational context of Ecuador.

## **1.3 Justification**

In the last couple of years, the teaching of English as a foreign language (EFL) has transformed from techniques emphasizing grammar and rote memorization to more communicative and interactive methods meant to develop language abilities in genuine and pertinent environments. Notwithstanding methodological improvements, students in several areas, including Ecuador, still struggle significantly to acquire effective English language

skills such as conversing and writing. Underperforming in English proficiency according to the EF English Proficiency Index 2022, Ecuador is therefore limiting students access to academic and employment possibilities in an increasingly globalized and competitive setting.

Taken together, the current study is pertinent when suggesting the evaluation of the effect of animated short films as a creative teaching tool in the growth of proficient 7th grade English language skills among pupils of the Unidad Educativa Cristiana Nazareno. The use of audiovisual materials, particularly animated short films, has been shown by several research including those by Zhang and Zhang (2019) and Kuo and Chuang (2018) to enhance motivation, listening comprehension, and real-world language production ability. These resources present authentic communicative situations, which facilitates linguistic immersion and interaction with the language in an attractive and dynamic format, especially for young students.

The scientific justification for this research is based on the fact that productive skills (speaking and writing) are essential for the acquisition of full language skills in a foreign language. However, traditional English teaching methods, which prioritize the teaching of grammar and translation, tend to limit the development of these skills in most students (Richards & Rodgers, 2020). This research aims to fill a gap in the academic literature, as there is a relative scarcity of empirical studies on the specific application of animated short films in the Ecuadorian context, as well as their direct impact on the development of productive skills.

Furthermore, the implementation of short films as a teaching resource will be aligned with the principles of multimedia cognition theory (Mayer, 2009), which maintains that students learn better when educational material combines words and images, and responds to the principles of constructivist pedagogy, where learning is seen as an active process in which students build knowledge from meaningful experiences.

From a practical perspective, this research seeks to respond to an urgent need within the Ecuadorian educational system. The 7th grade students of the Unidad Educativa Cristiana Nazareno represent a particularly relevant population, since they are at a key stage of their



academic training in which communication skills in English are fundamental for their future success in higher education and in the workplace. Improving their productive skills in English can positively impact their academic performance, and open doors for them globally, given the growing demands for English in the professional field.

Its originality is in the innovative integration of an audiovisual tool with the development of productive skills, a theme not much studied in the Ecuadorian educational scene. Consequently, this research will deliver empirical information on the use of animated short films as an educational tool and will make a major contribution to the EFL teaching sector.

The hope is that by openly dealing with motivational obstacles and constraints in exposure to genuine English, the results of this study will provide a foundation for future classroom initiatives in Ecuador and other comparable educational settings.

## **1.4 Objectives: General and Specific**

### **1.4.1 General**

To analyze the use of animated short films to determine the impact of short films on productive English language skills in 7th grade students of the Unidad Educativa Cristiana Nazareno in the city of Riobamba during the period 2023-2024.

### **1.4.2 Specific**

- To diagnose students' English level prior to implementing the intervention strategy.
- To apply animated short films as a strategy to improve oral and written skills.
- To evaluate the effectiveness of the intervention proposal based on improving productive English language skills.

## **2. CHAPTER II. THEORETICAL FRAMEWORK.**

### **2.1 Research background**

Research on the use of animated short films in teaching English as a Second Language (ESL) has been an important area of interest in education. Several studies conducted in the United States explore how these audiovisual resources can improve the language skills of ESL learners in different educational contexts.

Such is the case of the study by Cheng and Myles (2020) which focuses on assessing the impact of animated short films on the development of language skills of students in a California elementary school. Using a mixed methodology that includes classroom observations and standardized assessment tests, the researchers seek to measure students' progress in listening and speaking comprehension after exposure to animated short films. The results reveal significant improvements in both language skills, suggesting that animated short films are an effective tool for learning English as a second language in the United States.

On the other hand, the study by García-Martínez and Smith (2021) analyzes the oral fluency of ESL students at a New York high school. To understand how animated short films can influence students' oral expression, the researchers conduct interviews and record students' interactions during specific activities related to the short films. The results indicate a notable improvement in students' oral fluency, which supporting the idea that animated short films can facilitate communicative practice in ESL in the United States.

Furthermore, Johnson and Lee's study (2019) examines the impact of animated short films on listening comprehension in a university context in the United States. Through listening comprehension tests and feedback questionnaires, the researchers assess students' comprehension level before and after the intervention with animated short films. The results show significant improvement in students' ability to understand spoken English, suggesting that animated short films may improve listening proficiency in English as a second language in the United States.

Finally, the study by López-Cabrera and García-Pérez (2022) investigates the impact of animated short films on the written production of English as a second language learners in a Texas elementary school. Through written text analysis and writing quality assessments, the researchers examine how integrating animated short films into writing activities affects the quality and coherence of the texts produced by the students. The results show a significant improvement in the creativity and organization of the written texts, supporting the effectiveness of animated short films in the written production of English as a second language learners in the United States.

Given the above, these studies demonstrate that animated short films are a valuable tool in teaching English as a second language in the United States, as they improve various language skills, including speaking, listening, and writing, in students from different educational levels and school contexts.

In Iran, the use of audiovisual media in language teaching, especially animated short films, is also a subject of study and growing interest. A study conducted by Azarnoosh et al. (2019) examines how animated short films influence the development of English communicative competence among secondary school students in Tehran.

The main objective of the research was to determine whether animated short films can provide an effective platform to improve oral and written English production among Iranian students. The methodology includes observing students' interactions during exposure to the animated short films and conducting assessment tests to measure improvement in language skills.

The results indicate that animated short films are beneficial for the development of English language skills among Iranian students. Significant improvements are observed in English speaking and writing skills, suggesting that animated short films can be a valuable tool in educational contexts where English is taught as a foreign language.

In addition to the study by Azarnoosh et al., (2019) other research supports the effectiveness of animated short films in teaching English as a second language in Iran. For example, the study by Rahimi and Karbalaeei (2020) examines the impact of animated short

films on the motivation and academic performance of English language learners in a secondary school in Tehran. The results show a significant increase in students' motivation and academic performance after exposure to animated short films.

Similarly, the study by Hosseini et al. (2021) investigates how animated short films can improve English listening comprehension among Iranian students of different levels of language proficiency. The results reveal that exposure to animated short films leads to a significant improvement in listening comprehension, especially among students with lower levels of language proficiency.

