UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

"SUBTITLED VIDEOS AND READING SKILL"

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"SUBTITLED VIDEOS AND READING SKILL"** 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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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

BOARD OF EXAMINERS APPROVAL PAGE

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"SUBTITLED VIDEOS AND READING SKILL"** which is held by Jessica Monserrath Castro Vargas undergraduate student from Carrera de Pedagogy of National and Foreign Languages, academic period 2021-2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

This is the time to express my happiness with a deep thank you to my parents Cristina and Angel for never leaving me alone and being by my side at all the time. As well as my grandparents who, even though they are no longer with me, gave me the strength to carry on.

To my beloved sisters, Emily and Solange who have supported me throughout my life, and they have taught me to be patient and a fighter. To my precious family, for always motivate and inspire me to never give up and achieve my goals.

To my bestie Melissa, for all the strength and support she has given me, for teaching me to value every little thing that life gives me, for being my happiness in bad times, for guiding me and taking care of me like a sister.

Jessica.

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Jessica.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABSTRACT

TITLE: "Subtitled Videos and Reading Skill"

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TUTOR: Lcda. Mg. Ana Vera de la Torre

Subtitled Videos and Reading Skill

In English language learning, the ability to read can have a level of difficulty for people who study English, because it implies mastering some sub-skills to be able to read correctly. The current research intends to cover a treatment carried out with the following topic: "Subtitled videos and Reading skill" that investigated the influence between both variables and how students improve their reading comprehension. So, the aim of this research was to measure the influence of the use of subtitled videos and the development of reading skill. Firstly, this research was coordinated with a mixed approach qualitative and quantitative, by carrying out the pre-test and post-test, which were taken from A2 Key (KET) of the Cambridge Reading section. The test evaluated 3 reading subskills: skimming, scanning, and inferring. In this analysis, to examine quantitative data was implemented the paired samples T-test statistic. In addition, the study participants were 13 students of ninth grade "Eiffel" at UNIKIDS school. Finally, the student's average performance when using this strategy improved from 8.46 to 10.31 points. According to the results, it can be concluded that the subtitled videos improve reading ability, as was verified in the analysis of the students' scores.

Keywords: subtitled videos, reading skill, subskills.

UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

TITULO: "Subtitled Videos and Reading Skill"

AUTORA: Jessica Monserrath Castro Vargas

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Videos subtitulados y la habilidad lectora

En el aprendizaje del idioma inglés, la habilidad de leer puede tener un nivel de dificultad para las personas que estudian inglés, ya que esto implica dominar algunas subdestrezas para poder leer correctamente. La presente investigación pretende cubrir un tratamiento realizado con el siguiente tema: "Videos subtitulados y la habilidad lectora" que investigó la influencia entre ambas variables y cómo los estudiantes mejoran su comprensión lectora. Por ello, esta investigación tuvo como objetivo medir la influencia del uso de videos subtitulados y el desarrollo de la habilidad lectora. En primer lugar, esta investigación se coordinó con un enfoque mixto cualitativo y cuantitativo, mediante la realización del pre-test y post-test, los cuales fueron tomados de A2 Key (KET) de la sección de lectura de Cambridge. La prueba evaluó 3 subdestrezas de lectura: leer por encima, escanear e inferir. En este análisis, para analizar los datos cuantitativos se implementaron las estadísticas de la prueba T de muestras pareadas. Además, los participantes del estudio fueron 13 estudiantes de noveno grado "Eiffel" de la escuela UNIKIDS. Finalmente, el desempeño del promedio del estudiante al usar esta estrategia mejoró de 8.46 a 10.31 puntos. De acuerdo con los resultados, se puede concluir que los videos subtitulados mejoran la habilidad lectora, tal como se constató en el análisis de las puntuaciones de los estudiantes.

Palabras clave: videos subtitulados, habilidad lectora, subdestrezas.

B. CONTENT

CHAPTER I.

Justification

This research shows that subtitled videos are a very useful strategy that favors the learning process, due to this; is an innovative way to teach and learn a new language, which is English. It is useful because people can be entertained and at the same time develop the reading comprehension. The importance of this work is to mark a precedent according to the influence that exists in the use of subtitled videos in education.

Among the benefits this research presents, it is the attraction that is best known today, such as YouTube, it is a video platform from which people's entertainment is get; a new familiarity with the language; and more attached learning to reality in different contexts. In addition, the academic impact is evident due to the fact that it was the first time that "The subtitles videos" was being studied in this institution.

Furthermore, this investigation is feasible, since the author had the approval of the authorities of the institution where the research was carried out. The school also had the technological and academic resources to do this study. Moreover, this strategy is available to everyone and helps to reinforce the students' knowledge, due to most people are visual and learn in a better way through the sight. For this reason, it facilitates the teaching-learning process in the English language.

In this case, the beneficiaries were the students and teachers of Basica at "UNIKIDS" school. Students evolved their reading comprehension and at the same time developed their criticality. Besides, this helped students of ninth to be more prepared in the use of English language through the application of these videos. Also, teachers who get a new strategy to enhance the English teaching process.

1.1 Investigative Background

Subtitled videos strategy is effective for the development of reading skill because the students participate actively watching videos of their preferences. This strategy is an innovative process, in which students can improve their reading ability

through these audiovisual resources. This activity involves developing the ability to read by paying attention the key words, or the words that stand out the most. Then it should be analyzed and interpret according to the students' point of view.

According to Kanellopoulou et al. (2019) in their research "The Dual-Coding and Multimedia Learning Theories: Film Subtitles as a Vocabulary Teaching Tool" state that the theories of dual-coding are more effective with the use of digital tools through films and subtitling. This enhances different areas of vocabulary recall and students' skills and modifies the learning environment with innovative new techniques covering a wide range of tools, from computer systems to using movies in the classroom. Besides, a very remarkable thing is that it helps the activities in which the subtitles are not used passively, but in which the students participate actively in them. Audiovisual digital technology offers a great variety of possibilities in the search for more sophisticated tools that involve subtitles as an attractive medium for language development. This contributes to this research with information related to the befenits that subtitles have with English language.

The effects of subtitles on language learners' ability depend on the application of this strategy because it is necessary to use creative material to get the students' attention. It is said that, through captioned tutorials learners can better develop their acquisitive understanding, and at the same time help make significant progress regarding the use of different skills. In addition, these learning materials are fundamental aids to increase the literacy knowledge of a students' group (Fry Balci, J. et al., 2020). For this experiment, three groups of Turkish university students with a specialization in English Language and Literature were taken into account, who completed a tutorial on academic conversations from the ACRL Framework. On the one hand, a group worked with the tutorial with a soundtrack in English and without a title; the second group with the tutorial with an English soundtrack and English subtitles; and the third group with the tutorial with an English soundtrack and Turkish subtitles. Also, using the Morae software, the learners were evaluated and recorded for the time invested in the task and the correct completion of the interactive practice. The group that watched the tutorial with an English soundtrack and Turkish subtitles completed the tasks at a significant rate faster than other groups successfully. So, this

information provides important aspects about acquisitive understanding through subtitles, and it is too helpful to this research.

Adding subtitles to a video facilitrates its comprehension, and it depends on the cognitive abilities of the spectators, including working memory and executive functions. Moreover, if participants are contrasted by dividing them into groups for audio-only, audio with textual subtitles, audio with relevant video, and audio with subtitles and video, the reception they have in capturing the information from the videos or audios can be evaluated (Zheng, Ye, & Hsiao, 2021). Participants in this experiment received factual statement lessons under four conditions: audio only, audio with textual subtitles, audio with relevant video, and audio with subtitles and video. Comprehension was assessed by the accuracy of the students in answering multiple-choice questions for content memory. It was found that subtitles are easier to understand, while video is not. In addition, the understanding of the audio video lessons depended on the cognitive abilities of the participants and the eye movement pattern: a more specific eye movement pattern (mainly looking at the middle of the screen) predicted better understanding than an eye movement pattern. distributed pattern (with distributed regions of interest). Therefore, the videos make it easier to understand the audio lessons and this depends on the cognitive abilities of the learners and where they look while viewing the video.

In the work about Instructional Subtitled Videos the author focused on study the implementation of this strategy to improve students´ range of vocabulary in real contexts. For this reason, they state that the students got better marks in the post-test in contrast to the pre-test, increasing your memory capacity by acquiring new words and new vocabulary. This means that students improve their mental retention and increase their knowledge through real life videos (Romero-Villamil & Guzman-Martinez, 2020). Moreover, the data collection technique applied in this research was stratified into five steps: a pretest, three classroom observations, a research / teacher journal, a semi-structured interview, and a posttest. Data analysis showed that the captioned instructional videos helped students learn vocabulary. The students obtained better marks in the post-test than in the pre-test, due to the three intervention cycles. The data also showed that the participants found the videos useful for remembering new words and being able to use them in communicative contexts.

In the research "Subtitled Movie, Unsubtitled Movie, Listening Skill" developed by Trujillo Erazo & Vera de la Torre (2020) show that, although there is a debate about whether or not to use subtitles in the teaching and learning process to develop the 4 skills, there are teachers who prefer to work with subtitles as they help to develop language and provide authentic and comprehensible input. In addition, the study was developed with 53 students from the Technical University of Ambato in Ambato. This research was quasi-experimental with a pre- and post-test design. This author randomly assigned the second semester A to treatment and the second semester B to control. The experimental group worked with a film with intralinguistic subtitles, while the control group worked with the same film without subtitles. Leaving as a conclusion that when watching the film with intralinguistic (English) subtitles, there was positive effects on listening comprehension by indicating the written form of speech, in other words, the students in the experimental group received more understandable information which they used to perform well on the tests. On the other hand, watching the movie without subtitles did not help the control group to develop listening comprehension, as proof of this, so they did not show any improvement.

The previously mentioned information has been taken as a reference how these issues have been expanded and studied in different parts of the world, the same ones that extend to more places and more people. These scientific articles had evolved so much until reaching to the city of Ambato in Ecuador. Moreover, these investigations have left good results in their applications, leaving as evidence that subtitled videos are a good teaching strategy for receptive skills, and the development of some subskills.

<div align="center">**THEORETICAL FRAMEWORK**</div>

Independent Variable

Educational Technology

The Theory of Diffusion of Innovations by Rogers (2003) explains the model of receiving each innovation in the field of educational technology. This describes the steps of technological innovation, process and characteristics of acceptance of new technologies, as well as the role of the recipients in the process of receiving technological innovation. People are grouped, according to the degree of acceptance of the innovation, in different stages: innovators, early adopters, early followers, late followers and laggards. Understanding learners receiving new technology skills helps training institutions and trainers to design and deliver training effectively.

For Rogers, "a technology is an instrumental action design that reduces the uncertainty in the cause-effect relationships involved in achieving a desired result" (p. 13). Hardware and software are tools that incorporate technology in a material or physical way that serve as information bases. For this reason, innovation, communication channels, time and the social system are considered the four key components of the diffusion of innovations.

Technology is an irreplaceable and fundamental part of people's daily lives and it is a facilitating tool in educational learning as well. The use of this in education allows students and teachers to search and deliver quality information quickly and efficiently in real time. Moreover, among its positive impacts are improving educational processes and facilitating recreation activities for students, managing to support aquisition of information.

Teaching materials

Teaching materials are the elements that teachers use to facilitate and guide student learning, such as: books, posters, maps, photos, pictures, videos, software, among others. Most teachers spend a lot of valuable time either creating or adapting materials to use in their classes. In addition, these instruments must follow the

guidelines to be able to design good work materials, that is, they must be relevant and easy to understand at the time of application. Also, they must be contextualized to the curriculum to which it is directed, to the realities and experiences, to the topics with significant purposes, among other aspects (Howard & Major, 2004).

