



UNIVERSIDAD  
NACIONAL  
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## **Facultad Regional Multidisciplinaria, FAREM-Estelí**

### **Using TV series to improve second-graders' listening comprehension**

Trabajo de seminario de graduación para optar

al grado de

### **Licenciado en la Carrera de Ciencias de la Educación con Mención en inglés**

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Estelí, 30 de abril de 2022





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**“2022: VAMOS POR MAS VICTORIAS EDUCATIVAS”**

## **Carta de recomendación del tutor**

Por medio de la presente hago constar que **AGUIRRE DAVILA LENAR FABRICIO, BETANCO ALFARO BRYAN ENRIQUE, CABALLERO TALAVERA STEPHANIE AILEEN** estudiantes de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** han elaborado el trabajo **Using TV series to improve second-graders' listening comprehension**, el que ha cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 23 días del mes de abril del dos mil veintidós.

Atentamente,

**Israel Ramón Zelaya, Ph.D.**  
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## **Abstract**

This paper describes how viable watching short episodes from TV series is to achieve better listening comprehension in the classroom. To answer this question, the information needed was gathered by using observation guides and focus groups.

Our results showed students have a prominent interest in watching TV series episodes in the classroom, and it was also revealed that watching videos motivates them to perform better in English class. Moreover, it was visible that the teacher was highly attracted to this strategy and was willing to use it to review vocabulary in class. Results also revealed that the research site has a noteworthy variety of resources, which is perfectly suitable for its implementation. However, at a later point, the evidence also exhibited that, even though audio-visual media is currently being used in the classrooms as a warm-up or vocabulary reinforcement activity, this kind of strategy is not oriented by the National Curriculum of Education of Nicaragua to improve students' listening comprehension, which may cause teachers to choose other listening comprehension strategies instead of the one suggested herein.

**Key terms:** TV series, listening comprehension, vocabulary improvement, second-grade EFL learners.

# **1 Introduction**

A few years back, education in Nicaragua in all subjects was teacher-centered and used to focus on reproducing concepts through memorization; therefore, there was a lack of students' participation. Nowadays, education is focused on the student as an active element of the learning process, but despite the improvements in learning strategies, there are still not enough materials and visual means for English teachers in school libraries to boost students' listening proficiency and those available are not adapted to the needs of the students and the topics to be taught.

This research project is focused on primary education and it was carried out with the purpose of designating the viability of using a specific televised production during a certain period, so that ESL<sup>1</sup> second-grade students can improve their listening comprehension skills, which play a key role in the communication process and it has been declared to be the most demanded and complex ability to develop. Therefore, the data collection necessary for this project was gathered with ten second-grade students at Maria Auxiliadora – Padre Fabretto school in Estelí.

The main aim of this research is to determine how feasible implementing short TV series episodes is to achieve better listening comprehension in the classroom, as well as to recognize the main difficulties students face to achieve it and to identify how the lack of vocabulary relates with deficient listening comprehension.

## **1.1 Context**

The Padre Fabretto center was founded in 1977 by Father Rafael María Fabretto, who dreamed of establishing an organization that engaged donors, sponsors, and volunteers around the world in timely and long-term solidarity experiences.

Furthermore, the Fabretto team consists of four legally constituted organizations, the Father Fabretto Family Association in Nicaragua, Fabretto Children's Foundation in the United States, Fabretto Foundation in Spain, and Fabretto UK Charitable Trust in the United Kingdom. Both U.S. and European offices focus their efforts on fundraising for Fabretto's programs in Nicaragua.

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<sup>1</sup> ESL: Acronym for English as a Second Language.

The Fabretto Educational School in Estelí is about 100 kilometers from the city of Managua. It is in the urban center of the city and it also benefits the community of La Cruz, next to the municipal landfill, offering the following programs:

- ✓ Computer lab, library, and orchard.
- ✓ Primary education at La Cruz community school.
- ✓ Food safety and nutrition program.
- ✓ Early and primary education program.
- ✓ Vocational and technical education program.
- ✓ Community development and parent-teacher training.

Besides, Fabretto provides comprehensive quality education to more than 50,000 children and young people in Nicaragua, promoting the participation of parents, teachers, and community leaders, who collaborate to create a suitable environment for the development of children. In the same way, there are around twelve Fabretto teachers trained and over 270 students taking part in Fabretto's educational reinforcement program in Estelí.

In the interior of this institute, there are six classrooms, - most of which have their television-, a spacious library, a computer lab with all its means, an English classroom and a dining room which also serves as a theater, among other spaces designed for different purposes such as bathrooms.

Equally important, the second graders, with whom we carried out this project, spend their school days in the classroom located in the second east pavilion on the first floor. The infrastructure of it is in excellent condition, it is always clean and decorated joyfully according to the commemoration that will take place within the following months. Chairs are always arranged in rows, and each student makes use of an individual desk and a chair, where they can complete their tasks. Likewise, each classroom has its DVD, Data projector, and a TV with a USB port.

Moreover, in total there are 35 second-grade students; 13 boys and 22 girls, and their ages range from 7 to 8 years old. In this group, there are two children with speech disabilities, who cannot express words easily most of the time.

It is important to mention that their English classes take place twice a week for 45 minutes each, and the methodology applied is adapted according to the kids' ages and needs. Also, games, flashcards, and music videos can be highlighted as part of the teaching strategies being currently used.

Similarly, few children have minimal language acquisition partly due to lack of parental support, which can later be reflected in their poor language and vocabulary knowledge. However, regardless of the circumstances, this is a highly active group both in face-to-face and online classes.

## **1.2 Background**

In Estelí, second-grade students, from Padre Fabretto School, have been learning English as a Foreign Language (EFL<sup>2</sup>) ever since first grade. Despite the effort made in the classroom, they still find it impossible to have a standard listening comprehension as a consequence of their lack of vocabulary, which leads them to have poor understanding and knowledge of the language.

Mahsa Fathiousefabad and Farnoudkia Hajar (2020), members of the International Association of Research in Foreign Language Education and Applied Linguistics in Turkey carried out one research focused on *"The Effect of Using TV Advertisements on Iranian EFL Learners' Vocabulary Acquisition and Listening Comprehension"*. The objective of it was to investigate the effect of using TV advertisements on Iranian EFL learners' vocabulary learning and improvement of listening comprehension. A quasi-experimental design was adopted to implement the study and 46 students participated in it, which proceeded throughout an academic term. Moreover, to see the effect of the proposed method, a paired test was implemented on data as well as two sample tests to investigate if there was any difference between male and female learners' acquisition and comprehension. The statistical results revealed that there was a significant improvement of the learners' performance in terms of both vocabulary acquisition and listening comprehension through TV advertisements. The

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<sup>2</sup> EFL: Acronym for English as a Foreign Language.



findings also reflected that there was no significant difference regarding the mentioned improvement in both skills between males and females.

Another study stated was by Yangting Wang (2014), a student from The Michigan State University, who made the research called "*The effects of L1/L2<sup>3</sup> subtitled American TV series on Chinese EFL students' listening comprehension*" and whose main purposes were to find the most effective subtitled TV series, to describe students' attitudes towards subtitles and their vocabulary acquisition through them. Four authentic video episodes were used and selected from the same life comedy English TV series, and were dubbed into four treatments: L1 Chinese subtitles (Treatment 1), L2 subtitles (Treatment 2), L1 and L2 dual subtitles (Treatment 3), and no subtitles (Treatment 4), respectively. There was one listening comprehension and vocabulary test after each video clip. The participants were 80 Chinese EFL learners. According to the results of the study, the experiment, including vocabulary and listening tests, as well as watching subtitled videos, all ran very smoothly and provided evidence of the feasibility and practicality of using subtitled videos in classroom settings. It was also shown that subtitles can aid vocabulary learning and listening comprehension.