By comparing these researches, we observe a convergence in findings supporting the effectiveness of animated short films in developing English language skills among Iranian students. These studies suggest that animated short films can not only improve English speaking and writing, but also students' motivation and listening comprehension in a context where English is taught as a foreign language.

Therefore, the empirical evidence available in Iran suggests that animated short films are a valuable tool in teaching English as a second language, as these findings have important implications for educational practice in the country, highlighting the importance of considering the use of audiovisual resources as those to enhance the learning and acquisition of English as a foreign language.

As for Singapore, known for its innovative approach to education, it has been the scene of research exploring the use of audiovisual media in language learning, with a particular emphasis on the impact of animated short films. A study by Tan and Soh (2021) focuses on investigating how animated short films influence the development of English language skills among secondary school students in Singapore.

In this educational context, where the improvement of English communication skills is prioritized, researchers examine how the integration of animated short films into the school curriculum affects students' speaking fluency and accuracy, as well as their ability to express themselves in writing. The results obtained reveal significant improvements in students' language skills after exposure to animated short films. Specifically, an increase in

speaking fluency and accuracy was observed, as well as an improvement in written expression ability in English.

This study supports the effectiveness of animated short films as pedagogical tools to foster productive English language skills in various educational contexts. However, Tan and Soh (2021) are not alone in this conclusion. Additional research in Singapore supports and complements these findings.

For example, Lee and Ng's study (2020) examines how animated short films can improve English listening comprehension among primary school students in Singapore. The results indicate a significant improvement in students' listening comprehension ability after exposure to animated short films. This research suggests that animated short films are not only effective in improving oral and written production, but also English listening comprehension among students in Singapore.

Furthermore, Lim and Tan's study (2019) investigates the impact of animated short films on the motivation and engagement of ESL learners in Singapore. The results show an increase in students' motivation and engagement after participating in activities that include animated short films. These findings highlight the key role of animated short films in fostering a stimulating and motivating learning environment for English language learners in Singapore.

It is clear from the above that this evidence supports the effectiveness of animated short films not only in improving oral and written production, but also in students' listening comprehension, motivation and engagement. These findings have important implications for educational practice in Singapore and provide a solid foundation for future research in the field of language learning through audiovisual media.

## **2.2 Theoretical foundation**

Recent developments make the topic under investigation more fundamental as it effectively engages students and creates a dynamic and interactive learning atmosphere. Below is a review of the main methods and results of this research. The usage of multimedia

tools in education has been widely investigated since first publication of Mayer&'s multimedia learning theory (2019). This model proposes that pupils most effectively master knowledge transmitted over many sensory channels including both visual and auditory features. Mayer (2019) argues that this learning approach enables good opportunities since animated short films show sharp pictures, conversations, and visual environments that support language retention and understanding.

A study by Hwang and Chen in 2020 finds that for students of English as a second language (EFL), using multimedia tools in language acquisition could greatly raises vocabulary retention and listening comprehension. The findings indicate that animated short films could assist in enhancing students' comprehension of language and support their written and oral output by means of their mix of audio and visual components, therefore quite nicely fulfilling the research goals.

After Canale and Swain (1980) outlined the need for interaction and live communication in language learning, the Communicative Approach becomes the standard representation of teaching English in language training since the 1980s. This strategy is a perfect fit for animated short films since they offer students access to real-life dialogues and scenes that reflect daily life, thus enhancing communication competence.

Hismanoglu (2018) research suggests that using audiovisual media in the class improves not only students' language skills but also their confidence in carrying on actual conversations. Short films help pupils understand the real-life use of the language, therefore aligning with the aim of increasing productive abilities through this medium by also helping to teach grammar structures and vocabulary.

Many studies underlined how educational animation short movies serve as instructional material. Using small movies in the classroom, according to a Wang and Lin (2019) study, promotes students' active engagement and encourages deeper learning than traditional techniques yield. Being visually appealing, animated short films help young people to emotionally interact with the stories and characters, therefore enhancing their emotional and cognitive learning levels (Wang & Lin, 2019).

Supporting these results is Fidan and Tuncel's (2019) study, which demonstrates that short films not only help in vocabulary acquisition but also improve students' cultural sensitivity by exposing them to many different linguistic and cultural settings. By offering definite examples of language use in different settings, this kind of contextualized learning improves the oral production abilities of students.

Along the same lines, Ryan and Deci confirm the idea of Self-Determination Theory regarding motivation and its influence on second language acquisition. Based on this theoretical postulate, the use of unconventional elements in the classroom, such as multimedia resources, has a positive impact on students, as they are encouraged to leave their comfort zone and conventional or one-way pedagogical methodology to promote a more enjoyable environment for students, which is conducive to learning.

For their part, Saeed and Ghani (2021) establish that audiovisual resources motivate students to understand a second language, as they make an effort to understand the context and the idea conveyed by the short film. Furthermore, this strategy allows students to become more sensitive to communication in another language, as it helps them recognize sounds expressed in pronunciation, which in turn impacts other communication skills such as speaking and writing.

These studies confirm that the constructivist method is more effective in helping students learn through their own domains or processes of adopting new information, while developing a productive environment in collaboration with their peers. This idea supports Vygotsky's (1978) conception of the need to make learning more spontaneous and based on each student's own experiences. Likewise, Chen and Fang (2019) also contribute through their research on the use of short films to help their students learn a second language. Based on the intervention undertaken in their study context, learners develop communication skills, as the audiovisual products require their creativity and effort to better understand the language in order to contribute ideas in post-viewing socialization.

Another aspect highlighted by the research highlighted thus far is repetition and constant practice, as this allows students to employ elements such as self-correction through collaborative learning. In this regard, Ericson et al. (1992) determine that through these

elements, students are more willing to develop communication skills in a second language. It is important to note that these elements serve as an alternative resource to animated short films, and they yield positive results for the participants.

According to research conducted by Sánchez and Perales (2020), short films provide more practical dynamics for students learning a second language; however, this is used in contrast to other types of activities such as repeating dialogues and expressions observed in films, which directly impacts speaking and writing skills. This research is an important catalyst for ensuring the improvement of students' English proficiency, as the results are conclusive across students of different backgrounds and ages. Therefore, the review of these references contributes significantly to the present study.



### **3. CHAPTER III. METHODOLOGY.**

This section details all the types, methods, techniques, and tools used to achieve the objectives. Each contributes to improving students' communication skills through animated short films in English as a second language.

