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I declare this undergraduate dissertation entitled “**CAPTIONED MOVIES AND LISTENING COMPREHENSION**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

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DEDICATION

To God, for all the strengths that he has given me to carry on.

*Thanks to my mother and brothers for
supporting me in my studies. Best wishes and
harmony to them both.*

Ariel

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*To my mother for all the support and patience that she has shown me my
entire life.*

To my brothers for helping me when I needed them.

*To my teachers for their shared knowledge and the patience
that they had for me.*

Forever in my heart.

Ariel

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RESUMEN

El uso de películas con subtítulos en el área de educación en inglés se ha evitado debido a diferentes aspectos como el tiempo de planificación y el desconocimiento de nuevas estrategias y metodologías. Sin embargo, algunos educadores están de acuerdo con la idea de usar películas con subtítulos para mejorar las habilidades del idioma inglés y enseñar un segundo idioma. El presente estudio tiene como objetivo determinar la influencia del uso de películas con subtítulos en la comprensión auditiva utilizando un método de investigación preexperimental. La población considerada para esta investigación fue un grupo de 42 estudiantes (20 mujeres, 22 varones con edades entre 13 y 14 años) de décimo grado de la Unidad Educativa "Hispano América". La investigación tuvo una duración de cuatro semanas durante las cuales se realizaron siete intervenciones, dos intervenciones para las aplicaciones de pre-test y post-test, y cinco intervenciones para cada plan de lección basado en el método de Presentación, práctica y producción (PPP). No obstante, la modalidad de trabajo fueron clases presenciales ya que los estudiantes debían ver la película, realizar hojas de trabajo, y llenar cuestionarios para mejorar la comprensión auditiva. Después de las intervenciones de cuatro semanas, los datos cuantitativos se recopilaron y analizaron utilizando el programa SPSS comparando los puntajes de la prueba previa y posterior con una mejora promedio de 3.62 a 7.01. Para lograr esta mejora, la película utilizada en este estudio se dividió en 5 secciones, las cuales estaban de acuerdo con los cinco niveles de escucha utilizando las actividades adecuadas para cada uno. Finalmente, los resultados mostraron una mejora en los niveles de escucha, específicamente en "Recordar detalles", donde los estudiantes desarrollaron la habilidad de escuchar y retener información específica del audio. En el nivel de "Distinguir entre hechos y opiniones", los estudiantes prestaron más atención al escuchar información concreta y escuchar los pensamientos de las personas sobre la película, y en el nivel de "Reconocimiento de sesgos", los estudiantes tomaron la decisión correcta basadas en información vital, no en suposiciones ni en creencias.

Palabras clave: Comprensión auditiva, Idioma Inglés, Películas con subtítulos, Presentación, Práctica y Producción.

ABSTRACT

The use of captioned movies in the English education area has been avoided due to different aspects such as time of planification, and lack of knowledge of strategies and methodologies. However, some educators agree with the idea of using Captioned movies to improve English language skills and teach a second language. The present study has the purpose to determine the influence of using Captioned movies on listening comprehension using a pre-experimental method of research. The population considered for this research was one group of 42 students (20 females, 22 males ages range 13 to 14) from tenth grade at Unidad Educativa “Hispano América”. The research lasted four weeks during which seven interventions were carried out, two interventions for the pre-test and post-test applications, and five interventions for each lesson plan based on Presentation, practice, and production (PPP) method. Nevertheless, the work modality was face-to-face classes for watching the movie and performing the worksheets, and quizzes to improve listening comprehension. After the four-week interventions, the quantitative data was gathered and analyzed using the SPSS program comparing the scores from the pre-test and post-test with an average improvement of 3.62 to 7.01. To achieve this improvement, the movie used in this study was divided in the 5 sections, which were according to the five listening levels using the appropriate activities for each one. Finally, the findings were an improvement in the levels of listening, specifically in “Recalling details”, where students developed the ability to listen and retain specific information from the audio. “Distinguishing between fact and opinion”, the students paid more attention in listening to concrete information and listening to individuals’ thoughts of the movie, and “Recognizing Bias”, the students made right choices based on vital information and not on beliefs.

Keywords: Captioned movies, English language, Listening comprehension, Presentation Practice and Production.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative Background

The following study is backed by numerous journal articles, a thesis, and books as research on the effects captioned movies have on listening comprehension. The papers, theories, and books were carefully selected and analyzed to obtain accurate results and conclusions. The information gathered was also well organized and sought out.

Firstly, Hariffin and Mohd (2019) carried out their study with the aim of to investigate the effects of caption videos on English vocabulary, the participants were 44 students of four and five year at a rural school in Kapit, the range of ages of these students were between 10 to 11 years old. The authors chose a quantitative research approach and a quasi-experimental design; therefore, two groups were selected. First group the experimental or treatment group and second the control group. For this part of the study, it was necessary to use the sampling random technique. In addition, the instruments used were a pre-test before the treatment and a post-test after the treatment. Moreover, to analyzed the data the authors used the descriptive statistics and inferential statistics, the tool used was SPSS. Finally, the results demonstrated that participants from the treatment group outperformed the control group, which suggests the effectiveness of captioned video on vocabulary acquisition.

The research developed by Abdul et al. (2021) showed the impact of captioned movies in improving listening skills. Besides, this case study was quantitative, and descriptive which involved 36 students from the Foundation English course session at University Kebangsaan in Malaysia. Moreover, 10 interviews were implemented which responded to the listening skill ability. After applying the interventions, the researchers analyzed the information through a questionnaire. The responses were yes, or no, and the rest was collected with the Likert scale, with 1 for strongly disagree and 5 for strongly agree. Therefore, findings from the questionnaire implemented were interpreted using SPSS version 18. Students' responses were descriptive statistics in the form of frequency and percentage. Finally, the results displayed that the majority of students demonstrate a great interest when watching English language movies. Likewise, captioned movies by

incorporating imply that students foster and develop their motivation to ensure language and enrichment of the receptive skill.

Metruk (2019) analyzed the effectiveness of using English movies for the development of listening skills in EFL learners. This research aimed to investigate the effects of employing ICT, namely extensive viewing of movies in Slovakia. Furthermore, the population was a total of 18 students who were targeted in a preliminary study. Students were divided into three groups: those who watch movies in the original English in 1, 2, 3, and more hours a day. Based on this, the data was collected through a questionnaire and a listening test. The collected data were analyzed through the Friedman ANOVA non-parametric statistical and a post-hoc test. Besides, the results illustrated that even though some differences in the mean scores were identified, no statistically significant distinctions were found in the listening test grades between the 3 groups. Students who watch English movies for 3 and more hours achieved the highest scores, 23.3 while 19.8 represent the population who watch movies 1 hour per day. Lastly, a score of 19 represents 2 hours a day. To conclude, the implementation of movies in listening comprehension is of crucial importance because it deserves the serious attention of EFL teachers and learners in the improvement.

A publication by Dinh (2020) stated the understanding EFL students' use of listening strategies in watching English captioned movies in Vietnam. This research exposed how captioned movies have been the subject of many studies in language teaching and learning. Likewise, it aimed at exploring the frequency use of listening strategies in teaching English captioned movies in five general English classes at Ho Chi Minh City Industry and Trade College (HITC). On the other hand, the methodology of the research was qualitative and quantitative. Moreover, 150 college freshmen participate in answering a questionnaire, and 25 students in answering the semi-structured interview questions. Besides, the data was collected through a questionnaire and analyzed by SPSS in terms of descriptive statistics and ANOVA test. Finally, the results demonstrated that a vast number of students employed listening strategies at different levels of frequency in which meta-cognitive, socio: affective, and cognitive strategy was used more frequently to achieve levels.

Moreover, the study of Alabsi (2020) assessed the impact of adding text to videos on English as a Foreign Language learners' listening comprehension. The participants for this study were 76 students of Taibah University, these students were divided into two groups. One group was the control group and the other was the experimental group. The experimental group watched an English learning video, where they had to write the subtitles relating to the video. On the other hand, the control group watched videos during live lectures but did not add subtitles on the content they viewed. To obtain statistical data the author used the pair sample t-test to assess the extent of listening comprehension achievement and the post-test results were compared. Finally, the results showed a significant increase in post-test listening comprehension scores. The results indicate a positive impact through video watching and adding text apps.

On the other hand, Lini and Rusdi (2020) presented in their research the difficulties that students have in listening comprehension and the factors which cause the difficulties in the English Language. This study had a descriptive qualitative research approach. The population selected for this research was 32 students of K-2 class using the cluster sampling technique. To carry out this study two instruments were used, which are a questionnaire and an interview. Moreover, in the process to collect data the researchers handed out the questionnaires to all students of the K-2 class. The questionnaire consists of three sections. The first one was about listening materials, the second was about the listener, and the third one was about the speaker and physical setting. For the interview, there were only 5 questions. Finally, the findings were that the first difficulty found was in listening material, because the listening text contains complex grammatical structures and students did not understand it. The next difficulty was understanding every word, they do not know the meaning of each word and they do not have enough vocabulary. And, the last difficulty was that students cannot interpret the meaning of the spoken text.

Another article of Tryanti et al. (2018) mentioned the impact podcasts have on listening comprehension. To carry out this research, the authors used an objective test, a lesson plan of listening, treated students for sixteen meetings, and a survey questionnaire. In addition, a quasi-experimental method with a post-test only for the control group and a survey for the experimental group. The research approach used in this study was quantitative. Moreover, a group of 60 high school students in Indonesia participated in this study. These students were distributed into two groups 30 in the experimental group and 30 in the control group. The researchers used "cluster random sampling" to divide the

groups. Then the students were treated sixteen times in the classroom. After, a post-test was administered to the control group and a survey questionnaire to the experimental group. It was analyzed by; using validity, reliability, the Likert scale, and SPSS. The findings found in this research were that there is a significant difference in post-test scores between the two groups, in favor of the experimental group. Thus, the authors revealed that podcasts improve students' listening comprehension, but depend on the teachers' competence with the e-tool.

According to Lestary and Seriadi (2019), the utilization of songs as a technique for teaching listening. The authors used a literacy review design where different topics related to listening comprehension and the use of songs were covered. The topics covered are negative and positive points of view on the utilization of songs in foreign language teaching, how songs improve the listening skills of learners, the criteria for selecting songs in language teaching, and what kind of activities teachers can use while they are using music in the learning process. Finally, the authors concluded that the use of technology is essential for language teaching and the use of songs through technology in lesson attract the attention of students. The positive points of view according to this article was that in the listening lessons, the atmosphere in class is more pleasant and the materials are authentic. Moreover, songs can make the students active in class and become interested in the topic. However, the negative points of view concluded were the types of songs, because some songs are inefficient and the meaning they convey may cause problems for some students.