The third research made and analyzed by Jelisaveta Safranji (2014) from the University of Novi Sad in Serbia, is called "*Advancing Listening Comprehension Through Movies*". The primary objectives proposed by this research were to examine the learners' gains of vocabulary and language through watching movies with and without subtitles, as well as to explore the extent to which students enhance their listening comprehension and what their attitudes are towards this teaching tool. 38 students were tested in their listening abilities through interviews. Secondly, a questionnaire was administered to explore students' opinions after completing learning listening activities through films, which consisted of both watching their favorite movies and those selected by the teacher during class. The results showed that most students enhanced their listening skills and responded with favorable attitudes through watching films. Students believed they had gained more than vocabulary, they had also understood more foreign culture, felt relaxed, and had fun while learning in class. However, some of them were not sure whether watching films was a waste of time or if it satisfied their needs.

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<sup>3</sup> L1/L2: Stands for first language and second language.

### **1.3 Rational**

In general, this strategy was designed for second graders at the Maria Auxiliadora – Padre Fabretto School in Estelí so that they could become familiar with English accent and vocabulary from an early stage. The conception of this strategy was also integrated into the process from academic planning and evaluation to student follow-up, which could help improve efficiency and productivity, leaving great utility to society as well as English teachers.

Notably, quality education is one factor that most influence the advancement and progress of individuals and societies. Besides providing vocabulary learning, the importance of this methodological strategy lies in generating knowledge for second graders in Padre Fabretto School, Estelí, through audiovisual means, more specifically through series, that when used, facilitate the teaching and acquisition of meaningful knowledge efficiently. Likewise, this strategy enriches culture, values and imagination, skills that characterize us as human beings.

As a methodological tactic, it is an easy-to-apply strategy, which has a content sequence, as well as having eye-catching and informative content that is easy to understand and explain. It provides the opportunity to know the attitudes and skills of students individually and as a group. Furthermore, it promotes the inclusion of other learning styles in addition to those already standardized by traditional education. Additionally, the students' abilities, level of participation and adaptation in the classroom might be noticeable.

Likewise, in this process, our strategy plays a fundamental role, not only because it is focused on learning a new language and allows students to acquire necessary skills to perform in this society but because it provides tools to institutions to improve the quality of education and life of the whole community. Nevertheless, the application of unique strategies currently implemented in a few schools interests parents and thus generates a good impression of the educational center.

Surely, making use of TV series in the classroom serves as the solution to the need to reinforce methodological strategies that stimulate the learning of unfamiliar words and improve students' vocabulary more effectively, to consequently improve listening comprehension. Also, it is a much easier way to evaluate and monitor learning.

Moreover, since it is an interesting topic in disciplines such as humanities and education sciences that are constantly looking for innovative methods to improve the quality of education in our country and to solve the needs of our society - which is constantly changing-, this research project is an essential instrument to understand the quality and impact of this audiovisual strategy, considering our educational and social-economic context as well as making it easier for researchers to collect information necessary for future generations.

#### **1.4 Problem Statement**

Listening comprehension is not just hearing what is said, it is the ability to understand the words and relate to them in some way. But the lack of vocabulary makes learners incapable of achieving an average listening comprehension.

Hamouda (2013) and Pourhosein Gilakjani & Banou Sabouri (2016) defined listening comprehension as being able to relate, recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar, vocabulary, and understanding of meaning.

As expressed in *Teaching Speaking and Listening* (2007), listening is part of a major component of key skills and literacy qualifications, as well as one of the three elements of the new standards for functional English. However, "there is a significant lack of material available to help teachers, trainers and tutors to develop their learners' skills in this key area." (Debbie Cole, Christine Ellis, Barbara Mason, John Meed, Deborah Record, Anna Rossetti, Graham Willcocks, 2007)

It is acknowledged that listening comprehension is a difficult skill to perfect, especially in the learning process of a second language, whatsoever students are incapable of achieving an average listening comprehension due to sound discrimination problems, little language practice, or specifically, because of lack of vocabulary.

Mahsa & Hajar (2020) cite the studies of various authors such as Yongqi, Goh, and Mendelsohn, who emphasize that vocabulary plays an especially important role in learning a language. It is determined that the fewer words one knows, the less he/she will be able to understand what they hear, and read, and as a result, will not be able to write in a more elective way. Similarly, they explain that vocabulary learning seems like one of the easiest steps in learning a language, but in fact, it is one of the most difficult ones to do. It even gets

more crucial when it comes to English as a Foreign Language learner. Hence, these learners do not have sufficient opportunity to use a foreign language, and consequently face serious problems in learning and using words. Consequently, “in order to have the process of decoding information, which is very complex, stronger vocabulary competence is needed for listening comprehension” (Mahsa & Hajar, The Effect of Using TV Advertisements on Iranian EFL Learners’ Vocabulary, 2020).

One of the most important goals of Nicaragua’s MINED<sup>4</sup> is the National Plan for Bilingualism. However, the program is incipient and there are not enough listening comprehension strategies available in all schools to provide students with sufficient listening practice taking into consideration that listening has received little research attention, and this is also the case in the field of vocabulary. Fewer vocabulary studies have been conducted in the context of listening than reading. Vocabulary knowledge is a prerequisite for listening comprehension, and listening can serve as a useful source for vocabulary acquisition.

In this way, in our context, it is necessary to propose new ways of working in the classroom, where the strategies applied generate satisfactory results in this skill, in line with the innovative approaches, trends and pedagogical objectives of the entire Nicaraguan educational community, which has the challenge of improving the quality of education.

The reasons mentioned above allow us to see the need to carry out this research work, as it will allow us to learn the strategies that are currently applied to improve the English listening skill in second-grade children at the Maria Auxiliadora Center - Padre Fabretto, in Estelí; and subsequently suggest watching short episodes from TV series as a modern teaching strategy that can facilitate this process.

## **1.5 Research Questions**

Regarding the context of the problem statement, we state the following inquiries:

- a. What are the main difficulties students face to achieve superior listening comprehension?
- b. How does the lack of vocabulary relate with deficient listening comprehension?

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<sup>4</sup> MINED: By its acronym in Spanish Ministry of Education

- c. How feasible is implementing short TV series episodes to achieve better listening comprehension in the classroom?

## **1.6 Structure of this document**

This paper is outlined in the following way: Firstly, there is a brief introduction, the context, and background of the project, as well as the problem statement and research questions. Moreover, a short rationale on the relevance of this research and the importance of this project for the improvement of listening comprehension can be found. Secondly, the literature review covers a variety of trusted sources and presents the theoretical cores of our research, including substantive findings and methodological contributions related to our topic, among them, the importance of teaching English at an early age. The third component of this paper is the methodology. Here, the research design is explained, including the sampling, and the data collection methods. Fourth, the description, objectives, and procedures of the project are detailed. Finally, the conclusions, which are a fundamental part of this investigation, summarize how the accomplishment of our objectives is relevant hereafter.

## **2 Literature Review**

This chapter presents the references from the experts and their significant theories, which are useful to give relevant knowledge in the field. The definition and importance of listening comprehension and vocabulary knowledge. As well, some of the problems students face in their learning process are also considered, and reviewed. Moreover, the advantages and disadvantages of using TV series in English as a Foreign Language classrooms and a brief background of the animated film “POCOYO” are described for the accomplishment of the analysis, among other important topics.

### **2.1 Listening comprehension**

Listening comprehension is, in general terms, to understand the language at normal speed in an automatic condition, where listeners try to construct meaning out of the information obtained from the listening source. In other words, listening comprehension is one's ability to recognize another through sense, aural organs and allocate meaning to the message to understand it. (Pourhosein Gilakjani & Banou Sabouri, 2016)

In the same way, many researchers have defined listening comprehension, and according to Gilakjani & Sabouri (2016), these definitions can all agree that listening comprehension is the ability to understand native speakers at an ordinary speed which involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. However, it is also expressed by some experts that it differs in meaning from sound discrimination to aural comprehension.

According to Richards, John Platt, and Heidi Platt (2000) and Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on the role of linguistic units such as phonemes, words, and grammatical structures and the role of the listener's anticipations, the situation and context, previous knowledge, and the subject.

