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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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FILM SUBTITLES AND LISTENING COMPREHENSION

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I, Mg, Ana Jazmin Vera de la Torre, holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: “**FILM SUBTITLES AND LISTENING COMPREHENSION**” investigated by Mister. Carlos Andrés Ramos Moyano with I.D No.1805305420, 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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Comments expressed in this report are the author’s responsibility.

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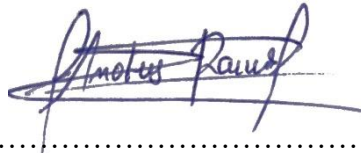
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DEDICATION

TO:

God for giving me the strength, patience and ability to continue day by day and guide me along the path of good, to my parents José and Ximena, to my brothers Mishell, Christian and Patrick, to Génesis and to my grandparents who were the fundamental pillars, because without your support and advice I would never have been able to achieve what I have achieved so far in my life. To my friends with whom I was able to enjoy the university process and their support in the development of my thesis.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: Film subtitles and listening comprehension

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ABSTRACT

The objective of this research was to investigate the effectiveness of the use of subtitles in films as a tool for improving listening comprehension of the English language. The population in which the study was carried out was a group of 24 students of the second year of Baccalaureate of the Sagrada Familia Educational Unit located in Ambato-Ecuador. The methodology used for this research was quantitative and pre-experimental. A pre- and post-test of the listening section of the British Council's APTIS exam were the instruments that were applied for the assessment before and after the interventions, which were applied in three parts. The research was carried out in the subject of English in the span of eight interventions. For the analysis of the data obtained, the Statistical Package for Social Sciences (SPSS) program was used, with which it could be represented by means of tables. Consequently, the students showed a slight but evident improvement in listening comprehension and the use of grammar since based on the results of the pre-test they showed an average of 5.0 and in the post-test an average of 5.9 out of 10, with a difference of 0.8 that represents the grammar part of the tests. In conclusion, the use of subtitles in films as a pedagogical tool has a positive influence on the improvement of the listening comprehension of the population and consequently on the use of grammar, since several activities focused on it.

Key words: *Film subtitles, listening skill, comprehension, English language.*

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RESUMEN

La presente investigación tuvo como objetivo investigar la efectividad del uso de subtítulos en películas como herramienta para el mejoramiento de la comprensión auditiva del idioma inglés. La población en la cual se realizó el estudio fue un grupo de 24 estudiantes de Segundo de Bachillerato de la Unidad Educativa Sagrada Familia ubicada en la ciudad de Ambato-Ecuador. La metodología utilizada para esta investigación fue cuantitativa y pre experimental. Un pre y post test de la sección de listening del examen APTIS de British Council fueron los instrumentos que se aplicaron para la evaluación antes y después de las intervenciones las mismas que se aplicaron tres partes. La investigación se desarrolló en la asignatura de inglés en el lapso de ocho intervenciones. Para el análisis de los datos obtenidos se utilizó el programa Statistical Package for Social Sciences (SPSS) con el cual se pudo representar por medio de tablas. Por consiguiente, los alumnos demostraron una leve pero evidente mejora en la comprensión auditiva y el uso de gramática ya que en base a los resultados del pre test que arrojaron un promedio de 5.0 y en el post test un promedio de 5.9 sobre 10, con una diferencia de 0.8 que representa la parte de gramática de los test. En conclusión, el uso de subtítulos en películas como herramienta pedagógica influye de manera positiva en la mejora de la comprensión auditiva de la población y por consiguiente en el uso de la gramática ya que varias actividades se centraron en esta.

Palabras clave: *Subtítulos de películas, habilidad auditiva, comprensión, idioma inglés*

1.1 Research Background

The information presented in the background of this research was extracted from academic resources, such as journals and articles in which useful and relevant information has been found to support and theoretically develop each variable.

Alabsi (2020) stated that it is uncertain whether the utilization of videos and educational apps enhances students' listening comprehension. This study examined the influence of incorporating text into videos on the listening comprehension of English as a Foreign Language (EFL) learners. The study included 76 EFL students from Taibah University's preparatory college, who were divided into two groups. A semi-experimental approach was employed to compare the experimental group with the control group. The experimental group watched an English learning video and then created text subtitles for the video using apps, followed by a listening test to assess their ability to acquire information from the videos. In contrast, the control group watched videos during live lectures without adding subtitles to the content. A paired samples t-test was used to evaluate the level of improvement in listening comprehension and to compare posttest results. The findings demonstrated statistically significant improvements in posttest listening comprehension scores. These results indicate that teaching and learning through video viewing and the addition of text apps had a notably positive and beneficial impact.

Kusumawati and Hasan (2018) indicated that their present research focuses on examining the influence of English movies with English subtitles and Bahasa Indonesia subtitles on students' comprehension of the content in English movies through their listening skills. They randomly selected 56 students enrolled in an English subject at Politeknik Elektronika Negeri Surabaya. Employing a quasi-experimental approach, they chose a movie titled "Transcendence" based on its relevance to ESP content and the level of language difficulty. Two intact groups, namely Group A and Group B, were exposed to the same movie. Group A watched it with English subtitles, while Group B watched it with Bahasa Indonesia subtitles. Subsequently, after viewing the movie, the participants answered a series of multiple-choice vocabulary questions and content comprehension questions on paper during a listening session. The data collected was then analyzed using a paired sample t-test.

The results indicated that English subtitles had a more significant impact compared to Bahasa Indonesia subtitles. However, the statistical data failed to demonstrate a significant improvement in vocabulary comprehension. These findings suggest that students' listening comprehension did not significantly affect their vocabulary comprehension.

Zambrano et al. (2023) declared that the text highlights the challenges faced by students and teachers in improving listening to comprehension, citing factors such as a lack of effective tools, cultural exposure to native English speakers, limited use of technology, and other obstacles in language acquisition. The article's primary goal is to propose a series of actions involving both students and teachers to address these issues, particularly by advocating for the use of subtitled films in education. The study involved 80 high school students and 20 English teachers and used a mixed research method. The key finding from the study is that when students watched films without subtitles, only 65% of them achieved the required learning level, while with subtitled films, a significant improvement was observed, with 98% of students reaching and mastering the required learning objectives. In conclusion, the study emphasizes the effectiveness of using subtitles as a tool to enhance students' listening comprehension in the English language. This approach has numerous advantages, including boosting motivation for learning English, developing technological skills, and fostering a collaborative learning environment between teachers and students.

Purwanto et al. (2021) established that listening is considered crucial because it plays a central role in language acquisition. However, many listeners struggle to effectively employ strategies during listening tasks. This study focuses on understanding the obstacles faced by intermediate and upper intermediate college students when it comes to listening, as well as the strategies they use to overcome these obstacles. In this qualitative research, the study identifies the listening barriers experienced by intermediate students, including accents, lack of concentration, fast speech, limited vocabulary, and unclear speech from speakers. On the other hand, upper intermediate students primarily face barriers related to accents and vocabulary. To address these issues, both intermediate and upper intermediate students employ several common strategies such as reading, maintaining focus, making predictions, and identifying keywords. The study aims to raise awareness among EFL learners about

these challenging aspects of listening and promote the adoption of effective strategies to improve their listening skills.

Namaziandost et al. (2019) mentioned that the aim of this study is to explore the challenges in listening comprehension faced by advanced EFL learners in Iran and the strategies they employ to address these challenges. Additionally, it sought to determine whether a relationship exists between the learners' listening difficulties and their use of strategies. The listening problems encompassed issues related to input, context, the listener, the process, affect, and the task, while the listening strategies included cognitive, meta-cognitive, and socio-affective strategies. A questionnaire was administered to collect data from a randomly selected group of 60 advanced EFL learners at a private language institute in Ahvaz, Iran. The findings revealed that the participants encountered problems primarily in the areas of input and affect in listening comprehension. Among the listening strategies employed, meta-cognitive strategies were the most frequently used by the learners. Importantly, the study identified a statistically significant and negative correlation between listening problems and the use of listening strategies among the learners. These results underscore the importance of second language teachers being aware of the various listening comprehension challenges faced by learners so that they can guide them in selecting and utilizing appropriate strategies to enhance their listening skills.

Fathi and Hamidizadeh (2019) affirmed that the study aimed is to investigate the impact of teaching listening strategies on the listening comprehension of Iranian English as a Foreign Language (EFL) learners. It involved 52 English literature students from two classes at Islamic Azad University's North Tehran Branch in Iran. These students were divided into two groups: an experimental group and a control group. The experimental group received instruction in listening strategies based on the approach proposed by Yeldham and Gruba in 2014, while the control group followed the regular teaching method without strategy instruction. To assess the effectiveness of the strategy instruction, the researchers conducted a listening comprehension test using the International English Language Testing System (IELTS) both before (pre-test) and after (post-test) the instruction. Additionally, the Oxford Placement Test (OPT) was used to ensure that the participants had similar levels of general English proficiency. The study's results indicated that the experimental group, which received

listening strategy instruction, performed significantly better on the listening comprehension test compared to the control group. This suggests that teaching listening strategies had a positive impact on enhancing the listening comprehension skills of the participants.

CHAPTER I

THEORETICAL FRAMEWORK

The purpose of this chapter is to demonstrate and describe in detail the importance of the two variables and their key categories that will support the present study. On the one hand, the independent variable “Film subtitles” constituted three important categories such as “Teaching methods”, “Teaching strategies” and “Subtitling strategies”. In contrast, the dependent variable “Listening comprehension” constituted three important categories such as “English language”, “English language skills” and “Listening skill”. Important categories were selected based on the sub-topics related to each variable, with the purpose of contributing to achieving the desired results at the end of treatment. These categories also serve to improve understanding of the problem under study. In summary, essential categories were chosen to address subthemes and improve understanding of the problem at hand with a view to achieving positive outcomes at the end of treatment.

Independent variable

Teaching methods

According to Richards and Rodgers (2014), method is defined as the concept of an organized collection of instructional methods rooted in a specific language theory and the process of language acquisition. The English language teaching method refers to the pedagogical strategy used to effectively teach English as a foreign language. It is a constantly evolving field, and current research has shed light on innovative approaches.

The origin of the use of subtitles in films as an educational strategy to improve listening competence in the English language is linked to the search for effective pedagogical methods in the context of learning foreign languages. Lei (2023) mentioned that globalization and the demand for English proficiency have increased,

educators have explored innovative approaches to facilitate the English language acquisition process. The introduction of subtitles in films has been considered a response to this demand, allowing students to immerse themselves in authentic language situations and improve their listening comprehension skills by providing visual support.

The use of subtitles in movies has been established as an effective method to improve listening skills in the English language learning process. Grønn (2013), the inclusion of subtitles allows students to follow the oral conversation while reading the written transcript, which promotes listening comprehension and strengthens the relationship between the written and oral form of the language. Additionally, Johnson and Lee (2019) propose that the use of subtitles in films exposes students to a variety of accents and speaking rates, which contributes to improving their ability to understand English as it is spoken in everyday situations. Together, these benefits make subtitles a valuable and versatile tool for teaching English listening proficiency.

Teaching strategies

The development of strategies that use subtitles in films with the purpose of enriching listening skills in the English language has emerged as an innovative response to meet the demands of foreign language teaching. Globalization and the growing prominence of English as a global lingua franca has generated a pressing need to adopt dynamic and effective pedagogical approaches (Johnson's, 2017). The inclusion of subtitles in films stands as a strategy that empowers students to immerse themselves in authentic contexts of oral communication and, simultaneously, provides them with visual support that strengthens their listening comprehension ability. Likewise, according to the observations of Lee and Smith (2018), technological advances and the wide availability of audiovisual media have contributed substantially to the proliferation of these strategies, this consolidating the use of subtitles as an effective and widely used educational tool accepted for the improvement of listening skills in English.

The use of subtitles in films as a resource to strengthen listening skills in the English language encompasses a plurality of strategies that have evolved over time. According to the contribution of Chen (2018), a recurring tactic consists of the amalgamation of subtitles written in English with the original audio in English,

allowing students to establish a correlation between what they hear and what they read, with the purpose of strengthening listening comprehension. On the other hand, Lee and Kim (2019) emphasized the effectiveness of bilingual subtitles, which offer a translation into the student's native language, making it easier to understand the dialogue in English. Additionally, a strategy that has proven effective is the implementation of synchronized subtitles, which highlight the words spoken simultaneously with your hearing, providing immediate visual support. In combination, these diversified strategies present students with approaches tailored to their individual needs, contributing to a noticeable improvement in their English listening proficiency.

The relevance of the strategies implemented in the use of subtitles in films with the purpose of strengthening listening competence in the English language is unquestionable in educational and language acquisition contexts. Smith (2019) emphasized that these strategies not only provide students with the opportunity to exercise their listening comprehension in an authentic and engaging environment, but also encourage improvement in pronunciation, identification of different accents, and enrichment of the lexicon. In addition, Johnson and Lee (2020) mentioned that the importance of having a wide repertoire of subtitle resources, which allows teachers to adjust their teaching methods based on the needs of each student, this facilitating the adaptation of the process of learning and achieving more effective results. In summary, these strategies are consolidated as a highly effective tool for the development of listening skills in English and, at the same time, provide a degree of flexibility that can considerably enrich the students' learning experience.

Subtitling strategies

The suggestion to use videos with subtitles to monitor the development of vocabulary, listening comprehension, variations in expressions and pronunciation is based on the unique ability of videos to provide a learning experience that involves multiple senses. Captions provide visual support, making it easier for students to associate between written words and their pronunciation and meaning. By observing and listening to native speakers in authentic situations, students can perceive nuances in pronunciation, facial expressions, and tone of voice, contributing to a comprehensive understanding of the language. This approach integrates visual and

auditory stimuli to enhance the learning process, resulting in more effective and complete language acquisition. Research conducted at a British research institution has demonstrated that presenting spoken dialogue alongside written text concurrently yields positive outcomes in terms of retaining spoken words and enhancing language memory (Okuyuz, 2016). In the context of learning a foreign language, the primary advantage of subtitles lies in the ability to watch a movie in its original language and with the original audio track. Consequently, individuals or language learners with a partial grasp of the language can derive benefit from subtitles when they encounter audio that is difficult to comprehend.