#### **3.1 Approach**

The quantitative approach was addressed in this study; described by Creswell and Plano Clark (2018) as an approach that allows for quantifying the data obtained in a study, which provides objectivity and adequate standards for a specific population. This is essential for assessing student performance in English proficiency.

This facilitates the analysis of student performance in productive English skills, that is, it allows for an adequate assessment of the aspects that determine English language proficiency. Speaking and writing skills, specifically, were assessed using standardized tools, which had already been validated to assess these components before and after the intervention.

#### **3.2 Research modality**

The research was explorative and experimental in character. Fraenkel et al. as mentioned Exploratory inquiry lets one explore subjects or phenomena that are either novel or have only been cursory examined for example, the use of animated short films in seventh grade pupils to boost language capabilities. An experimental approach was also applied to assess the success of this particular treatment and find any cause-and-effect connections between viewing brief movies and language ability enhancement.

One-way ANOVA was used in the experimental scheme. This statistical procedure is meant to evaluate the mean values of three or more separate sets and decide if there are noteworthy differences among them. This study will particularly contrast the findings on effective English abilities for the experimental group, which watched the animated short films, with those of the control group, which had no film exposure.

The formula for ANOVA is:

- $H_0: U_1=U_2\ldots=U_i=U$
- $H_a: U_i \neq U_j$  for some pair  $i \neq j$

The hypotheses proposed for this study are the following:

- $H_0$ : There was no explanatory difference in productive English skills between students shown to animated short films and those who were not.
- $H_a$ : There was at least one significant contrast in beneficial English skills between students exposed to animated short films and those who were not.

The stated theories were tested using a one-way analysis of variance, or ANOVA, where the averages of several groups were compared to see if there were significant discrepancies between them. Using animated short films as a system, this approach allowed us to evaluate how the seventh-grade students of the Unidad Educativa Cristiana Nazareno of Riobamba corrected the language.

### **3.3 Level or type of research**

The research involved both descriptive and exploratory measures. According to Fraenkel et al. (2019), Indian descriptive research describes characteristics or events, while exploratory research examines topics that are poorly understood or have been initially studied.

The impact of the animated short films in the English language was evaluated descriptively, experimenting the results with seventh grade students from the Unidad Educativa Cristiana Nazareno of Riobamba. The schoolchildren's initial levels of English proficiency were observed and any improvement in language skills was noted following watching animated short films.

Furthermore, a research study was conducted on the lesser-known aspect of using animated short films to enhance language skills in seventh-grade students. Exploration was particularly useful in situations where a phenomenon was not fully understood or when there was ambiguity necessitating the creation of hypotheses for future research, as noted by Fraenkel et al. (2019).

### **3.4 Study population**

The word refers to all the constituents which have one thing in common, that was also the subject of studying Christmas. (2018). The population contained everything from the 7th standard students of the Unidad Educativa Cristiana Nazareno. This definition was customized for the specific study subject matter and outlines the entire observation range that was used for statistical analyses and generalizations.

### **3.5 Sample size**

It is defined as a representative subset drawn from the total population (Johnson y Bhattacharyya, 2019). In this case, the sample was a specific group of students randomly selected by the software to participate in the study. The sample was the selected subset of measurements of seventh grade students. This procedure was performed by statistical software through the formula to determine a sample with 5% confidence.

### **3.6 Protection of the Participants:**

Participants' safety was the top priority in every research project. Several precautions were taken in this study to guarantee the security and welfare of the participating students:

- **Informed consent:** The students' parents or legal guardians were asked for their informed consent before to their participation in the study. They received comprehensive and unambiguous information regarding the study's goals, the methods used, the possible risks and rewards, and the fact that participation was entirely voluntary.
- **Confidentiality:** The data gathered for the study was guaranteed to remain confidential. Data was safely maintained and utilized exclusively for study. To preserve their privacy, participants were given unique identities rather than their own names.
- **Anonymity:** In reports and publications pertaining to the study, participants will, whenever feasible, maintained their anonymity; details that could be used to identify them were not disclosed.

### **3.7 Data collection techniques and instruments**

Various perspectives and data about the use of animated short films to improve seventh-grade students' language skills **were** collected. The following sections describe the methods and resources used:

- Participatory observations: During the class periods when the animated short films were screened, the researcher made participatory observations. He was able to understand how students interacted with the material and how it affected their educational experience thanks to this approach. The test focused more on written and verbal communication skills than it did on the entire course.
- Specific pre- and post-test exams: Both the animated short film viewing group and the control group did not participate in the examinations, which were designed to assess speaking and writing skills. These evaluations were conducted both prior to and following the 15-day exposure to the animated short films.
- The post-tests were created in accordance with the Common European Framework of Reference for Languages (CEFR) descriptions for level A2, evaluating particular speaking and writing abilities to provide a reliable and consistent evaluation of students' language proficiency.
- Rubrics: These were designed to thoroughly assess the written and verbal communication skills of students in both the control and experimental groups. Cronbach's alpha coefficient was used to validate these rubrics in order to guarantee their validity and reliability.
- Study groups: Two study groups were established:
  - Experimental group: participants were exposed to animated short films.
  - Control group: they had no involvement with the animated short films.
- Duration of the intervention: 15 days were spent creating the animated short films and the related observations.
- Data analysis: Using the pre- and post-test data, a one-way ANOVA was utilized to compare the outcomes of the experimental group and the control group.

#### **Instrument 1: Entry and exit tests**

#### Experimental group:

- Oral expression entrance exam: It was predicated on scenarios and queries pertaining to the conversations and topics of animated short films.
- Oral exit test: The members continuously assessed their speaking proficiency through scenarios and questions similar to those presented in the short video.
- Written entrance exam: I included writing aspects inspired by short films, such as filling in conversations or creating stories that related to them.
- Exit written test: Regarding the writing activities, they were completed as the student assessment was conducted using the same format as the pre-test, with an emphasis on applying the skills learned during the intervention.

#### Control group:

- Oral expression entrance exam: It consisted of commonly used situations and questions without reference to the subject matter of the short films.
- Speaking Exit Test: Participants continued to use everyday situations and questions to assess speaking in the absence of intervention.
- Written entrance exam: It included common activities and writing practices not related to the short film.
- Written exit test: These were based on written activities similar to the entrance test, but without reference to the themes of the short films.