Likewise, Desma (2018) mentioned in her research project whose purpose was to identify the correlation and influence between listening strategies and listening comprehension among Islamic Senior High School Students. The population consisted of 68 eleventh-grade students. The research design used was correlational research with the explanatory design to determine the correlation between variables and explain and interpret results. The study also implemented a qualitative approach. The researcher first identified the pupil's listening comprehension by using a questionnaire. After, the researcher used a listening test to obtain additional information on students listening comprehension. Finally, the correlation and influence between the variables were analyzed, using the SPSS tool (Statistical Package for Social and Science). The two instruments used to collect the data were a listening strategies questionnaire and a listening test. The questionnaire used a Likert Scale to obtain results, and the test was taken from the TOEFL

junior exam. The analysis revealed a positive correlation between listening strategies and listening comprehension. Also, students listening strategies had a positive influence on their listening comprehension. Furthermore, students' listening strategies had a significant influence on students' performance listening.

Lastly, Cong Vu et al. (2022), in their paper presented a CALL (computer-assisted language learning) app for English as a Foreign Language listening comprehension. The study was divided in two sections. The first section described the development of the software “Listening Hacked”, including its theoretical underpinnings and development functionalities. The second section was about the reports on the evaluation with “Listening Hacked” which included an experiment with a population of 53 students of Vietnam. The studytime was 12 week and the research design was an experimental design. Moreover, the instruments used in this paper were a pre-training and pos-training to measure the students ‘listening comprehension. Therefore, the simple random sampling method was assigned to create two groups, first group that was the experimental group and the second group that was the control group. The first group learned EFL listening with English movies doing paused transcription tasks, and completing tasks that were available on the platform. On the other hand, the Control group learned through traditional listening exercises with comprehension questions on Google classroom. The information of this study was collected from pre-test, post-test and TPS, and for the statistical results the researchers used IBM SPSS Statistics to determine the effect of listening Hacked on the pupils EFL listening skill. Finally, the results were, the students of experimental group showed an improvement of 11% in their EFL listening performance, while the students of control group did not show evidence of improvement, they were exposed to a traditional listening method.

1.2. Theoretical Framework

Independent variable

English language teaching

Teaching English or any other language has been quite challenging throughout time. Institutions and professors have used various methods to overcome such challenges. One particular technique that professors have been using to teach English is the use of audio-

visual media within their lesson plans. Moreover, movies contain wisdom and exciting visuals suitable for language learning. Watching movies has become a habit or hobby for everyone. Language teachers can use this by presenting authentic learning materials. In addition, different types of research are to improve their teaching methods. Educators must also choose carefully which teaching methods to apply to their students. Each student retains information differently, which requires educators to use various approaches during activities. Teachers must keep in mind that education is an ongoing process that changes with each generation that emerges (Melinda, 2022).

According to Alluri (2018), professors use captioned movies to enhance students' English Language teaching, they create a more diverse and flexible learning atmosphere for the students. Captioned movies can enhance the learning of a language by providing proper input that is necessary for spoken language learning. Also, it can play a critical role in supporting the development of essential transferable skills. In addition, it offers students real input, which can provide young learners with a means to respond creatively to the uncertainties of life. Students also have a chance to share their reflections through movies.

The upside of using captioned movies is it is relatively easy to use in activities, and even before it starts, pupils can tap into their emotions. It allows students to use their initiative and communicate their ideas creatively. The same author stated that learners who learn their target language through watching movies capture the language elements such as pronunciation. It also allows them to learn the language using authentic materials. Students who observe different cultural aspects, for instance, humor or culturally specific use of the language such as idioms improves their understanding of the function of the language. Thus, students not only develop linguistic competence in the process but also enhance their critical and reflective thinking skills. It is also essential to remember that multi-sensory input enhances pupils' memory retention because they are relaxed and actively participating. It is also suggested that alongside captioned movies various activities be included (Roslim et al, 2021).

Teaching methods

Teaching with captioned movies is an innovative method that has been used by teachers for more than 20 years. Gonzalez et al. (2015) concluded “This experience suggests that

educating through cinema is restricted neither to homogeneous audiences, nor for those people coming from the so called more sensitive cultures.” (p.4). Thus, using this methodology can be applied to a wide range of audiences and even to cultures that might find some material explicit. The benefit of using this method is that it offers students a sense of real-life situations, which helps them build character and analyze their thoughts. Teachers can also use movie scenes or characters to transmit the main message across.

Olugbenga (2021) argued that caption’s movies focus on a learner center approach where the complete learning experience is on the students. Teachers and students play an equally active role in the learning process. The critical role the instructor takes part in is to coach and facilitate students learning with the overall comprehension of the material. It is the belief that the learner is at the center of the learning process, not the syllabus. Moreover, the author mentioned that the learned-centered approach shifts the focus of instructions from the facilitator to the pupils and puts young learners first, paying careful attention to their needs and interests. Pupils also bring their knowledge, past experiences, education, and ideas to the classrooms, which impacts how they learn.

In addition, captions help learners’ retention of knowledge by providing printed words on a screen and, at the same time, the words are being heard, creating visual imagery. It is essential to remember that the learner-centered approach places high emphasis on engagement which greatly influences pupils' levels of interest and motivation. Thus, ensuring learners get a personalized learning experience and creating more engaging and stimulating content. In addition, learner-centered activities offer students opportunities to work in group work, and the use of captions movies in learning makes learning more fun. All students don't have similar learning needs or interests using captioned movies and learner-centered activities will help facilitate personalized learning and will treat all pupils the same way (Gass et al, 2019).

Teaching tools

Using captions in movies serve as an essential tool for students who are learning English. Projecting captions while students are closely paying attention can help address the diverse needs of learners in the class and encourages them to participate with each other more confidently. This tool also helps educate learners who have special needs, such as

hearing loss. Not only do students show improvement in listening comprehension, but show improvements in vocabulary acquisition (Butler, 2019).

Ellis et al. (2020) stated that “students with diverse learning styles, older students, and students who experience difficulty accessing online videos for reasons related to issues with their environment (noise) or with technology (connectivity or equipment) also benefit from captions” (p.5). Therefore, captioned movies benefit everyone who uses them to learn a second language, especially individuals who are hearing and visually impaired.

According to Kanellopoulou (2019), “Films first and foremost offer authentic language input and cultural information in an easily digestible manner. They have a positive effect on learner motivation as the visual input enhances learners’ understanding.” (p.147). Hence, the material is genuine and easy for learners to pick up and understand. Learners can even relate to the content because it's not biased. In addition, by exposing students to listening input through the use of caption movies, they can acquire the knowledge required for language learning. For instance, areas where students show significant improvement are; grammar, phonology, and language use. The idea is that the more you expose yourself to comprehensible input through listening, the more of that language you will learn.

Moreover, the role of the teacher is an essential aspect in the classroom environment because not only do they bring or set up the equipment needed for the activities but choose an appropriate movie based on age or gender. Sun (2019) mentioned the movie cannot be dull or dark. When students begin to ask questions about the flick, the teacher must pause the film and answer the questions. The activities that students complete during or after the movie should be well prepared. To ensure participation in and after class. There are three activities essential for listening, such as imitating dialogues in the movie, taking notes for key information, and asking questions according to the note-taking of the sections of the film.

Captioned Movies

Captioned movies are understood to be movies containing captions that demonstrate written spoken dialogue and sound specification. Captions independent of the language are excellent tools that let individuals from different cultures and nations appreciate films.

Through this method, teachers can deliver the target language and answer questions that students might have throughout the lesson. It is essential to understand the difference between captions and subtitles. During the 1970s, captions were presented to the audiences to accommodate deaf and hard-of-hearing viewers. It was a game changer as viewers now had the opportunity to enjoy tv or movies (Reynolds et al, 2022)

According to Drews (2017), “Since the birth of closed captioning for television in the early 1970’s, there has been little effort to make any significant improvements.” (p.2). Hence, captions are not a new teaching tool or method but have been evolving throughout generations. Each educator that has decided to apply this tool in their lesson plans has done it in the same manner as captions are easy to transmit the main idea across. As tv became a popular home appliance and an essential tool to have in every household, captions became a mandated requirement for broadcast television in the United States and worldwide. As a result, organizations emerged and established laws and regulations to help manage this issue. One organization that emerged from this issue is the National Television System Committee (NTSC). That took place at the First National Conference on Television in Nashville, Tennessee. Another popular organization that emerged was the National Captioning Institute (NCI). The NCI gained popularity among viewers and congress and took its roots in the Federal Communications Commission (FCC).

With technology advancing ever so much, the use of captioned movies has shifted the manner educators use it in their lesson plans. The creation of captions not only brought significant changes to the cinemas and broadcasting, but two types of captions emerged closed-captioned and open-captioned. Most viewers are familiar with closed captions and not open captions because closed captions are widely available and used often. These types of captions have one essential difference, which is that educators or viewers have the choice to turn them off or on. Shahsavandi (2017) mentioned “Closed captions also present any other sounds, like music, lyrics, or phone ring. Closed captions contain any sounds, but subtitles include only the words articulated by the speakers.” (p.51). Hence, closed captions have several key differences when compared to open captions. In addition, some viewers might need to use a device called a decoder to control closed captions when using them on TV or Cinema movies.

Green (2021) remarked “There are two types of captions, Closed and Open. “Closed” refers to those that individual users turn on to display and turn off so that they do not display. “Open” refers to captions displayed onscreen for all users.” (p.250). Hence,

closed captions are widely popular and easy to use in a classroom setting. Also, it allows the audience to choose their viewing experience. It lets the viewer enjoy all kinds of different scenarios. Since closed captions are highly popular with this generation, they are highly recommended and used on popular platforms. Such apps are YouTube, Facebook, iTunes, Spotify, etc.

Closed captions

Closed captioning is beneficial to those learners with autism and intellectual developmental disorders. The main advantage of closed captions is it gives flexibility and control to the viewer. Educators also benefit from captions, which allow them easy access to information. Also, easy to remove, edit, and re-upload. On the other hand, open captions are less favorable. These captions cannot be removed at any time because they come built into the movie. Some websites or devices don't support closed captions, so they opt to use open captions. The Key advantage of using this type of method is that they are easy to manage since the captions come built into the main file (Pruitt, 2022).

Wang and Evans (2021), “These may take the form of closed captions that the learner can toggle on or off; open captions which are permanently added to the video; or subtitles in which the narration is translated into another language.” (p.46). Thus, open captions cannot be removed and differ greatly from closed captions and subtitles. These captions are presented in movies where characters start speaking a different language, and the captions will automatically appear on the screen providing English translations.

Open captions

The audience cannot mistakenly turn them off, and creators have control over the exact size and style of the captions. Captions play a huge role in educating students that have difficulty in learning. For example, students that are deaf benefit greatly from captions because it allows them to read the spoken words and other sounds contained in the movie (Zárate, 2021).

