

**USING SUBTITLES AS AN INNOVATIVE TOOL TO
ENHANCE LISTENING COMPREHENSION SKILLS
BY MEANS OF CALL IN 10TH GRADE EFL
STUDENTS: AN ACTION RESEARCH PROJECT**

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USING SUBTITLES AS AN INNOVATIVE TOOL TO ENHANCE
LISTENING COMPREHENSION SKILLS FOR SPECIFIC INFORMATION
IN MEANS OF CALL IN 10TH GRADE EFL STUDENTS: AN ACTION
RESEARCH PROJECT

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*To us, for having endured
this difficult process as a whole, for still
being able to go on after every
inconvenience, for being brave, for
trying, for dreaming, for being able to
make it.*

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TABLE OF CONTENTS

TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABSTRACT	viii
INTRODUCTION	1
CHAPTER ONE: SCHOOL CONTEXT	4
1.1. Description of the school	4
1.1.1. San Rafael Arcángel School	4
1.2. Research problem	7
1.2.1. Listening Comprehension	12
1.2.1.1. Listening techniques	16
1.2.1.2. Listening sub-skills	17
1.2.2. Information and communication technologies (ICTs)	18
1.2.3. Computer-assisted language learning	19
1.2.4. Subtitles	21
CHAPTER TWO: ACTION RESEARCH PLAN DEVELOPMENT	24
2.1. Objectives	24
2.1.1. General Objective	24
2.1.2. Specific Objectives	24
2.2. Research question	25
2.3. Type of research	25
2.5. Participants	26
2.6. Instruments	27
2.6.1. Preliminary English Test (PET)	27
2.6.2. Perception Questionnaire	28
2.7. Characterization of the classroom project	30
2.8. Resources	33
2.8.1. Classroom	34
2.8.2. Language Reactor	34
CHAPTER THREE: RESULTS	35
3.1. Results	35
3.1.1. Preliminary English Test (PET)	36

3.1.1.1. Pre test	36
3.1.1.2. Post test	37
3.1.3. General analysis	38
3.1.2. Perception Questionnaire	41
CHAPTER FOUR: DISCUSSION	47
4.1. Preliminary English Test (PET)	48
4.2. Perception Questionnaire	49
4.3. Limitations	50
4.3.1. Availability of the computer laboratory	51
4.3.2. SIMCE	51
4.3.3. Sample size	52
4.4. Future lines of investigation	52
CHAPTER FIVE: CONCLUSIONS	54
REFERENCES	56
APPENDIX	66
Appendix 1. Preliminary English Test (PET)	66
Appendix 2. Perception Questionnaire	68
Appendix 3. Perception Questionnaire validation form	70
Appendix 4. Gantt Chart	76
Appendix 5. Intervention Powerpoints	77
5.1. Class 1	77
5.2. Class 2	79
5.3. Class 3	83
5.4. Class 4	86
5.5. Class 5	89
5.6. Class 6	92
Appendix 6. Intervention worksheets	95
6.1. Class 3	95
6.3. Class 7	96
Appendix 7. Statistical analysis of the results	97
7.1. Pre test results	97
7.2. Post test results	97
7.3. Analysis of Variance (ANOVA)	98
7.4. English levels before and after the PET	98

7.5. Frequency histogram for the different scores obtained before and after the application of the PET	99
7.6. Participants' Perception Questionnaire responses	99
7.7. Positive participants responses	100
7.8. Negative participants responses	100
Appendix 8. Perception Questionnaire analysis graphics	101
8.1. Statement 1	101
8.2. Statement 2	101
8.3. Statement 3	102
8.4. Statement 4	102
8.5. Statement 5	103
8.6. Statement 6	103
8.7. Statement 7	104
8.8. Statement 8	104
8.9. Statement 9	105
8.10. Statement 10	105
8.11. Statement 11	106
8.12. Statement 12	106
8.13. Statement 13	106
8.14. Statement 14	106
Appendix 9. ODS	107

LIST OF TABLES

Table 2.1. Sessions	31
Table 3.1. Analysis of Variance (ANOVA).....	39
Table 3.2. English levels before and after the PET.....	40

LIST OF FIGURES

Figure 1.1. “An Interactive Model of Listening Comprehension”	15
Figure 2.1. Validation form.....	30
Figure 2.2. Language Reactor web.....	35
Figure 3.1. Pre test results.....	37
Figure 3.2. Post test results.....	38
Figure 3.3. Frequency histogram for the different scores obtained before and after the application of the PET.....	41
Figure 3.4. Participants' Perception Questionnaire responses.....	42
Figure 3.5. Positive participants responses.....	45
Figure 3.6. Negative participants responses.....	46

ABSTRACT

This research aims to investigate the effects of subtitles on students' listening comprehension skills. The general objective of this research is to describe the effects on the participants' performance after using subtitles to develop listening comprehension. This study also aims to achieve specific objectives, including identifying the students' initial level of listening comprehension in regular English classes, determining if there is a change in the students' listening comprehension with the use of subtitles and finally to describe the participants' perception of the use of subtitles as an innovative tool to improve listening comprehension. To be able to do this, the researchers implemented seven modules to an experimental high school group in which they used subtitles.

The results of this research were conclusive however they were not significant. There was still a low but positive improvement in the listening comprehension skills after using videos with subtitles in both the mother language and the target language of the subjects.

This research contributes to the existing body of knowledge by shedding light on the benefits of incorporating subtitles into language instruction and its impact on students' listening comprehension. Educators, curriculum designers, and language learning practitioners can utilise these findings to inform pedagogical practices and further enhance students' language learning experiences.



INTRODUCTION

In today's digital age, Information and Communication Technologies (ICTs) have become an integral part of our daily lives. According to Heeks (2017), ICTs encompass a wide range of technologies, including computers, smartphones, tablets, as well as the internet. These technologies have revolutionised the way people communicate, access information, and learn. One significant aspect influenced by ICTs is language learning, where listening comprehension is a vital skill as well as essential for effective communication in the target language.

ICTs offer a variety of resources, such as projector, interactive boards, monitors, display, and television (Amenu, 2019). One ICT that can aid with the development of the listening comprehension skill in language learners is Language Reactor (LR), which is a google extension that provides subtitles for Netflix, Youtube, books and different web pages. These resources include online audio, video platforms, and podcasts, among others. This tool provides



subtitles with special tools in them (meaning, pronunciation, and a personal dictionary to save words).

The objective of this research is to describe the effects on the participants' performance while using subtitles to develop listening comprehension. Traditionally, listening comprehension activities were primarily conducted through face-to-face interactions, audio tapes, or in-person lectures. However, with the advantage of ICTs, new possibilities and tools have emerged that allow for enhanced listening experiences (Ramli, 2018).

By investigating how subtitles influence listening comprehension, we aim to explore several key aspects. Firstly, we will apply a pre-test to identify the students' initial level of listening comprehension according to their regular English classes. Secondly, we will determine if there is a change in the students' listening comprehension with the use of subtitles by means of a Preliminary English test. Thirdly, we will apply a post-test to check if there were any changes or not in the students' listening comprehension.



Universidad de Concepción
Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



This research focuses on proving how ICTs and their tools influence listening comprehension levels by exploring the effects of incorporating ICTs into second language learning. This research gained valuable insights into how educators and learners can leverage technology effectively to enhance listening comprehension skills. This research aims to contribute to the ongoing discussions on the role of ICTs in language education and provide practical recommendations for its implementation.



CHAPTER ONE: SCHOOL CONTEXT

1.1. Description of the school

1.1.1. San Rafael Arcángel School

San Rafael Arcángel School is an institution that belongs to a non-profit conglomerate of catholic subsidised schools called Juan XXIII foundation. It is located in the capital city of the BioBio province in the 8th region, Los Ángeles. Its instructional methodology, which is centred on the socio-constructivist paradigm, which aims to provide continuous, comprehensive, and inclusive development that offers constant social and spiritual support. In order for pupils to serve the community and church and be an engaged member of society. In addition, the school has over 1300 pupils enrolled in its pre-school program (kindergarten and pre-kindergarten), primary school (grades 1 through 7), and secondary school (grades 9 through 12).



Universidad de Concepción
Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



The school's infrastructure contains two buildings, one for primary school students and one for high school students and they are connected by a bridge in the middle of both buildings. It includes a wide range of spaces, including multipurpose halls, science and computer labs, and a library. They also feature an extensive school dining hall where students can purchase food and socialise, as well as a schoolyard with a roof. Students can engage in extracurricular activities including English certification (FCE), music, literature, art, ICTs, debates, and scientific workshops.

Every classroom has a laptop with internet access, a whiteboard, a data projector, and an air conditioner, making it easier to employ classroom tools to make the educational experience more dynamic and participatory. English classes start during primary education and last until senior year, gradually getting more complicated considering the level of the students.

In terms of academics, students are eager to learn new material and take part in lessons, however the results fail to reflect their participation in classes, especially because of the absence of studying at home. Students in this subject in particular, have a basic understanding of the language. When in sessions,



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Pedagogía en Inglés



the teacher tries to level their English so they may become accustomed to the language and to have as many students as possible in the same level of English. Lessons include Listening, Reading, Writing, Vocabulary, Grammar and a tiny bit of Speaking skills, due to the students lack of motivation or being afraid to make mistakes.

In regard to supporting the students, there are a wide range of experts, including counsellors, psychologists, speech therapists, psycho pedagogues, kinesiologists, and special education instructors, who are employed by the school to continuously observe its students. Every professional at the organisation has an office, as well as particularly designed spaces for student services including the Inclusion and Counseling rooms. In terms of administration, the principal is in charge, followed by the head of the academic department, an assistant principal for elementary and secondary education, and a chaplain—who has a significant position given the school's Catholic faith. In addition, there are about 70 instructors spread throughout several departments.



Lastly, English instruction begins in elementary school and lasts for two hours per week for levels one and two, and for five hours for levels three through twelve. Since some of the students in these classes attended different schools and have varying backgrounds and skill levels, a suitable levelling is required before beginning to follow the Ministry of Education's national curriculum.

1.2. Research problem

Listening comprehension is considered one of the most difficult skills to develop in the classroom (Wang & Treffers-Daller, 2017) and it is often neglected (Sah & Shah, 2020). In Chilean high schools, the reality is not very different since listening comprehension is one of the skills that tends to be ignored the most by teachers, as it is revealed in the study conducted by the Agencia de Calidad de Educación during the year 2017, in which they measured 11th graders' level of English. The results were as follows: most students could not get past A1 level, and only a few of them were able to reach levels A2 and B1. These results had been influenced by different factors listed



in the study, however, the socioeconomic situation is the one that impacted them the most. There was also a huge difference between the results of listening comprehension and reading comprehension, being the latter higher than the first one. Furthermore, the main problems that affect students' listening comprehension are the speakers' accents, dialogue's speed, environmental issues and a lack of vocabulary knowledge (Nadhira & Warni, 2020).

According to Barger and Sandoval (2020), the majority of secondary Chilean students are unable to achieve level B1 by the Common European Framework of Reference for Languages. Due to these results, helping students reach a B1 level once they graduate is one of the main goals of the National Curriculum of English. However, the results of the English SIMCE in Chile in 2012 were not as good as expected: just an 8% of the students achieved a B1 level and 10% achieved an A2 level, thus 82% did not have any type of certification, which means they had the minimum level which is A1 (Agencia de calidad de la educación, 2012).



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



Due to these results being low, there is a need to look for innovative tools that will help students improve their listening comprehension (Magallanes et al., 2021). That is when ICTs become an important factor. According to Muslem et al (2018) ICTs are useful for both teachers and students since they provide different ways to interact with each other and provide new materials that can be mixed with regular classes. Technology has impacted education straightforwardly, which has transformed ways of communicating, studying, and interacting inside the classrooms. Schools are the primary example of a place where all of these changes have been happening and it has had day-to-day consequences (Hernández, 2017), especially after the pandemic happened (Bajpai et al., 2020).

ICTs are of great help since they can be closely related to the students' own interests as well as bringing another layer of attention into the class environment (Ramirez et al., 2021). Therefore, there is a need for different types of technologies to be brought into the classroom, in ways that will help the learning process of the students (Magallanes et al., 2021). ICTs are embedded in almost every aspect of our lives, and they can give more



opportunities for both teachers and students to be able to innovate and improve the teaching practices inside the classrooms (Ratheeswari, 2018).

Grandisson (2020) led a study on the use of audiovisual materials in listening comprehension. The results of this study found that there was an improvement on students' listening comprehension, with the implementation of these materials, since students considered that their comprehension of the target language was faster and easier. Sembiring and Katemba (2023) also state that the use of audiovisual materials and platforms such as Youtube inside the classroom eases the learning environment, peaking students' attention and in consequence, increasing their level of interest in the content being taught.

There are also several studies that indicate an improvement on listening comprehension levels by using subtitles as a tool in EFL classrooms: Gasim (2021) states that listening comprehension abilities among freshmen college students with a pre-intermediate level of English, have significantly benefited through the use of videos with English subtitles in the classroom and additionally, it is more effective to train students and develop their listening



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



skills by using videos with English subtitles than other conventional teaching techniques. Latifi et al. (2011) also shared similar results within their study. For this research, they worked with two groups of students ranging from ages 17 to 30. There were 39 language students in total. For one group of students, they decided to use movies with subtitles as a part of the modules to improve listening comprehension, while refraining to use them with the second group. By the end, the first group had a better listening comprehension level as well as an overall improvement in their language performance, compared to the latter group.