Teaching materials facilitate meaningful learning that is transferable to other situations through constant mental activity with the nature of the intended learning. Also, The inclusion of teaching materials in a given educational context requires that the teacher or the corresponding teaching team be clear about the main functions that the media can play in the teaching-learning process (Cunningsworth & Tomlinson, 1984). These resources are those aids and equipment that help to present content and allows students to work with teachers to build meaningful learning. The virtual education has made easy the use of digital resources. Among the different classifications of teaching materials, the most appropriate are the following:

Printed materials: books, text, reading, reference (dictionaries, encyclopedias), monographs, brochures, magazines, newsletters, guides, etc.

Area materials: wall maps, laboratory materials, games, rings, balls, foals, plinths, simulation games, models, aquarium, terrarium, etc.

Work materials: workbooks, folders, index cards, pencil, papers, colors, audiovisual aids, etc.

Teacher materials: Laws, official provisions, resolutions, didactic guides, bibliographies, etc.

Audio-visual aids

Audiovisual aids are recording tools to improve different skills. They have been used for many years in the classroom, where the section of the image of the object and the gestures have been used systematically with audiovisual work to define its meaning, this practice has been an essential element in teaching (Madhuri, 2013). Moreover, Audiovisual aids can facilitate the teaching-learning process, since they are only effective if they are appropriate for the situation and if the agent uses them appropriately. Inappropriate aids or those that are not used correctly can distract and

mislead the audience. In selecting suitable audiovisual aids, the agent will limit himself to what is readily available.

Thanks to audiovisual media, understanding and learning increases considerably. This audiovisual material is understood as multimedia material, through images and audio, either through the computer or in the form of a documentary or film. A different and alternative way to textbooks that seems to have a great impact on students (Snyder & Colon, 1988). In addition, Audiovisual material manages to present topics with much more objectivity, in a completely clear and accessible way for everyone. In addition, it stimulates the interest of individuals much more, since it moves away from boring books so that others can tell what later needs to be learned. One of the first educational experiences with this type of material is found in digital encyclopedias (Al Mamun, 2014).

Audiovisual resources are tools to support students and more and more teachers are turning to them, in addition to the fact that there are teachers who produce content for their pedagogical strategies. The potential of these resources depends on their quality and their application in the educational process. Today, society is familiar with the YouTube viewing format, so videos have great potential to attract attention, engage and transmit knowledge.

Subtitled videos

The dual-coding theory proposed by Paivio (1971) mentions that by adding images to meaning, the number of signals connected to the message increases. This helps viewers take the message into account. This author proposed that the human mind works with two different kinds of mental, verbal representation, and that memory can comprise two independent systems. Also, the chances of a memory being retained and recalled are much greater when it is stored in two different functional locations rather than just one.

In this study "Short-Term and Long-Term Retention of Vocabulary through Authentic Subtitled Videos" Aidinlou and Moradinejad (2016) say that when a group with little experience in the English field is learning vocabulary, it is important to apply this methodology of subtitled videos, since most people are more visual, and even

better to use authentic materials catches the attention of the learners. In addition, in his study he reveals that through this technique the acquisition of information is long-term since viewers enjoy watching videos and it is a way in which their memory receives all the information.

In the following article "Subtitled videos, un-subtitled videos, and Indonesian EFL students' writing ability" developed by Suparmi (2017) shows that learning a second language can be difficult. However, the use of multimedia facilitates the acquisition of information when we are educating ourselves. This methodology helps to better develop the different skills of learners. Also, there are different and various effects for watching subtitled videos and videos without subtitles, good effects, due to when learning a foreign language, it is better to watch subtitled videos. In his research he clearly indicates that in his study the results reflected that the people who saw the videos with subtitles had better grades than the rest.

By having text in the videos, the human memory can better retain the information since it has access to two different storage channels. Additionally, this helps the interpretation so that people develop their deductive part by increasing the ability to reason. At the same time, both systems are related to language, and it depends on the degree to which both parts have developed.

Dependent variable and development

English language

Language is the main source of human communication. It is the method through which you can share ideas and thoughts with others and some people even say that language is what distinguishes them from animals and makes them human. The English language is considered one of the most influential languages in the world, being used to give speeches that bring together individuals from nations with totally different languages, that is, it is a lingua franca, due to the large number of speakers it has.

As García (2013) mentions, English language is the most common foreign language, which means that two people who come from different countries (for example, a Mexican and a Swede) often use English as a common language to

communicate. That is why most people have chosen to learn this language to get in touch internationally, because English will help to have communication with people from countries around the world, not just those who speak English. Moreover, the fact that English is the most widely spoken language in the world serves as a justification for determining the importance of English in the globalized world (Orwell, 1946).

English is not only for work reasons, it is also to communicate, to be able to access more knowledge and information, to be updated and to have a good level of English is undoubtedly a good door entry to better jobs. In addition, English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Besides, learning English allows to expand knowledge about the world, since during learning a person will be immersed in new cultures, traditions, customs, ideologies and perspectives that will change their way of seeing and understanding reality.

Language skills

Language skills are a set of four abilities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication. These skills are listening (listening comprehension), speaking (speaking), reading (reading comprehension), and writing (written expression)**.** Oudgenoeg-Paz, at al. (2016) argue that the specific links between the achievement of motor milestones and the development of various language skills are highly relevant to learning and are also known as macro language skills.

The linguistic skills are a set of four capacities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication.

Listening: It is the first language skill people acquire in their mother tongue. It is what is known as a receptive ability, or a passive ability, due to it requires us to use their ears and their brains to understand language as it is spoken to them. It is the first of two natural language skills, which are required by all spoken natural languages.

Speaking: Oral expression is expressing correctly, and it is the second language people acquire in their mother tongue. Also, it is what is known as a productive skill,

or an active skill, since it requires to use vocal tract and the brain to correctly produce language through sound. It is the second of two natural language skills.

Reading: It is understanding what one reads, and it is the third linguistic skill that can be acquired in the mother tongue. As with listening, it is a receptive or passive skill, as it requires the use of the eyes and the brain to understand the written equivalent of spoken language. It is one of the two skills of artificial language, because not all spoken natural languages have a writing system.

Writing: It is knowing how to write correctly, and it is the fourth linguistic skill acquired in the mother tongue. As with speech, it is a productive or active skill, as it requires the use of the hands and the brain to produce the written symbols that represent spoken language. Along with reading, it is one of the two artificial language skills, as not all spoken natural languages have a writing system.

Receptive skills

Receptive skills are listening and reading, because students do not need to produce language to do this, they receive it and understand it. These skills are sometimes known as passive skills and are the ways that people extract meaning from the speech they see or hear. Also, sometimes it is more useful to view the acts of reading and listening as interactions between bottom-up processing. Sometimes it is the individual details that help to understand the whole, the general description is what allows the details to be processed. (Al-Jawi, 2017)

According to Crow (1986) human beings can communicate information through language, either orally, in writing, through images, or some other mechanism that involves the use of the senses and that allows the other person to understand what we want to communicate. When talking about receptive language, it refers to the ability of people to understand what the other person is saying. It focuses on the person receiving the stimulus and can listen and understand what someone says. Receptive language is important for successful communication. As a child begins to communicate, he expands her vocabulary. In other words, he is further developing his ability to receive information from his physical environment, whether through images, words that he hears or sees, sounds, or some type of visual information. For this reason,

while they are in childhood, they can absorb everything that interests them to learn. So, they are in constant learning that does not stop, since they are interacting daily and are developing skills that they did not have before (Davies, 1976).

Some of the advantages of using different multimedia resources in receptive skills are that they keep attention and interest, improve the retention of the information presented, it is enormously entertaining and it is also available to everyone. The possibility of creating applications on multiplatform supports allows us to reach the largest number of potential users, regardless of the platform used.

Reading Skill

Reading is an activity that consists of interpreting and deciphering, through sight, the phonic value of a series of written signs, either mentally (silently) or aloud (oral). In addition, it is the ability to understand written language, from decoding the text to establishing a dialogue between what the author presents and the reader's previous knowledge, generating knowledge through this exchange (and not only information) and using inferences and other reading strategies.

Skilled readers, whatever their talents in using the context of speech to guide word identification, are individuals with highly developed word recognition and decoding skills. Consequently, it is assumed that individuals less adept at general reading ability are adversely affected not so much by an inability to use the context of discourse as by ineffective verbal coding (Perfetti et al, 1979).

According to Lynne G et al. (2015) show the reading ability of students is deficient, due to the dependence that exists with respect to phonological processing in spelling, they also have a deficiency at the time of sequencing, segmenting and transforming phonemes into graphemes, since they proved to write worse than average teenagers. All this was verified by making a comparison between speakers of a second language. Likewise in the research "Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study" shows that younger and less skilled readers differ from readers, who are more experienced in verbal coding efficiency and listening comprehension skills. Slow verbal coding processes reduce the attention available to other reading processes, producing deficits in the

comprehension of what has been read because they only focus on one thing at a time and on many occasions, they forget what they have learned (Curtis, 2016).

Some important aspects in reading that must be taken into account according to (Hogaboam & Perfetti, 1978) are:

Locate Information: In the development of this skill, it navigates and extract information. It locates, recognize and identify data, names, characteristics, facts, among others, explicit in the text.

Interpret and integrate: It process the information to build meanings and give meaning to the text. It interprets and integrate each time establishing similarities and differences; it contrast information; it infers causes, consequences, motivations, among other aspects.

Reflect: implies "recourse to knowledge, ideas or attitudes external to the text", promoting the critical and creative thinking. This process contemplates evaluating the form and content of the text, expressing opinions about it and applying the information in other contexts, among other aspects.

Some reasons why people should read subtitles is because to enhance language learning, it is best to watch series and subtitles English movies; they will also enjoy the original versions and the interpretation with the original voices; to accustom their ears to the English language and because they will unconsciously register new expressions and words (without realizing it). For this, consider the level of English used in the videos is necessary, because the importance of this, is to focus on their ages, preferences and levels. In this way, it is easier to learn new expressions and vocabulary in a new language.

1.2 Objectives

General Objective

To measure the influence of the use of subtitled videos and the development of reading skill in the students of ninth grade at UNIKIDS school.

Specific Objectives

- To identify the benefits of the use of subtitled videos in the development of reading skill.
- To analyze the level of reading comprehension in students.
- To determine the effectiveness of the use of subtitled videos in the development of reading skill.

CHAPTER II.

METHODOLOGY

2.1 Resources

To develop this work, it was necessary to take into account the variety of resources, like human, technical, and technological resources. In this case, the human resource was constituted by 13 students from the ninth grade of "UNIKIDS" being an essential element of the process of the application the use of subtitles in the classroom. In addition, for technical resources was considered a computer to search, collect information and data. Finally, the internet connection as technological resource to carry out the investigation, as well as the use of the projector to display the captioned videos to the students.

2.2 Basic Methods of Research
2.2.1 Research Approach

The present research has a mixed approached that are qualitative and quantitative approaches, which was characterized by a set of systematic, empirical and critical research processes. According to Research Methodologies (2021), researchers have different ways of looking at their study. The quantitative, qualitative and mixed measures differ in the justification that the researcher explains about their findings. When the researcher uses numbers, he is using a quantitative approach; if you use a descriptive type, it is a qualitative approach; and when they are somewhere in between, it is a mixed method. Therefore, in this case, it was quantitative since the objective of collecting data and information was established, which ended with a statistical analysis on UNIKIDS students using subtitled videos with learning media.

2.3 Research Modality
2.3.1 Field

Field research is a qualitative data collection method with the aim of observing, understanding and interacting with people in a natural environment. Requires specialized research tools. The objective is to understand the behavior of a subject in a specific environment to identify how the different variables in this environment can interact with the subject (Voxco, 2021). That is why, this work was field due to the fact this modality allowed to have contact with reality and with the participants involved in this process, who were of ninth grade at UNIKIDS. In addition, it can be

considered this study could establish an adequate process to carry out and obtain information on the development of students' reading ability and the effectiveness of subtitles in videos in class.

