**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.**

Subtitled movies and reading comprehension.

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# SUPERVISOR APPROVAL

## CERTIFY:

I, Lic. Sarah Jacqueline Iza Pazmiño, Mg. holder of the I.D No 0501741060, in my capacity as supervisor of the Research dissertation on the topic: "Subtitled movies and reading comprehension" investigated by Miss Melissa Damaris Paredes Morales with I.D No. 1804398491 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lic. Sarah Jacqueline Iza Pazmiño, Mg.
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**DECLARATION PAGE**

I declare this undergraduate dissertation entitled "Subtitled movies and reading comprehension" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

Melissa Damaris Paredes Morales
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**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS YDE LA EDUCACIÓN**

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 movies and reading comprehension" which is held by Melissa Damaris Paredes Morales undergraduate student from Carrera de Idiomas, academic period April 2022 – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized

Ambato, *January, 2023*

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**DEDICATION**

I dedicate this thesis to myself.
A strong woman who never gives up
and demonstrates that she is capable
to do whatever she wants.

God has given me the support and
strength to keep working hard to
achieve my goals and take care of myself.

My beloved parents Renato and Jeaneth
are the light of my life and
remind me who I am.

My little siblings Ariel and Anabel.
The people who make me laugh
and enjoy life.

*Melissa.*

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Firstly, I want to thank God for giving me the strength to overcome my fears, and for always listening to me when I pray.

I want to thank me for believing in me.

In the same way, I want to thank to Jeaneth and Renato for being an excellent parents and treating me as a princess.

To Ariel and Anabel who arrive to my life to give me their unconditional support.

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To my close friends who supported me and experimented with me with happy, hilarious, and sad moments at the university. Girls, you are so special for me.

.

Melissa

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## ABSTRACT

THEME: Subtitled movies and reading comprehension

AUTHOR: Melissa Damaris Paredes Morales

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This research project aimed to evaluate the influence of subtitled movies on reading comprehension in students of B1 pre-intermediate level (Empower class) at Cambridge School of languages. The design of this research was quasi-experimental. The Preliminary English Test (PET) reading section was used as a tool to gather the data. This exam was applied as a pre-test and post-test. The different parts of the test were essential to consider because the questions were invited to develop the reading subskills. There were 9 treatments, 7 classes and 2 sessions to take the test. In the treatment phase learners watched subtitled movies in order to reinforce and improve their reading comprehension and they worked on autonomous tasks based on subtitled movies to show their reading comprehension. The data obtained were analyzed through the employment of IBM statistical (software) Statistical Package for the Social Sciences (SPSS). This software was essential to verify the hypothesis. A study of normality, a non-parametric test of two samples of Wilcoxon and Wilcoxon hypothesis test summary were utilized to analyze the results and determine a final decision. In this case, the results were 0,27 in Wilcoxon hypothesis test summary which means that it is under 0.05, it indicated that it was necessary to reject the null hypothesis and approve the alternative. Additionally, based on the results of this study, subtitled movies influenced on students' reading comprehension because the numerical data gathered showed that students improved it on each part of the test. For instance, identify details, analyze the text, and write the correct vocabulary words, and grammatical structures.

**Keywords:** subtitled movies, reading comprehension, digital teaching resources.

**RESUMEN**

TEMA: Películas subtituladas y comprensión lectora

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Este proyecto de investigación tuvo como objetivo evaluar la influencia de las películas subtituladas en la comprensión lectora en estudiantes de nivel pre-intermedio B1 (clase Empower) en Cambridge School of languages. El diseño de esta investigación fue cuasi-experimental. La sección de lectura del Preliminary English Test (PET) se utilizó como herramienta para recopilar los datos. Este examen se aplicó como pre-test y post- test. Las diferentes partes de la prueba fueron esenciales para tomar en cuenta porque las preguntas invitaban a desarrollar las subdestrezas de lectura. En la fase de tratamiento, los alumnos miraron películas subtituladas para reforzar y mejorar su comprensión lectora, trabajando en tareas autónomas basadas en películas. Los datos obtenidos fueron analizados mediante el empleo del (software) estadístico IBM Statistical Package for the Social Sciences (SPSS). Este software fue fundamental para verificar la hipótesis. Se utilizó un estudio de normalidad, una prueba no paramétrica de dos muestras de Wilcoxon y un resumen de la prueba de hipótesis para analizar los resultados y determinar una decisión final. En este caso, los resultados estuvieron por debajo de 0.05, lo que indicó que era necesario rechazar la hipótesis nula y aprobar la alternativa. Además, según los resultados de este estudio, las películas subtituladas influyeron en la comprensión lectora de los estudiantes porque los datos numéricos recopilados mostraron que los estudiantes mejoraron en cada sección de la prueba. Por ejemplo, identificar detalles, analizar el texto y escribir las palabras de vocabulario y las estructuras gramaticales correctas.

**Palabras clave**: películas subtituladas, comprensión lectora, recursos didácticos digitales.

# CHAPTER I.

# THEORETICAL FRAMEWORK

## 1.1 Research Background

The current research is based on subtitled movies to improve reading comprehension. Subtitled movies are authentic audio-visual resources that have been used in classrooms to improve reading comprehension, listening skill, and vocabulary. This section has previous studies that support the connection among subtitled movies and reading comprehension. The researches were found in different scientific papers and magazines from 2015 to 2022.

Su and Liang (2015) conducted a research to compare and examine students' preferences for subtitled cartoons and CDs to increase their listening skills and reading comprehension. This study used a quantitative method. The number of participants in this research was 60 students from a school in Kaohsiung Country. The researchers divided the participants into two groups 34 learners for the experimental group and 26 for the control group. Both groups took International Learning Teaching and Evaluation Agency test (ILTEA). Besides, the researchers used subtitled cartoons as authentic material for the experimental group while the control group worked without original material. Furthermore, the results indicated that the experimental group got higher grades than the control group. Therefore, the application of subtitled cartoons played a significant role in students' reading comprehension. This investigation is essential for this research work because it encourages to include in class subtitled cartoons as a tool to improve reading comprehension.

Pelani (2016) investigated how subtitled animated cartoon videos affect students' reading comprehension and determine the performance of reading comprehension in the experimental and control class. The population consisted of 77 students who were part of the sixth grade of SDIT Al Hasanah Kota Bengkuluin academic year 2015/2016. The treatments were carried out by two groups, the experimental class was taught through subtitled animated cartoon videos while the control class was by animated cartoons without subtitles. Learners took a test in which results were analyzed by the usage of SPSS in order to analyze the t-test. The results showed that there was a significant difference between the two groups, the

researchers could conclude that the usage of subtitled animated cartoon videos was useful to improve reading comprehension. This paper is essential for this investigation because it shows that learners who used subtitled animated cartoon videos were more motivated to read and succeed in doing activities based on the video.

Utami (2018) studied the utilization of subtitled movies to improve reading comprehension. The population was 26 students at Senior High School 7 Banda Aceh. The researcher applied questionnaires and tests to collect data. The results showed that students increased their reading comprehension significantly. The percentages of the tests varied notably Pre-test 43.40% while post-test 72.19%. To sum up, considering the analysis of the questionnaire, the majority of students agreed to make use of this authentic material because it aimed to comprehend the text. Furthermore, the subtitles in movies had a great impact on students in reading classes. This study is important for this project because it shows a great improvement in students' reading comprehension after implementing subtitled movies in class.

Alternatively, Supangesti et al. (2018) carried out an investigation to improve reading comprehension by using subtitled videos, which is why researchers applied techniques from Westwood such as viewing and overviewing what to read, self-question, selecting reading, and summarizing. All of the techniques were divided into three categories pre-viewing while viewing and post-viewing. This study has shown an improvement in reading comprehension, it implies an increment in getting the main idea of a text, learning new vocabulary, and inferring words. Moreover, students' attitudes changed because they were more active and motivated. Also, the scores from Pre-test and Post-test have varied a lot, which is the reason why using subtitles in class has indicated an increment in reading comprehension. This research work is fundamental for this investigation due to its positive results on reading tasks after the utilization of subtitled videos on reading comprehension.

Kusumawati (2018) remarked on the impact of subtitled movies to comprehend a text and vocabulary. The population was composed of 56 students divided into two groups. Group 1 watched a movie with subtitles. On the hand, group 2 watched a movie without subtitles. Afterward, the technique employed to study this phenomenon was to activate the quasi-experimental study. After, watching the movie all the students had to answer some questions related to the movie. Thus, the results were positive because the students who watched the movie with subtitles could

comprehend the movie better than the students who did not use subtitles to watch the movie. Finally, this study is important to demonstrate that subtitled movies had a great impact on students while the students who watched movies without subtitles could not succeed in improving their reading comprehension.

Ibrahim and Suleha (2019) established to analyze if the closed caption technique would be applied to students to develop reading comprehension. The method used in this research was quasi-experimental. The sample had 40 learners who were part of two groups. The experimental group had 20 people and the control group had 20 students. The numerical data were collected through tests. The results of the research were (86,50>79,50) for the pre-test and post-test respectively. It means that it was a significance of (0,00<0,05). Finally, this study contributes to this investigation because the close caption technique is innovative to apply to students on reading comprehension rather than the usage of traditional reading tools.

Similarly, Azhar (2020) aimed to improve learners' reading comprehension by using Inside Out subtitled movies. This investigation had a population of 177 students. The technique applied to collect data was through tests pre-test, post-test, and a questionnaire. The results showed that using Inside-out subtitled movies improved reading ability. The punctuation in the experimental class was from 34.9 to 68.65. Besides, the average reading improvement which is 85.1% gave an important result on learning by using Inside Out subtitled movie. Additionally, this research project is important for this study because students could use subtitled movies as a tool to develop their reading comprehension.

Kartika (2021) aimed to discover the effectiveness of using subtitled movies to improve students' reading comprehension. The researcher used a quasi-experimental design with the application of pre-test, treatment, and post-test. The subject of study was 32 students who were part of the eleventh grade of SMA Negeri Luwu Utara. The students were divided into an experimental class and a control class, each group was composed of 16 students. The researcher used a multiple-choice reading test to collect data. The numerical data obtained was analyzed quantitatively. Findings showed that the mean score of the control class in the post-test was higher than the mean score in the pre-test (68.23>33.12). Consequently, the mean score of the post-test in the experimental class was greater than the mean score of the post-test in the control class (79.38 > 68.13). Finally, it can be concluded that this investigation

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contributes to this study to show the improvement of students' reading comprehension as long as their motivation to read in class.

Nurman and Pangesti (2021) reported the effect of using subtitled movies to enhance reading comprehension. The objective of this investigation was to describe the usage of movies as reading resources due to their movement images and subtitles supporting students' reading. This investigation was used for research and development considering the Borg & Gall design. On the other hand, the techniques applied in the 8 treatments to get information were interviews, questionnaires, documentation, and observation. Furthermore, the total scores based on the activities on the treatments varied from 3.00 to 3.50 on material, language, and graphic aspects. Hence, the whole data were classified as good and very good. Consequently, the researchers concluded that using movies in reading comprehension is effective and appropriate. Finally, this study is necessary for this research work because subtitled movies are a technological and innovative tool to motivate students to read and increase their comprehension.

Sartika (2021) claimed the improvement of students' reading comprehension using subtitled animated videos. This project is experimental research. Furthermore, the population of this investigation was students of MTs Negeri Prambanan. After, the group was divided into two parts; sample and sampling technique. This research project used tests and questionnaires to gather data. Next, the results were analyzed using SPSS for the Kolmogorov-Smirnov formula, One Way ANOVA. The results were (Fobtain = 7.60, Sig. Value < 0,05) which means that is effective because students had an improvement. This paper is useful for this investigation because students can answer and do activities based on the subtitled animated video demonstrating that this tool can be used to improve reading comprehension.

To sum up, the authors of the previous investigation works mention that reading comprehension can be improved through subtitled movies. In general, all of these papers applied questionnaires and tests with questions about the subtitled movie. The population could respond to the project successfully that is why the percentages in the Pre-test and Post-test increased a lot. Therefore, it is demonstrated that subtitled movies can be used in class as a resource to improve reading comprehension. Besides, it is essential to mention that some researches from this group applied subtitled movies to improve vocabulary acquisition and reading listening skill.

### 1.2 Theoretical framework.

### 1.2.1 Independent Variable

**Didactics**

Didactic derives from the greek etymology didaktiké, didaskein. This is a conceptthat refers to the art of teaching by using methods. According to Aebli (1958), didactics is an auxiliary science to develop educative tasks in order to deduce the psychological knowledge of the processes of intellectual formation and give methodological techniquesmore applicable to carry out that process.

Abreu et al. (2017) argued that didactic is a science that belongs to education thatis always changing or developing. It is linked with other sciences that modify the behavior of the teaching and learning process. Thus, the principal science that is associated with Didactic is Pedagogy because didactic studies the educational process that contains somefeatures related to the teacher and learner due to strategies, methods, evaluation, and objectives. Therefore, didactic helps to look for issues part of the class and provide a solution to those issues facilitating the learning and teaching process through the development of structures to participate.

Fominykh et al. (2019) supported that it increases the interaction and feedback tobuild learning that is led by the framework of institutions to explain, relate, and apply knowledge in order to learn with the guidance of a teacher who provides methods in the learning process. Since this overlook, there are two definitions very different about didactic. Aebli (1958) argued that didactic is a science to get psychological knowledge based on activities made in class, whereas Abreu et al. (2017) mentioned that didactic is part of the educational process to change the behavior in class. In conclusion, the definition of didactics has changed a lot through the years.

**Teaching Methods**

Richards and Rodgers (2016), a method is a plan to present linguistic material based on the approach selected. The teacher decides what skills will be included in the class to be taught. For instance, the content and the way that it will be part of the

teaching session. Furthermore, teaching methods consider the main principles, strategies used to lead a class, and pedagogy. Therefore, the instructor has to make some decisions considering the vision and mission of the institution, its demography, and the philosophy employed in the class. For that reason, the level and quality of the class increase.

On the other hand, teaching methods are techniques that the educator can use to assist students to fulfil learning outcomes, while tasks are part of the implementation of methods (Nilson, 2016). Finally, it is important to mention there are different methods to teach reading in an English class. For example, the silent way and ESA are essential methods. There are new ways to learn reading comprehension such as peer-to- peer teaching, and context support methods (Decoda,2004).

**The Silent way**

Shirban et al. (2020), the silent way is a method that engages the students' practice without interruption. This method is commonly used to elicit students' independence. Budiharto (2018) concluded that teachers provide their texts without previous explanations. Then students develop their knowledge and language based on the knowledge that they acquired before. It supports the construction of new knowledge. Therefore, learners are able to provide conclusions about what they have comprehended.

Celik (2014) concluded that the Silent Way does not need that the student memorizes patterns or imitate the teacher's vocabulary. It looks to find suggestions and get students who can solve issues. Hence, they could be called independent and autonomous pupils. In addition, beginners can develop their knowledge during the class by interacting with their classmates. For that reason, this method is not known as competitive but cooperative while the tutor acts as a facilitator and the person who corrects mistakes.

**Engage, study, activate.**

Giang (2019) concluded that this method was developed by Jeremy Harmer who argued that it is composed of three phases that elicit students' learning.

**Engage phase:** The main objective of it is to introduce the learner to the topic through activities that include the theme of the class. Therefore, it works as a warm-up toevoke students' curiosity.

**Study phase**: After fostering students' motivation, the teacher constructs the language with students through the development of activities to understand and practice new points. In this phase, students are able to make mistakes while the teacher corrects them.

**Activate phase:** The main aim of this phase is to use the language to let the teacher know how students have understood and improved their English skills.

The E.S.A method increases students' interest because of the motivation that theyreceive at the beginning of the class. Then in the study phase, students are able to learn something new with new resources, and activate phase allows students to provide their opinions and knowledge that they acquired during the study phase (May, 2020).

Moreover, each stage of this method aims to develop a motivating activity. For instance, in the engagement phase, the teacher can use games or entertainment activities to activate students' emotions. Puchaicela (2021) mentioned that in the activate stage, learners can apply the knowledge in a daily life context. Finally, E.S.A is one of the mostindispensable methods to use in class due to its stages which evoke the development of all English class objectives.

**Peer to peer teaching.**

Rahmasari (2017) stated peer to peer is also called peer tutoring. It requires working in pairs in order to aid other students when they are working on an academic activity. This method is essential in classes where students have different English levels. A learner with a higher English level can explain the theme to a peer whose English proficiency level is deficient.

Peer-to-peer teaching develops reading comprehension through different academic tasks such as finding the main ideas, details, and inferences and predicting the definition of new words (Sulistami, 2018). Peer-to-peer teaching catch learners' attention because they can interact with their schoolmates while learning and comprehending a text(Roma et al., 2019).

### Context support method

This method attracts student attention because there is a relationship between words and pictures which means that this method has an associative connection. The mostattractive feature of this technique is that teachers can use resources and materials according to learners' particular interests. For that reason, they can read for pleasure, which means it is almost impossible to lose interest (Sunarti and Herning, 2019 ).

The context support method provides aids to increase learners' reading comprehension. For instance, pictures related to the topic. Besides, the teacher has to analyze responsibility the interests of the students to choose books that are part of the stuff they like. (Satriani et al,.2012).

### Digital teaching resources

Machuca (2021) stated that technology in education must be included in the class because it is increasing every day proving to the class a positive impact on the learning process. Information and communication technology (ICT) must be applied because of the technological skills that students would develop to create appropriate learning in class. The technological innovation changed in the XX century in order to break traditional patterns in teaching. However, Ecuador must adapt to this new way to train English and redefine its methodology. Nowadays, teaching tools to apply in class have changed because the Pandemic brought teachers different digital aids.

