Animated Films as Authentic Input to Enhance Listening Comprehension in EFL Learners

Películas animadas como insumo auténtico para mejorar la comprensión auditiva en estudiantes de inglés como lengua extranjera

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ABSTRACT

This descriptive study explored the perceptions of A2-level learners of English as a Foreign Language (EFL) from the Language Center at the Technical University of Ambato regarding the use of animated films as a resource to improve listening comprehension. Sixty-eight students participated in the study, which employed a mixed-methods approach using a 21-item Likert-scale questionnaire. The instrument was validated through expert judgment and statistical reliability indicators (Cronbach's $\alpha = 0.941$ and Aiken's V = 1.0). The results showed a preference for 3D animated films in genres such as comedy, action, and family-oriented films, which enhanced attention, increased motivation, and reduced anxiety during learning. Additionally, students frequently used cognitive and affective strategies, complemented by metacognitive and social strategies. Overall, the findings indicate that animated films constitute authentic materials useful for strengthening listening comprehension and fostering learner autonomy in EFL contexts.

Keywords: animated films, listening comprehension, listening strategies, English as a Foreign Language, student motivation

RESUMEN

Este estudio descriptivo exploró las percepciones de estudiantes de inglés como lengua extranjera de nivel A2 del Centro de Idiomas de la Universidad Técnica de Ambato sobre el uso de películas animadas como recurso para mejorar la comprensión auditiva. Sesenta y ocho estudiantes participaron en el estudio, que empleó un enfoque de métodos mixtos mediante un cuestionario

con escala Likert de 21 ítems. El instrumento fue validado mediante juicio de expertos e indicadores de confiabilidad estadística (α de Cronbach = 0.941; V de Aiken = 1.0). Los resultados mostraron una preferencia por películas animadas en 3D de géneros como comedia, acción y familiar, que favorecieron la atención, aumentaron la motivación y redujeron la ansiedad durante el aprendizaje. Asimismo, se observó el uso frecuente de estrategias cognitivas y afectivas, complementadas con estrategias metacognitivas y sociales. En conjunto, los hallazgos indican que las películas animadas constituyen materiales auténticos útiles para fortalecer la comprensión auditiva y promover la autonomía del aprendizaje en contextos de inglés como lengua extranjera.

Palabras clave: películas de animación, comprensión auditiva, estrategias de escucha, inglés como lengua extranjera, motivación estudiantil

INTRODUCTION

Listening comprehension remains a persistent challenge for EFL learners, regardless of context or delivery mode. Al-Harbi and Mirza (2024) found that university students in online courses identified limited authentic exposure, fast speech, accent variability, and lack of pedagogical scaffolding as key barriers. Their study showed that these difficulties were not only linguistic but also contextual, as many learners struggled with unstable online environments, unfamiliar pronunciation patterns, and tasks that offered little support for processing meaning. The authors emphasized that students often felt overwhelmed by the pace and naturalness of real English speech, which revealed a gap between classroom input and authentic communication. Similarly, Saputri et al. (2025) reported that even teacher-education students struggled with perception, segmentation, and constructing meaning from oral input, underscoring the universality of listening difficulties. Their study revealed that these challenges appeared even among advanced learners, who often failed to recognize connected speech and adapt to different accents or fast delivery. The authors concluded that such persistent problems indicate a lack of authentic listening practice in many programs, reinforcing the need for pedagogical strategies that expose students to more natural and varied input. These findings confirm that listening is not only an underdeveloped skill in many curricula but also one that requires targeted pedagogical innovation.

Theoretical perspectives on multimedia learning highlight why animated materials may be effective for tackling these difficulties. Mayer (2021) argues that presenting information through coordinated auditory and visual channels fosters deeper processing and reduces cognitive overload. According to his cognitive theory of multimedia learning, meaningful understanding occurs when learners actively select relevant information, organize it coherently, and integrate verbal and visual representations. This principle is particularly relevant for listening pedagogy, as learners frequently face rapid delivery, accent variability, and dense input that strain the auditory channel. Visual elements in animation can therefore provide parallel cues, such as gestures, context, and imagery, that help segment continuous speech and support comprehension. Alamri (2025) extends this argument in the EFL context, noting that authentic multimedia resources enhance listening comprehension and learner motivation when they are appropriately chosen and aligned with students' proficiency levels. The author emphasizes that multimedia materials create more engaging learning experiences by mirroring real communicative situations, provided that teachers offer suitable scaffolding to guide attention and manage cognitive load. Together, these perspectives suggest that animated materials can function as effective pedagogical tools that integrate authenticity, motivation, and dual-channel processing to improve listening comprehension in EFL learners.