In general, there are two distinct categories of subtitles:

1. **Interlingual Subtitles:** In this type, the original language of the movie is translated into a different language. The audience or language learner watches and listens to the movie in the original or target language but reads subtitles that are translated into their own language.

2. **Intralingual Subtitles:** In this case, both the original language spoken in the movie and the subtitles are in the same language. Intralingual subtitles are primarily designed to assist individuals with hearing impairments. Consequently, with this form of subtitle, all audio cues, such as footsteps indicating someone's approach, a knocking sound at the door, or the honking of a car horn from outside, are visually represented. Additionally, there are intralingual subtitles available for foreign language learners, serving a different purpose than the previously mentioned types.

Numerous research findings indicate that the incorporation of subtitles into foreign language learning yields favorable outcomes. These beneficial effects extend to enhancing productive skills, encompassing the complete recall of words and their appropriate contextual usage, in addition to facilitating effective communication both in spoken and written forms (Rokni & Atae, 2014).

In one study, it was concluded that subtitles in the original language (English) had a positive impact on the listening comprehension skills of learners at an intermediate level of English proficiency. Participants, who were learning English as a foreign language, found the use of subtitled movies to be not only beneficial but also enjoyable (Başaran, 2011). Another investigation revealed that individuals or language

learners who watched a movie in English with intralingual subtitles demonstrated greater improvements in their listening comprehension skills compared to those who viewed it without any subtitles (Rokni & Atae, 2014).

In 2009, an extensive research study focusing on the utilization of subtitles in language education unveiled that both intralingual and interlingual subtitles make valuable contributions to foreign language instruction. The findings of this research indicate that subtitles serve as a motivating factor in language education and promote a diverse linguistic environment. Moreover, it was observed that learners seeking to enhance their language proficiency exhibit a preference for subtitle translations over dubbing translations (Okuyuz, 2016).

Numerous researchers have concurred on the favorable impact of intralingual subtitles in the realm of foreign language learning. Investigations conducted among English language learners have affirmed the effectiveness of intralingual subtitles as an instructional tool (Okuyuz, 2016). Many studies have articulated the positive influence of subtitles on language education in a broad context. However, when making a comparison, it is notable that interlingual subtitles, or translated subtitles, have received less endorsement than intralingual subtitles, which are presented in the original language.

For instance, in a study conducted by Mitterer and McQueen (2009), it was established that learners aiming to enhance their listening comprehension skills in a foreign language can optimally achieve this by watching a movie with intralingual subtitles. Similarly, Caimi (2006) suggested that intralingual subtitles can serve didactic purposes in language learning. In another study, students watched a movie in English with English subtitles, and it was observed that these subtitles facilitated the acquisition of new words and idiomatic expressions, as well as improvements in listening skills (Özgen, 2008).

Benefits of film subtitles

The importance of subtitles in consuming audiovisual content is underscored by the numerous benefits outlined in studies such as those conducted by Jude (2019) and Miralles (2020). These benefits encompass providing students access to a diverse array of audiovisual resources, offering an authentic and meaningful context for

language learning. Subtitles bridge the gap between oral and listening comprehension, enhancing overall understanding. Engaging in the cognitive process of reading subtitles while visually following the audiovisual material contributes to the development of speed-reading skills. Crucially, subtitles play a pivotal role in improving both listening and written comprehension, with the added advantage of aiding pronunciation, particularly beneficial for learners of a new language. The expansion of vocabulary is facilitated as subtitles enable students to grasp word meanings, deduce them, and learn correct spelling. Moreover, the use of subtitles contributes to heightened motivation and interest among students engaged in the process of learning a foreign language.

Type of subtitles

Various authors present different types of subtitles, with Díaz (2012) cited in Jude (2019) being particularly relevant for this discussion. The types include standard interlingual subtitles, where the video or audio is in a second language (L2) or foreign language (FL), and subtitles are in the viewer's mother tongue (L1); reverse interlingual subtitles, used when the video is in the viewer's mother tongue, and subtitles are in L2/FL, primarily for language learning; intralingual subtitles in L1, also known as Close Caption, where dialogues and subtitles are in the same language, initially designed for hearing-impaired individuals but now used by those in foreign countries; intralingual subtitles in L2/LE, known as bimodal subtitles, where both dialogues and subtitles are in a foreign language, commonly used for language acquisition; and bilingual subtitles, displaying subtitles in two different languages, often seen in multilingual countries or film festivals. For the specific purpose outlined, intralingual L2/FL subtitles, termed educational subtitles by Jude (2019), were employed, aligning the film's audio and subtitles in the same foreign language (English), facilitating language learning.

Films as a teaching resource.

A teaching resource refers to materials that the teacher uses, and they are supportive of the teaching-learning process, in this way, learning becomes more meaningful for students (González, 2018). Based on the word of León (2016), in the context of this study, films are regarded as an instructional resource that complements

the process of teaching and learning a foreign language, specifically the English language. Furthermore, films serve as a valuable support tool across various academic disciplines.

Similarly, it is highlighted that movies play a valuable role in enhancing the dynamics of English language instruction for students. The wide range of available films serves as educational tools that come across as both engaging and contemporary. The incorporation of movies distinguishes itself from conventional language teaching methods, thus making the teaching and learning process through films innovative and meaningful. Activities can be suggested for the initiation, progression, and conclusion of a class session to encourage students to advance in the acquisition of skills such as reading, writing, speaking, and listening in English (Ovalles & Chacón, 2021).

Film subtitles

According to Seftiarini's (2016), films are described as a form of audiovisual media that exhibit sequences of moving images that are recorded and tell a story. Expanding on this definition, it is evident that movies are very popular among students and are part of their regular entertainment. Therefore, using them as tools to learn English can be very advantageous since this attracts the attention of the students more easily and much more so if the films presented are according to their age and interest. With these teachers can create interactive and fun activities for them since the content is specifically about the films that were presented.

According to the words of Auberg (2017), students are immersed in a digital age in which movies have a more significant impact on their development than books. In addition, they offer the opportunity to listen to native speakers in authentic situations, which contributes to the appreciation and recognition of the various intonations present in the English language. In addition, films have the potential to increase students' motivation toward learning English as a foreign language.

The use of films in an educational environment is revealed as an effective educational strategy that generates a positive impact. This statement is supported by the research of Ashrafuzzaman and Roy (2019), who concluded in their study that the use of films contributes significantly to the development of listening and speaking skills. in addition to improving correct pronunciation. The beneficial effects of movies

manifest themselves in the long term, as the more students are exposed to English movies, the more benefits they gain, such as understanding different accents and grasping both the verbal and non-verbal aspects of the language.

The choice to use English films with English subtitles in this study is supported by the wide availability of film content on various online platforms and websites. Internet film accessibility allows language learners to access a variety of film genres and styles, thereby tailoring content to their personal preferences and language proficiency levels. Additionally, the ability to turn on subtitles and switch dialogue or voiceovers to multiple languages gives students flexibility to tailor the learning experience to their specific needs. This choice not only offers a diverse learning environment, but also reflects the reality of how current technologies can facilitate access to educational resources in language learning, allowing personalization that fits the individual preferences of students. In the words of Smith (2022), choosing to use audiovisual content in language learning, such as movies with subtitles, not only improves listening comprehension and pronunciation, but also provides a more immersive experience by connecting language to contexts, specific cultural and social

As noted by Barbasán and Pérez (2021), subtitles represent a written representation of the spoken content in videos, films or other types of recordings, and typically appear at the bottom of the screen. Subtitles therefore transform auditory content into text while audiovisual material is playing, and this text can be read without interfering with the viewing of the video. Regarding subtitling in films, as mentioned by Aryantika (2020), it is a widely used method to enjoy films in foreign languages. This is because it makes the dialogues easier to understand, making them more accessible and clearer for the viewer.

Dependent variable

Listening comprehension

English language

According to Ponce et al. (2020), the progress of contemporary nations is achieved through policies and actions aimed at raising the quality of life of their citizens through the implementation of various projects in areas such as education, health and security, among others. A fundamental element that solidly supports the

improvement in the quality of life of the population is the advancement in their professional careers, that is, the opportunities provided for their academic and professional development. Learning the English language is gaining more and more importance worldwide.

English has become the predominant language in technology, commerce and science, meaning that those individuals who are more proficient in other languages will have access to better jobs and salaries. This trend has been observed in several Latin American countries, such as Mexico, Colombia, Chile, Brazil, Argentina, Ecuador, Costa Rica, Uruguay, Paraguay and Peru, where public policies aimed at promoting the teaching of English have been implemented (Santana, 2016).

Many companies are experiencing global growth, and the English language has become an essential vehicle for exchanging information, establishing connections and building relationships with individuals around the world, thus facilitating the creation and completion of business agreements. English is spoken in more than 50 countries, expanding job opportunities compared to any other language (Ponce et al, 2020).

Learning this language is relatively easy, given that it uses a Latin alphabet, it has a simple grammatical structure, and its verbs are easy to conjugate. However, the question arises as to why it is taught for many years in primary and secondary education, when the result is usually that students arrive at university with very limited or no knowledge of the language. Ponce et al. (2020) mentioned that students who do better in higher education tend to come from private educational institutions or have invested in private language courses, which opens up a wide range of job opportunities.

In Ecuador, the public education system incorporated a certain number of hours dedicated to learning a foreign language from the second to the seventh grade of basic general education, at the elementary and middle levels, as established by the Ministry of Education in the Curricular Reform of February 17, 2016. Before this date, students were not required to receive English classes as part of their academic program (Ponce et al, 2020).

The Language Institute of the Salesian University of Ecuador has carried out an evaluation of the English language proficiency of its students, with an average of

5,800 to 6,200 students in each cycle. Of these, 5% have no language skills at all, while approximately 50% have an intermediate to low level. The remaining 45%, on the other hand, show a considerably high level, and these students come from schools that effectively teach English or have received specialized classes and courses in training centers (Armas, 2016).

English language skills

Educators commonly discuss language usage in relation to four abilities, which are reading, writing, speaking, and listening. These skills are frequently categorized into two main types. "Receptive skills" is the term used to describe reading and listening, which involve extracting meaning from communication. On the other hand, "Productive skills" refers to speaking and writing, where students are actively required to generate language themselves (Harmer, 2007).

Harmer (2007) stated that when we engage in speaking or writing, we are undeniably generating language, and there is no dispute regarding the occurrence of language activation during these activities. However, it's important to recognize that substantial language activation is also required of the reader or listener during the processes of reading and listening. To comprehend the content, our brains must be fully involved in interacting with the texts before us. In essence, understanding necessitates thinking, and we draw upon our language knowledge, whether in part or in full, to derive meaning from what we are reading or hearing.

Discussing skills in isolation doesn't seem logical, as Hinkel (2006) highlights, in meaningful communication, people employ incremental language skills not in isolation, but in tandem. When we engage in conversations, we naturally listen and speak because interaction with others relies on this dual process (although some individuals may excel more in one aspect than the other!). In educational settings, instructors often refer to notes they've prepared beforehand, and students taking lectures frequently make their own notes. Even activities typically seen as private, like reading, can spark discussions and commentary.

Similarly, writing seldom occurs in isolation. Much of today's communication takes place electronically, such as through emails and text messages. We read incoming messages and promptly respond. Moreover, even when composing text

individually, it's common to review and revise before sending it out. Admittedly, this may not always be the case for emails and text messages, and those who send messages hastily often regret it. Given this multi-layered nature of skill usage, it would be illogical to teach each skill independently. Consequently, we will explore how input and output are interconnected in the classroom, how skills can be integrated, and how skill development and language comprehension are interlinked (Harmer, 2007).

Writing

In the past, literacy was often perceived as the ability to master a set of isolated, neutral technical skills, such as decoding and encoding meanings, handling writing tools, recognizing sound-symbol relationships, and so on, typically acquired through formal education (Hyland, 2002). However, this perspective has undergone a significant transformation in recent years, as Ken Hyland points out. Nowadays, literacy is recognized as a much more intricate concept, intimately tied to social contexts. Essentially, we assess an individual's literacy based on their capacity to read and write in specific situations and for particular purposes, some of which carry more prestige than others.

It is indeed accurate to say that the inability to write can result in exclusion from various social roles, many of which are associated with power and prestige in industrialized societies (Tribble, 1996). However, different domains of life require distinct forms of literacy, and the precise nature of these literacies holds significance. Completing a form may signify a basic level of literacy, but if the same person struggles to compose a suitable job application letter, they are demonstrating a lower degree of literacy compared to someone who can not only write a job application letter but also create a short story or compile a complex report.

In the medieval Christian world, sacred texts were exclusively written in Latin and restricted to individuals with prestige, representing a particular kind of literacy. Perhaps not much has changed in this regard, as we can still argue that, on a global scale, the ability to effectively use information technology remains a mark of literacy that remains inaccessible to the majority of the world's population (Harmer, 2007).

Speaking

For students aiming to achieve fluency in English speaking, it's essential not only to accurately articulate phonemes, employ suitable stress and intonation patterns, and engage in coherent speech but also to go beyond these aspects. English speakers, especially those for whom it is a second language, must possess the capability to communicate effectively across various genres and contexts. They should be adept at utilizing a diverse set of conversational techniques and strategies, including those for handling conversation repairs. Furthermore, they must be proficient in navigating typical functional interactions (Harmer, 2007).

Listening skill

Listening skills play a crucial role in the teaching of the English language, as it allows students to develop a deeper understanding of pronunciation, intonation, and language structure. In the last decade, advancements in educational research have highlighted the importance of incorporating specific strategies to enhance listening skills in the classroom. According to the studies by Anderson and Smith (2020), it has been demonstrated that the implementation of activities that promote active listening, such as exposure to diverse accents and the practice of listening transcription, significantly contributes to the improvement of listening competence in learning English as a foreign language. These findings underscore the need to design pedagogical approaches that strengthen listening skills, enabling students to acquire a more comprehensive and effective language proficiency.

Consequently, it was safe to assert that the extent to which learners read and listen to the FL significantly influences their language learning journey. Listening, in particular, holds even more significance in language development compared to reading because it is the most frequently utilized language skill (Morley, 1999). Brown (2001) highlighted that through listening, language learners internalize essential linguistic information, which is indispensable for their ability to produce language. Furthermore, listening plays a pivotal role in honing other language skills, particularly speaking (Rost, 2002).