Ain et al. (2019) argued that teachers include on their classes teaching tools to engage learners to study. Hence, they have to analyze a full range of resources such as digital tools. Nevertheless, the selection of these resources is not easy because educatorshave to examine the material and determine if it is effective to foster students' motivation. Also, Kumar (2017) mentioned that it is essential to consider that the resource elicits the development of English Skills such as reading, writing, speaking, or listening, forinstance, subtitled movies to increase reading comprehension.

**Interactive tools**

Nowadays because of the development of technology the resources to teach reading comprehension has changed a lot, for this reason, there is a list of interactive reading tools in class such as e-books, e-comics and subtitled movies (Boston Children'sHospital, 2013).

**E-books.**

Wexelbaum and Miltenoff (2011) concluded that an e-book is an electronic text that can be read through an electronic device and a specific program. This software contains links, audio, and images, which means that e-books provide opportunities to comprehend the text. E-books in class are one of the most interactive means to improve reading comprehension because the readers can deepen their knowledge with all the technological features the program offers. Therefore, this resource is known as more effective than printed texts (Reid, 2016). Brown (2016) stated that readers can familiarize themselves with new vocabulary and expressions by highlighting and looking for the meaning through the application of hyperlinks. For that reason, they understand a text.

**Comics**

Setyaningrum (2018) defined comics as a set of pictures in sequence, with information to produce a visual motivation in the reader. In general, this set of cartoons encourages learners to read in class because the aesthetic elicited by them motivates them.

The pictures in the comic help to get a general idea of a text before reading. Since imagesdecode the main idea of a text. Hence, it is suggested to use this resource with multiple choice questions and rank chronologically scenes of the comic (Mendez and Castañeda, 2018). By the same token, Arcila and Chaves (2017) mentioned that images in the text catch students' attention. Therefore, they are not getting distracted and concentrated. Besides, they feel part of the story because of its visuals.

### E-magazines

Setiyadi et al. (2019), the magazine is a publication that contains different topics. It is composed of reviews, opinion sections, and articles. They are colorful to catch people's attention. It can be printed or digital, regarding digital or e-magazines, it is essential to mention that digital magazines are more interactive because they are not replicas of the printed version in PDF format (Petterson, 2013). Students are encouraged to learn using technology. For that reason, they feel curious reading through digital resources.

### Subtitled movies

Hanif and Wiedarti (2021), subtitled movies are windows to learning the English language, they are perceived as real activities because subtitled movies foster curiosity and exchange of opinions about the theme. Subtitled movies are indispensable in class due to their set of pictures with movement that provides a context that elicits comprehension of the scene and the subtitles. Secondly, Awlla et al. (2021) mentioned learners are in touch with real language and accents. It means that they are learning the culture of a foreign language. Besides, subtitled movies improve students' understanding and genuine communication. Finally, this resource combines learning with entertainment because of its visual input. (Ebrahimi and Bazaar, 2016).

### Subtitled movies

Subtitled movies are audiovisual resources to develop different English skills such as reading, vocabulary, and listening because it offers different opportunities to understand the context that the movie wants to transmit (Sadiku, 2018). A subtitled movie presents scenes that contain real conversations, so it means the speaking speed, the socio- cultural context, and the topic are part of daily life, there are no considerations to help the new learners of the language who cannot understand the whole dialogue presented in the movie, however, because of the visual resource is easier to acknowledge the main idea due to students can relate the what they are watching with the dialogue. On the other hand, Bellalem et al. (2018) mention that subtitled movies are the most essential resource to improve students' information retention because the audiovisual provides a word or phrase that can be related to a determined scene.

**Advantages and disadvantages of using subtitled movies.**

Nurman and Pangesti (2021) mentioned that using subtitled movies in reading comprehension is considered authentic material. Subtitled movies develop students' curiosity, facilitating the process to provide ideas and opinions about the video. Additionally, students are exposed to everyday English which means they can identify idioms and expressions. Bensen (2021) stated that subtitled movies enhance vocabulary acquisition and stimulate students' reading comprenension, they feel part of the foreign culture and identify a model of authentic communication.

Kanellopoulou (2019) concluded that subtitled movies give students aural, visual, and textual input by ensuring reading comprehension. Learners can acquire gestures, accents, and vocabulary. Finally, students can memorize a pattern or word relating to the video. Reading comprehension can be supported by technological resources. It means that this skill is not limited to providing long texts but also, it is a good idea present text differently.

On the other hand, some authors think that using subtitled movies in a class to develop reading comprehension is not a good option. Danan (2004) concluded that films with subtitles are not only annoying for the sight but also invites the students to be lazy and not try to listen to what the speakers and characters are saying. Utami (2018) argued that subtitled movies distract from the visuals. Thus, they cannot relate images with subtitles to learn the English language, and the understanding is not clear.

Bensen (2021), some students get confused because them is difficult to read trying to guess what the characters are saying during the scene. In addition, some students do not feel encouraged to learn English with subtitles. However, it is important to define the English proficiency level of learners and the level of the movie.

**Steps of using subtitled movies in reading comprehension**

Subtitled movies can be part of an English class, however, the teacher must follow some steps to apply with the students correctly. Therefore, according to Kartika (2021), teachers can follow some steps to introduce this technological resource in class.

First, the educator chooses essential clips from a movie. Then when the class startsteacher provides instructions about the activities they need to achieve. After that, the subtitled movie is played in class. Therefore, learners can identify the main idea of the video. Next, the educator asks simple questions based on the clips to check students reading comprehension. Finally, students complete an activity about the video (Kartika, 2021).

**Select the correct subtitled movie for the class.**

Kartika (2021) mentioned that subtitled movies in class to do in class when students must develop their reading comprehension. For that reason, teachers must consider many facts to use this technological resource as support in class. Berk (2009) concluded that educators must adjust the video with a topic that is part of the curriculum.

Many instructors prefer to use subtitled movies or clips of movies to introduce a topic, grammatical point, or vocabulary which means this resource supports the teacher'sclass. Finally, it is highly recommended to use videos that do not last a lot of time because it increases students' attention to the key points (Bharti, 2015). Additionally, technology is increasing gradually. Hence, it is better to take advantage of it by introducing all the tools in an English class to develop reading comprehension or listening skills.

### 1.2.2 Dependent variable

### English Language Skills

As stated by Vernier et al. (2008), English language skills are usually focused on language practice. There are four English skills that a teacher and student must dominate to elicit communication during class. Therefore, those skills are classified as receptive and productive skills (Listening, reading, speaking, and writing). McKay and Brown (2016), teaching language skills must bring out multidialectal democracy. Therefore, it is essential to consider the dynamic outlook of linguistic variation which persuades about linguistic differences that must be analyzed as normal sociolinguistic differences. The increment of these skills creates a wall and builds limitations with boundaries that do not allow students to develop their English based on their culture or variety because they try to imitate the native speaker (Ahmad, 2021).

### Receptive Skills

Topa (2021), receptive skills are the first skills the human being acquires since birth, through senses receiving a stimulus to analyze the message. These receptive skills are classified into listening and reading. However, they are not considered passive skills because humans decipher and understand a message. Fadwa (2010) mentioned that the main aim in the development of abilities to comprehend and elucidate texts is to put into practice language learned previously. The instructor has to promote the knowledge of words or terms that are new or unknown to learners because if the tutor does not explain those points, the development and training of skills would be cancelled due to the student's lack of previous knowledge (Sheth, 2015). Besides, the development of receptive skills copes with the cosmovision and sociolinguistics features that are part of the second language to understand the meaning and information explicitly.

**Reading Skill**

Bojovic (2010), reading is a receptive skill that human beings acquire when their educational process starts. It never stops because is used to communicate and interpret the set of symbols proposed by the author to understand the meaning. Therefore, this is a complex process because the reader has the responsibility to exchange written signs in sentences. Fortunately, this process is automatic. It means that new readers acquire the habit through practice and finding strategies. Consequently, many people enjoy reading many books using different resources to make it easier (Manohar, 2011).

**Reading Comprehension**

Miranda (2020) stated that reading comprehension refers to the ability to interpret a text and understand the meaning to improve knowledge. Reading is a cognitive process that refers to the mental process that elicits understanding and comprehension. The procedure to get the knowledge is thinking and critical thinking which is why the cognitive operation is related to receptive skills. In order to evoke comprehension, students or readers are in touch with texts or material. Therefore, they can bring out the meaning due to their brains are accomplishing the cognitive process that is elicited by reading. Reading is an active receptive skill due to its effects on the human brain helps to understand and analyze the meaning of different texts (Topa, 2021).

Reading is an important skill to be evolved because students can obtain insight and understanding of the theme of the text and the language. Hence, it is essential to practice it by reading different kinds of texts, no matter what they are. The main aim is to develop these skills successfully to understand the second language in all varieties (Sustri, 2019). Also, the reader learns to analyze the information carefully to define what the lector reads according to a personal perspective. Furthermore, the cognitive process is brought out. Therefore, it means that reading skills are not passive skills.

**Reading subskills**

According to Spratt et al. (2011), reading involves comprehending a text and the relationship between sentences. However, each reader has different objectives while reading. For that reason, reading subskills help to read according to similar aims to discover information.

**Scanning:** It invites the reader to consider specific information in a text which iswhy reading the whole text is not obligatory (Spratt et al., 2011).

**Skimming:** This subskill is commonly called reading for gist and reading for global understanding which means that it looks for a general idea in a text. It is not mandatory to read for detail (Spratt et al., 2011).

**Extensive reading:** This subskill allows the readers to have fun reading. However, they need interesting material because it permits them to lectors enjoy themselves. Therefore, pleasure in reading means that readers learn something from the text (Yamashita, 2015).

**Intensive reading:** This skill is called reading for detail which consists in gettingspecific information, which means that the text is used to examine grammatical points and certain lexical items (Hatami and Asl, 2017).

Kim and Eunhee (2009) argued that reading subskills interact with reading strategies because they aid reading skills in many ways according to the purpose. Additionally, some students take reading subskills as a main to organize ideas and all thetasks they have to do with the text considering all the objectives.

By using reading subskills students look for specific information according to what they want to find in a text without reading the whole content. These skills are essential to achieve required tasks quickly using freely each subskill as a strategy. Besides, the students need that teachers introduce in reading classes these subskills to putthem into practice as an advantage to learning (Bojovic, 2010).

**Reading comprehension stages**

Kemba (2005), the environment in class during reading lessons must be a space with opportunities for the students to concentrate, participate and interact with classmates. Besides, the students must be ready to work independently on different worksheets about the reading presented during the lesson. For that reason, Kemba (2005) recommended some steps to follow to teach reading comprehension such as pre-reading, while reading and post-reading.

**Pre-reading:** The teacher provides activities to introduce the students to the topic of the reading. For instance, asking questions or presenting new vocabulary that will be part of the reading activity. Furthermore, the teacher is constructing previous knowledge about the topic of the text that will be read by students (Aboagye et al., 2016).

According to Campos (2022), students have to master activities before reading a text. Fortunately, those activities produce interest in the topic and elicit prior knowledge. For that reason, reading lesson plans must start with interactive tasks to engage and foster learners' knowledge. There are a set of activities that instructors have to consider to include in their classes such as Art opinion pieces, toilet paper games, time bomb games, gossip games, hot potato games, vocabulary, and board races.

**While reading:** Students integrate previous knowledge trying to comprehend the whole text through analyzing words, predicting facts, inference, and paraphrasing the author's text. Besides, the students try to achieve the aims and purpose of reading. In this phase, students comprehend without problems the main text because of the acquisition of given knowledge in the previous step (Wahjudi, 2010).

**Post-reading:** Students are able to answer questions about the text, summarize main points, and ask and answer questions applying the main idea of the text but in other contexts. Finally, in this step, students can be part of activities developed in class to check text comprehension (Rachmadani et al.,2020).

**Reading evaluation.**

Reading comprehension can be measured through the use of Bloom's taxonomy questions because of their organization and levels. First, Anderson et al. (2001), Bloom's taxonomy questions are classified into six scales such as: Remember, understand, apply, analyze, evaluate, and create.

In order to evaluate reading comprehension there are different models of questions to adapt to the text.

**Remember:** This level is the least easy because it requires identifying information. For instance, there are some question samples: What…? Where…? How…?

**Understand:** This category asks for creation of meaning through interpretation and inferring from a text. The samples of the questions are what would you generalize…? How would you indicate…..?

**Apply:** It invites to perform a method or procedure. It involves to task questions based on these models: How would you demonstrate…..? How would you show…….?

**Analyze:** It tries to connect and associate the information. The questions that can be asked must follow these samples: What can you infer……? How would you categorize….?

**Evaluate:** This category elicits students' critical thinking through the checking process. Two main samples of questions are what information would you use……? What criteria would you use…..?

**Create**: The last level reorganizes a new pattern from an authentic text. What would happen………? Can you suggest a solution……?

In addition, the questions proposed by Bloom provide opportunities to develop thinking skills which means students can answer unknown questions with the pattern to solve a problem, interpret, and creative thinking (Anderson and Krathwol, 2001). I decided to work with Bloom's taxonomy questions 2001 version because it is updated and action-oriented. It elicits critical thinking and reflection on what they learned.

Graph 1:

*Bloom's Taxonomy Questions.*

## BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

HIGHER-ORDER THINKING SKILLS

**CREATING**
Use information to create something new

**EVALUATING**
Examine information and make judgments

**ANALYZING**
Take apart the known and identify relationships

**APPLYING**
Use information in a new (but similar) situation

LOWER-ORDER THINKING SKILLS

**UNDERSTANDING**
Grasp meaning of instructional materials

**REMEMBERING**
Recall specific facts

**Note:** This graph shows the levels of Bloom's Taxonomy according to the cognitive    domain.

### 1.3 OBJECTIVES:

### 1.3.1 General Objective:

To evaluate the influence of subtitled movies on reading comprehension.

### 1.3.2 Specific Objectives

To diagnose the reading comprehension of the students.

To analyze the impact of using subtitled movies on reading comprehension.

To determine the effectiveness of subtitled movies on reading comprehension.

**Fulfilment objective**

In order to achieve the general objective of evaluating the influence of subtitled movies on reading comprehension, a treatment based on subtitled movies is applied. This treatment is applied for three weeks of class sessions, and nine classes. To conclude, subtitled movies are used to learn English.

Firstly, the reading comprehension of the students was diagnosed by the usage of a reading test from the Preliminary English Test Cambridge (PET). This test is composed of 6 parts. Firstly, students complete an activity called multiple-choice, then they read eight extracts and select the correct answer to the question from a list of eight options. In part 3, they had to read a text and select the correct answer from a list. Part 4 is composed of a text with blanks and students must select the correct answer. In Part 5, students must choose the correct words that fit in the blanks. Finally, in part 6, students must predict the missing words.

Furthermore, the impact of using subtitled movies on reading comprehension was analysed by the treatments applied. The structure of the class and the lesson plans were planned in the E.S.A method for the sessions which means that the class has three stages: Engage, study and activate. It gives motivation to the students inside the classroom. The lesson plan contained activities for pre-reading, while-reading, and post-reading.

In addition, to determine the effectiveness of subtitled movies on reading comprehension, it was necessary to analyse the advantages that subtitled movies provide to students when they are learning a new language. In the case of subtitled movies, the technological resource provided opportunities to reinforce reading, vocabulary, and listening.

# CHAPTER II

# METHODOLOGY

## 2.1 Materials

In order to develop this research study, it was essential to use human and technological resources. Firstly, the human resources were 6 students of B1 pre-intermediate level (Empower class) at Cambridge School of languages, a private institution. Moreover, academic papers, books, and academic journals were fundamental to get information about the two variables in the theoretical framework. Secondly, the Preliminary English Test (PET) for learners with B1 level was applied. This test is comprised three parts; however, it was useful to test the students with the reading section which has six parts. Likewise, this study required the employment of technological resources such as subtitled movies, Empower B1+ interactive book, and the internet connection. By the same token, each treatment needed a lesson plan and teaching tools such as clips from series and movies extracted from YouTube television, internet, scripts, worksheets, and markers. To conclude, the usage of IBM statistical (software) Statistical Package for the Social Sciences (SPSS) was indispensable because it helped to get the results of the current study.

### 2.1.1 Population

To carry out this study, the population was from Cambridge School of languages. This institution is private. The experimental group for the current investigation was madeup of 6 adolescent students 2 males and 4 females. The range of their age was from 14 to 17. They were part of the B1 pre-intermediate level (Empower class). According to the data retrieved from the Pre-test results, students had some problems in Parts 2 and 5.

**Table 1**

*Population*

| Population | Students | Total |
|-----------|----------|-------|
| **Male** | 2 | 2 |
| **Female** | 4 | 4 |
| **Total** | 6 | 6 |

**Note:** These data were taken from students of Empower Level at Cambridge School of Languages.

### 2.1.2 Instruments

The Preliminary English Test (PET) determines that the candidate dominates all the main aspects of the English language and the linguistics skills which are necessary to use in daily life. The purpose of the certification is that the candidate can read books and articles in English, write postcards, and e-mails about daily life business, and provide opinions. In addition, this test has 3 parts considering English skills such as reading, writing, listening, and speaking (Cambridge Press, 2020).

