



Taller de graduación

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**The use of subtitles to improve reading comprehension on 6th
graders in the school of Pueblo Nuevo During the Third quarter of
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Subtitles to Improve Reading Comprehension

Chapter I

Introductory Framework

For a long time, humans have created different types of entertainment, among them, music, videogames, videos, photographs, and more specifically, the cinema. Movies have been a reflection of what an artist or a producer wants, from photography, music to dialogues. However, not always people were able to enjoy them due to the language in which many these movies were produced. Nevertheless, after a while, subtitles were created. According to the website Collot-baca (2018), “The first instance of a subtitle as we know them today came about in 1909 thanks to M.N. Topp, who filed a patent for ‘a device that would rapidly show titles for movies, apart from the images on the film strip’.” With this previous data, it can be seen that subtitles did not take long to arrive, since it only took 6 years to arrive together with the first feature film in history, which according to the National Museum Australia (2022), “1906: World’s first feature-length film was *The Story of the Kelly Gang* produced in Victoria.”

This small introduction takes us to the present day, since today we have thousands of platforms we can use to watch movies, as this and much more content is at our fingertips. Many people around the world can use their device to connect to the internet to watch or even create content online. Therefore, the purpose of this paper is that people dare to use these platforms or movies, in this case, not only for entertainment, but to grow intellectually with reading comprehension and be able to enjoy it. This because when it comes to reading comprehension, many students think of it as a challenge, especially the youngest students as some still find it hard to read a little, or at least some more than others, especially when understanding or answering questions about a given text. However, it is needed to keep in mind that students must

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be given specific tools to work on all the skills, from speaking to listening and, in this case literature, this so that the student can be interested in reading. Consequently, in the next pages, it is going to be presented the problem statement, the objectives, and the justification for doing this investigation. It is very important that not only the children in school can benefit from this, but also the people in general that get to read the document, as well as for future teachers.

1.1 Problem Statement

The researcher wants to describe how effective subtitles are in movies, videos, and other means of communication to improve reading, since many people today have easier and faster access to them through the Internet. Today's generation needs other learning methods beyond school books or texts. However, the real question here is how important reading comprehension is, especially in children? According to Texas Education Agency, (2002), "A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers."

The purpose, in general, is that children can think autonomously and responsibly; in other words, that they can think by themselves. Reading opens many doors. Nowadays, and the power to create is extremely important since children continue to be educated more and more academically. Nevertheless, as they grow it is necessary to provide them with a clear guide. Consequently, this work wants students to dare themselves to read more in English in a comfortable, accessible, fast, and simple way. Education is a right, but it is also a pleasure because acquiring knowledge is part of being human. According to the website HARAPPA (2020), "When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centers of your mind. It helps recall

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information as well as stabilize your emotions. The importance of a reading habit is that it strengthens mental muscles.”

This paper aims that we use all possible methods to train our mind every day. Today, reading is in decline, as the information goes too fast. Therefore, it is necessary to train our brain to go fast. Although, this can sound good, sometimes our brain, especially young students’ brain, needs to rest a little from so much information and data in our devices. The new generations are leaving the traditional method of reading behind they use digital methods or do not read at all; therefore, it is important to create the habit of reading. This paper wants to encourage this habit that has been lost, as old-fashion methods are used, so the idea is to implement new ones. According to Trucano (2014), “New technologies can play important roles in helping to enable efforts and activities to teach people to learn how to read -- and to provide people with access to reading materials.”

As we can see today, the opportunity is within our reach. Today more than ever, organizations have been created based on technology, including a reading program, as in the case of UNESCO, “As part of its communications outreach on International Literacy Day this year, for example, UNESCO highlighted recent experiences in Senegal targeting illiterate girls and women, where it has found that "mobile phones, computers, internet and TV make literacy courses much more attractive for illiterate women.” (Trucano, 2014). Many organizations like this, make literature more accessible, so teachers must take advantage to be able to work in their classes.