Empirical evidence supports these theoretical claims. In Pakistan, Younas and Dong (2024) demonstrated that animated films significantly enhanced learners' vocabulary acquisition, as the combination of visual context and meaningful narratives made new lexical items more comprehensible and memorable. The authors argued that the animated format facilitated implicit learning through storylines that linked words to actions and emotions, thereby increasing retention and engagement. At the school level, Simatupang et al. (2024) found that students exposed to animated movies achieved higher post-test scores in listening comprehension compared to those taught through traditional methods. The researchers attributed this improvement to the presence of visual cues and contextual information that supported the decoding of spoken input and eased cognitive load during listening. Similarly, Ratu et al. (2024) observed that the use of animation videos in classroom practice led to noticeable gains in students' ability to identify key information and interpret meaning from auditory input, especially when visuals were aligned with spoken discourse. Consistent results were reported by Liya et al. (2024), who found that short animated movies promoted vocabulary learning through the same cross-modal mechanisms, suggesting interconnected benefits for receptive skills such as listening comprehension. Collectively, these studies confirm that animated materials function as effective authentic input that fosters comprehension, attention, and motivation among EFL learners.

Additional studies corroborate these outcomes across diverse age groups. Yamin et al. (2023) demonstrated that young learners improved their listening comprehension when exposed to animated short films specifically designed for classroom integration. Their study highlighted that animation captured learners' attention, simplified message interpretation, and supported meaning-making through synchronized visuals and narration. The researchers emphasized that animated films promoted both comprehension and motivation, as students were more willing to participate and maintain focus throughout listening activities. Similarly, Khumairah et al. (2023) conducted a quasi-experimental study that confirmed significant gains in students' listening scores after systematic exposure to animated videos, with results showing statistical significance ($p = .006$). The authors noted that animation provided context and visual reinforcement that helped learners identify key information, predict meaning, and retain auditory input more effectively than those taught through conventional techniques. Together, these converging findings suggest that animation functions as a robust pedagogical medium that supports comprehension, attention, and memory processes across both primary and secondary educational contexts, reinforcing its value for developing listening skills in EFL learners.

Beyond comprehension scores, the affective dimension of animated materials deserves emphasis. Research has consistently shown that films lower anxiety and foster positive attitudes toward language learning. Safira (2025) reported that learners engaged more actively and attentively when movies were integrated into listening instruction, noting that visual storytelling captured students' interest and reduced their resistance to listening tasks. The study concluded

that films promoted higher levels of concentration and motivation by creating a relaxed, enjoyable atmosphere that encouraged participation. Similarly, Murshidi (2020) found that using films in UAE university classrooms increased students' motivation and confidence in using English, while simultaneously reducing language learning anxiety. The results indicated that exposure to authentic audiovisual materials helped learners feel less intimidated by native speech and more comfortable interacting with real-life language. Hamalosmanoglu et al. (2020) further demonstrated that animated films can influence students beyond linguistic outcomes, shaping positive attitudes and values that connect language learning with social awareness. Their findings highlighted that animation engages both cognitive and emotional domains, allowing learners to relate language content to personal and moral development. Collectively, these studies suggest that animated and film-based materials foster an affective climate conducive to learning by enhancing engagement, reducing anxiety, and promoting motivation—key factors that sustain long-term progress in listening comprehension.

Effective listening pedagogy, however, requires more than motivational resources; it also depends on strategy instruction and diagnostic support. Robillos (2022) demonstrated that a teaching cycle incorporating planning, monitoring, and evaluating listening tasks not only increased learners' metacognitive awareness but also produced measurable improvements in comprehension, as participants reported greater confidence and ability to manage their listening processes. Similarly, Meng et al. (2023) used a cognitive diagnostic assessment (CDA) approach to analyze incorrect responses in listening tests and found that the most prevalent barriers for EFL learners were semantic understanding and vocabulary recognition, thus showing that CDA can pinpoint specific listening difficulties such as segmentation, inference or lexical access. These findings underscore that listening instruction is most effective when materials like animated films are paired with diagnostic feedback and strategy-based pedagogy that addresses learners' actual needs, rather than relying solely on engaging input.