In order to carry out this study, Preliminary English Test reading section was applied to evaluate students' reading comprehension in the Pre-test and Post-test phases. This section is composed of 6 parts, students showed their skills to comprehend written English in words, sentences, phrases, and texts. Cambridge Assessment English (2020), the name of the first part of the test is 3-option multiple choice. Students find the main idea from short texts. Next, part 2 presents a matching activity. Students relate descriptions of people to short texts. Furthermore, part 3 presents a task called 4-option multiple choice, students read longer texts in order to indemnify specific information. Then in part 4, the task is a gapped text, which means that there is a longer text with blanks because some sentences have been removed. For that reason, the students have to identify the correct options. Next, the 4-option multiple-choice cloze is the task of part 5. In this section, students read a short text and identify the answers to complete the blanks. Finally, the name of part 6 is open cloze. Students read a text and complete the gaps using their knowledge of grammatical structure and vocabulary. In addition, Cambridge Assessment English states that candidates need 45 minutes to solve the test.

### 2.1.3 Procedure

For data collection, the reseacher selected a class with 6 students who were part B1 pre-intermediate level (Empower class). The process had three synchronous weeks in which pupils took part in 9 interventions in the face-to-face sessions. Each session lasted 20 minutes. Nonetheless, session 2 lasted 40 minutes. Then the researcher had to reduce the minutes of the meetings. For that reason, the investigator sent a Google Drive link with essential documents for the investigation. It had subtitled movies, scripts, and the activities of each class. Therefore, pupils checked the content for each class. They were ready to work with the teacher in charge to reinforce the topics. The researcher planned the classes based on topics that students have already checked with the teacher. (see Annex 3). For that reason, each intervention was supported and reinforced. Plus, the lessons followed the Engage, study, activate (E.S.A) methodology and process of reading. It means that the interventions had three stages such as engage, study and activate. However, the researcher adapted the weekly plans using reading steps. For example, pre-reading, while-reading, and post-reading. The researcher applicated subtitled movies of the book and subtitled movies from series and films published on YouTube. Resources from the book introduced the topic, while ones from YouTube supported the themes. Furthermore, students worked on the first and last treatment with a test whose name was Preliminary English Test (PET). For this, the comprehension tasks had a structure similar to the sections part of the exam. Thus, pupils could practice and familiarize themselves with the type of questions. Additionally, the researcher added questions about the three last levels of Bloom's taxonomy: Analyze, evaluate, and create.

**Week 1**

**Day 1**

In the first intervention, the investigator introduced some information about the research and explained the reason why the students had to take the pre-test. Then the teacher explained the steps to follow in order to solve the test. Moreover, the students took the pre-test, this process lasted 45 minutes. The pre-test consisted of the six parts of the Preliminary English Test (PET) reading section. (see Annex 6)

**Day 2**

**Pre-reading**

In the second intervention, the title of the lesson was "Personal Opinions" To begin with the class, the researcher provided the students a worksheet. Students read a chart of expressions about personal opinions that were going to be part of the subtitled movie, then teacher presented paintings of flowers to develop an activity called "**Art opinion pieces**". Thus, students provided their personal opinions using the list of phrases.

**While-reading**

Secondly, teacher introduced the structures of present simple and present continuous tense. Teacher wrote sentences to organize following the structure. After that the learners read script of the subtitled movie (Part 1,2,3). Students identified sentences in present simple and present continuous. Pupils put into order the parts of the scripts. The researcher played the clips without subtitles. After this, the researcher played the clips with subtitles. Therefore, the students could answer 4-option multiple choice questions.

**Post-reading**

Finally, the researcher proposed doing a mingle activity with three questions following Bloom's taxonomy model questions. The students had got some minutes to answer the questions in pairs while they were listening to music, when the song was stopped, they had to switch the pairs. After this activity, the teacher asked three students the questions proposed previously.

**Week 2**

**Day 3**

**Pre-reading**

The third intervention, the title was "Getting acquainted". Learners received a worksheet. Students said the new expressions to give personal opinions they read on Google Drive. Students took part in a game called **"Toilet paper game".** They took many pieces of toilet paper, then they said phrases according to the number of slices they took.

**While-reading**

The researcher asked for the main idea of the script. The students watched the subtitled movie. After this activity, the researcher provided the students some minutes to analyse the text and add the sentences extracted from the script. The name of this activity was gapped text.

**Post-reading**

In addition, the students received three questions about the topic to discuss in pairs, those questions followed the model of questions of Bloom's taxonomy.

**Day 4**

**Pre-reading**

In the fourth intervention, the title was "Making suggestions". The teacher gave the worksheet to do in the session. Students played a game called **"Time bomb game"** Students hurled a ball to a classmate, the pupil mentioned at least 3 expressions, if the learner takes a lot of seconds, the time bomb exploded and this student lost the game.

**While-reading**

Afterward, students said unknown words in the script. The researcher provided the meaning. The teacher played the subtitled movies of the book. Next, they answer the 4-option multiple choice questions related to the information they have watched.

**Post-reading**

Finally, students received some questions to discuss in two groups. Then each group selected someone to participate in answering the questions and provided a conclusion based on peers' ideas.

**Day 5**

**Pre-test**

In the fifth intervention, the theme of the day was "Office problems". The pupils got the worksheet to use in class. To begin the class, the teacher planned to carry out an activity called **"Board race game".** The teacher divided them into two teams, and the students competed by writing on the whiteboard words and phrases to make suggestions to offer suggestions. The winner was the group that finished first.

**While-reading**

Next, students were asked to guess the title of the script. Students watched the clips of the subtitled movies. Afterward, the teacher gave a worksheet with an activity about the subtitle movies, this worksheet contained a task called **"Gapped text"** .In order to solve this activity, pupils worked in pairs.

**Post-test**

Additionally, students could answer two questions structured on Bloom's Taxonomy on Level 5. The teacher divided the class into two groups to discuss using those questions. After that, each group selected a participant to answer the interrogations using classmates' ideas. Finally, students were assigned to do an activity using scripts that are part of the subtitled movies proposed for the next class.

**Week 3**

**Day 6**

**Pre-reading**

In the sixth intervention the title was "Conversational reactions". The teacher started remembering the words that they read. The name of the first activity was **"Vocabulary race".** The teacher divided the class into two groups. Each group said all the expressions and phrases to react as they could in 1 minute. The group who won said phrases and expressions to react in the shortest time

**While-reading**

Afterward, learners said the main idea of the script that they read previously on Google Drive. They watched the subtitled movies and did the task based on the information in the video presented. This activity had 3-option multiple choice.

**Post-reading**

In pairs, students told a story about a captivating story while the peer participated in the conversation using expressions about reacting. Finally, students received homework using scripts for the next class. This activity consisted of writing the main idea.

**Day 7**

**Pre-reading**

In the seventh intervention, the teacher proposed a game called **"Gossip Game".** Students had to write on a piece of paper words and expressions related to react in conversations, then the teacher read what students wrote and add expressions that were on the video.

**While-reading**

Afterward, the teacher asked to guess the title of the script. Then students watched the subtitled movies. They were able to do the worksheet related to the subtitled video. The task to solve was called "Open cloze".

**Post-reading**

Finally, students joined in pairs and answered the questions about the subtitled movie. The students were assigned an introductory activity using the script of the next movie to write a summary.

**Day 8**

**Pre-reading**

In the eighth intervention, the topic was "People's Requests". Students remembered the vocabulary that they read on Google Drive and they played **"Hot potato game"** with music. Pupils passed the ball while they were listening for music. The teacher stopped the song, and the student with the ball asked for a favour using the vocabulary checked.

**While-reading**

Students said the main idea of the script. Then the students watched the subtitled movie. Furthermore, students could answer 4-multiple choice questions about the subtitled movies.

**Post-reading**

Finally, the teacher sent homework to write an e-mail asking for a favour.

**Week 4**

**Day 9**

In the final session, the teacher reminded the students how to solve the different parts of the reading section Preliminary English Test (PET). Students took the post-test.

**2.2 Methods**

**2.2.1 Mixed approach**

The current investigation had a mixed approach because the study of subtitled movies and reading comprehension had characteristics of qualitative and quantitative approaches. First, Apuke (2017) concluded that a quantitative approach explains issuesor problems by collecting numerical data and examining it through the usage of mathematical and statistical strategies. The statistics show reports including correlations based on comparisons and findings. Second, a qualitative approach aims to describe phenomena through a population perspective in order to create new theories. The researcher is not interested in statistical analysis and calculation. For that reason, the experience and point of view of individuals are considered by the researchers for analysis (Mohajan,2018). Additionally, numerical data was collected through tests with questions about determining subtitled movies that students watched. Furthermore, this research was qualitative because of the analysis carried out about the improvement of reading comprehension through the application of subtitled movies.

**2.2.2 Research modality**

**Field research**

The current investigation was conducted at Cambridge School of Languages. The researcher was in face-to-face classes with learners in order to observe and reinforce themes through subtitled movies that helped students to practice their reading comprehension. Bhasin (2020) stated that field research is a qualitative method to gather information through observing and interpreting. Hence, the study is carried out in the environment of the population

### 2.2.3 Bibliographic research

The current investigation is bibliographic research because the information was retrieved from some scientific papers and bibliographical resources from Google scholar and Research gate. Therefore, Méndez and Astudillo (2008) concluded that this type of research requires scientific information in order to get details about the study through the use of papers, essays, and scientific articles. It is vital to obtain information about the variables and the problem of the research.

### 2.2.4 Design

**Quasi-experimental design**

Additionally, this research used a quasi-experimental design approach. It had two variables that were related, which means that if a variable was studied to analyze consequences, the results had effects on the other variable. Therefore, the variable in this proposal had consequences on reading comprehension (Sampieri et al., 2017). Abraham and McDonald (2011) described quasi-experimental research operates the independent variable. However, it does not follow the same process of experimental research because there is no control group and active manipulation.

### 2.2.5 Types of research

**Exploratory research**

This research study is exploratory because at Universidad Técnica de Ambato, no one has looked into the usage of subtitled movies to improve reading comprehension. Singh (2021) concluded that exploratory research aims to look for information about a phenomenon. The independent and dependent variables of the investigation are studied in detail to relate them and establish a relationship. Swedberg (2020) concluded that exploratory research develops projects that have never been investigated. Therefore, this type of research requires innovative facts retrieved from scientific papers.

**Descriptive research**

Descriptive research focuses on looking for information that explains the circumstances around the event. Lans and Van der Voordt (2002), this research is descriptive because it requires providing a big number of features about the phenomenon that is analyzed. For that reason, it is vitally important to give details about situations and events. Furthermore, descriptive research specifies the features and properties. Nassaji (2015) stated that the main objective of this type of research is to report details and features about the object of study.

**Correlational**

This investigation is correlational because this sort of investigation aims to analyze the relationship between two variables in order to evaluate the association level. In research, the person who is in charge to carry out the investigation by measuring each variable, and the entailment among variables is established (Sampieri et al., 2017). Therefore, this investigation presented two variables subtitled movies (independent variable) and reading comprehension(dependent variable).

**2.2.6 Hypothesis**

**Alternative Hypothesis**

Subtitled movies increase reading comprehension of students from B1 level at Cambridge School of languages.

**Null Hypothesis**

Subtitled movies do not increase reading comprehension from B1 level at Cambridge School of languages.

**Variable identification**

Subtitled movies (Independent variable) Reading comprehension (Dependent variable)

# CHAPTER III

# RESULTS AND DISCUSSION

## 3.1 Analysis and discussion of the results

This chapter involves the analysis and interpretation of numerical data gathered from the Pre-test and Post-test applied to 6 students from the Cambridge School of languages. The preliminary English Test (PET) reading section was the instrument to get the information. The test mentioned previously was given in the first and last treatment to evaluate the influence of subtitled movies on reading comprehension.

The examination of using subtitled movies on reading comprehension is available by contrasting the Pre-test and Post-test from the reading section of the Preliminary English Test (PET). The analysis was carried out considering the six parts of the test with five per parts 1, 2, 3, 4 and six questions per parts 5,6. Part 1 was about 3 option multiple choice questions. Part 2 consisted of matching activity. Part 3 featured 4-option multiple choice. Part 4 had a gapped text while part 5 comprised a 4-option multiple choice cloze questions. Finally, part 6 had open cloze questions. The reading section had 32 marks in total, it was distributed one mark per question. For that reason, it was essential to use a table that shows the average of each part of the reading section.

Additionally, the software Microsoft Excel and Statistical Package for Social Sciences (SPSS) were applied to authenticate the hypothesis of the investigation. By the same token, a study of normality was carried out which helped to verify if the results are scattered. A non-parametric test of two samples of Wilcoxon, T-test and normality were utilized to study the significance to accept or decline the hypothesis.

### 3.1.1 Pre-test results

**Table 2**

*Pre-test results*

| | Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Total Over 32 | Total Over 10 |
|---|---|---|---|---|---|---|---|---|
| **Student 1** | 4 | 3 | 5 | 3 | 6 | 4 | 25 | 7,81 |
| **Student 2** | 5 | 2 | 3 | 5 | 3 | 6 | 24 | 7,50 |
| **Student 3** | 3 | 2 | 3 | 2 | 1 | 1 | 12 | 3,75 |
| **Student 4** | 1 | 2 | 3 | 4 | 2 | 1 | 13 | 4,06 |
| **Student 5** | 2 | 2 | 1 | 3 | 2 | 2 | 12 | 3,75 |
| **Student 6** | 3 | 3 | 4 | 2 | 5 | 4 | 21 | 6,56 |
| **AVERAGE** | 3 | 2,33 | 3,17 | 3,17 | 3,17 | 3,00 | 17,83 | 5,57 |

**Note:** General average of reading comprehension Pre-test.

**Table 3**

*Pre-test average*

| | Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Total Over 32 | Total Over 10 |
|---|---|---|---|---|---|---|---|---|
| **AVERAGE** | 3 | 2,33 | 3,17 | 3,17 | 3,17 | 3,00 | 17,83 | 5,57 |

**Note:** General average of reading comprehension Pre-test.

**Analysis and interpretation**

Table 2 showed the scores of the Pre-test of 6 students who were part of the research study. The numerical data obtained is based on the Preliminary English Test marks. It means that the scale of the scores varied from 0-6 marks according to each partof the test. This table presented grades over 10, the scale used in Ecuador to grade students' knowledge. Furthermore, the numerical data over 32 points were presented in the table. Additionally, these results indicated students' weaknesses because most of thelearners did not get a minimum grade of 7/10. However, student 1 and student 2 got the minimum score because they obtained 7,81 /10 and 7.5/10. Whereas students obtained grades between 3 to 6 over 10. For that reason, the results were low. Likewise, the general mean of the class was 17,83 over 32 and 5,57 over 10  points. Table 3 contained the generalmean of the Preliminary English Test. The highest averages were for Part 1 with 2, parts 3 and 4 the mean was the same with 3,17. Part 5 3,17. The lowest grades were on Part 2with 2,33; Part 6 with 3. It means that students reading comprehension was low.

Based on the results, the total average of Part 1 was 3/5. It showed that students understood different types of short texts. It means that they did not have problems selecting between the 3 options. They could compare the options and the text to make a decision. Part 2 was 2,33 out of 5 points. The average is low. There was a lack of comprehension of details and implicit ideas. Therefore, they focused on the identical words of the text instead of the meaning. Moreover, in part 3 the average was 3,17 over 5. Learners showed that they understood specific information, the main idea of the text, and the author's opinion and attitude. Thus, pupils could put into practice one of the most essential skills of reading which is skimming to get the main idea of the narrative work. Furthermore, 3,17 was the average of part 4 over 5 points. It is not low. For that reason, learners could show that they followed the structure of a narrative in a text and understood the cohesion. Candidates could select the correct answer to fill gaps by relating to the argument in the written work. In part 5, an average of 3,17 out of 6 points showed that learners had problems demonstrating to comprehend details to complete a text. In addition, in part 6 the average was 3 over 6 points. Students did not relate grammatical structures with the text.

### 3.1.2 Post-test results

**Table 4**

*Post-test results*

*Post-test results*

| | Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Total Over 32 | Total Over 10 |
|---|---|---|---|---|---|---|---|---|
| **Student 1** | 5 | 5 | 5 | 5 | 5 | 4 | 29 | 9,06 |
| **Student 2** | 5 | 3 | 5 | 5 | 4 | 4 | 26 | 8,12 |
| **Student 3** | 3 | 4 | 3 | 2 | 5 | 3 | 20 | 6,25 |
| **Student 4** | 3 | 5 | 2 | 2 | 4 | 3 | 19 | 5,93 |
| **Student 5** | 4 | 3 | 3 | 4 | 4 | 4 | 22 | 6,87 |
| **Student 6** | 4 | 5 | 5 | 3 | 4 | 5 | 26 | 8,12 |
| **AVERAGE** | 3,57 | 4,17 | 3,83 | 3,5 | 4,33 | 3,83 | 23,67 | 7,39 |

**Note:** General average of reading comprehension Post-test.

**Table 5**

*Post-test results*

| | Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Total Over 32 | Total Over 10 |
|---|---|---|---|---|---|---|---|---|
| **AVERAGE** | 3,57 | 4,17 | 3,83 | 3,5 | 4,33 | 3,83 | 23,67 | 7,39 |

**Note:** General average of reading comprehension Post-test.

### Analysis and interpretation

The results analysed in table 4 demonstrated the pupils' increasement. Learners who were part of the experiment solved the Preliminary English Test presented in the Pre-test phase. They solved the same test. Fortunately, they were able to increase their reading comprehension because the scores obtained on the test are 6-8 points over 10 which means average on the results. On table 5, information about scores on the parts of the exam can be evidenced. For instance, part 1 with 3,57; Part 2 4,17; Part 3 3,83; Part 4 3,50; Part 5 4,33; Part 6 3,83. The lowest scores of the Pre-test phase have increased significantly. Additionally, table 5 showed information about the scores over 10 and 32. In Post- the test phase, the total score over 32 is 23,67 whereas the total over 10 is 7,39.