2.3.2 Bibliographic – documentary

This study was bibliographic and documentary modality, because some authors like Boon (2019), states that a bibliographic and documentary modality is a form of archival research, within the tradition of the social sciences and the field of qualitative research, with its emphasis on generating data through various means of research, using existing documents from the past and present marking a precente. With the continuous evolution of hybrid and virtual Internet documentary sources, this form of data, evidence and documentation can be done through reviews, journals, books, articles, newspapers, and so on. In this case, the theory of the two variables of this research "Subtitled videos" and "reading skill" were duly supported through the analysis of information from scientific articles, books and websites that helped the researcher determine the direct influence of the videos subtitled with the problem studied.

2.3.3 Experimental Research

An experimental investigation is considered successful when the investigator confirms that a change in the dependent variable is due to manipulation of the independent variable (Harland, 2017). The current research study was experimental as it was designed to introduce captioned videos as authentic material into the ninth grade classroom in an effort to improve students' reading ability. In addition, it was essential to design a student-focused experiment that involves the use of subtitles in the videos presented to develop this skill in the students before, during and after the application of the experiment. In addition, a pre-test was applied to establish the objectives of the application to have a general vision of the problem; After the process, a post-test was performed to verify the results of the treatment.

First, it was necessary to supply the students with the reading comprehension part of the (Key English Test) KET retrieved from the Cambridge website. This test was carried out by ninth grade students "Eiffel" from "UNIKIDS" which was the experimental group of the design; They were then assessed according to the criteria

established in the Cambridge rubric, aimed at the reading ability that the examinees must master to pass the exam. Something important is that the test focused on evaluating reading skill since some tips were provided, or advice so that they can develop this skill in a better way.

Second, the researcher developed a set of six teaching lessons using videos according to their preferences to introduce the subtitles in the class, allowing the students to have a real language input that focuses on the principles of authenticity that must have an educational resource. Therefore, the didactic lesson was delivered to the students within a period of three weeks. Finally, to measure the impact of the subtitled videos, it was necessary for the experimental group to be assessed with a post-test reading ability.

2.4 Level or Type of Research

2.4.1 Exploratory Research

Exploratory research is a methodological approach that investigates research issues that have not been studied in depth before. This type of research is qualitative, however if the study has a large sample it can become quantitative (George, 2021). Therefore, this type of research focuses on having a better understanding of the problem of the development of reading ability. In that, the aspects of the research Subtitled videos and reading skill) were examined through a deep investigation that collected more information, with the analysis of the variables from different perspectives.

2.5 Population and Sample

The research work was carried out with 13 students of ninth grade "Eiffel" at UNIKIDS. The subjects involved were 7 men and 6 women with an average age between 13 and 14 years old.

Table 1. Population

Population	Experimental Group	Total	Percentage
Male	7	7	54%

Female	9	9	46%
Total	13	13	100%

Source: Students' list
Elaborated by: Castro, J. (2022)

2.6 Techniques and Instruments

A good instrument largely determines the quality of the information, being the basis for the later stages and the results (Mohajan, 2017). The first instrument used in this application for the development of the research was the Key English Test (KET) retrieved from 'Cambridge Assessment English' which was selected to participate as a pre-test and a post-test designed to measure students' reading ability. This test lasts from 20 to 25 minutes, in this section it consisted of 1 part (text matching) with 7 multiple-choice questions, this material was given to the students before starting the treatment; At the end, it was evaluated with the post-test for the analysis of both tests and to draw conclusions.

Then, six teaching lessons were developed which contained videos with subtitles with the purpose of improving the reading ability of the students. The interventions used in this project were according to ESA (Engage, Study and Activate) lessons plans. Each lesson included a 30 minute class. Moreover, for the application of the pre and post test it was worked virtually, while for all applications it was face to face.

The treatment began with the teaching of occupations and skills through videos with subtitles since it was the subject they were dealing with in those days, and according to what they had already planned to study. For this, they were given some tips and advice to be able to read at the same time that the subtitles appear. The activities were changing, some had to solve worksheets according to the video, others were recreational activities after watching the videos. To conclude, it was asked about the opinions of the students, if they were satisfied with the activities carried out.

Finally, the numerical data that were collected during the investigation had as main focus to apply the statistical analysis in order to study the scores obtained from the pre-test and post-test of the experimental group before and after the application of the treatment by means of subtitled videos with purposes of improving reading. That is why the collected quantitative data was analyzed through the SPSS statistical software from which a statistical analysis was obtained that describes elements such as mean,

frequency, and standard deviation which provide a qualitative analysis that describes the results of this application, likewise the quantitative analysis to describe the effects that these elements have on the development of the studied ability.

2. 7 Hypothesis

Null hypothesis (Ho)

The use of subtitled videos do not have positive influence in the development of reading skill in students of ninth grade at UNIKIDS.

Alternative hypothesis (HI)

The use of subtitled videos have a positive influence in the development of reading skill in students of ninth grade at UNIKIDS.

Signaling Hypothesis

• Independent Variable: Subtitled videos

• Dependent Variable: Reading skill

CHAPTER III.

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter describes the analysis of the results gathered from the pre and post-test applied to develop this work. First, there is the pre-test results using the SPSS software and given to 13 students from ninth grade in UNIKIDS school. It consists in 7 questions of multiple choice like the post test. These results are present in a detailed and organized way, using graphics and tables to have a better understanding of data analysis. Also, the information is organized in a way that shows the results of the test in a general way that describes the frequency and the average of the reading ability evaluated in the tests. In addition, the validation of the hypothesis is shown that shows whether the subtitled videos influenced the reading ability of the students using the SPPS software and a statistical method. Finally, this chapter presents 13 students who passed this application as authentic material aimed at the different subskills of reading comprehension that were developed in the Cambridge tests (A2 Key KET).
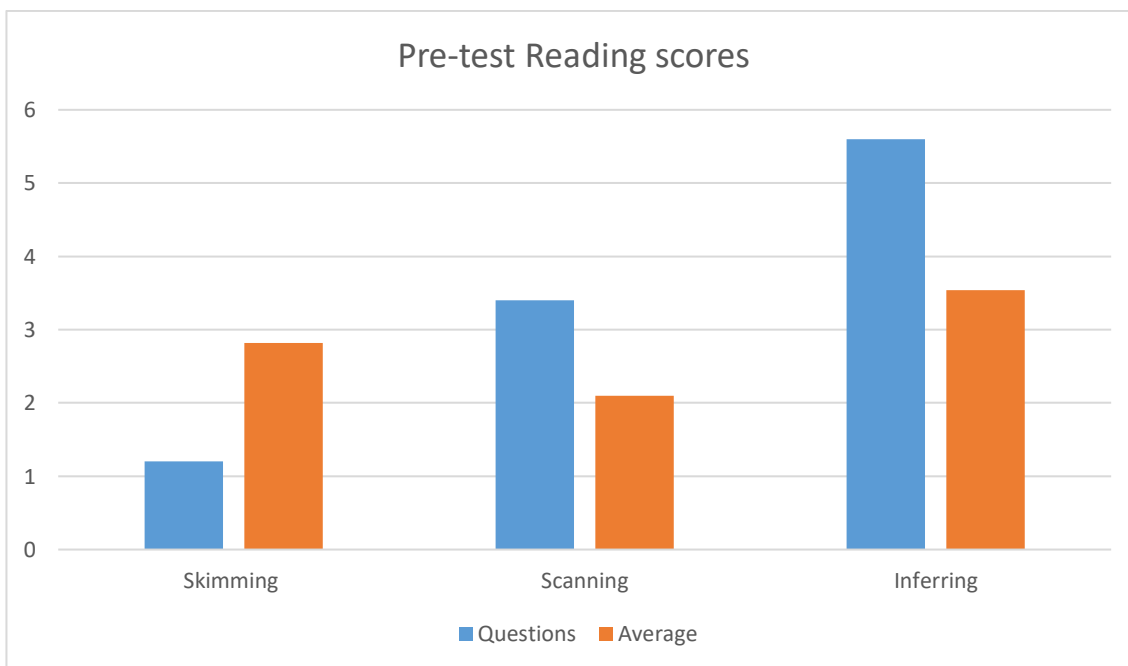
3.1.1 Pre-test results

Table 2 Pre-test reading - scores

Rubric scale	Questions	Scores	Average
Skimming	1	0.94	2.82
	2	1.88	
Scanning	3	1.4	2.1
	4	0.7	
Inferring	5	1.56	3.54
	6	1.18	
	7	0.8	
General:			8.46

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Figure 1 Pre-test scores

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Analysis and interpretation

Table 2 shows the population's pre-test scores. This table is divided into the 7 questions from the reading part 2 of A2 Key (KET) Cambridge. Reading part 2 text matching corresponding to 14 points, each question 2 points. This section evaluates 3 important subskills such as skimming, inferring, and scanning. Each part is divided in 8 between skimming and scanning 4 points each one, and the last part inferring into 6

points, because it covers the last 3 questions. Furthermore, this table reflects that in question 1 the students average is 0.94 and in question 2 is 1.88, resulting 2.82 as final average in skimming. Also, in scanning the questions 3 and 4 results 2.1 as average. In question 5 the result is 1.56, in question 6 is 1.18 and in the last question is 0.8, resulting 3.54 as average.

Figure 1 shows the scores obtained in the pre-test. These illustrations reflect students had more problems regarding to skimming and scanning. The results showed that at least half of the students had some problems when reading 3 short texts in English. Especially when inferring information, due to when answering they were confused with the arguments presented in the text that was not, which reflects low marks according to the standards of a A2+ level. Also, this test showed a lack of knowledge of some vocabulary words, which in part made it difficult for some students to understand.
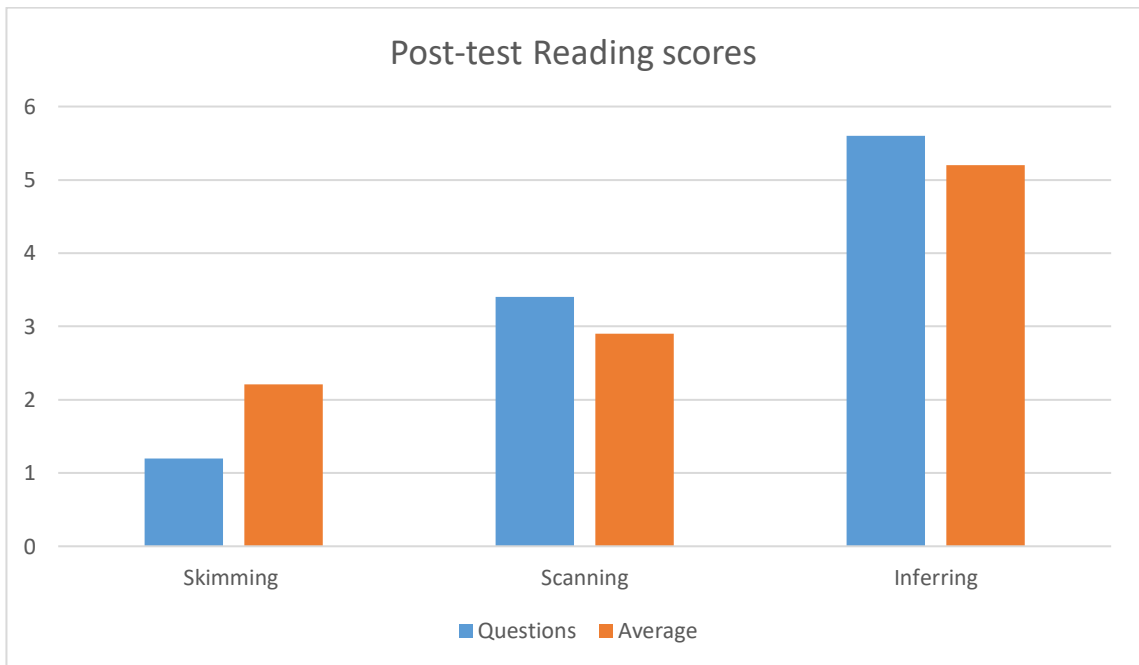
3.1.2 Post-test results

Table 3 Post-test scores

Rubric scale	Questions	Scores	Average
Skimming	1	1.51	2.21
	2	0.7	
Scanning	3	0.9	2.9
	4	2	
Inferring	5	2.14	5.2
	6	1.53	
	7	1.53	
General:			10.31

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Figure 2 Post-test scores

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Analysis and interpretation

Table 4 show the post-test' scores after introducing subtitled videos in the classroom, focused on the development of reading skill. This table reflects an improvement in contrast to table number 2 which included population's low grades. It is essential to emphasize that the same number of students participated in the application of the post-

test, considering the same number of questions and the 3 shorts of the pre-test but with different information. Besides, students after practicing with subtitled videos showed a considerable amelioration. This table and the graphic 2 show the improvement that there was in each subskill, for example, in question 1 and 2 there was a result of 2.21 which corresponds to skimming. Also, regarding to scanning the average is 2.9. In addition, in question 5 the score is 2.14 while in question 6 is 1.53 and the last question is 1.53 too.

