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**Topic:**

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**“SUBTITLED AND UNSUBTITLED MOVIE AND LISTENING  
COMPREHENSION”**

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Ambato – Ecuador

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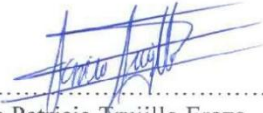
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# UNIVERSIDAD TÉCNICA DE AMBATO

## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### CARRERA DE IDIOMAS

#### **TOPIC: “SUBTITLED AND UNSUBTITLED MOVIE AND LISTENING COMPREHENSION”**

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#### **Abstract**

Nowadays, there are still discussions on whether or not to use subtitles in order to develop listening skills. Some educators are against the use of subtitles because they considered them as distracting elements that slow down the development of listening comprehension. On the other hand, others claim that subtitles help in the language learning process by providing authentic and comprehensible input. This research project was developed with the educational purpose of investigating the effect of watching a subtitled or unsubtitled movie on EFL learners' listening comprehension. The study was developed at Universidad Técnica de Ambato in Ambato, with 53 students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros major: 28 students from second semester A and 25 students from second semester B. The research project was quasi-experimental with a pre-test and post-test design. The researcher randomly assigned the second semester A to treatment and the second semester B to control. The experimental group was exposed to a movie with intralingual subtitles, while the control group was exposed to the same movie without subtitles. To analyze the collected information the Wilcoxon test was used. Finally, the results showed that the subtitled movie had positive effects in the development of the listening comprehension.

**Keywords:** subtitled movie, unsubtitled movie, listening skill, listening comprehension.

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### **CARRERA DE IDIOMAS**

**TEMA: “SUBTITLED AND UNSUBTITLED MOVIE AND LISTENING COMPREHENSION”**

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### **Resumen**

En la actualidad, aún se presentan discusiones sobre si usar o no los subtítulos para desarrollar la habilidad auditiva. Algunos educadores se oponen al uso de subtítulos porque los consideran como elementos de distracción que frenan el desarrollo de la comprensión auditiva. Por otro lado, otros afirman que los subtítulos ayudan en el proceso de aprendizaje del idioma al proporcionar información auténtica y comprensible. El presente proyecto se origina con el propósito educativo de investigar el efecto de ver una película subtitulada o sin subtítulos en la comprensión auditiva de los estudiantes de inglés como lengua extranjera. Este estudio fue desarrollado en la Universidad Técnica de Ambato en la ciudad de Ambato, con 53 estudiantes del segundo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros: 28 estudiantes del segundo semestre A y 25 estudiantes del segundo semestre B. El proyecto de investigación fue cuasi-experimental con un diseño de pre-test y post-test. El investigador asignó aleatoriamente al segundo semestre A como grupo experimental y al segundo semestre B como grupo de control. El grupo experimental fue expuesto a una película en inglés y con subtítulos intralingüísticos, mientras que el grupo de control fue expuesto a la misma película sin subtítulos. Para analizar la información recogida se utilizó la prueba de Wilcoxon. Finalmente, los resultados mostraron que la película subtitulada tuvo efectos positivos en el desarrollo de la comprensión auditiva.

**Palabras clave:** película subtitulada, película sin subtítulos, capacidad auditiva, comprensión auditiva.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

Saed, Yazdani, & Askary (2016) in their research entitled “Film Subtitles and Listening Comprehension Ability of Intermediate EFL Learners”, developed in Chabahar, aimed to determine whether there were any differences between the levels of comprehension between the group exposed to an intralingual subtitled film and the group that was not exposed to it. The researchers applied a quasi-experimental research; there were two groups of intermediate level students: one group watched videos with English subtitles and the other group without subtitles. After that, both groups took a comprehension test. Through the results, the researchers concluded that the students who were exposed to videos with English subtitles got higher understanding of L2. There are two main factors from Saed, Yazdani, & Askary’s study that are associated with the present one: the population they worked with; that is, intermediate EFL learners; and the skill they chose to measure learners’ improvement. Therefore, it can be said that using movies in English with English subtitles leads towards raising listening comprehension skills in this level. It also allows to do further research with a population at a lower level in the language, as in this research that worked with pre-intermediate learners.

Kusumawati & Hasan (2018) in their research “Implicit Instruction, Subtitles, Vocabulary and Listening Comprehension” which was developed in Malang, aimed to investigate the impact of English subtitles and Bahasa Indonesian subtitles on content comprehension of movies through the students’ listening comprehension. The researchers applied a quasi-experimental research: group A and group B watched the same movie, group A watched

it with English subtitles and group B with Bahasa Indonesian subtitles. After that, the participants answered content comprehension questions. The results showed that English subtitles had better impact than Bahasa Indonesian subtitles. Even though, the present research does not address subtitles in the L1, it is important to compare the results from previous studies between the use of English subtitles, L1 subtitles and none subtitles; that way, it can be understood why this mode (L1 subtitles) was not selected in order to carry out the research. To provide learners with comprehensible language input, which Krashen & Terrell (1983) explained in their theory of second language acquisition, does not mean to present authentic English videos in the L1, but at the appropriate or just a little beyond learners' level in the L2. Interlingual subtitles can allow content comprehension, which can be labeled as a process regardless language learning because of visual input, but create listening interference, because learners focus on reading subtitles; on the other hand, Intralingual subtitles assist listening learning by indicating written form of spoken speech.

Bensalem (2016) in the research "The impact of keyword and full video captioning on listening comprehension" which was developed in Arar, aimed to investigate the effect of full and keyword captioning on listening comprehension. The researcher applied an experimental research: thirty-six elementary students watched three videos: the first group watched the videos with full captions, the second group watched them with keyword captions, and the control group watched them without captions. After watching each video, the participants took a listening comprehension test. It was concluded that full video captioning helped to enhance listening comprehension. Besides the outperformance of the full captions group over the keyword captions and without captions groups, the choice of selecting full captions instead of keywords captions for this research is supported by the level in which it was applied; that is, elementary. The learners for this research are pre-intermediate level, but it is important to analyze how even lower levels succeeded at listening tests by using subtitles. Additionally, keywords captions lack practicality while full captioned video materials are easier to produce or get from online platforms.

Rodgers & Webb (2017) in their research “The Effects of Captions on EFL Learners’ Comprehension of English-Language Television Programs”, aimed to investigate the comprehension of Japanese university students when watching a television program with and without captions. They used an experimental research: pre-intermediate to intermediate level students watched TV episodes and then took comprehension tests. The results of the study indicated that the captions led to increase comprehension of authentic television; however, it also pointed out that participants who watched the episodes without captions were also able to improve their comprehension. What the researches concluded shows that it is important to select the correct source of comprehensible input according to EFL learners’ level; and ,as it has been explained in the previous paragraph, this source can also be a little beyond learners’ level to make it more challenging and aid learners reach the next level of language learning process. That is why, in order to carry out the present research the selected source, in this case a movie, was neither too easy nor too difficult for pre-intermediate EFL learners. The experimental group was expected to take more advantages of the intralingual subtitles when scenes were more challenging to understand.

Vanderplank (2019) in his study “Gist watching can only take you so far’: attitudes, strategies and changes in behavior in watching films with captions” developed in Oxford, aimed to focus on changes in learners’ viewing behavior when watching with captions. He applied a qualitative research: 36 volunteer students of French, German, Italian and Spanish at intermediate and above level chose films with optional captions. They had to watch one film per week and provide feedback commenting, in a diary, on the effects of captions on viewing behavior, the usefulness of the available captions, and the confidence in being able to watch films with or without captions. It was concluded that there were changes in behavior, attitudes, characteristics and strategies over time, especially in the participants who maximized successfully language learning gains. It is important to understand learners’ perceptions, behaviors, attitudes, and strategies towards the use of subtitles, due to it allows to predict whether or not subtitles will work. Some people will argue that subtitles are distracting while others will find them useful. In addition, the

present research does not intend to state subtitles as a technique that should be used forever for learning English, but as long-term technique which will help learners develop strategies to maximize their use over a period of time, as well as confidence to start watching videos without subtitles.

## **1.2 Theoretical framework**

### **1.2.1 Movies**

Merriam Webster dictionary defines the term “movie” as “a recording of moving images that tells a story and that people watch on a screen or television” (2019). A theoretical and research review presented by Berk (2009) demonstrates that video clips (for example, movies) can be used as an instructional tool because they provide powerful cognitive and emotional impact to students. There is a link between multiple intelligences, learning styles and media; that is, students whose stronger, or even weaker, intelligence is verbal/linguistic, visual/spatial, or musical/rhythmic can use video clips for learning successfully (Gardner, 2000; Veenema & Gardner, 1996). However, even people who have intrapersonal and interpersonal intelligences can get benefits from video clips since they can allow to trigger emotions and involve in the process of learning; when people watch a movie, feelings and emotions are stimulated, such as pleasure, love, sadness, anger, laughter, relaxation, excitement, etc. In addition, the left and right hemispheres of the brain are, naturally, engaged when watching video clips. In brief, the left hemisphere (verbal) is predominantly the logical and analytical side; in contrast, the right hemisphere (nonverbal) is predominantly the creative and intuitive side. Therefore, according to Hébert & Peretz (1997); Schlaug, Jancke, Haug, Staiger, & Steinmetz (1995), “the left side processes the dialogue, plot, rhythm, and lyrics; while the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships”.

### **1.2.1.1 Learning outcomes from movies**

Berk (2009) also lists 20 outcomes that demonstrate the value of video clips for teaching:

1. Grab students' attention;
2. Focus students' concentration;
3. Generate interest in class;
4. Create a sense of anticipation;
5. Energize or relax students for learning exercise;
6. Draw on students' imagination;
7. Improve attitudes toward content and learning;
8. Build a connection with other students and instructor;
9. Increase memory of content;
10. Increase understanding;
11. Foster creativity;
12. Stimulate the flow of ideas;
13. Foster deeper learning;
14. Provide an opportunity for freedom of expression;
15. Serve as a vehicle for collaboration;
16. Inspire and motivate students;
17. Make learning fun;
18. Set an appropriate mood or tone;
19. Decrease anxiety and tension on scary topics; and



## 20. Create memorable visual images

### **1.2.1.2 Movie selection**

With all this information about the effectiveness of using video clips for teaching and learning, it is also important to consider theoretical and practical aspects and unique challenges of movie selection for EFL or ESL students. Kwon (2014), for example, establishes that teachers may identify and select movies that: (1) fit their specific learning and teaching objectives; (2) are appropriate for learners' age, ethnic, cultural, and religious background; (3) have good quality (awards, reviews, etc.)