The results reveal the improvement of each part of the reading section after the treatment. First, part 1 has an average of 3,57 over 5 points. It means that the score increased to 0,57. Therefore, it was achieved because they had activities that elicits their understanding of short texts. In the second part of the text, students' increment was 1,84 points which signify that students could understand the general meaning and details of the text. In the treatment phase, students received activities that invited them to analyze details. In part 3, the average was 3,83. Therefore, the increment was 0,66. It was evidenced in pupils' comprehension. Part 4 of the test had a score of 3,5 over 5 points. A notable change could be interpreted because of the score increment of 0,33. This change was shown how students could follow the text structure to understand the narrative. Part 5 of the test with an average of 4,33 over 6 points showed an improvement of 1,16. Thus, students' comprehension did not have problems identifying specific information to fill in the blanks in the text. Finally, part 6 with an average of 3,83 evidence an increment of 0,83. Learners analyzed detailed the text. Hence, they could complete the gaps with the

missing words that make sense in the written work. Consequently, the average of the six parts of the Preliminary English test was 23,67 over 32 points. Thus, this average showed that the use of subtitled movies had a great influence on reading comprehension.

### 3.1.3 Comparative Results pre-Test and Post-Test

**Table 6**
*Comparative grades over 10 points*

| Student | Pre-test | Post-test | Difference |
|---------|----------|-----------|------------|
| **Student 1** | 7,81 | 9,06 | 1,25 |
| **Student 2** | 7,5 | 8,12 | 0,62 |
| **Student 3** | 3,75 | 6,25 | 2,5 |
| **Student 4** | 4,06 | 5,93 | 1,87 |
| **Student 5** | 3,75 | 6,87 | 3,12 |
| **Student 6** | 6,56 | 8,12 | 1,6 |
| **Average** | 5,57 | 7,39 | 1,82 |

**Note:** Students' comparative grades

**Analysis and Interpretation**

The results in table 6 contrasted scores over 10 points that students obtained on the pre-test and post-test. The grades of learners from B1 pre-intermediate level (Empower class) at Cambridge School of languages indicated that pupils increased their reading comprehension by the usage of subtitled movies from 5,57 to 7,39.

**Table 7**
*Pre-Test and Post-Test Average and Difference*

| PET parts | Pre-test | Post-Test | Difference |
|-----------|----------|-----------|------------|
| **Part 1** | 3 | 3,57 | 0,57 |
| **Part 2** | 2,33 | 4,17 | 1,84 |
| **Part 3** | 3,17 | 3,83 | 0,66 |
| **Part 4** | 3,17 | 3,5 | 0,33 |
| **Part 5** | 3,17 | 4,33 | 1,16 |
| **Part 6** | 3 | 3,83 | 0,83 |
| **Average** | 2,97 | 3,87 | 0,90 |

**Note:** Pre-Test and Post-Test Average and Difference.

Table 7 showed the average among pre-test and post-test and the difference. In part 1 the initial average was 3. However, it grew to 3,57. Therefore, there was a growth of 0,57. Part 2 had an average of 2,33 in the pre-test. Then the post-test average increased to 4,17 which means that the improvement was 1,84 points. In part 3 the initial average was 3,17 while the last average was 3,83. The results had an increase of 0,66 points. In part 5 the scores were 3,17 and 4,33. It means that there was an improvement of 1,16. In part 6, the score in the pre-test phase was 3 while in the post-test phase was 3,83 showing a change of 0,83 points.

Furthermore, the results showed that subtitled movies improved reading comprehension. It was evidenced in pre-test and post-test scores because there was a big difference and growth. For that reason, it was recommended to include English classes. Fortunately, students could improve their reading comprehension on the six parts of the test which elicits the development of reading subskills. Finally, the usage of this resource in class influenced positively on students when they are reading.

### 3.2 Hypothesis Verification

In order to verify the hypothesis, Statistical Package for Social Sciences (SPSS) were applied. This software is the most reliable to get an appropriate statistical analysis. The analysis of this research study used the T-test, normality test and Wilcoxon to determineif the hypothesis is accepted or refuse.

**Hypothesis statementNull hypothesis (H0)**

Subtitled movies do not increase reading comprehension from B1 level at CambridgeSchool of languages.

**Alternative hypothesis (H1)**

Subtitled movies increase reading comprehension of students from B1 level at Cambridge School of languages.

### 3.2.1 Wilcoxon hypothesis test summary

**Table 8**

*Wilcoxon hypothesis test summary*

| Null hypothesis | Test | Sig. | Decision |
|---|---|---|---|
| The medium of differences between pre-test and post-test is equal to 0 | Wilcoxon test of determined Ranges of Related Samples | **0,27** | Reject the null hypothesis |

**Note:** Asymptotic significances are presented. The significance level is .05

**Analysis and data interpretation**

Table 8 set up the hypothesis test for the gathered information. It showed the resolution not to accept the null hypothesis. Hence the alternative hypothesis was accepted. Therefore, as it could be visualized the usage of subtitled movies on reading comprehension impacted positively in learners from B1 pre-intermediate level (Empowerclass) from Cambridge School of languages.

### 3.2.2 Test of normality

**Table 9**

*Test of normality*

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | gl | Sig. | Statistic | gl | Sig. |
| **Pre-test** | ,366 | 6 | 0,12 | ,684 | 6 | ,004 |
| **Post-test** | ,333 | 6 | 0,36 | ,779 | 6 | ,037 |

**Note:** Shapiro Wilk Normality test values.

**Analysis and data interpretation**

A normality test was applied among pre-test and post-test. This test helped to determine if the hypothesis of the study is accepted or rejected. To analyze the table the numerical data of (a) Kolmogorov-Smirnov and (b) Shapiro Wilk is examined. This investigation had less than 30 people Shapiro Wilk test was the best option. Therefore, the significance level in the pre-test phase is 0,004. It can be evidenced that the value is less than 0,05 while the value in the post-test phase was 0,037. It means that the results have a normal distribution. Consequently, it can be concluded that a non-parametric parametric Wilcoxon test with two related variables must be part of the development of this chapter to determine if the hypothesis is accepted or rejected.

### 3.2.3 Test Wilcoxon

**Table 10**
*Wilcoxon signed Ranks test*

|  |  | N | Mean Rank | Sum of ranks |
|---|---|---|---|---|
| **Post-test – Pre-test** | **Negative Ranks** | 0ª | ,00 | ,00 |
|  | **Positive Ranks** | 6ᵇ | 3,50 | 21,00 |
|  | **Ties** | 0ᶜ |  |  |
|  | **Total** | 6 |  |  |

Note: Test stadístic values with asymptotic significance

Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

**Table 11**
*Contrast Statistics*

|  | Post_Test - Pre_Test |
|---|---|
| **z** | -2,207ᵇ |
| **Sig. asintót. (2-tailed)** | ,027 |

Note: Wilcoxon signed ranks test values.

a. Wilcoxon signed Ranks Test

b. Based on Negative Rank

**Analysis and data interpretation**

The Wilcoxon rank test was the result of the variance between pre-test and post- test scores. Therefore, the result of 3 ranks could be found with the negative rank 0. However, in the positive ranks is 22. Moreover, the mean rank had two values,00 and3,50. Finally, the sum of the ranks was 00 and 21,00.

Table 11 showed a result of 0,027 below 0,05 thus the null hypothesis was rejected and the alternative hypothesis is accepted. For that reason, it could be concluded that the usage of subtitled movies influenced positively students' reading comprehension.

### 3.2.4 Discussion of results

The results of the research indicated that students reading comprehension increased. It was evidenced by pre-test and post-test scores (5,57-7,39). At the beginning of the investigation research, some issues were found such as reading in detail and relating grammatical structures with the text. This information helped the researcher to identify students' weaknesses to work on and reinforce. For this reason, after the treatment pupils got higher grades and a remarkable improvement in the sections that required identifying details and relating grammar with the text.

Before the experiment, students showed boredom and were not focused on the passages of the test. It means that they did not pay attention. Furthermore, learners could not identify specific information in the text to get the answer. They showed a lack of comprehension of phrases, so they were not able to fill in the blanks with the information required. However, after the treatment in which subtitled movies were presented to learners, the reading comprehension level was higher. Anticipated activities, homework, and autonomous work based on the subtitled movies were essential to develop the experiment and achieve the objective of the research project.

According to Supangesti et al. (2018), subtitled movies foster students' attention, interest, and positive environment. It elicits learning development. Fortunately, the reading comprehension level grows positively with the usage of subtitled movies because this resource evoked students' retention (Utami, 2018).

To sum up, subtitled movies encourage students' reading comprehension

because it not only promoted the development of reading comprehension but also the improvement of listening skills and acquisition of new vocabulary. Educators could use this resource because many tasks could be created and adapted based on the content of the movie. Pupils practiced reading while they were having fun watching subtitled movies.

# CHAPTER IV

# CONCLUSIONS AND RECOMMENDATIONS.

## 4.1 Conclusions

The following conclusions could be stated after the analysis and interpretation of the numerical data collected considering subtitled movies and their influence on reading comprehension. There are some arguments based on the results to conclude and recommend:

The students' reading comprehension was diagnosed from B1 pre-intermediate level (Empower class) at Cambridge School of languages by using Preliminary English Test. Pupils did not get the minimum score over 5 and 6 points. Part 2 with 2,33 and Part 6 had 3. Part 2 had a matching activity in which pupils had to identify details and implicit information in the text. However, they were focused on finding identical words and phrases instead of analyzing the passage and looking for the required details. Part 6 had open cloze activity, students had to complete the text with some missing grammatical words. Students were not able to write the information required and relate grammatical structures to the passage. Additionally, the total average was 5,57 over 10 points. Therefore, students had some weaknesses in their reading comprehension. However, after the treatment, students' reading comprehension increased. Part 2 had 4,17 points, and Part 6 had 3,83 over 5 and 6 points, respectively. Finally, the result on the test was 7,39 over 10 points. As is evidenced, students' reading comprehension at the beginning of the investigation was not close to the minimum average; however, the results in the post-test demonstrated that their reading comprehension increased.

Subtitled movies had a great impact on reading comprehension. SPSS was used in order to analyze the numerical data gathered on the pre-test and post-test. This information was essential to compare averages and analyze whether or not students improved their reading comprehension. Students could overcome all of their reading comprehension weaknesses, which means that their reading comprehension increased. These teaching resources allowed students to understand easily the main idea of the scene. Thus, learners could solve the activities related to the subtitled movies proposed.

The effectiveness of subtitled movies on reading comprehension is determined by the experiment that has been carried out. It was evidenced that students could complete the experiment activities that they had problems with at the beginning. For instance, identifying details and implicit information in the text and completing the text with some missing grammatical words. Furthermore, learners demonstrated that they were able to use as an advantage subtitled movie to overcome their reading comprehension problems. Additionally, these digital resources elicited students' motivation and attention because it was a new way to read in class without the use of traditional reading teaching resources.

## 4.2 Recommendations

After the evaluation of the usage of subtitled movies on reading comprehension, it is recommended to consider the suggestions stated below:

Educators have to diagnose students' reading comprehension by using standardized tests at the beginning of the class to identify students' weaknesses and strengths in reading comprehension. This information is crucial because it enables the teacher to look for tasks and subtitled movies according to students' reading comprehension level to apply in the class helping the pupils to come through the specific issues found in the diagnostic.

Teachers must make use of subtitled movies to facilitate reading comprehension. It is highly suggested to select subtitled movies according to students' age and interests because it fosters learners' motivation and retention of the content of the script because pupils relate subtitles with the scenes of the movies. Hence, teachers can create lessons by using didactic resources to support students' learning and come through with reading comprehension problems, Additionally, it is not only to activate reading comprehension but also listening skills and vocabulary acquisition.

Instructors can include in their classes subtitled movies as teaching reading comprehension material. Thus, it is proposed to look for teaching resources to promote students' reading comprehension. Using subtitled movies motivates students to read in detail which activates students' comprehension due to the audiovisual components to relate with the subtitle.

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# ANNEXES

## Annex 1:Carta de compromiso

Ambato, 13 de octubre de 2022

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

De mi consideración:

Lic.Caroline Valverde en mi calidad de Coordinadora de Cambridge Institute, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Subtitled movies and reading skill" propuesto por la estudiante Melissa Damaris Paredes Morales, portadora de la cédula de ciudadanía N° 1804398491, 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.
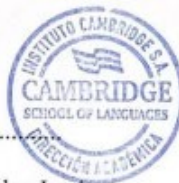
A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic.Caroline Valverde
Coordinadora de Cambridge Institute
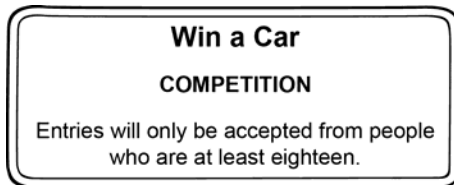C.I.1803610987
098 467 9262
info@cambridgesol.edu.ec

1

## Annex 2:Pre-test and post-test

**Questions 1 – 5**

For each question, choose the correct answer.

---

**1**

> **Win a Car**
>
> **COMPETITION**
>
> Entries will only be accepted from people who are at least eighteen.
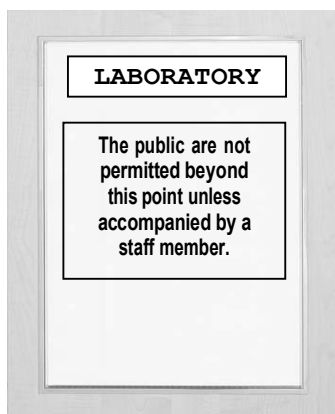
**A** The competition is open to people over a certain age.

**B** There is a maximum age limit for thiscompetition.

**C** Only eighteen-year-olds are allowed to enterthiscompetition.

**2**

> Rachel
> For our holiday, you need to get a photo for your visa and let me have it. I've got the visa forms so I can post them then.
> Adam

Adam is telling Rachel to

**A** post something for him.

**B** find out how to do something.

**C** give him something he needs.

**3**

> **LABORATORY**
>
> The public are not permitted beyond this point unless accompanied by a staff member.

**A** Members of staff must be accompanied iftheywish to pass this point.

**B** Members of the public can't go through unless they are visiting someone working here.

> Jane,
> Mum's leaving really early tomorrow, so could you wake me at 7 when you leave for work? I mustn't be late for college again!
> Tom

**C** Members of the public may go further if a company employee goes with them.

**A** Tom wants to persuade Jane to take him to college tomorrow morning.

**B** Tom would like Jane to do him a favour tomorrow morning.

**C** Tom is reminding Jane they have to get up early tomorrow morning.

**5**

**FREE COPIES OF ADVERTISEMENTS ON THIS BOARD ARE AVAILABLE FROM THE CAREERS CENTRE**

**A** The Careers Centre will give you a copy of any advertisement on this board.

**B** This board is used to advertise the work done by the Careers Centre.

**C** If you ask the Careers Centre, you can advertise for free on this board.

**Part 2**

**Questions 6 – 10**

For each question, choose the correct answer.

---

The people below all want to visit a city market.
On the opposite page there are there are descriptions of eight markets. Decide
whichmarket would be the most suitable for the people below.

**6** Jenny wants to buy locally-produced food traditional to the area.Sheneeds somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

**7** Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen onmusic,and likes finding rare recordings by different bands.
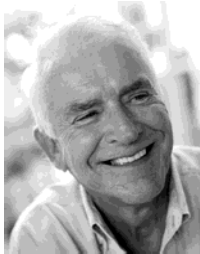
**8** Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy apainting bysomeone unknown.

**9** Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at themarket, and wants to avoid the cold by staying inside.

**10** Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journeyhome, andwants a snack at the market, too.

# City Markets

**A  Beckfield Market**
This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

**B  Rosewell Hill**
Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

**C  Camberwall Market**
There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

**D  Cobbledown Road**
A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and home-made cakes to enjoy.

**E  Oldford Lane**
Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

**F  Purford Market**
Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

**G  Teddingley Market**
Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world-food area allows you to taste food from abroad, cooked in front of you by international chefs.

**H  Frome Place**
Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

For each question, choose the correct answer.

---

### Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

---

**11** Peter enjoys mountain biking because
  **A**  it gives him the opportunity to enjoy the views.
  **B**  he can use the time to plan his work.
  **C**  he is able to stop thinking about his problems.
  **D**  it helps him to concentrate better.

**12** What does Peter say about cycling during his childhood?
  **A**  He is sorry he didn't take more care of his bike.
  **B**  His friends always had better quality bikes than he did.
  **C**  His bike wasn't suitable for the activities he was doing.
  **D**  He was more interested in designing bikes than riding them.

**13** Peter says he returned to cycling after several years
  **A** because he had become unfit. **B**
  so that he could enter races. **C** in
  order to meet new people.
  **D**  to replace an activity he had given up.

**14** How does Peter feel about cycling now?
  **A**  He is proud that he is still so fast.
  **B**  He is keen to do less now that he is older.
  **C**  He regrets the fact that he can no longer compete.
  **D**  He wishes more people were involved in the sport.

**15** What would be a good introduction to this article?

  **A**
  For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

  **B**
  Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

  **C**
  In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

  **D**
  After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

**Part 4**

Five sentences have been removed from the text below.For each
question, choose the correct answer.
There are three extra sentences which you do not need to use.