Even noting that the final score for the skimming and scanning subskills also increased using subtitled videos, it is important to deduce that after including this strategy in the classroom to improve reading skills, the students had a better participation. on the standardized A2Key test. An important factor here was that the students had many hours of English per week, so it was favorable to work with Eiffel's class.
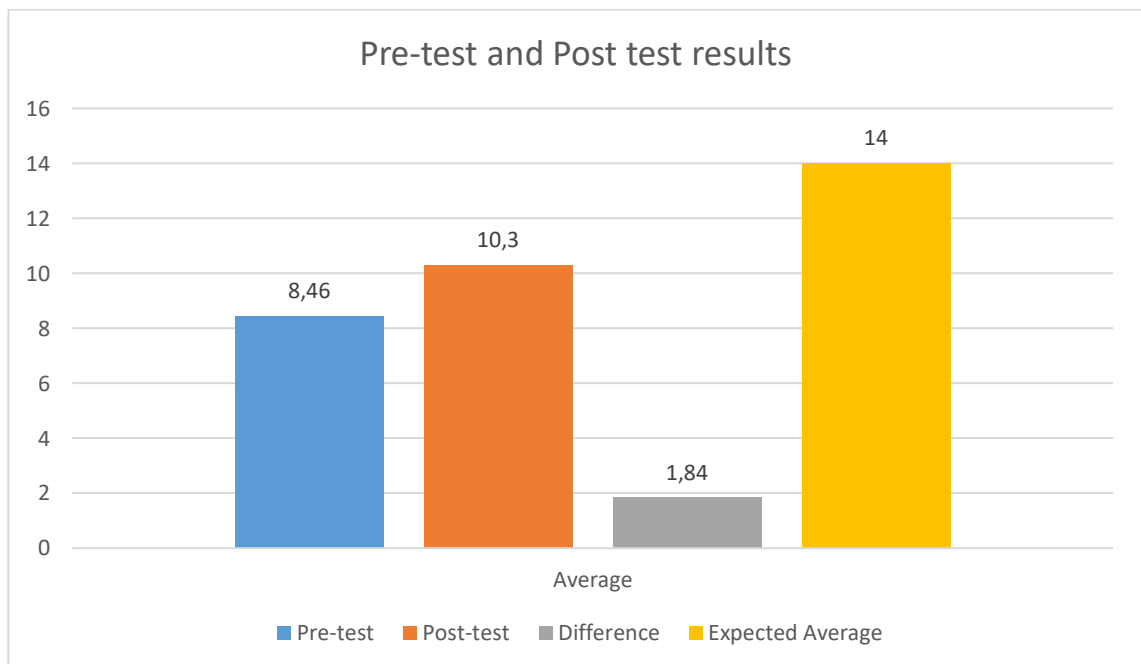
3.1.3 Pre-test and Post-test results

Table 4 Pre-test and Post-test results

Results	Pre-test	Post-test	Difference	Expected Average
Average	8.46	10,31	1.84	14

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Figure 2 Pre-test and Post-test results

Source: Students of ninth grade at UNIKIDS
Elaborated by: Castro, J. (2022)

Analysis and interpretation

Table 6 shows a comparison between scores before and after the application. The experiment group was the same in both tests, so in this table a significant increase in their grades is reflected, which establishes a difference of 1.48 points between these tests. In the first column it can be observed that students barely got an average of 8.46 points over 14 in the different questions of the pre-test. Nevertheless, the second

column shows students increased considerably their scores after practicing reading through watching subtitled videos, altering the experiment group average grades positively. In addition, this table was structured to transmit the difference in the scores of students by sorting orderly the different questions involved in the A2 Key (KET) Cambridge standardized test.

Figure 5 evidence that the experiment worked properly in English as a foreign language classroom, focused on reading skill since there is a significant difference in numerical bars. It is noticed that student's scores average remarkably changes from 8.46 in the pre-test to 10.31 in the post-test out of 14. This is an effective result after implementing the strategy of subtitled videos in reading skill. This leaves as a product that watching videos with subtitles motivates students to master, develop and properly practice their reading skills.

Therefore, it can be interpreted that the application of the subtitled videos guided the students to achieve standardized goals of the A2 Key (KET) in relation to reading skill. Graph 5 shows that students after treatment reached academic expectations due to the margin of error can be denoted by a considerable difference between the blue and orange bars. Reading skills improved after the experiment and the evidence is in this graph because in each question students perfectioned and mastered their reading skills answering multiple-choice questions.

3.2 Hypothesis verification

Considering that this research is experimental, it was essential to use the SPSS software to verify hypotheses and analyze whether it demonstrates the expected results. For this, the T-test for paired samples was used, which showed the average obtained during the application of the pre-test and the post-test. Certainly, the T-Test for paired samples focuses on accepting or rejecting the alternative hypothesis that the use of "subtitled videos" influences the development of reading literacy in "Eiffel" ninth-grade students at UNIKIDS.

Table 5 Paired Sample Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	8,46	13	3,382	,938
	Post_test	10,31	13	2,689	,746

Note: Data were taken from SPSS software.
Elaborated by Castro J. (2021)

Table 6 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_test & Post_test	13	-,017	,956

Note: Data were taken from SPSS software.
Elaborated by Castro J. (2021)

Table 7 Paired Sample T- Student Test

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre_test	9,022	12	,000	8,462	6,42	10,51
Post_test	13,821	12	,000	10,308	8,68	11,93

Note: Data were taken from SPSS software.
Elaborated by Castro J. (2021)

The previous tables presented show the statistical data got by the experimental group in the implementation of pre-test and post-test. Particularly table 7 shows that based on the average got from the Cambridge standardized test scores of 14 points, there is a significant difference between the standard deviation and the means. For this reason,

the mean of 13 participants in total before the experiment was 8.46, as a result, after the experiment, the mean increased to 10.31. In addition, the statistical information highlights that the participants improved their scores after watching videos with subtitles. Therefore, bearing in mind the 95% confidence interval for the difference of means, beyond the P value, which is (0.000) less than (0.05). It is stated that H0 the null hypothesis is rejected and H1 the alternative hypothesis is accepted. Concluding that the use of "subtitled videos" influences the development of reading ability in students of ninth grade "Eiffel" at UNIKIDS school.

3.3 Discussion

To begin with, the results presented in this chapter provide a real learning context in which the subjects proved to be up to date with the trends in educational technologies. In addition, all the participants in the treatment had the necessary resources to work on this strategy either in person or online, considering that the pre-test and post-test were virtually while the applications were presential. Therefore, future teachers of English should consider the different adaptations that will arise, and they will have to adjust to them.

Moreover, the results got in this chapter showed that the implementation of subtitled videos significantly improves reading skill, mainly in the English as a foreign language. In fact, the 3 reading subskills that were evaluated in the experiment were skimming, scanning, and inferring. In addition, the results showed that although many participants had problems understanding some vocabulary words in the pre-test, the contribution of this innovative strategy led students to improve their learning development by being exposed to a connected learning system straight to technology.

Another important aspect is that for example, Trujillo T. in her research studied subtitled films so it is very similar to this topic. However, the difference is that she worked with a control and experimental group, while in this investigation we worked only with an experimental group. As result with the experimental group, between the pre and post-test, a difference of 4.4 was obtained, confirming that there was a notable improvement at the end of the application. Unlike the results of this investigation since the difference here was 1.84 points, which also shows an improvement but not as notable as in the Trujillo investigation.

Finally, subtitled videos provide unlimited opportunities to create, present, organize, and evaluate reading content according to student preferences. In fact, as it was demonstrated based on the results of the SPSS software, students can improve their grades using an innovative, attractive, organized, and original strategy that is related to technology because in this way it motivates them efficiently in educational procedures. Moreover, the alternative hypothesis that indicates that this strategy positively influences the construction of knowledge related to reading skill was accepted. In consequence, teachers should include these videos in the lesson plans as a strategy to reinforce the information, in which students can read short lines that

appear according to the dialogue of the video, which promotes the progress of reading ability in any level of English during their educational process.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the adequate analysis and interpretation of the results obtained in relation to the treatment that implied the subtitled videos and the development of the reading ability of the ninth grade "Eiffel" students of the UNIKIDS school, this chapter provides the following conclusions and recommendations for future research.

- The application of subtitled videos influences positively reading skill in the students of ninth grade "Eiffel" at UNIKIDS school. It was verified because the experimental group got 8.46 in the pre-test while in the post-test, they got 10.31, which shows the positive impact that this strategy had on the application of this project. For this reason, it is demonstrated that by using innovative strategies in which technology is used, students develop reading skills in a better way because they are constantly motivated.

- The subtitled videos have a lot of benefits, among them; improve the reading skill, improve listening, learn new words, a better understanding of spelling, avoid mental translation, having a better identification of words with the text. Moreover, subtitled films help students to enjoy the cinema as it was intended, since when switching from the original version to the dubbed version, word games are often lost. In addition, watching English videos helped students to detect specific verb structures and tenses, also use them in their future writings or conversations.

- Before starting with the experiment, it was essential to analyze and identify the current reading level that students had to contrast with the level that they reached after the treatment. Both tests have a considerable difference of 1.84, leaving as evidence that there was an improvement after treatment. So, it is concluded that students of ninth grade at UNIKIDS school reach the required level, which is A2+ according to the education ministry.

- The application of subtitled videos based in the reading skill is completely effective for the improvement of reading comprehension. The application was based on the reading of short lines that appear consistently according to the dialogues of the people in the videos, which favored the understanding and

assimilation of the written texts. So forth, the students were able to show that they understood what they read. Eventually, the effectiveness of the subtitled videos for reading comprehension was verified according to the standardized results on both tests of the experimental group (pre-test 8.46 and post-test 10.31 out of 14).

4.2 Recommendations

Based on the information provided in the conducting current research, but also considering the significant relationship of subtitled videos with reading development, it is strongly recommended:

- Teachers and educational authorities should promote the use of subtitled videos in digital learning environments as it greatly contributes to the development of reading ability in students. To get a better influence regarding reading, it is the best way for students to read texts in a dynamic and innovative way while enjoying reading. Therefore, it is recommended that teachers implement this strategy considering the preferences of the students and what is in trend to catch their attention and contribute to improving the student's level of English.

- Some benefits depend on the teacher's application, since if dynamic activities are not created in conjunction with the use of captioned videos, students tend to get bored. Teachers should use this authentic material to encourage reading and familiarize students with this topic.