After formulating tests for both oral and written communication, Cronbach's alpha coefficient was used to test the internal coherence of the objects. This test evaluated whether the tests were reliable because participants answered correctly on all items. A Cronbach's alpha score near 1) showed very reliable results for the test. These analyses, along with the Cronbach's alpha coefficient, were carried out to ensure that the data we gathered for the statistical analysis in the one-way ANOVA was reliable and accurate.

## 4. CHAPTER IV: RESULTS

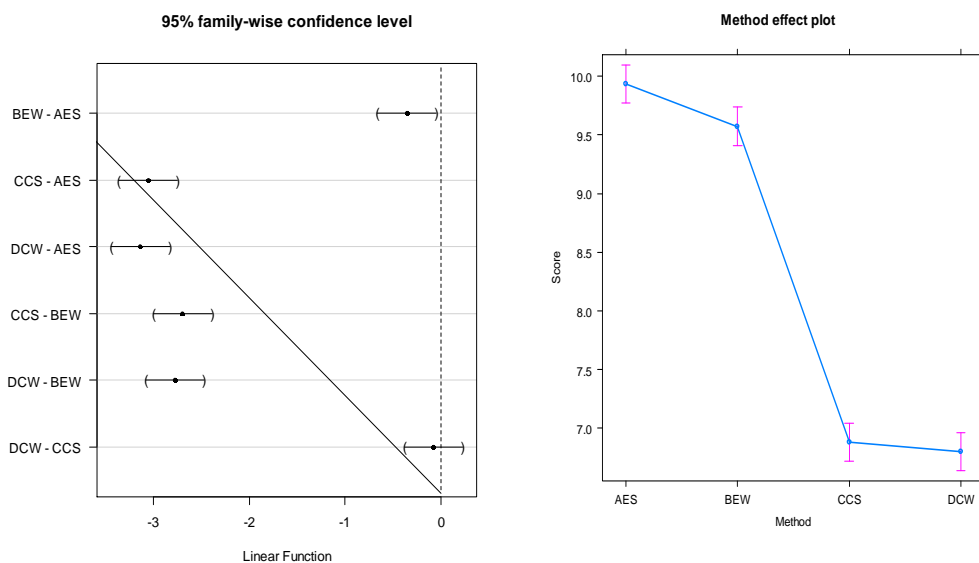
This chapter described and analyzed the results obtained from the application of ANOVA in this study. This study looked at how animated short films helped seventh graders at the Unidad Educativa Cristiana Nazareno to learn more productive English? This analysis is significant both in proving the proposed theories and to provide more information about how each variable was related to the variables examined.

We present an essential and thoughtful perspective on the scholarly and educational importance of the data using numerical evaluation methods based on statistics. Additionally, we covered the various assessments conducted to confirm the assumptions associated with the ANOVA framework, such as the normal distribution, consistency of variance, and independence of residuals.

### 4.1 One-Way Anova

FV	SUM OF SQUARES	DEGREES OF FREEDOM	MEDIUM SQUARES	VALUE OF Fo	P-Value
<b>Methods</b>	128.33	3	42.77	431.9	<2e-16
<b>Error</b>	5.55	56	0.099		
<b>Total</b>	133.88	59			

**Chart N1** One Way Variance (ANOVA)



**Note:** Experimental Group A in the speaking skill (AES); Experimental Group B in the writing skill (BEW); Control Group C in the speaking skill (CCS); Control Group D in the writing skill (DCW). Elaborated by Guaman (2024).

### **Confidence Intervals**

The confidence intervals show that the AES and BEW methods have high and very similar means, with values of 10 and 9.73, respectively. On the other hand, the CCS and DCW methods have lower means, with values of 6.8 and 6.87. This difference in means suggests that there could be significant differences between the groups, which is consistent with the subsequent tests.

However, subsequent analyses revealed that certain assumptions of ANOVA, such as normality of residuals and homoscedasticity, were not met. This led to the application of complementary nonparametric methods, such as the Kruskal-Wallis's test, to ensure the validity of the findings.

**Residual Analysis:** The ANOVA result supports the idea that the use of animated short films as a pedagogical strategy has a significant impact on productive English language skills. This finding underlines the effectiveness of the intervention in the experimental group compared to the control group. However, the verification of the model assumptions revealed limitations that required adjustments in the analytical approach to confirm the robustness of the results obtained.

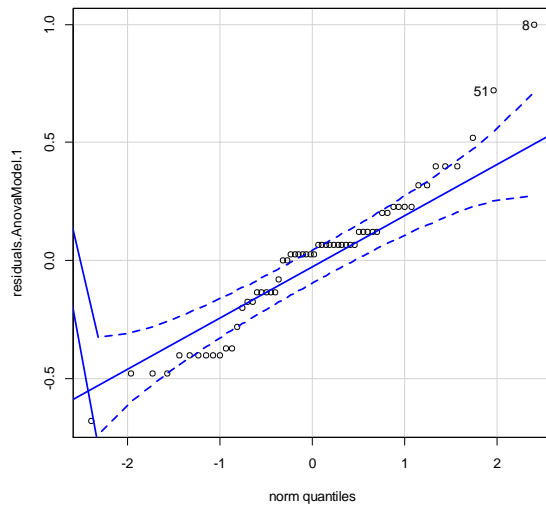
### **4.2 Residual Analysis (Non-Normal)**

Lilliefors (Kolmogorov-Smirnov) normality test

data: residuals. AnovaModel.1

D = 0.13465, p-value = 0.008614

**Graph N 2 Residual (Non-Normal)**



When assessing normality, the AES method has constant values, so it is not possible to perform the Shapiro-Wilk test for this case. In the other methods (BEW, CCS, and DCW), the p values obtained are less than 0.05, indicating that the data do not follow a normal distribution. This suggests that the assumptions necessary to apply a parametric ANOVA are not met.

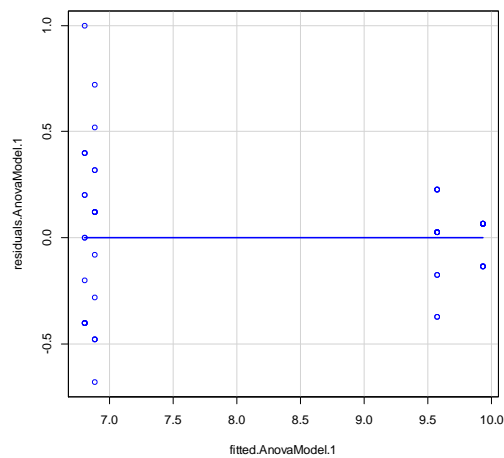
**Homocedasticity:** The non-normality of the residuals suggests that the classical assumptions of ANOVA may not be fully met. This does not invalidate the results obtained, but emphasizes the need to perform additional tests or use complementary non-parametric analyses (egg. Kruskal-Walli's test) to confirm the robustness of the results.