### **1.2.2 Subtitles**

#### **1.2.2.1 Linguistic Parameter**

According to Bartoll (2004), the linguistic parameter establishes the relationship between source and target languages. Bartoll (2004); Gottlieb (1997), (2005); Shuttleworth & Moira, (2004) explain that there are interlingual and intralingual subtitles or subtitling; but Díaz (2009) also names those types of subtitles as intralinguistic subtitles and interlinguistic subtitles (as cited in Liu, 2014, p. 1104).

##### **1.2.2.1.1 Interlingual subtitles**

Interlingual subtitles, or interlinguistic subtitles, according to Gottlieb (1997), it is subtitling between two languages. It is a transfer or translation from a source language (SL) to a target language (TL). For example, the audio is in English but the subtitles are in Spanish. This type of subtitles is mainly used when audiovisual materials are distributed

to a foreign country and dubbing is not required. Talaván (2012) suggests that interlingual subtitles allow advanced learners to establish linguistic connections between the source language and the target language through translation; it also provides authentic input to beginner learners who will feel confident to start using intralingual subtitles progressively. However, as it has been explained before, some researches have concluded that interlingual subtitles do not help in the process of listening comprehension.

#### **1.2.2.1.2 Intralingual subtitles**

Intralingual subtitles, or intralinguistic subtitles, according to Gottlieb (1997), is subtitling within the same language. There is a relationship between the same source and target language. For example, the audio is in English and the subtitles are presented in the same language. This type of subtitles is mainly targeted at language learners. Vanderplank (2016) supports the positive effect of intralingual subtitles by arguing that text-supported viewing, enriched by sound and images, provides authentic language for learners, which helps them to establish strong associations for retention and use of language. He also mentions that learners need to watch varied and well-selected audiovisual materials to maintain and develop their own strategies for taking full advantage of them.

#### **1.2.2.2 Technical Parameter**

Besides the linguistic parameter, Bartoll (2004) uses technical parameter to classify subtitles based on their optionality.

##### **1.2.2.2.1 Open subtitles**

According to Gottlieb (1997), (2005); O'Connell, (2007); Shuttleworth & Moira, (2004), open subtitles are “subtitles that constitute part of the original film or broadcast and cannot be removed from the screen” (as cited in Liu, 2014, p. 1104).

#### **1.2.2.2 Closed subtitles**

Bartoll (2004) explains that closed subtitles are usually selected by viewers when watching a film. Closed subtitles not only provide dialogue (intralingual subtitles), but other relevant parts of the soundtrack (such as background noises, phones ringing, etc.). The targeted audience includes the deaf and hard of hearing.

#### **1.2.3 Listening skill comprehension**

Brown (2007) explains that listening is not only the process of a unidirectional receiving of audible input, but also an interactive process which consequently leads the hearer become a speaker in response of some kind. That is why, according to Spratt, Pulverness, & Williams (2012), listening involves making sense of meaningful sounds of the language by making use of the context, and our knowledge of the world, in brief, listening involves understanding spoken language and its features. Like in reading and writing, there are several different subskills in listening such as listen for gist/global understanding, specific information, detail or to infer attitude. In addition, Brown (2007) proposes a list of micro- and macroskills of listening (adapted from Richards, 1983).

#### **Microskills**

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, international contours, and their role in signaling information.

4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.

### **Macroskills**

11. Recognize cohesive devices in spoken discourse
12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real-world knowledge.
14. From events, ideas, etc., described, predicts outcomes, infer links and connections between events, reduce causes and effects, and detect such relations as main idea, supporting idea, new information, give information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of word from context, appealing for help, and signaling comprehension or lack thereof.

#### **1.2.3.1 Listening comprehension and speech perception**

Vanderplank (2016) explains that when learners watch a film without intralingual subtitles, taking into account that their listening skills are not well developed, they are usually able to listen to few fragments based on rough phonetic matching. Intralingual subtitles provide the learner/viewer with a recognizable and intelligible input, which can be used to fill missing parts of the speech in order to provide an accurate match between what is said and what is written; therefore, learners are able to listen and understand more fragments. Vanderplank also mentions that it is not unexpected that the presence of a script demands on learners' reading skills; however, the presence of text do not reduce television watching, as learners continued to try and match sound and text. (Vanderplank, 2016). What it is important to point out is that lower level learners or slow readers find difficult and frightening to be exposed to audiovisual materials with intralingual subtitles due to their poor reading skills.

### **1.3 Objectives**

#### **1.3.1 General objective**

- ✓ To investigate the effect of watching a subtitled or unsubtitled movie on EFL learners' listening comprehension.

#### **1.3.2 Specific objectives**

- ✓ To analyze the results of listening comprehension tests between the experimental group (subtitled movie) and the control group (unsubtitled movie).
- ✓ To compare the results of pre- and post-listening tests between the experimental group (subtitled movie) and the control group (unsubtitled movie).
- ✓ To identify which mode, subtitle or unsubtitled movie, has any significant impact on EFL learners' listening comprehension development.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

##### **2.1.1 Participants**

The participants of this research included 53 students: 28 students from second semester “A” and 25 students from second semester “B” from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The students were ensured to be equal in their proficiency level on English according to the Common European Framework; this was done by interviewing teachers and analyzing the book that they were using for studying English which was Top Notch A2 level. The students from second semester “A” were assigned as the experimental group who watched the movie with English subtitles; the students from second semester “B”, on the other hand, were assigned as the control group that watched the movie without subtitles. The students were between 18 and 20 years old. The students who did not take either the pre-test, one of the comprehension tests or the post-test were not taken into account to carry out the data analysis.

##### **2.1.2 Materials**

###### **2.1.2.1 Interview**

An unstructured interview, which according to Patton (2002) it is an informal conversation interview that do not rely on predetermined questions, was carried out in order to

determine the students' proficiency level on English, as well as ensure that both groups were equal in their level of English. According to the information gathered from two teachers that were interviewed, it was concluded that the students were pre-intermediate learners.

### **2.1.2.2 Pre-test and post-test**

For the pre-test, a listening part was taken from The Preliminary English Test (B1 level, Cambridge English Level Certificate in ESOL International-Entry 3) to determine the students' level of listening skills prior to the exposure to the movie. The PET consisted of 25 questions where the students were asked to answer multiple-choice and gap-filling questions. The students listened to conversations or monologues. Likewise, for the post-test, another listening part was taken from The Preliminary English Test (B1 level, Cambridge English Level Certificate in ESOL International-Entry 3) to determine whether the students from both the experimental and control group had improved their listening comprehension skills.

### **2.1.2.3 Movie selection**

The fantasy comedy movie "Bruce Almighty" (2003), directed by Tom Shadyac, was selected for this research. The running time of this movie was approximately 101 minutes, which were divided into 3 parts of 35 minutes each one; each part was presented to the students in one hour of class. The movie was selected based on both basic criteria and linguistic-instructional criteria adapted from Kwon (2014). Basic criteria. First, the movie rated PG-13 of maturity level<sup>1</sup>, so it was appropriate for the students' age. Second, the movie had good picture quality, clear and sequential presentation. Third, the movie had access to intralingual subtitles, where writing speech was the same as the audio. Fourth,

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<sup>1</sup> <https://www.filmratings.com/Search?filmTitle=Bruce+Almighty&x=18&y=5>

the movie addressed an interesting content. Linguistic-instructional criteria. First, the movie presented realistic styles of speech: a balanced mixture of various speech styles ranging from colloquial, semi-formal, and formal that pre-intermediate learners can understand. Second, the speech was authentic (redundancy, reduced forms, stress, rhythm, intonation, American accent, etc.); however, the pronunciation was intelligible. Third, the movie presented proper speed according to pre-intermediate learners' level. Fourth, the movie presented proper scope of grammar according to EFL learners' level; reasonable or acceptable amount of grammar beyond EFL's level. Fifth, the movie presented proper scope of vocabulary and idioms according to EFL learners' level; reasonable or acceptable amount of slang, jargon, cultural references. Sixth, the movie presented considerable percentage of speech/ dialogue.

#### **2.1.2.4 Listening comprehension tests**

In order to analyze progress between the experimental group (A) and the control group (B), listening comprehension tests were designed and given after each 35 minutes part of the movie. There were two parts: in the first part, the students had to read 10 statements and decide if each sentence was true or false; in the second part, the students had to read 10 multiple-choice questions and circle the correct answer. The questions were written in English and focused on assessing responsive, selective and extensive listening performance (Brown, 2007, p. 309-310); thus, the students had to listen for main ideas, for details and for making inferences.

#### **2.1.3 Procedure**

Step 1: Both groups; that is, the students from second semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros "A" and "B", were ensured to be equal in their proficiency level on English, according to the Common European Framework by



interviewing two teachers and analyzing the book they were using for English which was Top Notch A2 level

Step 2: One whole group was randomly assigned to treatment (students from second semester “A”) and the other whole group was randomly assigned to control (students from second semester “B”).

Step 3: Both groups took the listening pre-test.

Step 4: One movie was selected and divided into three parts of 35 minutes each one.

Step 5: Lesson plans were designed in order to present each part of the movie for both groups: first, the students were presented the overall information about the movie (plot and characters); second, the students were presented the key vocabulary through a matching activity; third, the students were given the listening comprehension test to read and familiarize with the questions; fourth, the students were told to answer the questions while watching the movie along with other instructions (they kept the vocabulary sheet while watching the movie and were allowed to consult their dictionaries ); fifth, they were given 5 extra minutes for select or check their answers. The only difference in the lesson plan was that the experimental group (A) was presented each part of the movie with English subtitles and the control group (B) watched them without subtitles. It is important to mention that the students were not allowed to talk to their classmates to compare answers in the listening comprehension test. This process was followed in 3 sessions.