- It is recommended that before starting with the application of subtitled videos, teachers must carefully select the type of videos due to their content and the main objectives to apply this audiovisual material. Some videos may become inappropriate due to their difficulty, vocabulary, or relevance in relation of to the needs of the students. For these reasons, some resources may not be appropriate for them due to the level and age of the students. In addition, the subtitles are complementary material, so the teacher must select the videos according to the study plan and the class curriculum.

- It is suggested that teachers focus on videos that students like to achieve considerable effectiveness, since by using popular videos, students have a better ability to memorize emblematic words, texts, or phrases. In addition, the possibilities must be considered and that the students have the necessary resources to carry out this strategy.

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Annex 1

CARTA DE COMPROMISO

Ambato, 26 de octubre del 2021.

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

María Paula Naranjo Holguín en mi calidad de rectora de la escuela "UNIKIDS", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Subtitled videos and reading skill" propuesto por la estudiante Jessica Monserrath Castro Vargas, portadora de la cédula de Ciudadanía 185433354, 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,

María Paula Naranjo Holguín
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Annex 2 Pre-test and Post-Test

Project theme: Subtitled videos and reading skill

General Objective

To measure the influence of the use of subtitled videos and the development of reading skill in the students of ninth grade at UNIKIDS school.

Specific Objectives

- To identify the benefits of the use of subtitled videos in the development of reading skill.

- To analyze the level of reading comprehension in students.

- To determine the effectiveness of the use of subtitled videos in the development of reading skill.

PRE-TEST PROPOSAL

The present test was taken from Cambridge Free Practice Tests for learners of English, A2 Key (KET) Reading part 2: text matching. The following test is going to be evaluated virtually through zoom. This test is evaluated over 14, each question over 2 points. There are 13 students in ninth grade "Eiffel".

Test link: **https**://forms.gle/NkcqnWRCs6V61QoH9

Source: A2 key (KET) by Cambridge-reading section
Elaborated by: Castro, J. (2022)

ENGLISH READING TEST

Instructions: **Time:** 25 minutes

- All questions are compulsory.

- The question paper consists of 7 items.

- Listen to the instructions and read the test carefully.

- Be honest with your answers

- Each question is worth 1 point

Name: **Score**:

Course: **Date**: Tuesday 30th November 2021

Read the three texts about sports experiences. For each question, choose the correct answer.

Jeanne

We did lots of team sports at school, like football, volleyball and hockey. But I'm not very fast or strong, so I couldn't hit or kick a ball hard. Often, members of my team laughed at me, and so I stopped playing sports as soon as I could because it upset me. But later I learned that you can get exercise without other people around. Now I sometimes go cycling, swimming and running, but always on my own. Then no-one can get mad at me when I'm slow!

Laura

I used to do every sport I could when I was at school. I loved the exercise, and I also liked being a member of a team. We had some great times together. We travelled to matches by bus and had parties when we won. Then I was in a terrible car accident three years ago, and I hurt my leg. It still isn't better. It's made me really unhappy. The only sport I can do is fishing, and that's so boring! But a friend of mine has suggesting going sailing. It sounds fun, so I think I'll try that.

Thea

I don't mind team sports. I'm quite good at baseball and cricket, but I prefer doing sports when there aren't lots of other people making noise, laughing and telling jokes. That's why I like surfing. It's just me and the sea and a few other people who also like quiet, beautiful places. I think I would enjoy horse-riding and skiing too, for the same reason, but those sports are expensive. I already spend a lot travelling to different beaches with my board.

1. Who doesn't have enough money to try sports that she's interested in?

A. Jeanne

B. Laura

C. Thea

2. Who plans to try a new sport soon?

A. Jeanne

B. Laura

C. Thea

3. Who is unable to do the sports that she enjoyed in the past?

A. Jeanne

B. Laura

C. Thea

4. Who only enjoys sports she can do alone?

A. Jeanne

B. Laura

C. Thea

5. Who made a lot of friends by doing sports?

A. Jeanne

B. Laura

C. Thea

6. Who only enjoys playing sports with others if they aren't too loud?

A. Jeanne

B. Laura

C. Thea

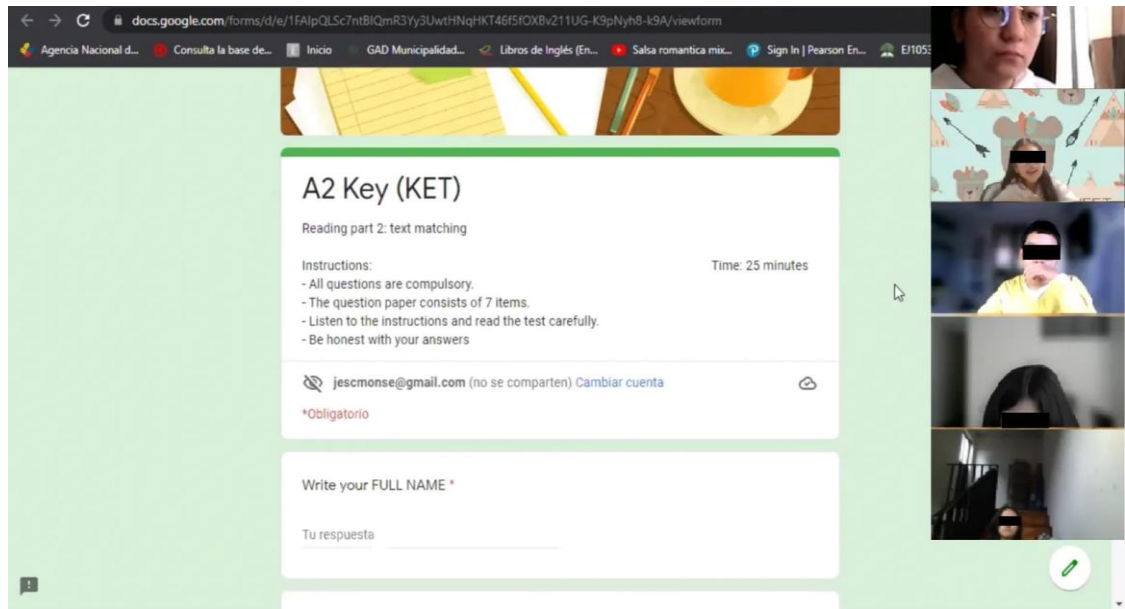**7. Who had unhappy experiences when playing team sports?**

A. Jeanne

B. Laura

C. Thea

POST-TEST PROPOSAL

The present test was taken from Cambridge Free Practice Tests for learners of English, A2 Key (KET) Reading part 2: text matching. The following test is going to be evaluated virtually through zoom. This test is evaluated over 14, each question over 2 points. There are 13 students in ninth grade "Eiffel".

Test link: https://forms.gle/eRCqkKfrbto2mfzh8

Source: A2 key (KET) by Cambridge-reading section
Elaborated by: Castro, J. (2022)

ENGLISH READING TEST

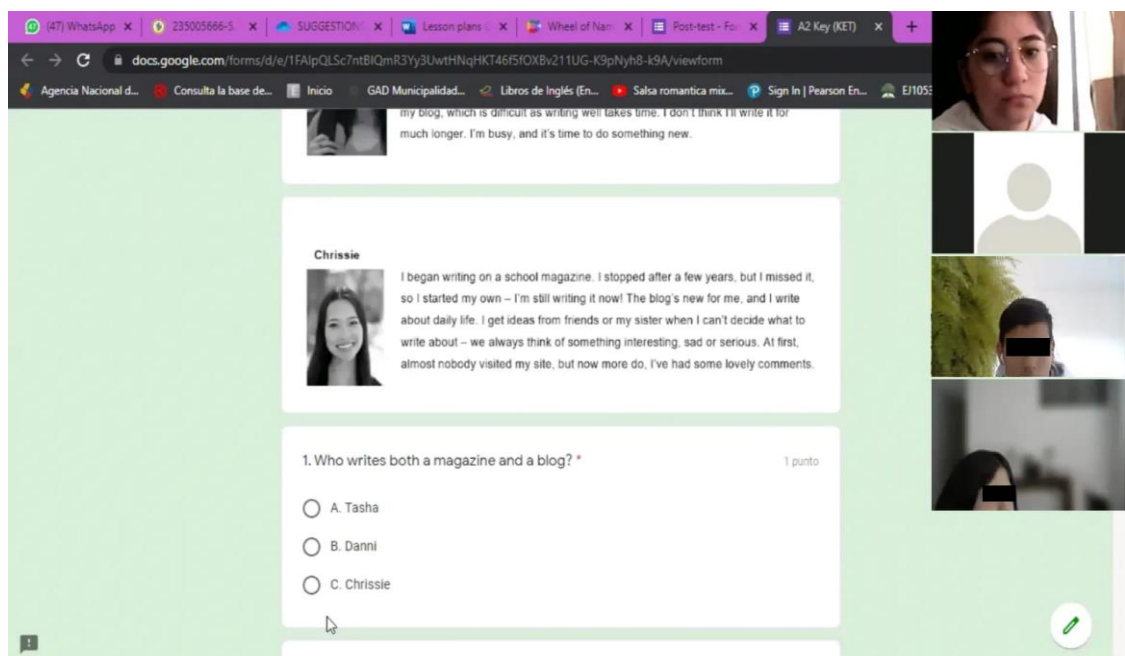**Instructions**:   **Time**: 25 minutes

- All questions are compulsory.

- The question paper consists of 7 items.

- Listen to the instructions and read the test carefully.

- Be honest with your answers

- Each question is worth 1 point

Name: **Score:**

Course: **Date:**

Read the three texts about young blog writers. For each question, choose the correct answer.

Young blog writers

Tasha

Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni

I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie

I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.1. Who doesn't have enough money to try sports that she's interested in?

1. Who writes both a magazine and a blog?

A. Tasha

B. Danni

C. Chrissie

2. Who says that studying and writing a blog at the same time can be hard?

A. Tasha

B. Danni

C. Chrissie

3. Who answers questions from other people who read her blog?

A. Tasha

B. Danni

C. Chrissie

4. Who plans to stop writing her blog soon?

A. Tasha

B. Danni

C. Chrissie

5. Who didn't have many people reading her blog in the beginning?

A. Tasha

B. Danni

C. Chrissie

6. Who asks a member of her family to help her write her blog?

A. Tasha

B. Danni

C. Chrissie

7. Who says writing a blog is easier than some other types of writing?

A. Tasha

B. Danni

C. Chrissie

Annex 3-Reading assessment rubric

| Rubric Scales	Skimming (4)	Scanning (4)	Inferring (6)
Scale 1 14	Analyze the typography, illustrations, numerical references, deductions, identification of cognates, the title and subtitle, the structure of the text and everything that can provide a global idea.	Searches for specific information, recognizes the information that is being searched for and does not need the global information of the text.	Makes an inference and uses what he knows to guess what he doesn't know or reads between the lines. He uses the clues in the text along with his own experiences to help him discover what is not directly said, making the text personal and memorable.
Scale 2 7	Analyze the illustrations, numerical references, deductions, the title and subtitle, the structure of the text and everything that can provide a global idea.	Searches for specific information, recognizes with difficulty the information that is being searched for.	Makes an inference and uses the clues in the text along with his own experiences to help him discover what is not directly said.

Source: Assessment criteria A2-reading section

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"Subtitled Videos and Reading Skill"

Designed for students of ninth grade from Eiffel" at UNIKIDS.