Students who are Deaf and Hard of hearing (DHH) rely on captions to access audio information in the form of text. The individuals who transcribe audio information to digital text are called Human transcriptionists. These individuals have the skill to produce accurate real-time captions with a speed of over 200 words per minute. Thanks to captions and Human transcriptionists, students that are DHH can enhance their listening

comprehension and pick up new vocabulary. Also, develop an understanding of ideas and concepts. Other learners, like young children, enjoy watching movies or videos over and over again. Thus, helping them to understand the meaning of words (Wang & Evans, 2021).

It is essential to remember that despite offering plenty of benefits, captions have their limitations. Kafle et al. (2019) stated “One challenge is the demand required on users’ visual-attention, as they must access the visual information from the video and read the caption text simultaneously.” (p.43). Thus, teachers should be aware of their student's weaknesses and strengths so that learners don't encounter these issues while participating in captioned movie activities. Since each student has a unique style of learning, educators need to make sure when using captions not to have multiple visual references in the movie. Other challenges are connectivity, accessibility, and technological difficulties. Not all institutions or educators have the accessibility or connectivity required to use captions in their lesson plans.

Despite the internet being available worldwide, many countries still lack the infrastructure to utilize the internet. In addition, other countries don't have the equipment or technology essential for projecting captions in movies. Furthermore, captions offer students the opportunity to engage in immersive learning. Immersive learning provides individuals with an equal learning platform and equal opportunities. Any systemic barriers are removed to address students' needs. This type of learning provides students with an interactive learning environment. It could be either physical or virtual. Each scenario that students interact with teaches them particular techniques and skills. Immersive learning allows learners to connect to authentic experiences in a controlled environment with controlled outcomes. Thus, boosting their motivation and improving their engagement skills (Green, 2021).

Ellis et al. (2020) mentioned “Lectures with captions enable dual channel processing of the spoken lecture (verbal) and the written captions (visual).” (p.5). Therefore, captions help process information visually and verbally. The use of captions to enhance listening comprehension is an essential tool to use. They were created for those students that were having difficulty in classrooms or suffered from hearing impairment. Now it is used by many educators to teach different languages and language learning situations. Through captions, students can comprehend words and pictures more effectively. Combining visual and aural input allows students to comprehend information.

Kaderoglu and Esquerre (2021) stated “Many studies have found that captions facilitate listening comprehension and, vocabulary acquisition and that learners tend to have positive attitudes towards captions.” (p.86). Thus, using captions in movies helps improve students' listening comprehension and other cognitive areas. It also encourages them to engage in immersive learning and develop concepts of their own. Watching movies also introduces them to diverse cultures and builds cultural awareness.

Dependent Variable

English Language

The English language is being learned and used by many learners around the globe. English plays an essential role in the educational system and daily lives. Learning English can open many doors and provide lots of job opportunities around the globe. It is also the standard language for trade and communication in the world. It is rich in literature and culture. English is known to be associated with the advancement of learning and unifying nations. English also has cultural importance because it expands your mind and ideas to new horizons. It allows individuals to think outside the box and develop commercial and technological relationships with other nations (Nishanti, 2018).

In addition, the English language is full of rich literature and opens many commercial opportunities. The reason is that it has library importance and should be studied as a library language. What it means is that the aim of the English language is getting knowledge of science, technology, commerce, and trade by communicating in English. Thus, it is the key to storing all knowledge together and must continue to be studied. English as a library language also implies that students develop speaking, reading, listening, and writing skills to obtain high degrees (Patel & Praveen, 2008).

Lini and Rusdi (2020) demonstrated that listening is an essential element when it comes to learning English or any other foreign language. It plays a significant role in the lives of individuals and provides opportunities for individuals to communicate effectively. Individuals need to be exposed to the language and regularly listen to different forms of English if they want to communicate meaningfully. Meaning individuals cannot learn English or a foreign language without hearing because listening provides language input. In addition, individuals must comprehend the text as they listen to it, store the information

in their memory, combine it with information, and adjust what they hear through previous knowledge.

Furthermore, students that are actively listening and exposed to English enhance pronunciation, word stress, and syntax acquisition. It's essential to be aware that there are a lot of difficulties students may encounter in listening comprehension. For instance, problems students face is; the quality of recorded materials, cultural differences, accents, unfamiliar vocabulary, length, and speed of listening. Hence, professors should design listening tasks that interest students and help them learn skills or strategies (Nurhidayah & Rinda, 2019).

English Language skills

Language skills are the main element in language teaching and are communication skills that help you transmit your ideas to others. There are four basic language skills students need to master to achieve success. These are listening, reading, speaking, and writing. Every individual need to master proficiency in all four areas. Being able to communicate precisely helps individuals perform everyday tasks, such as reading blogs, listening to podcasts, writing an essay, and speaking in a meeting. Marlina (2018) stated “Knowledge of the theory and practice of teaching receptive skills (listening and reading) and productive skills (speaking and writing) in English is one of the key learning objectives of many TESOL teacher-education programs in universities around the world.” (p.1). Therefore, being able to master each skill can bring many opportunities and open new doors in life.

Jwahir (2021) argued that expanding students listening skills is essential for foreign language acquisition. Since listening is an everyday activity and plays a crucial role in receiving information, students need to develop listening skills along with the other English language skills, to produce effective communication and comprehend what goes on in the world. In addition, comprehending listening does not depend on the spoken words but rather on understanding the listening process and applying previous knowledge. There are two types of listening skills, general listening and focused listening. Both of these are essential in the development of the student's listening comprehension.

General Listening is the ability to understand the meaning. It helps individuals when conversations or dialogues are taking place. It helps you have an understanding of what

the speaker is communicating. On the other hand, focused listening is the ability to hear a particular sound. Since each foreign language has its own set of sounds such as; vowels or consonants, individuals must be able to distinguish the different sounds. With technology improving each generation and competition raising, individuals must acquire the necessary skills to form part of society and compete in the workforce. It is essential to know the difference between listening and hearing. Listening is an activity where the participants are engaged and analyze the spoken words. Also, questions will emerge about the speakers' intent or purpose. On the other hand, hearing is simply nodding and smiling, not understanding spoken words (Lini & Rusdi, 2020).

Listening

What is listening? Listening is the ability to comprehend aural grammar, choose necessary information, memorization, and connect spoken words to form meaning. It is an active mental ability that helps individuals understand society and communicate well. Listening also includes listening for intentions, feelings, and thoughts. Ramadhianti and Somba (2021), "Listening is a language skill that plays a main role to get the information or knowledge. It needs a close attention to have some understanding to what people are saying." (p.112). Therefore, listening is vital for communication. It helps individuals engage with one another and share ideas and knowledge. Students that want to learn how to speak must first learn how to listen and understand the spoken language they hear. That's why it is essential educators pay enough attention to reach communication aims in their lesson plans. Students' self-confidence also improves when they can listen and comprehend spoken words. It increases their participation and communication with other pupils.

According to Ismatovna (2020), there are two types of listening active and passive. Active listening is focusing completely on the speaker, understanding their spoken words, and responding effectively to the conversation. Active listening impacts the conversation between two individuals because when the emitter and receptor are listening to each other actively, they are valuing each other thoughts and opinions. It also has the potential to resolve conflicts, create relationships, or create misunderstandings ideas. In addition, active listening uses verbal and non-verbal techniques to help keep the attention on the conversation and the speaker.

Thus, the speakers feel comfortable and essential in the conversation. On the other hand, passive listening is the act of hearing a speaker without retaining their message. It is a one-way communication where the receiver does not provide comments because they are not focused or may not understand the emitter's spoken words. Passive listening is utilized when individuals are relaxed or quiet. For example, listening to music, watching the news, or listening to lectures (Shahani et al, 2022).

Listening comprehension

Listening comprehension is being able to attend to spoken communication and understand its meaning. It is the ability to decode input and use knowledge to derive sentences. Ehsan et al. (2019), "Listening comprehension is a standout amongst the most imperative skills in the process of foreign language learning since one has to completely appreciate what he hears and after that give a proper reaction to it." (p.4). Hence, listening comprehension is one of the utmost essential attributes to possess because it helps build meaning and communication. It not only improves listening, but students reading proficiency increases because of the number of spoken words they are exposed to. Listening comprehension has for section; the ability to differentiate all sounds and intonation patterns, understand the whole message, remember the message, and carry the essential meaning of the lesson.

Namazianost et al. (2019) stated that "As listening comprehension is an intricate ongoing process that includes the interaction of various factors, many learners find it hard to understand L2 spoken input and have little awareness of why that difficulty occurs." (p.5). Therefore, listening comprehension has enormous benefits for students and helps them construct conversations. Despite listening comprehension being vital to possess and teach, there are a few draws back. Students cannot control the speed of spoken information, cannot have words repeated, limited vocabulary, and fail to indicate the speaker's main idea.

Ramadhianti and Somba (2021), "Other factors that affect students in listening comprehension activity are the speed of the speech, the quality of the audio system, the unfamiliar pronunciation, and the lack of vocabulary from the EFL learners." (p.112). Thus, institutions that don't have the appropriate tools or technological structure to support listening comprehension activities face the harsh reality that learners won't improve their listening skills and be stumped during the whole class. Once this occurs,

learners will disengage from the classroom and would be reluctant to participate. As a result, their motivation and self-confidence will diminish.

Thao and Duong (2020) mentioned “Listening comprehension is not an easy or simple concept despite the fact that mastering listening comprehension may help learners acquire a second language.” (p.79). Hence, this ability is not easy to obtain in a couple of lessons. It takes time, practice, and dedication. Educators must pay attention to their students and notice if they are having trouble comprehending the activities. Educators must also remember that they are in a powerful position to influence listeners, and teaching learners how to listen is essential for them. Understanding the different types of listening levels can ensure that students develop the corresponding listening comprehension.

Precise Listening

Rajagukguk and Sirait (2019) mentioned that One level of listening comprehension is called "Precise Listening." It helps students discover specific information and teaches them how to recall details. Also, how to paraphrase information and follow spoken directions. Students also listen with attention to details that give clues to the speakers' emotions or state of mind. Precise listening helps learners improve what they say and how they say it. Within this level, there are two sub-skills; Recalling details and predicting.

Recalling Details

Recalling details is also known as the remembering sub-stage. It is an essential part of the listening process because it is most often used to assess listening abilities and effectiveness. It occurs when the learner has categorized and retained the information said by the speaker. Some individuals can recall information such as faces and names with nearly 100 percent accuracy when sitting in a relaxed and quiet environment. Thus, this listening comprehension allows the listener to record knowledge for later recall. It also happens both during and after the speaker's spoken dialogue (Thao & Duong, 2020).