---

# A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day.

**16**

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. **17** I hadsome diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. **18** After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible.
**19** I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect.to **20** However, I can't imagine going back my old life.

---

**A**      That's why I knew it was a terrible plan.

**B**      I had trained in icy water in the UK so the crystal clear warm water felt amazing.

**C**      They always ask lots of questions.

**D**      I work far harder than I used to.

**E**      I began joking to friends about sending in an application.

**F**      Afterwards, some people were surprised by my decision but I wasn't too worried.

**G**      I decided I needed a break.

**H**      I needed to explain that first.

**Part 5**

**Questions 21 – 26**

For each question, choose the correct answer.

---

# The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet **(21)**.................... The coconuts often fall into the sea and float on the water until they **(22)**.................another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides **(23)** ………… . However, this amazing tree has hundreds of **(24)**................. and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a **(25)** ………… in your cupboards, you will find coconut oil in products as **(26)**.................as medicine and desserts.

---

| 21 | **A** | temperature | **B** | condition | **C** | climate | **D** | weather |
|----|-------|-------------|-------|-----------|-------|---------|-------|---------|
| 22 | **A** | reach | **B** | go | **C** | travel | **D** | arrive |
| 23 | **A** | cloud | **B** | shade | **C** | dark | **D** | cold |
| 24 | **A** | uses | **B** | jobs | **C** | roles | **D** | things |
| 25 | **A** | scene | **B** | sight | **C** | look | **D** | view |
| 26 | **A** | opposite | **B** | separate | **C** | strange | **D** | different |

**art 6**

**Questions 27 – 32**

For each question, write the correct answer. Write **one** word for each gap.

---

## The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants **(27)** ...............time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but **(28)** ………… you like dinosaurs the best time **(29)** ................... see them is during term-time. I've been twice in the school holidays and the queue was **(30)**...................long that I wasn't able to visit that part **(31)** .................the museum.

You'll probably want something to eat while you're there. You can take **(32)**.................own picnic and eat in the museum garden, or try one of the two museum cafés.

---

**ANNEX 3:Lesson Plans**

## LESSON PLAN 1

| TOPIC :PET READING SECTION INTRODUCTION. | |
|---|---|
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on tests similar to PET reading section. |
| **Main aim (s)** | Students will be able to comprehend clearly information of texts. |
| **Subsidiary aims** | Students comprehend the use of expressions, prepositions, sentences a text . |
| **Assumptions** | Students can complete all the reading parts without problems. |
| **Anticipated problem** | Students may be unwilling to recognize the details of a text by reading once. |
| **Teacher's aim** | Teacher will analyze students reading comprehension level. |
| **Possible solution** | If necessary, read the text thrice so students can find the answers of the questions. |

| Timing | Procedure | Stage aims | Aids and materials | Interaction pattern |
|---|---|---|---|---|
| 5 minutes | **ENGAGE** **Pre-reading** Teacher provides feedback about how to solve all the parts of reading section test. Students asks questions about the test. | **Warmer/lead-in**: to get students talking and introduce the topic | Markers | Teacher whole class. |
| 45 minutes | **PROCEDURE** **While-reading** Students take the Preliminary English Test (Reading section). | To evaluate students'reading comprehension. | Preliminary English Test (PET) | Individual work |
| 3 minutes | **ACTIVATE** **Post-reading** Students discus about what activities were difficult to complete. Students are assigned a homework. | To talk about students weaknesses | | Group work |

**Preliminary English Test**

**Link:**

**https://drive.google.com/drive/u/0/my-drive**

**Name:**

**Read the script and write the main idea of the text:**

Part 1

Rachel: Really? Oh, no ... the bookshop?! What? Are you sure? Oh, thanks for letting me know. Yes, see you soon, Jo. Bye.

B: Excuse me?

R:  Oh, sorry! I thought you were just looking

B: Um, I want something for a friend's wife. I'm going there for dinner.

R: OK. What sort of flowers does she like?

B: Oh, I don't know. I haven't met her yet.

R: Right, well, in my opinion, roses are always a good option.

B: Um, aren't they a bit romantic?

R: Yes, I know what you mean. I guess something like tulips might be better

B: Yes, they're lovely. How much are they? ... How much are the tulips?

R: Oh, they're ... sorry.

B: It's OK. I'll try somewhere else. Thank you.

R: Hello? Yes. Yes, it is.

Part 2

Mark: Rachel? You OK?

Rachel: Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florists.

M: The bookshop on the corner? I didn't know they'd sold it.

R: Me neither. What am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.

m Yeah. Was Jo sure about this?

R: I don't know. She seemed pretty certain.

m Well, if you ask me, it's not worth worrying about until we know for sure.

R:I know, but I can't help it - it's on my mind. I was even rude to a customer today

M: Really? That's not like you. What happened?

R: Well, I wasn't exactly rude, just not very helpful. didn't know they'd sold it.

M: Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!

R: Me too!

M: Anyway, Tom and Becky will be here in a minute. I think we should check on the food.

R: Yes. I don't want anything else to go wrong today. So, what's Becky like?

M: That'll be them now!

Part 3

Mark: Hi! Come in! Hello. Come on in. Rachel, this is Tom and Becky

Tom: Hello, Rachel. Good to meet you

Rachel: Hi, Tom.

Becky: Hi, Rachel. I think we've met before!

R: I'm so sorry about earlier! I had something on my mind.

B: Don't worry. Um, I was going to bring you some flowers, but I couldn't get any!

R: Thank you.

**Write the main idea of the script**

_____

_____

# LESSON PLAN 2

| TOPIC :PERSONAL OPINIONS | |
|---|---|
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked to describe feelings with subject and object questions. |
| **Main aim (s)** | Students will be able to give personal opinions in different conversations. |
| **Subsidiary aims** | Students comprehend vocabulary and expressions by reading subtitled movies. |
| **Assumptions** | Students can understand the whole text easily. |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. |
| **Possible solution** | If necessary, read the text thrice so students can discover the details. |

| Timing | Procedure | Stage aims | Aids and materials | Interaction pattern |
|---|---|---|---|---|
| 10 minutes | **ENGAGE** **Pre-reading** Teacher presents the topic and aim of the subtitled movies Teacher introduces the agenda of the day. Teacher gives to the students a worksheet with the activities of the day. Students read the chart of the expressions of personal opinions. Students provide their examples of phrases to give personal opinions. Art Opinion pieces Students receive flowers paintings, they have to give their opinion of the paintings using the phrases of the chart. | **Warmer/lead-in**: to get students talking and introduce the topic | Markers. Worksheet 1 Pictures | Teacher whole class. Individual |
| 25 minutes | **PROCEDURE** **While-reading** Teacher presents the structure of present simple vs present continuous. Teacher write on the board sentences to put into order. Students read script of the subtitled movie (Part 1,2,3). Students identify sentences in present simple and present continuous. | To provide students opportunities to comprehend a subtitled movie. | Worksheet 1 Television Subtitled movie: (see Annex 5) | Individual work |

| | | | | |
|---|---|---|---|---|
| | Students put into order the parts of the scripts.<br><br>Students watch scenes of the movie without subtitles.<br><br>Students watch the subtitled movie.<br><br>Students answer questions related to that subtitled movie. | | | |
| 10 minutes | **ACTIVATE**<br>**Post-reading**<br><br>Students receive questions to answer in pairs, then they switch the pairs when the song is stopped.<br><br>Teacher assigns a homework for the next class. | To talk about what they understood about the subtitled movie. | Questions<br>**Song:** Blinding lights- The Weeknd,<br>Homework | Group work |

**Worksheet 1**

NAME:

**Read the vocabulary to give personal opinions.**

**Give your own examples**

# How to Express Your Opinion

What I mean is
I figure that
From my point of view
I'm of the opinion that
If you ask me
To be honest
Honestly I think
My point of view is that
Well, if you ask me
It seems obvious that
The main points are
The essential point is
I'd say that
I'd suggest that

It seems to me
As far as I know
I feel that
I would say that
As far as I'm concerned
If I am not mistaken
I believe
I feel
In my opinion
In my view
It seems likely
The way I see it is
I agree with
Personally, I think

*English Study Here*

Note: Source: Englishstudyhere (2018)

## Read the scripts of Part 1,2,3

**Part 1**

**Rachel:** Really? Oh, no ... the bookshop?! What? Are you sure? Oh, thanks for letting me know. Yes, see you soon, Jo. Bye.

B: Excuse me?

R: Oh, sorry! I thought you were just looking

B: Um, I want something for a friend's wife. I'm going there for dinner.

R: OK. What sort of flowers does she like?

B: Oh, I don't know. I haven't met her yet.

R: Right, well, in my opinion, roses are always a good option.

B: Um, aren't they a bit romantic?

R: Yes, I know what you mean. I guess something like tulips might be better

B: Yes, they're lovely. How much are they? ... How much are the tulips?

R: Oh, they're ... sorry.

B: It's OK. I'll try somewhere else. Thank you.

R: Hello? Yes. Yes, it is.

**Part 2**

**Mark**: Rachel? You OK?

**Rachel:** Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florists.

M: The bookshop on the corner? I didn't know they'd sold it.

R: Me neither. What am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.

m Yeah. Was Jo sure about this?

R: I don't know. She seemed pretty certain.

m Well, if you ask me, it's not worth worrying about until we know for sure.

R:I know, but I can't help it - it's on my mind. I was even rude to a customer today

M: Really? That's not like you. What happened?

R: Well, I wasn't exactly rude, just not very helpful. didn't know

they'd sold it.

M: Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!

R: Me too!

M: Anyway, Tom and Becky will be here in a minute. I think we should check on the food.

R: Yes. I don't want anything else to go wrong today. So, what's Becky like?

M: That'll be them now!

**Part 3**

Mark: Hi! Come in! Hello. Come on in. Rachel, this is Tom and Becky

Tom: Hello, Rachel. Good to meet you

Rachel: Hi, Tom.

Becky: Hi, Rachel. I think we've met before!

R: I'm so sorry about earlier! I had something on my mind.

B: Don't worry. Um, I was going to bring you some flowers, but I couldn't get any!

R: Thank you.

Note: Source: Empower-B1-Intermediate-Teachers-Book (2015).

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**Put into order the next scripts of the subtitled movies.**

**Part 1**

☐ B: Excuse me?

☐ B: Um, I want something for a friend's wife. I'm going there for dinner.

☐ R: Really? Oh, no ... the bookshop?! What? Are you sure? Oh, thanks for letting me know.

☐ R:  Oh, sorry! I thought you were just looking

**Part 2**

☐ : Rachel?: You OK?

☐ Rachel: Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florists.

☐ M: The bookshop on the corner? I didn't know they'd sold it.

☐ R: Me neither. What am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.

**Part 3**

☐ B: Hi, Rachel. I think we've met before!

☐ R: Hi, Tom.

☐ B: Don't worry. Um, I was going to bring you some flowers, but I couldn't get any!

☐ R: I'm so sorry about earlier! I had something on my mind.

## Questionnaire

**What is Becky looking for?**
1) She is looking for  a book.
2) She is looking for a new cellphone.
3) She is looking for a gift.
4) She wants to buy some flowers.

**Rachel is worried because………………..**
1) She cheats on her husband.
2) The old bookshop is going to be turned into another florists.
3) The old restaurant is going to be turned into another bookshop .
4) She will lose her florists.

**What are the name of Mark's friends?**
1) Becky and Tom
2) Jo and Tom
3) Becky and Jo
4) Jo, Becky and Tom

**What does it happen at the end?**
1) Tom and Mark are happy because of their couples.
2) Becky and Rachel realize that they have met before.
3) Becky and Rachel are enemies.
4) People feel uncomfortable because of girls' first impression.

**QUESTIONS**

**In pairs, answer the questions**

1.Can you see a possible solution to change a bad first impression?

2.What you suggest to make a good first impression?

3.What is your opinion about make a good first impression?

**Homework 1**

**Name:**

**For each question, choose the correct answer.**

**The people below have met previously.**

**On the opposite page there are there are descriptions of three situations**

**Decide which description would be the most suitable for the people below.**

| Letter | Number |
|--------|--------|
| A      |        |

**a)**



First, Marie is a receptionist. She likes to travel that's why she used to live in Paris. However, she has never visited Chicago. Finally, she lived with Katherina in Paris.

Note: Source: Top Notch 1 Third Edition (2015)

**b)**



Ms. Novak is from Chicago. Firstly, she is sure that Marie and she have met previously. Besides, she has a sister called Katherina who lived in Paris.

Note: Source: Top Notch 1 Third Edition (2015)

1) **Ms. Novak has a friend called Marie who is a receptionist. However, Marie does not remember her. Ms. Novak is trying to persuade Marie that they have met.**

2) **Marie is a receptionist who used to live in Paris with her sister called Katherina. Then, Katherina's best friend says that they met before.**

3) **Marie is a receptionist who used to live in Paris with her a friend called Katherina. Then, Katherina's sister says that they met before because she has seen many pictures of Marie and Katherina.**

# Pictures



Note: Source:Afremov. Done by: Afremovm,L (2020).



Note: Source: Gary & Kathwren Jenkins Painting With Passion Done by: Jenkins (2012).



Note:Source: Art Renewal Center.Done by: Gillisz (1639)



Note:Source: ArtMajeur.Done by: Olha (2019).



Note:Source: Thecollabusa .Done by: Skinner (2013).



Note:Source: artinstructionblog.Done by: Ralph (2012).

# LESSON PLAN 3

| | | |
|---|---|---|
| *TOPIC:* Getting acquainted | | |
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level | |
| **Timetable fit** | Students have already worked on providing personal opinions. | |
| **Main aim (s)** | By the end of the lesson students will be able to answer questions about getting acquainted | |
| **Subsidiary aims** | Students comprehend sentences in present simple, present perfect by reading subtitled movies. | |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. | |
| **Assumptions** | Students can understand the whole text easily by using subtitled movies. | |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. | |
| **Possible solution** | If necessary, read the scripts thrice so students can discover the details. | |

| *Timing* | *Procedure* | *Stage aims* | *Aids and materials* | *Interaction pattern* |
|---|---|---|---|---|
| 6 minutes | **ENGAGE**<br>**Pre-reading**<br>Teacher presents the topic and aim of the subtitled movies.<br><br>Teacher provides the worksheet of the day.<br><br>Students remember the new expressions to give personal opinions that they read on Google Drive.<br><br>Toilet paper game: Students sit down on the floor. Then, they pass the paper and rip off many pieces of paper as they need. After that, students say expression to give opinions according to the number of each piece of paper that they got. | **Warmer/lead-in**: toget students talking and introduce the topic | Worksheet 2<br>Toilet paper | Teacher whole class.<br><br>Individual work |
| 10 minutes | **PROCEDURE**<br>**While-reading**<br><br>Students say the main idea of the script<br><br>Students watch part 1 and 2 of the subtitled movie<br><br>Students answer questions related to the subtitled movie | To provide students opportunities to comprehend the subtitled movie. | Worksheet 2<br>Television<br>Subtitled movie: (see Annex 5) | Individual work |
| 4 minutes | **ACTIVATE**<br>**Post-reading**<br>Students receive questions to answer in group and develop their critical thinking. | To talk about what they understood about the subtitled movie. | Questions<br>Homework | Group work |

**NAME:**
## Read the phrases to give personal opinions

| EXPRESSING YOUR OPINION | |
|---|---|
| **Giving opinions** | **Giving the opposite opinion** |
| *I have seen /noticed /observed that …* | *Maybe, but it seems to me that …* |
| *I just don't think it's right that …* | *I partly agree, but I still believe that…* |
| *One argument in favour of ... is that …* | *I don't agree. In my opinion, …* |
| *I think people should (have the right to) …* | *I completely disagree. To me, …* |
| **Clarifying your opinion** | **Giving yourself time to think** |
| *No, that's not what I'm trying to say.* | *That's an interesting point.* |
| *What I mean is …* | *I've never really thought about that.* |
| *No, that's not what I mean.* | *Um, let me think.* |
| *All I'm saying is that…* | *It's hard to say.* |

Note: Source: ESLBuzz. Done by Sophia (2018).

## Read the script of the subtitled movie

**Part 1**

(*Mr. Evans introduces Marie to Ms. Novak, a new client.*)
Mr. Evans: Marie, this is Ms. Novak. She's from Chicago. Marie is our receptionist.
Marie: It's nice to meet you.
Ms. Novak: It's nice to meet you, too.
Mr. Evans: I'll get your tickets.
Ms. Novak: You look very familiar to me, Marie. **Have** we **met** before?
Marie: I don't think so. No.
Ms. Novak: Well, I never forget a face. I'm sure I know you from somewhere. I don't look familiar to you?
Marie: I'm sorry. No.
Ms. Novak: I know. We met in Chicago. You were a waitress in a restaurant near the Art Institute.
Marie: I**'ve** never **been** to Chicago.
Ms. Novak: **Have** you ever **driven** a taxi in Egypt?
Marie: No.
Ms. Novak: Oh, you were the pilot on a small airplane in China. You flew me over the Great Wall.
Marie: No.
Ms. Novak: **Have** you ever **gone** snorkeling in Australia?
Marie: No.
Ms. Novak: **Driven** a bus in Peru?
Marie: No. Ms. Novak, I'm quite sure we**'ve** never **met** before. I came here

only a year ago from Paris.
Ms. Novak: Paris? My sister, Katerina, lived there for a year.
Marie: Katerina? Katerina Novak?! She lived with me!
Ms. Novak: Of course! You were in all the pictures she sent home.
Marie: What a coincidence!
Ms. Novak: You see, I never forget a face.