Crucially, listening comprehension is recognized as an active process through which individuals construct meaning from spoken passages and connect the

information they hear with their existing knowledge. This view is supported by the work of Gilakjani and Ahmadi (2011) and Namaziandost et al. (2018). In the context of English as a Foreign Language (EFL) learners, achieving proficiency in listening comprehension serves as the initial milestone toward full FL acquisition (Ziafar & Namaziandost 2019). Consequently, it becomes imperative to identify and employ effective techniques and strategies for teaching listening comprehension to aid learners in its development (Abedi et al, 2019) and (Rahimi, 2012). To enhance listening comprehension effectively, various activities can be implemented, including those involving simultaneous reading and listening, repeated listening, interactive listening, and the use of non-linguistic or semi-linguistic support (Nation & Newton, 2009).

Even more notably, active listening in English entails a multifaceted skill set that necessitates listeners to tackle a range of intricate tasks. This includes distinguishing between different sounds and interpreting nuances in stress and intonation. In order to derive meaning from the information they hear; listeners employ a variety of cognitive processes. These cognitive stages can be comprehensively described as strategies for enhancing listening comprehension. As pointed out by Altuwaresh (2016), listeners often struggle to use these strategies effectively and efficiently and may not even be aware of their existence. Chamot (2005) argued that less proficient language learners lack the necessary awareness to select appropriate strategies. Alqahtani (2015), stressed the significance of these strategies, asserting that awareness is closely linked to successful learning in various educational contexts.

Vandergrift and Tafaghodtari (2010) emphasized the specific relevance of these strategies in the context of second language listening, asserting that these strategies exert a direct and positive influence on listening performance. Osada (2004) and Sharma (2007) additionally highlighted that one of the discerning characteristics distinguishing adept listeners from less proficient ones is their adept use of listening comprehension strategies. Both authors supported the notion that delving into the role of these strategies in second language (L2) listening aids learners in approaching listening tasks with greater success.

Extensive and intensive listening

Students have the opportunity to enhance their listening abilities and receive valuable language input by engaging in a mix of extensive and intensive listening materials and techniques. Both extensive and intensive listening play a crucial role as they offer students the chance to hear different voices beyond the teacher's, assist in the development of effective speaking patterns through exposure to spoken English, and contribute to the enhancement of their pronunciation skills (Harmer, 2007).

Extensive listening

In the same way that we can assert that extensive reading helps students in acquiring vocabulary and grammar, as well as improving their overall reading skills, extensive listening, where teachers encourage students to independently choose what they want to listen to for enjoyment and language enhancement, can also have a profound impact on a student's language learning journey (Harmer, 2007). Extensive listening typically occurs beyond the classroom environment, such as in the students' homes, cars, or on personal MP3 players while they commute. The motivational power of this activity significantly increases when students have the autonomy to select their listening materials (Harmer, 2007).

A variety of sources can be tapped into to obtain materials for extensive listening. Many simplified readers now come with an audio version available on cassette or CD, making them excellent sources of listening material. A lot of students find it enjoyable to read while simultaneously listening, utilizing the reader in both book form and through an accompanying audio track. Additionally, students can possess their own copies of coursebook CDs or tapes, or recordings that are specifically tailored to their proficiency level. They can also access podcasts from various sources or listen to English language broadcasts online, either in real-time or as 'listen again' opportunities on websites like BBC SOUNDS (Harmer, 2007).

Intensive listening: using audio material

Many instructors employ audio resources in the form of tapes, CDs, or digital files when they want their students to practice their listening skills. This approach comes with several advantages and disadvantages (Harmer, 2007).

Advantages: Using recorded materials enables students to expose themselves to a variety of voices beyond just their teacher's, providing them with an opportunity to encounter a diverse range of characters, especially when real people are involved in the recordings. Even when the recordings feature written dialogues or excerpts from plays, they offer a broad spectrum of situations and voices (Harmer, 2007).

Furthermore, audio materials are portable and easily accessible. Tapes and CDs are cost-effective, and the machines to play them are relatively affordable. Nowadays, with a significant amount of audio content available in digital format, teachers can directly play recorded tracks in the classroom using computers, whether as stand-alone devices or through a school network (Harmer, 2007). For these reasons, most coursebooks incorporate CDs and tapes, and many educators rely on recorded materials as a substantial source of language input.

Disadvantages: When implementing subtitles in educational settings, particularly in large classrooms with suboptimal acoustics. The concerns extend beyond the visibility of subtitles to encompass the audibility of recorded material. In such environments, ensuring that all students have equal access to and can clearly hear the audio components of the subtitled content becomes a significant challenge (Harmer, 2007). The potential issue of unequal audibility can hinder the effectiveness of using subtitles as an educational tool, as students may struggle to comprehend the spoken language without clear and consistent audio. This drawback highlights the importance of considering classroom dynamics, infrastructure, and technological capabilities when integrating subtitled content into language learning curricula. Addressing these challenges is crucial to maximizing the benefits of subtitles in educational contexts and ensuring an inclusive learning experience for all students.

Another drawback of using recorded material in the classroom is that everyone must listen at the same speed dictated by the recording rather than by the individual listeners. While this mirrors the situation of radio broadcasts, it is less satisfactory when students need to extract information from the recording (though see A3 below). Additionally, students cannot engage with the speakers on the audio track in any way, nor can they visually observe the communication taking place (Harmer, 2007).

Listening comprehension

In recent years, research on listening comprehension in second language acquisition has continued to evolve. To address this complexity, Lee (2019) has explored listening comprehension as a dynamic process involving the interaction of various factors, including linguistic, cognitive, and contextual elements. Additionally, Johnson and Wang (2021) have proposed a theoretical framework highlighting the importance of considering not only linguistic aspects but also affective and social factors in listening comprehension within an educational environment. These studies reinforce the notion that listening comprehension goes beyond simply decoding sounds and linguistic structures, involving a more intricate interaction of skills and contexts.

However, Thomson (2003) argued that listeners are active participants in the process of listening comprehension, rather than passive recipients. In line with this perspective, Jinhong (2011) contended that listening comprehension is not only a step-by-step process in which listeners actively engage with the input but also a creative endeavor where listeners construct or interpret meanings based on provided information and their own experiences and background knowledge.

Audio-lingual approach

Historically, listening comprehension has been perceived as the least emphasized of receptive language skills (Solak & Altay, 2014). Due to the prevalence of the audio-lingual approach, scholars often regarded listening as a purely auditory and receptive process, primarily centered on "listening-and-pattern-matching." In recent studies, Smith (2018) has addressed the evolution of the approach to listening in L2 acquisition. Smith highlights the importance of considering listening not only as a receptive skill but also as an active cognitive process that drives linguistic development. The research suggests that listening, when actively incorporated into the learning process, can be a powerful tool for improving second language acquisition.

Furthermore, the significance of listening comprehension in second language teaching has been underscored by the comprehension approach, which asserts that understanding spoken language precedes production and contributes significantly to learning L2 rules (Cook, 2013). Additionally, there is a growing belief among language educators and practitioners that listening comprehension can indeed be

effectively taught. Consequently, to instruct listening comprehension in a meaningful way, it becomes essential to grasp the distinctive attributes of listening comprehension and subsequently apply this understanding to the teaching of listening comprehension, ultimately benefiting language learners.

Language learning can pose challenges and teaching it can be equally demanding for instructors. Over time, extensive research has been conducted to determine the most effective methods for conducting in-class language instruction. This research has resulted in various methodologies, such as grammar-translation, audiolingualism, and the direct method, to name a few. These methodologies often prioritize one of the four language skills—reading, listening, speaking, or writing—placing it in a position of higher significance. Consequently, some language skills have received limited attention from second language researchers, with listening being a particularly neglected skill (Teng, 1998; Vu & Shah, 2016).

Numerous pre-listening activities exist that can enhance listeners' comprehension and understanding. In this study, the focus was on several of these activities, including reading the questions before listening to the task, engaging in discussions about the listening content in advance, providing instruction on new vocabulary before the listening task, and discussing the listening topic beforehand. These four activities were selected because they are commonly cited in English coursebooks, making them familiar to learners (Sadat and Kheirzadeh, 2018).

Top-down and bottom-up processes

Top-down and bottom-up processes are commonly employed to describe the mechanisms involved in tasks like reading and listening. These processes are deemed essential for achieving comprehension in both reading and listening. In the context of listening, top-down processes are characterized by listeners starting with the whole such as their background knowledge, content knowledge, and rhetorical schemata and then moving to the individual components. Conversely, bottom-up processes involve moving from the individual components to the whole. In pioneering research, Li (2023) has specifically dedicated himself to examining bottom-up processes in listening comprehension, focusing on the efficient extraction and processing of phonetic and lexical elements during speech reception. Her findings provide additional

insights that enrich our understanding of the dynamics underlying these processes, as well as their impact on listening comprehension in second language acquisition contexts. By highlighting the importance of efficiency in the extraction of phonetic and lexical elements, Li contributes new dimensions to the contemporary understanding of auditory interpretation, offering valuable information for the improvement of pedagogical approaches in second language teaching.

A prior study (Tsui & Fullilove, 1998) confirmed the strong link between bottom-up processes and listening comprehension, particularly among less skilled listeners. In this study, listeners who lacked proficiency in bottom-up processes relied on top-down processes to compensate. The investigation involved two variables: two types of schemata for aural text (matching and non-matching) and two question types (global and local) for candidates taking the Hong Kong public examination. Regardless of the question type, the average criterion scores for non-matching schema types were significantly higher than those for matching schema types. This suggests that the effectiveness of bottom-up processing played a pivotal role in distinguishing the skill level of the listeners.

Another study also pointed to beginner-level listening comprehension challenges arising from deficiencies in bottom-up processes (Goh, 2000). In this research, data were collected from foreign tertiary-level students from China through diaries, small group interviews, and immediate retrospective verbalizations. The results unveiled ten listening comprehension issues, categorized into three cognitive processing phases: perception, parsing, and utilization. In comparison to high-ability listeners, low-ability listeners reported more perception-related problems, such as difficulty recognizing familiar words, losing track of the context while focusing on meanings, struggling to grasp chunks of speech, missing the beginning of spoken content, and experiencing concentration issues.

In recent years, there has been a significant focus on vocabulary knowledge in listening comprehension research (Matthews, 2018; Stæhr, 2009; van Zeeland & Schmitt, 2013; Wang & Treffers-Daller, 2017). Wang and Treffers-Daller's (2017) investigation aimed to determine which variables, including vocabulary knowledge, general language proficiency, and metacognitive awareness, could adequately explain listening comprehension. The results indicated that vocabulary knowledge played the

most substantial role in enhancing listening comprehension, followed by general language proficiency. In contrast, metacognitive awareness made a relatively modest contribution compared to the other two variables.

Problems arising in listening comprehension

Numerous researchers have dedicated their studies to examining the various obstacles and difficulties that language learners encounter when it comes to understanding spoken language (Goh, 2000). Underwood (1989) outlined some of the impediments to listening comprehension, including: (1) listeners' inability to regulate the pace of spoken information; (2) the absence of the option to have words repeated during listening tasks; (3) the typically limited vocabulary of listeners; (4) the potential failure to discern cues signaling transitions between ideas by the speaker; and (5) the potential lack of background knowledge.

In recent research on listening comprehension in second language acquisition, Wang and Lee (2019) have focused on difficulties in auditory perception. Her study focuses on specific strategies designed to improve the identification of accents and stress patterns in second language learning environments. These innovative approaches offer new perspectives on how to address the challenges associated with listening perception in educational contexts. Additionally, in her most recent research, Chen (2021) has explored the syntactic and semantic complexities that can arise during the analysis phase in listening comprehension. Her studies propose specific pedagogical approaches aimed at addressing these difficulties, providing effective strategies to improve students' ability to understand and process complex information in listening situations. These authors contribute significantly to the advancement of knowledge in the field of teaching listening comprehension in multilingual contexts.

Utilization constitutes another phase in the cognitive processing of second language (L2) listening comprehension. The difficulties experienced by EFL/ESL learners during this phase typically pertain to discourse-related aspects. For instance, listeners may struggle with identifying the overall structure of ideas within a text. According to Gilakjani and Ahmadi (2011), unfamiliar topics in listening materials can also impede students' listening comprehension.

1.2 OBJECTIVES

1.2.1 GENERAL OBJECTIVE

- To investigate the effectiveness of using subtitles in films as a pedagogical tool to enhance listening comprehension in English language.

1.2.2 SPECIFIC OBJECTIVES

- To identify the impact of film subtitles as a pedagogical tool to improve listening comprehension.
- To analyze the proficiency level of listening comprehension of student at Unidad Educativa “Sagrada Familia”
- To determine the efficacy of the application of film subtitles in listening comprehension.

1.2.3 FULFILMENT OF THE OBJECTIVES

The general objective is to investigate the effectiveness of using subtitles in films as a pedagogical tool to enhance listening comprehension in English language. To achieve this objective the researcher presented films using subtitles and applied activities based on the films into the lesson plans to develop listening comprehension level in the students.

The first specific objective is to identify the impact of film subtitles as a pedagogical tool to improve listening comprehension. To achieve this objective the researcher, find related academic papers to read and analyze each of them to integrate this tool into the class and demonstrate how this tool improve the level of the students.

The second specific objective is to analyze the proficiency level of listening comprehension. For the achievement of this, the researcher applied a pre and post-test obtained by British Council to evaluate the proficiency level of listening comprehension and identify different problems the students had.

Finally, the third specific objective is to determine the efficacy of the application of film subtitles in listening comprehension. To achieve this, the researcher had six interventions to integrate different listening activities in the lesson plans base on the films presented and based on the level and the knowledge of the students.

CHAPTER II

METHODOLOGY

This chapter contains the information regarding the research process used, that is, the approaches and methods for collecting data. It refers to the research methodology, covering the tools, instruments, techniques and steps used in conjunction with the sources that were used to carry out the research. In addition, it focuses on explaining certain aspects for future evaluations.