In addition, Bennetch et al. (2021) mentioned that memory is essential for the listening process and helps fill in the blanks when we are listening. Also, it allows learners to comprehend the context of what is being spoken by the speaker. Recalling past information and associating it with present information helps students understand the context of the dialogue. Using this information immediately increases the chance students will not forget it and keep it in their long-term memory.

Prediction

Cárcamo (2018) stated that making predictions could be associated with pre-listening questions. These pre-listening questions help activate students' schemata to alleviate students listening comprehension and increase their motivation. It also avoids questions asked after the students have listened to the audio or spoken words said by the speaker. Prediction means simply thinking or guessing about what will happen before listening. It occurs before students listen to the spoken words, thus allowing them to try and predict what the content will be out. As a result, students listening comprehension improves even if they make incorrect predictions.

Strategic listening

Another level of listening comprehension is Strategic listening. During this level, students comprehend the context and meanings of the spoken words through decoding. Moreover, strategic listening levels are strategically listening to find out which points that they are making are more important. Students also connect the ideas they are listening to with previously learned knowledge. This level also allows learners to compare and contrast information and make inferences (Ghahri & Abbas, 2022). Within this level, there are three sub-levels; Making an inference, recognizing bias, and Distinguishing between fact and opinion

Inference

Cárcamo (2018) established that making inferences helps students reach conclusions based on evidence and reasoning. When learners apply their knowledge and experience to situations, it improves their skills in drawing conclusions and coming up with solutions. It is a complex skill that takes time and practice to develop. Moreover, making inferences goes beyond teaching in a classroom setting. It requires students to practice making inferences outside school. Making inferences on daily tasks helps students improve their critical thinking and construct logical choices. There are two types of inferences local and global. Local inferences refer to when students make inferences at a sentence level. On the other hand, global inferences explain the process of creating mental representations related to ideas.

Recognizing bias

Recognizing bias is present in every individual. It occurs conscious or unconscious. This listening is also known as selective listening. It occurs when students use biased to listen for information, they particularly need to complete the assignment. As a result, it can lead to confusion and distorted facts and information. Learners that can't recognize bias are not paying attention to what the speaker is trying to communicate. Goods (2020) argued that to become better listeners, students must limit their bias and not get distracted. Bias, is making assumptions about ideas or topics before hearing all the facts. Students cannot recognize bias will not listen to what the speaker is trying to communicate. The information gathered is incorrect and distorted. Bias is not limited to one student but can also affect groups of individuals because it happens consciously or unconsciously.

Distinguishing between Fact and Opinion

Deveci (2018) argued that distinguishing between fact and opinion is another listening level. To improve listening comprehension, students must accurately distinguish between fact and opinion. Facts are statements that can be tested to see whether is true or false. On the other hand, opinion is a person's belief or feeling about an issue. When distinguishing between facts and opinions, students should be aware of words that indicate the possibility of opinions, such as; perhaps, sometimes, probably, often, I feel, I think, and I believe. These keywords point out that an opinion is being expressed.

Students who use critical thinking and can distinguish between fact and opinion can understand the message the speaker is transmitting. As a result, this listening allows learners to make decisions, form opinions, and solve problems. Students can accept or reject a message depending on if it is relevant. Also, they can identify if the statement is persuading or misleading. Distinguishing between fact and opinion is a visual stimulus and an observational process rather than a reaction to another idea or person (Stewart & Christa, 2018).

It is essential to note that listening materials can be dialogue or monologue. Shamsitdinova (2021) mentioned “Dialogue, while the listener can either be an active participant in this conversation (interactional listening as a component of verbal communication) indirectly, when talking on the phone or talking using modern communication means, such as SKYPE, etc.” (p.78). Thus, Dialogues are great tools for students to test their English skills. These activities provide models for learners'

conversations and force them to focus on language production. These activities are also the basis for listening comprehension and promote creativity among learners.

Shaojie et al. (2022) stated that “Monologue, (transactional Listening) lectures, audio recordings of literary works, information radio broadcasts, documentary videos, and television programs are listening texts that can also be classified based on their contents, complexity, authenticity, sphere, theme, number, and other factors.” (p.65). Thus, Monologues are activities that are traditional and could have plenty of disadvantages. These activities typically have one speaker lecturing while the other one is listening.

Teaching cycle

The teaching cycle is a continuous phase used by teachers at all levels. The teaching cycle is essential to teachers because it is a continuous process that helps instructors give clarity to the learners and contributes to their roles and responsibilities that applies to teachers. There are 5 stages to the teaching cycle. First, identifying the learner's needs. Here teachers take into account learners' expectations and what they want to get out of the program. Also, establishing the learner's learning styles or preferences when it comes to learning. Instructors also ensure that each student is capable of achieving the set goals, as well as making sure they progress in their learning. Next, the planning learning stage is preparing schemes of work, as well as session plans. Creating materials to ensure you cover all the criteria and requirements of that program that needs covering. Facilitating learning is the teaching cycle that focuses on the delivery. Teachers focus on engaging the students, encouraging them in each session, and motivating students. In the assessing learning stage instructors are responsible for the continuous assessment and development of students. To ensure that students are involved and understand the session. Finally, the evaluating learning stage is the last, it is all about the evaluation of learning and progress and then making changes. It is all about the feedback from others (Basthomi2 & Suharyadi, 2020).

1.3. Objectives

1.3.1 General Objective

- To determine the influence of Captioned movies on listening comprehension of tenth-grade students at Unidad Educativa “Hispano América” from the city of Ambato.

1.3.2. Specific Objectives

- To describe how captioned movies influence on listening comprehension.
- To identify the student’s listening comprehension level at Unidad Educativa “Hispano América”
- To analyze the effectiveness of caption movies in listening comprehension.

1.4. Fulfillment of the objectives

The first objective was fulfilled according to the theoretical framework. The authors mentioned how captioned movies influence on listening comprehension, they described the levels of listening and different listening activities that teachers can carry out in classes.

The second objective was fulfilled by evaluating students with an adapted pre-test from the listening section of the KET exam, divided into three parts, the first part consisted in identifying the main information in five short dialogues and choosing the appropriate image. The second part was about listening one dialogue to find out the main information and answering five questions with three options. And, the fourth part related to monologues or short dialogues with five questions where students had to identify the main idea, message, key, and main theme.

Finally, the third objective was fulfilled in three sections. First, the author applied 5 interventions using the captioned movies strategy and the implementation of the 5 levels of listening in each lesson plan. Second, a post-test was applied in order to analyze the improvement of the scores obtained in the pre-test. It is important to mention that the post-test is the same exam mentioned in the fulfillment of the second objective. Finally, data collected from all test was examined using the SPSS program.

CHAPTER II

METHODOLOGY

2.1. Resources

The resources used to develop the research were carefully selected and thought out. Each research type varied and was applicable in a classroom setting. The students that took part in the research, were tenth-year EGB at Unidad Educativa "Hispano America." Material resources were used, such as; worksheets, tablets, laptops, projectors, and speakers. Each resource had a specific function and helped gather the data necessary for the research.

2.2. Population

The research was carried out at Unidad Educativa "Hispano America." The participants were 42 students belonging to the tenth-year EGB. The age of the participants ranged from 13 to 14 years old. There were 20 females and 22 males that took part in the research. The class and participants were selected randomly from a sample of two groups.

Table 1

Population

Population	Number of students	Percentage
Male	22	52.4%
Female	20	47.6%
Total	42	100%

Note: Information taken from of 10th year at Unidad Educativa "Hispano America".

2.3. Instruments

To analyze, gather, and evaluate the information on students' listening comprehension a pre-test and post-test were applied before and after the interventions. The instrument used in this research was The Cambridge Key English Test (KET). The test contained three parts of the listening section. Part One; is multiple-choice (listening for detailed

information), part two; is multiple-choice (listening for specific information and recognizing bias), and part three; is multiple-choice (listening for facts and opinions, predicting, and inferring). Each part has five questions worth one mark each. For, a total score of 15 marks. The time given for the evaluation was 20 minutes. Each section took approximately 7 minutes to complete.

Furthermore, it is essential to acknowledge that all the questions and parts in the listening sections were carefully chosen. Each question helped identify the listening comprehension levels. A rubric was not applied because the pre-test and post-test consisted of only listening sections, and using one would have been unnecessary. To obtain scores, a "rule of three" was applied to the evaluations. First, the total number of correct answers was multiplied by 10 (the highest mark), then divided by the total number of questions.

2.3.1 Data collection procedure

First, the researcher completed a brief introduction to Cambridge English (KET). Then, the investigation applied a pre-test to students, the evaluation lasted 20 minutes, and each section contained audio played back twice. The interventions took place twice a week for four weeks.

In addition, five lesson plans were created and designed using the Presentation, practice, and production (PPP) method, which was applied after the pre-test. The lesson plans were designed to improve students listening comprehension and gather vital information through the use of captioned movies. Moreover, the researcher chose "The Mitchells vs the machines" movie for the experiment. The length of each lesson plan was 40 minutes, in which the participants watched 25 minutes of the movie and, during the remaining time, they completed worksheets and listening quizzes according to the film.

Therefore, the movie was divided into five sections, for each of the five lesson plans. The lesson plans focused on the levels of listening comprehension such as; recalling detail, inferring, recognizing bias, disgusting facts/and opinions, and predicting. All of which helped improve students listening comprehension. Thus, by focusing on the levels of listening comprehension, students were able to listen and select the correct answers to the worksheets. Finally, the post-test was applied and added to the sum of interventions. A total of seven interventions were applied throughout the experiment.

2.4. Methods

2.4.1. Research approach

Nayak and Singh (2015), quantitative research's essential function is to collect numerical data and explain a phenomenon. Quantitative questions help look into trends and patterns to make logical sense of the research topic. Moreover, quantitative data is in numerical forms like averages, ratios, or ranges. This investigation was focused on a quantitative approach, the data was collected through a pre-test and post-test with the purpose to determine caption movies help improve listening comprehension.

2.4.2. Pre-experimental design

Thyer (2012) stated that pre-experimental designs are used to evaluate the effects of a social program, form of psychosocial intervention, or the result of public policy. The term design refers to the elements which are taken into consideration for the creation and conducting of the research. Such as; selecting a sample of participants, choosing one or more outcome measures, credibly delivering the intervention, and deciding upon a unit of analysis. Hence, the pre-experimental research is a preliminary step to justify the presence of the researcher's intervention.

This research was pre-experimental because the researcher used a pre-test before the interventions to measure students' listening comprehension, followed by interventions to improve students listening comprehension. Finally, a post-test was administered to determine if there was a change in the dependent variable.

2.5. Research modality

Field research

This method is carried out through interaction directly natural setting (Van de Ven, 2017). Therefore, the current research was developed in the tenth year at Unidad Educativa “Hispano América” where participants of the research provided accurate information related to both variables.