The subjects to be studied in this research were studied and part of one of the researchers' classes. During these classes, they were observed and it was concluded that their level of listening comprehension is low compared to the level they are supposed to be in according to the national curriculum. This statement was acknowledged by the school teacher, who agreed with the researcher regarding the observations and conclusions made after 3 months with the subjects. This can also be supported by the students' marks in listening comprehension tests that were applied during previous classes, which showed a serious lack of practice on the matter.



On that account, the focus of this research will be generating evidence in favour of the use of subtitles in listening comprehension by observing the change of students' levels of listening comprehension, using subtitles on the platform Language Reactor inside the classroom.

1.2.1. Listening Comprehension

Córdoba et al. state that to achieve listening, people need to perceive and interpret sounds that are produced orally, which at the same time, means to identify the smallest unit of speech, phonemes. In other words, it is necessary to concentrate on what you are hearing, to decode and simultaneously interpret the message. Thus, the principal difference with hearing is the level of importance that people give to the listening process (2005). Furthermore, hearing is understood as a physical, natural and passive process, while the process of listening is conceived as a set of abilities marked on account of the fact that it involves a conscious auditory perception of oral sounds (James, 1984; Solak & Altay, 2016).



According to Brown and Lee, listening is not something that happens on one side, it is not a one-way process. First, we have hearing, which is “the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain” (2015, p. 319). This is just the starting point of what is called an ‘interactive process’ as the brain behaves on the stimulation of various affective and cognitive procedures. Then again, Soler et al. (2022) define listening comprehension as one of the four main skills to learn when we want to acquire knowledge of a new target language, alongside reading, speaking and writing. It is very important to develop this skill when we are learning a new language, as it is connected to our everyday life activities as human beings, and it is key to communicate. We also need it to develop other skills, such as speaking, in view of the fact that an improvement in fluency, intonation, stress and pronunciation can be achieved by developing the listening skill. It is also considered one of the most difficult and challenging skills due to the effort and attention people need to have when listening, in order to absorb all the information they are given (Morales, 2020).

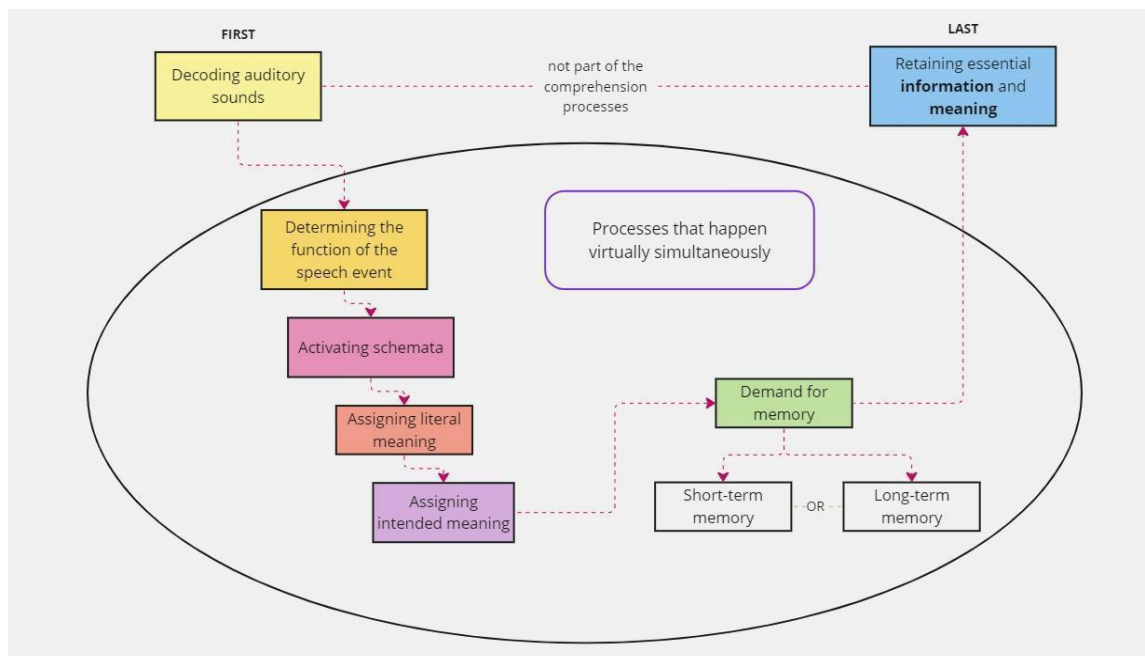
There are different types of models that explain how listening comprehension works, nonetheless, the focus in this research will be



specifically on one of them. Brown and Lee (2015) state “An Interactive Model of Listening Comprehension”, as we can see in Figure 1, there are seven processes that happen in the brain.

Figure 1.1.

An Interactive Model of Listening Comprehension



The reader must keep in mind that these procedures happen in just a single moment, if not at once. These seven listening comprehension processes are all implicated in comprehension, minus the first and last steps. Brown and Lee (2015) mention:



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Pedagogía en Inglés



- a. decoding auditory sounds is where the hearer interprets what is referred to as "raw speech" and stores a short-term memory representation of it.
- b. determining the function of the speech event is when the listener ascertains the kind of speech being processed, hence deducing the message's purpose.
- c. activating schemata is whatever prior knowledge that is pertinent to the situation is recalled by the hearer.
- d. assigning literal meaning entails applying semantic meaning to the spoken event.
- e. assigning intended meaning is when a listener assumes something about a speaker based on the way the speaker speaks.
- f. determining the demand for short or long-term memory is when the information's significance to the hearer is assessed.
- g. retaining essential information or meaning it is an instance, the hearer retains the essential information conceptually while erasing the original message's structure.



All these procedures, except ‘a’ and ‘b’, are happening simultaneously and they are part of the comprehension processes.

Finally, Brown and Lee mention six types of ‘Classroom listening performances’, which they state, due to the importance of knowing how the students listen and how these different teaching techniques can help them to comprehend the target language. These types of classroom listening performances are: reactive, intensive, responsive, selective, extensive and, lastly, interactive (2015).

1.2.1.1. Listening techniques

Brown and Lee declared that listening comprehension experiences two types of processing: bottom-up listening and top-down listening. Each one of these have different proceedings and elements to use as strategies (2015).

According to Brown and Lee (2015), it is explained that on one hand, bottom-up listening “proceeds from sounds to words to grammatical relationships to lexical meanings, and so on, to a final ‘message’” (p. 333). On



the other hand, top-down listening comes from, and as Morley (1991) says, “a bank of prior knowledge and global expectations” (p. 87) as well as other background information (schemata) that the listener brings to the text.

Bottom-up techniques usually concentrate on the segments of language, dissecting it into its constituent parts and giving each one central attention. Whereas, Top-down techniques are centred on the activation of schemata (mentioned in Listening Comprehension), determining meaning, developing an in-depth comprehension and interpreting a text.

Ultimately, because both techniques can provide cues to deciphering spoken conversation, it is crucial for learners to approach learning from both perspectives (Bottom-up and Top-down). However, students should not focus too much on Bottom-up tactics in a communicative, interactive setting because doing so might impede the development of a learner’s crucial automaticity in speech processing (Brown & Lee, 2015).



1.2.1.2. Listening sub-skills

Solak (2016) described how there are various listening sub-skills used by language learners, being the following the most popular ones: listening for gist, listening for specific information, listening in detail, listening to infer, listening to question and respond and listening for descriptions.

Guan (2019) adds that the three sub-skills that are used more often in language classrooms are listening for gist, listening for specific information and listening in detail. Listening for gist refers to listening to get general information, listening for specific information refers to focusing on a particular part of the general information people want to acquire, and listening in detail refers to listening while retaining as much information as possible.

1.2.2. Information and communication technologies (ICTs)

Information and communication technologies (ICTs) are a number of technological instruments that can be used in diverse ways to be able to



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Pedagogía en Inglés



innovate and communicate in better ways (Blurton, 1999). Because of the many ways of using ICTs, these have been gaining more importance lately in people's workplaces, especially in those related to business or education, becoming an important component to this modern society (Sharma et al., 2016). So much so, that mastering ICTs is considered an important ability to have (Camacho, 2007).

Tinio states that even if there might be drawbacks to the use of ICTs, the benefits will always be far greater (2003). These benefits become even bigger when ICTs are used in education; ICTs can help teachers by giving them tools that will allow them to assist their students meet their academic goals as well as improving their overall learning experience (Hernandez-de-Menendez & Morales-Menendez, 2019). Ferraro (2018) states that these ICTs can also aid students with their technology-related competences.

ICTs have been applied in education for a long time. Radio and TV were widely used for educational purposes back in the 1950s (Tinio, 2003), so the concept of using technology inside the classroom is not something exactly



new. That is why, and according to these definitions, we can put LR under the category of an ICT used as an educational tool.

1.2.3. Computer-assisted language learning

Soleimani says that CALL was first referred to as Computer Assisted Instruction (CAI) during an era called ‘method era’, to later be transformed into Computer-Assisted Language Learning, in the 1980s (2021). According to Garret, CALL is a way in which a set of approaches, pedagogical philosophies and methods can be carried out. Hubbard states that, CALL does not only mean the use of computers, meaning that, it borders around peripheral devices, technological innovations and different network connections (2009).

There are various definitions of CALL, nonetheless, in this research, we will adhere to the definition declared by Soleimani, which enunciates that CALL is “the application of computers and its related technologies to facilitate language learning and teaching” (p. 30), and by mentioning ‘computer and its



related technologies’, the author means different hardwares, softwares and technologies (2021).

As stated by Richards and Schmidt (2002) CALL can appear as different types of activities, such as: a. Activities that use a computer's features while parallel learning through other media such as Ted-ED or PowerPoint slides (Gai Mali & Timotius, 2018), b. Activities that are extensions or modifications of print-based or classroom-based activities, for example filling the gaps using programs such as Matchmsater or Gapfill (Benavides & Jorge, 1999), and c. Activities which are exclusive to CALL, such as games like Kahoot or Scribblenauts (Gai Mali & Timotius, 2018).

Finally, according to Yang, CALL can be categorised into three models, these are, computer supported classroom teaching, hybrid teaching, and online teaching. This part of CALL has created very profuse conditions for teachers and the pedagogical parties, with the purpose of giving various language learning chances for students aiming to learn new languages (2010). In this research, the chosen model is ‘computer supported classroom teaching’, which is the model used at the present time in Chilean classrooms.



1.2.4. Subtitles

According to (Pérez, 2009) subtitles refer to a text that gets overlaid on top of a film to describe the situation shown in it. This can happen through two different types of subtitles: bimodal subtitling and standard subtitling (Napikul et al., 2018).

Bimodal subtitling refers to subtitling a dialogue in the language that is being reproduced (e.g subtitling an English dialogue with English subtitles), while standard subtitling involves translating a language into a different one (e.g subtitling an English dialogue with Spanish subtitles) (Napikul et al., 2018). These concepts are also defined by Díaz (2012), who stated that under a linguistic perspective there are three types of subtitles; intralingual, interlingual and bilingual subtitles. Intralingual subtitles (also known as captions) are the ones done in the same language as the dialogue of the audiovisual materials. On the contrary, interlingual subtitles need the translation of the original spoken dialogue into another language. Finally bilingual subtitles are mostly used in areas where more than one language is spoken, and it refers to the use of two languages in the subtitles.



According to Danan (2004), subtitles are a particularly effective educational tool for enhancing audiovisual content, as well as helping second-language learners develop their listening comprehension skills with captions, as well as auditory material that is firmly accompanied by graphics that unquestionably clarify and contextualise it, so it can be understood better.

Hosogoshi (2016) states that there are important advantages of using subtitles at the same time as audiovisual materials. Due to the many benefits subtitles have, these are being used more often as tools in classrooms to teach a second language, since it helps students better recollect words as well as providing them with a greater way to understand a language (Talavan, 2016).

Therefore and because of the effectiveness of subtitles in education, there has been a significant improvement in language students who are exposed to audiovisual materials with subtitles, since they tend to get a higher proficiency in the target language (Trujillo, 2019).



CHAPTER TWO: ACTION RESEARCH PLAN DEVELOPMENT

2.1. Objectives

The objectives of this study will enable the researchers to define the stages of the research, create a broad background, and identify the next steps in the study's progression. They allude to the components of the issue that needs to be researched or the intended outcomes (Henriquez & Zepeda, 2003).

2.1.1. General Objective

To describe the effects on the participants' performance while using subtitles provided by Language Reactor on listening comprehension.

2.1.2. Specific Objectives

1. To identify the participants' initial level of listening comprehension in regular English classes.



2. To determine if there is a change in the participants' listening comprehension with the use of subtitles.
3. To describe the participants' perception of the use of subtitles as an innovative tool to improve listening comprehension.

2.2. Research question

Are subtitles useful to enhance participants' listening comprehension skills in English classes?

2.3. Type of research

The chosen research design for this research is the second thesis modality (Elaboración e interpretación de una unidad didáctica en el marco de una investigación acción). Based on Bradbury (2010): “Action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners” (p. 93).



Taking into consideration the previous definition, it is vital to note that the purpose of this action research is to solve an important issue occurring in EFL classrooms right now. Since English has become a universal language during the past decades and taking into consideration how hard this skill is to develop (Arias & Orcos, 2015), this research aims to provide teachers and students with a useful way to improve listening comprehension levels.

2.5. Participants

The participants chosen for this action research were selected by the principle of convenience since the sample selected for this research was easily accessible to the researchers (Golzar et al., 2022). This research is focused on approximately 43 cases, who are students from secondary school between the ages 14 to 16 years old, who study in the subsidised semi-private school Colegio San Rafael Arcángel from Los Ángeles, Chile.