**PART 2**

(Mr. Evans tries to come up with something Ms. Novak hasn't seen or done in the city.)
Mr. Evans: I have your tickets
Ms. Novak: Thank you. Did you know that Marie knows my sister, Katerina?
Mr. Evans: Really? It's a small world, isn't it? So are you going sightseeing before you leave?
Ms. Novak: No. I'm going back to the hotel to read.
Mr. Evans: What?! You're visiting our great city and you're not even going to see it?
Ms. Novak: I've come here once a month for eight years. I've seen it all before.
Mr. Evans: I'm sure I can think of something you haven't seen.
Ms. Novak: I think you're wrong.
Mr. Evans: Have you visited the Riley

Museum of Art?
Ms. Novak: Twenty times.
Mr. Evans: Have you ever been to the top of the Olson Building?
Ms. Novak: Just last month.
Mr. Evans: Have you eaten at Andre's Cafe?
Ms. Novak: Twice.
Mr. Evans: Ever been to Cold Beach?
Ms. Novak: Yes.
Mr. Evans: Seen the City Opera?
Ms. Novak: Yes.
Mr. Evans: Toured the Japanese Gardens?
Ms. Novak: Yes.
Mr. Evans: You can't have done everything in this city.
Ms. Novak: I'm afraid it's true.
Mr. Evans: Have you ever visited the Museum of Cheese?
Ms. Novak: There's no Museum of Cheese.
Mr. Evans: Aha! It is really amazing. Everyone goes there. I can't believe you haven't been there yet! Mane, could you call the Museum of Cheese and reserve a ticket for Ms. Novak and me?
Ms. Novak: You're not serious.
Mr. Evans: I am It's at the corner of Seventh and Oak I'll see you there at 4:00.
Ms. Novak: OK, I'll see you there

Thank you. Good-bye, Marie.
Mane: Say hello to Katerina for me.
(Ms. Novak leaves.)
Marie: Mr. Evans, is there really a Museum of Cheese at Seventh and Oak?

Mr. Evans; It's a wonderful little cheese shop. They have every kind of cheese. Some of it's very old, so, yes, I'd say it's a museum of cheese. Ms.

Novak will love it.

## Questionnaire
**Five sentences have been removed and paraphrased from the text below.**
**For each question, choose the correct answer.**
**There are two extra sentences which you do not need to use.**
### Part 1
(*Mr. Evans introduces Marie to Ms. Novak, a new client.*)
Mr. Evans: Marie, this is Ms. Novak. She's from Chicago. Marie is our receptionist.
Marie: It's nice to meet you.
Ms. Novak: It's nice to meet you, too.
Mr. Evans: I'll get your tickets.
Ms. Novak: You look very familiar to me,
Marie. **Have** we **met** before?
Marie: I don't think so. No.
Ms. Novak: Well, I never forget a face 1. ………………………I don't look familiar to you?
Marie: I'm sorry. No.
Ms. Novak: I know. We met in Chicago. You were a waitress in a restaurant near the Art Institute.
Marie: I**'ve** never **been** to Chicago.
Ms. Novak: **Have** you ever **driven** a taxi in Egypt?
Marie: No.
Ms. Novak: Oh, 2.…………………………..You flew me over the Great Wall.
Marie: No.
Ms. Novak: **Have** you ever **gone** snorkeling in Australia?
Marie: No.
Ms. Novak: **Driven** a bus in Peru?
Marie: No. Ms. Novak, I'm quite sure we**'ve** never **met** before 3 ………………………
Ms. Novak: Paris? My sister, Katerina, lived there for a year.
Marie: Katerina? Katerina Novak?! She lived with me!

Ms. Novak: Of course! You were in all the pictures she sent home.
Marie: What a coincidence!
Ms. Novak: You see, I never forget a face.
### PART 2
(Mr. Evans tries to come up with something Ms. Novak hasn't seen or done in the city.)
Mr. Evans: I have your tickets
Ms. Novak: Thank you. Did you know that Marie knows my sister, Katerina?
Mr. Evans: Really? It's a small world, isn't it? So are you going sightseeing before you leave?
Ms. Novak: No. I'm going back to the hotel to read.
Mr. Evans: What?! You're visiting our great city and you're not even going to see it?
Ms. Novak: I've come here once a month for eight years. I've seen it all before.
Mr. Evans: I'm sure I can think of something you haven't seen.
Ms. Novak: I think you're wrong.
Mr. Evans: Have you visited the Riley Museum of Art?
Ms. Novak: Twenty times.
Mr. Evans: Have you ever been to the top of the Olson Building?
Ms. Novak: Just last month.
Mr. Evans: Have you eaten at Andre's Cafe?
Ms. Novak: Twice.
Mr. Evans: Ever been to Cold Beach?
Ms. Novak: Yes.
Mr. Evans: Seen the City Opera?

Ms. Novak: Yes.
Mr. Evans: Toured the Japanese Gardens?
Ms. Novak: Yes.
Mr. Evans: 4……………………………………………….
Ms. Novak: I'm afraid it's true.
Mr. Evans: Have you ever visited the Museum of Cheese?
Ms. Novak: There's no Museum of Cheese.
Mr. Evans: Aha!5…………………………….. Everyone goes there. I can't believe you haven't been there yet! Mane, could you call the Museum of Cheese and reserve a ticket for Ms. Novak and me?
Ms. Novak: You're not serious.
Mr. Evans: I am It's at the corner of Seventh and Oak I'll see you there at 4:00.
Ms. Novak: OK, I'll see you there Thank you. Good-bye, Marie.
Mane: Say hello to Katerina for me.
(Ms. Novak leaves.)
Marie: Mr. Evans, is there really a Museum of Cheese at Seventh and Oak?
Mr. Evans; It's a wonderful little cheese shop. They have every kind of cheese. Some of it's very old, so, yes, I'd say it's a museum of cheese. Ms. Novak will love it.

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1) It truly is fantastic.
2) In China, you were the pilot of a little aircraft.
3) I'm sure I've met you before
4) I just relocated here from Paris a year ago.
5) You weren't able to complete every task in

## Questions.

1. Have you ever met someone again after many years? How have you reacted?

2. Do you prefer to meet new people or meet someone after many years? Why?

3. Do you think that meeting someone after many years is an uncomfortable situation? Why?

**Homework**

**Name:**
**For each question, write the correct answer.**
**Write one word for each gap.**

**Part 1**
R:  Hi, Becky!
B:  Oh, hi Rachel. Oh no!
R: Oh! Oh Becky, I'm so sorry.
B Why are you sorry? It was me that knocked it over.
R: But I distracted you.
B:What, by saying hello? Don't 1…………….about it! It was my 2……………………..
R: At least let me get you another orange juice!

**Part 2**
R: How's the phone?
B: Not good. The screen's frozen.
R: Oh dear! Have you tried turning it off and on again?
B: I was just doing that, but still nothing.
R: What about taking the SIM card out and 3………………………….. it?
B: That's worth a try. Thank you. Oh, I hope I haven't lost all my contacts. I haven't saved them anywhere else.
R:Oh no, how awful. Could you take it back to the shop?
B: Oh, I don't think they'll do anything. I bought it over a year ago.
R:  Can you claim on your insurance?
B: I don't have any. It's just run out. A week ago!
R: How annoying! I know, the other day I read about this trick for 4…………………. phones that have got wet.
 B: Oh yes?
R: They said you put the phone in a bag of rice and apparently it dries it out. You could try that.
B: That sounds a bit weird.
R: I know but there were lots of comments from people saying that it had 5………………...
B OK, I'll give it a try. What have I got to lose?
R:  Exactly, it's cheaper than buying a new phone!

**Part 3:**
 R: Fantastic Flowers
 B: Hi, Rachel, it's Becky.
 R:Hi, Becky. How are you?
 B: I'm good, and guess what? My phone's working. That rice 6………………… worked.
 R: That's brilliant! I'm really glad to hear that.

# LESSON 4

| | |
|---|---|
| *TOPIC:* Making suggestions. | |
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on vocabulary about personal opinions. |
| **Main aim (s)** | By at the end of the lesson students will be able to make suggestions about issues presented on the subtitled movies. |
| **Subsidiary aims** | Students comprehend sentences in present simple, past simple, future simple. |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. |
| **Assumptions** | Students can understand the whole text easily by using subtitled movies. |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. |
| **Possible solution** | If necessary, read the text thrice so students can discover the details. |

| *Timing* | *Procedure* | *Stage aims* | *Aids and materials* | *Interaction pattern* |
|---|---|---|---|---|
| 6 minutes | **ENGAGE**<br>**Pre-reading**<br>Teacher presents the topic and aim of the subtitled movies.<br><br>Teacher provides the worksheet of the day.<br><br>Students say phrases to make suggestions and agree or reject that they read on Google Drive.<br><br>Time bomb game<br>Students throw a ball (Time bomb) to a classmate, they have to say at least 3 expressions, if they cannot, the time bomb explodes and this student loses the game. | **Warmer/lead-in**: to get students talking and introduce the topic | Markers.<br>Worksheet 3. | Teacher whole class.<br><br>Individual |
| 10 minutes | **PROCEDURE**<br>**While-reading**<br>Students read the script in pairs, they highlight unknown words.<br><br>Teacher says the meaning of the words.<br><br>Students watch the subtitled movie.<br><br>Students answer questions related to the subtitled movies. | To provide students opportunities to comprehend a subtitled movie. | Worksheet 3<br>Television<br>Subtitled movie: (see Annex 5) | Individual work |
| 4 minutes | **ACTIVATE**<br>**Post-reading**<br>Students receive questions to answer in pairs.<br><br>Students are assigned to do a homework about the next subtitled movie. | To talk about what they understood about the subtitled movie. | Questions<br>Homework | Group work |

**Name:**

**Read the words of the box and fill the blanks with your examples.**



**ENGLISH CONVERSATION** — **MAKING SUGGESTIONS**

**Making Suggestions**
- Let's revise…
- What about going to…?
- How about going …?
- Why don't we go …?
- Couldn't we …?
- _____
- What would you say to …?
- Don't you think it is a good idea to …?
- Does it matter if we …?
- Would you like to …?
- _____
- I suggest you/we take…into consideration…
- We could…
- _____
- We might as well…

**Agree/Reject**
- Yes, I'd like to. / Yes, I'd love to.
- What a good idea!
- Why not? / Brilliant!
- _____
- Yes, I feel like taking a walk.
- Yes. That sounds like a good idea.
- Yes, that's not a bad idea.
- _____
- No, let's not.
- Well, I'd rather…
- _____
- What an awful/bad idea!
- I'm not sure about that idea.
- I'd love to but…
- I don't think it will work. / I don't think I can.
- I'm not very keen on (+_ing)

Note: Source: Englishstudyonline. Done by Isabella (2019).

**Read the script and highlight the unknown words:**

**Part 1**
R:  Hi, Becky!
B:  Oh, hi Rachel. Oh no!
R: Oh! Oh Becky, I'm so sorry.
B Why are you sorry? It was me that knocked it over.
R: But I distracted you.
B:What, by saying hello? Don't worry about it! It was my fault.
R: At least let me get you another orange juice!

**Part 2**
R: How's the phone?
B: Not good. The screen's frozen.
R: Oh dear! Have you tried turning it off and on again?
B: I was just doing that, but still nothing.
R: What about taking the SIM card out and drying it?
B: That's worth a try. Thank you. Oh, I hope I haven't lost all my contacts. I haven't saved them anywhere else.
R:Oh no, how awful. Could you take it back to the shop?
B: Oh, I don't think they'll do anything. I bought it over a year ago.
R:  Can you claim on your insurance?
B: I don't have any. It's just run out. A week ago!
R: How annoying! I know, the other day I read about this trick for fixing phones that have got wet.
 B: Oh yes?
R: They said you put the phone in a bag of rice and apparently it dries it out. You could try that.
B: That sounds a bit weird.
R: I know but there were lots of comments from people saying that it had worked.
B OK, I'll give it a try. What have I got to lose?
R:  Exactly, it's cheaper than buying a new phone!

**Part 3:**
R: Fantastic Flowers
B: Hi, Rachel, it's Becky.
R:Hi, Becky. How are you?
B: I'm good, and guess what? My phone's working. That rice trick worked.
R: That's brilliant! I'm really glad to hear that.

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# Questionnaire

**Answer the following questions.**

**Becky and Rachel have an accident because**

a) They were greeting
b) They were talking about a party.
c) Rachel was on her phone.
d) Becky was talking with someone else.

**What happened with Becky's cellphone?**

a) It was completely destroyed
b) The screen was frozen.
c) The display did not work.
d) She lost her contacts.

**Rachel said an advice to fix a cellphone.**

**a)** To put the phone in a bag of water.
**b)** To put the phone in a bag of rice.
**c)** To put the phone in a bag of lentil.
**d)** To put the phone in a bag of flowers.

**What would be a good introduction for this story?**

a) For Becky's cellphone misfortune occurs when Rachel arrives.
b) Rachel and Becky do not take care of the cellphone.
c) Becky is worried about her cellphone and she decided to throw it away.
d) After greeting, two friends must face a bad situation that would affect their friendship.

**In pairs, discuss the next questions.**

1) What would you do if you were on Becky's situation?
2) What would you suggest to do to a person who in Becky's situation?
3) Can you suggest another solution to fix Becky's cellphone?
4) How would you generalize the whole story?
5) How would you react in Becky's situation?
6) How would you solve that problem?

# Homework

NAME:

**Subtitled movie 1:**
**2:20 min**
Bob: Where are the tickets?
Marie: They're printing. OK?
Bob: Mr. Evans needs them right now! The client is coming in five minutes!
Marie: This printer is driving me crazy. It's so slow.
Bob: Try blowing on it.
Marie: What? Really?
Bob: Try it. Now tap the sides. Just try it. Now rub this side gently.
Marie: Does this really work?
Cheryl: Where are the tickets?
Bob: They're printing. OK?
Cheryl: Mr. Evans needs them now! The client is coming in four minutes!
Bob: Easy there, Jackie Chan.
Marie: We need a new printer. Aren't we getting a new printer?
Cheryl: You're buying the new printer, aren't you?
Bob: This ís the new printer.
Cheryl: This piece of junk is new?
Bob: Well... It's new...to us.
Cheryl: This is an old printer?
Bob: Just a little old.
Marie: What kind is it? Is it a Comp Right? Mr. Evans says always buy a CompRight.
Bob: It's a Print-OK.
Marie: A Print-OK?! What's a Print-OK?! Do you know that brand?
Bob: It's a good brand and very... inexpensive.
Cheryl: We need the tickets now. Do something]!

**Subtitled movie 2:**
**2:20 min**
Paul: Where are the tickets?
Cheryl: They"re printing. OK?
Paul: The client is coming up in one minute.
Cheryl: The printer's a little slow today.
Paul: Can | help?
Cheryl: Stop!
Paul: What?
Cheryl: Don't come near this printer.
Paul: What's the problem?
Bob: You know machines don't work when you're around.
Paul: That's not true.
Cheryl: Is your laptop working?
Paul: No, it won't turn on.
Cheryl: Is your cell phone working?
Paul: No, it's a lemon.
Cheryl: Is your PDA working?
Paul: No, but...
Cheryl: Stay away!
Paul: Come on!
Cheryl: Paul. We need these tickets right away. We're printing the last ticket. Please.
Do not come near this printer.
Paul: The printer won't stop working just because ...
Cheryl, Bob: Argh!
Paul: What?!
Mr. Evans: The client is here! Where are the tickets?
Cheryl: Right here, sir.
Mr. Evans: Thank you. There are only nine. Where's the last one?
Bob: Right here, sir.
Mr. Evans: Thank you. What?
Cheryl: The printer isn't working.
Paul: What?!
Mr. Evans: Go across the hall to Mr. Lee's office. Ask to print one ticket on his printer.
Not you. You're sitting here until all the tickets are printed.

# Write unknown words:

_____

_____

_____

_____

# LESSON PLAN 5

| | |
|---|---|
| *TOPIC:* Office problems. | |
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on making suggestions. |
| **Main aim (s)** | By the end of the lesson students will be able to suggest solutions for office problems. |
| **Subsidiary aims** | Students comprehend sentences using expressions for suggesting by reading subtitled movies. |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. |
| **Assumptions** | Students can understand the whole text easily through subtitled movies. |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. |
| **Possible solution** | If necessary, read the scripts thrice so students can discover the details. |

| *Timing* | *Procedure* | *Stage aims* | *Aids and materials* | *Interaction pattern* |
|---|---|---|---|---|
| 4 minutes | **ENGAGE** <br> **Pre-reading** <br> Teacher provides to the students the worksheet of the day. <br><br> Students remember vocabulary about office. <br><br> Board race game: <br> The class is divided into two groups, students compete writing on the board vocabulary about office words and phrases to make suggestions. The group that finishes first is the winner. | **Warmer/lead-in**: toget students talkingand introduce the topic | Worksheet 4 <br> Markers | Teacher whole class. <br><br> Individual work |
| 12 minutes | **PROCEDURE** <br> **While-reading** <br><br> Students guess the title of the subtitled movie. <br><br> Students watch the subtitled movie. Part 1 <br><br> Students watch the subtitled movie. Part 2 <br><br> In pairs, students fill the blanks in the text with the sentences that have been removed. (1 sheet of paper per person) | To provide students opportunities to comprehend a subtitled movie . | Worksheet 4 <br> Television <br> Subtitled movie: (see Annex 5) | Individual work <br> Group work |
| 4 minutes | **ACTIVATE** <br> **Post-reading** <br> In two groups, students argue about two questions, then the group select someone to participate, this person must be able to answer the two questions with peer's ideas. | To talk about what they understood about the subtitled movie | Questions <br><br> Homework | Group work |

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| | Students are assigned to do a homework about the next subtitled movie. | | | |
|---|---|---|---|---|

# Worksheet 4

**Name:**

**Read the vocabulary about office:**



Note: Source: BrixtonLanguageSchool. Done by Isabella (2019).