1.2 Objectives

1.2.1 General Objectives

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To analyze the effects of subtitles as a tool for reading comprehension on 6th graders in the school of Pueblo Nuevo during the first quarter of 2022.

1.2.2 Specific Objectives

- To identify reading comprehension problems in the students.
- To apply subtitle activities to improve the reading comprehension skills in the students.
- To analyze how the students, respond to the use of subtitles as a learning method to improve reading comprehension.

1.3 Justification of the Study

The objective of this work is to analyze how subtitles in any means of communication, such as television, series, or movies can be an alternative to learn English in an easy and fun way. This technique uses more learning methods than just reading aloud therefore, young people can have an alternative not only to get knowledge, but practice the target language unintentionally. According to Rutzler (2020), “Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life.” Consequently, the purpose of this investigation is to be able to reach young students, since nowadays they often use technology to watch movies, series, YouTube, etc. Moreover, they can see that through entertainment they can also learn other languages, in this case, English. This technique will allow the students to be entertained and to learn the effectively the language. The relevance of this work is that many young people, as mentioned before, use technology more than ever, so it is a must to keep teaching using different ways or strategies to allow the younger generation to learn and to be more interested in learning.

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The practical application for our research is movies or videos, since the technique will be applied in primary school children, so they can learn and use other instruments for learning.

1.4 Antecedents

1.4.1 International

In 2018, Lisseth Marina Molina Ramos carried out a thesis called *The Impact of Strategy-Based Workshops on Tenth Graders Reading Comprehension*. Her general objective was to explore how the design and implementation of strategy-based reading workshops enhanced tenth graders' reading comprehension in a public school. Some of the specific objectives were to appraise the usefulness and suitability of reading strategy-based workshops to enhance students' reading comprehension; to identify the reading strategies the students resort the most to comprehend a text; to describe the level of comprehension students reached after implementing structured reading strategy-based lessons; and the importance of using reading strategies to become an active reader and improve comprehension. Moreover, Molina concluded that students were enthusiastic and felt motivated, as they considered the topics were of their interest and relevant. In addition, the variety of exercises and challenging activities encouraged them to go beyond their levels of proficiency. They highlighted that materials were innovative and offered opportunities to activate their previous knowledge.

In 2020/2021, Resia Yuni Deviyanti carried out a thesis entitled *Teaching and Learning Reading Comprehension by Using Visualization Strategy during the First Semester of the Eighth Grade*. Her objectives were based on the formulation of the problem; the objectives of the research were the following ones: (1) to know the process of teaching and learning reading comprehension

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by using the visualization strategy, (2) to know the teacher's problems in teaching reading comprehension by using visualization strategy, and (3) to know the student's problems in learning reading comprehension by using visualization strategy. Moreover, Deviyanti concluded that, based on the brief explanations above, reading comprehension is the process dealing with the interaction between the reader and the text and the comprehension of words. In addition, the reader has the ability to transfer and get some information from the text in order to know about the main idea, topic sentence, inference, grammatical features, expression/idiom/phrases in context, detail meaning, supporting the idea, and vocabulary in context.

1.4.2 National

In 2013, Jorge Altamirano Alvarado carried out a thesis entitled *Reading Skills Method to Improve the Students' Academic Achievement*. The specific objectives of such paper were, to determine if the development of the reading comprehension methodological approach augments the students' comprehension and academic achievement and to implement two didactic units from the textbook "Interactions I: A Reading Skills Book" with two eleventh-grade groups from a public high school. Moreover, Altamirano concluded that when teaching reading comprehension in public high schools, teachers should be given the necessary attention to this skill, as it is tested the most during the school year and the EGO (End-of-grade) test. Nonetheless, through this research, Altamirano was able to demonstrate that the selection or design of an effective reading method does help to increase both comprehension and academic achievement.