### 4.3 Homocedasticity

	Degrees of freedom	F value	Pr value (>F)
group	3	6.6419	0.0006448
	56		



**Chart N 3 Homocedasticity**



**Note:** Experimental Group A in the speaking skill (AES); Experimental Group B in the writing skill (BEW); Control Group C in the speaking skill (CCS); Control Group D in the writing skill (DCW). Elaborated by Guaman (2024).

The non-parametric levene test shows a p-value of 0.0006448, indicating that the assumption of equal variances between groups is not met. This lack of homoscedasticity reinforced the decision to opt for non-parametric tests, such as the Kruskal-Walli's test.

**Independence:** The heterogeneity of variances may influence the interpretation of the ANOVA results. However, the robustness of the ANOVA against moderate deviations from homoscedasticity allowed us to maintain confidence in the results obtained. Furthermore, the animated shorts seem to have variable effects on productive skills, which could explain the differences in variances between the groups. However, due to this limitation, complementary non-parametric tests were carried out to validate the findings.

#### 4.4 Independence

Durbin-Watson test

data: Score ~ Method

DW = 2.2545, p-value = 0.8617

alternative hypothesis: true autocorrelation is greater than 0

Kendall's rank correlation tau

data: fitted. AnovaModel.1 and residuals. AnovaModel.1

$z = 0.10534$ ,  $p\text{-value} = 0.4581$

alternative hypothesis: true tau is greater than 0

Sample estimates:

tau

0.01044478

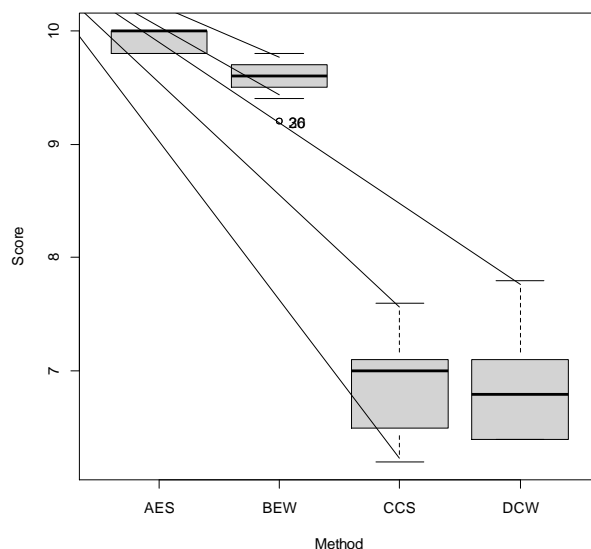
P-values exceeding 0.05 resulted from examining independence by Kendall's rank relationship tau and the Durbin-Watson investigation. This signposted that the observations revealed significant autocorrelation, underpinning the statement of freedom.

## Interpretation

The independence of the residuals ensured that any internal correlations within the data did not distort the results of the ANOVA analysis. Provided that the limitations stated earlier were considered, this conclusion advocated for using ANOVA as the main method of analysis

## 4.5 Kruskal-Wallis Rank Sum Test (Non-Parametric)

**Chart N 4** Kruskal-Wallis Test



**Note:** Experimental Group A in the speaking skill (AES); Experimental Group B in the writing skill (BEW); Control Group C in the speaking skill (CCS); Control Group D in the writing skill (DCW). Elaborated by Guaman (2024).

Kruskal-Wallis rank sum test

data: Score by Method

Kruskal-Wallis chi-squared = 49.692, df = 3, p-value = 9.292e-11

The Kruskal-Wallis test revealed a p-value less than 0.05, indicating significant differences between the methods analyzed. This confirmed that the groups are not equal and justifies a post hoc analysis to identify specific differences.

### **Post Hoc Analysis**

Two discrete sets were discovered through the post hoc scrutiny of the Kruskal-Wallis test. The AES and BEW systems fell into the first clutch (a), where no weighty differences were observed between them. The next group (b) consisted of the CCS and DCW methods, which likewise showed no momentous differences concerning themselves. Conversely, there were substantial contrasts concerning the two groups, indicating that AES and BEW outperformed CCS and DCW.

All things considered, the findings showed that the AES and BEW approaches outperformed CCS and DCW statistically. The resulting graphs, which clearly displayed the grouping of the approaches according to their range means and confidence intervals, supported these conclusions. In this regard,  $H_a$  ( $U_i \neq U_j$  for some pair  $i \neq j$ ) was accepted whereas  $H_o$  ( $U_1 = U_2 \dots = U_i = U$ ) was rejected. Stated differently, there were disparities in means, and these disparities were substantial.

## **4.6 GENERAL DISCUSSION**

The results obtained through the ANOVA indicate that the use of animated short films has a statistically significant impact on the development of productive English language skills in seventh grade students. The experimental groups (AES and BEW) demonstrated higher mean scores in both speaking and writing skills compared to the control

groups (CCS and DCW). Confidence intervals further confirmed this trend, highlighting the superior performance of students exposed to animated short films. These findings were validated through complementary tests, such as the Kruskal-Wallis's test, which reinforced the robustness of the results despite certain limitations in the assumptions of normality and homoscedasticity. The post hoc analysis also revealed that the AES and BEW methods formed a distinct group, outperforming the CCS and DCW methods.

From a pedagogical perspective, this research highlights the effectiveness of animated short films as a useful tool to improve students' oral and written English skills. Structured questionnaires administered to students and teachers revealed a positive perception of this approach, further highlighting its potential to improve classroom engagement and motivation.

It is appropriate to evaluate how the results obtained in this study coincide with a series of previous research that highlights the benefits of integrating multimedia tools, such as animated videos, into the language teaching-learning process. Various studies have shown that the use of visual and auditory resources significantly improves both students' motivation and their language skills. According to Mayer (2009), multimodal environments enrich the learning experience by allowing students to access different types of cognitive representation, which facilitates the understanding and retention of content. In particular, animated videos offer a double advantage by activating both the visual and auditory channels, which is in line with Paivio's (1986) dual coding theories.