Bibliographic research

The research was based on the use of e-books, articles, newspapers, websites, and other internet documents. Grazziotin et al. (2022) mentioned bibliographic sources can be both bibliographic research and historical documentary research. It is widely used in the field and focuses on understanding the text itself and logical retranslation. Also, they are books or source materials that help prepare a research paper.

2.5.1. Level or type of research

Correlational research

As stated by Möttus (2021), correlational research determines the relationship between two variables without the researcher manipulating any of the variables. Therefore, the research project was correlational research because it involved the relationship between the two variables. Thus, the impact captioned movies have on listening comprehension was analyzed.

2.6. Hypothesis

H0: The use of caption movies **does not have a positive impact** on listening comprehension in the students of the 10th level at Unidad Educativa “Hispano America” from the city of Ambato.

H1: The use of caption movies **has a positive impact** on listening comprehension in the students of the 10th level at Unidad Educativa “Hispano America” from the city of Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

The current chapter displays the results of the information gathered for four weeks before, during, and after the interventions. The content of this section includes charts, tables, and figures with proper explanations in the analysis and interpretation of the data. The experiment was carried out with 42 students from 10th grade at Unidad Educativa “Hispano América”, the modality was face-to-face classes. Moreover, the development of the descriptive analysis, the Cambridge English exam (KET) is considered for pre-test and post-test. This process was analyzed by using different tools to prove the positive or negative impact of captioned movies on listening comprehension.

3.2. Data interpretation

3.2.1. Pre-test Results

Table 2.

Pre-test Results

Pre-Test Results						
Levels of listening	A	B	C	Students	Percentage	Average
Recalling Details	29,16%	43,45%	27,38%		100%	1,77
Frequency	13	18	11	42		
Inference	34,93%	62,69%	2,38%		100%	1,49
Frequency	15	26	1	42		
Recognizing Bias	83,34%	14,28%	2,38%		100%	0,18
Frequency	35	6	1	42		
Distinguishing Between Fact and Opinion	40,46%	0%	59,50%		100%	0
Frequency	17	0	25	42		
Predicting	38,12%	59,50%	2,38%		100%	0,18
Frequency	15	25	2	42	TOTAL	3,62/15
					AVERAGE	2,33/10

Note: Information represents the number of students, and “A, B, C” represents the test items. Score are divided in 5 levels of listening comprehension: Recalling, details, inferences, recognizing bias, distinguishing between fact and opinion, and predicting.

Analysis and Interpretation

Table 1 shows the average of the five levels of listening comprehension of the pre-test based on the standardize test KET listening section, which are over 15 points, and the general average of these five levels scored over 10 points. Additionally, it was possible to notice that in each level students obtained the averages of 1.77 in recalling detail. The lowest average received was 0, distinguishing between fact and opinion. Table also shows that the category inference had an average of 1.49, recognizing bias an average of 0.18, and Predicting an average of 0.18. To sum of all five levels resulted in general of 2.3 out of 10.

According to the results, it can be concluded that the majority of students of tenth level at Unidad Educativa “Hispano América” have a low level of listening. They had some problems in unfamiliar accent and unfamiliar vocabulary. The students got somewhat confused when they heard each audio and most of the time, they did not understand what they said. This maybe occurred because the students were not familiar with the different variations in English language accents and they felt nervous when taking the test, which means that they could had a good performance but they needed to improve some aspects to have an excellent speaking level.

3.2.2 Post-test results

Table 3.

Post-test results

Post-Test Results						
Criteria	A	B	C	Students	Percentage	Average
Recalling Details	56,54%	0,00%	44,76%		100%	3,34
Frequency	13	18	11	42		
Inference	3,18%	63,49%	33,33%		100%	1,94
Frequency	1	26	15	42		
Recognizing Bias	38,09%	40,47%	21,43%		100%	0,79
Frequency	35	6	1	42		
Distinguishing Between Fact and Opinion	38,09%	29%	33,33%		100%	0,48
Frequency	17	0	25	42		
Predicting	27,47%	17,76%	45,23%		100%	0,46
Frequency	15	25	1	42	TOTAL	7,01/15
					AVERAGE	4,7/10

Note: Information taken from the post-test, which frequency represents the number of students, and “A, B, C” represent the test items. Score are divided in 5 levels of listening comprehension: Recalling, details, inferences, recognizing bias, distinguishing between fact and opinion, and predicting.

Analysis and Interpretation

Table 3 represents the results obtained after applying the Pre-Test. It shows the grades obtained in the five levels of listening comprehension of the post-test, which were rated

over 15, and the general average over 10. In the first level was 3.34, which is Recalling Detail. Predicting students obtained an average of 0.46. Table also show that the category inference had an average of 1.94, Recognizing Bias an average of 0.79, and Distinguishing between fact and opinion an average of 0.48. Finally, the highest average score obtained in the post-test was from the first level about recalling details, where students and average of 3.34. Furthermore, the sum of all five levels resulted in a general average of 4.7 out of 10.

It can be concluded that students had a better performance after the application of the treatment using captioned movies to improve listening comprehension; this could notice because students had a better understanding in the audios. This improvement was because the activities carried out during the treatment increased the motivation and confidence of the students and developed their listening skill, and promote individual and collaborative work. Furthermore, the activities allowed students to practice listening and to understand the American accent. Moreover, the activities were focused on each level of listening to improve that skill.

For example, students showed an improvement in recalling details of 1.77 to 3.34, this is because during the intervention the activities that were carried out were, draw the mysterious object, and predictions activities. This allowed the students to improve their listening skills and to understand vocabulary, new expressions or new phrases. Another level that students improved was distinguishing between fact an opinion with an average of 0 to 0.48, and the activities that were carried out were, build up intuitive character portrayal and the description of one character of the movie. Therefore, the average of each level increased and the overall average of these five levels of listening was considerably higher that the results obtained in the pre-test.

3.2.3. Comparative results pre-test and post-test

Table 4.

Comparative results pre-test and post-test

Criteria	Pre-Test average	Post-test average	Difference	Expected Average
Recalling Details	1,77	3,34	1,57	6
Inference	1,35	1,94	0,59	4
Recognizing Bias	0,18	0,79	0,61	2

Note: General average pre-test and post-test, and difference.

Analysis and Interpretation

The above table shows the comparison of the results obtained by students in the pre-test and post-test. The initial results obtained in the pre-test was an average of 3.62, which indicated that students had a low level of listening. On the contrary, the post-test result was an average of 7.01 having a difference of 3.39 between the test.

It can be deduced that results obtained in the post-test were significantly higher than those obtained in the pre-test because captioned movies applied along with the activities in the project increased students' motivation and listening comprehension and as a result, a positive improvement, demonstrating a good level of listening using films as an educational strategy. Furthermore, it was revealed that the use of captioned movies is useful and relevant to engage and improve the listening comprehension of students, especially in recognizing bias, and recalling details listening levels.

3.3. Verification of hypotheses

The results obtained from the pre-test and post-test were tabulated and processed using statistical tools by the software called SPSS from the IBM company, the program mentioned evaluated the hypothesis through correlation, mean and average to be able to elaborate the normality test and the hypothesis contrast summary, using the Wilcoxon method to evaluate the related samples. The information collected was from the students of basic level at Unidad Educativa "Hispano América".

Hypothesis statement:

Null hypothesis (H0)

The use of caption movies **does not have a positive impact** on listening comprehension in the students of the 10th level at Unidad Educativa "Hispano America".

Alternative hypothesis (H1)

The use of caption movies **has a positive impact** on listening comprehension in the students of the 10th level at Unidad Educativa “Hispano America” from the city of Ambato.

Decision criteria:

If $p \geq 0.05$: The null hypothesis (Ho) is accepted.

If $p < 0.05$: The alternative hypothesis (H1) is accepted.

Table 5.

Normality test

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadistics	gl	Sig.	Estadistics	gl	Sig.
Post_Test_Final	,209	42	,000	,938	42	,024
Pre_Test_Final	,266	42	,000	,782	42	,000

Note: The normality test showing the statistics results with Kolmogorov-Smirnov and Shapiro Wilk.

Analysis and Interpretation

The above table indicate the statistical data obtained from the pre-test and post-test results after having analyzed with statistical method of the Shapiro-Wilk. The results obtained in the pre-test was a mean of 3.62 and the mean achieved by students in the post-test was 7.01 reflecting a significant improvement. Also, a value of 0,024 was generated in the Shapiro-Wilk in post-test, while in pre-test generated a value of 0,00, showing that the application of captioned movies in class has made a huge difference in student’s listening performance, taking into account the student’s low development of the language due to the lack of materials and technological tools. Concluding the null hypothesis is rejected, in contrast, the alternative hypothesis is accepted which means that Captioned movies is an effective strategy for the improvement of student’s listening comprehension from Unidad Educativa “Hispano América”.

Table 6-
Summary of hypothesis test

Summary of hypothesis test				
	Null hypothesis	Test	Sig. ^{a,b}	Decision
1	The mean of differences between Pre-test_Final and Post_Test_Final is equal to 0	Wilcoxon signed rank test for related samples	,002	Reject the null hypotheses

a. The significance level is ,050.

b. Asymptotic significance is shown.

Note: Summary hypothesis test showing the mean of differences between pre-test and post-test, Wilcoxon test, significance and decision.

Analysis and Interpretation

The Wilcoxon test is responsible for locating the result of the median for both the Pre-test and the Post-Test, it compares them and seeks to obtain a significance level greater than 0.50 to validate the null hypothesis, the result obtained is 0.002, which shows that there is not a great difference between the medians of the two tests. Therefore, it is confirmed that to improve listening comprehension it is necessary to use Captioned movies because the major of the students have difficulty identifying objects and words to describe actions because they do not live surrounded by an environment in which all daily situations are carried out in English. It is recommended to listen to songs in English for at least 2 hours a day and identify the words. Also, create sentences with the words. In addition, the educational institution must frequently carry out exercises that seek to develop these types of skills among students through practice and repetition.

3.4. Discussion of the results

In the first instance, the results presented in this this research work prove that students were able to improve their listening comprehension by watching movies. After applying the pre-test, the researcher could notice that students had a low listening level because the students they did not understand the questions related with the listening levels of distinguishing between fact and opinion, predicting, and recognizing bias. According to (Cárcamo 2018), different activities to be an active listener, which are, ask the students to predict what will happen next, listen to the details to make a logical guess, play the telephone game, play the “spot change” game, and give the students short simple instructions and they have to draw according to the directions they hear. These

activities will help the learning-teaching process in a more effective way and the students will be able to acquire the new language.