2.6. Instruments

The activities of this action research and materials included two main instruments. The first one was a preliminary English test, which was used as a pre and post test to gauge listening comprehension.

And secondly, a perception questionnaire which was applied at the end of the interventions, to assess the students' opinions. This was approved by three experts.

2.6.1. Preliminary English Test (PET)

One of the main instruments that will be used to measure the students' listening comprehension levels during the present research is a Preliminary English Test (PET) made by University of Cambridge (appendix 1). This test will evaluate both the students' initial and final levels of listening comprehension in English, before and after applying the listening comprehension modules respectively. This test provided the researchers with



evidence of any change that occurred in the participants' level of listening comprehension after the modules were over.

2.6.2. Perception Questionnaire

A likert scale was used to create a questionnaire that the participants had to answer according to their own perception about the research conducted throughout seven modules and 2 extra sessions for the pre, post test and the survey. A google form was used to create the questionnaire, which is in Spanish and it consists of fifteen questions, which are divided into three dimensions. Those three dimensions are affective dimension, pedagogical dimension and listening comprehension dimension. There are five questions for each dimension and a comment section for the participants to write their opinions.

The purpose of the Spanish-language perception survey is to gather students' opinions about the project, not to assess their English proficiency. The language barrier may affect students who take the questionnaire in English, affecting their responses. The students can fully comprehend the



questions presented to them in Spanish, preventing any potential misunderstandings and enabling them to complete the survey accurately.

The affective dimension encompasses all the questions regarding the feelings of the subjects towards the use of subtitles during the interventions and how this influences their motivation on the English subject in general. The pedagogical dimension surrounds questions regarding the academic aspects of the interventions, putting into perspective the activities used throughout the interventions and how these affect the way the subjects learn English from now on. Finally, the listening comprehension dimension enclosed questions regarding the main skill that got evaluated and how subtitles impact the subjects' overall attitude towards the English subject.

Three linguists and academic specialists verified and validated this Perception Questionnaire; they approved all of the utterances and made no modifications, considering whether to keep, modify or delete said statements (See figure 2.1.)



Figure 2.1.

Validation form

“Realizar estas actividades me ha dado más confianza en mis habilidades de inglés.”
(Affective dimension)

*

- Keep
- Delete
- Modify

2.7. Characterization of the classroom project

The procedure that will be used for this investigation consists of first applying a pre-test (PET) regarding listening comprehension, then applying eight sessions of 45 minutes each. During these sessions, the researchers will show the participants videos with subtitles, through the use of subtitles on the platform Language Reactor to finally apply questionnaires regarding the listening activities. There will be 2 sessions per week. To finish the procedure the participants will answer the post-test (PET), which will be the same questions and audios on the test as well as a Perception Questionnaire.



Table 2.1.

Action plan

Sessions	Time	Objectives	Activities and Procedures	Assessment	Resources
Pre-intervention test	90 minutes	To evaluate students' levels of listening comprehension.	The participants will be presented with a test to measure their initial levels of listening comprehension.	PET by University of Cambridge	Computer PET
1	45 minutes	To introduce Language Reactor to the participants .	Participants are informed about the purpose of the study and they are introduced to the app to learn how to use it. Finally the participants will have to do an activity. Topic: “Crimes” Pre-listening - Open questions While-listening (formative assessment) - Multiple choice questions Post-listening (feedback) - Teacher’s general feedback	Google form questionnaire	Computer Language Reactor Youtube/ Netflix Google form



2, 3, 4, 5, 6	45 minut es	To extract specific information from a video with subtitles, using the topic “Crime and Criminal”.	Through instructions and practice, participants use LR. They complete the lessons carrying out LC exercises. Topic: “Crimes” Pre-listening - Open questions While-listening (formative assessment) - Multiple choice questions Post-listening (feedback) - Teacher’s general feedback	Worksheets Kahoot Wordwall	Computer Projector Worksheets Language Reactor Youtube/ Netflix Kahoot Wordwall
7	45 minut es	To extract specific information from a scene from the movie “Shrek”, with subtitles	Through instructions and practice, participants use LR. They complete the lessons carrying out LC exercises. Topic: “Interrogations” Pre-listening - Open questions While-listening (formative assessment) - Multiple choice questions Post-listening	Worksheet	Computer Data Worksheets Language Reactor



		(feedback)	
		- Teacher's general feedback	
Post-interven tion test and questionnair e	90 minut es	To assess participan' final levels of Listening Comprehen sion after the interventio n. And to complete the Perception Questionna ire.	The participants will be presented with a test to measure their final levels of listening comprehension, as well as a Perception Questionnaire to assess their progress and opinions throughout this research.
			PET by Computer University of Cambridge PET Perception Questionnair e Perception Questionnaire

2.8. Resources

2.8.1. Classroom

The classroom is equipped with a whiteboard, data projector, air conditioning, a laptop with internet connection, 45 tables and seats for each student and a speaker. These are all the necessary equipment to facilitate the use of classroom technologies to create a more engaging and interactive learning environment.

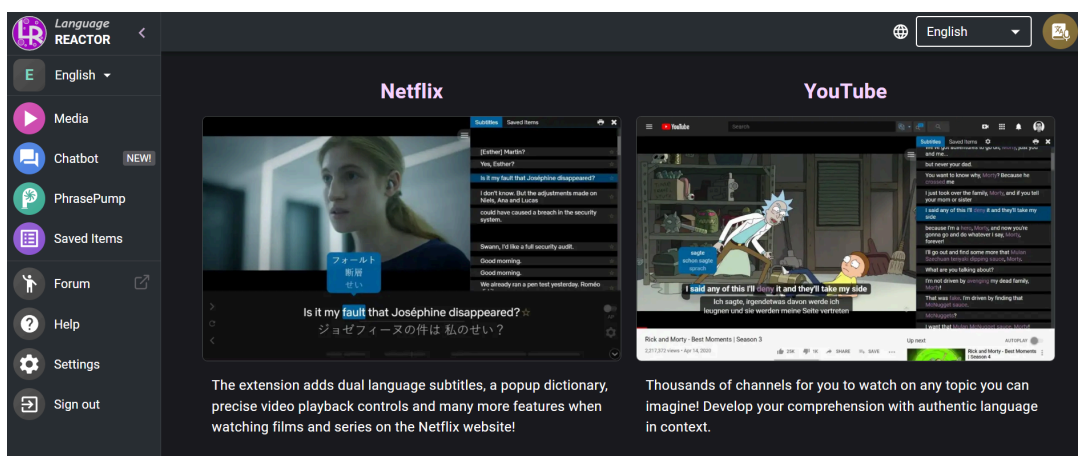


2.8.2. Language Reactor

Córdova et al. (2023) define ‘Language Reactor’ as an instrument that favours students’ learning processes by providing dual subtitles on Netflix or Youtube videos. This is a google chrome extension that was previously named ‘Language Learning with Netflix’, which was used to provide automatic settings to the platform Netflix, facilitating the language learning process. LR also includes a tool to translate texts from websites and books in the mother language of the learner and a text-to-speech feature implemented with a ‘super realistic voice’ (Language Reactor, 2021).

Figure 2.2.

Language Reactor web





CHAPTER THREE: RESULTS

3.1. Results

3.1.1. Preliminary English Test (PET)

3.1.1.1. Pre test

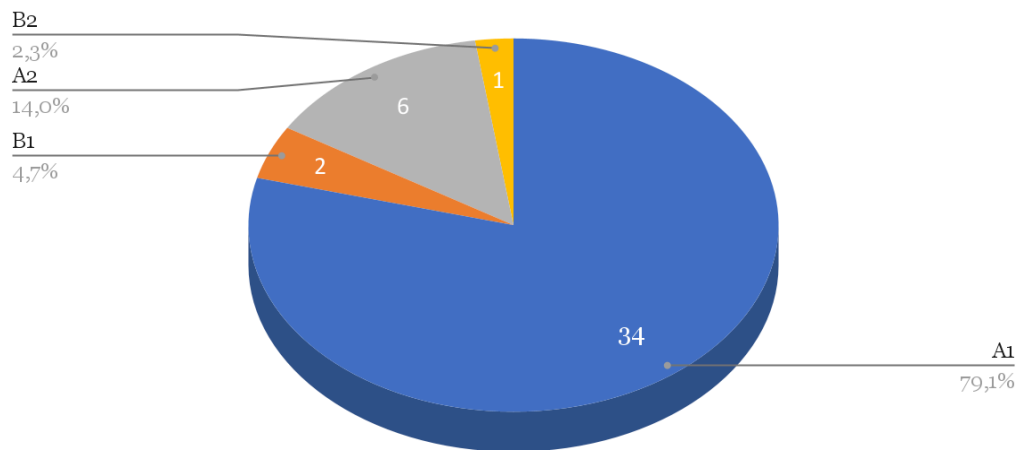
The pre test was taken by 43 subjects. A PET was conducted to identify the subjects' initial level of listening comprehension and put them in one of the following categories according to the B1 Proficiency level test: A1, A2, B1 or B2 (Council of Europe, 2001). The results were as follows: 79.1% of the participants of this research obtained an A1 level, 14% of the subjects acquired an A2 level, followed by a 4.7% where they achieved a B1 level and finally, only 2.3% of the students attained a B2 level.



Figure 3.1.

Pre test results

Pre test results



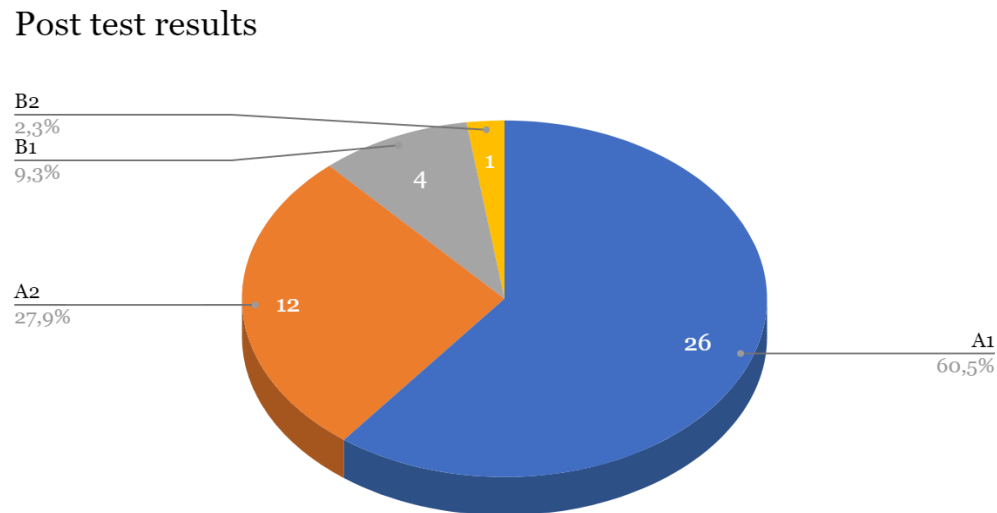
3.1.1.2. Post test

The post test was taken by 43 students. A PET was conducted to identify the subjects' final level of listening comprehension after the interventions were carried out. The results showed that a majority of the subjects got an A1 level of English, being a 60.5% of the subjects; 27.9% of the participants achieved an A2 level; following with 9.3% of the students got a B1 level and finally just 2.3% of the subjects achieved a B2 level.



Figure 3.2.

Post test results



3.1.3. General analysis

To visualise the results before and after the application of the PET, the researchers used IBM SPSS Statistics to analyse data, and a frequency histogram was elaborated with the purpose of evaluating the points obtained. The range defined in Table 3.1 corresponds to the different levels of English proposed by the Council of Europe (2001), considered in the B1 Preliminary English Test for Schools (A1, A2, B1, B2).



As a way to evidence the statistical significance of the results, the researchers made an Analysis of Variance (ANOVA) with a 5% of statistical significance and took into account the points the subjects obtained during the pre-test and post-test, comparing the information on both. For the results to have any significance at all, the p-value has to be $\leq 0.05\%$.

Table 3.1.

Analysis of Variance (ANOVA)

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	67.1627907	1	67.16279	2.633606	0.1083711	3.9545684
Within Groups	2142.186047	84	25.50221	184	813	08
Total	2209.348837	85				

Note. This table shows the variance between the results the subjects obtained during the initial PET and final PET.

When analysing whether the scores were statistically significant between the pre-PET and the post-PET, the analysis of variance did not show statistically significant differences. As Table 3.1 shows, there was an



improvement comparing the pre-test and the post-test, nevertheless the results of the research were not significant due to the p value being equal to 0.10%.

For the test application 45 students were considered to take it nonetheless, only 43 students participated by taking the test. Consequently, the two remaining students were removed from the analysis. When analysing the results it can be observed that after the initial PET, 75.56% (n=34) of the students obtained a score between 0 and 10, which assigns them to an A1 level according to the Common European Framework of Reference (CEFR) (Table 3.1.).

Table 3.2.