Despite the growing body of evidence from Asia and the Middle East demonstrating the effectiveness of animated materials for developing listening comprehension, empirical research in Latin America remains scarce, and studies focused specifically on animated films are even more limited. In Ecuador, no previous research has systematically examined their pedagogical potential within higher education, where listening comprehension continues to be a persistent challenge for EFL learners. While some local studies have explored digital tools or audiovisual aids in language instruction, few have analyzed the specific affordances of animation as an authentic, multimodal resource. This scarcity of evidence highlights the need to contextualize findings from other regions and examine whether similar benefits, such as improved comprehension, increased motivation, and reduced anxiety, emerge within Ecuadorian classrooms. Addressing this gap, the present research analyzes the perceptions of A2-level students from the Language Center at the Technical University of Ambato regarding the use of

animated films as a pedagogical resource to enhance listening comprehension in English. By exploring both the motivational and linguistic dimensions of this resource, the study seeks to provide empirical insights that inform curriculum design and promote the integration of authentic, multimodal materials in EFL instruction. Furthermore, it aims to contribute to the limited Latin American literature on audiovisual language pedagogy by illustrating how culturally adaptable animated content can foster meaningful engagement and support the development of receptive skills in higher education contexts.

METHODOLOGY

This study employed a mixed-methods descriptive design to examine the perceptions of A2-level EFL students regarding the use of animated films as a pedagogical resource to enhance listening comprehension. The quantitative phase involved a Likert-scale questionnaire that identified predominant patterns in students' preferences and strategies. The qualitative phase consisted of a descriptive interpretation of these results to explain the observed tendencies in light of learners' motivational and linguistic experiences. This methodological combination was considered appropriate to obtain both measurable data and contextual understanding of how animated films contribute to listening development in EFL contexts.

Context and Participante

The study was conducted at the Language Center of the Technical University of Ambato, located in Ambato, Ecuador. Participants were sixty-eight students enrolled in A2-level English courses according to the Common European Framework of Reference for Languages (CEFR). They represented diverse academic programs and ranged in age from nineteen to twenty-two. Their regular exposure to audiovisual materials in both classroom and everyday contexts made them suitable for investigating the pedagogical potential of animated films in developing listening comprehension. Inclusion criteria comprised official enrollment in A2-level courses, regular attendance, and voluntary participation. Exclusion criteria involved students from other proficiency levels or those unable to attend data-collection sessions, while elimination criteria applied to incomplete or invalid responses.

Data Collection Instrument

The data collection technique employed was a survey, and the corresponding instrument was a questionnaire designed to address the main objective of the research. The questionnaire consisted of twenty-one close-ended items organized into three dimensions: (a) students' perceptions of animated films in relation to listening comprehension, (b) preferences for animation types and genres, and (c) listening strategies used while engaging with such materials. All items used a five-point Likert scale ranging from *Never* to *Always* to indicate frequency. The instrument was validated by three language-teaching specialists whose feedback led to minor

revisions to enhance clarity and coherence. Reliability was confirmed through Cronbach's alpha ($\alpha = 0.941$; Aiken's V = 1.0), indicating high internal consistency.

Data Analysis

Quantitative data from the Likert-scale items were analyzed using SPSS (version 25) through descriptive statistics, including frequency distributions and percentages, to identify prevalent trends and patterns in students' responses. Qualitative data from the open-ended comments were examined through content analysis, categorizing responses into recurring themes such as enjoyment, motivation, emotional engagement with characters, and perceived learning benefits. This integration of numerical and qualitative evidence offered a more holistic view of how animated films support students' engagement and listening comprehension in EFL contexts.

Ethical Considerations

The study was conducted with institutional authorization and under the supervision of university authorities. All participants provided informed consent after being fully briefed on the nature and purpose of the research. The ethical principles of transparency, confidentiality, anonymity, and voluntary participation were strictly observed throughout the entire process to protect participants' rights and ensure the integrity of the study.

RESULTS

The following section presents the main findings of the study, organized into three categories: types of animated films, genres of animated films, and listening comprehension strategies. The quantitative results are summarized in Tables 1–3, which highlight the most relevant patterns and tendencies reported by participants. Each category captures a different dimension of how animated materials contribute to listening development among A2-level EFL learners at the Technical University of Ambato. The first part examines students' preferences for particular animation formats, such as 2D, 3D, or stop-motion, and how visual realism influences comprehension and engagement. The second part explores the genres most appreciated by learners, especially those that combine humor, action, and family-friendly content, which appear to foster motivation and attention during listening practice. Finally, the third part focuses on the listening strategies most frequently employed by students, emphasizing their use of cognitive, affective, and metacognitive processes to interpret meaning and maintain focus. Together, these results provide a comprehensive picture of how animated films operate not only as sources of linguistic input but also as multimodal tools that sustain motivation, enhance understanding, and encourage strategic listening behavior in EFL contexts.