In addition, the students performed these activities during the interventions, they could listen to the correct pronunciation of words, learn new phrases, develop and expand their vocabulary, and visualize the writing of each phrase. A fundamental part when learning a new language is to develop listening comprehension, since students must understand, appreciate, and interpret to obtain the information (Rajagukguk & Sirait, 2019). Moreover, the students learn better using captioned movies because they responded positively to this type of strategy and are more engaged in listening activities. According to Alabsi (2020), the use of videos in classrooms has gradually become essential in varied and motivating instructional occasions for instructors, addressing students' needs for interactive and engaging lessons. This research sought to create a positive impact in a social and educational environment. The positive impact was the improvement in listening levels, which are recalling details, distinguishing between fact and opinion, recognizing bias, predicting and inference. In "Recalling details", students developed the ability to listen and retain specific information from the audio. "Distinguishing between fact and opinion", the students paid more attention in listening to concrete information and listening to individuals' thoughts of the movie. "Recognizing Bias", the students made right choices based on vital information and not on beliefs. Finally, "Predicting" students developed their critical thinking and they started to predict about what they are going to hear. This level gave them a reason to listen, as they confirmed or rejected their predictions. Based on the results of the SPSS program, students will be able to improve their listening comprehension. Furthermore, with the alternative hypothesis, it was possible to establish a positive impact on the development of listening comprehension.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Once the data from the study “Captioned movies and listening comprehension” was collected the following conclusions can be taken into consideration for future investigations:

- The authors described through the theoretical foundation the influence that Captioned movies have on listening comprehension. They have found that captions facilitate listening comprehension with the use of different activities, and according to this study, the researcher concluded that for the influence of captioned movies in listening comprehension is necessary to base in five listening levels. To sum up, with the use of listening activities students showed an improvement specifically in “Recalling details”, where students developed the ability to listen and retain specific information from the audios. And, “Distinguishing between fact and opinion”, the students paid more attention in listening to concrete information and listening to individuals’ thoughts of the movie.
- The level of students listening comprehension was low because at the moment they heard the audios of the pre-test, they did not understand the main idea and details of the audio, the message about what the person is saying, and they cannot identify the key words. Therefore, they have not developed their listening skills and at the beginning of the experiment they had problems in the listening activities.
- The effectiveness of using Captioned movies on listening comprehension was in the improvement of the recalling details, inference, and recognizing bias listening levels with a percentage improvement of forty percent. Moreover, students were

more confident when they participated in class and when they did individual or group activities.

4.2. Recommendations

Based on the positive results of the experiment and taking into consideration that listening is one of the essential skills for learning the English language is highly recommended for teachers the following:

- Using authentic material such as Captioned movies in learning another language allows students to improve their skills focused on the English language specifically. Thus, reaching an understanding of multiple activities that involve listening skills, such as communication and oral.
- Practice continuously with students through captioned movies since students are motivated in this way and above all improve their level of listening comprehension. These types of strategies promote better communication regarding the English language.
- Use Caption movies as a strategy to improve listening comprehension since it allows students to have a first-person experience of real-world situations and reflect on moral life lessons.

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Annexes

ANNEX 1: APPROVAL

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO
CARTA DE COMPROMISO

Ambato, 12 de octubre del 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Franklin Adolfo Flores Flores en mi calidad de Rector de la Unidad Educativa "Hispano América" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "CAPTIONED MOVIES AND LISTENING COMPREHENSION" propuesto por el estudiante Darwin Ariel González González portador de la Cédula de Ciudadanía 1756400816, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente


.....
Mg. Franklin Adolfo Flores Flores

1802249118
0979210048
18h00097@gmail.com



ANNEX 2: PRE-TEST AND POST-TEST



UNIDAD EDUCATIVA “HISPANO AMÉRICA”
CAMBRIDGE ENGLISH FIRST: KET EXAM
PRE-TEST



Name: _____

Date: _____

Difficulty: A2 Elementary Level

Time: 20 minutes

LISTENING

INSTRUCTIONS FOR CANDIDATES

Do not open this questions paper until you are told to do so.

Listen to the instructions for each part of the paper carefully

Write your answers on the answer sheet.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are three parts, each part has 5 questions, in total there are 15 questions

Each question carries one mark

You will hear each piece twice

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

PART 1

For each question, choose the correct answer

Example:

0 What must the students do next?



A ✓

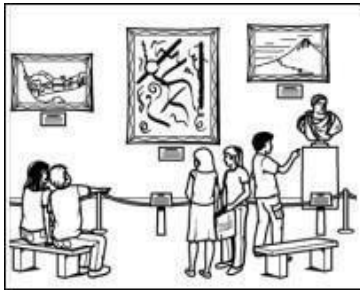


B



C

1. Where will Claire meet Alex?



A

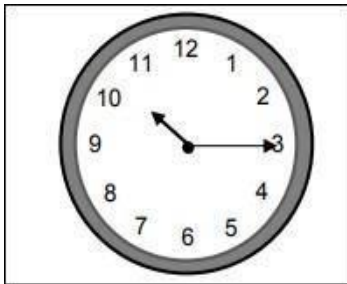


B

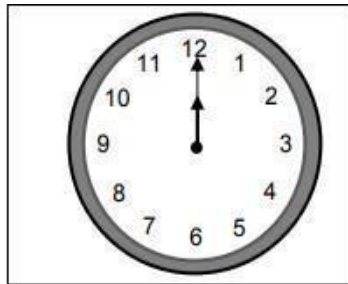


C

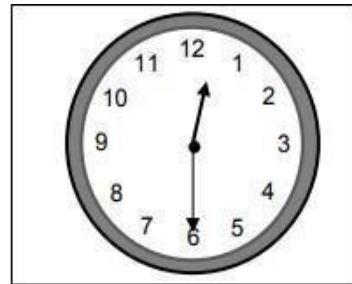
2. What time should the man telephone again?



A



B



C

3. When are they going to have the party?

July 11

A

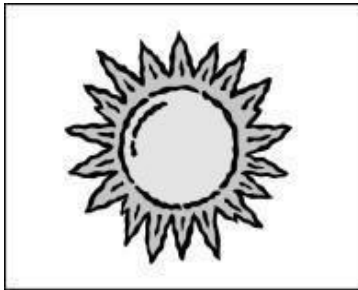
July 18

B

July 25

C

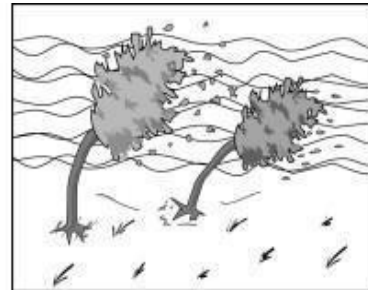
4. What was the weather like on the picnic?



A



B



C

5. How much are the shorts?

£5

A

£15

B

£20

C

PART 2

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

Example		Answer
0	Danny is going to have a holiday in	
	A Switzerland	<input type="checkbox"/>
	B Iceland	<input checked="" type="checkbox"/>
	C Turkey	<input type="checkbox"/>

6. Who has already decided to go with Robert?

- A. family members
- B. colleagues
- C. tennis partners

7. They'll stay in

- A. A university.
- B. A guest house.
- C. A hotel.

8. Laura must remember to take

- A. A map.
- B. A camera.
- C. A coat.

9. Why does Laura like Dublin?

- A. The people are friendly.
- B. The buildings are interesting
- C. The shops are beautiful.

10. Robert's excited about the trip to Dublin because

- A. He can't wait to go to the music festival.
- B. He loves the food there.
- C. He wants to go to a new art exhibition

PART 3

For each question, choose the correct answer

Example:

0 The name of the computer game is

A City 2010

B City 2001

C City 2100

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

11. You will hear a woman talking to her friend about why she's bought a motorbike.

Why did she buy it?

A. It's fast

B. It was cheap.

C. It'll be easy to repair.

12. You will hear two friends talking about going to University.

What subject is the man going to study?

A. History

B. Geography

C. Chemistry

13. You will hear two friends talking about a photograph.

What's photograph of?

A. A sports stadium

B. A zoo

C. A school playground

14. You will hear a woman talking to a friend on the phone.

Why's she upset?

A. Her train was delayed.

B. She's lost her wallet.

C. She's broken her glasses.

15. You will hear a woman talking to her friend, David, about something she's bought.

What has she bought?

A. Some clothes

B. Some food

C. Some games

ANSWER SHEET

Part 1			
1	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
2	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
3	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
4	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
5	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

Part 2			
6	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
7	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
8	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
9	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
10	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

Part 3			
11	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
12	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
13	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
14	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
15	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

Link: <https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>

<https://teacherphill.com/a2key-listening/>

ANNEX 3: SCOPE OF THE EXPERIMENT

Number of lesson plan	Topic	Number of hours	Contents	Levels of listening	Activities
N°1	Predictions	40 minutes	Predictions about the film, description the cover of the movie	Distinguish between fact and opinion	<ul style="list-style-type: none"> • Watch the movie • Worksheets • Quizzes
N°2	Describing things	40 minutes	Describe a mystery object, complete the worksheet according to the second chapter of the movie “The Mitchells vs the machines”	Recalling details	<ul style="list-style-type: none"> • Watch the movie • Worksheets • Draw the mystery object.
N°3	Problem-solving situations	40 minutes	Create a plan to solve the situation of Mitchells family	Predicting	<ul style="list-style-type: none"> • Watch the movie • Solve the problem • Write the Katie’s plan • Complete the worksheet.
N°4	Personality and appearance	40 minutes	Describe the personality of Aaron Mitchell,	Inference	<ul style="list-style-type: none"> • Watch the movie

			vocabulary about personality and appearance		<ul style="list-style-type: none"> • Complete the worksheet
N°5	Attitudes, inclinations and beliefs	40 minutes	To build up intuitive character portrayal and write what you think his attitudes, inclinations, and beliefs are about	Recognizing bias	<ul style="list-style-type: none"> • Watch the movie • Worksheet • Quiz

Author: González, A. (2023)

ANNEX 4: LESSON PLANS

LESSON PLAN 1: DISTINGUISHING BETWEEN FACT AND OPINION

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“CAPTIONED MOVIES AND LISTENING COMPREHENSION”