English levels before and after the PET

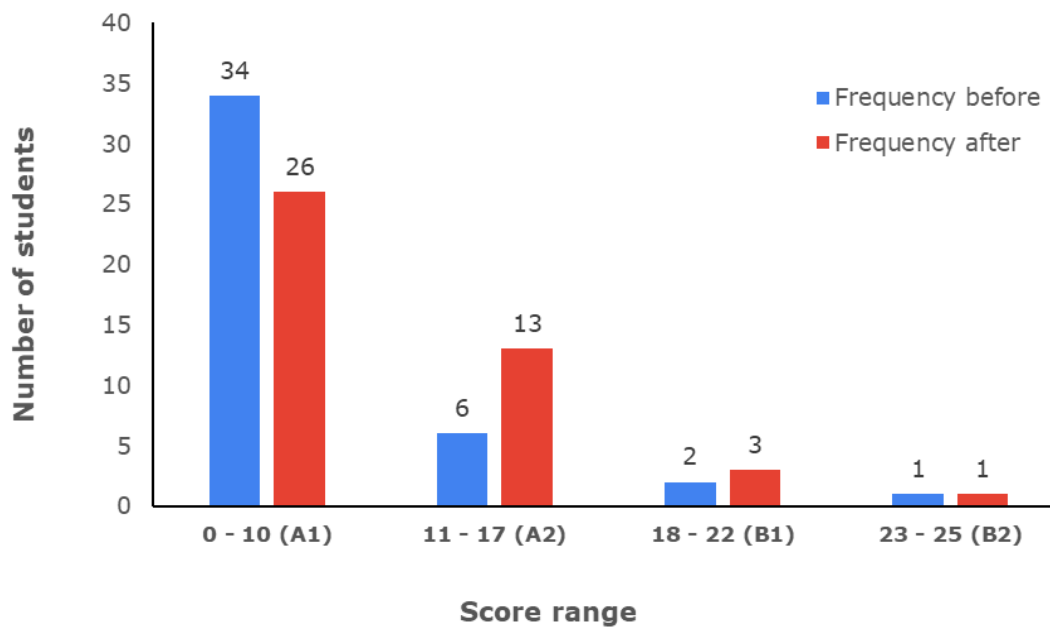
Bin	Level	% initial PET	% final PET
0 - 10	A1	75,56% (n=34)	57,78% (n=26)
11 – 17	A2	13,33% (n=6)	28,89% (n=13)
18 – 22	B1	4,44% (n=2)	6,67% (n=3)
23 – 25	B2	2,22% (n=1)	2,22% (n=1)



For the sections A2, B1, and B2 the obtained scores were also low, with only one participant reaching B2 level (Table 3.1). Nevertheless the data analysis previous to the post-test, it shows that the scores for all the levels (A1, A2, B1, B2) were slightly higher, distinguishing for example the A2 level since it changed from six students after the pre-test results switched into twelve students after the post-test.

Figure 3.3.

Frequency histogram for the different scores obtained before and after the application of the PET



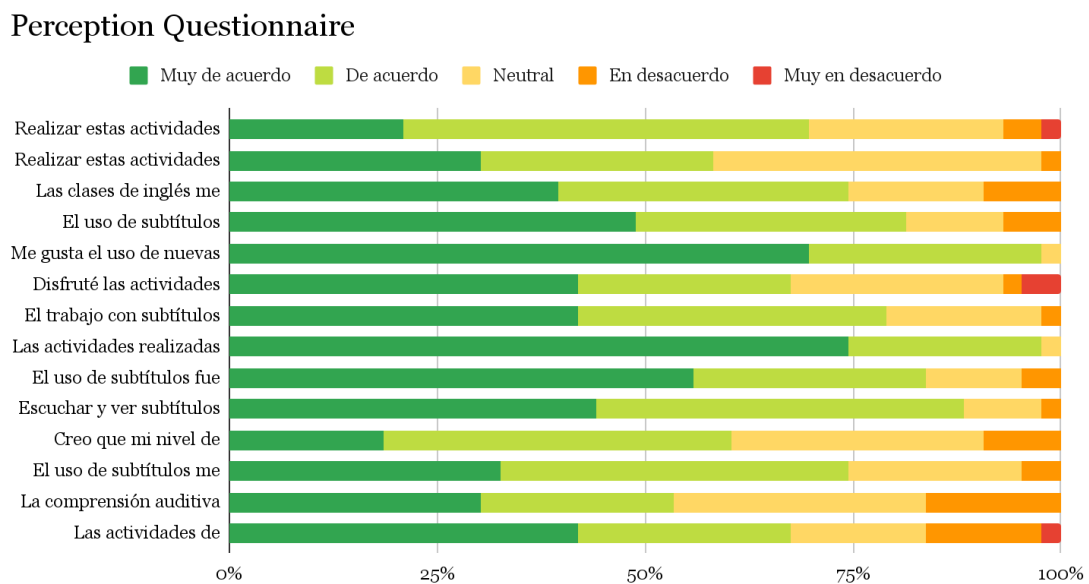


3.1.2. Perception Questionnaire

In order to gather information about the pupils’ perceptions, a survey was employed to collect data towards how they felt during the research (affective dimension), what they learnt during this research period (pedagogical dimension) and their development of their listening comprehension levels following classes using subtitled videos with the google extension Language Reactor (listening comprehension dimension).

Figure 3.4.

Participants' perceptions questionnaire responses





The perceptions expressed by the participants about the three dimensions are depicted in Figure 3.4, and they were largely positive. Regarding the affective component, as evidenced by statements 1, 2, and 3, an average (from the options *Muy de acuerdo* and *De acuerdo*) of 77% of the students said that they had a better attitude toward the activities that took place during the research. In response to statement 4, the students stated that they were motivated to further develop their listening comprehension skills by using the Language Reactor application.

Concerning the pedagogical dimension, from statements 4 to 8, the majority of the students (approximately 85% of the participants) positively valued the range of exercises and instructions given to them, with the use of new technologies, working with subtitles and videos related to the content of the unit they were working on. Regarding the tenth assertion almost 79% of the pupils considered the use of subtitles beneficial for the development of their English vocabulary.

In regards to the listening comprehension dimension and referencing statements 10 and 11, almost 80% of the students declared to have been aided



to improve their listening comprehension skills. Addressing assertion 12, the learners positively considered that the use of subtitles can help them identify specific information in oral texts. With respect to statement 13, approximately 52% of the pupils agreed that listening comprehension is one of the most important skills in the English language. Finally, concerning assertion 14 almost 71% of the participants acknowledged that listening comprehension activities are fun to have with regards to the method implemented in the sessions.

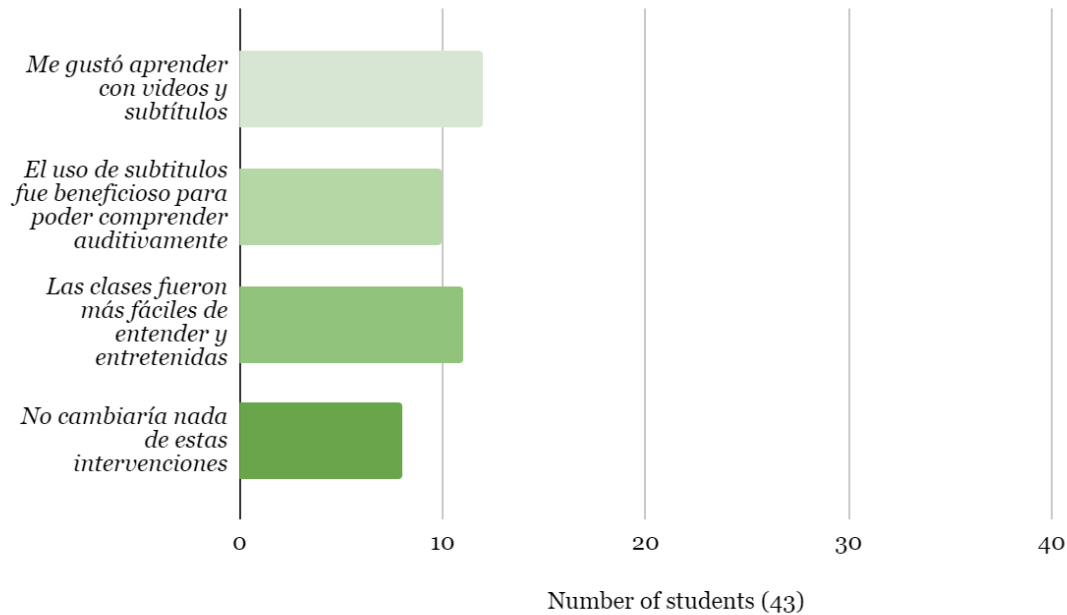
Ultimately, there were a number of keywords discovered in the questionnaire open-ended question responses related to the interventions, where we can find both beneficial and detrimental characteristics related to this study. As seen in in the following figure, the majority of the pupils' answers were positive, 12 students expressed to have liked the use of videos with subtitles, 10 learners mentioned that it was beneficial for them to learn with subtitles. 11 students also stated that the lessons were easier to understand and that they were more dynamic and entertaining for them and lastly, 8 pupils pointed out that they would not alter the interventions in any way.



Figure 3.5.

Positive participants responses

Positive aspects of the interventions according to the participants



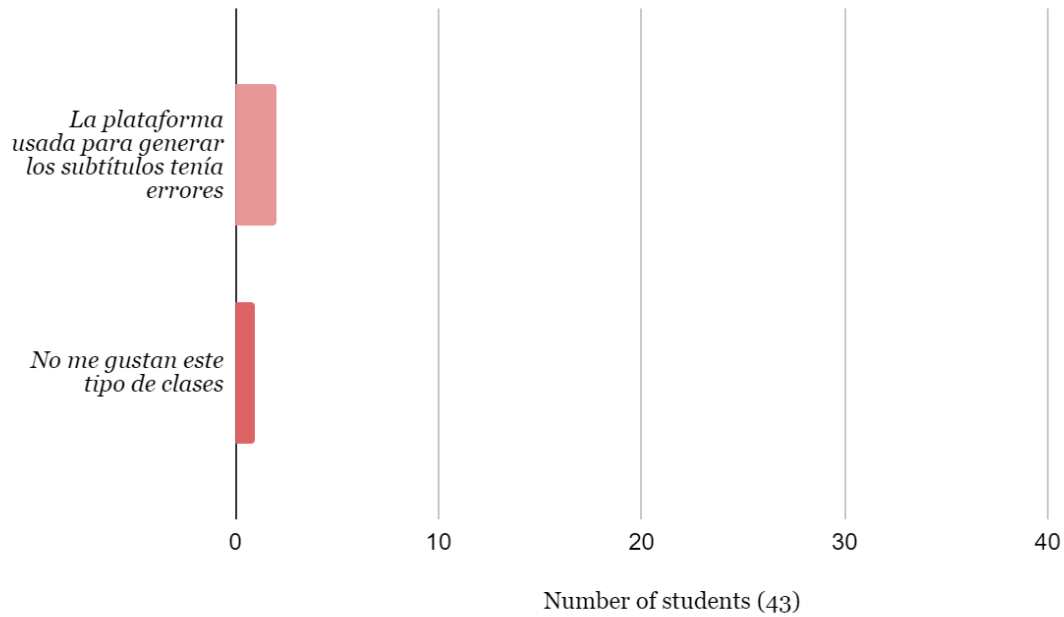
On the contrary, there were drawbacks pointed out in a smaller number of pertinent responses, where two students indicated that some words in the subtitles were not correct in concordance with the listening and that the application used in the interventions had some mistakes. One remaining student expressed that according to their personal taste they did not like these kinds of classes.



Figure 3.6.

Negative participants responses

Negative aspects of the interventions according to the participants





CHAPTER FOUR: DISCUSSION

The results of this research have helped to describe the effects on the participants performance while using subtitles to develop listening comprehension skills, which means that the general objective of this research was accomplished. These results were in concordance with Napikul et al. (2018) who conducted a similar research with Thai tenth grade students, which demonstrated that the use of subtitles helped the participants to improve their listening comprehension skills, as well as acquire new vocabulary. Furthermore, in agreement with Trujillo (2020), Hosogoshi (2016) and Gasim (2021), the results were similar and demonstrated that the use of subtitles showed an important improvement in the participants' listening comprehension skills.

However, the results also demonstrated that despite having an improvement in the participants' listening comprehension skills, this was not significant. Syam and Rahman (2014) led a study with Indonesian students, which had related results; the use of subtitles had a positive effect on the participant's listening comprehension skills. Nonetheless, the research showed



that using subtitles did not result in a better performance in listening comprehension in general. A similar outcome is also seen in Eye's (2016) research, who conducted a study in Norway under very similar circumstances and reached the same conclusion.

4.1. Preliminary English Test (PET)

With the purpose of meeting the first and second specific objectives of this research, Preliminary English Tests were conducted with two purposes in mind. The first one was to make the researchers able to see the initial level of listening comprehension the students had before the interventions, and the second one was to observe if there was a change after the interventions using subtitles.

Even when the expected level of English for tenth grade students in Chile is A2 (MINEDUC, 2016), the researchers decided to apply a B1 Preliminary test which allowed them to see the students' full potential regarding the language, as well as their limitations. This gave the researchers



clarity to prepare the interventions in accordance to these results, following the correct program proposed by the national curriculum. This test was also used as a way of measuring the students' initial and final levels of listening comprehension, giving the researchers a proper way to notice the changes in listening comprehension levels after the interventions were over.

After the application of both tests, it could be seen that even if the results were not significant from a statistics standpoint the actual outcome was still positive. As seen from the variation in the results between the pre-test and post-test evidenced in the past tables, more students reached levels A2, B1 and B2, and less students got A1 level. Taking this outcome into account, it can be stated that there was a small but positive change in the subjects' listening comprehension results.

4.2. Perception Questionnaire

In order to meet the third specific objective of the research, a perception survey was used to get feedback from students about the study. In light of



these opinions and utilising the findings of the Likert scale it can be stated that the perception of the students was positive, since a big portion of the students indicated that they liked the classes and felt like there was an overall improvement in both their confidence and motivation towards English classes.