#### **2.1.1 Listening comprehension importance**

Listening comprehension is an important part of language learning not only because learners want to understand native speakers and a lot of multimedia like DVDs and the Internet but,

because we cannot develop our speaking ability unless we develop our listening skills (The Significance of Listening Comprehension in English Language Teaching, 2016). To put it in another way, if a learner has a good listening ability in the English language, it would be quite easy for him to listen to the radio, to study, watch films, or communicate with foreigners.

For this reason, there is a relationship between listening to a language and learning it. If we compare two learners; one is living in a country where the target language is the first language and the other is living in a country where English is only spoken in academic places. The difference is that the first learner can learn English more easily and rapidly than the second one (The Significance of Listening Comprehension in English Language Teaching, 2016). Consequently, learners need as much exposure to the English language as possible.

### **2.1.2 Listening comprehension difficulties students face**

In the early grades, when learning is the focus of classroom instruction, listening comprehension is primarily constrained by decoding skills. The instructional listening activities children encounter in the early grades are often below the level of their language comprehension.

According to researchers Azmi Bingol, Celik, Yidliz, and Tugrul Mart cited by Abbas Pourhosein Gilakjani & Narjes Banou Sabouri (2016), there are a lot of difficulties that learners may encounter in the listening comprehension processes. Some of these problems mentioned by them are as follows:

**Quality of Recorded Materials:** In some classes, teachers use some recorded materials that do not have high quality. The quality of the sound system can impact the comprehending of learners' listening. This can relate to the audio device used, such as an antique cassette duck or the used cassette tapes themselves.

**Cultural Differences:** Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely diverse cultural materials, then the learners may have critical problems in their comprehension (Pourhosein Gilakjani & Banou Sabouri, 2016). It is the responsibility of teachers to give background knowledge about the listening activities in advance.

**Accent:** It is also stated by Pourhosein Gilakjani and Narjes Banou Sabouri (2016) that unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

**Unfamiliar Vocabulary:** In accordance with Azmi Bingol, Celik, Yidliz, and Tugrul Mart cited by Abbas Pourhosein Gilakjani & Narjes Banou Sabouri (2016) when listening to texts that contain known words it would be quite easy for students to recognize them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate context students will get confused.

**Length and Speed of Listening:** The level of students can have a significant role when they listen to long parts and keep all information in their mind. It is difficult for lower-level students to listen more than three minutes long and complete the listening tasks. Short and simple listening passages as well as a slow-paced audio make easy listening comprehension for learners and reduce their tiredness. (Pourhosein Gilakjani & Banou Sabouri, 2016)

Given these points, some other factors increase learners' listening comprehension problems such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks; whereas, the main purpose of identifying which of these problems' students are facing is to be aware of them and try to solve the specific issue as soon as possible.

## **2.2 Vocabulary and listening comprehension**

Vocabulary can firstly be defined as knowing the individual meaning of a particular word in a specific context, as expressed by Schmitt, and cited by Feng Teng (2016); in the same context, according to Owens (2015) vocabulary can be defined as all the words of a particular language, group, or field of knowledge.

Likewise, Meara (1996) points out that learners with a larger vocabulary size tend to perform more proficiently in using English than learners with smaller vocabulary sizes. Furthermore, Schmitt and Alqahtani (2015) emphasize that "lexical knowledge is central to communicative competence and to the acquisition of a second language". As a result, Krashen, as cited in



Alqahtani (2015) expresses “When students travel, they don’t carry grammar books, they carry dictionaries”.

Since word recognition is a prerequisite for spoken language comprehension, it may be hypothesized that learners’ knowledge of words will be strongly associated with their listening success. Forthwith, strengthening and amplifying students’ vocabulary makes a dramatic difference in students’ English comprehension and performance.

### **2.2.1 Vocabulary difficulties in listening comprehension**

To have the process of decoding information, which is overly complex, stronger vocabulary competence is needed for listening comprehension. (Mahsa & Hajar, 2020). Besides, Rohmatillah (2014) agrees with this statement by saying that without sufficient vocabulary, people cannot communicate and express their feeling; the more people master vocabulary the more they can speak, write, read, and listen as they want.

It is also proved by Shoebottom (2013) that there is a remarkably close relationship between English word storage and achievement in life. He states that low vocabulary knowledge is a kind of imperfection. Indeed, to what someone is talking about or to perceive what is read, having acceptable word knowledge plays a crucial role. Therefore, it can be determined that vocabulary knowledge plays a key role in learning a language.

Listening and vocabulary are the most fundamental pieces of learning and teaching English. Listening is an inseparable skill of learning a second language without a doubt. Though it is incredibly significant, the problems about listening have always been presented due to the lack of vocabulary. Nevertheless, how easy, or difficult a vocabulary item is, at the time students are listening to it, can depend on several factors (Similarity to L1<sup>5</sup>, similarity to English words already known, and suchlike), but, as a rule of thumb, high-frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learnability”. (Rohmatillah, 2014). Withal, the first steps in successful teaching vocabulary are to identify the difficulties that are faced by the students.

As follows, Rohmatillah (2014) mentions that words that are difficult to pronounce are more difficult to learn and understand than listening to them; as well as words that contain silent letters, which are particularly problematic. Along with the grammar associated with the word,

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<sup>5</sup>L1: Stands for students’ first language.

especially if this differs from that of its L1 equivalent, when two words overlap in meaning, learners are likely to confuse them.

However, the extent to which vocabulary knowledge is developed through listening may also depend on the type of listening activity engaged in and the types of additional support offered. Indeed, the fleeting nature of spoken input means that lexical focus-on-form through input enhancement may be especially important for vocabulary learning through listening, where “focal” attention is typically on broad understanding and only peripheral attention is given to individual linguistic items. Enhancement of spoken input may include among other things the provision of video captions or annotations, or explanations or elaborations of the target items.

### **2.3 Methodological strategies used with 2<sup>nd</sup> graders in Nicaragua**

As claimed by Pedro Mayoral-Valdivia (2016) there are few formal studies (bibliography and scientific articles from indexed and/or arbitrated journals) that fully cover the subject of teaching English to younger children. Despite this fact, in Nicaragua different dynamic strategies and particularly educational games are used in primary schools.

Uniquely, methodological strategies and activities in the classroom differ mostly according to the environment in which students work. If these are active, teachers might play games that involve getting up from their seats or telling stories, in which the previous vocabulary is reviewed. Although, in other cases when students seem tired or energetic, dramatizing and singing usually lift their spirits and encourage them to listen to English songs. In addition, teachers like to use motivational phrases as much as possible so that students feel valued.

Surely, in Nicaraguan institutes, the use of rhymes and songs in teaching English to children and the significant impact of the game on learning presents a good perspective on English culture and can strengthen language acquisition or the development of the four language skills in five- to seven-year-olds (Mayoral-Valdivia, 2016). Though, better chances are in the hands of thousands of teachers to achieve a more erudite Nicaraguan society.

#### **2.3.1 How second-graders learn and interact better in class**

Teaching English for young learners, as it is mentioned by Oleh Fitrawati (2013), should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching.

Young learners' English teachers need to have a sound understanding of how students, especially kids, think and learn since this will serve as the foundation for the implementation of teaching strategies for young learners.

In addition, Fatemeh, Manije, Hossein & Arman (2015) explore incidental vocabulary learning through games in Persian children who were learning English as a foreign language. The results showed significant performance of the intentional group, in terms of understanding the task; so, the authors conclude that the game, as a didactic strategy, promotes meaningful learning in early-age EFL apprentices.

It is vital to make teaching interesting and fun for students. The use of methodological resources, presented by Barnes (2013) is mainly through games, videos, drama, songs, flashcards, photographs, stories, and the mascot of the class. By making it enjoyable, reinforces previous theories which declare that a language is learned when we are sufficiently exposed to it while having a positive attitude to it.

It is worth expanding on how audiovisual content is used in most young students' classrooms almost every day as a teaching strategy. Children love to lay eyes on someone singing and playing as well as they also love joining in. It is a way to relax them when they come in from the playground, to help them learn concepts, or even to quiet them down in the classroom. When the teacher sings and performs in English, it catches their attention (Barnes, 2013) while at the same time, they are learning many inherent aspects of the language.