Lesson Plan 1

González González Darwin Ariel

LESSON PLANNING N°1	
Teacher: González Ariel	Type of lesson: PPP
Class: Tenth	Level of Listening: Distinguishing between fact and opinion
Topic: Predictions	
General objective:	Specific Objectives:
Students will be able to make predictions or express decision	<ul style="list-style-type: none"> • To define what is fact and what is opinion.
Anticipated problems: Students will feel nervous to talk or they will have no idea what the movie will be about.	
Possible solutions: The teacher will give some ideas of predictions about the film “The Mitchells vs The machines”	
Aim: Teach students to make predictions or express decisions	
Materials: Markers, board, computer, projector	
<p>PRESENTATION</p> <ul style="list-style-type: none"> - The teacher will project the cover of the film. - He will ask what do you think about the cover of this movie? <p>Example:</p> <p>It is interesting, it is colorful...</p> <ul style="list-style-type: none"> - And What do you think the movie is about? <p>Example:</p> <p>Maybe the movie will be about war or Maybe it will be about video games...</p> <ul style="list-style-type: none"> - Students will have to make predictions about the film 	<p>TIME:</p> <p>10 minutes</p>
<p>PRACTICE</p> <ul style="list-style-type: none"> - -The teacher will hand out a worksheet N° 1 about the characters of the movie “The Mitchells vs the machines” - The teacher will present 25 minutes of the movie “The Mitchells vs the machines” 	<p>25 minutes</p>

<ul style="list-style-type: none"> - Students will have to watch, listen and match the pictures to the characters' names. 	
<p>PRODUCTION</p> <ul style="list-style-type: none"> - On a sheet of paper, students will have to write 3 sentences according to the first part of the movie using the characters' names. (Facts) 00:00 – 00:25 - Student will discuss about what they think of the characters. 	5 minutes
<p>TOTAL: 40 Minutes</p>	

Author: González, A. (2023)



WORKSHEET N° 1

NAME: _____

DATE: _____



MATCH THE PICTURES TO THE CHARACTERS' NAMES



KATIE MITCHELL



RICK MITCHELL



LINDA MITCHELL

MONCHI

AARON MITCHELL



PAL



MARK BOWMAN

DEBORAHBOT 5000



LESSON PLAN 2: RECALLING DETAILS

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“CAPTIONED MOVIES AND LISTENING COMPREHENSION”

Lesson Plan 2

González González Darwin Ariel

LESSON PLANNING N°2	
Teachers: González Ariel	Type of lesson: PPP
Class: Tenth	Level of Listening: Recalling details
Topic: Descriptions	
General objective:	Specific Objectives:
Students will be able to develop their listening skills through the dictation of descriptions on the movie “The Mitchells vs The Machines”	<ul style="list-style-type: none"> • To describe a mystery object • To assess comprehensive listening
Anticipated problems: Students won't understand the instructions	
Possible solutions: Repeat the instructions with examples.	
Aim: Develop students' listening skills through the dictation of descriptions.	
Materials: Markers, board, computer, projector	
PRESENTATION	
<p style="text-align: center;">Draw a robot</p> <ul style="list-style-type: none"> - Teachers are going to read a description of an object - Students will have to take out a piece of paper and one pencil. They are going to draw the mystery object - Carefully teacher read out the description of the mystery object one line at time. - When the teacher has finished, he should check the children's drawings to see that students followed the instructions. 	TIME: 7 minutes
PRACTICE	
<ul style="list-style-type: none"> - The teacher will hand out a worksheet N° 2 about the second part of the movie “The Mitchells vs the machines” - The teacher will present the next 25 minutes of the movie “The Mitchells vs the machines” 00:25 – 00:50 - Students will have to watch, listen and choose the correct answers according to the movie. 	25 minutes
PRODUCTION	
<ul style="list-style-type: none"> - Students will have to say one word for describing what could happen in the third part of the movie. Then, other students will have to say the same word plus one new word. (Snowball activity) 	8 minutes
TOTAL: 40 Minutes	

Author: González, A. (2023)

Description of the mystery object



Draw a metal body.

On its body draw two arms and two legs.

On its arm draw a hand and on its other arm draw another hand.

Draw a square head.

On its chest draw two batteries.

In its right arm draw a screen.

Finally, draw that in its left arm it shoots lights.



Worksheet N° 2

The Mitchells vs the Machines

NAME: _____ DATE: _____

Watch the movie and choose the correct answer

1. How does Katie feel about going to school together with her family?
 - a. Excited
 - b. Happy
 - c. Disappointed
2. What does Katie do on the road to have fun?
 - a. Sleeps
 - b. Play games
 - c. Take videos
3. What is Pal?
 - a. Personal assistant
 - b. Online game
 - c. Company
4. Who does give orders to the machines?
 - a. Mark
 - b. People
 - c. Great Leader
5. What do they see outside the dinosaur's market?
 - a. Robots
 - b. Aliens
 - c. Planes

ANSWER SHEET

1. How does Katie feel about going to school together with family?

- a. Excited
- b. Happy
- c. Disappointed

2. What does Katie do on the road to have fun?

- a. Sleeps
- b. Play games
- c. Take videos

3. What is Pal?

- a. Personal assistant
- b. Online game
- c. Company

4. Who does give orders to the machines?

- a. Mark
- b. People
- c. Great Leader

5. What do they see outside the dinosaur's market?

- a. Robots
- b. Aliens
- c. Planes

LESSON PLAN 3: PREDICTING

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“CAPTIONED MOVIES AND LISTENING COMPREHENSION”

Lesson Plan 3

González González Darwin Ariel

LESSON PLANNING N°3

Teachers: González Ariel	Type of lesson: PPP
Class: Tenth	Level of Listening: Predicting
Topic: Plans to save the world	
General objective:	Specific Objectives:
Students will be able to use a plan in complicated situations for the movie “The Mitchella vs The Machines”	<ul style="list-style-type: none"> To determine the problem and to create a solution
Anticipated problems: Students won't understand the instructions	
Possible solutions: Repeat the instructions with examples.	
Aim: Teach students to use a plan to solve complicated situations	
Materials: Markers, board, computer, projector	
<p>PRESENTATION</p> <ul style="list-style-type: none"> Students must imagine that they are in that situation in the movie. They will have 5 minutes to think and to predict a plan about how to save the world. The teacher will choose 3 or 4 students to say their plan. 	<p>TIME:</p> <p align="center">8 minutes</p>
<p>PRACTICE</p> <ul style="list-style-type: none"> The teacher will hand out a worksheet about the third part of the movie “The Mitchells vs the machines” The teacher will present the next 25 minutes of the movie “The Mitchells vs the machines” 00:50 – 1:15 Students will have to watch and pay attention to the movie In the worksheet N° 3 there are six pictures, students have to listen and write Katie Mitchell’s Plan. 1:07:29 – 1:07:40 	25 minutes
<p>PRODUCTION</p> <ul style="list-style-type: none"> Students have to complete a Listening activity to predict about the third part of the movie. 	8 minutes
TOTAL: 40 Minutes	

Author: González, A. (2023)

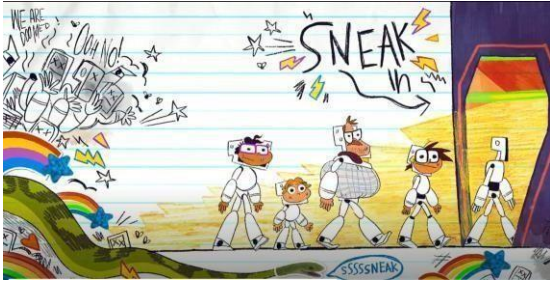
Katie Mitchell's Plan

Worksheet N° 3



Prediction

Step 1



Prediction

Step 2



Prediction

Step 3



Prediction

Step 4



Prediction

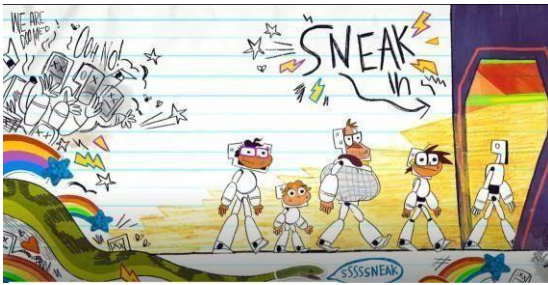
Step 5

Katie Mitchell's Plan Answer Sheet



Step 1

Dress as Robots



Step 2

Sneak in Pal Lab



Step 3

Hijack one of those trams



Step 4

Take it to the top of that diamond thing where Pal is,



Step 5

Destroy her with the kill code



Listening Pop Quiz N° 1
The Mitchells vs the machines

NAME: _____ **DATE:** _____

Watch the movie and choose the correct answer

- 1. Who drew Abbey Posey?**
Aaron Mitchell / Eric
- 2. Who orders to capture all the humans?**
PAL / PAL LABS
- 3. What family needed to capture?**
The Mitchells / The Poseys
- 4. What did Katie Mitchell use to defend herself and her family?**
Fishing rod / Arrow
- 5. After the Mitchells left the Mall of the Golden, who handed out starts to the Mitchells family?**
Linda Mitchell / Katie Mitchell

LESSON PLAN 4: INFERENCE

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“CAPTIONED MOVIES AND LISTENING COMPREHENSION”

Lesson Plan 4

González González Darwin Ariel

LESSON PLANNING N°4

Teachers: González Ariel	Type of lesson: PPP
Class: Tenth	Level of Listening: Inference
Topic: Personality and appearance	
General objective:	Specific Objectives:
Students will be able to describe personality and appearance of the movie “The Mitchells vs The Machines”	<ul style="list-style-type: none"> • To infer about one character in the movie • To assess listening comprehension.
Anticipated problems: Students won't understand the instructions	
Possible solutions: Repeat the instructions with examples.	
Aim: Teach students how to describe personality and appearance	
Materials: Markers, board, computer, projector	
<p>PRESENTATION</p> <ul style="list-style-type: none"> - The teacher will project the activity. - The teacher has to ask the students to tell you, what they know about Aaron Mitchell <p>For example</p> <p>What is his personality?</p> <p>What is his appearance?</p> <p>How old is he?</p> <ul style="list-style-type: none"> - Explain to them that the activity that is projected is a small description of Aaron Mitchell but some words are missing from each sentence. - Then, the Teacher will read a short description of Aaron Mitchell. According to what they hear, students have to choose the correct word from under the description to complete the activity. - With the participation of students, the teacher will write the answer in the gaps in the cloze activity. 	<p>TIME:</p> <p align="center">8 minutes</p>

<p style="text-align: center;">Personality and Appearance of Aaron Mitchel</p> <p>Aaron is a young boy with fair skin, shaggy, strawberry-blonde hair, brown eyes, and freckles. Aaron is a smart kid who is obsessed with dinosaurs and would want to talk to anybody about them. Aaron is 10 years old, and he is in the 5th grade.</p>	
<p>PRACTICE</p> <ul style="list-style-type: none"> - The teacher will present the next 25 minutes of the movie “The Mitchells vs the machines” 1:15 – 1:40 - Students will have to watch and pay attention to the movie - The teacher will stop the movie in 1 hour with 25 minutes and he will ask students about what is happening at that moment. - Then, the teacher will continue with the movie. 	25 minutes
<p>PRODUCTION</p> <ul style="list-style-type: none"> - Students have to complete the Listening Pop-quiz N° 2 according to the fourth part of the movie. 	10 minutes
<p>TOTAL: 40 Minutes</p>	

Author: González, A. (2023)

GAP ACTIVITY

Aaron Mitchell's personality and appearance

Cloze activity

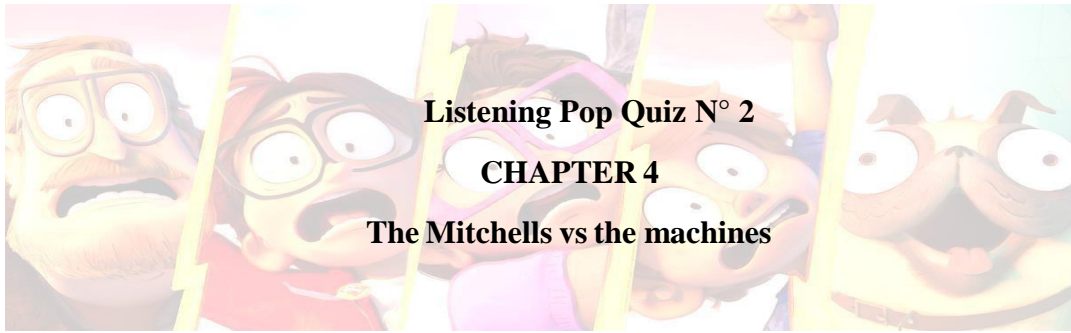
- Aaron is a.....boy
- He has skin, shaggy, blonde hair, eyes and
- He wears a, t-shirt with two green and he wears grey and blue and strap sneakers.
- He is a..... kid
- He is..... with dinosaurs.
- He is.....years old.