**Read the script carefully and guess the title:**

**Title:………………………………………………….**

## Part 1:

Bob: Where are the tickets?

Marie: They're printing. OK?

Bob: Mr. Evans needs them right now! The client is coming in five minutes!

Marie: This printer is driving me crazy. It's so slow.

Bob: Try blowing on it.

Marie: What? Really?

Bob: Try it. Now tap the sides. Just try it. Now rub this side gently.

Marie: Does this really work?

Cheryl: Where are the tickets?

Bob: They're printing. OK?

Cheryl: Mr. Evans needs them now! The client is coming in four minutes!

Bob: Easy there, Jackie Chan.

Marie: We need a new printer. Aren't we getting a new printer?

Cheryl: You're buying the new printer, aren't you?

Bob: This ís the new printer.

Cheryl: This piece of junk is new?

Bob: Well... It's new...to us.

Cheryl: This is an old printer?

Bob: Just a little old.

Marie: What kind is it? Is it a CompRight? Mr. Evans says always buy a CompRight.

Bob: It's a Print-OK.

Marie: A Print-OK?! What's a Print-OK?! Do you know that brand?

Bob: It's a good brand and very... inexpensive.

Cheryl: We need the tickets now. Do something]!

## Part 2:

Paul: Where are the tickets?

Cheryl: They"re printing. OK?

Paul: The client is coming up in one minute.

Cheryl: The printer's a little slow today.

Paul: Can | help?

Cheryl: Stop!

Paul: What?

Cheryl: Don't come near this printer.

Paul: What's the problem?

Bob: You know machines don't work when you're around.

Paul: That's not true.

Cheryl: Is your laptop working?

Paul: No, it won't turn on.

Cheryl: Is your cell phone working?

Paul: No, it's a lemon.

Cheryl: Is your PDA working?

Paul: No, but...

Cheryl: Stay away!

Paul: Come on!

Cheryl: Paul. We need these tickets right away. We're printing the last ticket. Please.

Do not come near this printer.

Paul: The printer won't stop working just because ...

Cheryl, Bob: Argh!

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Paul: What?!
Mr. Evans: The client is here! Where are the tickets?
Cheryl: Right here, sir.
Mr. Evans: Thank you. There are only nine. Where's the last one?
Bob: Right here, sir.
Mr. Evans: Thank you. What?
Cheryl: The printer isn't working.
Paul: What?!
Mr. Evans: Go across the hall to Mr. Lee's office. Ask to print one ticket on his printer. Not you. You're sitting here until all the tickets are printed.

## Questionnaire

**Four sentences have been removed and paraphrased:**
**For each question, choose the correct answer.**
**There are two extra sentences which you do not need to use.**

**Part 1**

Bob: Where are the tickets?

Marie: They're printing. OK?

Bob: Mr. Evans needs them right now! The client is coming in five minutes!

Marie:1[□]…………….. It's so slow.

Bob: Try blowing on it.

Marie: What? Really?

Bob: Try it. Now tap the sides. Just try it[□]……………………..

Marie: Does this really work?

Cheryl: Where are the tickets?

Bob: They're printing. OK?

Cheryl: Mr. Evans needs them now! The client is coming in four minutes!

Bob: Easy there, Jackie Chan.

**Part 2:**

Paul: Where are the tickets?

Cheryl: They"re printing. OK?

Paul: 3.[□]…………………………

Cheryl: The printer's a little slow today.

Paul: Can | help?

Cheryl: Stop!

Paul: What?

Cheryl: Don't come near this printer.

Paul: What's the problem?

Bob: 4.[□]………………………..

Paul: That's not true.

---

1) You are aware that machines malfunction while you are present.
2) I'm going crazy with this printer
3) The client is arriving in a minute.
4) Gently rub this side now.
5) Attempt to hit the printer
6) What's happening?

**In groups, talk about the next questions:**

1.What would you do if you were Bob?
2. Can you suggest ideas to solve the printer's problem?

## Homework.

**Name:**
**For each question, choose the correct answer:**

**PART 1**
P: Hi, Mark. Hi, Tom.
M: Hi, Paula.
T: Hi!
M: We're still meeting at 10, right?
P: Yes, we are. We're in meeting room 3, I think. See you in there?
Y: Yep!
M: See you in a minute.
T: Coffee?
M: Yes, please.
T: So, did you have a good weekend?
M: It was good, thanks. But you won't believe what I did.
T: What?
M: Remember I told you my dad wanted a desk for his new office? And I offered to help him find one on
M: Well, I found one. It looked perfect, exactly what I was looking for. It was a **1……………….**price too.
T: Sounds good.
M:Exactly, so I ordered it.
T: Great!
M: And it arrived on Saturday. But, the **2 ……………** thing is, it was really, really small.
T: How small?
M: It only came up to my knees!
T: Eh?
M: It turned out I'd ordered a desk for a child.
T: No way!
M: Mm-mm! I forgot to check the **3 ………………** on the website!
T: So, what did you do?

**PART 2**
T: So, what did you do?
M: Well, I phoned the company to explain, and luckily they agreed to give me a refund.
T: Really? That was very good of them.
M: Yeah, it was. But anyway, I still had to find a desk. I was looking everywhere, but I couldn't find anything. In the end, Rachel suggested I try one of those freecycling websites.
T: Freecycling? W hat's that?
M: It's where people get rid of **4 ……………** they don't want any more. I've never heard of it either. But there are a couple of websites for this area. I found the perfect desk straight **5 ……………..-** and the best thing is, it's free.
T: It's free?
M: Yeah, I think the owner doesn't have enough space for it, so he's just giving it away. So all I have to do is go and pick it up.
T: Wow! That's good. And you're sure it's the right size this time?
M: Ha-ha. Yeah, I double-checked the measurements this time.
P: Guys!
M: Oh, sorry, Paula! It's my fault. I was just explaining to Tom about my desk 6 ……………………….

**Select the correct answer:**

1.    A fantastic          B  Big               C Extremely
2.    A Amazing           B Funny             C Ugly
3.    A importance        B change            C Measurements.
4.    A Thing             B Stuff             C Object
5.    A Away              B On                C Off
6.    A wrong             B switched          C Mix-up.

# LESSON PLAN 6

| TOPIC: Conversational reactions | |
|---|---|
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on making suggestions. |
| **Main aim (s)** | By the end of the lesson students will be able to use expressions for reacting spontaneously in a conversation. |
| **Subsidiary aims** | Students can use appropriate language for reacting in a conversation by reading subtitled movies. |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. |
| **Assumptions** | Students can understand the whole text easily through subtitled movies. |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. |
| **Possible solution** | If necessary, read the text thrice so students can discover the details. |

| *Timing* | *Procedure* | *Stage aims* | *Aids and materials* | *Interaction pattern* |
|---|---|---|---|---|
| 4 minutes | **ENGAGE**<br>**Pre-reading**<br><br>Students receive the worksheet of the day.<br><br>Students read expressions used to react in a conversation.<br><br>Vocabulary race:<br>Teacher divides the class into two groups. Students say all the words as they can in 1 minute. To choose the winner, the teacher considers the number of words that each group said and the time. | **Warmer/lead-in**: to get students talking and introduce the topic | Markers<br>Worksheet 5 | Teacher whole class. |
| 12 minutes | **PROCEDURE**<br>**While-reading**<br><br>Students read the script and say the main idea of the subtitled movies.<br><br>Students watch the subtitled movie. Part 1<br><br>Students watch the subtitled movie. Part 2<br><br>In pairs, students select the answer that describes the picture.(1 sheet of paper per person) | To provide students opportunities to comprehend a subtitled movie<br>. | Worksheet 5<br>Television<br>Subtitled movie: (see Annex 5) | Individual work<br>Group work |
| 4 minutes | **ACTIVATE**<br>**Post-reading**<br>In pairs, students tell a story about an interesting thing that happened recently while the peer participates in the conversation using expressions about reacting. | To talk about what they understood about the subtitled movie | Questions<br>Homework<br>Cellphone | Group work |

| | Teacher records and listens to students' answers . | | | |
|---|---|---|---|---|
| | Students are assigned to do a homework about the next subtitled movie. | | | |

**Name:**

**Read the phrases to react in a conversation:**



Note:Phrases to react Source: Wordwall.

## Read the script and find the main idea of the subtitled movie.

**PART 1**

P: Hi, Mark. Hi, Tom.
M: Hi, Paula.
T: Hi!
M: We're still meeting at 10, right?
P: Yes, we are. We're in meeting room 3, I think. See you in there?
Y: Yep!
M: See you in a minute.
T: Coffee?
M: Yes, please.
T: So, did you have a good weekend?
M: It was good, thanks. But you won't believe what I did.
T: What?
M: Remember I told you my dad wanted a desk for his new office? And I offered to help him find one on
M: Well, I found one. It looked perfect, exactly what I was looking for. It was a fantastic price too.
T: Sounds good.
M:Exactly, so I ordered it.

T: Great!
M: And it arrived on Saturday. But, the funny thing is, it was really, really small.
T: How small?
M: It only came up to my knees!
T: Eh?
M: It turned out I'd ordered a desk for a child.
T: No way!
M: Mm-mm! I forgot to check the measurements on the website!
T: So, what did you do?

**PART 2**

T: So, what did you do?
M: Well, I phoned the company to explain, and luckily they agreed to give me a refund.
T: Really? That was very good of them.
M: Yeah, it was. But anyway, I still had to find a desk. I was looking everywhere, but I couldn't find

anything. In the end, Rachel suggested I try one of those freecycling websites.
T: Freecycling? W hat's that?
M: It's where people get rid of stuff they don't want any more. I've never heard of it either. But there are a couple of websites for this area. I found the perfect desk straight away- and the best thing is, it's free.
T:  It's free?
M: Yeah, I think the owner doesn't have enough space for it, so he's just giving it away. So all I have to do is go and pick it up.
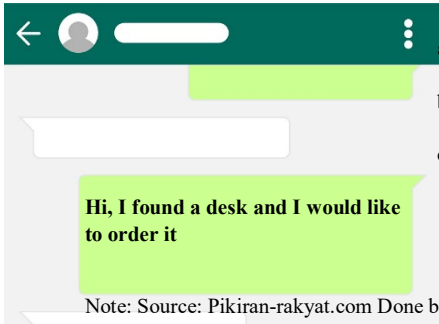T:  Wow! That's good. And you're sure it's the right size this time?
M: Ha-ha. Yeah, I double-checked the measurements this time.
P:  Guys!
M: Oh, sorry, Paula! It's my fault. I was just explaining to Tom about my desk mix-up
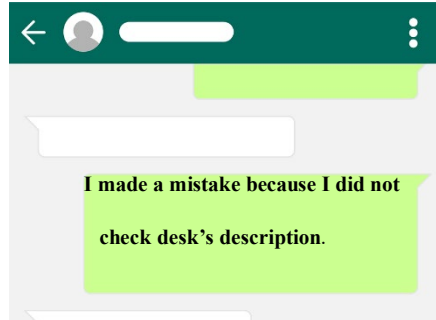
# Questionnaire

**Reading comprehension: Underline the correct answer.**

**Hi, I found a desk and I would like to order it**

a. He finds the desk but he is not ordering.
b. He found the desk and he wanted to order it.
c. He brings the new desk to the office.

Note: Source: Pikiran-rakyat.com Done by: PRMN (2020).

**I made a mistake because I did not check desk's description**.

a. He forgot to check the measurements.
b. He received that desk because of his fault.
c. He made a mistake because of his irresponsibility

Note: Source: Pikiran-rakyat.com Done by: PRMN (2020)

**Fortunately, I won't lose anything.**
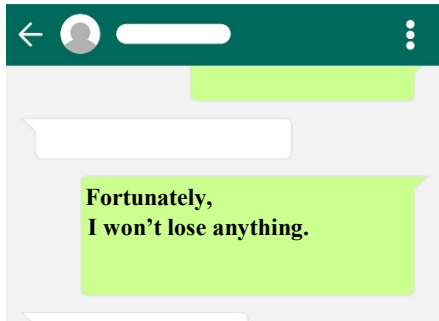
a. He will receive a repayment
b. He agreed to get money
c. He won't receive anything

Note: Source: Pikiran-rakyat.com Done by: PRMN (2020)

**Freecycling disposes your stuff.**
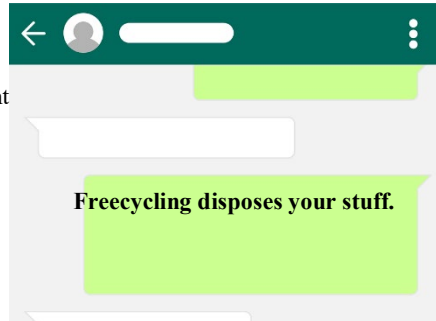
a. It is like second life.
B. It throws away Your stuff.
C. Freecycling gives you a refund

Note: Source: Pikiran-rakyat.com Done by: PRMN (2020)

**Name:**

**For each question, choose the correct answer:**

Sheldon: So, first there was PlayStation, aka PS1, then PS2, PS3 and now PS4. And that makes 1…………………... You'd think after Xbox, there'd be Xbox 2. But no, next came Xbox 360. Hmm? And now, after 360, comes Xbox One. Why one? Maybe that's how many seconds of thought they put into naming it.

Amy: Can you get the butter, please?

Sheldon: You know, however, with the Xbox One, I can 2…………my entire entertainment system using voice commands. Up until now, I've had to use Leonard.

Amy: Then get the other one. Pass the butter.

Sheldon: Get? Hang on. I don't feel like you're taking this dilemma seriously.

Amy: Fine, Sheldon. You have my undivided 3 ………………….

Sheldon: Okay, now, the PS4 is more angular and sleek-looking.

Amy: No way.

Sheldon: Yeah, well, it's true. But the larger size of the Xbox One may keep it from overheating.

Amy: Well, you wouldn't want your gaming system to overheat.

Sheldon: No, see? Well, you absolutely would not. And furthermore, the Xbox One now comes with a Kinect included.

Amy: Included?

Sheldon: Yes. Not sold separately. Although the PS4 uses cool new GDDR5 RAM, while the Xbox One is still using the conventional DDR3 memory.

Amy: Why would they still be using DDR3? Are they nuts?

Sheldon: See? That's what I thought. But then they go and throw in an ESRAM buffer.

Amy: Whoa, whoa. Wait a second. Who's they?

Sheldon: Xbox.

Amy: You're kidding.

Sheldon: No, I am not. And this ESRAM buffer should totally bridge the 100-gigabit-per-second bandwidth gap between the two RAM types.

Amy: This is a nightmare. How will you ever make a 4……………..?

Sheldon You see? I don't know. What should I do?

Amy: Please pass the butter!

**1 A** a favour          B  Sense          C me

**2 A** control          B   analyze          C evaluate

**3 A**  observation          B   heed          C attention

**4 A**  decision          B  treatment          C change

# LESSON PLAN 7

| TOPIC: Daily life situations | |
|---|---|
| Level and number of learners/class profile | 6 students at Intermediate (B1) level |
| Timetable fit | Students have already worked on applying expressions to suggest. |
| Main aim (s) | By the end of the lesson students will be able to talk about daily life situations using the expressions showed on the subtitled movie. |
| Subsidiary aims | Students can use appropriate expressions for connecting ideas in a conversation by reading subtitled movies. |
| Teacher's aim | Teacher will be able to reinforce the topic through subtitled movies. |
| Assumptions | Students can understand the whole text easily through subtitled movies. |
| Anticipated problem | Students may be unwilling to recognize the details of the text by listening and reading once. |
| Possible solution | If necessary, read the text thrice so students can discover the details. |

| Timing | Procedure | Stage aims | Aids and materials | Interaction pattern |
|---|---|---|---|---|
| 4 minutes | **ENGAGE**<br>**Pre-reading**<br>Students receive a worksheet to work during the session.<br><br>Students read the vocabulary about technology.<br><br>Gossip game:<br>Students play gossip game, they write in a piece of paper all the words that they remember about reacting in situations and video games.<br><br>Students read what they have written. | **Warmer/lead-in**:<br>To get students talking and introduce the topic | Markers<br>Piece of paper<br>Pen and pencil | Teacher whole class. |
| 11 minutes | **PROCEDURE**<br>**While reading**<br><br>Students guess the title of the script.<br><br>Students watch the movie without subtitles.<br><br>Students watch the subtitled movie.<br><br>Students fill the blanks in the text with missing words. | To provide students opportunities to comprehend a subtitled movie . | Worksheet 6<br>Television<br>Subtitled movie: (see Annex 5) | Individual work |
| 5 minutes | **ACTIVATE**<br>**Post-reading**<br>In pairs, students will answer the questions about the subtitled video.<br><br>Teacher records and listens to students' answers .<br><br>Students are assigned to do a | To talk about what they understood about the subtitled movie | Questions<br>Homework<br>Cellphone | Group work |

| | homework about the next subtitled movie. | | | |
|---|---|---|---|---|
| | | | | |

**Name:**
**Script:**
**Read chart with vocabulary about video games:**

## Vocabulary about Technology

- Labour saving device
- Not rocket science
- Online piracy
- Re-install the programs
- Shop online
- Shut down
- Use a search engine
- Social media networks
- State of the art technology
- Surfing the web
- To click on an icon
- To crash
- To Log in
- To upgrade your computer system
- Wireless hotspots

- Access to the Internet
- Advances in technology
- Back up your files
- Become rapidly obsolete
- Computer literate
- Control remotely
- Downloading from the Internet
- Electronic Funds Transfer
- Emerging technology
- Glued to the screen
- Hacking into the network
- Internet access
- Internet of Things
- Internet-enabled
- Keep a hard copy

Note: Source: IELTS podcast. Done by: IELTS Materials (2014).