Concerning the last assertion of the Perception Questionnaire (open-ended question), most of the students stated having a positive opinion regarding the use of videos with subtitles in their English classes. Some of their statements express that using this type of approach during classes aids them to better understand English, since mixing both listening activities while having a reading aid was beneficial for them.

4.3. Limitations

During the course of this research, there were some problems the researchers stumbled upon which compromised some relevant components of the investigation. Some of these were minor to the point it was easy to overcome them however, one of them became an actual problem that jeopardised the final outcome of this research.



4.3.1. Availability of the computer laboratory

One of the first encounters with a limitation in this research was the availability of the computer laboratory located inside the school. The computer laboratory was fully booked for all the students from primary school so this became an issue not just for this research but for the school in general.

The researchers made the decision to make the interventions in the classroom the students use for their everyday lessons. Due to this fact, classes could not be as personalised as the researchers wanted, making them use a different approach that could work in a similar way, but not as efficiently as the personalised classes that were planned in the beginning.

4.3.2. SIMCE

The SIMCE test took place amidst interventions and the researchers were obligated to move their sessions due to the students having mock tests to practise for the actual test weeks before it was due. Because of this, the



researchers had to adapt to the time given and finish the sessions later than expected and with interruptions in between.

4.3.3. Sample size

The sample the researchers were allowed to work with was small (only 43 students) which made it difficult to obtain significant results after the process was over. This became a problem since the methodology had to be completely changed and adapted into a rather depersonalised approach as well as having teacher-controlled instructions (Kamat et al., 2018), which was not the original intent of this research.

4.4. Future lines of investigation

In order for this line of investigation to continue, the researchers offer some simple recommendations. These are the following:



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1. Use a bigger sample since it will allow future investigations to have a smaller chance of not getting significant results.
2. Work with students in a computer laboratory, since this allows them to guide their own learning and deeply explore the platform they will be working with, making it a more personal learning experience.
3. To investigate the use of videos with subtitles as a tool to enhance the acquisition of vocabulary in learners of a new language.



CHAPTER FIVE: CONCLUSIONS

Taking into consideration the results analysis discussed in the previous chapter, it can be stated that there was no significant outcome when it comes to the use of subtitles inside the classroom to enhance listening comprehension. This can be attributed to a number of limitations previously listed such as the sample size being too small, the lack of a computer laboratory to work with the subjects or the change and interruption of the interventions in the middle of the process.

Among one of the most significant aspects of this study's effectiveness however, is the students' opinions on these classes since they stated that these were more engaging, enjoyable, and useful in helping them learn how to improve their listening skills. The students said that watching videos with subtitles was way better than listening to audio on its own as it allowed them to observe word formation, context understanding, and a variety of other skills they were not aware of before these types of listening comprehension lessons.



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As a final remark, while the results may not have demonstrated an exponential improvement in the students' listening comprehension, as prospective English language teachers, the researchers of this study determined that in addition to the PET results, the perception questionnaire was just as important because it gathered the students' thoughts on this kind of instructions. The response to this survey was also one of the main indicators of part of the success of the study, due to the fact that these individuals were discovered to be more engaged and enthusiastic in their English classes as well as more motivated to participate in them, which contributed to the classes' greater effectiveness. So even though there was no significant improvement, the researchers were nevertheless able to discover updated and useful resources for facilitating listening comprehension skills.



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APPENDIX

Appendix 1. Preliminary English Test (PET)



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Name: _____ Date: ____/____/2023

Part 1



Questions 1–7

For each question, choose the correct answer.

1 When does John offer to come?

Sunday	Monday	Tuesday
		1 Jan
6	7	8
13	14	15

A

Monday	Tuesday	Wednesday
	1 Jan	2
7	8	9
14	15	16

B

Wednesday	Thursday	Friday
2	3	4
9	10	11
16	17	18

C

2 What did the woman enjoy doing at the party?

A

B

C

3 What will the weather be like in the morning?

A

B

C



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Escuela de educación
Pedagogía en inglés



4 What time does the tour of the hospital start?

A

B

C

5 What isn't the daughter having for her birthday?

A

B

C

6 What size shirt does the man want?

A

B

C

7 What are the police checking for next week?

A

B

C



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



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 Escuela de educación
 Pedagogía en inglés



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 Escuela de educación
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Questions 8–13

Part 2

For each question, choose the correct answer.

- 8** You will hear two friends talking about a film. What does the woman say about it?
A It's only suitable for young people.
B The director doesn't usually make action films.
C It has already been on TV.
- 9** You will hear two friends talking about someone the woman lives with. They think it would be a good idea.
A to ask him to leave.
B to remind him to do the washing-up.
C to leave him a note of things to do.
- 10** You will hear a woman telling a friend about a holiday she is going on. How does she feel about it?
A She is worried it might be expensive.
B She doesn't think she will be lonely.
C She doesn't like doing long walks.
- 11** You will hear two friends talking about meeting a relation at the airport. To help the person find him, the man has decided
A to take a sign.
B to wear something colourful.
C to email her when she arrives.
- 12** You will hear two friends talking about getting to the train station. The man thinks
A the bus will take a long time.
B a taxi is too expensive.
C the train will be late.
- 13** You will hear two friends talking about a new laptop. What does the man say about the old one?
A He took it to work for a while.
B It was slow to start.
C It stopped working.



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Part 4



Questions 20–25

For each question, choose the correct answer.

You will hear an interview with a woman called Sally Wainwright, who recently started singing classes.

- 20** Sally explained that
A people kept telling her to try something different.
B she didn't enjoy art classes.
C she had never been to a singing class.
- 21** Sally wanted to sing because
A her husband wanted her to.
B her mother told her she would love it.
C she didn't want to feel embarrassed about singing.
- 22** What does Sally say she likes about the group?
A The people are very kind.
B You don't need to show you can sing well to join.
C You only sing on your own if you want to.
- 23** What does Sally say about the first session?
A She had problems with her car.
B She felt better after talking with the organiser.
C She was asked to stand at the back.
- 24** Since she has been singing with the group
A Sally now sings with her children.
B Sally has achieved all her goals.
C Sally is more confident about singing on her own.
- 25** What does Sally say about singing?
A It can make you physically stronger.
B She is sure it is good for her health.
C She ends a session feeling cheerful.

Questions 14–19

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a radio presenter called Erica talking about how we can help the environment.

How to help the environment

Remember that when we're **(14)** we always have the choice to buy something somewhere else.

Take **(15)** with you the next time you go shopping.

Recycle unwanted things by giving them to **(16)**

See how you might be able to help with **(17)** problems where you live.

Ask your friends to help you clear rubbish and litter from **(18)** and streets in your area.

Try car-sharing with your **(19)** if you work in the same area.





Appendix 2. Perception Questionnaire

1. “Realizar estas actividades me ha dado más confianza en mis habilidades de inglés.”
2. “Realizar estas actividades ha ayudado a mejorar mi opinión sobre el idioma inglés.”
3. “Las clases de inglés me hacen sentir muy bien (emocionalmente)”
4. “La herramienta Language Reactor aumenta mi motivación a aprender”
5. “Me gusta el uso de nuevas tecnologías en el aula”
6. “Disfruté las actividades de comprensión auditiva realizadas en el aula”
7. “El trabajo con subtítulos me ha ayudado a mejorar mis habilidades del inglés”
8. “Las actividades realizadas en el aula estaban relacionadas con el tema de las clases”
9. “El uso de subtítulos es beneficioso para desarrollar vocabulario”
10. “Escuchar y ver subtítulos al mismo tiempo me ha ayudado a mejorar mi comprensión auditiva”
11. “Creo que mi nivel de inglés ha mejorado gracias a la práctica de la comprensión auditiva con el uso de subtítulos.”



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



12. “El uso de subtítulos me ha ayudado a identificar ideas generales e información específica de textos orales”
13. “La comprensión auditiva es el factor más influyente en mi nivel de inglés”
14. “Las actividades de comprensión auditiva me parecen divertidas”
15. “Queremos conocer tu opinión personal acerca de tu experiencia en el trabajo de comprensión auditiva que realizaste usando subtítulos. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías? Cuéntanos”



Appendix 3. Perception Questionnaire validation form

Validation instrument

This action research study aims to describe the effects on the performance of the participants while using subtitles to develop listening comprehension. The participants for this study are 45 students from a 10th grade at San Rafael Arcángel School, located in Los Ángeles, Chile. In order to collect data, one instrument was designed by the researchers, which is a post intervention questionnaire that will be applied to the 45 students being researched. For the purpose of applying such data tools, it is of great importance to validate the instruments with a group of experts so as to receive feedback and make modifications, if needed.

The upcoming information shows the research questions, general and specific objectives for you to consider when revising the instruments.

Research question

Are subtitles useful to enhance participants' listening comprehension skills in English classes?

General Objective

To describe the effects on the performance of the participants while using subtitles to develop listening comprehension.



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



General Objective

To describe the effects on the performance of the participants while using subtitles to develop listening comprehension.

Specific Objectives

1. To identify the participants' initial level of listening comprehension in regular English classes.
2. To determine if there is a change in the participants' listening comprehension with the use of subtitles.
3. To describe the participants' perception of the use of subtitles as an innovative tool to improve listening comprehension.

Questionnaire

To start with the process of validation of this instrument, please carefully read each of the questions. If the question is well written and designed, tick the box "keep the question". If it needs rephrasing or you consider another wording, tick "modify the question" and write a suggestion in the box "observations". Finally, if the question is not appropriate, tick the box "delete the question".

"Realizar estas actividades me ha dado más confianza en mis habilidades de inglés."

(Affective dimension)

- Keep
- Delete
- Modify

*



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Escuela de educación
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“Realizar estas actividades ha ayudado a mejorar mi opinión sobre el idioma inglés.” (Affective dimension)

- Keep
- Delete
- Modify

“Las clases de inglés me hacen sentir muy bien (emocionalmente)” (Affective dimension)

- Keep
- Delete
- Modify

“El uso de subtítulos aumenta mi motivación a aprender” (Affective dimension)

- Keep
- Delete
- Modify



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Escuela de educación
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Pedagogía en Inglés



“Queremos conocer tu opinión personal acerca de tu experiencia en el trabajo de comprensión auditiva que realizaste usando subtítulos. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías? Cuéntanos” (Affective dimension)

- Keep
- Delete
- Modify

“Me gusta el uso de nuevas tecnologías en el aula” (Pedagogical dimension)

- Keep
- Delete
- Modify

“Disfruté las actividades de comprensión auditiva realizadas en el aula” (Pedagogical dimension)

- Keep
- Delete
- Modify



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



“El trabajo con subtítulos me ha ayudado a mejorar mis habilidades del inglés” (Pedagogical dimension)

- Keep
- Delete
- Modify

“Las actividades realizadas en el aula estaban relacionadas con el tema de las clases” (Pedagogical dimension)

- Keep
- Delete
- Modify

“El uso de subtítulos fue beneficioso para desarrollar mi vocabulario” (Pedagogical dimension)

- Keep
- Delete
- Modify

“Escuchar y ver subtítulos al mismo tiempo me ha ayudado a mejorar mi comprensión auditiva” (Listening comprehension dimension)

- Keep
- Delete
- Modify



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Escuela de educación
Departamento de Teoría, Política y Fundamentos de la Educación
Pedagogía en Inglés



“Creo que mi nivel de inglés ha mejorado gracias a la práctica de la comprensión auditiva con el uso de subtítulos.” (Listening comprehension dimension)

- Keep
- Delete
- Modify

“El uso de subtítulos me ha ayudado a identificar ideas generales e información específica de textos orales” (Listening comprehension dimension)

- Keep
- Delete
- Modify

“La comprensión auditiva es el factor más influyente en mi nivel de inglés” (Listening comprehension dimension)

- Keep
- Delete
- Modify

“Las actividades de comprensión auditiva me parecen divertidas” (Listening comprehension dimension)

- Keep
- Delete
- Modify



Appendix 4. Gantt Chart

	OCT 16	OCT 19	OCT 23	OCT 26	OCT 30	NOV 6	NOV 13	NOV 20	NOV 23
Students and parents' permit	X								
Pre-test application	X								
Module 1		X							
Module 2			X						
Module 3				X					
Module 4					X				
Module 5						X			
Module 6							X		
Module 7								X	
Post-test application									X
Perception survey application									X



Appendix 5. Intervention Powerpoints

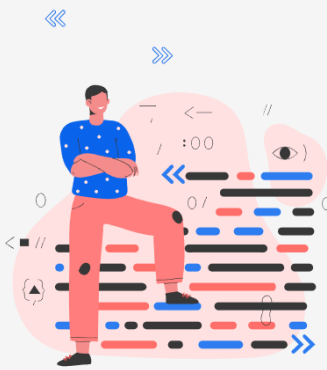
5.1. Class 1

**Mastering
the art of
Language
Reactor**



**Class
Objective**

To be able to use
Language Reactor





What is Language Reactor?

Language Reactor is a Google Chrome extension that can be used to learn a language. This tool has the following features:

- Dual subtitles
- Provides pronunciation
- Save vocabulary into your account
- Language practice (Phrase Pump)

Haz clic en una palabra para ver el diccionario. Haz clic con el botón derecho en una palabra para guardarla.

Haz clic aquí para abrir los ajustes.

Haz clic aquí para activar o desactivar las funciones adicionales.

Para la reproducción automáticamente al final de cada subtítulo.