Step 5: Both groups took the listening post-test.

## **2.2 Methods**

### **2.2.1 Basic method of research**

#### **2.2.1.1 Qualitative-quantitative approach**

This research project was based on a qualitative and quantitative research; that is, a mixed approach. It was qualitative because by interviewing teachers, it was determined the students' proficiency level on English. It was quantitative because it collected data, which was based on a numerical measurement and statistical analysis about scores in the pre-test, listening comprehension tests and post-test.

### **2.2.2 Research modality**

#### **2.2.2.1 Field research**

It was a field research which was based on obtaining information directly from reality; it allowed the researcher to study real conditions in which the data was obtained. The research project was carried out at Universidad Técnica de Ambato, with students and teachers from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros in order to obtain truthful information about the effect of watching a subtitled or unsubtitled movie on EFL learners' listening comprehension.

#### **2.2.2.2 Documentary-bibliographical research**

It was bibliographical research since the information was mainly supported by bibliographic sources such as books, journals and scientific articles.

### **2.2.2.3 Quasi-Experimental Research**

The research project was quasi-experimental with a pre-test and post-test design. It was quasi-experimental because, according to Campbell & Stanley (1963), it lacks one of the two characteristics of a true experimental research: randomization. In this case, quasi-experimental research involves using intact groups in an experiment, rather than assigning individuals at random to research conditions. One whole group was randomly assigned to treatment (students from second semester “A”) and the other whole group was randomly assigned to control (students from second semester “B”). The experimental group was exposed to a movie with subtitles, while the control group was exposed to a movie without subtitles. The information was collected in order to make a comparison and an analysis through the Wilcoxon signed-rank test. As McDonald (2014) explains, the Wilcoxon signed-rank test determines if one population is shifted with respect to another before and after an intervention by calculating the differences between their ranks.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

In order to obtain measurable results, both a listening pre-test and post-test were taken from The Preliminary English Test (B1 level, Cambridge English Level Certificate in ESOL International-Entry 3). Also, three listening comprehension tests were designed and given after watching 35 minutes part of the movie. The study lasted 5 sessions: (1) pre-test, (2) first listening comprehension test, (3) second listening comprehension test, (4) third listening comprehension test, and (5) post-test. All the information gathered was analyzed, thus it contributed to verify the hypothesis and come to conclusions.

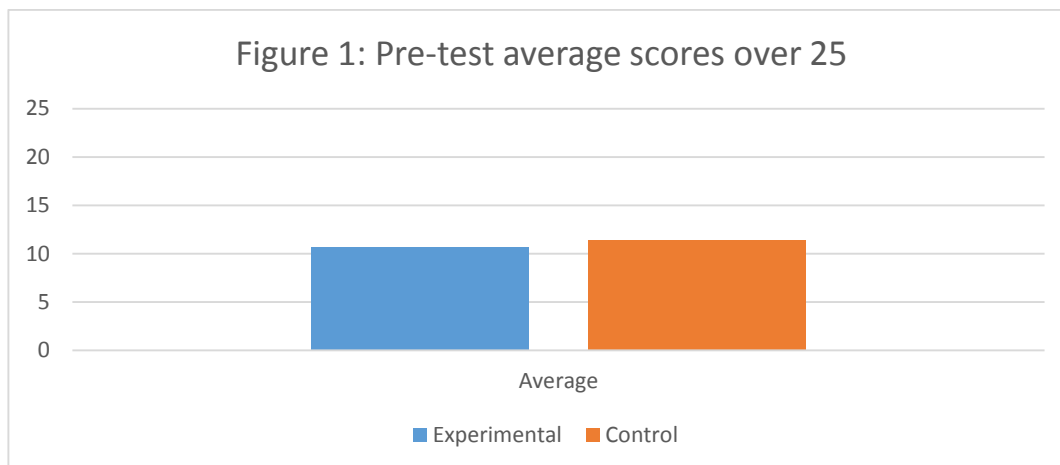
##### 3.1.1 Pre-test from the experimental and control group

Table 1. Pre-test average scores over 25

	Experimental	Control
Pre-test	10.64	11.04

Source: Field research

Author: Trujillo, T. (2019)



**Figure 1. Pre-test average scores over 25**

**Source:** Field research

**Author:** Trujillo T. (2019)

### **Analysis and interpretation**

In figure number 1, it is represented in blue the average score over 25 that the 28 students from the experimental group obtained in the pre-test; while, the column in orange represents the average score over 25 that the 25 students from the control group obtained in the pre-test. The experimental group' average was 10.64 points over 25, while the control group got 11.04 points over 25.

By analyzing the results, it was evident that the students from both groups had a low level of listening skills. The difference in average between both groups is the only 0.4 points. The group selected as the control group got a relatively higher score. Therefore, as both groups got almost the same low score, either could had been selected as the experimental group in order to measure progress afterwards.

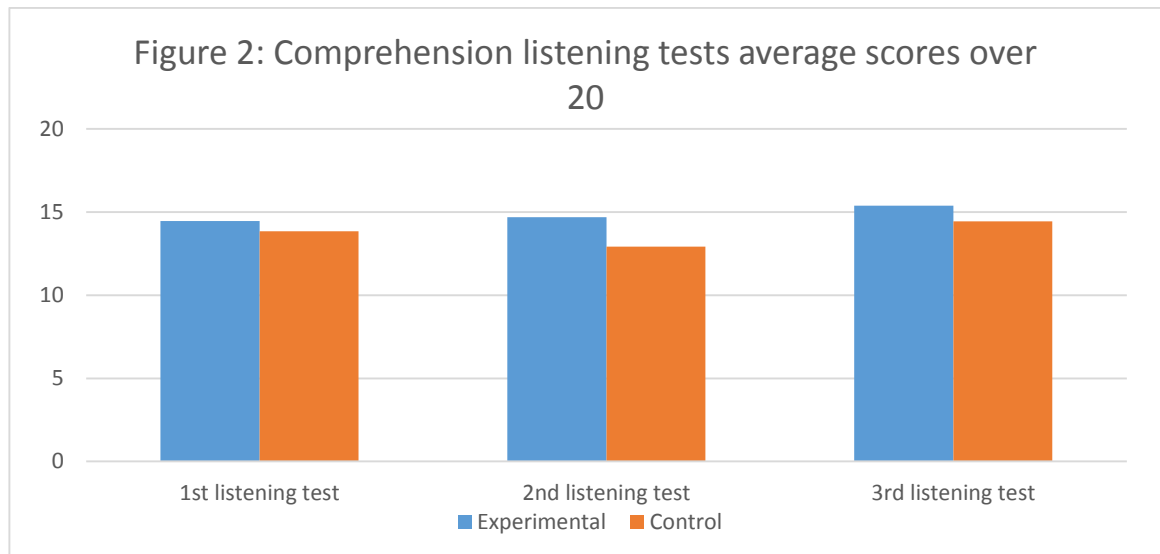
### 3.1.2 Listening comprehension tests

**Table 2. Listening comprehension tests**

	<b>Experimental</b>	<b>Control</b>
<b>1<sup>st</sup> listening test</b>	14.46	13.84
<b>2<sup>nd</sup> listening test</b>	14.68	12.92
<b>3<sup>rd</sup> listening test</b>	15.39	14.44

**Source:** Field research

**Author:** Trujillo, T. (2019)



**Figure 2. Listening comprehension tests average scores over 20**

**Source:** Field research

**Author:** Trujillo T. (2019)

### **Analysis and interpretation**

In figure number 2, it is represented in blue columns the average score over 20 that the 28 students from the experimental group obtained in each of the three listening comprehension tests; while, the orange columns represent the average score over 20 that the 25 students from the control group obtained in each of the three listening comprehension tests.

In the first listening comprehension test the experimental group scored 14.46 points out of 20, while the control group scored 13.84 points out of 20. The experimental group outperformed the first test by a difference of 0.62 points over the control group. In the second listening comprehension test the experimental group scored 14.68 points, while the control group scored 12.92 points. Again, the experimental group outperformed the second test by a difference of 1.76 points over the control group. In the third listening comprehension test the experimental group scored 15.39 points, while the control group scored 14.44 points. The experimental group outperformed the third test by a difference of 0.95 points over the control group. By analyzing these results, it is evident that the experimental group got higher average scores over the control group.

In the first listening comprehension test the experimental group scored 14.46 points, in the second test it scored 14.68 points, and in the third test it scored 15.39 points. From the first to the second test, the experimental group improved by 1.07%, and from the second to the third test the experimental group improved by 3.57%. Therefore, it is clear that the experimental group improved their listening skills progressively.

In the first listening comprehension test the control group scored 13.84 points, in the second test it scored 12.92 points, and in the third test it scored 14.44 points. From the first to the second test, the control group decreased their performance by 4.60%; however, from the second to the third test the group improved by 7.60%. Besides the low performance in comparison with the experimental group, it is necessary to say that the group did not show consistency nor progressive improvement.