Ten young obsessed yellow smart brown strawberry dinosaurs
Sweatpants galaxy-patterned fair blue

Aaron Mitchell's personality and appearance

Answers

- Aaron is a **young** boy.
- He has **fair** skin, shaggy, **strawberry**-blonde hair, **brown** eyes, and freckles.
- He wears a **blue, galaxy-patterned** t-shirt with two green **dinosaurs** and he wears grey **sweatpants** and blue and **yellow** strap sneakers.
- He is a **smart** kid.
- He is **obsessed** with dinosaurs.
- He is **ten** years old.



Listening Pop Quiz N° 2

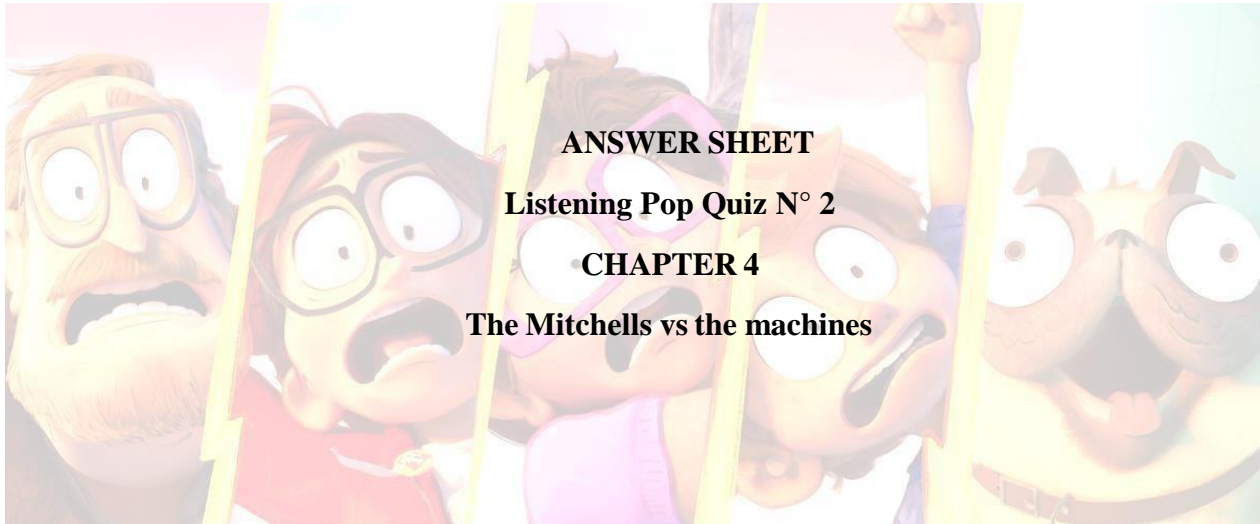
CHAPTER 4

The Mitchells vs the machines

NAME: _____ **DATE:** _____

Watch the movie and choose the correct answer between A or B

- 1. In the fourth part of the movie a character mentioned the following phrase:
“How is no one stopping her”
Which character would likely say it?**
 - A. Katie Mitchell
 - B. Pal
- 2. While Katie drove to confront Pal, what shield would Katie Mitchell likely activate so she wouldn't get caught?**
 - A. Dog shield
 - B. Metal shield
- 3. When Katie finished talking about family relationships. What would Pal likely mention?**
 - A. My whole family tried to come together, and it worked. Families can be hard but they're so worth fighting for.
 - B. That was so boring! You will drop each other the first chance you get.
- 4. In the scene where Pal dropped Katie, Rick Mitchell projected a video of his daughter and he saved her.
Which would most likely say it, “I can now almost use a computer”?**
 - A. Rick Mitchell
 - B. Linda Mitchell
- 5. What song would Rick and Katie Mitchell likely sing together?**
 - A. Live your life
 - B. La Macarena



ANSWER SHEET

Listening Pop Quiz N° 2

CHAPTER 4

The Mitchells vs the machines

Watch the movie and choose the correct answer between A or B

- 1. In the fourth part of the movie a character mentioned the following phrase:**
“How is no one stopping her”
Which character would likely say it?

C. Katie Mitchell
D. **Pal**
- 2. While Katie drove to confront Pal, what shield would Katie Mitchell likely activate so she wouldn't get caught?**

C. **Dog shield**
D. Metal shield
- 3. When Katie finished talking about family relationships. What would Pal likely mention?**

C. My whole family tried to come together, and it worked. Families can be hard but they're so worth fighting for.
D. **That was so boring! You will drop each other the first chance you get.**
- 4. In the scene where Pal dropped Katie, Rick Mitchell projected a video of his daughter and he saved her.**
Which would most likely said it, “I can now almost use a computer”?

C. **Rick Mitchell**
D. Linda Mitchell
- 5. What song did Rick and Katie Mitchell sing together?**

C. **Live your life**
D. La Macarena

LESSON PLAN 5: RECOGNIZING BIAS

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“CAPTIONED MOVIES AND LISTENING COMPREHENSION”

Lesson Plan 5

González González Darwin Ariel

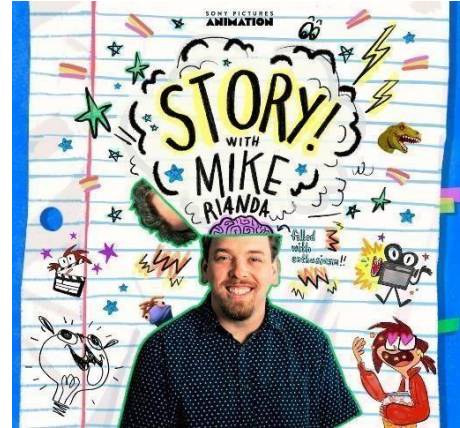
LESSON PLANNING N° 5

Teachers: González Ariel	Type of lesson: PPP
Class: Tenth	Level of Listening: Recognizing bias
Topic: Attitudes, inclinations, and beliefs	
General objective:	Specific Objectives:
Students will be able to recognize the bias of someone in the movie “The Mitchells vs The machines”	<ul style="list-style-type: none"> To identify attitudes, inclinations, and beliefs
Anticipated problems: Students won't understand the instructions	
Possible solutions: Repeat the instructions with examples.	
Aim: Teach students to identify attitudes, inclinations, and beliefs of someone or something.	
Materials: Markers, board, computer, projector, worksheets	
<p>PRESENTATION</p> <ul style="list-style-type: none"> The teacher will show some photographs of the director of “The Mitchells vs the machines” and he will ask to build up intuitive character portrayal and what you think his attitudes, inclinations, and beliefs are about. Students are going to use their notebooks to build up character portrayal. Students will have to work in pairs. At the end of the activity, the results sketches will be compared. 	<p>TIME:</p> <p align="center">10 minutes</p>
<p>PRACTICE</p> <ul style="list-style-type: none"> The teacher will present the last 15 minutes of the movie “The Mitchells vs the machines” 1:40 – 1:55 Students will have to watch and pay attention to the movie. While students watch the movie, they are going to complete worksheet N° 4 	<p align="center">15 minutes</p>

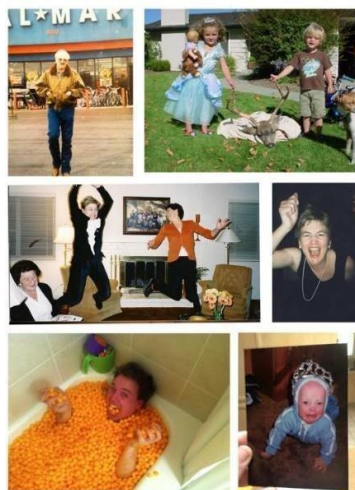
<p>PRODUCTION</p> <ul style="list-style-type: none"> - On a sheet of paper students will have to write a paragraph of 50 words answering the following questions: <ul style="list-style-type: none"> What do you think about the movie? Did you like it? With which character do you characterize yourself the most and why? What do you think about the attitude, inclination, or beliefs of the character that you characterize yourself the most? Which scene did you like the most and why? - The teacher will have to write these questions on the blackboard. 	<p>15 minutes</p>
<p>TOTAL: 40 Minutes</p>	

Author: González, A. (2023)

Director of “The Mitchells vs the machines”



MY CRAZY FAMILY





WORKSHEET N° 4

1. According to the movie, listen to the phrase and match it with the correct picture.

Who said that?

“Every horrible picture we´ve ever taken”



“Sorry. Force of habit”



“Good luck, uh, finding your people”



“Don´t laugh. You supposed to be sad”



“We received your care package for Aaron”



“The prophecy has been fulfilled!”



ANSWER SHEET

1. According to the movie, listen to the phrase and match it with the correct picture.

Who said that?

“Every horrible picture we’ve ever taken” - Linda Mitchell

“Sorry. Force of habit” – Aaron Mitchell

“Good luck, uh, finding your people” – Rick Mitchell

“Don’t laugh. You supposed to be sad” – Katie Mitchell

“We received your care package for Aaron” – Deborahbot 5000

“The prophecy has been fulfilled!” - Monchi

ANNEXE 5: URKUND REPORT



Document Information

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Similarity	3%
Analysis address	rutheinfantep.uta@analysis.orkund.com

Sources included in the report

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