2.1 Materials

The present study includes a variety of resources and materials which were taken into account for its development. The text could be improved as follows: They encompass both human and financial resources. Human resources pertain to the individuals who contributed to the project, specifically the second level BGU students from Unidad Educativa Sagrada Familia, the review tutor, the research tutor and the researcher. Financial resources used in this study include photographs, worksheets, and printouts. Finally, materials needed for research include computers, projectors, and digital platforms such as Netflix and YouTube.

2.1.1 Methods

Research Approach

According to Hassan (2023), research approach methods encompass the distinct strategies and instruments employed to carry out research within a specific research framework. It is essential to understand that different research approaches require different sets of methods to effectively address their respective research questions.

Quantitative Approach

This research was conducted using quantitative methodology. According to Azuero (2019), existing theories and concepts are the starting point in research, the purpose of which is to verify the veracity of these elements. To achieve this, a structured approach based on data collection techniques was adopted, which contributes to the statistical generalization of the findings to broader populations. This

quantitative perspective was often considered static, neglecting the role of change in social life. Quantitative researchers perceive social reality as an external force that conditions individuals. The data resulting from quantitative research was characterized by being tangible, rigorous and reliable, which implies high precision and the possibility of easily contrasting it with other researchers. This is why this approach is used in this study and its development can be optimized.

2.1.2 Research modality

Field research

As expressed by Santa and Martins (2010), field research involves obtaining information directly from the real situation in which events develop, without influencing or supervising the variables. Its focus lies on analyzing social phenomena in their natural environment. The researcher refrains from modifying the variables, since this would compromise the authenticity of the context in which they are manifested. Therefore, in this study, field research was carried out that was based on the acquisition of data directly from real life, allowing the researcher to examine the real conditions under which the data was collected. The research project was carried out at Unidad Educativa Sagrada Familia, involving Second BGU level students, with the purpose of obtaining precise information about the impact of watching subtitled films on the listening comprehension of students who learn English as a foreign language.

Bibliographic research

According to Pant and Sharma (2018), bibliographic research literally refers to descriptions of books in a broader sense. It denotes knowledge of books, first the material of which they are composed; second, the topics discussed by their respective authors; third, the knowledge of different editions of books and, finally, the rank they should occupy in the classification system adopted to organize a library.

2.1.3 Type of research

Pre-experimental research

In this sub design of experimental research, the independent variable consists of a single level, which is the experimental group. This group received six interventions applied by the researcher, in which fragments of films were included to

carry out the different activities. The films were chosen according to the interests of the students, i.e., films for teenagers, adventure and comedy. The dependent variable must be evaluated at two different times, before and after the intervention, using a measurement instrument, in this case a pre-test and post-test. Therefore, a researcher could perform an intervention on virtual learning objects and use the level of motivation for learning as a dependent variable. To do this, it is necessary to use an instrument that measures this variable both before and after applying the intervention protocol on virtual learning objects (Galarza, 2021).

2.1.4 Techniques/tools

In this study, a pre- and post-test were used, which were obtained by APTIS exam from the British English teaching organization British Council. The APTIS test is used with the objective of certifying the level in English for levels A2-B1-B2-C1, the test evaluates the four linguistic skills: (reading and listening comprehension, oral and written expression). The test was used to determine the listening comprehension level of the students of the Unidad Educativa Sagrada Familia before exposure to the films with subtitles, consisted of 17 questions divided into multiple choice and match questions. The students listened to an audio based on a business interview. Similarly, the post-test contained an audio about creating a study group that was obtained from the British English teaching organization British Council (B1 level) to determine the improvement of listening comprehension level of the students of the Unidad Educativa Sagrada Familia after exposure to films with subtitles.

2.1.5 Population

In the current investigation, the population consisted of 24 students in the second level BGU at the Unidad Educativa Sagrada Familia. Participants were 25 men and 23 women.

Table 1

Population	Sample	Percentage
Male	13	54%
Female	11	46%
Total	24	100%

Note: The table shows the number of students and percentages.

2.1.6 Hypothesis

Null hypothesis

Film subtitles do not influence the improvement of listening comprehension in students in the second BGU level of Unidad Educativa Sagrada Familia.

Alternative hypothesis

Film subtitles influence the improvement of listening comprehension in students in the second BGU level of Unidad Educativa Sagrada Familia.

CHAPTER III

RESULTS AND DISCUSSION

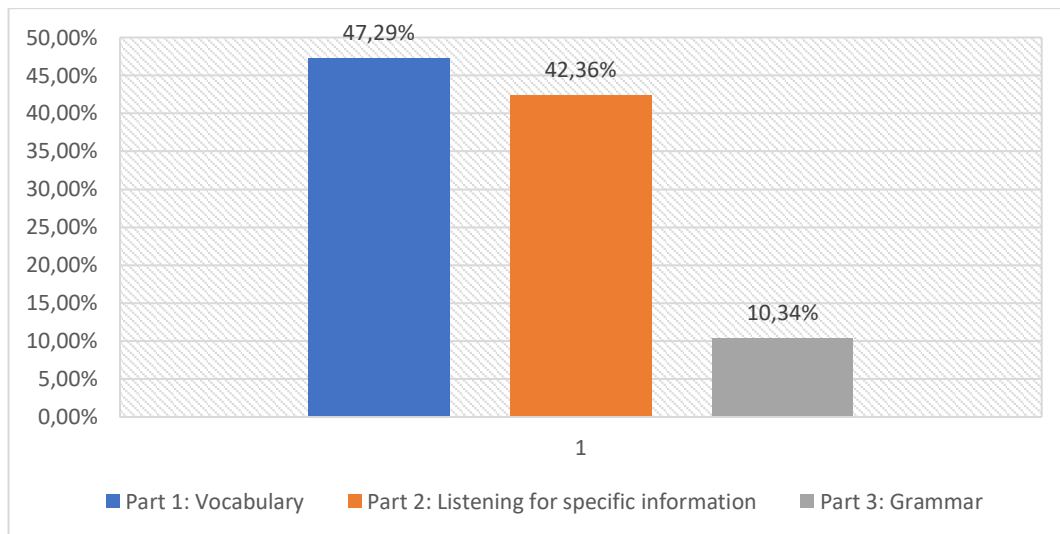
3.1 Analysis and discussion of the results

This chapter provides a comprehensive analysis and interpretation of the statistical data collected from the pre- and post-test administered to 24 students of the Second BGU of Unidad Educativa Sagrada Familia. The listening section of the British Council's APTIS (All Purpose Ticket Issuing System) exam was applied before and after the interventions developed in the institution in order to determine the effects of the use of subtitles in films on the improvement of listening comprehension.

The listening section of the APTIS includes three parts, the first included vocabulary and definitions, the second included multiple choice and the third part included matching questions. The scores were presented in different tables, each with its respective explanation in order to have a clear idea of all the data obtained. For this purpose, the Statistical Package for Social Sciences (SPSS) software was used to analyze the results.

Graphic 1

Pre-test



Note: The graphic shows the percentages of each part of the pre-test.

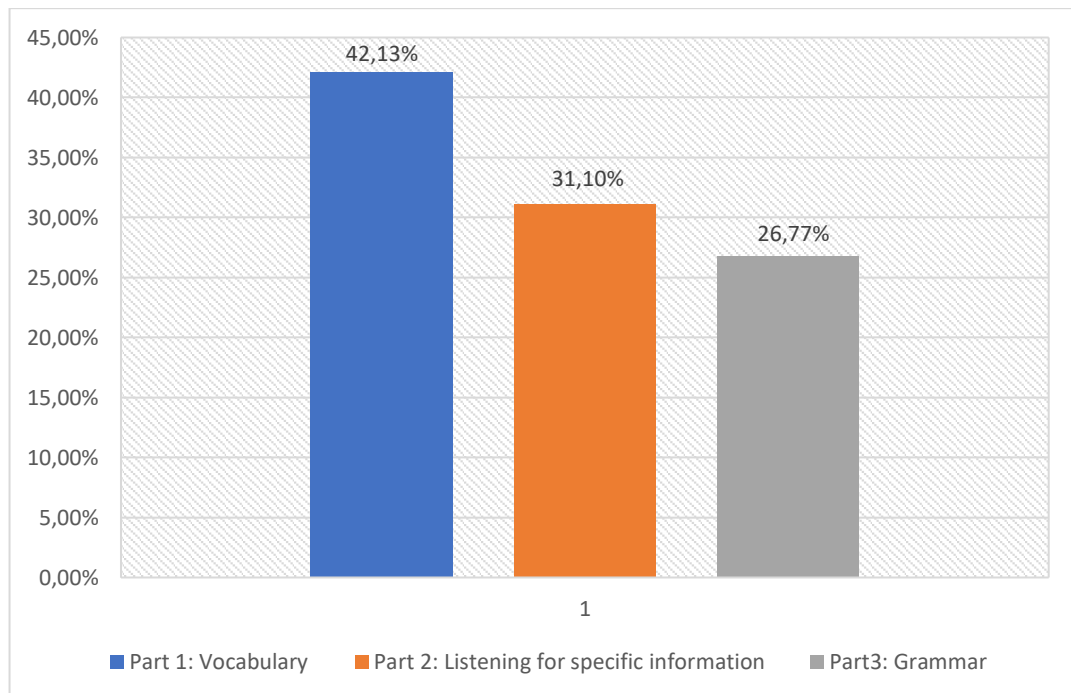
Analysis and interpretation

Graph number 1 shows the percentages obtained in the three parts of the pre-test. The graph shows 47.29% belonging to part number 1 that deals with vocabulary, part number 2 that belongs to listening for specific information represents 42.36% and finally part number 3 that refers to grammar represents 10.34%. All results are below 50%.

The percentages show that students have a low level of listening comprehension, with the part of vocabulary in which they perform best being the lowest, followed by listening for specific information and finally grammar being the lowest of all.

Graphic 2

Post-test



Note: The graphic shows the percentages of each part of the post-test.

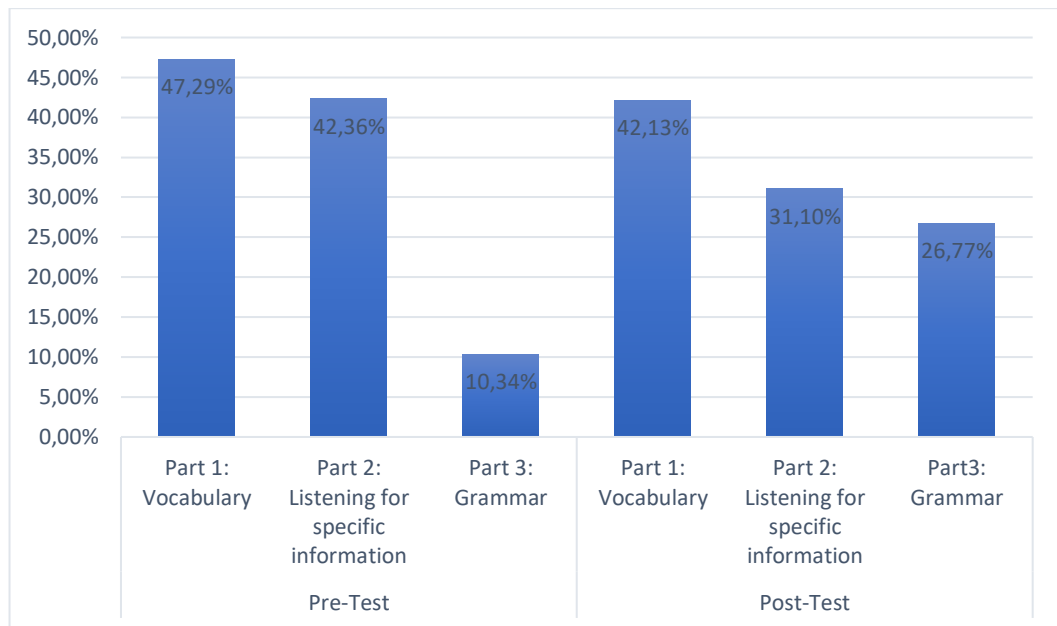
Analysis and interpretation

Graphic #2 shows the percentages obtained in the three parts of the post-test. The graph shows 42.13% belonging to part number 1 that deals with vocabulary, part number 2 that belongs to listening for specific information represents 31.10% and finally part number 3 that refers to grammar represents 26.77%. All results are below 50%.

The percentages show that students continue to have a low level of listening comprehension, being the part of the vocabulary in which they perform best, followed by listening to specific information and finally grammar being the lowest of all.

Graphic 3

Pre-test and Post-test comparison



Note: The graphic shows the comparison between each part of the pre-test and post-test.

Analysis and interpretation

Graphic #3 shows the representation of the percentages of the pre-test and post-test. In part number 1 there was a reduction of 5.16%, in part number 2 there was a reduction of 11.26% and in part number 3 there was an increase of 16.43%. All test percentages are below 50%.

The percentages shows that the students still have a low level and also reduced their performance in the part of Vocabulary and Listening for specific information, in the case of Grammar there was a significant improvement thus demonstrating that the interventions had a positive effect in this aspect.

Table 2**Frequencies**

		Statistics	
		PRETEST	POSTEST
N	Valid	24	24
	Missing	0	0
Mean		5,088	5,979
Median		5,100	6,100
Mode		3,5	2,9 ^a
Minimum		2,3	2,9
Maximum		7,6	9,4

Note. The table shows the overall frequency of writing pre-test and post-test results.

Analysis and interpretation

Table 2 shows the results obtained in the APTIS pre-test and post-test. It also presents the average, median, mode, maximum and minimum scores out of 10 points. The pre-test was applied with the aim of measuring the level of listening comprehension of the participants, and then a comparison of the change that occurred after the interventions.

According to the data obtained, the average of the pretest is 5.088 while in the posttest it is 5.979, thus showing that the average of the students increased by 0.891. As for the median, its value was 5.100 and 6.100, respectively. On the other hand, in the modality, the value of the pre-test was 3.5, while in the post-test the value decreased to 2.9. As for the minimum grade of the pre-test, it was 2.3, which indicates that the students had difficulties when it came to understanding and processing the information, in addition to low knowledge of vocabulary, while the minimum mark of the post-test was 2.9, demonstrating a slight improvement. Finally, the maximum grade for the pretest was 7.6, while the maximum mark for the posttest was 9.4. However, it was found that integrating subtitles into films was effective in improving listening comprehension skills.