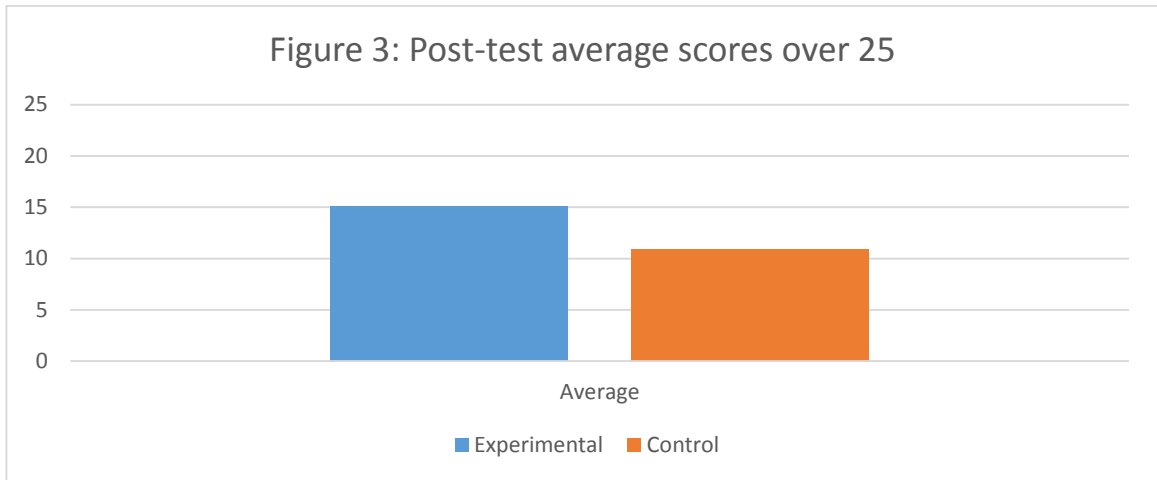
### 3.1.3 Post-test from the experimental and control group

**Table 3. Post-test average scores over 25**

	<b>Experimental</b>	<b>Control</b>
<b>Post-test</b>	15.04	10.92

**Source:** Field research

**Author:** Trujillo, T. (2019)



**Figure 3. Post-test average scores over 25**

**Source:** Field research

**Author:** Trujillo T. (2019)

### **Analysis and interpretation**

In figure number 3, it is represented in blue the average score over 25 that the 28 students from the experimental group obtained in the post-test; while, the column in orange represents the average score over 25 that the 25 students from the control group obtained in the post-test. The experimental group' average was 15.04 points over 25, while the control group got 10.92 points over 25.

By analyzing the results, it was evident that the students from the experimental group performed better than the control group in the post-test. The difference in average between both groups is 4.12 points.

### **3.1.4 Pre-test and post-test**

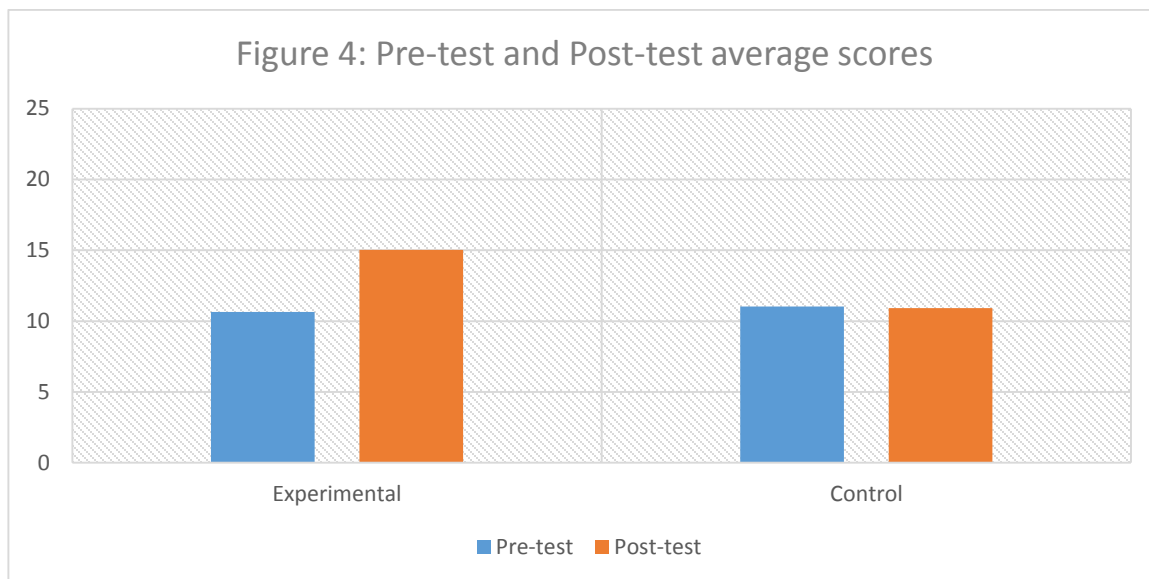
**Table 4. Pre-test and post-test**

<b>Experimental</b>		<b>Control</b>	
Pre-test	Post-test	Pre-test	Post-test
10.64	15.04	11.04	10.92

**Source:** Field research

**Author:** Trujillo, T. (2019)





**Figure 4. Pre-test and post-test**

**Source:** Field research

**Author:** Trujillo T. (2019)

**Analysis and interpretation**

In figure number 4, it is represented in the first part the results from the experimental group: the column in blue represents the average score that the 28 students from the experimental group obtained in the pre-test over 25; while, the column in orange represents the average score that the students obtained in the post-test over 25. The second part represents the results from the control group: the column in blue represents the average score that the 25 students from the control group obtained in the pre-test over 25; while, the column in orange represents the average score that the students obtained in the post-test over 25.

The experimental group scored 10.64 points in the pre-test, while in the post test it obtained 15.04 points; thus, the experimental group improved by 17.57%. On the other hand, the control group got 11.04 points in the pre-test, while in the post-test it obtained 10.92 points; thus, the control group declined their performance by 0.48%. It can be said, therefore, that the use of subtitles helped the students to improve their listening skills.

### 3.1.5 Pre-test, listening comprehension tests, and post-test.

Table 5. Tests

	Experimental	Control	Over
Pre-test	10.64	11.04	25
1 <sup>st</sup> listening test	14.46	13.84	20
2 <sup>nd</sup> listening test	14.68	12.92	20
3 <sup>rd</sup> listening test	15.39	14.44	20
Post-test	15.04	10.92	25

Source: Field research

Author: Trujillo, T. (2019)

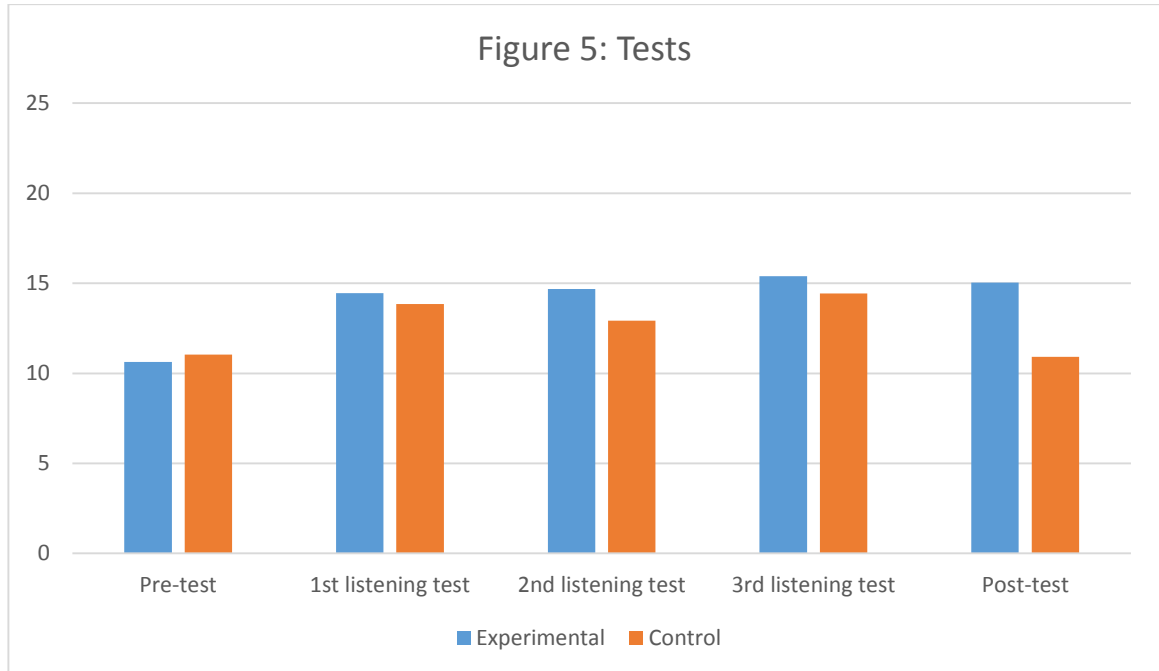


Figure 5. Tests

Source: Field research

Author: Trujillo T. (2019)

### Analysis and interpretation.

In figure 5, it can be seen that both the experimental and the control group had low average scores in the listening pre-test; however, in the first listening comprehension test, both

groups increased their performances. The experimental group improved progressively from the first listening comprehension test until the third test, while in the post-test it can also be shown a significant improvement from the pre-test; it is important to mention that the circumstances of how they performed the pre-test and post-test and the listening comprehension test were different: it means that while in the pre-test and post-test the students only had the aural input, in the listening comprehension tests they also received visual input. On the other hand, the control group did not show consistency: as prove of that, they got their lowest score in the second listening comprehension test. Also, they performed worse in the post-test than in the pre-test.

### **3.2 Hypothesis verification**

The results obtained through this research work were analyzed by using the Wilcoxon test.

#### **3.2.1 Hypothesis Statement**

##### **3.2.1.1 Null hypothesis (Ho)**

English subtitles do not affect to the development of the listening comprehension, in students from 2<sup>nd</sup> semester of PINE at Universidad Técnica de Ambato.

##### **3.2.1.2 Alternative hypothesis (HI)**

English subtitles do affect to the development of the listening comprehension, in students from 2<sup>nd</sup> semester of PINE at Universidad Técnica de Ambato.

### 3.2.2 Wilcoxon with SPSS. Experimental Group

Table 6. Wilcoxon Signed Ranks test

		Rangos		
		N	Rango promedio	Suma de rangos
PostTest - PreTest	Rangos negativos	0 <sup>a</sup>	.00	.00
	Rangos positivos	27 <sup>b</sup>	14.00	378.00
	Empates	1 <sup>c</sup>		
	Total	28		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

**Source:** Field research

**Author:** Trujillo T. (2019)

### Analysis and interpretation

According to the positive ranks of Wilcoxon, it can be determined that there was an improvement in the post-test of 27 students, which mean rank was 14. There was not any alteration between the pre-test and post-test in 1 student from the experimental group, which was composed of 28 students in total.

Table 7. Wilcoxon Test Statistics

#### Estadísticos de prueba<sup>a</sup>

	PostTest - PreTest
Z	-4.564 <sup>b</sup>
Sig. asintótica(bilateral)	.000

a. Prueba de rangos con signo de Wilcoxon

b. Se basa en rangos negativos.