Table 1

Types of Animated Films

Item	Mean
1. In my English lessons, I practice listening with handmade animated classics. For instance, Snow White and the Seven Dwarfs or Spirited Away. [Traditional Animation]	2,69
2. While studying English, I usually watch anime films full of bright colors and artistic details, such as Dragon Ball Z or One Piece. [2D Animation]	2,57
3. I enjoy watching animated films that include advanced visual effects to improve my listening, like Toy Story or The Grinch. [3D Animation]	3,75
4. During class, we use stop-motion movies with slow movement. For example, Coraline or Corpse Bride. [Stop-Motion Animation]	2,51
5. My teacher shows animated films with lifelike movements, such as A Christmas Carol or Avatar. [Motion Capture Animation]	2,81

Table 1 shows that the highest preference was given to 3D animated films such as *Toy Story* and *The Grinch*, which obtained the strongest mean score among all formats. This trend indicates that students are drawn to productions that combine realistic movement, vibrant color, and high-quality sound, all of which help sustain attention during listening activities. The predominance of 3D animation may also be related to its greater availability on popular streaming platforms and in classroom materials, making it the most familiar and accessible format for learners. The integration of visual and auditory cues in 3D animation supports comprehension by providing context that reinforces spoken language and allows learners to infer meaning from gestures, expressions, and actions.

By contrast, 2D animation (*Dragon Ball Z*, *One Piece*) and stop-motion productions (*Coraline*, *Corpse Bride*) were the least favored by students, as reflected in their lower mean scores. These formats, while artistically valued, tend to rely on stylized visuals and rapid dialogue that may challenge less experienced listeners. Traditional animation (*Snow White and the Seven Dwarfs*, *Spirited Away*) and motion-capture films (*A Christmas Carol*, *Avatar*) received moderate evaluations, suggesting that students still appreciate them but perceive them as less effective for language learning than 3D animation. Overall, these findings highlight how technological sophistication and visual realism can enhance learners' engagement and facilitate understanding, reinforcing the role of modern animated films as authentic, multimodal resources for developing listening comprehension in EFL contexts.

Table 2

Genres of Animated Films

Item	Mean
6. I enjoy watching movies that portray epic adventures and challenges. For instance, How to Train Your Dragon. [Adventure Films]	3,21
7. I prefer films that include humorous situations. For example, Shrek. [Comedies]	4,1
8. I like movies that depict magical settings and supernatural beings. For instance, Spirited Away. [Fantasy Films]	3,75
9. I am interested in films that highlight futuristic technology. For example, Wall-E. [Science Fiction Films]	3,82
10. I appreciate films that address themes like loss or personal growth. For instance, Up. [Dramas]	3,78
11. I enjoy animated films with thrilling action sequences. For example, The Incredibles. [Action Films]	4,03
12. I like films where characters perform songs. For example, The Little Mermaid. [Musicals]	3,49
13. I prefer watching films that create suspense and tension. For instance, Coraline. [Horror Films]	3,72
14. I gain new knowledge when I watch animated documentaries. For example, Waltz with Bashir. [Documentary Animation]	3,65
15. I enjoy films suitable for all family members. For instance, Toy Story. [Family Films]	4,03
16. I like films that tell romantic love stories. For example, Beauty and the Beast. [Romantic Films]	3,76
17. I get excited by films featuring characters with superpowers. For instance, Spider-Man: A New Universe. [Superhero Films]	3,79

Table 2 reveals that comedies (*Shrek*), action films (*The Incredibles*), and family-oriented productions (*Toy Story*) were the most preferred genres among students. These types of films combine entertainment, emotional appeal, and accessible dialogue, allowing learners to process spoken English more easily. Their humorous and familiar contexts help sustain attention, lower anxiety, and encourage positive emotional engagement—conditions that enhance listening comprehension. The popularity of these genres suggests that students are more receptive to learning when content is enjoyable, visually stimulating, and linguistically approachable.