Table 3

Frequency Table

			Pre-test	
		Frequency		Valid Percent
Valid	2,3	1		4,2
	2,9	1		4,2
	3,5	4		16,7
	4,1	3		12,5
	4,7	2		8,3
	5,0	1		4,2
	5,2	3		12,5
	5,8	3		12,5
	6,4	1		4,2
	7,0	2		8,3
	7,6	3		12,5
	Total	24		100,0

Note: The table shows the frequency and the valid percent of the pre-test.

Analysis and interpretation

The table shows the results of the pretest obtained by the students in the listening section. The first column shows the scores obtained below the average of 10 points. The second column shows how often students earned the grade, with 2.3 being the lowest grade earned by 1 student and 7.6 being the highest earned by three students.

According to the data, the population had a low level of listening at the beginning of the research. In the first part, the students had a slight problem with vocabulary, in the second part they had problems with listening for specific information and in the third part with the use of grammar, in this case when identifying verbs and the relationship they have with the nouns present in the test.

Table 4**Post-test**

	Frequency	Valid Percent
Valid 2,9	4	16,7
3,5	1	4,2
4,1	1	4,2
4,7	1	4,2
5,2	2	8,3
5,8	3	12,5
6,4	4	16,7
7,6	4	16,7
8,8	3	12,5
9,4	1	4,2
Total	24	100,0

Note: The table shows the frequency and the valid percent of the post-test.

Analysis and interpretation

Table 4 shows the results of the post-test of the APTIS listening section on 10 points. The table also shows the scores from 2.9 to 9.4 and the number of students who obtain it, with 2.9 being the lowest grade obtained by four students and 9.4 the highest obtained by one student.

The results showed that the scores increased after the application of the use of subtitles to improve listening comprehension in the students. After the implementation of the interventions, the students quickly understood the audio and answered most of the questions correctly. In the first part there was a significant increase in vocabulary. In the second part, the students improved their listening in detail. In the third part, problems in understanding the grammar could still be evident, but they improved considerably. In addition, there was a large increase in scores because students were able to practice with activities in class. Therefore, the results of the post-test show a positive progress of the students' listening abilities.

Table 5

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	24	5,088	1,5521	,3168
POSTEST	24	5,979	2,0572	,4199

Note: The table shows the total of students, mean, deviation and error mean of the pre and post-test.

Analysis and interpretation

Table 5 shows a comparison of the average results between the pre-test and the post-test. The students obtained an average of 5.088 in the pre-test, on the other hand, in the post-test it was 5.979, which indicates a difference of 0.891.

Given the comparison, it was found that the strategy applied during the research was effective, since the student's demonstrated improvement in their listening skills, with a material opposite or similar to the original.

Table 6

Nonparametric Test

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between PRETEST and POSTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	,010	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Note: The table shows the decision of the hypothesis.

Analysis and interpretation

Table 6 shows the level of transcendence in the pre- and post-test results, which was 0.010. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, the use of subtitles in films had a positive effect on the improvement of the listening comprehension of the students of the Second BGU level

at Unidad Educativa Sagrada Familia because all the students improved their level of listening comprehension.

Discussion of the results

The aim of this research was to investigate the effectiveness of the use of subtitles in films as a pedagogical tool to improve listening comprehension of the English language. Additionally, one of the specific objectives was to analyze the level of listening comprehension of the students through a pre- and post-test. The results show that there was a slight improvement in the level of comprehension of the students thanks to the post-test where the number of correct answers in the questions increased, they showed that with the use of subtitles in movies they developed their listening skills.

In research led by Gifari (2023), it can be evidenced in the results that students' post-test scores are higher than their pre-test scores, indicating that the use of films with English subtitles was successful in helping students enrich their vocabulary mastery. Moreover, due to the efficiency of movies with subtitles to enrich students' vocabulary mastery, their use could be accepted as a suitable means to enrich vocabulary mastery because movies with English subtitles are not only easy to understand but also entertaining, as we can not only hear but also see the captivating images of the video.

In another experiment carried out by Çağlar (2020) it was observed that the use of subtitled films did not have a great impact on improving the understanding of content and vocabulary in students and this experiment was applied in two groups, the first used the strategy of applying subtitles and the other did not, after the results obtained, it was deduced that there were no significant differences.

Finally, previous research showed that the use of subtitles in films as a pedagogical tool was successful in improving students' listening skills, and thus enriched their vocabulary. Additionally, this tool served as motivation for the students since the entertainment media attract a lot of attention from the students, in this case Netflix and its audiovisual content.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions were obtained after this investigation work.

The use of subtitles in films as a pedagogical tool has been shown to have a significant impact on students' listening comprehension. By incorporating subtitles, a visual backup was provided that complements the sound information, enabling students to more efficiently establish connections between the visual and auditory aspects of the language. Research has pointed to a slight but perceptible improvement in students' listening when this pedagogical approach is implemented.

The implementation of a pre- and post-test was a primary focus as we were able to assess the students' mastery of listening comprehension. In the results obtained in the pre-test it can be verified that the students had a low level, the average was 5.0, based on this average the initial competence can be taken as a reference. The average obtained in the post-test was 5.9, thus demonstrating a difference of 0.8 and a slight improvement in listening comprehension thanks to the applied activities.

The application of subtitles in films in the listening comprehension of the English language has proven to be an effective and potential strategy. A written representation of the dialogues and sounds was provided which acted as a valuable resource to facilitate the correlation between the pronunciation and spelling of the words. The subtitles offered visual support to clarify vocabulary and overall understanding of the language, as well as serving as motivation within the classroom.

4.2 Recommendations

After the interventions, the following recommendations should be taken into account.

Based on the impact that the use of subtitles in films had as a pedagogical tool, it is recommended that before starting with the application of this tool, students are explained how this approach will be integrated into their classes and how it will work, since many of them are not familiar with this type of tool and the activities that will be carried out.

It is recommended that at the time of the application of the pre and posttest, the content that the evaluations contain is put into context and explain in detail each part of them as well as the activities that will be done during the interventions, the time necessary to take the evaluations and activities is essential for the teacher and for the students in order to have concise results.

To take advantage of the effectiveness of the use of subtitles in films as a pedagogical tool, it is recommended that the films presented to students are of interest to them so that they feel entertained and motivated in class. A good option is to ask students what types of movies they would like to watch in order to develop the activities based on them, it is also advisable to take into account the type of dialogues, grammatical content and vocabulary.

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ANNEXES

Annex 1: Commitment letter

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 28 de Agosto de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Hno. Daniel Zúñiga García, en mi calidad de Rectora de la Unidad Educativa Sagrada Familia, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "FILM SUBTITLES AND LISTENING COMPREHENSION" propuesto por el estudiante Ramos Moyano Carlos Andrés, portador de la Cédula de Ciudadanía, 1805305420 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,


Hno. Daniel Zúñiga García
Rector
C.I. 1103100853
Telf. 0995274286
email: danielsafa@hotmail.com



Annex 2: Pre-test



**UNIDAD EDUCATIVA 'SAGRADA FAMILIA' BRITISH COUNCIL:
APTIS EXAM PRE-TEST**

Name: _____

Date: _____

Difficulty: B1

intermediate level

LISTENING

**GENERAL
INFORMATION:**

Examiner: Carlos
Andrés Ramos Moyano

Population: Students from second BGU of Sagrada Familia High school

Time: 30 minutes

GENERAL INSTRUCTIONS:

- The test will contain 3 parts that require you to listen and complete with the correct answer.
- You will be listening to the audio twice for each question.
- Answer the question just on the ANSWER SHEET.
- Use a pen to write your answers.
- Read carefully the instructions provided.
- Cheating is not allowed. Therefore, any attempt to copy will

result in a zero.

- **Listen to the BUSINESS INTERVIEW to practice and improve your listening skills.**
- BEFORE LISTENING**

Do the part 1 first. Then listen to the audio and do the exercises.

PART 1

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. a remote area
2. pre-approved
3. the founder
4. a predicament
5. numerous
6. obvious

Definition

- a. someone who starts a business
- b. many
- c. already officially recognised and accepted
- d. far away from towns or other populated places
- e. a difficult or challenging situation
- f. easy to understand or notice

PART 2

Choose the correct answer.

1. Anna ...
 - a. didn't start the company but manages it now.
 - b. started the company and manages it now.
 - c. started the company but doesn't manage it any more.
2. The app ...
 - a. is for parents to learn from.
 - b. is for students to learn from.
 - c. is for students who want to find a tutor.
3. Many parents ...
 - a. don't have the time or knowledge to help with their children's homework.
 - b. think that schools should help with their children's homework.
 - c. don't want to help with their children's homework.
4. The app ...
 - a. has student exercises on it.
 - b. is only for people in remote areas.
 - c. offers live online support from tutors.
5. On the app, tutors who live in remote areas ...
 - a. often charge lower rates.
 - b. often charge higher rates.
 - c. don't like to work too much.
6. The app ...
 - a. is new and not many people know about it.
 - b. is already popular.
 - c. is not very successful

PART 3

Match the verbs (1–6) and nouns (a–f) from the interview.

Verbs

1. to solve
2. to come up with
3. to meet
4. to speak for
5. to secure

Nouns

- a. funding
- b. a need
- c. a problem
- d. itself
- e. the range of services

UNIDAD EDUCATIVA 'SAGRADA FAMILIA' BRITISH COUNCIL: APTIS EXAM PRE-TEST

ANSWER SHEET

Name: _____ Date: _____

Select the correct option according to each question of the questionnaire.Example:

Write the option

1.	a
----	---

Select the option

1.	a	b	c
----	---	---	---

PART 1: Write the correct answer

1.	
2.	
3.	
4.	
5.	
6.	

PART 2: Select the correct answer

1.	a	b	c
2.	a	b	c
3.	a	b	c
4.	a	b	c
5.	a	b	c
6.	a	b	c

PART 3: Write the correct answer

1.	
2.	
3.	

4.	
5.	

ANSWER KEY

Link of the audio

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/business-interview>

Part 1

1. d
2. c
3. a
4. e
5. b
6. f

Part 2

1. b
2. c
3. a
4. c
5. a
6. b

Part 3

1. c
2. f
3. b
4. d
5. a



UNIDAD EDUCATIVA 'SAGRADA FAMILIA'
BRITISH COUNCIL: APTIS EXAM POST-TEST



Name: _____

Date: _____

Difficulty: B1 intermediate level

LISTENING

GENERAL INFORMATION:

Examiner: Carlos Andrés Ramos Moyano

Population: Students from second BGU of Sagrada Familia High school

Time: 30 minutes

GENERAL INSTRUCTIONS:

- The test will contain 3 parts that require you to listen and complete with the correct answer.
- You will be listening to the audio twice for each question.
- Answer the question just on the ANSWER SHEET.
- Use a pen to write your answers.
- Read carefully the instructions provided.
- Cheating is not allowed. Therefore, any attempt to copy will result in a zero.

Listen to the conversation about CREATING A STUDY GROUP to practice and improve your LISTENING skills.

BEFORE LISTENING

Do the part 1 first. Then listen to the audio and do the exercises.

PART 1

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. to learn something by heart
2. annoyed
3. go ahead
4. an assignment
5. a moderator
6. a compromise

Definition

- a. a piece of work given to someone, normally as part of their studies or job
- b. an agreement in which people in an argument reduce or change what they are asking for in order to agree
- c. an informal expression used to give someone permission to start doing something
- d. irritated, angry
- e. to learn something so that you can say it from memory
- f. a manager of a public discussion

PART 2

Select the best answer.

- 1. There are ... who can do the first meeting of the study group.**
 - a. four students
 - b. three students
 - c. five students

- 2. They don't want to meet in their current place because ...**
 - a. they aren't allowed to be there.
 - b. they don't want to talk to other people.
 - c. they might disturb other people.

- 3. They decide to meet ...**
 - a. next to the cafeteria.
 - b. in the library.
 - c. next to the study hall.

- 4. They have another seminar ...**
 - a. at the same time as study group.
 - b. every week on a Thursday.
 - c. every two weeks on a Thursday.

- 5. How long will their study group be?**
 - a. one hour
 - b. one hour and a half
 - c. two hours

- 6. Their final exam ...**
 - a. is very soon.
 - b. has passed.

c. isn't for some time.

PART 3

Match the expressions with *way* (1–5) with their meanings (a–e).

Expression with way

1. find a way
2. way off
3. there's no way
4. go away
5. in a big way

Meaning

- a. it's impossible
- b. make something possible
- c. leave
- d. very much
- e. a long time from now

UNIDAD EDUCATIVA 'SAGRADA FAMILIA'
BRITISH COUNCIL: APTIS EXAM POST-TEST
ANSWER SHEET

Name: _____

Date: _____

Select the correct option according to each question of the questionnaire.

Example:

Write the option

1.	a
----	---

Select the option

1.	a	b	c
----	---	---	---

PART 1: Write the correct answer

1.	
2.	
3.	
4.	
5.	
6.	

PART 2: Select the correct answer

1.	a	b	c
2.	a	b	c
3.	a	b	c
4.	a	b	c
5.	a	b	c
6.	a	b	c

PART 3: Write the correct answer

1.	
2.	
3.	
4.	
5.	