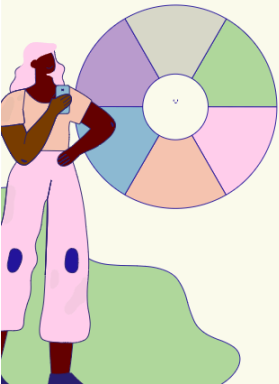
WordReference
chest [tʃest] noun
1. petto, torace
2. cassettone (drawers)
3. forziere (locker)
chest [tʃest] (ing)
Cassa, Petto, Torace, Baule M

ty) You can use that wood to make a chest.
Puoi usare quel legno per creare una cassa.

5.2. Class 2

Cleaning up crime scenes with...

THE SIMPSONS




Objective

To be able to recognize specific information from a video

Vocabulary

Crime scene




It is any location that may be associated with a crime committed.

Vocabulary

Murder

The crime of intentionally killing a person





Vocabulary

Gun



A weapon that bullets
are fired from

Vocabulary

Police department

The police force in an
area or a city.



Vocabulary

Chief



The most senior police
officer in a police force.



Vocabulary

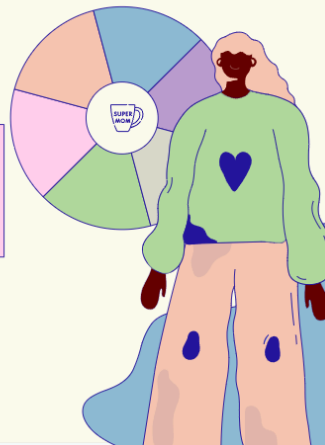
Crime scene tape

Barrier tape that warns the public that emergency services are investigating an area



Pay attention to the following video !

What was the video about?
What is the most important about the video?





5.3. Class 3

Helping the
police fight
crime with:

**the AMAZING
SPIDER-MAN**





Objective

To learn vocabulary related to the video and to be able to identify specific information from a video.

Vocabulary time!





Cop

A police officer, sometimes called "boys in blue"

An instrument composed of a blade fixed into a handle, used for cutting or as a weapon.

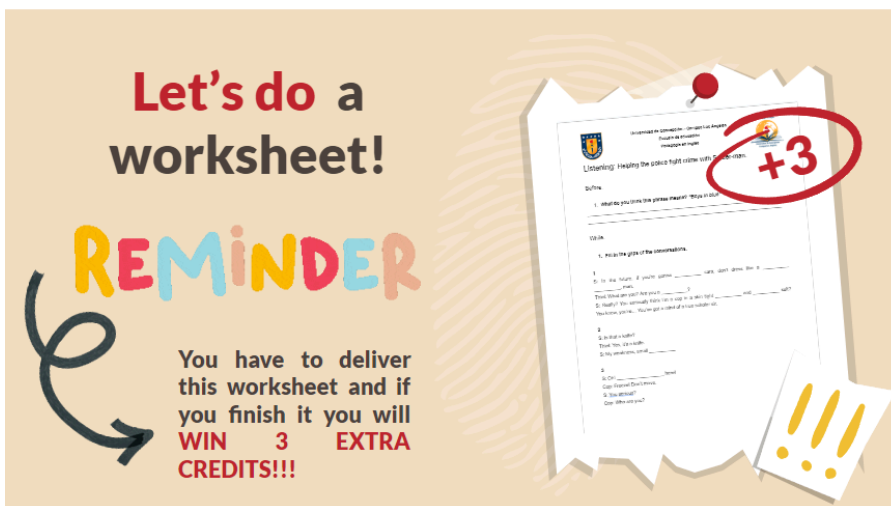
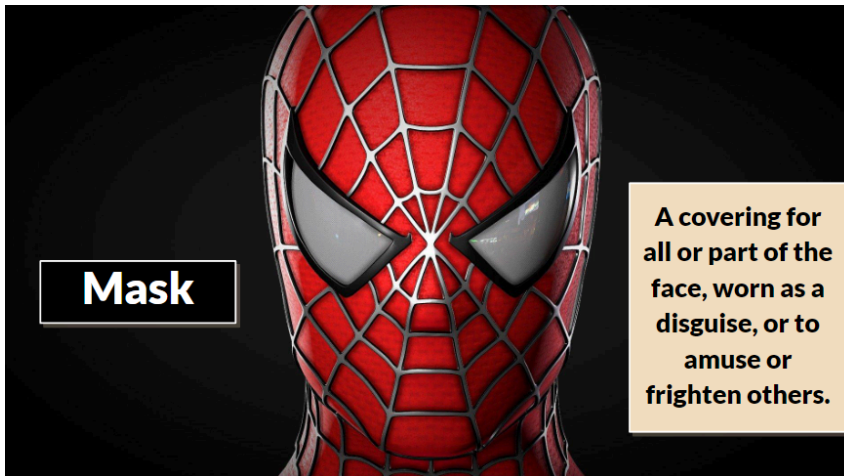


Knife



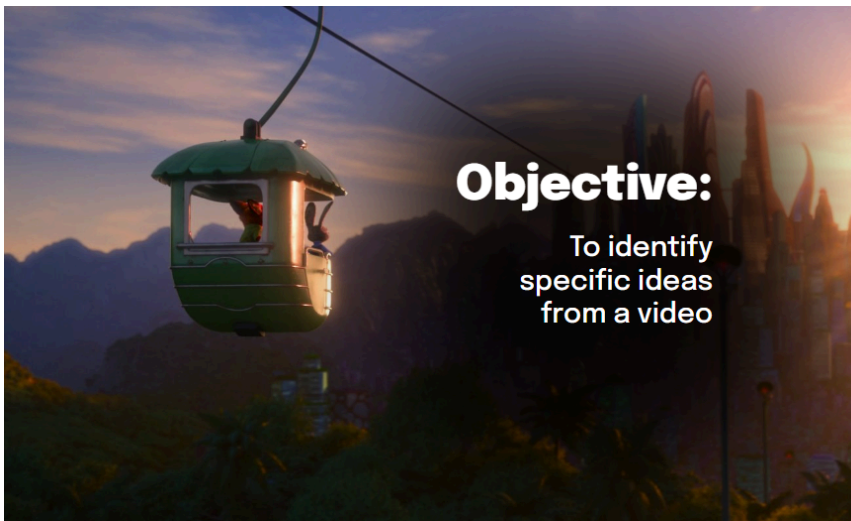
Steal

To take (another person's property) without permission or legal right and without intending to return it.



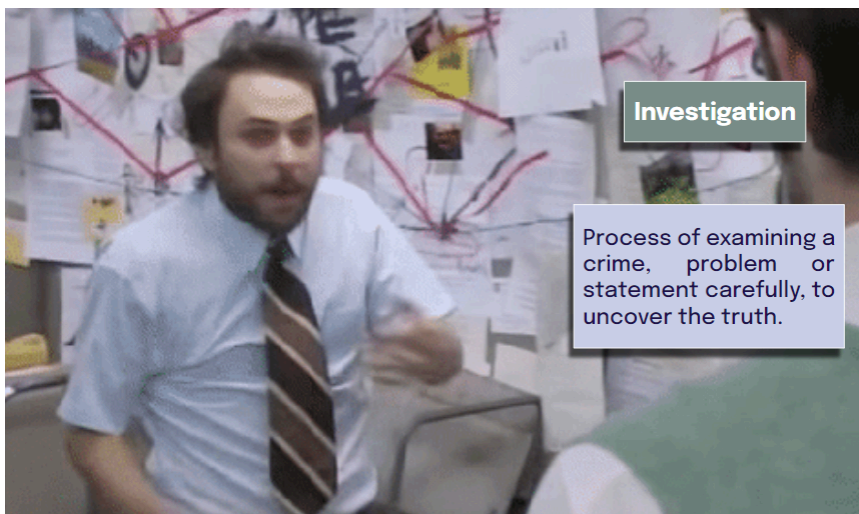


5.4. Class 4



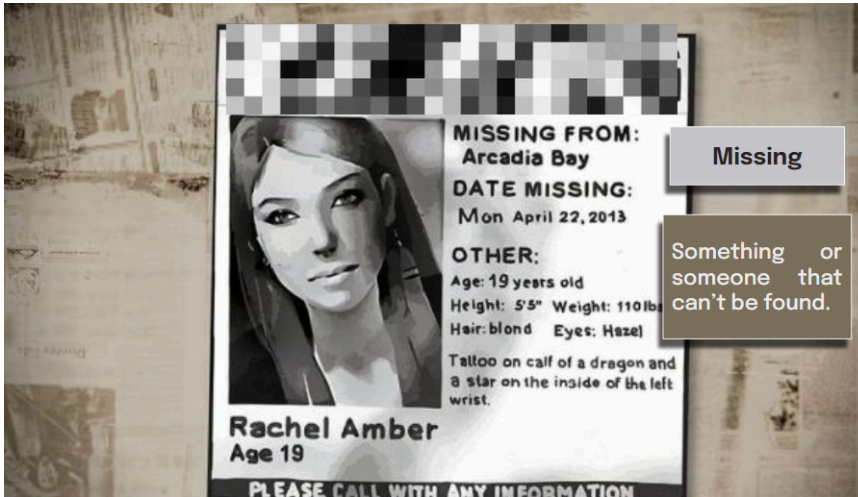


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Pedagogía en Inglés



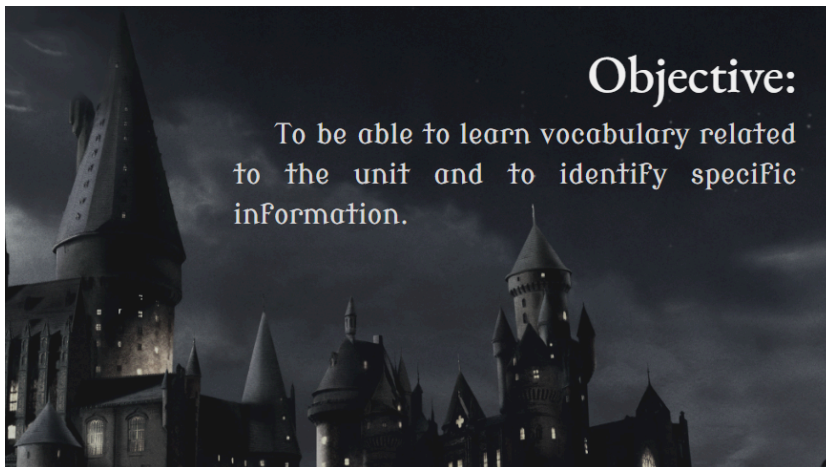


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Pedagogía en Inglés





5.5. Class 5





Testimony



A formal spoken statement, especially one given in a court of law.

Spy

A person who secretly obtains information on an enemy.



Capture




To take into one's possession or control by force.
E.g: Police captures a thief




Proof

Evidence or argument establishing a fact or the truth of a statement



Let's watch the following video

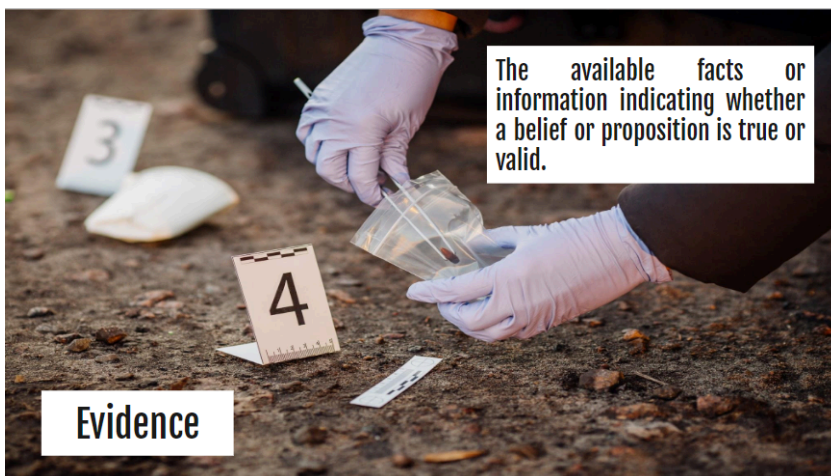
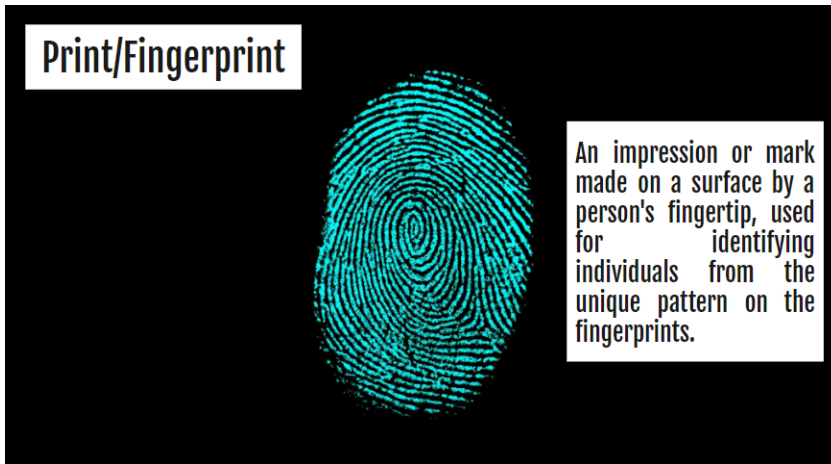


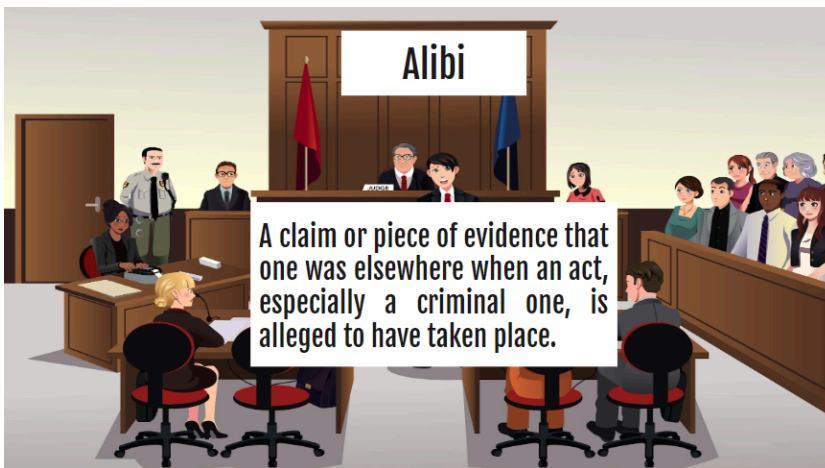
Let's go to Kahoot!