Major studies, such as those by Moreno & Mayer (2007), support the claim that multimedia tools improve student participation in the classroom. Research by Clark and Mayer (2011) delves into how visual presentations interact with cognitive processing, optimizing learning, which is confirmed by the results of this study, where a positive impact was evident on both oral and written skills. The differential improvement observed in the experimental groups is a direct reflection of this principle, in which the visual stimuli provided by the animated short films enrich language production activities.

This study also departs from previous research by specifically quantifying the impact of animated short films on both oral and written skills, an aspect that has not been widely

explored in the literature. Research such as Choi et al. (2014) and Chen (2018) primarily focuses on the use of multimedia tools to improve listening or reading comprehension, but does not analyze in the same depth the effectiveness on productive skills as is the case in this study. It is important to note that, although the predominant literature has focused on traditional teaching methodologies, with an emphasis on the communicative approach or the grammatical method, this study joins the growing trend of exploring innovative strategies. In this sense, authors such as Dörnyei (2005) and Lantolf (2000) have argued that methodologies based on visual and auditory stimuli foster more meaningful and dynamic learning, especially in foreign language learning. The results obtained in this study, which highlight a significant improvement in the experimental groups that used animated short films, are in line with these positions and underline the importance of integrating these tools in the classroom.

The comparison between the experimental and control groups further reinforces the pedagogical validity of using animated content. At this point, Mayer's (2009) multimodal learning theory suggests that combinations of visual and verbal stimuli have a synergistic effect on learning, which is confirmed by the findings of this study. When comparing the control groups, which used traditional methods, with the experimental ones, it is clear that the former, lacking visual stimuli, performed less well, reinforcing the idea that more innovative methodologies have the potential to improve learning outcomes.

However, this research also challenges some previous assumptions regarding the fulfillment of parametric assumptions in statistical tests. Even though the data did not fully meet the normality and homoscedasticity requirements for applying a conventional variance analysis, the Kruskal-Wallis test was used, a robust tool that, as noted by Field (2013) and Tabachnick & Fidell (2013), allows obtaining reliable results even in the presence of violations of the assumptions. This finding contributes to the discussion on the flexibility of statistical methods in educational research and underlines the importance of using complementary statistical techniques to ensure the validity of the results.

The research also aligns with the theories of Vygotsky (1978) and Swain (2000), who advocate learning through social interaction and language production in authentic contexts. Animated short films, by providing a visual and narrative context, allow students to actively

participate in the learning process, facilitating the internalization of language and its effective use in communicative situations. This approach is supported by the research of Gagné (1985), who emphasizes the importance of audiovisual media in creating interactive and motivating learning contexts.

Furthermore, the multimodal approach proposed in this study can be related to Ausubel's (2000) theory of meaningful learning, which argues that learning occurs most effectively when new knowledge is connected to what the learner already has. The use of animated short films, by offering a rich and comprehensible context, facilitates this connection and improves the assimilation of new linguistic structures.

Thus, by assessing how the results of this study align with previous findings, it is clear that the integration of visual resources such as animated short films has a positive and significant impact on the development of productive English language skills. This reinforces the pedagogical validity of the intervention and underlines the need to continue exploring innovative methods in language teaching.

Despite the significant results, several limitations should be acknowledged. The data did not fully meet the assumptions of normality and homoscedasticity required for analysis of variance. Although nonparametric methods, such as the Kruskal–Walli's test, were employed to address this issue, the results should be interpreted with caution. The sample size was limited to a specific educational context, which may restrict the generalizability of the findings to other settings or populations. The study relied primarily on structured questionnaires to capture students' perceptions, which may introduce bias into the responses.

Future research could have incorporated qualitative methods, such as focus groups or interviews, to gain more comprehensive insights into students' experiences. Finally, the duration of the intervention was relatively short, which may not fully reflect the long-term effects of using animated short films on productive language skills.

The significant impact of animated short films on language skills can be attributed to their ability to engage students through multimodal input, facilitating better understanding and retention of linguistic elements. By combining visual, auditory, and narrative elements,

these films create a rich learning environment that aligns with the theories of dual coding and meaningful learning.

Counterarguments about the limited scope of improvements in the control groups can be addressed by acknowledging the limitations inherent in traditional teaching methods. Unlike the experimental methods, which took advantage of multimedia tools, the control groups relied on conventional methods that may lack the dynamic and interactive qualities needed to fully engage students. This disparity underscores the importance of incorporating innovative methodologies into language teaching.

The use of complementary statistical techniques further strengthens the reliability of the findings. Although nonparametric tests were employed due to violations of parametric assumptions, the consistency of the results across multiple analyses confirms the validity of the conclusions. This methodological rigor reduces concerns about potential bias in the statistical approach.

The implications of this study are twofold: pedagogical and methodological. From a pedagogical perspective, the findings suggest that animated short films can serve as a powerful tool to enhance students' productive language skills and motivation. This underscores the need for curriculum designers and educators to integrate these multimedia resources into language teaching frameworks.

From a methodological standpoint, the study highlights the importance of employing complementary statistical methods to address assumption violations in parametric testing. Future research should have considered longer intervention periods to assess the sustained impact of animated short films on language skills. Furthermore, expanding the sample size and diversifying educational contexts could have improved the generalizability of the findings.

Future research could also have explored the integration of animated short films with other pedagogical strategies, such as flipped classrooms or project-based learning, to assess their combined effectiveness. Finally, qualitative studies examining students' and teachers' lived experiences with animated short films could have provided deeper insight into their

practical applications and challenges, ultimately contributing to the broader discourse on innovative methodologies in education.

## **5. CHAPTER V: CONCLUSION AND RECOMMENDATIONS**

The findings of this study confirmed the significant impact of animated short films on the development of productive English language skills among seventh-grade students. Through a rigorous experimental design and statistical analysis, the research demonstrated that students exposed to animated short films (AES and BEW groups) outperformed those relying on traditional methods (CCS and DCW groups) in both speaking and writing skills. These results highlighted the pedagogical advantages of integrating multimedia resources into language learning environments.

Despite these achievements, it was essential to recognize the study's limitations. The analysis faced certain constraints related to the assumptions of normality and homoscedasticity, which were addressed through nonparametric statistical tests such as the Kruskal-Wallis test. Additionally, the sample was limited to a specific educational setting, potentially affecting the generalizability of the findings. The reliance on structured questionnaires, while informative, may have introduced response biases, suggesting the need for a more diverse range of data collection methods.