## Read the script and answer the next questions:

Sheldon: So, first there was PlayStation, aka PS1, then PS2, PS3 and now PS4. And that makes sense. You'd think after Xbox, there'd be Xbox 2. But no, next came Xbox 360. Hmm? And now, after 360, comes Xbox One. Why one? Maybe that's how many seconds of thought they put into naming it.

Amy: Can you get the butter, please?

Sheldon: You know, however, with the Xbox One, I can control my entire entertainment system using voice commands. Up until now, I've had to use Leonard.

Amy: Then get the other one. Pass the butter.

Sheldon: Get? Hang on. I don't feel like you're taking this dilemma seriously.

Amy: Fine, Sheldon. You have my undivided attention.

Sheldon: Okay, now, the PS4 is more angular and sleek-looking.

Amy: No way.

Sheldon: Yeah, well, it's true. But the larger size of the Xbox One may keep it from overheating.

Amy: Well, you wouldn't want your gaming system to overheat.

Sheldon: No, see? Well, you absolutely would not. And furthermore, the Xbox One now comes with a Kinect included.

Amy: Included?

Sheldon: Yes. Not sold separately. Although the PS4 uses cool new GDDR5 RAM, while the Xbox One is still using the conventional DDR3 memory.

Amy: Why would they still be using DDR3?

Are they nuts?

Sheldon: See? That's what I thought. But then they go and throw in an ESRAM buffer.

Amy: Whoa, whoa. Wait a second. Who's they?

Sheldon: Xbox.

Amy: You're kidding.

Sheldon: No, I am not. And this ESRAM buffer should totally bridge the 100-gigabit-per-second bandwidth gap between the two RAM types.

Amy: This is a nightmare. How will you ever make a decision?

Sheldon You see? I don't know. What should I do?

Amy: Please pass the butter!

1. **What does Sheldon want?**
_____

2. **Where are they?**
_____

3. **Is Amy interested in the conversation?**
_____

**For each question, write the correct answer.**

**Write one word for each gap.**

Sheldon: So, first there was PlayStation, aka PS1, then PS2, PS3,**1……………….** now PS4. And that makes sense. You'd think **2……………..** Xbox, there'd be Xbox 2. But no, next came Xbox 360. Hmm? And now, after 360, comes Xbox One. Why one? Maybe that's how many seconds of thought they put **3…………………..** naming it.
Amy: Can you get the butter, please?
Sheldon: You know, however, **4………………..** the Xbox One, I can control my entire entertainment system using voice commands. Up until now, I've had to use Leonard.
Amy: Then get the other one. Pass the butter.
Sheldon: Get? Hang on. I don't feel like you're taking this dilemma seriously.
Amy: Fine, Sheldon. You have my undivided attention.
Sheldon: Okay, now, the PS4 is more angular and sleek-looking.
Amy: No way
Sheldon: Yeah, well, it's true. But the larger size of the Xbox One may keep it **5…………………** overheating.
Amy: Well, you wouldn't want your gaming system to overheat.
Sheldon: No, see? Well, you absolutely would not. And furthermore, the Xbox One now comes with a Kinect included.
Amy: Included?
Sheldon: Yes. Not sold separately. Although the PS4 uses cool new GDDR5 RAM, while the Xbox One is still using the conventional DDR3 memory.
Amy: Why would they still be using DDR3? Are they nuts?
Sheldon: See? That's what I thought. But then they go **6………………..**throw in an ESRAM buffer.
Amy: Whoa, whoa. Wait a second. Who's they?
Sheldon: Xbox.
Amy: You're kidding.
Sheldon: No, I am not. And this ESRAM buffer should totally bridge the 100-gigabit-per-second bandwidth **7…………………………** the two RAM types.
Amy: This is a nightmare. How will you ever make a decision?
Sheldon You see? I don't know. What should I do?
Amy: Please pass the butter!

**Answer the following questions orally,**

Can you describe the scene that reports the main idea of the story?

What would happen If you were Sheldon? What would you do?

**Homework**

**Name:**
**For each question, write the correct answer.**
**Write one word for each gap.**

**PART 1:**
B: And these are the photos.
You haven't seen the ones of our holiday, have you?
R: No, I haven't. Oh, wow!
That's a 1…………….. photo. That's the hotel you
stayed in, isn't it?
R: Yes. And there's the beach. It
was only a few metres from the
hotel.
R: Wow, Becky, these are 2…………
good.
B: Thanks. I enjoyed taking them.
R: They're 3………….. Actually, can I
ask a big favour? You know I'm
making a new website, don't
you? Well, I need some photos
of the shop for it. Do you think
you could take them?
B: Hmm, I'm not sure. I'm not a real
photographer. It's just a hobby.
R: But I really love your pictures.
Will you do it?
B:Well, if you're sure. I'd love to.
R:Great!

B: So, Mark, Tom told me about
your internet shopping mistake.
You bought a child's desk
instead of an adult one, didn't
you?
mark It was an easy mistake to
make - could have happened
to anyone! Anyway, it all turned
out well in the end. Actually,
I'm going to get the desk on
Saturday.
B: Oh, do you need a hand? I'm sure Tom will help.
tom Oh yes? You'll need a bit of
muscle!

R:  It would be great if you could,
wouldn't it, Mark?
M: Yeah, I was wondering how I was
going to move it on my own.
T:  Why not? But could I ask you a
favour in return, Rachel?
R: Yes, of course. What?
T: I'll tell you later

**PART 2**
R: So, what do you need?
T:  Well, I'm going to ask Becky
to marry me.
R: Wow, that is great news!
T:  Thanks, but I 4……………… if you
could come with me to buy the
ring. I've never done this before
and I don't know where to start
R: Yes of course I could. Oh, that is brilliant.
B: What are you two gossiping
5………………………..?
T: Oh, nothing!

**PART 3**
M: Go on. Pull it a bit harder.
T: I can't, it's too heavy!
M: We're almost there. Go on.
T: No, it's not going to work
M: All right. Put it down.
T: W hat's it made of?
M: Metal.
T: Let's do it 6………………., both sides
M: All right. One, two, three ... No, put it down, put
it down.
T: Let's move it across
M: All right. Ready? One, two, three.

# LESSON PLAN 8

| TOPIC: People 's requests | |
|---|---|
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on applying interjections to react in a conversation. |
| **Main aim (s)** | By the end of the lesson students will be able to write an e-mail asking for a favor to a classmate. |
| **Subsidiary aims** | Students are able to identify people's request in a conversation through subtitled movies. |
| **Teacher's aim** | Teacher will be able to reinforce the topic through subtitled movies. |
| **Assumptions** | Students can understand the whole text easily through subtitled movies. |
| **Anticipated problem** | Students may be unwilling to recognize the details of the text by listening and reading once. |
| **Possible solution** | If necessary, read the script thrice so students can discover the details. |

| Timing | Procedure | Stage aims | Aids and materials | Interaction pattern |
|---|---|---|---|---|
| 6 minutes | **ENGAGE**<br>**Pre-reading**<br><br>Teacher provides to the students the worksheet of the day.<br><br>Students read the vocabulary section.<br><br>Hot Potato:<br>Students play with a ball while they listen a song, when the song is stopped, the students who has the ball must ask for a favor to a classmate.<br>. | **Warmer/lead-in**:<br>To get students talkingand introduce the topic | Markers<br>Ball<br>Worksheet 7 | Teacher whole class. |
| 12minutes | **PROCEDURE**<br>**While reading**<br><br>Students said a summary of the text that they read previously on Google Drive.<br><br>Students watch the subtitled movies<br><br>Students answer the questions about the text. | To provide students opportunities to comprehend a subtitled movie<br>. | Worksheet 7<br>Television<br>Subtitled movie: (see Annex 5) | Individual work |
| 2 minutes | **ACTIVATE**<br>**Post- reading**<br>Teacher assigns a homework to de students based on the subtitled videos.They have to write an e-mail asking for a favor. | To write about what they understood about the subtitled movie | Worksheet 7<br>Pencil<br>Pen | Group work |

**Name:**

**Read the box with vocabulary to ask for a favor:**



### Asking for a Favor

**Asking for a Favor with "Could I possibly...?"**
- Could I possibly ask for a favor from you?
- Could I possibly return your books a few days later?

**Asking for a Favor with "Would you mind...?"**
- Would you mind doing me a favor?
- Would you mind cooking for all of us?

**Asking for a Favor with "Will you mind...?"**
- Will you mind doing me a favor?
- Will you mind writing my letter?

https://esladvice.com/

Note: Source: esladvice.com. Done by: Khan (2022)



### Asking for a Favor

**Asking for a Favor with "Would you...?"**
- Would you do me a favor?
- Would you call him on my behalf?

**Asking for a Favor with "Could you...?"**
- Could you do me a favor?
- Could you send him the gift on my behalf?

**Asking for a Favor with "Can you...?"**
- Can you do me a favor?
- Can you talk to him on my behalf?

https://esladvice.com/

Note: Source: esladvice.com. Done by: Khan (2022)



### Asking for a Favor

**Asking for a Favor with "Do you mind...?"**
- Do you mind taking me with you?
- Do you mind giving me the payment now?

**Asking for a Favor with "Would it be ok...?"**
- Would it be ok if I ask for a favor from you?
- Would it be ok using your computer?

**Asking for a Favor with "Will it be ok...?"**
- Will it be ok going there later?
- Will it be ok if I use your name as a reference?

https://esladvice.com/

Note: Source: esladvice.com. Done by: Khan (2022)



### Asking for a Favor

**Asking for a Favor with "Would it cause trouble for you...?"**
- Would it cause trouble for you to do me a favor?
- Would it cause trouble for you if I stayed here for a few days?

**Asking for a Favor with "Will it cause trouble for you...?"**
- Will it cause trouble for you to help my brother?
- Will it cause trouble for you if I ask you to proofread the document?

https://esladvice.com/

Note: Source: esladvice.com. Done by: Khan (2022)

## Read the script and write a summary about it.

**Script**
PART 1:
B: And these are the photos. You haven't seen the ones of our holiday, have you?
R: No, I haven't. Oh, wow! That's a great photo. That's the hotel you stayed in, isn't it?
R: Yes. And there's the beach. It was only a few meters from the hotel.
R: Wow, Becky, these are really good.
B: Thanks. I enjoyed taking them.
R: They're amazing. Actually, can I ask a big favour? You know I'm making a new website, don't you? Well, I need some photos of the shop for it. Do you think you could take them?

B: Hmm, I'm not sure. I'm not a real photographer. It's just a hobby.
R: But I really love your pictures. Will you do it?
B:Well, if you're sure. I'd love to.
R:Great!
S: So, Mark, Tom told me about your internet shopping mistake. You bought a child's desk instead of an adult one, didn't you?
M: It was an easy mistake to make - could have happened to anyone! Anyway, it all turned out well in the end. Actually, I'm going to get the desk on Saturday.
B: Oh, do you need a hand? I'm sure Tom will help.

tom Oh yes? You'll need a bit of muscle!
R: It would be great if you could, wouldn't it, Mark?
M: Yeah, I was wondering how I was going to move it on my own.
T: Why not? But could I ask you a favour in return, Rachel?
R: Yes, of course. What?
T: I'll tell you later

**PART 2**

R: So, wat do you need?
T: Well, I'm going to ask Becky to marry me.
R: Wow, that is great news!
T: Thanks, but I wondered if you could come with me to buy the ring. I've never done this before

and I don't know where to start
R: Yes of course I could. Oh, that is brilliant.
B: What are you two gossiping about?
T: Oh, nothing!

M: Go on. Pull it a bit harder.
T: I can't, it's too heavy!
M: We're almost there. Go on.
T: No, it's not going to work
M: All right. Put it down.
T: W hat's it made of?
M: Metal.

T: Let's do it together, both sides
M: All right. One, two, three ... No, put it down, put it down.
T: Let's move it across
M: All right. Ready? One, two, three.

**PART 3**
**Read the text and say a summary of the whole story**

**Reading comprehension:**
**Underline the correct answer:**

**Becky thinks that she is not a great photographer because**
1. It is for fun
2. It is a hobby
3. She does not get money for taking photos.
4. She cannot use the camera.

**Who did make a mistake buying the incorrect stuff on the internet?**
1. Mark
2. Tom
3. Becky
4. Rachel

**What is Tom planning to do in the future?**
1) He wants to live with Becky.
2) He wants to ask Becky to marry him.
3) He wants to plan a wedding with Becky.
4) He wants to have a baby.

**How does Tom feel about marrying?**
1. Nervous
2. Happy
3. Angry
4. Proud

**Write an e-mail in order to ask for a favor.**

| Email Template | ✖ |
|---|---|
| TITLE * [                    ] | ⦿ Personal ◯ Shared |
| Required | |
| SUB [                    ] | |
| B  I  U  ¶▾  ◆  A▾  TI▾  %  🖼  🏷▾  ☰  ☰  ☷  ☷  ↺  ↻  </> | |
| | |
| ⊘ Add attachment | Cancel   Save |

Note: Source: help.pipelinecrm Done by: Pipeline (2020).

# LESSON PLAN 9

| *TOPIC :*PET READING SECTION TEST | |
|---|---|
| **Level and number of learners/class profile** | 6 students at Intermediate (B1) level |
| **Timetable fit** | Students have already worked on activities to reinforce reading comprehension. |
| **Main aim (s)** | Students will be able to complete reading comprehension questions using information from texts. |
| **Subsidiary aims** | Students comprehend the use of expressions, prepositions, sentences in a text. |
| **Assumptions** | Students are able to interpret, infer and complete the questions about the text. |
| **Anticipated problem** | Students may be unwilling to recognize the details required of a text by reading once. |
| **Teacher's aim** | Teacher will compare students reading comprehension level between the data obtained in the first class and last class. |
| **Possible solution** | If necessary, read the text thrice so students can find the answers of the questions. |

| *Timing* | *Procedure* | *Stage aims* | *Aids and materials* | *Interaction pattern* |
|---|---|---|---|---|
| 2 minutes | **ENGAGE** <br> **Pre-reading** <br> Teacher provides feedback about how to solve all the parts of reading section test. | **Warmer/lead-in**: to get students talking and introduce the topic | Markers | Teacher whole class. |
| 45 minutes | **PROCEDURE** <br> **While-reading** <br> Students take the Preliminary English Test (Reading section). | To evaluate students' reading comprehension. | Preliminary English Test (PET). | Individual work |
| 5 minutes | **ACTIVATE** <br> **Post-reading** <br> Students talk about their weaknesses and strengths on the test. | To talk about students weaknesses and strengths on the test | | Group work |

**Preliminary English Test**

**Link:**

**https://drive.google.com/drive/u/0/my-drive**

**Annex 4**
**Scripts**

**Link:**

https://drive.google.com/drive/u/0/folders/15bpWP2VJwfUJfZ6EpzPxP8tJE2OSNfB_

**Annex 5 Subtitled movies**

**Link:**
https://youtube.com/playlist?list=PLqLE7FN4gYl8FzNe2iFkEVldFuvCy0SUe

**Annex 6 : Worksheets and activities**

**Link:**

https://drive.google.com/drive/u/0/folders/15bpWP2VJwfUJfZ6EpzPxP8tJE2OSNfB

**Annex 7: URKUND report**

Ouriginal
by Turnitin

## Document Information

| | |
|---|---|
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| **Submitted** | 1/11/2023 5:28:00 PM |
| **Submitted by** | |
| **Submitter email** | mparedes8491@uta.edu.ec |
| **Similarity** | 1% |
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## Sources included in the report

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B. CONTENT CHAPTER I. THEORETICAL FRAMEWORK 1.1 Research Background

The current research is based on subtitled movies to improve reading comprehension. Subtitled movies are authentic audio-visual resources that have been used in classrooms to improve reading comprehension, listening skill, and vocabulary. This section has previous studies that support the connection among subtitled movies and reading comprehension. The researches were found in different scientific papers and magazines from 2015 to 2021.

Su and Liang (2015) conducted a research to compare and examine students' preferences for subtitled cartoons and CDs to increase their listening and reading abilities. This study used a quantitative method. The number of participants in this research was 60 students from a school in Kaohsiung Country. The researchers divided the participants into two groups 34 learners for the experimental group and 26 for the control group. Both groups took International Learning Teaching and Evaluation Agency test (ILTEA). Besides, the researchers used subtitled cartoons as authentic material for the experimental group while the control group worked without original material. Furthermore, the results indicated that the experimental group got higher grades than the control group. Therefore, the application of subtitled cartoons played a significant role on students' reading comprehension.

Utami (2018) studied the utilization of subtitled movies to improve reading comprehension. The population was 26 students at Senior High School 7 Banda Aceh. The researcher applied questionnaires and tests to collect data. The results showed that students increased their reading comprehension significantly. The percentages of the tests varied notably Pre-test 43.40% while post-test 72.19%. To sum up, considering the analysis of the questionnaire, the majority of student agreed to make use of this authentic material because it aimed to comprehend the text. Furthermore, the subtitles in movies had a great impact on students in reading classes.

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