ANSWER KEY

Link of the audio

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/creating-study-group>

Part 1

1. e
2. d
3. c
4. a
5. f
6. b

Part 2

1. a
2. c
3. a
4. c
5. b
6. c

Part 3


1. b
2. e
3. a
4. c
5. d

Annex 4: Scope of the Experiment

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF MINUTES	LISTENING SKILL	ACTIVITIES
N.-1	Descriptions	Information about descriptions to identify people	30	Listening skill: listening for detail	<ul style="list-style-type: none"> - Present the topic - Present the movie trailer - Share the material(worksheet) - Present new vocabulary - Class activity and practice
N.-2	Descriptions	Describe people using the correct expressions	30	Listening skill: listening for gist	<ul style="list-style-type: none"> - Present the topic - Present the movie - Share the material (worksheet) - Explain the topic - Reinforce vocabulary - Productive activity - Feedback - Homework
N.-3	Contractions	Information about how to use contractions correctly	30	Listening skill: listening for specific information	<ul style="list-style-type: none"> - Present the topic - Present the movie - Share the material (worksheet) - Explain the activities - Present the grammar - Productive activities - Homework
N.-4	Adverbs of frequency	Recognize the adverbs of frequency to describe events	30	Listening skill: listening for specific information and listening for gist	<ul style="list-style-type: none"> - Present the topic - Present the movie - Explain the topic

					<ul style="list-style-type: none"> - Present new vocabulary and grammar - Present the material (worksheet) - Productive activities - Homework
N.-5	Modal Verbs	Recognize the different modal verbs present in a movie to use in a real context	30	Listening skill: listening for specific information and listening for gist	<ul style="list-style-type: none"> - Present the topic - Present the movie - Explain the topic - Present grammar and vocabulary - Present the material (Quizizz and Nearpod platforms) - Online activities
N.-6	Nouns	Identify different nouns to describe wild animals and the life in the jungle	30	Listening skill: listening for specific information and listening for detail	<ul style="list-style-type: none"> - Present the topic - Present the movie - Explain the topic - Present grammar and vocabulary - Present the material (Quizizz and Nearpod platforms) - Online activities

Annex 5: Lesson Plans

LESSON PLAN 1		
Unidad Educativa “Sagrada Familia” 		
Teacher: Andrés Ramos		Type of lesson: CALL
Class: 2nd, BGU Number of Students: 24 Time: 30 minutes		DATE: 20th October ,2023
Topic: Descriptions		
General objective:		Specific Objectives:
Students will be able to listen to a film with subtitles to improve their listening comprehension and use descriptions to identify people.		<ul style="list-style-type: none"> • Student will be able to identify new vocabulary. • Students will be able to develop their listening skill through activities. • Students will be able to use Netflix and YouTube as a pedagogical tool.
Materials: Internet, computer, worksheet.		
Time <i>5 minutes</i>	Tools and Materials YouTube and worksheets.	Activity Pre-listening Activity <ul style="list-style-type: none"> • The teacher presents a trailer of Jumanji’s film. • Ss must paying attention to complete an activity in pairs based on the trailer. https://www.youtube.com/watch?v=2QKg5SZ_35I&ab_channel=SonyPicturesEntertainment
<i>20 minutes</i>	Netflix and worksheets.	While listening activity <ul style="list-style-type: none"> • The teacher presents a segment of a film named Jumanji. • Ss must pay attention to the film to complete a gap fill activity in pairs based on the dialogues of the characters.

5 minutes	Netflix and worksheets.	Post listening activity <ul style="list-style-type: none"> • The teacher presents the same segment of the film Jumanji. • Ss must pay attention to the film to complete an activity in pairs that contain different question based on the film.
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Annexes:

Pre listening activity

According to the information in the video select the correct option.



1 What do you think the film is about?

- a. Adventure
- b. Horror
- c. Drama

2 Where is the location of the film?

- a. Another planet
- b. The Jungle
- c. New York

3 Who are the characters?

- a. Teachers
- b. Students
- c. Children

4 What is the movie inspired by?

- a. A story
- b. A book
- c. A videogame

5 What happen whit the characters?

- a. Change their bodies

- b. Nothing happen
- c. Travel to Africa

While listening activity

Watch and listen to the film and complete the dialogues according to the subtitles.



Where's Happened	Crushing Talking	Become Wrong	You're	Telling you	Going on	Who are
-------------------------	-------------------------	---------------------	---------------	--------------------	-----------------	----------------

Spencer: Guys, guys, no sound like this, (1)_____ my hair? What the... Oh God!

Fridge: What kind of stupid-ass... (2)_____ you?

Spencer: who are you?

Fridge: who is she?

Martha: who are you guys?

Fridge: Ok what the hell?

Bethany: God! Oh, my God!

Fridge: Get off me!

Bethany: I'm totally suing... What's (3)_____ with my voice?

Fridge: Get off me! You're (4)_____ me!

Bethany: Where am I?

Fridge: What (5)_____ to the rest of me? What's this, what is this on my back? What is this?

Spencer: Oh my god, Fridge?

Fridge: Yes, I'm Fridge, who are you?

Spencer: I'm Spencer

Fridge: what? the hell you are. What is (6)_____?

Spencer: I think... we're I the game.

Fridge: sorry excuse?

Martha: what are you (7)_____ about?

Spencer: somehow, I don't know how... I think we got like sucked into the game and we (8)_____ the avatars that we chose. So it's me Spencer but yet I look and sound like Dr. Smolder Bravestone.

Fridge: you're telling me you're Spencer?

Spencer: Yes, yes, yes that's it. Fridge I'm Spencer, which means (9)_____ Moose Finbar... says it right there on your vest, and Martha? You're Ruby Roundhouse and Bethany, you're Professor Shelley Oberon. Only Shelley must be short for Sheldon.

Bethany: what are you talking about?

Martha: oh my god oh my god, he's right.

Bethany: and you...you're Spencer? You?

Spencer: Yes, guys I'm (10)_____. I am Spencer I'm splitting...

Fridge: Yep, that's Spencer.

Bethany: so that means I, I'm...

Fridge: Wait, Bethany. Bethany, don't!

Post listening activity

According to the information in the video select the correct option.



JUMANJI 1h 59m
WELCOME TO THE JUNGLE

71% Match
13+ 2017

Four high school students get sucked into the jungle setting of a video game, where they embark on a quest as their comically mismatched adult avatars.

1. Who is Spencer?

- a.) The big bald guy
- b.) The smaller guy with the backpack

2. Who is Martha?

- a.) The guy with the beard.
- b.) The girl in the red shirt.

3. Who is Bethany?

- a.) The guy with the beard.
- b.) The girl in the red shirt.

4. Who is Fridge?

- a.) The big guy.
- b.) The guy with the backpack.

5. What happened?

- a. They magically entered a game and became characters in the game.
- b. They magically switched bodies with each other.

Answer key

Pre listening activity

- 1. A
- 2. B
- 3. B
- 4. C
- 5. A

While listening activity

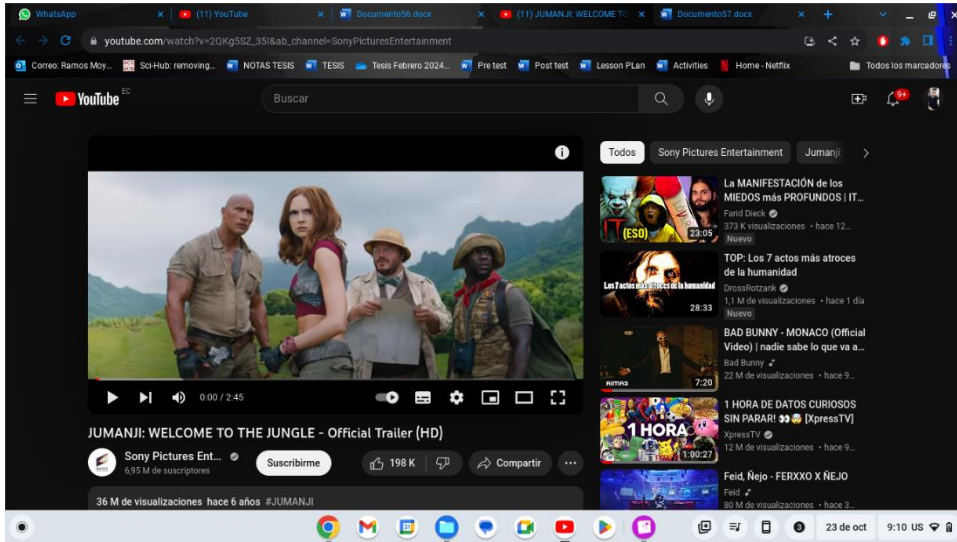
- 1. Where's
- 2. Who are
- 3. Wrong
- 4. Crushing
- 5. Going on
- 6. Happened
- 7. Talking
- 8. Become
- 9. You're
- 10. Telling you

Post listening activity

- 1. A
- 2. B

- 3. A
- 4. B
- 5. A

Sources



https://www.youtube.com/watch?v=2QKg5SZ_35I&ab_channel=SonyPicturesEntertainment



LESSON PLAN 2**Unidad Educativa “Sagrada Familia”****Teacher:**

Andrés Ramos

Type of lesson: CALL**Class:** 2nd, BGU**Number of Students:** 24**Time:** 30 minutes**DATE:** 24th October ,2023**Topic:** Descriptions**General objective:**

Students will be able to watch and listen to a film with subtitles to improve their listening comprehension and use descriptions to describe people.

Specific Objectives:

- Student will be able to recognize new vocabulary.
- Students will be able to develop their listening comprehension through activities.
- Students will be able to use Netflix and YouTube as a pedagogical tool.

Materials: Internet, computer, worksheet.**Time***10**minutes***Tools and****Materials**

Netflix and paper.

Activity**Pre-listening Activity**

- The teacher presents a segment of Jumanji’s film without subtitles.
- Ss must paying attention to write 3 sentences based on the film.

*10**minutes*

Netflix and paper.

While listening activity

- The teacher presents a segment of Jumanji’s film using subtitles.
- Ss must watch, listen and pay attention to the film to write a paragraph in where students summarize the film using the vocabulary learned.

<p>10 minutes</p>	<p>Netflix and paper.</p>	<p>Post listening activity</p> <ul style="list-style-type: none"> • The teacher presents the same segment of the film Jumanji. • Ss must pay attention to the film to present orally the paragraph that they write.
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<https://www.netflix.com/ec/>

Anexes



After the students watch the film in each step, they must complete the following activities.

Pre-listening Activity

Watch and listen to the film the teacher presents and write 3 sentences about it, use the previous vocabulary.

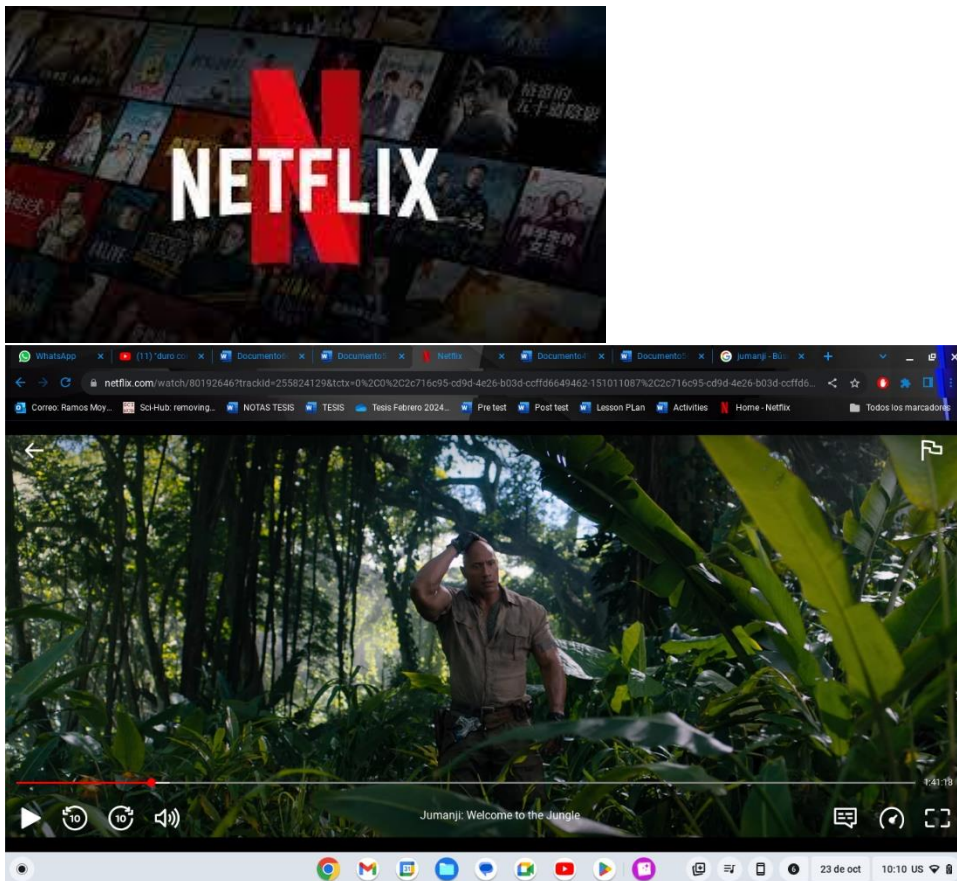
While listening activity

Watch and listen to the film the teacher presents and write 1 paragraph to summarize it.

Post listening activity

Watch and listen to the film the teacher presents and present orally the paragraph you write.

Sources



<https://www.netflix.com/watch/80192646?trackId=255824129&tctx=0%2C0%2C2c716c95-cd9d-4e26-b03d-ccffd6649462-151011087%2C2c716c95-cd9d-4e26-b03d-ccffd6649462-151011087%7C2%2Cunknown%2C%2C%2CtitlesResults%2C80192646%2CVideo%3A80192646%2CdetailsPagePlayButton>

LESSON PLAN 3**Unidad Educativa “Sagrada Familia”****Teacher:**

Andrés Ramos

Type of lesson: CALL**Class:** 2nd, BGU**Number of Students:** 24**Time:** 30 minutes**DATE:** 27th October ,2023**Topic:** Contractions**General objective:**

Students will be able to watch and listen to a film with subtitles to develop their listening skills and learn the correct use of contraction.

Specific Objectives:

- Student will be able to implement new vocabulary.
- Students will be able to develop their listening and practice with activities.
- Students will be able to use Netflix as a pedagogical tool.

Materials: Internet, computer, worksheet.**Time***10**minutes***Tools and****Materials**

Netflix and worksheets.

Activity**Pre-listening Activity**

- The teacher presents a segment of a film named How to be a Latin Lover.
- The teacher presents a digital flashcard about contractions.
- Ss must pay attention to complete an activity.

*10**minutes*

Netflix and worksheets.

While listening activity

- The teacher presents the same segment of the film.
- Ss must pay attention to the film to complete a gap fill activity based on sentences said by the characters.