A second group of genres, including romantic stories (*Beauty and the Beast*), superhero adventures (*Spider Man: A New Universe*), dramas (*Up*), science fiction films (*Wall E*), and fantasy narratives (*Spirited Away*), also received favorable evaluations, though at slightly lower

levels than the top ranked categories. These genres often integrate emotional depth, moral themes, and imaginative worlds, providing learners with rich linguistic input and diverse communicative situations. While they may contain more complex vocabulary and longer dialogues, students appear motivated by their engaging plots and cultural familiarity. These findings indicate that variety in narrative and emotional tone helps maintain learner interest while supporting exposure to authentic, context-embedded language use.

By contrast, adventure films (*How to Train Your Dragon*), musicals (*The Little Mermaid*), animated documentaries (*Waltz with Bashir*), and horror films (*Coraline*) were the least preferred genres. Adventure films, despite their visual appeal, often include fast-paced action and overlapping sound effects that make it harder for learners to follow spoken cues. Musicals combine melody and lyrics, which can obscure pronunciation and rhythm, while documentaries frequently involve technical vocabulary and abstract narration. Horror films, with their suspenseful tone and emotional intensity, may create anxiety rather than relaxation, hindering comprehension. Overall, the results show that learners value clarity, emotional balance, and linguistic accessibility in animated content, emphasizing the need to select genres that motivate without overwhelming them during listening activities.

Table 3

Listening Comprehension Strategies

Item	Mean
18. I connect what I hear with knowledge I already have. [Cognitive Strategies]	4,15
19. When I listen in English, I pay attention to whether I am understanding the audio. [Metacognitive Strategies]	4,1
20. If I don't understand what I hear in English, I look for help or ask for clarification. [Social Strategies]	3,79
21. Even if it is hard to catch everything, I stay motivated to continue listening in English. [Affective Strategies]	4,12

Table 3 shows that students relied most on cognitive strategies, particularly those involving connections between new auditory input and previously acquired knowledge. This pattern suggests that learners actively construct meaning while listening rather than relying solely on surface comprehension. By linking new information to familiar concepts, students can infer meaning, predict content, and process messages more effectively. These findings imply that learners engage in a reflective form of listening that aligns with constructivist views of language learning, where comprehension emerges from integrating prior experience with new input.

The next most frequent strategies were affective and metacognitive in nature. Affective strategies, such as maintaining motivation even when comprehension is difficult, highlight students' resilience and willingness to persist despite challenges. This emotional self-regulation

reduces anxiety and helps sustain attention throughout listening tasks. Metacognitive strategies, including monitoring comprehension and self-evaluation, reveal that students are conscious of their understanding and can adjust their focus when they detect problems. Together, these strategies illustrate that students combine emotional control with self-management skills to enhance their listening performance.

By contrast, social strategies, such as seeking help or clarification from others, appeared less frequently. This tendency suggests that learners prefer to rely on internal resources rather than collaborative interaction when encountering difficulties. While such independence reflects self-reliance, it may also limit opportunities for negotiation of meaning and peer learning. Encouraging students to complement individual effort with cooperative listening activities could therefore foster deeper comprehension and social engagement. Overall, these results indicate that the participants adopt a primarily autonomous approach to listening, supported by cognitive and affective mechanisms that enable them to cope with the inherent challenges of processing spoken English in EFL contexts.

DISCUSSION

The students' preference for 3D animation suggests that visual sophistication plays a role in sustaining attention and engagement in listening tasks. This aligns with Khumairah et al. (2023), who reported that animated videos are effective because their dynamic features capture learners' focus. Furthermore, these features, such as synchronized audio-visual cues, character gestures, and rich backgrounds, offer additional scaffolding that may help listeners decode spoken language more accurately Similarly, Younas (2024) noted that animated films create immersive contexts that expose learners to authentic language input. In this sense, learners may benefit not only from hearing the language but also from visual context that helps infer meaning when comprehension is partial. Mukazhanova et al. (2022) also emphasized that cartoons and animated films are particularly valuable for teaching listening skills to young learners. Taken together, these findings indicate that technological advancements in animation contribute not only to enjoyment but also to the perceived usefulness of the material for developing listening skills. The implication is that EFL instructors might consider prioritizing animations with high visual quality when designing listening practice sessions to maintain motivation and support comprehension.