**Source:** Field research

**Author:** Trujillo T. (2019)

### **Analysis and interpretation**

According to the analysis of Wilcoxon, it was obtained a bilateral significance of -4.564, considering a p-value of 0.000, which is less than 0.05; therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After the research, some conclusions were obtained:

- ✓ Watching the subtitled movie, that is, with intralingual subtitles (English), had positive effects on listening comprehension by indicating written form of spoken speech, it means, the students from the experimental group received more comprehensible input that they used in order to perform better at tests. On the other hand, watching the unsubtitled movie did not help develop listening comprehension to the control group, as prove of that, they did not show any improvement.
- ✓ The experimental group performed better in the three listening comprehension tests in comparison with the control group. While the experimental group improved their listening skills progressively until achieve 15.39 points over 20, the control group did not show consistency nor progressive improvement, as prove of that, in the second test they got the lowest score. It is important to mention, however, that both groups got better scores in the listening comprehension tests than in the post-test: this happened because in both cases they received visual and aural input in the listening comprehension tests, and the experimental group received additionally written input; while in the post-test they only received aural input.
- ✓ The experimental group got 10.64 points over 25 in the pre-test, while in the post test it obtained 15.04 points over 25; thus, the experimental group improved by 17.57%. On the other hand, the control group got 11.04 points over 25 in the pre-test, while in the post-test it obtained 10.92 points over 25; thus, the control group declined their

performance by 0.48%. Therefore, there was a significance improvement in the experimental group which could get a higher score in the post-test without relying on the subtitles or visual input, in comparison with the control group.

- ✓ After having explained the conclusions from the statistical data, it can be said that intralingual subtitles had a better impact on the EFL learners' listening comprehension. It means, the students improved these skills when they were given comprehensible input; on the other hand, presenting movies without subtitles did not assist listening comprehension improvement.

## **4.2 Recommendations**

If teachers want to use movies or any kind of audiovisual material with subtitles, they should consider the following recommendations:

- ✓ This research suggests that teachers use intralingual subtitles with pre-intermediate students in order to help develop their listening comprehension skills, that way, they will acquire confidence progressively to start watching videos without subtitles.
- ✓ It is important to select the appropriate visual-aural input for students by following a criteria. Movies must be appropriate and interesting for students' age and level. In addition, it must be at a correct speed and present an appropriate amount of grammar, vocabulary, styles of speech, percentage of speech/ dialogue (or just a little beyond students' level).
- ✓ Teachers should make sure to present movies that students probably have not watched before, otherwise they can rely on their memory to complete tasks and do not watch or pay attention to the movie.

- ✓ It is recommended to select movies that have access to intralingual subtitles, that is, the writing speech is the same as the audio. Sometimes, subtitles and audio do not match, so it may confuse students.
- ✓ Teachers might divide a movie into parts according to students' attention span. For example, the students from this research were pre-intermediate level, so the movie was divided into three parts of 35 minutes each one.
- ✓ Teachers can use not only movies but also short videos. In addition, students can develop their own strategies by watching videos with subtitles of their favorite Youtubers.
- ✓ It is important to pre-teach key vocabulary along with the pronunciation, that way, students will focus on them while watching the movie in order to understand what it is been said.
- ✓ It is recommended to create a lesson plan in order to present a movie to students. It must have well explained objectives. Teachers can create activities that help students not only to learn vocabulary and grammar but also to allow them to recognize main idea, supporting ideas, and inferences.



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## ANNEXES

### Annex 1: Approval

#### CARTA DE COMPROMISO

Ambato, 10 de septiembre del 2019

Doctor  
Marcelo Núñez Espinoza  
Presidente  
Unidad de Titulación  
Carrera de Idiomas  
Facultad de Ciencias Humanas y de la Educación

Yo, Verónica Elizabeth Chicaiza Redín, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Subtitled and unsubtitled movie and listening comprehension" propuesto por la estudiante Tania Patricia Trujillo Erazo, portadora de la Cédula de Ciudadanía 235005666-5, estudiante de la Carrera de Idiomas, 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. Verónica Elizabeth Chicaiza Redín.Phd  
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099744046  
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## **Annex 2: Lesson plans for the experimental group**

In order to present the movie, the researcher designed lesson plans for the three sessions. The researcher included activities before, during and after watching each part of the movie. The lesson plans followed the same activities for both groups, the only difference was that the researcher activated the intralingual subtitles for the experimental group.

**LESSON PLAN**

<b>Topic:</b> Presenting the first part of the movie “Bruce Almighty”	<b>Session:</b> 1	<b>Time:</b> 60 minutes	<b>N° of students:</b> 28	<b>Semester:</b> 2B Experimental group	<b>Level:</b> A2-B1	<b>Researcher’ name:</b> Trujillo Tania.
<b>Methodology:</b> The Natural Approach						
✓ <b>Main aim:</b> Students will be able to show global understanding of the first part of the movie “Bruce Almighty” (extensive listening) through the use of intralinguistic subtitles.						
<b>Subsidiary aims:</b>						
✓ Students will be able to identify designated information from the first part of the movie “Bruce Almighty” through the use of intralinguistic.						
✓ Students will be able to infer links and connections between events from the first part of the movie “Bruce Almighty” through the use of intralinguistic.						
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the movie “Bruce Almighty”. Introduce the plot along with the main characters.			PowerPoint Presentation.	Teacher → Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, tell them those words will appear in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.
3	5 minutes	Check whether their answers are correct or incorrect. Tell students they will be allowed to check the vocabulary sheet while watching the movie.			Annex 1 PowerPoint Presentation.	Teacher → Whole class.
4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items			TV. Annex 2.	Teacher → Whole class.

		Part II: Students will answer Multiple-choice items		
5	35 minutes	Play the first part of the movie with intralinguistic subtitles. (35 minutes)	TV. Netflix. Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.	Annex 2.	Students work individually.
7	2 minutes	Wrap-up		Teacher → Whole class.

**Homework/Further work:**

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**LESSON PLAN**

<b>Topic:</b> Presenting the second part of the movie “Bruce Almighty”	<b>Session:</b> 2	<b>Time:</b> 60 minutes	<b>N° of students:</b> 28	<b>Semester:</b> 2B Experimental group	<b>Level:</b> A2-B1	<b>Researcher’ name:</b> Trujillo Tania.
<b>Methodology:</b> The Natural Approach						
✓ <b>Main aim:</b> Students will be able to show global understanding of the first part of the movie “Bruce Almighty” (extensive listening) through the use of intralinguistic subtitles.						
<b>Subsidiary aims:</b>						
✓ Students will be able to identify designated information from the first part of the movie “Bruce Almighty” through the use of intralinguistic.						
✓ Students will be able to infer links and connections between events from the first part of the movie “Bruce Almighty” through the use of intralinguistic.						
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the second part of the movie “Bruce Almighty”. Ask the students to remind you the plot and the main characters. Introduce new characters.			PowerPoint Presentation.	Teacher → Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, remind them those words will appeared in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.
3	5 minutes	Check whether their answers are correct or incorrect. Tell students they will be allowed to check the vocabulary sheet while watching the movie.			Annex 1 PowerPoint Presentation.	Teacher → Whole class.

4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items Part II: Students will answer Multiple-choice items	TV. Annex 2.	Teacher → Whole class.
5	35 minutes	Play the second part of the movie with intralinguistic subtitles. (35 minutes)	TV. Netflix. Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.	Annex 2.	Students work individually.
7	2 minutes	Wrap-up		Teacher → Whole class.

**Homework/Further work:**

**Bibliography:**

Rodgers, M., & Webb, S. (2017). *The Effects of Captions on EFL Learners' Comprehension of English-Language Television Programs*.  
 Fletcher, J. D., & Tobias, S. (2005). *The multimedia principle*. In R. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 117–133). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511816819.008>

**LESSON PLAN**

<b>Topic:</b> Presenting the third part of the movie "Bruce Almighty"	<b>Session:</b> 3	<b>Time:</b> 60 minutes	<b>N° of students:</b> 28	<b>Semester:</b> 2B Experimental group	<b>Level:</b> A2-B1	<b>Researcher' name:</b> Trujillo Tania.
<b>Methodology:</b> The Natural Approach						
✓ <b>Main aim:</b> Students will be able to show global understanding of the first part of the movie "Bruce Almighty" (extensive listening) through the use of intralinguistic subtitles.						
<b>Subsidiary aims:</b>						
✓ Students will be able to identify designated information from the first part of the movie "Bruce Almighty" through the use of intralinguistic.						
✓ Students will be able to infer links and connections between events from the first part of the movie "Bruce Almighty" through the use of intralinguistic.						
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the third (and last) part of the movie "Bruce Almighty". Ask the students to remind you the plot and the characters.			PowerPoint Presentation.	Teacher → Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, remind them those words will appeared in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.

3	5 minutes	Check whether their answers are correct or incorrect. Remind the students they will be allowed to check the vocabulary sheet while watching the movie.	Annex 1 PowerPoint Presentation.	Teacher → Whole class.
4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items Part II: Students will answer Multiple-choice items	TV, Annex 2.	Teacher → Whole class.
5	35 minutes	Play the third part of the movie with intralinguistic subtitles. (35 minutes)	TV, Netflix, Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.	Annex 2.	Students work individually.
7	2 minutes	Wrap-up		Teacher → Whole class.

**Homework/Further work:**

**Bibliography:**

Rodgers, M., & Webb, S. (2017). *The Effects of Captions on EFL Learners' Comprehension of English-Language Television Programs*.  
Fletcher, J. D., & Tobias, S. (2005). *The multimedia principle*. In R. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 117–133). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511816819.008>

### **Annex 3: Lesson plans for the control group**

In order to present the movie, the researcher designed lesson plans for the three sessions. The researcher included activities before, during and after watching each part of the movie. The lesson plans followed the same activities for both groups, the only difference was that the researcher did not activate the intralingual subtitles for the control group.