5.6. Class 6









Appendix 6. Intervention worksheets

6.1. Class 3



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Listening: Helping the police fight crime with Spider-man.

Before.

1. What do you think the phrase “boys in blue” means?

While.

1. Fill in the gaps of the conversations.

1) S: In the future, if you're gonna _____ cars, don't dress like a _____ man.

Thief: What are you? Are you a _____?

S: Really? You seriously think I'm a cop in a skin tight _____ and _____ suit?

2) S: Is that a knife?

Thief: Yes, it's a knife.

S: My weakness, small _____

3) S: Oh! _____ here!

Cop: Freeze! Don't move.

S: You serious?

Cop: Who are you?

S: No one seems to grasp the concept of the _____.



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After.

1. What is the thief trying to steal?

- a. A bicycle
- b. A car
- c. A truck
- d. A motorcycle

2. What does the thief ask Spider-man when he first sees him?

- a. If he's a cop
- b. If he's the owner of the car
- c. If he's going to hurt him
- d. If he's going to murder him

3. How does the thief try to escape?

- a. By opening the door and running
- b. He turns on the car and accelerates
- c. By opening the window and jumping through it
- d. He doesn't try to escape at all

4. Does Spider-man develop his own web?

- a. Yes
- b. No

5. Do the cops think Spider-man is a criminal?

- a. Yes
- b. No



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Pedagogía en Inglés



6.3. Class 7



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Listening: Do you know the muffin man?

Before.



1. How would you interrogate someone?

While.

1. Fill in the gaps of the conversations.

1) Run! run! run! As fast as you can. You can't _____ me, I'm the gingerbread man.

2) I'm not the _____ here, you are!

3) L: Now tell me, where are the others?

G: Eat me!

L: I've tried to be _____ to you creatures. Now, my _____ has reached its end.

4) L: Mirror, mirror on the wall, is this not the most perfect _____ of them all?

M: Well technically you are not a _____.

5) She's a loaded _____ who likes piña colada and getting caught in the rain.



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After.

1. Where does the muffin man live?

- a. In the countryside
- b. Far, far away
- c. Drury lane
- d. In the swamp

2. What's the phrase that activates the magic mirror?

- a. Mirror, mirror, on the wall...
- b. Mirror, activate!
- c. Abracadabra!
- d. Magic mirror, please activate!

3. Which bachelorette did Lord Farquaad pick?

- a. Bachelorette 1
- b. Bachelorette 2
- c. Bachelorette 3
- d. Bachelorette 4

4. What's the name of the first Bachelorette?

- a. Fiona
- b. Snow white
- c. Cinderella
- d. Rapunzel



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 Pedagogía en Inglés



5. What does Lord Farquaad need to do to become a king?

- a. Kill the actual king
- b. Marry a princess
- c. Kiss a frog
- d. Kill Shrek

6. How does Lord Farquaad manipulate the magic mirror?

- a. By opening the door and running
- b. He turns on the car and accelerates
- c. By opening the window and jumping through it
- d. He doesn't try to escape at all

7. Does the magic mirror try to warn Lord Farquaad about Fiona's condition?

- a. Yes
- b. No

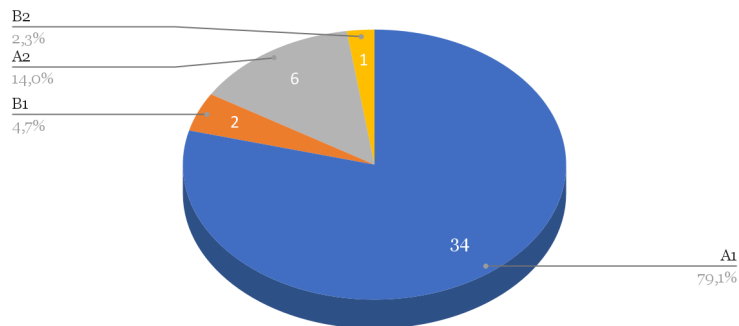
8. Do you think Lord Farquaad's way of interrogation is correct? Why? Why not? Justify your answer.



Appendix 7. Statistical analysis of the results

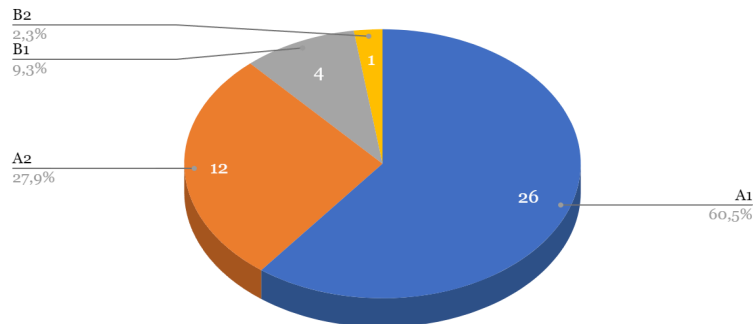
7.1. Pre test results

Pre test results



7.2. Post test results

Post test results





7.3. Analysis of Variance (ANOVA)

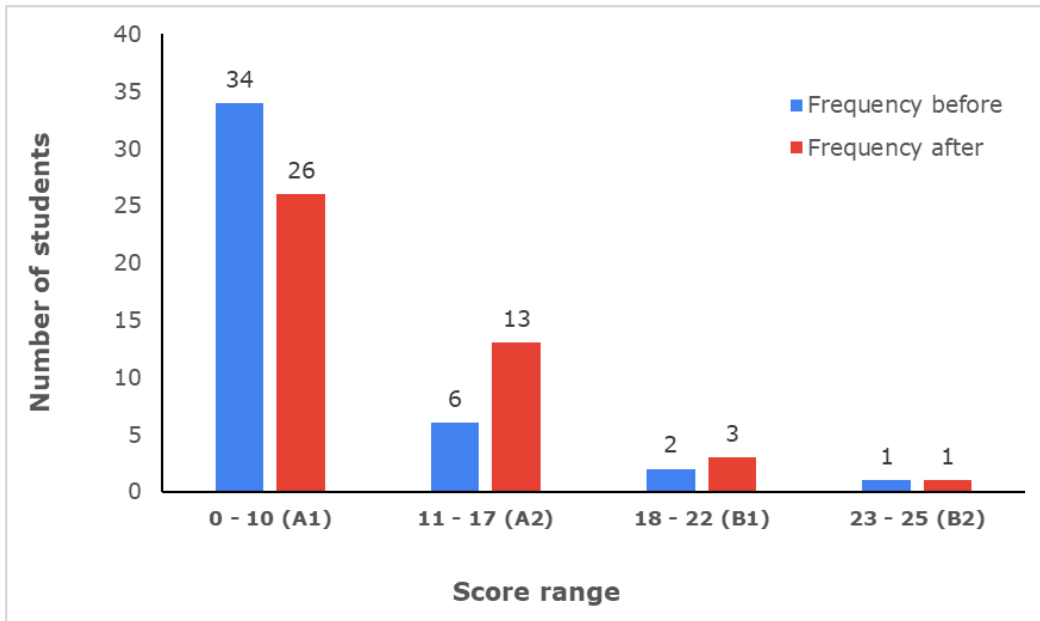
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	67.1627907	1	67.16279	2.633606	0.1083711	3.9545
Within Groups	2142.186047	84	25.50221	184	813	68408
Total	2209.348837	85				

7.4. English levels before and after the PET

Bin	Level	% initial PET	% final PET
0 - 10	A1	75,56% (n=34)	57,78% (n=26)
11 - 17	A2	13,33% (n=6)	28,89% (n=13)
18 - 22	B1	4,44% (n=2)	6,67% (n=3)
23 - 25	B2	2,22% (n=1)	2,22% (n=1)

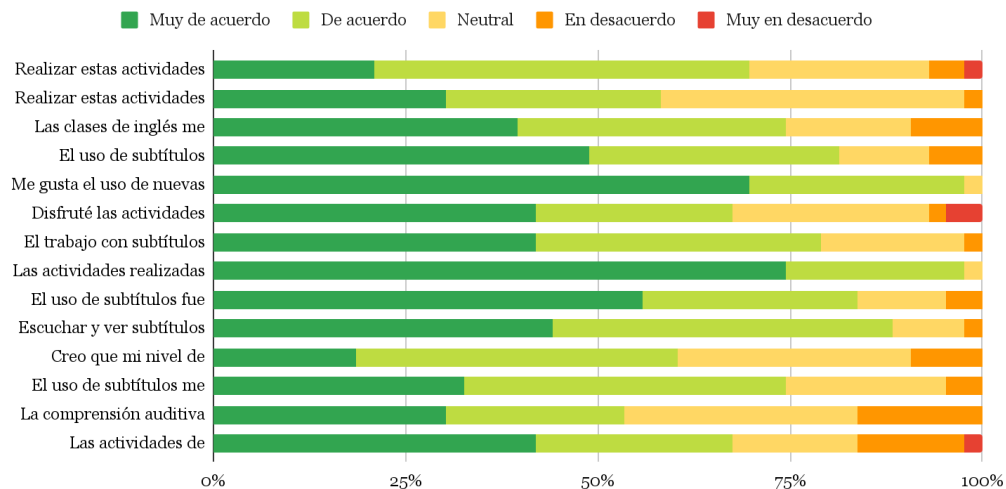


7.5. Frequency histogram for the different scores obtained before and after the application of the PET



7.6. Participants' Perception Questionnaire responses

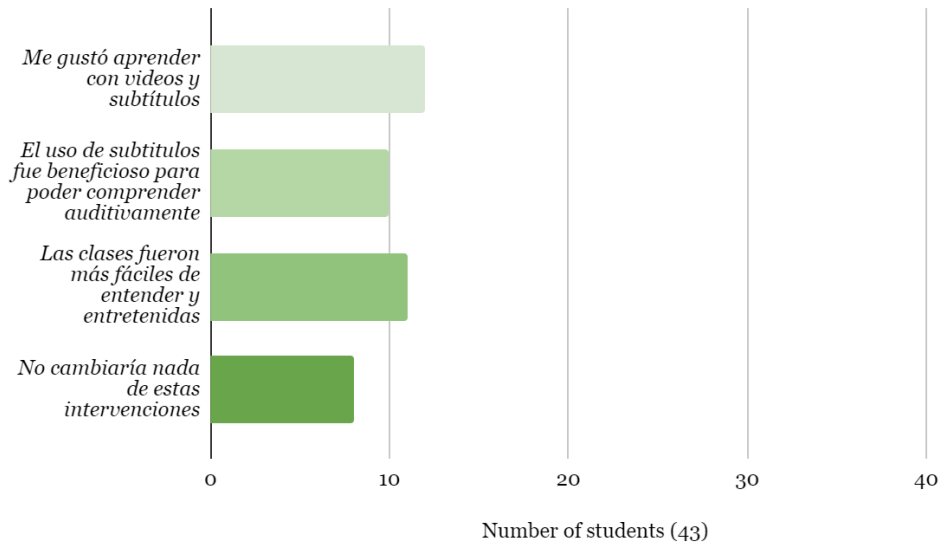
Perception Questionnaire





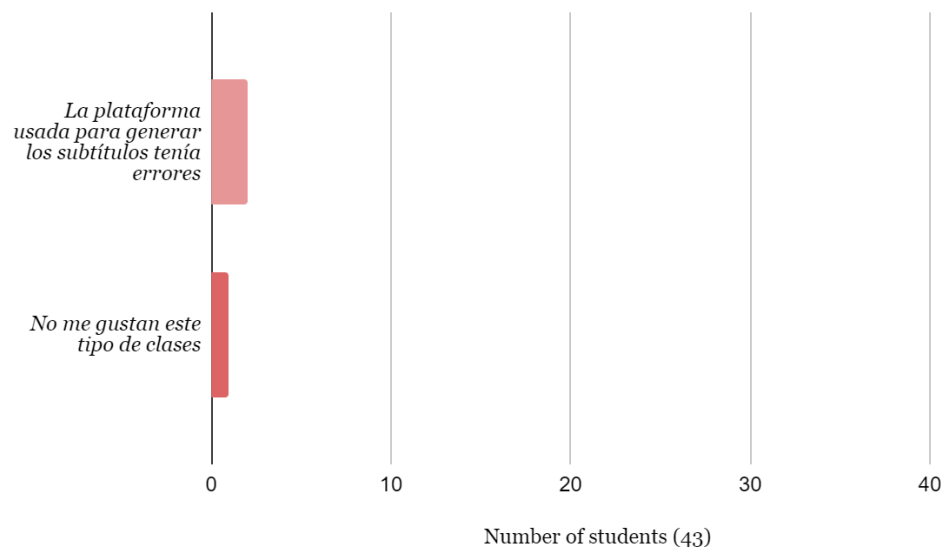
7.7. Positive participants responses

Positive aspects of the interventions according to the participants



7.8. Negative participants responses

Negative aspects of the interventions according to the participants



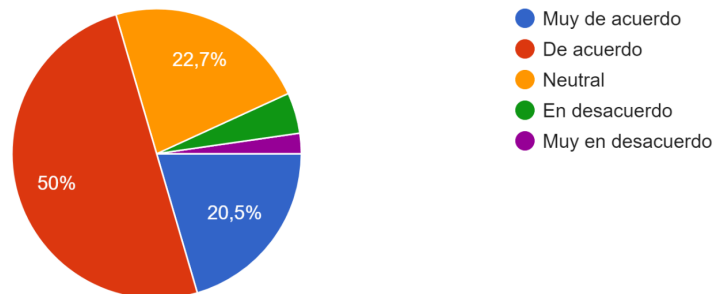


Appendix 8. Perception Questionnaire analysis graphics

8.1. Statement 1

Realizar estas actividades me ha dado más confianza en mis habilidades de inglés.