Potential counter-claims regarding the limited improvements in the control groups highlighted the inherent challenges of traditional teaching approaches. While conventional methodologies remained widely used, their effectiveness in engaging students and fostering productive language skills was comparatively lower than multimedia-based strategies. Furthermore, the methodological rigor of this study, including the use of complementary statistical techniques, reinforced the reliability of its conclusions, mitigated concerns about bias in the analytical approach.



Future research should explore the long-term effects of animated short films on language acquisition, incorporating extended intervention periods to assess sustained impacts. Expanding the sample size and including diverse educational contexts would enhance the external validity of the findings. Additionally, integrating animated short films with other pedagogical strategies, such as flipped classrooms or project-based learning, could provide deeper insights into their combined effectiveness. Finally, qualitative studies focusing on students' and teachers' lived experiences with animated short films could further enrich understanding of their practical applications and potential challenges in real-world educational settings.

## **RECOMMENDATIONS:**

- Teachers could have used short animated videos to teach English, especially to optimize student productivity.
- The effective use of multimedia resources to improve language learning should have been the focus of perpetual teacher training.
- To achieve a more complete vision of student development, it was recommended to use structured surveys in conjunction with interviews, direct observations and qualitative evaluations.
- To assess the long-term impact of animated shorts on English teaching, further studies were recommended.
- It was advisable to incorporate animated short films into modern teaching guides, such as the flipped classroom approach and project-based learning, to optimize language teaching. The salience of the findings could have been reshaped by involving broader groups and conducting research in different educational settings.
- Qualitative research was captured on the qualities of students and teachers towards the use of short movement films in the classroom.

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## **ANNEXES**



## PRE-TEST OF SPEAKING WITH ASF FOR THE CONTROL GROUP

### General instructions:

- Assess understanding of vocabulary and simple sentences, as well as the ability to identify correct responses in speaking contexts.

### Simple selection questions:

**1.- Personal introduction:** Which of the following phrases is appropriate to introduce yourself?

- a) I am 12 years old and I like football.
- b) She is reading a book.
- c) Let's go to the market.

**2.- Description of an Image:** In the image there is a family in the park. Which sentence best describes what they do?

- a) They are watching television.
- b) They are playing soccer.
- c) They are having dinner.

**3.- Ask questions in a conversation:** What is the best way to ask someone about their weekend?

- a) What do you do every day?
- b) How was your weekend?
- c) Where is your school?

**4.- Appropriate responses:** What is the correct answer to "What did you do last Saturday?"

- a) I will go to the park.
- b) I went to the cinema.
- c) I'm going to the store.

**5.- Describe a favorite activity:** Which phrase best describes your favorite activity?

- a) I like swimming in the ocean.
- b) She goes to the market.
- c) They are studying for the exam.



## ASF WRITING PRETEST FOR THE CONTROL GROUP

### instructions:

- Evaluate the ability to identify errors and select the correct option in sentences and paragraphs.

### Simple selection questions:

**1.- Write about a recent activity:** Which phrase best describes a recent activity?

- a) I saw an interesting movie yesterday.
- b) I usually go to school by bus.
- c) She is playing in the park.

**3.- How to write an informal letter:** What is the correct way to start a letter to a friend?

- a) Dear John, I hope you are well.
- b) Hello, my name is Ana.
- c) The weather is nice today.

**3.- Describe a day at school:** Which phrase best describes a typical day at school?

- a) We have math and science classes in the morning.
- b) I like to play football in the afternoon.
- c) She reads books in the library.

**4.- Grammar and Structure:** Which sentence is grammatically correct?

- a) They were watching television.
- b) She is reading a book.
- c) I go to school every day.

**5.- Coherence in a Paragraph:** Which of the following paragraphs is coherent?

- a) I went to the park. The weather was nice. We had a picnic.
- b) I went to the park. My dog likes to run. The sky is blue.
- c) I went to the park. I have lots of books. We had a picnic.



## ASF SPEAKING POST-TEST FOR THE CONTROL GROUP

### General instructions:

- Assess understanding of vocabulary and simple sentences, as well as the ability to identify correct responses in speaking contexts.

### Simple selection questions:

**1.- Describe a favorite activity:** Which phrase best describes your favorite activity?

- a) I like swimming in the ocean.
- b) She goes to the market.
- c) They are studying for the exam.

**2.- Asking questions in a conversation:** What is the best way to ask someone about their vacation?

- a) What do you do every day?
- b) How was your vacation?
- c) Where is your school?

**3.- Appropriate responses:** What is the correct response to "What did you do last Sunday?"

- a) I will go to the park.
- b) I went to the zoo.
- c) I'm going to the store.

**4.- Describe an Image:** In the image there are children playing in a park. Which sentence best describes what they do?

- a) They are playing with a ball.
- b) They are watching television.
- c) They are having dinner.

**5.- Participation in a conversation:** Which of the following phrases is appropriate to participate in a conversation about sports?

- a) I think that football is a very exciting sport.
- b) I like to eat ice cream.
- c) She is my best friend.





## ASF WRITING POST-TEST FOR THE CONTROL GROUP

### instructions:

- Evaluate the ability to identify errors and select the correct option in sentences and paragraphs.

### Simple selection questions:

**1.- Write about a recent activity:** Which phrase best describes a recent activity?

- a) I saw an interesting movie yesterday.
- b) I usually go to school by bus.
- c) She is playing in the park.

**2.- How to write an informal letter:** What is the correct way to close a letter to a friend?

- a) Yours sincerely,
- b) See you soon,
- c) Best regards,

**3.- Describe a day at school:** Which phrase best describes a typical day at school?

- a) We have math and science classes in the morning.
- b) I like to play football in the afternoon.
- c) She reads books in the library.

**4.- Grammar and Structure:** Which sentence is grammatically correct?

- a) They were watching television.
- b) She is reading a book.
- c) I go to school every day.

**5.- Coherence in a Paragraph:** Which of the following paragraphs is coherent?

- a) I went to the park. The weather was nice. We had a picnic.
- b) I went to the park. My dog likes to run. The sky is blue.
- c) I went to the park. I have lots of books. We had a picnic.



## PRE-TEST OF SPEAKING WITH THE EXPERIMENTAL GROUP

### instructions:

- Assess understanding of vocabulary and simple sentences, as well as the ability to identify correct responses in speaking contexts.