Likewise, if these strategies are then accompanied by gestures and mimicry, just as cinematographic materials do, like videos or series, it provides a deeper understanding of the topic's meaning. Furthermore, a combination of strategies (visual denotation, sounds, mimics, and animated characters) can be immensely helpful for children to comprehend the content of the subject matter.

## **2.4 Advantages and disadvantages of TV series in the classroom**

Many scholars in "*The effect of watching captioned TV series on speaking accuracy of Iranian advanced EFL learners*" (Tajgozari, 2019), have claimed that films used in English as a Foreign Language classrooms can become an important part of the curriculum. This is because sagas provide exposure to 'real language,' the language used in authentic settings and in the cultural context where that language is spoken. Researchers have also found that

cinematographic contents are able to catch the learners' interest, which can positively affect their motivation to learn.

After conducting lots of studies, Danan (2004) and Tajgozari (2019), provided a list of the advantages and disadvantages of using movies and programs in the classroom. Among the advantages mentioned in their research, improvement in productive listening skills, development of word recognition and vocabulary building, comprehension of details and reducing learners' anxiety can be mentioned as four of the main ones.

In addition, Danan (2004) proved audiovisual media facilitate language learning by helping learners visualize what they hear, especially if the input is slightly beyond their linguistic ability. He also argued that the motivation toward understanding the content of movies and series increases when the captions are available.

Furthermore, as predicted by Danan (2004), film, television, video, and now digitized images usually expose students to larger amounts of authentic oral language input, which overall could improve listening comprehension in face-to-face interaction with native speakers. Indeed, it is also detailed that audiovisual media is closer to real-life because visual clues and context make it possible to “view” the message as much as listen to it.

To analyze actual listening comprehension gains, Danan (2004) cited Baltova's experiment with which he compared the same video-and-sound condition with the sound-only treatment but focusing on a more text-dependent comprehension test. These results pointed out the limitations of video alone and the need to find techniques, such as captioning and subtitling, to improve the pedagogical effectiveness of the medium.

Although lots of researchers found favorable and useful results regarding captioning, both language learners and teachers appeared apprehensive (Tajgozari, 2019). For example, Danan (2004) reported that one of the disadvantages of using captioned TV series was that when students were exposed to captioned movies and programs, they were annoyed. Furthermore, learners perceived captioning to be distracting.

#### **2.4.1 Background of animated film “POCOYO”**

In the universe of animated series, POCOYO stands out for being an educational production focused on preschool audiences. More than a decade after its release, it continues to form and

stimulate the imagination of thousands of small viewers (Cárdenas Ochoa, 2017), an achievement for which POCOYO has received different distinctions, among them the Best Television Series Award at the Animation Festival Annecy (2006) and the BAFTA<sup>6</sup> Award (2006) for the Best Preschool Animation Series.

According to Ochoa (2017), the value of friendship, respect for others, and the power of imagination play an essential part in this Spanish production and are some themes on which David Cantolla, POCOYO's Spanish creator, focuses his attention ever since its release date on September 12<sup>th</sup>, 2005. At the end of each saga chapter, there is a moral, which allows sharing with the infants a series of values that will help them in their social development.

The series tells the story of Pocoyo, a four-year-old boy who is in the process of discovering the world and living endless adventures in the complicity of his inseparable friends Pato, Elly, Sleeping Bird, and his pet Lula (Cárdenas Ochoa, 2017). Moreover, each story is accompanied by the voice of a narrator.

Likewise, the educational set of chapters POCOYO, which has achieved remarkable success in countries such as Japan, the United Kingdom, or Australia, is a 3D animation series produced in Spain, whose animated genre, aimed at preschool audiences, is characterized by its educational and pedagogical purposes (Cárdenas Ochoa, 2017). This cinematographic film stimulates the senses of the little ones where bright colors, music, and movement predominate.

#### **2.4.2 Fair use of “POCOYO” in the classroom**

The use of short episodes from the TV series Pocoyo to obtain information regarding the effectiveness of films in the classroom is transformative. We are using the film, which was originally produced for entertainment purposes, to educate students about vocabulary and improve their listening comprehension in a second language, in this case, English. We, as researchers, are subjecting the use of these episodes to a detailed analysis of effectiveness in a noncommercial educational context.

As expressed by the US Copyright Office Representatives (2021), the fair use of copyrighted work is a legal doctrine that promotes freedom of expression by permitting the unlicensed use

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<sup>6</sup> BAFTA stands for British Academy of Film and Television Arts.

of copyright-protected works in certain circumstances. Section 107 of the Copyright Act 1976 calls for consideration of the four factors in evaluating a question of fair use as follows:

### **Limitations on exclusive rights: Fair use**

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

(1) the purpose and character of the use, including whether such use is commercial or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used concerning the copyrighted work as a whole;  
and

(4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Adding to the facts presented above, access to this media is limited to students enrolled in one class and students have no chance to copy or download the films. Market harm to the copyright owners is not caused, no copyright infringement is intended. All rights are reserved for Zinkia Entertainment, S.A.

### **2.4.3 Using “POCOYO” as a methodological strategy**

As expressed by Moreno Armenteros (2017), watching films as a methodological strategy might be a starting point for the subsequent development of related activities that will allow students to work on the acquisition of values as well as cultural and sociolinguistic elements of society from a multicultural perspective. Indeed, the teaching-learning process through cartoon films is recommended for playgroup students (Mery, Gatot, & Urai, 2014).

After conducting interesting research, Mery, Gatot, & Urai (2014) discovered some data that deals with the effectiveness of using cartoon film POCOYO in teaching vocabulary. From the findings, the cartoon film media had effectively improved the students' vocabulary and it had also indicated that the use of cartoon films can improve the students' ability in mastering vocabulary.

Some aspects that can be enhanced from "*A study on the teaching of vocabulary through cartoon film entitled POCOYO*" (Mery, Gatot, & Urai, 2014) are that students enjoyed learning new vocabulary by watching cartoon film entitled POCOYO; moreover, students had more attention and interest in the teaching-learning process as well as it was highly effective the students' achievements in learning vocabulary.

In detail, the use of the cartoon film entitled POCOYO could stimulate the eagerness of the students in the study. Besides, it got students involved more actively in the teaching-learning process and it enabled to attract the students' motivation (Mery, Gatot, & Urai, 2014). For English teachers, authors recommended applying this strategy as one alternative in teaching English vocabularies especially teaching for young learners.

Additionally, as suggested by Mery, Gatot, & Urai (2014), to motivate students' curiosity, playing and then pausing the cartoon film chapter at the right time, may make students enquired about what might happen next. However, the teacher's abilities and skills in the teaching-learning process is also part of what influences the positive results of the approach.

### **3 Method**

This chapter introduces the methodology, the research design, and the procedures implemented for the selection of the participants. Moreover, this chapter describes the data collection methods applied to explore this scantily researched topic.

#### **3.1 Context and participants**

The present study was based on a qualitative research design to get data through observation guides and focus groups. We chose a qualitative approach because some of the characteristics of qualitative research include taking place in a natural setting, and using multiple methods that are interactive and humanistic. This method allowed us to hastily determine the viability of the usage of TV series episodes to improve students' listening comprehension, as well as to describe their behavior and facts observed in the participants' performance.

##### **3.1.1 Subject Selection**

Participants were chosen by convenience since the selected ten second-grade students, from the English class of the morning shift at Padre Fabretto School, filled in all the requirements needed, such as:

- 1- Previous knowledge of the language: Student's English level should be considered as basic yet with enough prior knowledge.
- 2- Group age: Their ages will go in a range between seven and eight years old, among boys and girls. Implementing the series in older students will not give the same results since it will not be sufficiently interesting for their age.

For this study we chose a non-probability sampling technique in which subjects were chosen based on their availability and the ease for the researcher to study them.