**Author**: Jessica Monserrath Castro Vargas

Annex 4. Experiment design
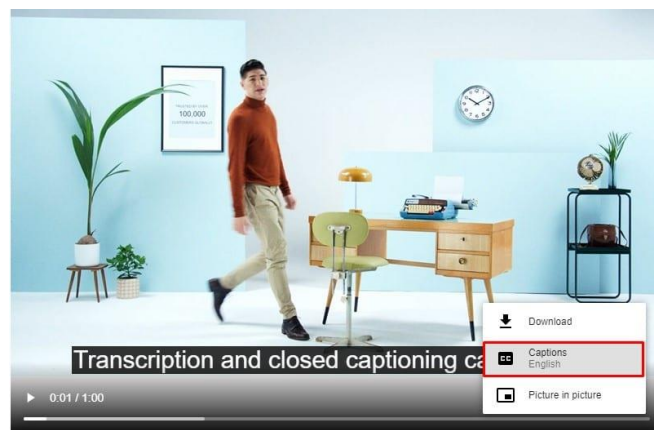
Lesson plan 1

<table>
<tr><td colspan="5" align="center">**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
LESSON PLAN 1</td></tr>
<tr><td>**Teacher**</td><td colspan="2">Jessica Castro</td><td>**Date**</td><td>Friday 3rd December, 2021</td></tr>
<tr><td>**Aim**</td><td colspan="2">At the end of the lesson students will be able to identify the different jobs and occupations.</td><td>**# of students**</td><td>13</td></tr>
<tr><td>**Anticipated problems**</td><td colspan="2">Lack of electricity</td><td>**Level**</td><td>Ninth grade (A2+)</td></tr>
<tr><td>**Duration:**</td><td colspan="4">30 min</td></tr>
<tr><td>**Materials**</td><td colspan="4">− Projector
− Computer
− Speakers
− Internet
− Video
− Worksheets</td></tr>
<tr><td>**Topic**</td><td colspan="4">**Jobs and occupations**</td></tr>
<tr><td>**STAGE**</td><td colspan="2">**ACTIVITIES**</td><td>**MATERIAL**</td><td>**TIME**</td></tr>
<tr><td>**Engage**</td><td colspan="2">- Greetings
- Students will say some occupations they can remember randomly.</td><td>-Wheel of names https://wheelofnames.com/</td><td>5 min</td></tr>
<tr><td>**Study**</td><td colspan="2">- Students will watch the video and pay attention to the captions.
- Teacher gives the worksheets to students, and they have to read the instructions.
- Teacher asks if it is necessary to watch the video again.
- Students have to solve the worksheets according to the video and they have to read the text and answer the questions.</td><td>- Video link https://www.youtube.com/watch?v=wL3CFtW8WE0</td><td>15 min

5 min</td></tr>
<tr><td>**Activate**</td><td colspan="2">- Students will write their parents occupations and the activities they do.
- Students have to read their texts loudly in front of the class.</td><td></td><td>5 min</td></tr>
<tr><td>**Observations**</td><td colspan="4">None</td></tr>
</table>

Source: Real English 24 b - Dream Job with subtitles
Elaborated by: Castro, J. (2022)
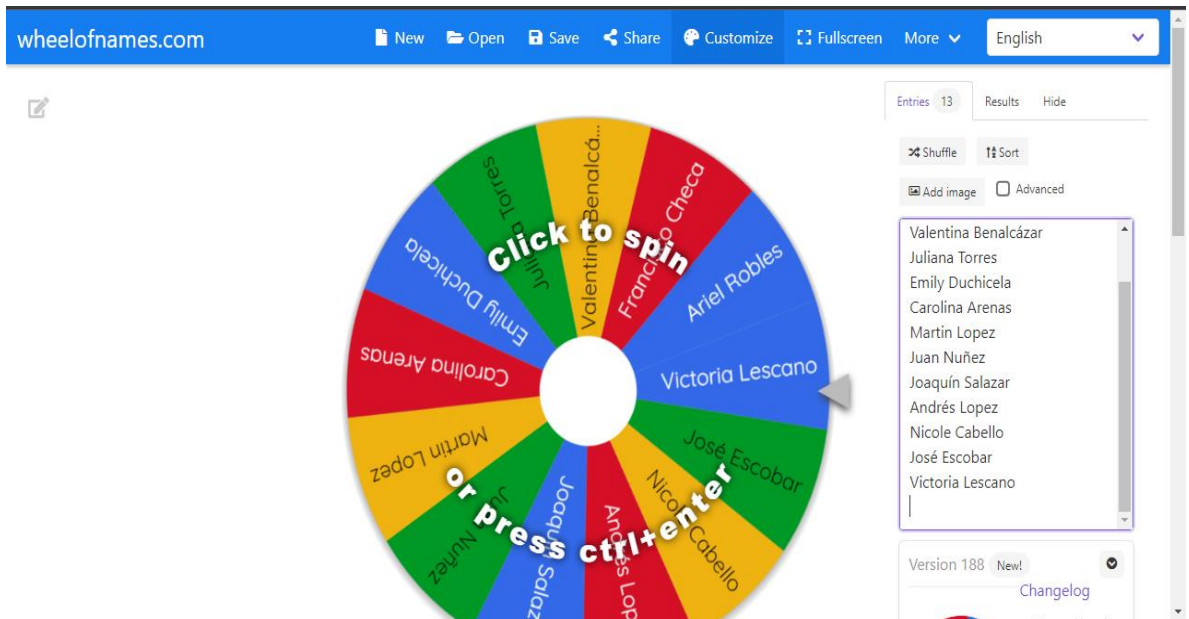
Wheel of names

Source: Wheel of names
Elaborated by: Castro, J. (2022)

Video

Source: Video real English 24 b - Dream Job with subtitles
Elaborated by: Castro, J. (2022)

Worksheet

Name: **Date:**

Reading activity - Dream Job

- **Watch the video and answer the questions according to the interview.**

1. What does Nona work for?

_____

2. What is Diane's dream job?

_____

3. What are Mike and Jennifer's dream jobs?

_____

4. What is Janette's profession?

_____

5. Do Tony and Tina have their dream jobs? _____
6. Who is a park ranger, Najla or Ryan? _____

7. Does Sandy enjoy her job? What does she work on?

_____

8. Read the following article and answer the questions.

The real reason 80% of people don't have their dream job- By Michael Hutchens

I'm currently reading Simon Sinek's Start With Why, in which he highlights studies show that over 80 percent of Americans do not have their dream job. He notes that a big reason for this is organizations not really inspiring their people, but he doesn't discuss another reason which I believe is equally or potentially more important.

Most people I know do not have their dream job. In fact, I don't think most people even really like their job. But when you ask them why they don't do something they really love, they give the standard responses about being risk averse and having a family to support, etc.

The ridiculous thing is that many of these people are earning good money and have plenty of assets and money in the bank. So, while I'm the first person to support doing whatever you have to do to support your family, I don't agree with these people citing family support as a reason for not doing something else.

So, putting aside family support, we're left with *risk aversion*. Risk aversion is simply a more sophisticated way of saying that you're *scared*. And most people are scared, scared of failure, scared of change, scared of what people think of them, etc. Fear has become the primary motivating force in the developed world and everyone, from salespeople selling us cars to our boss determining our bonus, uses it to manipulate the decisions we make. Often leaving us less happy.

9. After reading the article, why do you think most people don't have their dream jobs?

_____

_____

_____

_____

10. What is your dream job? (This is a personal question)

_____

_____

Lesson plan 2

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN 2				
Teacher	Jessica Castro	**Date**		Tuesday 7th December, 2021
Aim	At the end of the lesson students will be able to describe their dream jobs	**# of students**		13
Anticipated problems	Lack of electricity	**Level**		Ninth grade (A2+)
Duration	30 min			
Materials	− Projector − Computer − Speakers − Internet − Video − Worksheets			
Topic	**Jobs and occupations**			
STAGE	**ACTIVITIES**	**MATERIAL**		**TIME**
Engage	- Greetings - Students will say the occupations of their parents randomly.	-Wheel of names https://wheelofnames.com/		5 min
Study	- Students will watch the subtitled video about a conversation. - Teacher asks some questions according to the video. - Students describe the jobs mentions in the video.	Video link https://www.youtube.com/watch?v=Ttu7XTXUfF8		10 min 5 min
Activate	- Teacher gives a worksheet and gives instructions. - Students will read the text one by one in front of the classs. - Students have to solve the worksheet.			10 min
Observations	None			

Source: Jobs and works

Elaborated by: Castro, J. (2022)

Wheel of names

Source: Wheel of names
Elaborated by: Castro, J. (2022)

Video

Source: Video English Conversation-Very funny English speaking part 1
Elaborated by: Castro, J. (2022)

Question: *What kind of job do you have / want to have?*

● **Read the article below and then answer the questions.**

My Job is Special!

For most people, a job means they get up at 7:00 am and drive to work by 8:30 or 9:00 am. Later, they have lunch at noon, and then they start work again at 1:00 pm. Finally, they finish work at about 5:00 pm and then go home and have dinner with their family. That kind of job is okay for most people, but my job is special and I love it! I'm a commercial airline pilot. That means I don't drive to work, I fly! In fact, I fly to many different destinations in the world and I have friends in many countries. Usually, I fly between countries in Asia, North America and South America.

It's not surprising, then, that my best friend lives in Japan and we stay in touch by Facebook and e-mail – when I'm in Tokyo, he always invites me to have dinner with him and his family. In fact, my favorite food is sushi. Another good friend of mine – Gustavo – lives in Brasilia. That's the capital city of Brazil. Gustavo and I love to watch football games together when I visit. Is my job perfect? No, it's not. Because I fly across many different time zones, I sometimes go to bed at 2:00 am. At other times, I go to bed at 2:00 pm. That kind of schedule isn't easy. In addition, my job often separates me from my wife and two children. They live in New York and often I am many thousands of miles away. Sometimes I miss **them** very much. However, I think I have an exciting job. And my kids think it's great that I can say, "Hello" in eighteen different languages: "Ni hao," "Anyoung haseyo," "Konnichiwa," "Bonjour," ….

● READING COMPREHENSION

Score out of eight	As percentage
/8	%

1. What is the main idea of the article?
(a) The man has friends in many countries.
(b) He can say, "Hello" in many languages.
(c) His job is different from most people's jobs.

2. The man likes his job.
(a) TRUE
(b) FALSE
(c) He doesn't say.

3. Where does his best friend live?
(a) New York
(b) Tokyo
(c) Brasilia

4. How many countries does he fly to?
(a) eighteen
(b) three
(c) He doesn't say.

5. Where does he say likes to watch football games?
(a) in North America
(b) in Tokyo
(c) in Brazil

6. He always goes to sleep at the same time every day.
(a) TRUE
(b) FALSE
(c) He doesn't say.

7. What does the word 'them' refer to?
(a) football games
(b) his family
(c) his friends

8. What does he say about his job?
(a) It's perfect.
(b) He must learn many languages.
(c) It has some problems but he likes it.