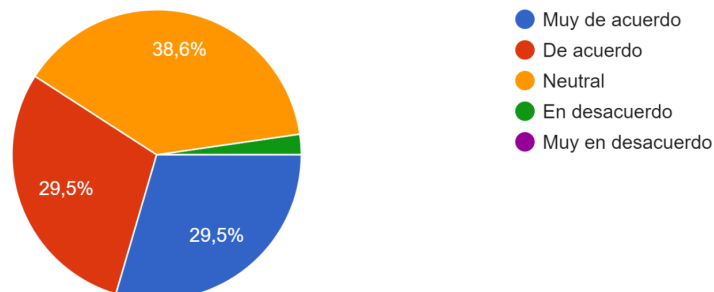
44 respuestas



8.2. Statement 2

Realizar estas actividades ha ayudado a mejorar mi opinión sobre el idioma inglés

44 respuestas

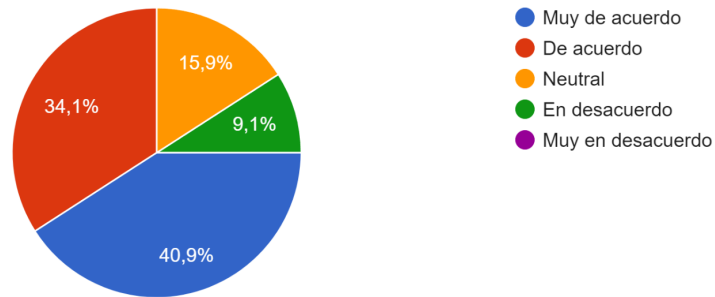




8.3. Statement 3

Las clases de inglés me hacen sentir muy bien (emocionalmente)

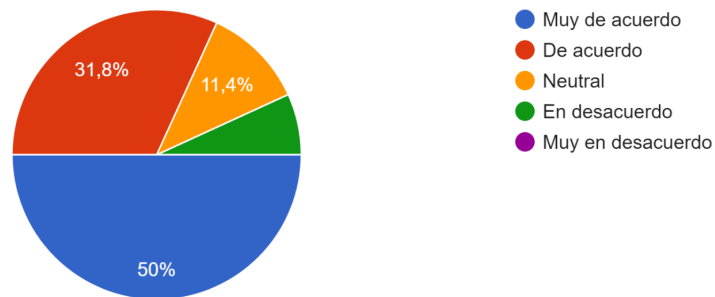
44 respuestas



8.4. Statement 4

El uso de subtítulos aumenta mi motivación a aprender

44 respuestas

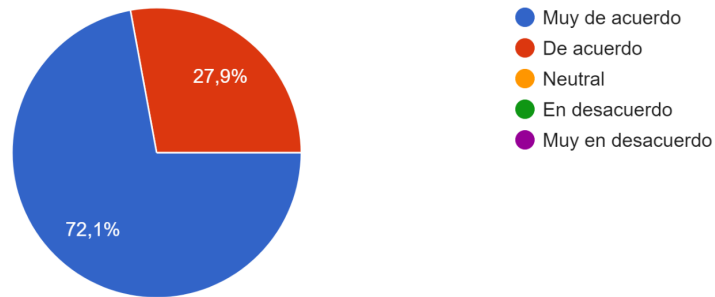




8.5. Statement 5

Me gusta el uso de nuevas tecnologías en el aula

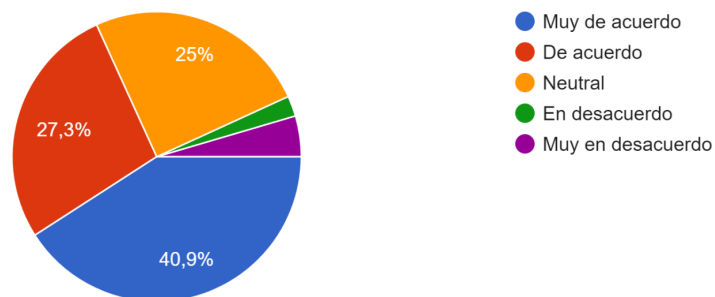
43 respuestas



8.6. Statement 6

Disfruté las actividades de comprensión auditiva realizadas en el aula

44 respuestas

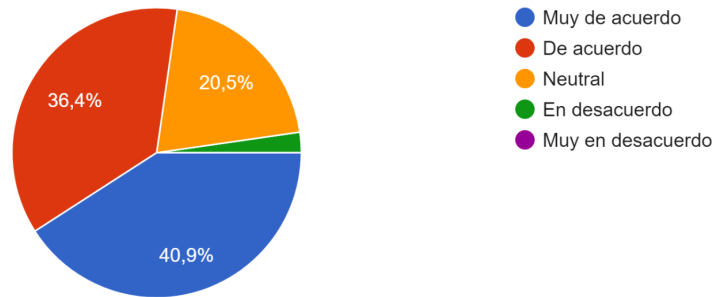




8.7. Statement 7

El trabajo con subtítulos me ha ayudado a mejorar mis habilidades del inglés

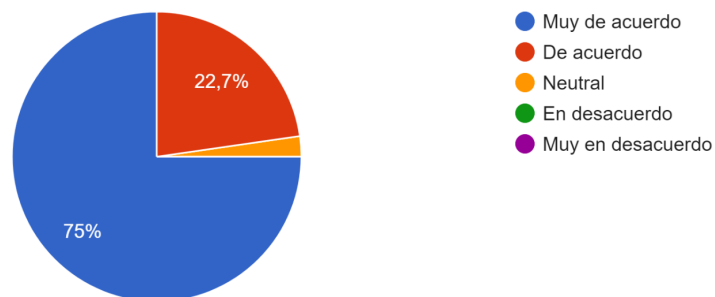
44 respuestas



8.8. Statement 8

Las actividades realizadas en el aula estaban relacionadas con el tema de las clases

44 respuestas

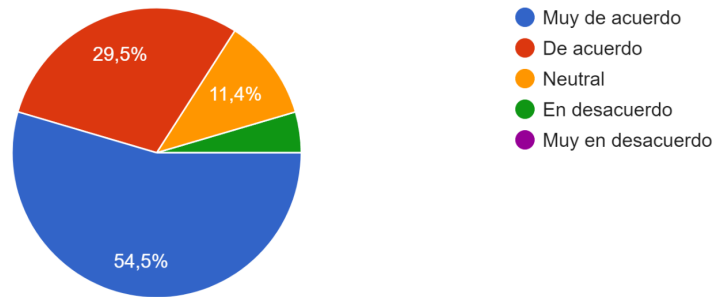




8.9. Statement 9

El uso de subtítulos fue beneficioso para desarrollar mi vocabulario

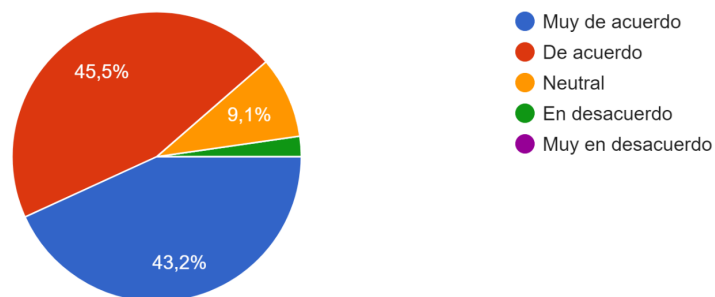
44 respuestas



8.10. Statement 10

Escuchar y ver subtítulos al mismo tiempo me ha ayudado a mejorar mi comprensión auditiva

44 respuestas

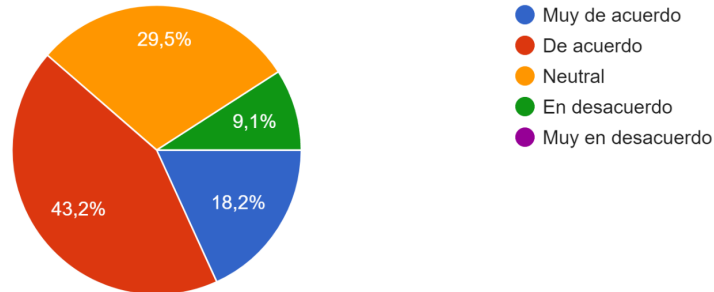




8.11. Statement 11

Creo que mi nivel de inglés ha mejorado gracias a la práctica de la comprensión auditiva con el uso de subtítulos

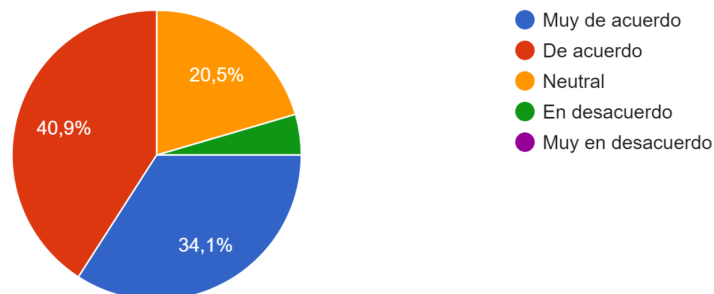
44 respuestas



8.12. Statement 12

El uso de subtítulos me ha ayudado a identificar ideas generales e información específica de textos orales

44 respuestas

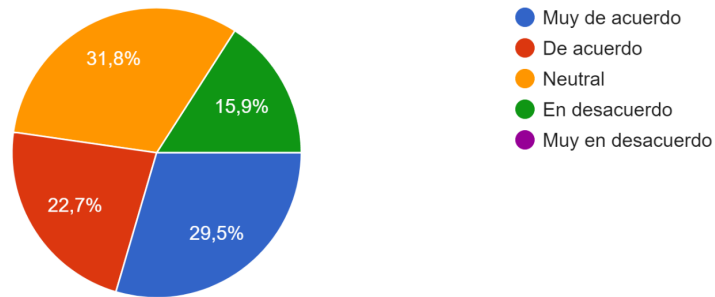




8.13. Statement 13

La comprensión auditiva es el factor más influyente en mi nivel de inglés

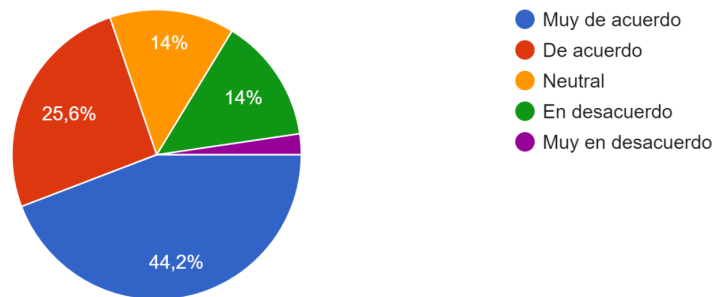
44 respuestas



8.14. Statement 14

Las actividades de comprensión auditiva me parecen divertidas

43 respuestas





Appendix 9. ODS

Bloques	Objetivos	1°	2°
Personas	1. Poner fin a la pobreza en todas sus formas y en el mundo.		
	2. Poner fin al hambre, lograr la seguridad alimentaria y la mejora de la nutrición y promover la agricultura sostenible		
	3. Garantizar una vida sana y promover el bienestar de todos y todas las edades.		
	4. Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos.	X	
	5. Lograr la igualdad de género y empoderar a todas las mujeres y las niñas.		
Planeta	6. Garantizar la disponibilidad y la gestión sostenible del agua y el saneamiento para todos.		
	12. Garantizar modalidades de consumo y producción sostenible.		
	13. Adoptar medidas urgentes para combatir el cambio climático y sus efectos.		
	14. Conservar y utilizar sosteniblemente los océanos, los mares y los recursos marinos para el desarrollo sostenible.		



	15. Proteger, restablecer y promover el uso sostenible de los ecosistemas terrestres, gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras y detener la pérdida de biodiversidad.		
Prosperidad	7. Garantizar el acceso a una energía asequible, fiable, sostenible y moderna para todos.		
	8. Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos.		
	9. Construir infraestructuras resilientes, promover la industrialización inclusiva y sostenible y fomentar la innovación.		
	10. Reducir la desigualdad en los países y entre ellos.		
	11. Lograr que las ciudades y los asentamientos humanos sean inclusivos, seguros, resilientes y sostenibles.		
Paz	16. Promover sociedades pacíficas e inclusivas para el desarrollo sostenible, facilitar el acceso a la justicia para todos y construir a todos los niveles institucionales eficaces e inclusivas que rindan cuentas.		X



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Asociaciones	17. Fortalecer los medios de implementación y revitalizar la Alianza Mundial para el Desarrollo Sostenible		
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