**LESSON PLAN**

<b>Topic:</b> Presenting the first part of the movie “Bruce Almighty”	<b>Session:</b> 1	<b>Time:</b> 60 minutes	<b>N° of students:</b> 25	<b>Semester:</b> 2B Control group	<b>Level:</b> A2- B1	<b>Researcher’ name:</b> Trujillo Tania.
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the movie “Bruce Almighty”. Introduce the plot and the main characters.			PowerPoint Presentation.	Teacher → Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, tell them those words will appeared in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.
3	5 minutes	Check whether their answers are correct or incorrect. Tell students they will be allowed to check the vocabulary sheet while watching the movie.			Annex 1 PowerPoint Presentation.	Teacher → Whole class.
4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items Part II: Students will answer Multiple-choice items			TV. Annex 2.	Teacher → Whole class.
5	35 minutes	Play the first part of the movie without subtitles. (35 minutes)			TV. Netflix. Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.			Annex 2.	Students work individually.
7	2 minutes	Wrap-up				Teacher → Whole class.

**Homework/Further work:**

**Bibliography:**

Rodgers, M., & Webb, S. (2017). *The Effects of Captions on EFL Learners' Comprehension of English-Language Television Programs*.

**LESSON PLAN**

<b>Topic:</b> Presenting the second part of the movie “Bruce Almighty”	<b>Session:</b> 2	<b>Time:</b> 60 minutes	<b>N° of students:</b> 25	<b>Semester:</b> 2B Control group	<b>Level:</b> A2- B1	<b>Researcher’ name:</b> Trujillo Tania.
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the second part of the movie “Bruce Almighty”. Ask the students to remind you the plot and the main characters. Introduce new characters.			PowerPoint Presentation.	Teacher → Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, remind them that those words will appeared in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.
3	5 minutes	Check whether their answers are correct or incorrect. Tell students they will be allowed to check the vocabulary sheet while watching the movie.			Annex 1 PowerPoint Presentation.	Teacher → Whole class.
4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items Part II: Students will answer Multiple-choice items			TV. Annex 2.	Teacher → Whole class.
5	35 minutes	Play the second part of the movie without subtitles. (35 minutes)			TV. Netflix. Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.			Annex 2.	Students work individually.



7	2 minutes	Wrap-up		Teacher → Whole class.
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**Homework/Further work:**

**Bibliography:**

Rodgers, M., & Webb, S. (2017). *The Effects of Captions on EFL Learners' Comprehension of English-Language Television Programs*.

**LESSON PLAN**

<b>Topic:</b> Presenting the third part of the movie “Bruce Almighty”	<b>Session:</b> 3	<b>Time:</b> 60 minutes	<b>N° of students:</b> 25	<b>Semester:</b> 2B Control group	<b>Level:</b> A2- B1	<b>Researcher’ name:</b> Trujillo Tania.
<b>Personal aims:</b> To provide clear instructions.						
<b>Anticipated problems:</b> The TV might not turn on when giving instructions.				<b>Solutions:</b> Use the board instead.		
	<b>Time</b>	<b>Procedure</b>			<b>Aids and materials</b>	<b>Interaction pattern</b>
1	5 minutes	Tell the class they are going to watch the third (and last) part of the movie “Bruce Almighty”. Ask the students to remind you the plot and the characters.			PowerPoint Presentation.	Teacher →Whole class.
2	5 minutes	Hand out the vocabulary sheet: ask the students to match a list of words with their definitions. In addition, remind them those words will appeared in the movie.			Annex 1 PowerPoint Presentation.	Students work individually.
3	5 minutes	Check whether their answers are correct or incorrect. Remind the students they will be allowed to check the vocabulary sheet while watching the movie.			Annex 1 PowerPoint Presentation.	Teacher →Whole class.
4	3 minutes	Ask the students to turn the vocabulary sheet and write their names onto the listening comprehension quiz. Then, ask them to look through the questions in order to answer them when the movie will be played. Part I: Students will answer True/False items Part II: Students will answer Multiple-choice items			TV. Annex 2.	Teacher →Whole class.

5	35 minutes	Play the third part of the movie without subtitles. (35 minutes)	TV. Netflix. Annex 2.	Students work individually.
6	5 minutes	Provide the students five extra minutes at the end of the movie in order to mark and/or check their answers.	Annex 2.	Students work individually.
7	2 minutes	Wrap-up		Teacher → Whole class.

**Homework/Further work:**

**Bibliography:**

Rodgers, M., & Webb, S. (2017). *The Effects of Captions on EFL Learners' Comprehension of English-Language Television Programs*.

#### **Annex 4: Pre-test**

For the pre-test, a listening part was taken from The Preliminary English Test (B1 level, Cambridge English Level Certificate in ESOL International-Entry 3) to determine the students' level of listening skill prior to the exposure to the movie. The PET consisted of four parts, with a total of 25 questions. The students were given instructions on how to perform the test and how to mark their answers correctly.

#### **LISTENING PARTS**

Part 1	There are seven short listening texts, with one question and three images for each listening text. Students may hear monologues or dialogues about daily life situations.
Part 2	There is a longer monologue or interview with one main speaker. Students will have to answer six three-option multiple choice questions.
Part 3	Students will listen to a text and fill in a summary of it with six pieces of missing information. The missing information is contained in the listening text and students do not need to change any words or details.
Part 4	The conversation is generally on everyday topics that affect the speakers and is informal. The speakers discuss their attitudes and opinions on a given topic, and agree and disagree. Students have to listen for these attitudes and opinions and say whether the 6 statements are correct or incorrect. The statements follow the order of the conversation.

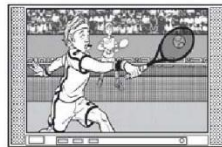
**Paper 2 Listening** (approx. 35 minutes including 6 minutes' transfer time)

**Part 1**

**Questions 1-7**

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

**Example:** Which sport did the girl watch on TV last night?



A

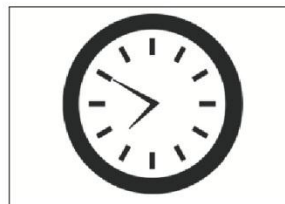


B



C

1 What time did the taxi arrive?



A

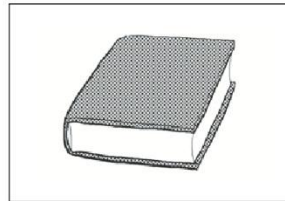


B



C

2 What will they buy first?



A

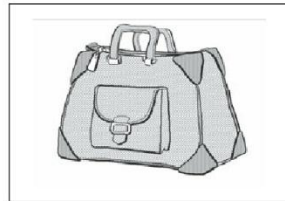


B

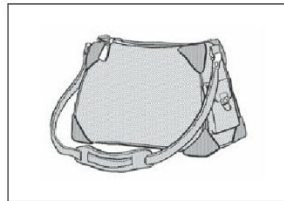


C

3 Which is the girl's bag?



A



B



C

4 How will the boy contact his mother?



A

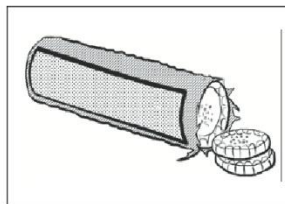


B

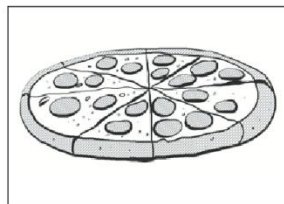


C

5 What should Jessie bring to the picnic?



A

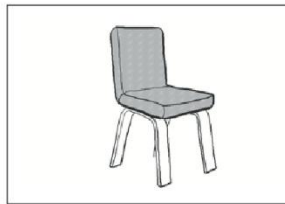


B

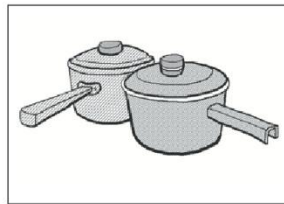


C

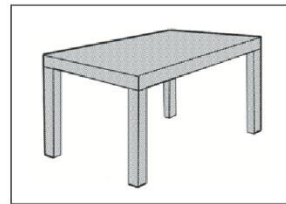
6 What did the man buy?



A

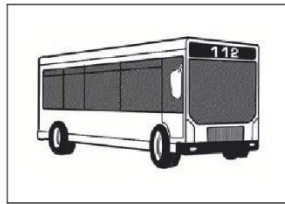


B

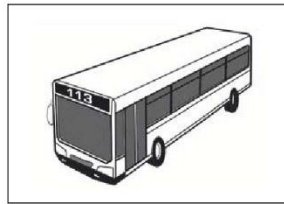


C

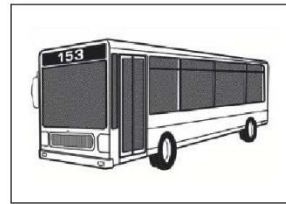
7 Which bus will the girl catch?



A



B



C

---

**Part 2****Questions 8–13**

You will hear a man called Simon Webster talking about being a racing driver.

For each question, put a tick (✓) in the correct box.

---

- |  |   |                          |
|--|---|--------------------------|
| 8 Simon asks other drivers for advice when he              | A has made a mistake on a racing track.   | <input type="checkbox"/> |
|  | B is unsure which racing track to use.    | <input type="checkbox"/> |
|  | C uses a racing track for the first time. | <input type="checkbox"/> |
| 9 When do races take place?                                | A during part of the year                 | <input type="checkbox"/> |
|  | B on most days during the week            | <input type="checkbox"/> |
|  | C mainly on Fridays                       | <input type="checkbox"/> |
| 10 What problem does Simon have?                           | A He can't stop training before a race.   | <input type="checkbox"/> |
|  | B He can't improve any more.              | <input type="checkbox"/> |
|  | C He doesn't ever have holidays.          | <input type="checkbox"/> |
| 11 What does he say is most important for a racing driver? | A not getting frightened                  | <input type="checkbox"/> |
|  | B being able to concentrate               | <input type="checkbox"/> |
|  | C knowing how a car works                 | <input type="checkbox"/> |
| 12 How did he become interested in cars?                   | A His friends were keen on motor-racing.  | <input type="checkbox"/> |
|  | B He enjoyed watching motor-racing on TV. | <input type="checkbox"/> |
|  | C His father took him to races.           | <input type="checkbox"/> |
| 13 What advice does he give to young racing drivers?       | A They should do other sports too.        | <input type="checkbox"/> |
|  | B They should study hard.                 | <input type="checkbox"/> |
|  | C They should get very fit.               | <input type="checkbox"/> |

---

**Part 3**

**Questions 14–19**

You will hear a woman talking on the radio about a new sports centre.  
For each question, fill in the missing information in the numbered space.