The inclination toward genres such as comedy, action, and family-oriented films confirms that motivation is reinforced when content is entertaining and emotionally engaging. Anggraini and Abduh (2023) found that humorous narratives enhance comprehension by fostering positive emotions. Likewise, Ratu et al. (2024) demonstrated that animation videos can increase motivation when aligned with learners' interests. Students who select or respond to film genres they enjoy are more likely to engage actively with listening tasks, self-regulate their attention, and persist through challenging segments of audio. The relatively lower preference for musicals

and documentaries suggests that less emotionally appealing or more cognitively demanding content may reduce learners' willingness to engage. This echoes Fu et al. (2023), who emphasized that affective factors strongly influence listening performance. Accordingly, the data suggest that the match between learner interest and film genre can act as a motivational leverage, thereby improving exposure to spoken English and perhaps reducing dropout or passive behavior during listening tasks.

Regarding learning strategies, the predominance of cognitive and metacognitive approaches highlights the importance of self-regulation in language learning. Pei et al. (2023) showed that self-directed metacognitive practice enhances listening outcomes, while Wei and Fan (2022) confirmed that on-screen texts help learners monitor comprehension and activate prior knowledge. These results are consistent with Montero Perez (2022) and Reynolds et al. (2022), who documented that captions and subtitles support vocabulary acquisition and comprehension. The use of cognitive strategies such as linking new input to existing knowledge suggests that learners are actively constructing meaning rather than passively receiving audio; metacognitive strategies such as monitoring comprehension indicate learners are aware of their own listening process and able to adjust when needed. The limited reliance on social strategies is consistent with Suryanata and Anwar (2023), who observed that learners often depend more on internal resources than collaborative interaction. This pattern suggests that while independent strategy use is strong, there is room for pedagogical intervention to promote cooperative listening activities, peer discussions and clarification tasks which may further support comprehension and learner autonomy.

The consistency of these findings aligns with Younas and Dong (2024), as it reinforces the pedagogical value of integrating animated films into EFL classrooms. Their study, like the present one, highlights that animation offers a multimodal environment in which visual and auditory input work together to facilitate comprehension and maintain engagement. Similarly, Al Hakim et al. (2023) demonstrated that students exposed to animated videos achieved significant gains in listening comprehension compared to those who received traditional instruction, suggesting that multimodal cues and visual support have measurable effects on learning outcomes. Together, these studies confirm that animated materials are not only motivating but also effective tools for enhancing understanding in EFL contexts. However, the scope of the current research remains limited by its reliance on self-reported data, which may not fully reflect real performance in listening tasks. Furthermore, the exclusive focus on animated films leaves open the question of whether comparable results would occur with other types of audiovisual materials, such as live-action movies or interactive media. Future studies could therefore incorporate experimental designs and performance-based measures to assess the relative impact of different multimedia formats on listening development.

CONCLUSIONS

This study establishes that animated films are more than a motivational aid; they function as authentic and scientifically grounded pedagogical resources for strengthening listening comprehension in EFL. By integrating multimodal input, they provide learners with contextual cues that enhance comprehension, support vocabulary retention, and foster more positive and less stressful learning environments. This directly meets the main objective of the study by demonstrating the pedagogical value of animated films in making listening both accessible and engaging.

Moreover, the research highlights that effectiveness depends on the type and genre of animation selected. The preference for 3D, comedy, action, and family-oriented films illustrates how visual clarity and emotional resonance improve both engagement and comprehension. Conversely, genres such as stop-motion and fantasy demand additional scaffolding, especially for learners with lower proficiency. This outcome addresses the second objective by clarifying how genre and format influence learner engagement and comprehension.

In addition, the predominance of cognitive and affective strategies reflects learners' reliance on self-regulation and persistence when processing audiovisual input. While metacognitive and social strategies were used less frequently, their limited role points to a pedagogical opportunity: educators can design activities that integrate collaborative tasks and reflective monitoring to complement individual autonomy. This insight fulfills the third objective of the study by identifying the strategies most commonly applied and suggesting how pedagogy can be adapted accordingly.

Finally, beyond these specific findings, the study contributes to applied linguistics and EFL pedagogy by demonstrating how animated films operate at the intersection of cognitive, affective, and motivational dimensions of learning. Their use supports the broader goal stated in the introduction: providing learners with authentic, motivating, and accessible resources to overcome the challenges of listening comprehension. At the same time, the research advances theoretical understanding of multimodal resources and offers practical guidance for teachers, confirming the achievement of the study's objectives and adding evidence-based knowledge to the field of second language acquisition.

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