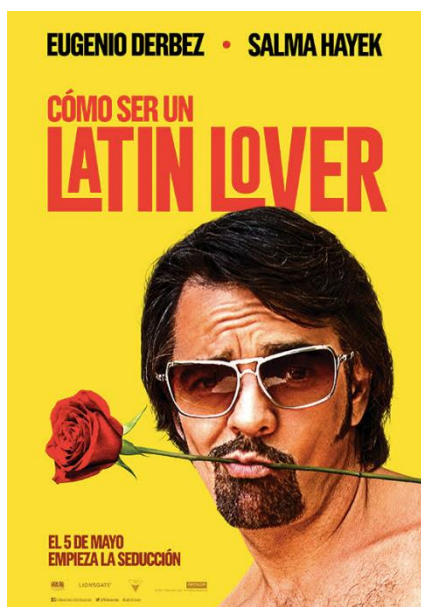
*10**minutes*

Netflix and worksheets.

Post listening activity

- The teacher presents the same segment of the film.
- Ss must pay attention to the film to complete an activity in pairs that contain different question based on the film.
- The teacher gives students the opportunity to check their answers in pairs.

Annexes



After students watch the film, they must complete the activities the teacher presents following the instructions

Pre listening activity

Watch and listen to the film and answer the true/false questions.

1. The main character goes to a club.

- a. True
- b. False

2. The main character buys sunblock in the store.

- a. True
- b. False

3. The bodyguard stops Máximo to introduce him to his boss.

- a. True
- b. False

4. Maximo tells his friend to find information about Celeste's activities.

- a. True
- b. False

5. Maximo's nephew is named Ivan.

- a. True
- b. False

While listening activity

Watch and listen to the film and complete the gap fill activity using the contractions from the box given according to the dialogues in the film.

Can't	She's	I'm	You're	They'll
-------	-------	-----	--------	---------

1. I don't think _____ let me.
2. You think _____ the first money grubbing gigolo.
3. Maybe not be the first, but _____ hoping to be the last.
4. _____ been through too much, emotionally and surgically.
5. You _____ keep me away.

Post listening activity

Write 5 sentences about the movie using contractions.

Answer key

Pre listening activity

1. True
2. False
3. False
4. True
5. False

While listening activity

1. they'll
2. You're
3. I'm
4. She's
5. can't

Post listening activity

Write 5 sentences about the movie using contractions.

Sources

<h1>Contractions in English</h1>					
I am = I'm	That is = That's	It is = It's	You are = You're	I had = I'd	I will = I'll
I have = I've	There is = There's	They are = They're	Will not = Won't	Is not = Isn't	Are not = Aren't
Let us = Let's	Cannot = Can't	Must not = Mustn't	Did not = Didn't	He will = He'll	She will = She'll
It will = It'll	Do not = Don't	Should not = Shouldn't	We are = We're	What is = What's	Who is = Who's
Mister = Mr.	Captain = Capt.	Doctor = Dr.	Professor = Pro.	Reverend = Rev.	Misses = Mrs.

www.eslkidsworld.com

<https://images.app.goo.gl/tnqB68h8uy7iz15q7>



https://www.netflix.com/watch/80153894?trackId=250295373&tctx=4%2C3%2C14df81b9-2a06-4c44-93c0-9d278d1c2fd8-349219394%2CNES_C4B5E291E86E056CDA9F7818945D0C-9589F6C392F184-CD049D0C86_p_1698150194255%2CNES_C4B5E291E86E056CDA9F7818945D0C_p_1698150194255%2C%2C%2C80153894%2CVideo%3A80153894%2CminiDpPlayButton

LESSON PLAN 4

Unidad Educativa “Sagrada Familia”



Teacher:

Andrés Ramos

Type of lesson: CALL

Class: 2nd, BGU

Number of Students: 24

Time: 30 minutes

DATE: 31st October ,2023

Topic: Adverbs of frequency

General objective:

Students will be able to watch and listen to a subtitled film to enhance their listening and learn the correct use of adverbs of frequency.

Specific Objectives:

- Students will be able to distinguish new vocabulary.
- Students will be able to implement their listening comprehension into the classroom and practice with activities.
- Students will be able to use Netflix as pedagogical tool.

Materials: Internet, computer, worksheet.

Time	Tools and Materials	Activity
<i>10 minutes</i>	Netflix and paper.	<p>Pre-listening Activity</p> <ul style="list-style-type: none"> • The teacher presents a segment of Hotel Transylvania's film using subtitles. • Ss must pay attention to complete an activity based on the film. • The teacher presents a digital flashcard of adverbs of frequency.
<i>10 minutes</i>	Netflix and paper.	<p>While listening activity</p> <ul style="list-style-type: none"> • The teacher presents a segment of Hotel Transylvania's film using subtitles. • The teacher presents vocabulary related with Halloween. • Ss must listen and pay attention to the film to write a paragraph in where students summarize the film using the vocabulary and grammar learned.
<i>10 minutes</i>	Netflix and paper.	<p>Post listening activity</p> <ul style="list-style-type: none"> • The teacher presents the same segment of the film Hotel Transylvania. • Ss must present orally the paragraph that they write.

Annexes



Pre listening activity

According to the film you watched select the correct options based on the adverbs of frequency.

1. Dracula sings to Mavis.

- a) never
- b) often
- c) rarely

2. Monsters go out of the hotel.

- a) always
- b) often
- c) never

3. Dracula uses his powers.

- a) frequently
- b) hardly ever
- c) rarely

4. Hotel Transylvania is open to monsters.

- a) sometimes
- b) never
- c) always

5. Monsters talk to humans.

- a) always
- b) never

c) often

While listening activity

Watch and listen to the film the teacher presents and write 1 paragraph to summarize it using the new vocabulary.

Post listening activity

Watch and listen to the film the teacher presents and present orally the paragraph you write.

Answer key

Pre listening activity

1. B
2. A
3. A
4. C
5. B

Sources



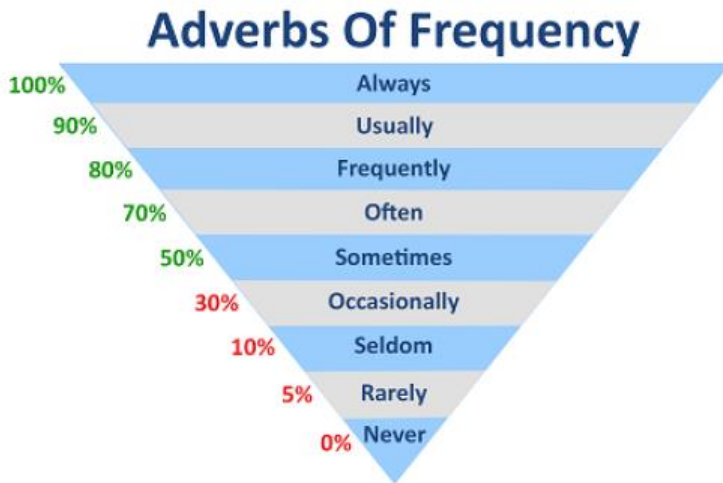
ENGLISH VOCABULARY **HALLOWEEN** Woodward ENGLISH

 bat	 black cat	 broom	 candy / sweets	 cauldron	 coffin
 costume	 Frankenstein's monster	 ghost	 gravestone tombstone	 graveyard cemetery	 Halloween
 haunted house	 horror movie	 Jack-o'-lantern	 mask	 monster	 mummy
 owl	 pumpkin	 scarecrow	 skeleton	 spider	 spiderweb cobweb
 trick or treat	 vampire	 werewolf	 witch	 wizard	 zombie

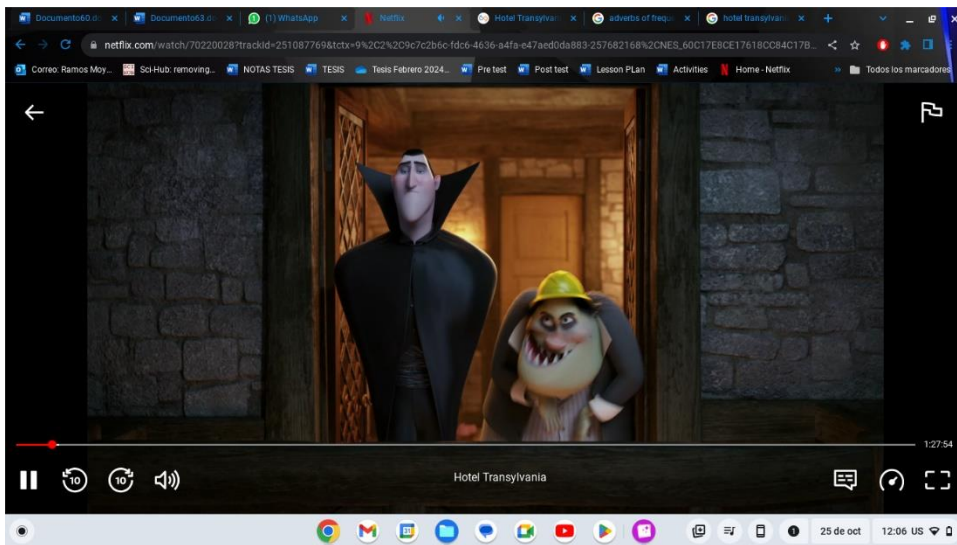
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www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

<https://images.app.goo.gl/Zfm9phLaSFVGBiUU7>



<https://images.app.goo.gl/a4BTPU1fGZKaGxjv9>



https://www.netflix.com/watch/70220028?trackId=251087769&tctx=9%2C%2C9c7c2b6c-fdc6-4636-a4fa-e47aed0da883-257682168%2CNES_60C17E8CE17618CC84C17B0B57C68C-D9C2D875617E05-EACF5B91A5_p_1698250265146%2CNES_60C17E8CE17618CC84C17B0B57C68C_p_1698250265146%2C%2C%2C%2C70220028%2CVideo%3A70220028%2CminiDpPlayButton

LESSON PLAN 5**Unidad Educativa “Sagrada Familia”**

Teacher:
Andrés Ramos

Type of lesson: CALL

Class: 2nd, BGU
Number of Students: 24
Time: 30 minutes

DATE: 07th November ,2023

Topic: Modal Verbs

General objective:

Specific Objectives:

Students will be able to watch and listen to a film with subtitles to improve their listening comprehension and vocabulary.

- Students will be able to differentiate new vocabulary.
- Students will be able to demonstrate their listening skills and practice with online activities.
- Students will be able to use Netflix and online websites as a pedagogical tool.

Materials: Internet, computer.

Time	Tools and Materials	Activity
<i>10 minutes</i>	Netflix and Quizizz.	<p>Pre-listening Activity</p> <ul style="list-style-type: none"> • The teacher presents a segment of a film named Sponge Bob out of Water. • Ss must paying attention to complete an online activity based on the film. <p>https://quizizz.com/admin/quiz/653ed2a3056f2972c2e9a9ec?source=quiz_share</p>
<i>10 minutes</i>	Netflix and Quizizz.	<p>While listening activity</p> <ul style="list-style-type: none"> • The teacher presents the same segment of a film named Sponge Bob out of Water. • The teacher presents an online flashcard about modal verbs. • Ss must pay attention to the film to complete a gap fill activity based on the dialogues of the characters. <p>https://quizizz.com/admin/quiz/653ed888c182ea63d72c76a6?source=quiz_share</p>

10 minutes	Netflix and Nearpod.	<p>Post listening activity</p> <ul style="list-style-type: none"> • The teacher presents the same segment of a film named Sponge Bob out of Water. • Ss must pay attention to the film to complete a matching activity based on the film. <p>https://app.nearpod.com/?pin=E2B0038F6801B968FD249CB09EAE007D-1&&utm_source=link</p>
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Anexes



Pre-Listening Activity

Pay attention to the film and answer the multiple-choice questions in Quizizz platform.

https://quizizz.com/admin/quiz/653ed2a3056f2972c2e9a9ec?source=quiz_share

While Listening Activity

Pay attention to the film and complete the gap fill activity in Quizizz platform that consists of writing the missing word in each sentence based on the dialogues.

https://quizizz.com/admin/quiz/653ed888c182ea63d72c76a6?source=quiz_share

Post Listening Activity}

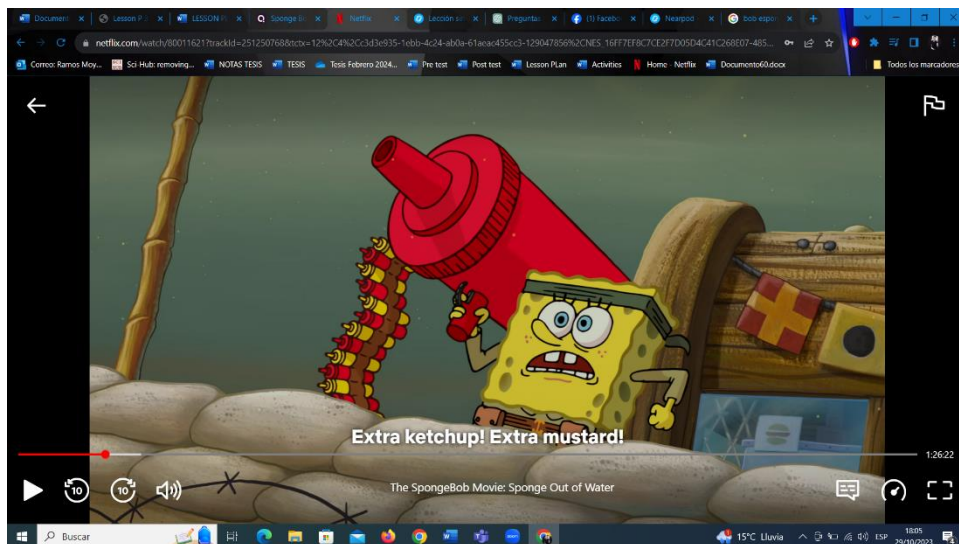
Pay attention to the film and complete the matching activity based on vocabulary in Nearpod platform.