---

**New sports centre**

It opens on **(14)** .....

It is opposite the **(15)** .....

The car park entrance is in **(16)** ..... Road.

It costs **(17)** £..... per week to be a member.

A **(18)** ..... is provided.

You can learn to **(19)** ..... at 5.30 each day.



---

**Part 4**

**Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a boy, Oliver, and a girl, Hannah, about a party.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
20 Hannah shared a birthday party with her sister last year.	<input type="checkbox"/>	<input type="checkbox"/>
21 They agree that the barbecue was a good idea.	<input type="checkbox"/>	<input type="checkbox"/>
22 Hannah's grandmother will let her use her house for her party.	<input type="checkbox"/>	<input type="checkbox"/>
23 Oliver would like to have a party in his grandmother's flat.	<input type="checkbox"/>	<input type="checkbox"/>
24 Hannah thinks the Chinese restaurant would be the best choice.	<input type="checkbox"/>	<input type="checkbox"/>
25 Hannah will ask her parents before booking the school canteen.	<input type="checkbox"/>	<input type="checkbox"/>

## **Annex 5: Listening comprehension tests**

The researcher elaborated a vocabulary activity that was completed by the students before watching the movie.

Three listening comprehension tests were elaborated by the researcher and given after each 35 minutes part of the movie. There were two parts: in the first part, the students had to read 10 statements and decide if each sentence was true or false; in the second part, the students had to read 10 multiple-choice questions and circle the correct answer.

## Listening comprehension test n°1

### VOCABULARY

Match the words with their definitions

	Word	Definition
1	Anchorman (n)	A list, produced at particular times of the year that measures how popular television programs are.
2	Prayer beads	A person who suffers very much and is often admired because of it.
3	Sweeps (n)	A piece of furniture with shelves, cupboards, or drawers, used for storing or showing things.
4	Asshole (n)	Something that you say or do that shows you do not respect God or a religion.
5	Martyr (n)	To hit someone forcefully.
6	Smite (v)	A man who is the main news reader on a television.
7	Blasphemy (n)	To give.
8	Cabinet (n)	An unpleasant or stupid person.
9	Concrete (n)	A string of beads by which prayers are counted; specifically: rosary.
10	Endow (v)	A very hard building material made by mixing together cement, sand, small stones, and water.

Elaborated by: Tania Trujillo

**LISTENING COMPREHENSION QUIZ 1**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Read the following statements and decide if each sentence is true or false.**

	Statements	True	False
1	Bruce doesn't like to wear the hair net.		
2	Bruce likes the idea of donating blood		
3	Bruce arrives for a job meeting on time.		
4	Evan likes to make fun of Bruce		
5	Bruce does a great live report at Niagara Falls.		
6	Bruce got fired.		
7	Grace blames God for Bruce's bad luck.		
8	Bruce immediately believes that the electrician is God.		
9	God is upset about Bruce's complaints.		
10	God guesses how many fingers Bruce is holding up.		

**II. For each question circle the correct answer**

1. What is the name of the city where the events take place?
  - A. Detroit
  - B. Buffalo
  - C. New York-city
2. What does Bruce want to become?
  - A. An anchorman
  - B. A football reporter
  - C. A correspondent
3. Why does Grace give Bruce prayer beads?
  - A. To keep him safe.
  - B. To help him to be happy.
  - C. To help him to find a better job.
4. Which anchorman will be replaced by Evan?
  - A. Bruce Nolan
  - B. Jack Baylor
  - C. Peter Fineman
5. What word does Bruce say when something bad happens?
  - A. Beautiful
  - B. Shit
  - C. Terrible
6. What happens after the car accident?
  - A. Bruce asks God for forgiveness.
  - B. Bruce asks for a miracle.
  - C. Bruce gives up and complains more.
7. Why did Grace leave a photo with a message that says they need to talk?
  - A. Because they had an argument.
  - B. Because Bruce has bad luck.
  - C. Because Bruce had a car accident.
8. Which room is Bruce looking for?
  - A. 7
  - B. 6
  - C. 8
9. Why does Bruce take the stairs to get to the room?
  - A. He likes using the stairs.
  - B. There isn't an elevator.
  - C. The elevator is out of order.
10. What does God offer to Bruce?
  - A. His powers
  - B. His job
  - C. His forgiveness

## Listening comprehension test n°2

### VOCABULARY

Match the words with their definitions

	Word	Definition
1	Rush (n)	The words that someone says or thinks when they are praying.
2	Free will (n)	To tell someone that you are sorry for having done something that has caused problems or unhappiness for them.
3	Prayer (n)	(Of God) Having the power to do everything.
4	Apologize (v)	An electronic device that supplies a forgotten word or line to a speaker.
5	Wave (n)	A situation in which you have to hurry or move somewhere quickly.
6	Almighty (adj)	To promise or say firmly that you are telling the truth.
7	DNA (n)	To shout something or make a loud noise, usually when you are angry.
8	Swear (v)	A raised line of water that moves across the surface of an area of water, especially the sea.
9	Prompter (n)	The ability to decide what to do independently of any outside influence.
10	Yell (v)	Deoxyribonucleic acid: the chemical that controls the structure and purpose of each cell and carries genetic information during reproduction.

Elaborated by: Tania Trujillo

**LISTENING COMPREHENSION QUIZ 2**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Read the following statements and decide if each sentence is true or false. Put a tick (✓)**

	<b>Statements</b>	<b>True</b>	<b>False</b>
1	Bruce wants the bullies to worship God by making a sacrifice.		
2	Bruce uses his powers to get back his job by doing an interesting report.		
3	Jack wants Bruce back to give him the anchor.		
4	Bruce doesn't know that Grace is wasting money on a day beauty.		
5	Debbie thinks that Bruce is going to propose marriage to Grace.		
6	Evan is nervous and that is why he starts to make strange noises during the news.		
7	The prayers that Bruce hears are just from Buffalo's population.		
8	Bruce reads carefully each prayer.		
9	Bruce wants Grace to go to the party.		
10	Bruce is using his powers wisely.		

**II. For each question circle the correct answer**

- Which of the following is not a rule that God established to Bruce?**
  - Bruce has to use his powers wisely.
  - Bruce can't tell anyone he is God.
  - Bruce can't mess with free will.
- Which flowers did Bruce cross-pollinate to create a new flower?**
  - Roses and sunflowers.
  - Tulips and daisies.
  - Tulips and sunflowers.
- What did the unusual lunar activity provoke?**
  - An earthquake.
  - A cyclone.
  - A tsunami.
- In which channel does the reporter and the camera crew work at?**
  - 7
  - 5
  - 6
- Where did the dog find the dead body?**
  - Outside of a police canine training center.
  - Outside of a police station.
  - In a park.
- What did the dog found along with the dead body?**
  - A birth certificate and a complete set of dental records.
  - A death certificate and some teeth.
  - A birth certificate and some teeth.
- Where does the meteorite fall?**
  - In Mark Twain park.
  - At Mark Twain Chili Cook-Off
  - At Mark Twain bakery.
- Which is the name of the restaurant where Bruce and Grace will go?**
  - Tree.
  - The Big Tree.
  - Blue Palm.
- Who will throw a party to celebrate Bruce's new position as an anchor?**
  - Evan
  - Jack
- Why are there some people happy at the party?**
  - Because Bruce got new job.
  - Because Bruce and Grace will get married.
  - Because what they asked God came true.

## Listening comprehension test n°3

### VOCABULARY

Match the words with their definitions

	Word	Definition
1	Outage (n)	A feeling of strong happiness.
2	Debut (n)	To take part in a violent public disturbance.
3	Riot (v)	All people, considered as a group.
4	Gloat (v)	People.
5	Stuff (n)	To feel or express great pleasure or satisfaction because of your own success or good luck, or someone else's failure or bad luck.
6	Struggle (v)	It is used to mean a group of things, ideas, actions, etc., without saying exactly what they are.
7	Surrender (v)	A period when a service, such as electricity, is not available.
8	Joy (n)	To try very hard to do something difficult.
9	Mankind (n)	To stop fighting because you know the other side will win.
10	Folk (n)	The occasion when someone performs or presents something to the public for the first time.

Elaborated by: Tania Trujillo

**LISTENING COMPREHENSION QUIZ 3**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Read the following statements and decide if each sentence is true or false. Put a tick (✓)**

	Statements	True	False
1	Grace actually wants a boat and money to forgive Bruce for kissing Susan.		
2	Evan ruins Bruce's party by activating the fire sprinklers.		
3	Buffalo's population knows that Bruce and Grace broke up and try to help them get back by transmitting love messages on radio and television.		
4	Buffalo's population finds out that Bruce is God and that is why they're rioting outside the station.		
5	God lets Bruce handle the situation to fix it.		
6	Bruce talks to Evan to gloat about his anchor position.		
7	In the last prayer, Grace wants God to help her stop loving Bruce.		
8	Grace donates blood to Bruce.		
9	Bruce and Grace won't get married.		
10	Bruce gets his job back as a reporter.		