### Simple Selection Questions:

1. **Personal introduction:** Which of the following phrases is appropriate to use to introduce yourself?
  - a) I am 12 years old and I like football.
  - b) She is reading a book.
  - c) Let's go to the market.
2. **Description of an Image:** In the image there is a family in the park. Which sentence best describes what they do?
  - a) They are watching television.
  - b) They are playing soccer.
  - c) They are having dinner.
3. **Group interaction:** Which of the following phrases is appropriate to participate in a conversation about the importance of learning English?
  - a) Learning English is fun because we can talk with people from other countries.
  - b) I don't like eating vegetables.
  - c) She is my best friend.



## PRE-TEST OF WRITING WITH ASF FOR THE EXPERIMENTAL GROUP

For “Writing,” simple selection questions can be designed to assess the ability to identify appropriate structure and content in sentences and paragraphs.

### instructions:

- Evaluate the ability to identify errors and select the correct option in sentences and paragraphs.

### Simple selection questions:

**1.- Writing an informal letter:** What is the correct way to start a letter to a friend?

- a) Dear John, I hope you are well.
- b) Hello, my name is Ana.
- c) The weather is nice today.

**2.- Description of a recent event:** Which phrase best describes a recent event?

- a) Last weekend, I went to my friend's birthday party.
- b) I usually go to school by bus.
- c) I like to read books in my free time.

**3.- Grammar and Structure:** Which sentence is grammatically correct?

- a) She goes to the park every day.
- b) They play soccer on weekends.
- c) He is studying English right now.

**4.- Coherence in a Paragraph:** Which of the following paragraphs is coherent?

- a) I love going to the beach. The water is always warm. Swimming is my favorite activity.
- b) I love going to the beach. My cat is very playful. Swimming is my favorite activity.
- c) I love going to the beach. I do my homework every day. Swimming is my favorite activity.



## POST-TEST OF SPEAKING WITH ASF TO THE EXPERIMENTAL GROUP

### instructions :

- Assess understanding of vocabulary and simple sentences, as well as the ability to identify correct responses in speaking contexts.

### Simple selection questions:

**1.- Describe a favorite activity:** Which phrase best describes your favorite activity?

- a) I like swimming in the ocean.
- b) She goes to the market.
- c) They are studying for the exam.

**2.- Asking questions in a conversation:** What is the best way to ask someone about their weekend?

- a) What do you do every day?
- b) How was your weekend?
- c) Where is your school?

**3.- Appropriate responses:** What is the correct response to "What did you do last Saturday?"

- a) I will go to the park.
- b) I went to the cinema.
- c) I'm going to the store.

**4.- Describe an image:** In the image there is a family on the beach. What sentence best describes what they do?

- a) They are playing with a ball.
- b) They are watching a movie.
- c) They are reading a book.

**5.- Group interaction:** Which of the following phrases is appropriate to participate in a conversation about an animated short film?

- a) The movie was very interesting and funny.
- b) I like to eat ice cream.
- c) She is my best friend.

Diseño



## ASF WRITING POST-TEST FOR THE EXPERIMENTAL GROUP

### instructions :

- Evaluate the ability to identify errors and select the correct option in sentences and paragraphs.

### Simple selection questions:

#### 1.- Write about a recent activity: Which phrase best describes a recent activity?

- a) I saw an interesting movie yesterday.
- b) I usually go to school by bus.
- c) She is playing in the park.

#### 2.- How to write an informal letter: What is the correct way to close a letter to a friend?

- a) Yours sincerely,
- b) See you soon,
- c) Best regards,

#### 3.- Describe a Short Film Seen: What phrase is appropriate to describe an animated short film?

- a) The cartoon was about a cat and a dog who became friends.
- b) I like to read books.
- c) He is playing soccer with friends.

#### 4.- Grammar and Structure: Which sentence is grammatically correct?

- a) They were watching television.
- b) She is reading a book.
- c) I go to school every day.

#### 5.- Coherence in a Paragraph: Which of the following paragraphs is coherent?

- a) I went to the park. The weather was nice. We had a picnic.
- b) I went to the park. My dog likes to run. The sky is blue.
- c) I went to the park. I have lots of books. We had a picnic.

## **CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN LA INVESTIGACIÓN**

**Título del estudio:** Animated Short Films on Productive English Language Skills

**Investigador:** Paulina Alexandra Guamán Tituaña

**Institución:** Unidad Educativa Cristiana Nazareno, Riobamba

**Correo electrónico:**

### **Descripción del estudio:**

El propósito de esta investigación es analizar el impacto de los cortometrajes animados en las habilidades productivas (oral y escrita) del idioma inglés en los estudiantes de 7mo grado. Se llevará a cabo una intervención pedagógica que incluirá el uso de cortometrajes animados como herramienta de aprendizaje, junto con evaluaciones previas (pretest) y posteriores (postest) para medir el progreso en las habilidades del idioma.

- La participación en este estudio no implica riesgos mayores que los asociados a las actividades habituales en el aula. Como beneficio, su hijo podría mejorar sus habilidades en el idioma inglés, tanto a nivel oral como escrito, gracias a la intervención pedagógica aplicada.
- La participación de su hijo es voluntaria. Usted y su hijo tienen el derecho de retirarse del estudio en cualquier momento sin ningún tipo de consecuencia negativa o penalización.

### **Consentimiento:**

Al firmar este documento, usted confirma que ha leído y comprendido la información proporcionada sobre el estudio y acepta que su hijo (a) participe en el mismo.

**Nombre del padre/madre o tutor legal:** \_\_\_\_\_

**Nombre del estudiante:** \_\_\_\_\_

**Firma del padre/madre o tutor legal:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

**Participación:**

Su hijo será invitado a participar en este estudio, el cual incluye la aplicación de dos pruebas de evaluación (pretest y posttest). Estas pruebas se realizarán antes y después de la intervención con cortometrajes animados y estarán enfocados en medir habilidades productivas del idioma inglés (hablar y escribir). La participación en este estudio es completamente voluntaria. Cada prueba (pretest y posttest) tendrá una duración aproximada de 40 minutos.

**Confidencialidad**

- Toda información recopilada en este estudio será tratada de manera confidencial. Los datos se utilizarán únicamente con fines académicos y estarán codificados para proteger la identidad de su hijo (a). En ningún momento se divulgará nombres o datos personales en los resultados del estudio

**Firma del Investigador:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_