#### **3.2 Instruments**

According to Fernandez and Sampiere (2014) for collecting, analyzing, interpreting the data, each researcher needs to follow five steps proposed: assembling, coding, comparing the data, building interpretations, and reporting the outcomes. To fulfill the goals of this study, two instruments were chosen: an observation guide and focus groups.



### **3.2.1 Observation Guide**

Frechtling (2002) mentions that observations help researchers determine whether the project is being delivered and operated as planned as well as provide information to determine whether the project has been successful. This instrument was applied to observe the practicability of using short episodes from the TV series “POCOYO” as a methodological strategy and it was also guided by the research question (See annex 4).

### **3.2.2 Focus Groups**

Focus groups combine elements of both interviewing and participant observation. At the same time, the hallmark of focus groups is the explicit use of group interaction to generate data and insights that would be unlikely to emerge otherwise. The technique inherently allows observation of group dynamics, discussion, and firsthand insights into the respondents’ behaviors, attitudes, language, among others (Frechtling, 2002). Focus groups were carried out to obtain information on the behavior of students and the English teacher towards the strategy and it took 25 minutes to be conducted (See annexes 5 to 6).

### **3.3 Data analysis**

Data were collected and recorded by using observation guides and focus groups with ten second-graders and their English teacher from the María Auxiliadora – Padre Fabretto School. However, because of the COVID-19 policies taking place in the current educational context, some data from the focus groups had to be collected through online resources.

To further develop this research, two focus groups took place with the teacher and ten second-grade students, in which questions related to this study were presented. These questions were previously made in accordance with the information needed as well as the participants’ ages and comprehension levels.

Prior to its implementation, the material was prepared. A reunion with the English teacher of the center also took place beforehand in order to introduce ourselves and explain the nature of the research, as well as to ask for permission to choose the students who would participate. To know which children were more feasible to answer the survey regarding internet access and time, we also had to talk with the students’ tutor.

The focus group sheet was first explained to the students and later sent to them to answer. We had to develop this instrument this way since students were in online classes at the time of the implementation. We also asked parents to help their children maneuver the resource if they could not. However, there was no issue for the participants to answer, regardless of it being an online resource.

Among the questions chosen as part of the focus groups, it was also detailed to the participants that they could watch a POCOYO episode following the link if they were not used to the TV series. While at the research site, we noticed the classrooms have several resources available. Everything that might be needed for implementing this strategy was already there. Students seemed excited and eager to try it. During the process, we were passive observers.

The data, containing details about the participants, their answers to the questions as well as their reaction and interest in this strategy, was collected with no inconvenience. No teacher nor student had trouble expressing their thoughts, allowing researchers to gather experimental data and analyze the practicability of it. The data obtained was not manipulated in favor and the collection of it was objective.

## **4 Body of the project**

This chapter introduces the main objectives and a concise description of the project. Moreover, this chapter includes a narrative of the procedures developed with the sample students from the research site.

### **4.2 Description of the Project**

The main achievement of this project was to learn more about the possibilities of developing better listening comprehension whilst improving students' lack of vocabulary through watching short episodes from the TV series 'POCOYO'. Moreover, by analyzing a variety of sources, theories and articles, this study also provides the main basis on how the lack of vocabulary relates with a deficient listening comprehension, as well as it benefits teachers by suggesting a much easier quality strategy that enhances learners' listening skills and thus help them assess their accomplishments.

### **4.3 Objectives of the project**

The objectives of this study are to recognize the major difficulties students face in achieving superior listening comprehension as well as to identify how the lack of vocabulary relates with deficient listening comprehension. Likewise, to describe how viable implementing short episodes from TV series is to achieve better listening comprehension in the classroom, embodies the central aim of this project.

The collected data to determine how feasible implementing short TV series episodes showed the necessity to achieve better listening comprehension in the classroom. For instance, according to our findings, among the main difficulties students face to achieve superior listening comprehension, the quality of recorded materials, their length and speed as well as unfamiliar vocabulary can be mentioned.

Moreover, Schmitt and Alqahtani's (2015) theory of how lack of vocabulary relates with deficient listening comprehension was confirmed through the data gathered. Word recognition is indeed a prerequisite for spoken language comprehension. Learners' knowledge of words is strongly associated with their listening success. Forthwith, strengthening and amplifying students' vocabulary makes a dramatic difference in students' English comprehension and performance.

The feasibility of implementing short TV series episodes to achieve better listening comprehension in the classroom was also confirmed. Audiovisual media facilitates language learning by helping learners visualize what they hear, especially if the input is slightly beyond their linguistic ability. Film, television, video, and digitized images accurately expose students to larger amounts of authentic oral language input, which overall could improve listening comprehension in face-to-face interaction with native speakers. This theory is also supported by Danan (2004) and the results obtained in the observation guide and focus groups.

Results also revealed that students showed prominent interest in watching TV series episodes in the classroom, and it was also described that watching videos motivates them to perform better in English class. Without doubt, the research site has a noteworthy variety of resources, which is perfectly suitable for implementing the strategy. Moreover, it was visible that the teacher was highly attracted and willing to use this strategy to review vocabulary in class.

#### **4.4 Implementation Procedures**

As expressed by Dianne Dukette and David Cornish (2009), attention spans in small children, in other words, the timeframe for which a person can be fully focused on a given task; may start from 3 to 5 minutes increasing as we age, to adults being around 20 minutes. However, according to Wesson (2011), between ages 6 and 8, the maximum time for focused attention during instructional time can stretch to 15 minutes when children are engaged in a single learning task.

This is an important fact to keep in mind since teaching children requires highly skilled and dedicated teaching and it should be properly handled if it is to be successful. Regardless, in either case watching one “POCOYO” episode in the classroom is not limited by this human feature because these TV series episodes do not last longer than seven minutes each, having 4 seasons of 52 chapters.

As well, we suggest watching TV series POCOYO at least twice a month in the classroom and choosing the episode that matches the best with the class’ topics from the website <https://youtube.com/c/pocoyoenglish.com>. This is a free educational channel created by Zinkia Entertainment, S.A., company which holds all distribution rights of the series.

Moreover, the suggested activities, which were described having episode 1: “Umbrella” from the series and the second-grade topic “The weather” as a guide, show how better listening comprehension while improving students’ lack of vocabulary through watching TV series POCOYO can be achieved. (See Lesson Plan in Annex 1)

These easy yet dynamic activities can be performed in one class session (45 minutes) or can be complemented by other activities to improve other English skills (See templates in annexes 2 to 4). Even so, we encourage teachers not to feel limited to perform just the ones presented here, instead teachers are invited to use their imagination to come up with a variety of activities that help them assess their students’ achievements better if necessary.

**Vocabulary chain:** It consists of one student whispering a phrase or a word into the ear of the player next to them, who will then have to whisper it to the next player and so on. By the time the original word has been whispered to everyone, the last player in line has to select the best picture that describes the word they heard.

It really helps to break up the monotony of drilling, especially because in Episode 1 from the series, vocabulary related to the weather such as “rainy”, “sunny”, “windy” are heard. By telling kids to listen carefully to what their classmates have to say and let them associate the word they heard with a specific word or circumstance, listening comprehension and vocabulary association are tested. This activity can be formative graded. As expressed, the vocabulary with which students will be playing has to be related to the class topic as well as to the series content.

**Listen and circle the correct answer:** With this activity, students are given a worksheet with cartoon images from the episode presented that day. They are asked to listen to the teacher say a specific vocabulary word and then choose the word they heard from their list. This word is the one that represents the image better. This activity helps students acquire and use accurately grade-appropriate and domain-specific words and phrases while also demonstrating independence in gathering vocabulary knowledge. Both, the vocabulary and illustrations with which students will be working have to be related to the class topic as well as to the series content. This activity can be formative or summative graded.

**Match the Picture:** Students are given a worksheet with few illustrations from the episode presented that day. The teacher then dictates the captions for each picture and students have to write it down. Students see the images and associate the words they are producing with the

concepts or objects they are studying. Again, the vocabulary and pictures with which students will be working have to be related to the class topic as well as to the series content. This activity can also be formative or summative graded.