**II. For each question circle the correct answer**

1. **Why can't Bruce use his powers to get back together with Grace?**
  - A. Because it will affect free will.
  - B. Because Grace is still mad at Bruce.
  - C. Because Bruce doesn't know how to do it.
2. **How much does Debbie Connelly win on the lottery?**
  - A. \$17.
  - B. \$200.
  - C. \$40 000.
3. **What did the meteorite strike provoke?**
  - A. Power outages.
  - B. Protests.
  - C. Wildfires.
4. **Why did Bruce fail at being God?**
  - A. Because he didn't give everybody what they want.
  - B. Because he gave everybody what they want.
  - C. Because he also had to work as an anchor, so he didn't have enough time.
5. **What does Bruce give to Debbie?**
  - A. An album.
  - B. A book.
  - C. Grace's diary.
6. **What does Grace do every night before she goes to bed?**
  - A. She prays.
  - B. She plays with her nephews.
  - C. She talks with Debbie about Bruce.
7. **What does Grace ask God for Bruce?**
  - A. She asks God to help Bruce to do well in the anchor position.
  - B. She asks God to help Bruce find himself and find contentment.
  - C. She asks God to help Bruce find a new girlfriend.
8. **What does Bruce want from God?**
  - A. To give Grace back to him.
  - B. To decide what's right for him.
  - C. To solve all the problems he has caused.
9. **What was the gift that God gave Bruce when he was born?**
  - A. The gift for bringing good news.
  - B. The gift for bringing joy to Grace.
  - C. The gift for bringing joy and laughter to the world.
10. **God asks Bruce to pray: What does Bruce really care about?**
  - A. He cares about the hungry people in the world.
  - B. He cares about Grace.
  - C. He cares about bringing peace to all mankind.



## Annex 6: Post-test

For the post-test, a listening part was taken from The Preliminary English Test (B1 level, Cambridge English Level Certificate in ESOL International-Entry 3) to determine whether or not the subtitles had a positive effect on listening comprehension. The PET consisted of four parts, with a total of 25 questions. The students were given instructions on how to perform the test and how to mark correctly their answers.

### LISTENING PARTS

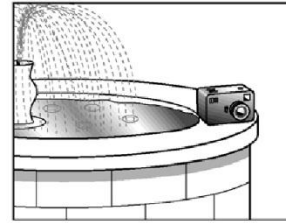
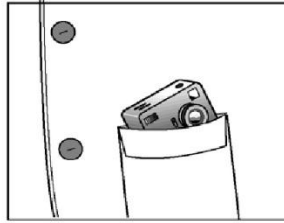
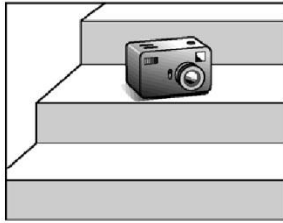
Part 1	There are seven short listening texts, with one question and three images for each listening text. Students may hear monologues or dialogues about daily life situations.
Part 2	There is a longer monologue or interview with one main speaker. Students will have to answer six three-option multiple choice questions.
Part 3	Students will listen to a text and fill in a summary of it with six pieces of missing information. The missing information is contained in the listening text and students do not need to change any words or details.
Part 4	The conversation is generally on everyday topics that affect the speakers and is informal. The speakers discuss their attitudes and opinions on a given topic, and agree and disagree. Students have to listen for these attitudes and opinions and say whether the 6 statements are correct or incorrect. The statements follow the order of the conversation.

Part 1

Questions 1 – 7

There are seven questions in this part.  
For each question there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

**Example:** Where did the man leave his camera?

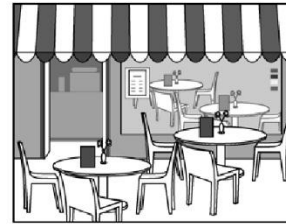
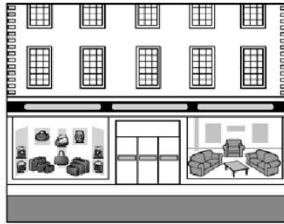


A

B

C

1 Where will the women meet tomorrow?



A

B

C

2 When will the man go to see the dentist?

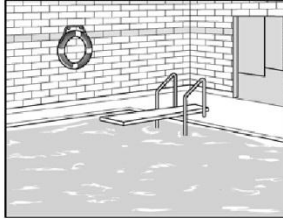


A

B

C

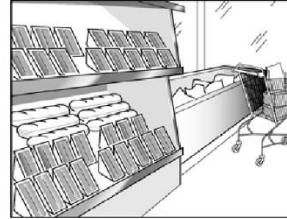
3 Where are they at the moment?



A

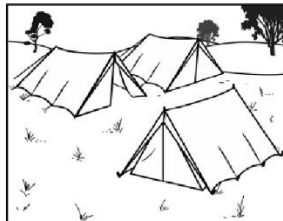


B



C

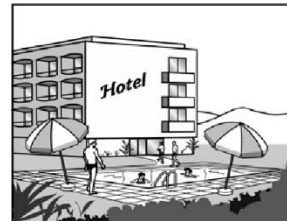
4 Where did the man stay on holiday?



A



B



C

5 Who is the man going to work with?



A



B



C

6 Where is the boy at the moment?



A

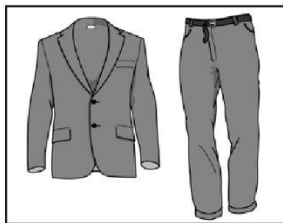


B



C

7 Which goods are reduced in price in the store now?



A



B



C

**Part 2**

**Questions 8 – 13**

You will hear an interview with a writer called Peter Taylor.  
For each question, put a tick (✓) in the correct box.

---

- |           |  |   |                          |
|-----------|--|---|--------------------------|
| <b>8</b>  | In Peter's first book, the story takes place in  | <b>A</b> a country which he's recently been to. | <input type="checkbox"/> |
|           |  | <b>B</b> a country where he lived as a child.   | <input type="checkbox"/> |
|           |  | <b>C</b> the country where he was born.         | <input type="checkbox"/> |
|           |  |   |                          |
| <b>9</b>  | When Peter first went to England, he visited his | <b>A</b> grandfather.                           | <input type="checkbox"/> |
|           |  | <b>B</b> uncle and aunt.                        | <input type="checkbox"/> |
|           |  | <b>C</b> cousins.                               | <input type="checkbox"/> |
|           |  |   |                          |
| <b>10</b> | Peter spends most of his year                    | <b>A</b> near the beach.                        | <input type="checkbox"/> |
|           |  | <b>B</b> in a city.                             | <input type="checkbox"/> |
|           |  | <b>C</b> at his farm.                           | <input type="checkbox"/> |
|           |  |   |                          |
| <b>11</b> | What problem did Peter have in the desert?       | <b>A</b> His vehicle broke down.                | <input type="checkbox"/> |
|           |  | <b>B</b> He didn't have enough water.           | <input type="checkbox"/> |
|           |  | <b>C</b> He was frightened by an animal.        | <input type="checkbox"/> |
|           |  |   |                          |
| <b>12</b> | In his spare time, Peter usually                 | <b>A</b> goes to the cinema.                    | <input type="checkbox"/> |
|           |  | <b>B</b> gets together with friends.            | <input type="checkbox"/> |
|           |  | <b>C</b> does photography.                      | <input type="checkbox"/> |
|           |  |   |                          |
| <b>13</b> | What does Peter want to do in the future?        | <b>A</b> publish another novel                  | <input type="checkbox"/> |
|           |  | <b>B</b> write a history book                   | <input type="checkbox"/> |
|           |  | <b>C</b> spend more time travelling             | <input type="checkbox"/> |

Part 3

Questions 14-19

You will hear a radio announcement about weekend activities in Fishport.  
For each question, fill in the missing information in the numbered space.

**WEEKEND ACTIVITIES IN FISHPORT**

**YOUR CHOICE OF ACTIVITIES**

- BIRD ISLAND WALK – 10.00 a.m.

Don't forget to take your (14) ..... with you

- GUITAR DAY

Will be held in the (15) ..... Centre

- PLAZA CINEMA – 2.30 p.m.

A programme of (16) ..... films for all the family

- CYCLE RACE

This year's route is through the (17) .....

- GREEN STREET THEATRE – 3.00 p.m.

'The Long (18) ..... ' – a play for children

- CAMFORD CASTLE – open all day

Display of (19) ..... used in medicine

**Part 4**

**Questions 20-25**

Look at the six sentences for this part.

You will hear a boy, Ian, and a girl, Sally, talking about cooking.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
20 Sally knows that Ian is an excellent cook.	<input type="checkbox"/>	<input type="checkbox"/>
21 Sally is happy to eat less meat than she used to.	<input type="checkbox"/>	<input type="checkbox"/>
22 Ian learned about cooking by watching other people.	<input type="checkbox"/>	<input type="checkbox"/>
23 Ian and Sally agree that schools should offer more cooking classes.	<input type="checkbox"/>	<input type="checkbox"/>
24 Sally is willing to pay more for dishes that are already prepared.	<input type="checkbox"/>	<input type="checkbox"/>
25 Ian suggests that simple recipes are best.	<input type="checkbox"/>	<input type="checkbox"/>

## Annex 7: Urkund



### Urkund Analysis Result

Analysed Document: Análisis Urkund tesis. Trujillo.docx (D59773773)  
Submitted: 27/11/2019 19:18:00  
Submitted By: taniatrujillo1997@gmail.com  
Significance: 5 %

#### Sources included in the report:

JAUSET\_FIGOLS\_ESTEL.pdf (D53764289)  
02 PhD C. Lakshmi.pdf (D29469935)  
DissMATESOL\_AinanLi\_0519.docx (D55406126)  
[https://www.researchgate.net/profile/Eny\\_Kusumawati/publication/332036689\\_Subtitles\\_typographical\\_features\\_on\\_Novel\\_L2\\_viewers\\_and\\_Listening\\_comprehension/links/5c9c7acd45851506d7301342/Subtitles-typographical-features-on-Novel-L2-viewers-and-Listening-comprehension](https://www.researchgate.net/profile/Eny_Kusumawati/publication/332036689_Subtitles_typographical_features_on_Novel_L2_viewers_and_Listening_comprehension/links/5c9c7acd45851506d7301342/Subtitles-typographical-features-on-Novel-L2-viewers-and-Listening-comprehension)  
<https://alphabet.ub.ac.id/index.php/alphabet/article/view/3347e15f6d-b3fc-4ecb-bb84-45f73a13ec33>  
[https://www.researchgate.net/publication/302028735\\_Using\\_Authentic\\_Videos\\_to\\_Improve\\_EFL\\_Students'\\_Listening\\_Comprehension](https://www.researchgate.net/publication/302028735_Using_Authentic_Videos_to_Improve_EFL_Students'_Listening_Comprehension)

#### Instances where selected sources appear:

12