Source: My job is special reading worksheet
Elaborated by: Castro, J. (2022)

Lesson plan 3

<table>
<tr><td colspan="4">PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
LESSON PLAN
3</td></tr>
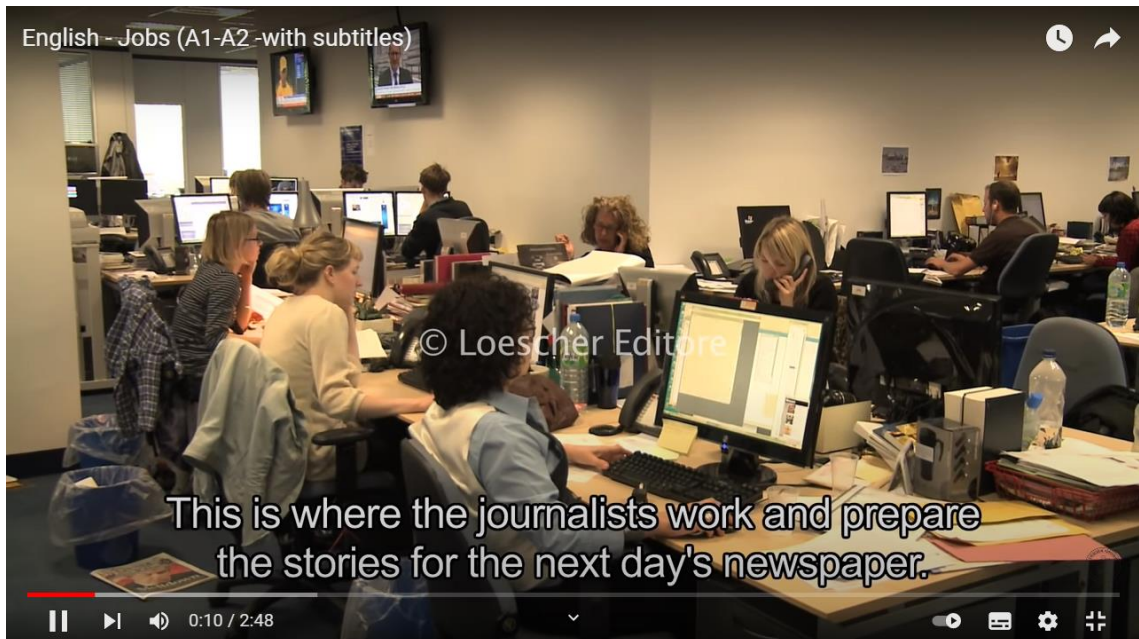<tr><td>Teacher</td><td>Jessica Castro</td><td>Date</td><td>Thursday 9th December, 2021</td></tr>
<tr><td>Aim</td><td>At the end of the lesson students will be able to compare the different occupations.</td><td># of students</td><td>13</td></tr>
<tr><td>Anticipated problems</td><td>Lack of electricity</td><td>Level</td><td>Ninth grade (A2+)</td></tr>
<tr><td>Duration</td><td colspan="3">30 min</td></tr>
<tr><td>Materials</td><td colspan="3">− Projector
− Computer
− Speakers
− Internet
− Video
− Worksheets</td></tr>
<tr><td>Topic</td><td colspan="3">Jobs and occupations</td></tr>
<tr><td>STAGE</td><td>ACTIVITIES</td><td>MATERIAL</td><td>TIME</td></tr>
<tr><td>Engage</td><td>- Greetings
- Students will spell out 5 occupations (Engineer, Police, Firefighter, Chef, Lawyer)</td><td></td><td>5 min</td></tr>
<tr><td>Study</td><td>- Students will watch the subtitled video.
- Students have to formulate 1 question of the video to their classmates.
- Teacher asks a couple of questions to students randomly.</td><td>Video link

https://www.youtube.com/watch?v=vSi18Cm4Xy0</td><td>10 min

5 min</td></tr>
<tr><td>Activate</td><td>- Teacher gives a worksheet and gives instructions.
- Students will read the different short texts and compare to answer correctly.</td><td>Worksheet link
https://www.allthingstopics.com/uploads/2/3/2/9/23290220/read_jobads.pdf</td><td>10 min</td></tr>
<tr><td>Observations</td><td colspan="3">None</td></tr>
</table>

Source: Jobs and works

Elaborated by: Castro, J. (2022)

Video

English - Jobs (A1-A2 -with subtitles)

This is where the journalists work and prepare the stories for the next day's newspaper.

0:10 / 2:48

English - Jobs (A1-A2 -with subtitles)

and the contents for the rest of the newspaper.

0:45 / 2:48

Source: Video English-Jobs A1-A2
Elaborated by: Castro, J. (2022)

NAME: _____   **DATE:** _____

READING (Scanning)
JOBS and WORK

- *Read the ads and decide if each statement is true or false.*

Call Now!

Do you like to fix sinks? If your answer is "YES", then we have a job for you! Call 457-9082 and ask for Bob.

Speedy Plumbers

Time Is Money

Would you like to work at home, and still make a lot of money in your free time? We can show you how! Don't do anything. Just send us a check for $5,504 and we will help you become rich! Hurry!

P.O. Box 1234 Sometown, USA

ACTORS & ACTRESSES

A big Hollywood movie company is now in town filming a new movie. We are looking for anyone with acting experience. Are you   interested? Call us at:

0967638974

'Mars Attacks' Space Agency

The Mars Attacks Space Agency (MASA) is looking for two monkeys and one person to become **ASTRONAUTS!** Phone us for an interview.

807-5192

WANTED   WAITERS & WAITRESSES
ALI'S RESTAURANT

Ali is looking for waiters and waitresses to work in his new downtown restaurant on Main St. Call Mr. Ali and start work tomorrow.   050-3449995

1. If you like to work at your home, you can call Speedy Plumbers. **TRUE / FALSE**

2. If you like to fix sinks, you can call Bob. **TRUE / FALSE**

3. You don't need an interview if you want to become an astronaut. **TRUE / FALSE**

4. Ali has a new restaurant. **TRUE / FALSE**

5. You might have to work with animals at the Space Agency. **TRUE / FALSE**

6. The Hollywood movie company is looking for people with acting experience.
   TRUE / FALSE

7. You can start work next week at the restaurant. **TRUE / FALSE**

8. You must go to Sometown, U.S.A. if you want to become rich. **TRUE / FALSE**

9. Ali's Restaurant is located on Main Street. **TRUE / FALSE**

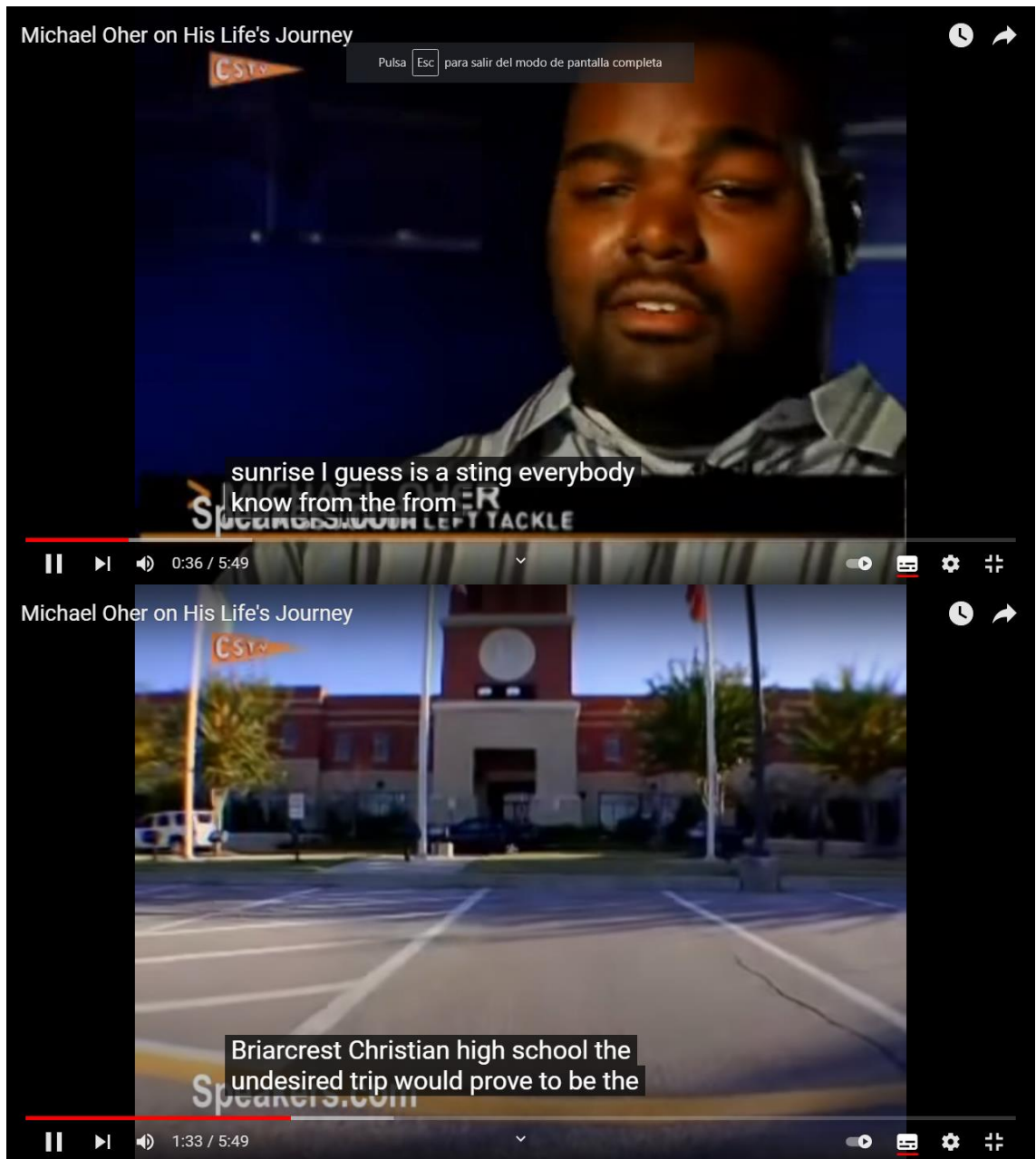10. You should call tomorrow if you want to work at Speedy Plumbers. **TRUE / FALSE**

Source: Reading-Jobs and work (scanning)
Elaborated by: Castro, J. (2022)

Lesson plan 4

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN 4				
Teacher	Jessica Castro	**Date**	Tuesday 14th December, 2021	
Aim	At the end of the lesson students will be able to describe daily life events.	**# of students**	13	
Anticipated problems	Lack of electricity	**Level**	Ninth grade (A2+)	
Duration	30 min			
Materials	− Projector − Computer − Speakers − Internet − Video − Worksheets			
Topic	Michael Oher's life			
STAGE	**ACTIVITIES**	**MATERIAL**		**TIME**
Engage	- Greetings - Students will say 2 sports they enjoy doing or watching.			5 min
Study	- Students will watch the subtitled video about Michael Oher's life. - Teacher asks some questions about Michael Oher's life. - Students think 2 relevant events showed in the video.	Video link https://www.youtube.com/watch?v=jqmPXYTekKg		10 min 5 min
Activate	- Teacher gives the worksheet about Michael Oher's life and gives the instructions. - Students have to read the text and answer the questions.	Worksheet link https://www.eslprintables.com/cinema_and_television/movies/drama_movies/the_blind_side/The_Blind_Side_Michael_Oher_s_458930/		10 min
Observations	None			

Source: Michael Oher's biography
Elaborated by: Castro, J. (2022)

Video

Source: Video Michael Oher on His Life's Journey
Elaborated by: Castro, J. (2022)

Worksheet

THE BLIND SIDE: MICHAEL OHER'S STORY

Michael Oher attended 11 schools in nine years. If not in a foster home, he lived with friends. He was homeless.

"As I look back on stuff, it's crazy how I got here," he says. "But it didn't seem tough at the time. I just lived day to day, did the best I could."

A turning point came during his first Thanksgiving break, when Sean and Leigh Anne Tuohy spotted Oher as they drove past a bus stop near the school. It was snowing. Oher, then 16, was dressed in a T-shirt and shorts. The Tuohys took in Oher, allowing him a safety net in their home in upscale East Memphis two blocks from the school. For months he came and went as he pleased, and Leigh Anne worried when he didn't spend the night. They hired a tutor to address severe academic deficiencies, paid his tuition and gave him a wardrobe and other essentials.

About a year later, Oher moved in permanently with the wealthy white family. Before Oher's senior year in high school, they became his legal guardians. "They've got big hearts," Oher says. "To take somebody from my neighborhood into your house? Nobody does that. I don't think I'd even do that. I'd help you out, but with a daughter and with all the violence and drugs where I come from ... they didn't have to do that. I owe a lot to them."