## 5 Conclusions

Results revealed that students presented a prominent interest in watching TV series episodes in the classroom, and it was also revealed that watching videos motivates them to perform better in English class. Noticeably, the research site has a noteworthy variety of resources, which is perfectly suitable for implementing the strategy, as well. Moreover, it was visible that the teacher was highly attracted and willing to use this strategy to review vocabulary in class.

Our results also showed second-grade students have a medium level of listening comprehension. By using the appropriate vocabulary words according to their English level, students are able to understand the activities that are orally oriented in the class. Additionally, students understand children's songs and can relate their vocabulary to the class's topics if such vocabulary relates with their proficiency level.

The evidence also exhibited that, even though audio-visual media is currently being used in the classrooms as a warm-up or vocabulary reinforcement activity, this kind of strategy is not oriented by the National Curriculum of Education of Nicaragua to improve students' listening comprehension, which may cause teachers to choose other listening comprehension strategies instead of the one presented herein.

Equally, we noticed children would focus more on the drawings than on the series' content if the subsequent listening comprehension activities were not successfully guided by the teacher for a better understanding. As part of the outcomes, the class time and the teacher's acquaintance with the use of audiovisual media and resources, should also be considered if it is to be developed. Likely, the presented strategy was also described as helpful, attention-catching, and believed to be easily understood by the second graders.

Likewise, this study confirmed that there are only a few studies which detail the development students have in their vocabulary acquisition and their listening comprehension while using episodes from TV series. This is a key factor to consider since it can be concluded that our research has opened a path for future researchers to fill in the lack of information about this topic within our socio-cultural context.

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## Annexes

### 1. Lesson Plan (Template)

#### Lesson plan

##### I- General Information

**School:** María Auxiliadora – Padre Fabretto

**Date:** March 14th, 2022

**Grade:** 2<sup>nd</sup> Grade

**Subject:** English

**Time:** 45 minutes

**Unit II:** The weather      **Topic:** How is the weather today? Today it's rainy.

**Performance Indicator:** The student identifies weather vocabulary in their surroundings through visual aids and audios.

##### II- Opening Activities (5 minutes)

- a. Welcome
- b. Check attendance
- c. Check environment
- d. Warm up activity

##### III- Middle Activities:

- ✓ **Introducing weather vocabulary (Flashcards – 5 min.):** Using the flashcards, the teacher will express and detail the meaning of the vocabulary words: windy, rainy, sunny, umbrella, cloudy.
- ✓ **Watching POCOYO episode 1: Umbrella (10 minutes):** Afterwards, the teacher will play the **7-minute** episode related to the class topic. In this case, “The weather” and ep. 1 “Umbrella” detail the same weather vocabulary.

- ✓ **Practicing vocabulary - Vocabulary chain (5 minutes):** It consists of one student whispering a phrase or a word into the ear of the player next to them, who will then have to whisper it to the next player and so on. By the time the original word has been whispered to everyone, the last player in line has to select the best picture that describes the word they heard.
  
- ✓ **Listen and circle the correct answer (5 minutes):** Students are given a worksheet with cartoon images from the episode presented that day. They are asked to listen to the teacher say a specific vocabulary word and then choose the word they heard from their list. This word is the one that represents the image better.
  
- ✓ **Match the Picture (10 minutes):** Students are given a worksheet with few illustrations from the episode presented that day. The teacher then dictates the captions for each picture and students have to write it down. Students see the images and associate the words they are producing with the concepts or objects they are studying.

#### **IV- Closing activities (5 min.):**

- **Evaluation:** Students identify weather vocabulary in their surroundings through visual aids and oral indications.
- **Type of evaluation:** Qualitative.
- **Feedback:** Depending on their performance in class, the teacher will give feedback. The teacher clears up doubts about the worksheet activities.
- **Homework**

## 2. Vocabulary chain (Flashcard Template)



### 3. Listen and circle the correct answer (Template)

#### Worksheet: Listen and Circle

UMBRELLA / POCOYO



RAINY / SUNNY



POCOYO / LOULA



WINDY / PATO



SUNNY / RAINY



#### 4. Match the Picture (Template):

<b>Vocabulary</b>		
Umbrella	Windy day	Rainy day
Sunny day		Pocoyo



## 5. Observation Guide

### General Data

**Name of the School:** María Auxiliadora – Padre Fabretto

**Department:** Estelí      **Municipality:** Estelí      **Shift:** Morning

**Grade:** 2<sup>nd</sup>      **Subject:** English

**Objective:** To check if the methodology used is viable in student learning.

Variables to observe	Observation	
1- Students are participative.	Yes. Students pay attention in class and like to participate.	
2- Students are active.	Yes. Students like taking part in the class activities.	
3- Students are interested in the content of the series.	Yes. Students are motivated and excited to watch POCOYO in the classroom. Most of them are not familiar with the series.	
4- Students have opportunities to practice the vocabulary learned in class.	Yes. The teacher prioritizes the production of the language in the classroom.	
5- Students are able to recognize new vocabulary.	Yes. Students have good vocabulary acquisition skills.	
6- Students have the ability to solve specific listening exercises.	Yes.	By using the appropriate vocabulary words according to their English level, students are able to understand the activities that are orally oriented in the class.
7- Students are able to accurately listen to speakers.	Most of the time.	
8- Students have the ability to comprehend oral indications.	Most of the time.	



## 6. Focus groups #1

### Querido estudiante:

Buen día. Somos estudiantes de la carrera de inglés y estamos en nuestro trabajo final de investigación, sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. Si padres y madres de familia pudieran estar presentes al momento de los niños responder la encuesta, lo agradeceríamos. Ésto para ayudarles a los menores si éstos tuvieran dificultades al momento de responder. De antemano, muchas gracias.

([https://docs.google.com/forms/d/e/1FAIpQLSfLuVMfrDD2q8mnYXIFrA5Iy-GnX7\\_7Mo8TEKhsKpaL8PWWw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfLuVMfrDD2q8mnYXIFrA5Iy-GnX7_7Mo8TEKhsKpaL8PWWw/viewform?usp=sf_link))



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MANAGUA  
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**Topic:** Using TV series to improve second-graders' listening comprehension.

**Objective of the interview:** To check if the methodology suggested is viable in student learning.

**School:** María Auxiliadora – Padre Fabretto

**Grade:** 2nd

### I. Por favor, dé respuestas a las siguientes preguntas:

- 1- ¿Tiene acceso a internet (WIFI)?
- 2- ¿Le gusta ver videos en la clase de inglés?
- 3- ¿Han visto alguna vez la serie “POCOYO”?
- 4- ¿Les gustaría ver la serie “POCOYO” en la clase de inglés?
- 5- ¿Les gustaría más la clase de inglés si vemos “POCOYO”?

## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

María

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro: .....

¿Le gusta ver videos en la clase de inglés? \*

Si

No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

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Primer nombre \*

Alisson

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

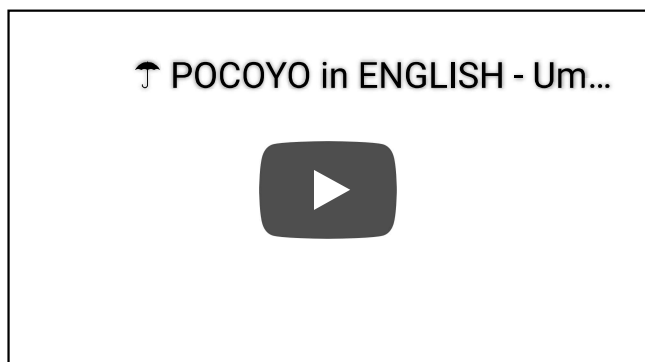
No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

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Primer nombre \*

Evolet

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*



Si



No



Otro:

¿Le gusta ver videos en la clase de inglés? \*



Si



No

¿Ha visto alguna vez la serie "POCOYO"? \*

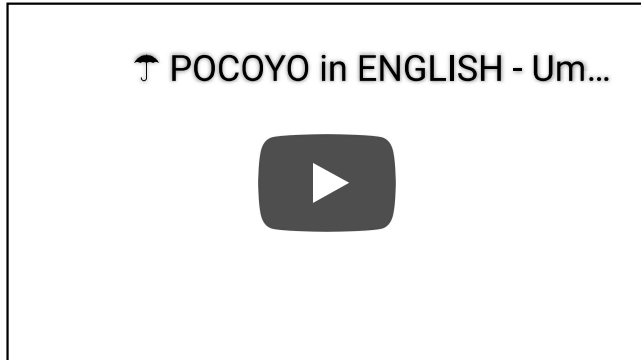


Si



No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

Alisson

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

No

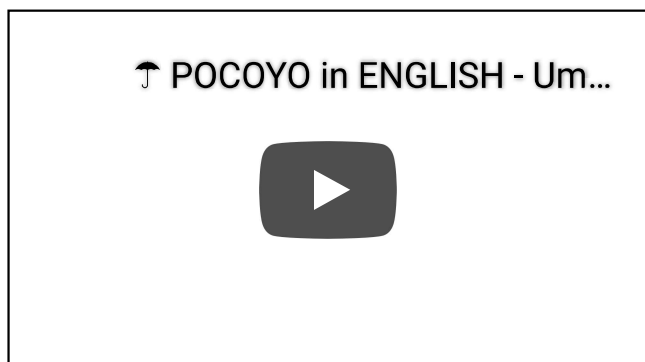
¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No



Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

yelki

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

- Si
- No
- Otro: no siempre por la situación económica

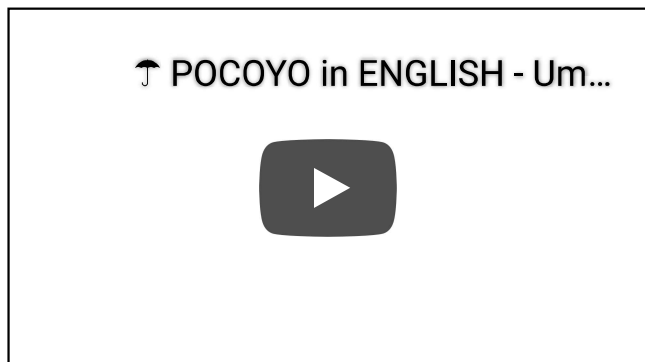
¿Le gusta ver videos en la clase de inglés? \*

- Si
- No

¿Ha visto alguna vez la serie "POCOYO"? \*

- Si
- No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

Alexa

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

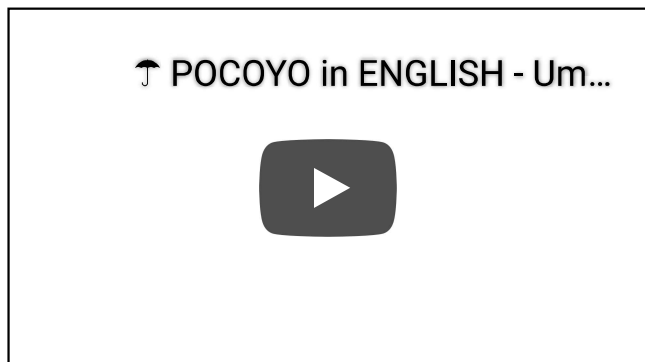
No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

Génesis

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*



Si



No



Otro:

¿Le gusta ver videos en la clase de inglés? \*



Si



No

¿Ha visto alguna vez la serie "POCOYO"? \*

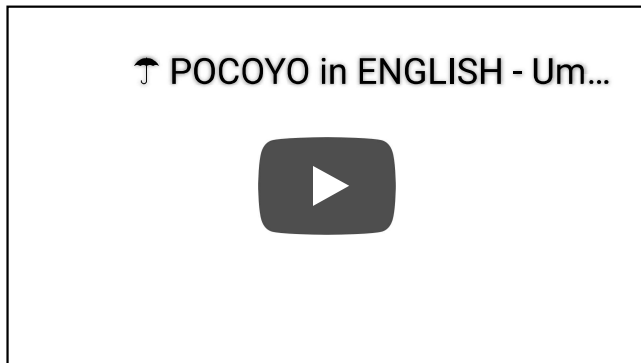


Si



No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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Primer nombre \*

Yeleini Ortiz Rivera

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

No

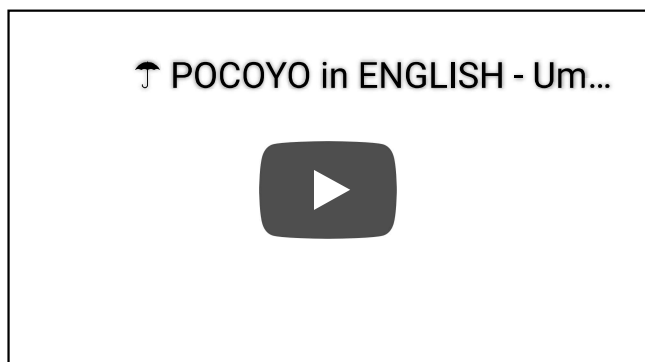
¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No



Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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Primer nombre \*

Yeleini

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

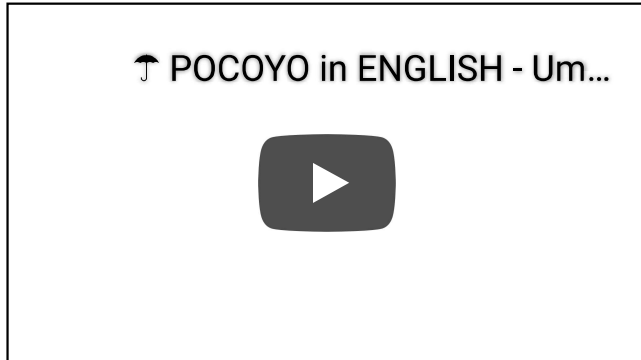
No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

Buen día madres y padres de familia y estudiantes de 2do grado. Somos estudiantes de la carrera de inglés y sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. De antemano, muchas gracias.

Primer nombre \*

Angel

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

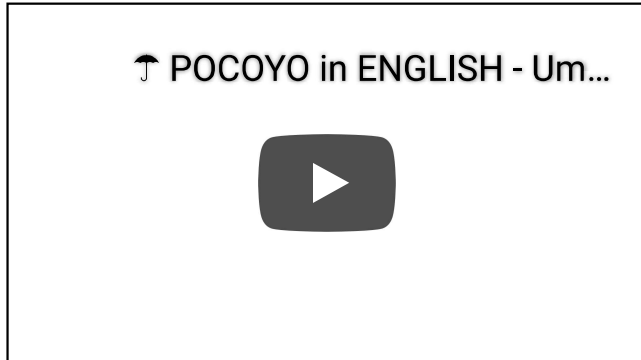
No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

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Primer nombre \*

Angel

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

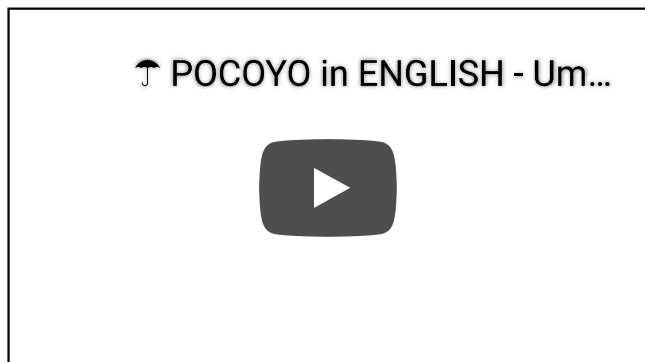
No

¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No

Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## Using TV series to improve second-graders' listening comprehension

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Primer nombre \*

Alexa castellon

¿Siempre tiene acceso a internet (Wifi - Internet fijo)? \*

Si

No

Otro:

¿Le gusta ver videos en la clase de inglés? \*

Si

No

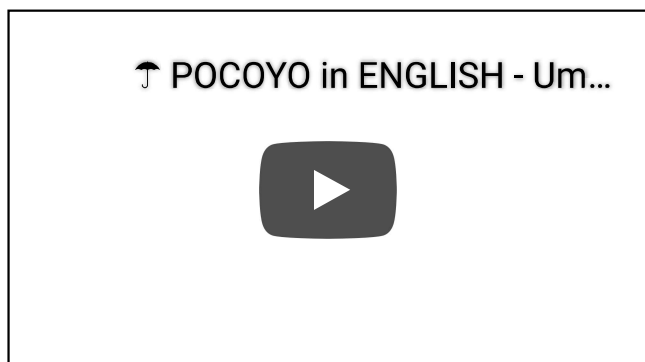
¿Ha visto alguna vez la serie "POCOYO"? \*

Si

No



Si no ha visto "POCOYO", aquí está un capítulo de esta serie. Le agradeceríamos si lo viera antes de contestar las siguientes preguntas.