https://app.nearpod.com/?pin=E2B0038F6801B968FD249CB09EAE007D-1&&utm_source=link

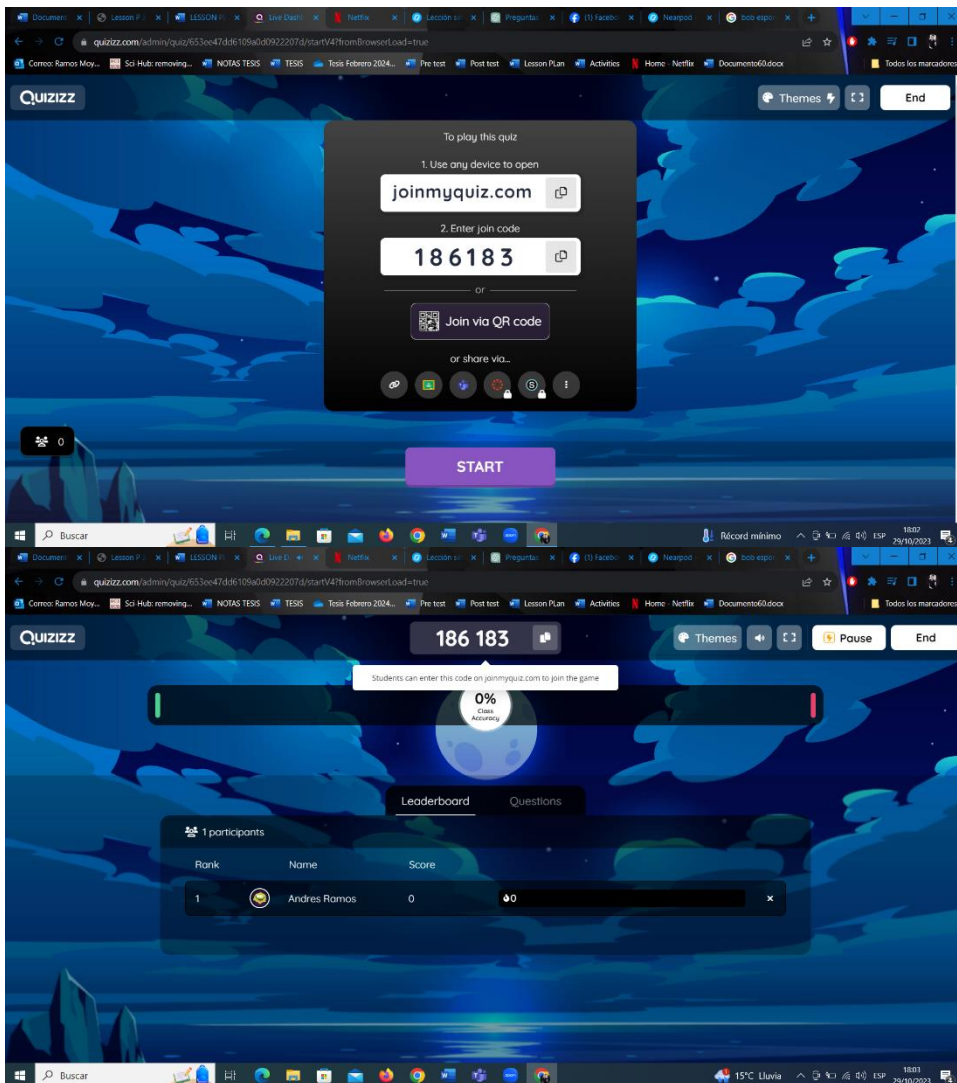
Sources



<https://images.app.goo.gl/2nwNim7xtyh5zLSr5>



www.netflix.com



https://quizizz.com/admin/quiz/653ed2a3056f2972c2e9a9ec?source=quiz_share

QUIZZZ

Search in Quizzz library

Andres Ramos
Basic account

Upgrade your Plan

Create

Explore

My Library

Reports

Settings

More

Turn any website into a quiz with one click

Add extension

QUIZ

Sponge Bob Gap fill

10th grade • World Languages

0% accuracy • 0 plays

Worksheet Save Share Edit

Upgrade to SUPER

RE-OPEN EXPIRED GAMES any time you want

Students can submit their assignments even if they miss a deadline.

Upgrade your Plan

INSTRUCTOR-LED SESSION

Start a live quiz

ASYNCHRONOUS LEARNING

Assign homework

5 questions

Show answers Preview

Fill in the Blank

So it's a ___ fight he wares, eh?

1 minute 1 point

Fill in the Blank

Please put your seat backs and tray ___ up as we're now approaching.

1 minute 1 point

Suggestions for you

See more >

Equationns

2.3K plays

100% - 100%

12 Qs

Quizzz Test Lesson

251 plays

50%

11 Qs

SUPER LESSON

nearpod

Buscar por tema o estándar

Crear Inicio rápido

Back to My Lessons

Diapositiva 1 / 1

Lección sin título (6)

Lesson

Andres Ramos

Editar lección Teach

Show more

Related lessons

Insects that Glow and Sting

Lesson

6. Insects that Glow and Sting

Grade(s) 2

Amplify

SP3 CH 12 PERO, SINO, SINO Q...

Lesson

Grade(s) 6-11

Breaking the Barrier

https://app.nearpod.com/?pin=E2B0038F6801B968FD249CB09EAE007D-1&&utm_source=link

LESSON PLAN 6**Unidad Educativa “Sagrada Familia”****Teacher:**

Andrés Ramos

Type of lesson: CALL**Class:** 2nd, BGU**Number of Students:** 24**Time:** 30 minutes**DATE:** 10th November ,2023**Topic:** Nouns**General objective:**

Students will be able to watch and listen to a film with subtitles to improve their listening comprehension and vocabulary.

Specific Objectives:

- Students will be able to distinguish new vocabulary.
- Students will be able to develop listening and practice with online activities.
- Students will be able to use Netflix and online websites as a pedagogical tool.

Materials: Internet, computer.**Time**

10

minutes

Tools and**Materials**

Netflix and Nearpod.

Activity**Pre-listening Activity**

- The teacher presents a segment of a film named Madagascar.
- Ss must paying attention to complete an online activity based on the film.
<https://app.nearpod.com/command?puid=f931a3f269b0e6acb7f0956326746e4b-1&sid=a9a1b8c3e740652efcac1c49c5aa861e&origin=My%20Library>
-

10

minutes

Netflix and Quizizz.

While listening activity

- The teacher presents the same segment of the film.
- The teacher presents an online flashcard about nouns.
- Ss must pay attention to the film to complete a gap fill activity based on the dialogues of the characters.

[tps://quizizz.com/admin/quiz/654bdf86ab7a08cef22f2402?source=quiz_share](https://quizizz.com/admin/quiz/654bdf86ab7a08cef22f2402?source=quiz_share)

10 minutes	Netflix and Nearpod.	Post listening activity <ul style="list-style-type: none"> • The teacher presents the same segment of the film. • Ss must pay attention to the film to complete a matching activity based on the film. https://quizizz.com/admin/quiz/654be398553dd30e54a52a06?source=quiz_share
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Anexes



Pre-Listening Activity

Pay attention to the film and complete the matching activity in Nearpod platform based on the vocabulary.
<https://app.nearpod.com/command?puid=f931a3f269b0e6acb7f0956326746e4b-1&sid=a9a1b8c3e740652efcac1c49c5aa861e&origin=My%20Library>

While Listening Activity

Pay attention to the film and complete the multiple-choice activity in Quizizz platform.
https://quizizz.com/admin/quiz/654bdf86ab7a08cef22f2402?source=quiz_share

Post Listening Activity

After you watch the film, please write a summary about it. Use the vocabulary presented in the lesson. (100 words)

https://quizizz.com/admin/quiz/654be398553dd30e54a52a06?source=quiz_share

Sources

Wild Animals



englishilm.com

<https://images.app.goo.gl/wVkHt7BbDiKxe9Lt7>

Nouns in English

pramova

10 examples of concrete nouns:

- Pen
- Phone
- Car
- Tree
- Chair
- Book
- Ocean
- Dog
- Table
- Flower

10 examples of abstract nouns:

- Love
- Justice
- Happiness
- Anger
- Freedom
- Beauty
- Honor
- Courage
- Kindness
- Imagination

10 examples of collective nouns:

- Flock
- Herd
- Pack
- School
- Pride
- Swarm
- Colony
- Gaggle
- Choir
- Army

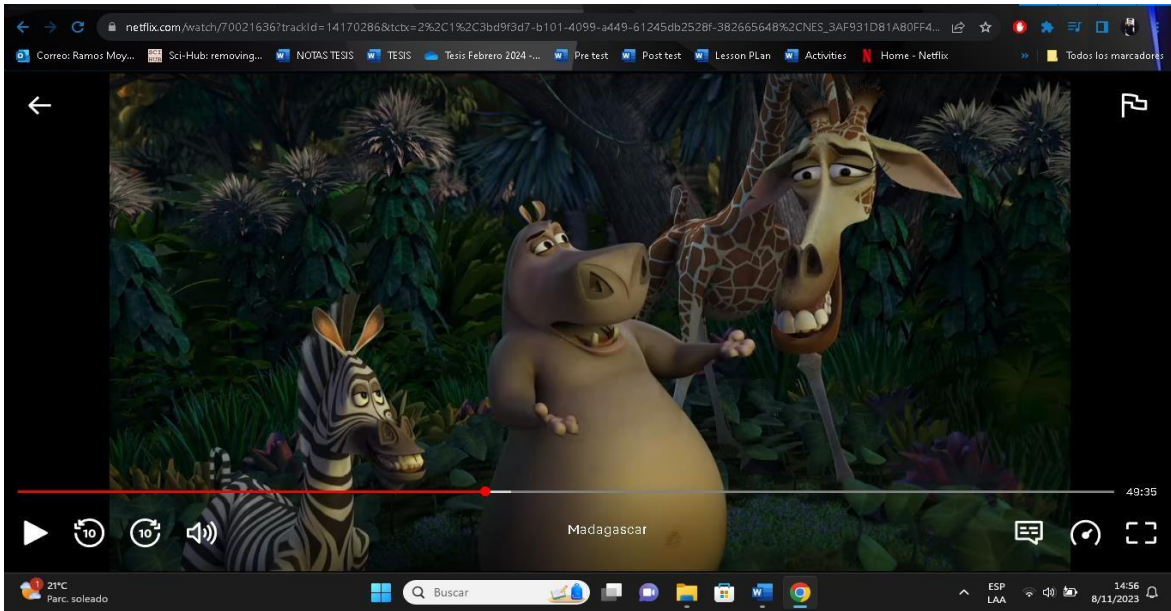
10 examples of regular plural nouns:

- Books
- Cats
- Chairs
- Dogs
- Trees
- Houses
- Cars
- Computers
- Shoes
- Pencils

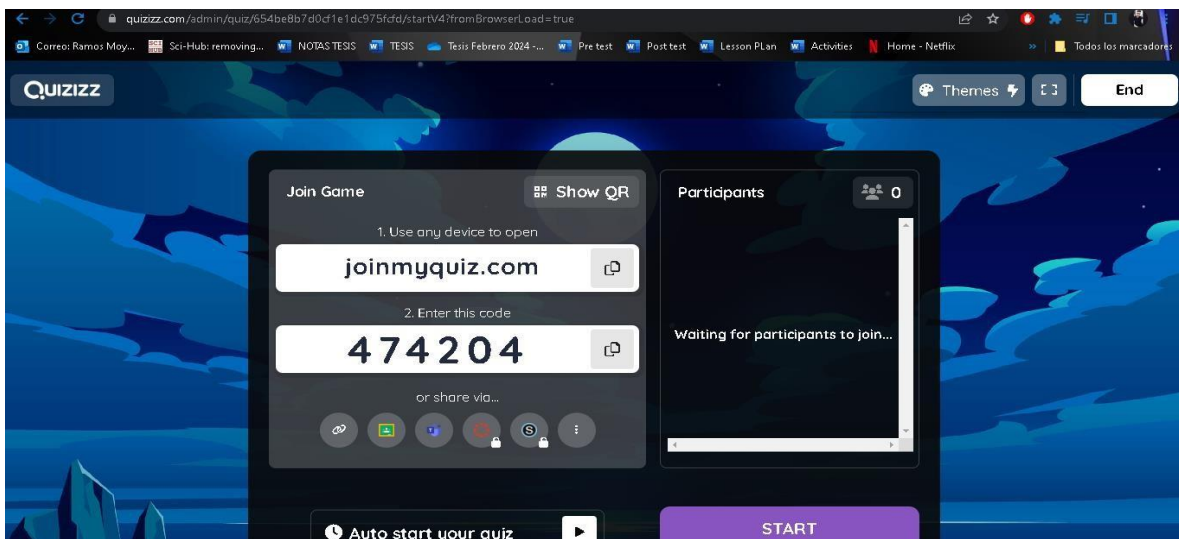
10 examples of irregular plural nouns:

- Children
- Mice
- Feet
- Men
- Women
- Geese
- Teeth
- People
- Oxen
- Alumni

<https://images.app.goo.gl/y2QBfFEUvQ4ufx396>



www.netflix.com










https://quizizz.com/admin/quiz/654bdf86ab7a08cef22f2402?source=quiz_share

app.nearpod.com/presentation?pin=835JF

Correo: Ramos Moy... Sci-Hub: removing... NOTAS TESIS TESIS Tesis Febrero 2024 ... Pre test Post test Lesson Plan Activities Home - Netflix Todos los marcadores

Instrucciones

GIRAFFE Melman	ZEBRA Marty			
LEMUR Maurice				HIPPO Gloria
	LEMUR Julien	LEMUR Mort	LION Alex	

2 de 2

Abrir navegador

21°C Parc. soleado

Buscar

ESP LAA

14:58 8/11/2023

<https://app.nearpod.com/command?puid=f931a3f269b0e6acb7f0956326746e4b-1&sid=a9a1b8c3e740652efcac1c49c5aa861e&origin=My%20Library>

TESIS SEPT 2023 FEB 2024 FILM SUBTITLES AND LISTENING COMPREHENSION

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3	A. B M TSUI, J. FULLILOVE. "Bottom-up or Top-down Processing as a Discriminator of L2 Listening Performance", Applied Linguistics, 1998 Publication	<1 %
4	Submitted to Universidad Técnica de Machala Student Paper	<1 %
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