Oher, who quickly blossomed into a highly recruited college prospect, detests his depiction in Michael Lewis' book, which was released in 2006 and reached No. 1 on the *New York Times* best-seller list.

Lewis, who gained access as a longtime classmate of Sean Tuohy's, wrote that, according to Memphis school system files, Oher had a "measured IQ of 80" when he applied to Briarcrest and he portrayed scenes in which Oher was uncommunicative in various settings.

After revealing that he didn't read the book, Oher did exactly that within the past few weeks.

"The part about me not being smart, that's the only thing that got to me," said Oher, who made the honor roll in 2006 and maintains that he is 15 credits shy of earning a degree in criminal justice. "He's got to sell books. But reading that, I went back and talked to him. I mean, how can anybody like that do the things I've done?"

Asked if his opinion fueled friction with the Tuohys, Oher said, "I can't let something that small cause a problem. Especially with people who helped me."

Check the **best** option, according to the text:

1. When Michael says : *"But it didn't seem tough at the time. I just lived day to day, did the best I could."*, me means that:

    (A) he didn't think his life was extremely difficult before meeting the Tuohys.
    (B) he was considered crazy by people.
    (C) he had big plans for the future.

(D) he was happy the way he lived.
(E) none of the previous options.

2. When reflecting upon the Tuoys' gesture, Michael:

(A) says he would have done the same.
(B) believes the Tuoys are crazy.
(C) doesn't believe he would have done that.
(D) doubts the Tuoys' love for him is real.
(E) none of the previous options.

3. In the sentence: "*Oher, who quickly blossomed into a highly recruited college prospect, detests his depiction in Michael Lewis' book, which was released in 2006 and reached No. 1 on the New York Times best-seller list.*", the clause(s) that express **extra information** (and therefore can be omitted) is/are:

(A) (...)*detests his depiction in Michael Lewis' book(...).*
(B) (...)*detests his depiction in Michael Lewis' book(...)* **and** (...)*who quickly blossomed into a highly recruited college prospect(...)*
(C) (...)*who quickly blossomed into a highly recruited college prospect(...)* **and** (...)*reached No. 1 on the New York Times best-seller list (...).*
(D) (...)*who quickly blossomed into a highly recruited college prospect(...)* and (...) *which was released in 2006 and reached No. 1 on the New York Times best-seller list(...)*
(E) (...)*which was released in 2006 and reached No. 1 on the New York Times best-seller list(...).*

4. In the sentence: "*Lewis, **who** gained access as a longtime classmate of Sean Tuohy's, wrote that, (...)*", **who** can be replaced by:

(A) That
(B) When
(C) Where
(D) Whose
(E) It can't be replaced by another relative pronoun.

Source: Video English-Jobs A1-A2
Elaborated by: Castro, J. (2022)

Source:
https://www.eslprintables.com/cinema_and_television/movies/drama_movies/the_blind_side/The_Blind_Side_Michael_Oher_s_458930/

Lesson plan 5

<table>
<tr><td colspan="4">PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
LESSON PLAN 5</td></tr>
<tr><td>Teacher</td><td>Jessica Castro</td><td>Date</td><td>Friday 17th December, 2021</td></tr>
<tr><td>Aim</td><td>At the end of the lesson students will be able to explain life struggles.</td><td># of students</td><td>13</td></tr>
<tr><td>Anticipated problems</td><td>Lack of electricity</td><td>Level</td><td>Ninth grade (A2+)</td></tr>
<tr><td>Duration</td><td colspan="3">30 min</td></tr>
<tr><td>Materials</td><td colspan="3">– Projector
– Computer
– Speakers
– Internet
– Video
– Worksheets</td></tr>
<tr><td>Topic</td><td colspan="3">Life struggles</td></tr>
<tr><td>STAGE</td><td>ACTIVITIES</td><td>MATERIAL</td><td>TIME</td></tr>
<tr><td>Engage</td><td>- Greetings
- Students will think in famous people who have had struggles in their lifes. Then they describe them.</td><td></td><td>3 min</td></tr>
<tr><td>Study</td><td>- Students will watch the subtitled video about Elon Musk's life.
- Students have to write in a paper 3 qualities of this businessman.
- Students have to share the information with the classmates.</td><td>Video link

https://www.youtube.com/watch?v=OpjvtwDmjFQ</td><td>15 min

4 min</td></tr>
<tr><td>Activate</td><td>- Teacher gives the worksheet about Elon Musk's life and gives the instructions.
- Students have to read the text and answer the questions.</td><td>Worksheet link
https://www.allthingstopics.com/uploads/2/3/2/9/23290220/reading-scanning-elon.pdf</td><td>8 min</td></tr>
<tr><td>Observations</td><td colspan="3">None</td></tr>
</table>

Source: Famous people-Elon Musk
Elaborated by: Castro, J. (2022)

Video

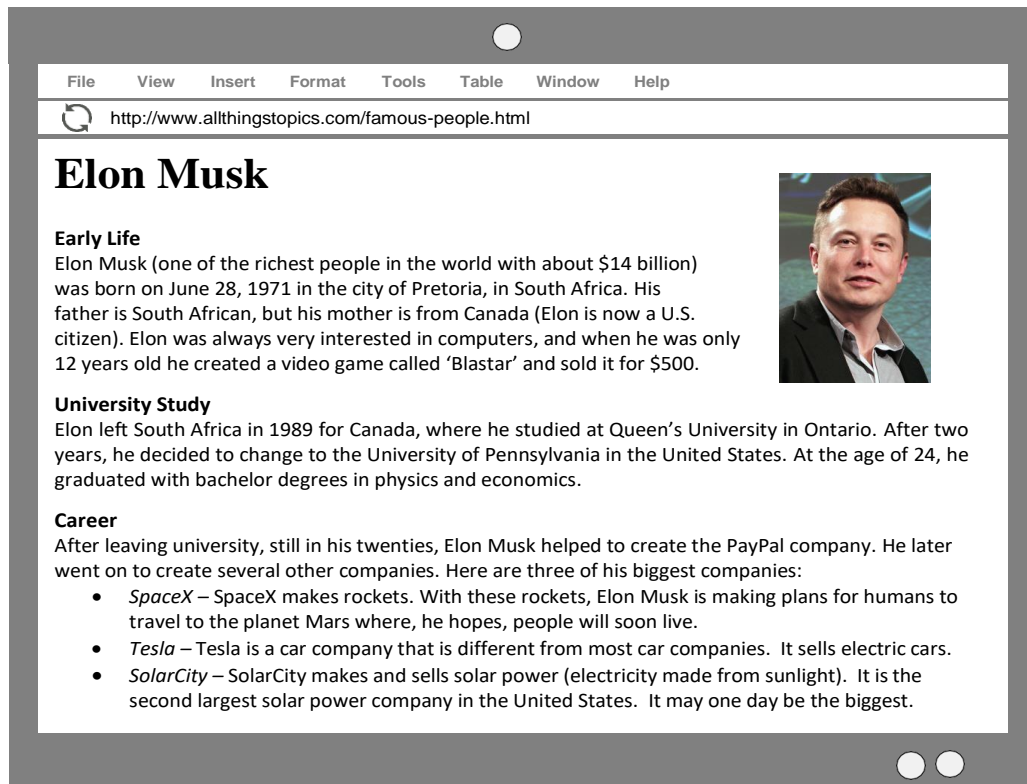Source: Video The life of Elon Musk
Elaborated by: Castro, J. (2022)

Worksheet

NAME: _____   **DATE:** _____

READING (Scanning)   **FAMOUS PEOPLE**

● *Read the Internet article and decide if each statement is true or false.*

File   View   Insert   Format   Tools   Table   Window   Help

http://www.allthingstopics.com/famous-people.html

Elon Musk

Early Life
Elon Musk (one of the richest people in the world with about $14 billion) was born on June 28, 1971 in the city of Pretoria, in South Africa. His father is South African, but his mother is from Canada (Elon is now a U.S. citizen). Elon was always very interested in computers, and when he was only 12 years old he created a video game called 'Blastar' and sold it for $500.

University Study
Elon left South Africa in 1989 for Canada, where he studied at Queen's University in Ontario. After two years, he decided to change to the University of Pennsylvania in the United States. At the age of 24, he graduated with bachelor degrees in physics and economics.

Career
After leaving university, still in his twenties, Elon Musk helped to create the PayPal company. He later went on to create several other companies. Here are three of his biggest companies:

- *SpaceX* – SpaceX makes rockets. With these rockets, Elon Musk is making plans for humans to travel to the planet Mars where, he hopes, people will soon live.
- *Tesla* – Tesla is a car company that is different from most car companies. It sells electric cars.
- *SolarCity* – SolarCity makes and sells solar power (electricity made from sunlight). It is the second largest solar power company in the United States. It may one day be the biggest.

---

1. Elon Musk was born on July 28, 1971. **TRUE / FALSE**

2. Elon's father is from South Africa. **TRUE / FALSE**

3. When he was only 12 years old, Elon bought his first video game. **TRUE / FALSE**

4. In 1989, Elon Musk was 24 years old. **TRUE / FALSE**

5. Elon studied at three different universities in Canada and the U.S. **TRUE / FALSE**

6. Elon helped to make the PayPal company before he was 30 years old. **TRUE / FALSE**

7. He wants people to live on another planet. **TRUE / FALSE**

8. Tesla is famous because it sells cars and solar power. **TRUE / FALSE**

9. Tesla is an unusual car company. **TRUE / FALSE**

10. SolarCity is the biggest solar power company in the world. **TRUE / FALSE**

Source: Famous people reading-Elon Musk
Elaborated by: Castro, J. (2022)

Source: https://www.allthingstopics.com/uploads/2/3/2/9/23290220/reading-scanning-elon.pdf

Lesson plan 6

<table>
<tr>
<td colspan="4">PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
LESSON PLAN 6</td>
</tr>
<tr>
<td>Teacher</td>
<td>Jessica Castro</td>
<td>Date</td>
<td>Tuesday 21st December, 2021</td>
</tr>
<tr>
<td>Aim</td>
<td>At the end of the lesson students will be able to describe the opportunities that affect their lifes.</td>
<td># of students</td>
<td>13</td>
</tr>
<tr>
<td>Anticipated problems</td>
<td>Lack of electricity</td>
<td>Level</td>
<td>Ninth grade (A2+)</td>
</tr>
<tr>
<td>Duration</td>
<td colspan="3">30 min</td>
</tr>
<tr>
<td>Materials</td>
<td colspan="3">
– Projector
– Computer
– Speakers
– Internet
– Video
– Worksheets
</td>
</tr>
<tr>
<td>Topic</td>
<td colspan="3">How opportunities affect your life</td>
</tr>
<tr>
<td>STAGE</td>
<td>ACTIVITIES</td>
<td>MATERIAL</td>
<td>TIME</td>
</tr>
<tr>
<td>Engage</td>
<td>- Greetings
- Students will give examples of life experiences of known people.</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td>Study</td>
<td>- Students will watch the subtitled motivational video.
- Teacher gives instructions about the "time capsule" game.
- Students should write in a piece of paper their dream jobs and how they want to be in the future.
- Students keep their paper in a small chest.</td>
<td>Video link

https://www.youtube.com/watch?v=SZgvsbM5hwQ</td>
<td>5 min

10 min</td>
</tr>
<tr>
<td>Activate</td>
<td>- Teacher shows a personal SWOT and explains what it is and how is it done.
- Students must create their personal SWOT and read in front of the class.</td>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>Observations</td>
<td colspan="3">None</td>
</tr>
</table>

Source: How to create a personal SWOT
Elaborated by: Castro, J. (2022)

Video

Source: Disney Motivational Video
Elaborated by: Castro, J. (2022)

SWOT

Source: Personal SWOT
Elaborated by: Castro, J. (2022)

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