¿Le gustaría ver la serie "POCOYO" en la clase de inglés? \*

Si

No

Otro: .....

¿Le gustaría más la clase de inglés si vemos "POCOYO"? \*

Si

No

Otro: .....

Muchas gracias por su honestidad y su tiempo.

Objetivo de la encuesta: Verificar si la metodología sugerida es viable para el desarrollo y mejora de las habilidades auditivas de los estudiantes.

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## 7. Focus groups #2

### Dear Teacher:

We are English Major students who are researching the viability of implementing TV series in the classroom. It would be of significant help to us if you responded to these questions. Thank you.



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MANAGUA  
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([https://docs.google.com/forms/d/e/1FAIpQLSfHssdurNR3VjPpJ1sAYyAWkSHmW812KPJQBMgQE9ZZvGaE1Q/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfHssdurNR3VjPpJ1sAYyAWkSHmW812KPJQBMgQE9ZZvGaE1Q/viewform?usp=sf_link))

**Topic:** Using TV series to improve second-graders' listening comprehension.

**Objective of the interview:** To check if the methodology suggested is viable in student learning.

**School:** María Auxiliadora – Padre Fabretto

**Grade:** 2nd

### I. Please answer the following questions:

1. What is the listening comprehension proficiency level of the second-grade students?
2. How often do you use audiovisual media as a didactic strategy to improve the students' listening comprehension?
3. Do you think students would learn many more English words by watching TV series?
4. Do you believe students would improve their listening comprehension by understanding more vocabulary?
5. Would you be willing to present the TV series "POCOYO" in English class as a didactic strategy? Why?
6. In your opinion, if students watch this series in English for the first time, will it be difficult for them to understand what is being spoken in it? Why?
7. What do you think about this strategy? Do you conceive it to be viable?
8. After watching "POCOYO" for two months, do you think students will better understand what is being said in it?

## Using TV series to improve second-graders' listening comprehension

Dear Teacher,

We are English Major students who are researching the viability of implementing TV series in the classroom. It would be of significant help to us if you responded to these questions. Thank you.

Full name \*

Mariela Gutiérrez Montalvan

What is the listening comprehension proficiency level of the second-grade students? \*

Second grade students have a medium level of listening comprehension, that is, 50% understand children's songs and can relate it to the vocabulary to be learned.

How often do you use audiovisual media as a didactic strategy to improve the students' listening comprehension? \*

I always use videos to introduce and reinforce vocabulary.

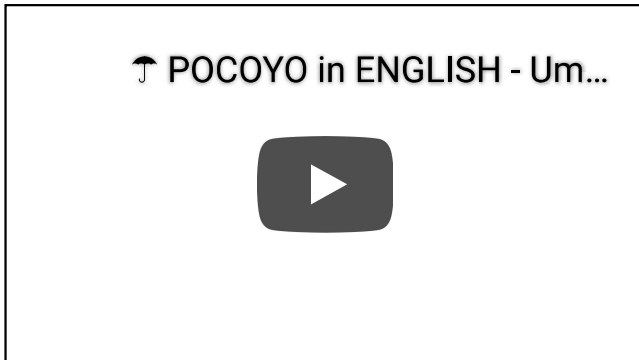
Do you consider students would learn many more English words by watching TV series? \*

I don't know if watching series but I'm sure that with videos they learn well.

Do you believe students would improve their listening comprehension by understanding more vocabulary? \*

if students know enough vocabulary, they will be able to understand better.

If you are not familiar with "POCOYO", here is an episode of this TV series. We would really appreciate it if you could see it before answering the following questions.



Would you be willing to present the TV series "POCOYO" in the English class as a didactic strategy? Why? \*

I could present some chapters related to the vocabulary to study although not all the time, as I must be guided by the curriculum.

In your opinion, if students watch this series in English for the first time, will it be difficult for them to understand what is being spoken in it? Why? \*

I don't think it will be difficult for them, I think the objective of the series is to teach vocabulary, however, I think that the children will focus more on the drawings than on what they are saying in English.

What do you think about this strategy? Do you conceive it to be viable? Why? \*

the series can be viable if children watch it from first grade and continue to watch it in second grade, this will help them to have a wide vocabulary and above all to understand what they hear

After watching "POCOYO" for two months, do you think students will better understand what is being said in it? \*

I don't think it's possible, I think it's a very short class time.

**Thank you so much for your time.**

Objective of the interview: To check if the methodology suggested is viable in student learning.

Este contenido no ha sido creado ni aprobado por Google.

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## Using TV series to improve second-graders' listening comprehension

Dear Teacher,

We are English Major students who are researching the viability of implementing TV series in the classroom. It would be of significant help to us if you responded to these questions. Thank you.

Full name \*

Yenci Rivera

What is the listening comprehension proficiency level of the second-grade students? \*

At an appropriate level, students understand what is oriented in the activities.

How often do you use audiovisual media as a didactic strategy to improve the students' listening comprehension? \*

The audiovisual means are always used for the introduction of the class or to review a previous topic.

Do you consider students would learn many more English words by watching TV series? \*

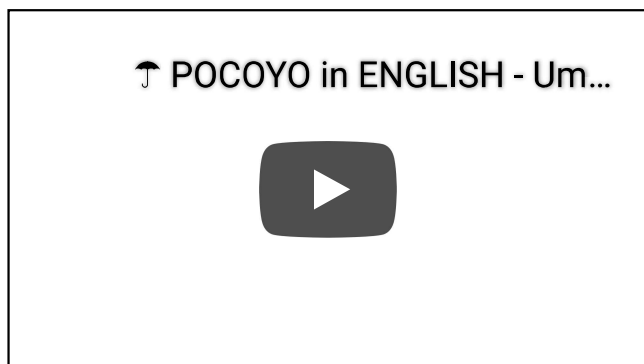
Yes, students will be able to learn new words with this strategy because it is something very interesting for students.

Do you believe students would improve their listening comprehension by understanding more vocabulary? \*

Yes, because it is something very interesting for them and also today technology is always in use, and cartoons are very interesting for students.

---

If you are not familiar with "POCOYO", here is an episode of this TV series. We would really appreciate it if you could see it before answering the following questions.



Would you be willing to present the TV series "POCOYO" in the English class as a didactic strategy? Why? \*

As a primary school teacher I think so, because it is a very interesting strategy and something new for the students and they love new things.

In your opinion, if students watch this series in English for the first time, will it be difficult for them to understand what is being spoken in it? Why? \*

in my opinion I think not, but that depends on the way the activity is developed and yet the teacher should guide them for a better understanding. Furthermore, although the character does not speak, he is very expressive and the students will be able to understand.

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What do you think about this strategy? Do you conceive it to be viable? Why? \*

Yes, because in my opinion as an English teacher I think that this type of strategy is very helpful and the classes will not be boring for the students, and the cartoons are very interesting for them and all their attention will be focused on the activities

After watching "POCOYO" for two months, do you think students will better understand what is being said in it? \*

Definitely because they are small children and if it is something constant that the students will learn, the students will be able to understand.

**Thank you so much for your time.**

Objective of the interview: To check if the methodology suggested is viable in student learning.

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