In 2019, Kathia Alfaro Jiménez developed an investigation entitled *Improving Students' Vocabulary and Comprehension Using Playful Activities with Tenth Grade Students at Liceo Julian Volio Llorente*. The general objective was to improve students' comprehension and

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vocabulary through the application of playful reading strategies when teaching English as a foreign language. Moreover, her specific objectives dealt with diagnosing students' comprehension level and vocabulary knowledge, and the importance of reading comprehension and its importance in acquisition of language. Furthermore, in the conclusions she focused on the importance of using appropriate strategies to improve students' vocabulary and make them conscious about the importance of learning English (Alfaro J., 2019).

1.4.3 Historical

In 2018, Collot-Baca made an article called *A Brief History of Subtitling*. It mentioned that the first instance of a subtitle, as we know them today, came about in 1909 thanks to M.N. Topp, who filed a patent for “a device that would rapidly show titles for movies, apart from the images on the film strip.” A fun fact is that Modern subtitles are also known as open captions. The importance of subtitling is huge, and although may be very complex in practice, it is very interesting to discover where it comes from, how it is done, and its importance in film, TV, and many other content-based industries. Moreover, in the conclusion, it was stated that subtitles were born from the need for people to communicate and bring the art of cinema to other places. This eventually grew to TV, and nowadays it has evolved into amazing technology that allows us to consume content, regardless of the language in which it was originally created.

1.4 Scope

The students in this school have problems reading in English, as some of them are not familiar with the language, some do not like it, or even find the language boring. What is required, in this situation, is a lot of patience and solutions to the problem. With this work, there are some specific goals that are going to be listed to help them ahead with their readings, projects, vocabulary, and

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most importantly reading comprehension in this language. It is important to create activities not only for entertaining, but for learning purposes. These activities can be to: watch short films, films, videos on YouTube, and even music videos with lyrics, as they can be used so that they can have a better interaction with the language.

Many times, children, especially at such a young age, can become overwhelmed with something like reading, and in addition, we also want them to have fun during the reading process according to the Oxford Owl (N.D), “Reading for pleasure also improves children’s well-being and empathy. It helps them to understand their own identity, and gives them an insight into the world and the views of others. Research shows that reading for pleasure can be directly linked to children’s success throughout their time at school and even into adulthood.” Moreover, some other issues that this work wants to achieve are that students can:

I. Become familiar with the language

- a. Students need to be able to become familiar with the language. It is planned to use subtitles in both English and Spanish for better understanding. However, they will be used in English, so that they can have that closeness to the target language.

II. Learn new vocabulary

- a. It is a must that in the process of reading, the student can also acquire new knowledge such as vocabulary; that is, from complex words or even slang could be taken as new knowledge.

III. Read fluently

- a. It is a must that the students, little by little, can read fluently. Therefore, subtitles will help students during the process, since most of them are very short and fast

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dialogues which will make the students to read quickly. However, fluency not only allows to read at a regular pace, but also to understand a little the process.

IV. Understand what they read

- a. It is fundamental that students. understand what they read, and not only read for the sake of reading, since it is important to understand what the dialogues,-short videos, everything is trying to tell us. Therefore, they can understand the context entirely, which is the final goal.

Along with the objectives, it is best to see how they progress with reading and see what problems students may have. It is quite common that students may have a problem related to reading, as they may struggle concentration, the environment, and other factors, such as ADD, ADHD, dyslexia, and poor vision. According to Sound Reading (2022), “Poor comprehension skills occur when a child has an issue with following directions, remembering a series of numbers or words, or not being able to understand what someone is saying to them. These issues can be caused by hearing loss, ADD and other auditory processing disorders.” However, before making any of these movements, it is necessary to consult the parents or a professional before making an early diagnosis.

Moreover, this works wishes to have a positive response from the students with the idea of working with subtitles. Therefore, the researcher is going to search for movies and short films that have not only quality content, cinematographically speaking, but also content which interests the students. It is expected to see how they are going to act or how they are going to take the idea of working with subtitles, not only as a source for entertainment but for learning and achieving learning skills. Consequently, it is hoped that in the future this can be used as a reference to work

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not only in the classroom but also at home, as this can help teachers to make their classes more interactive and to use technology, movies, or television programs in their favor for the children's growth in reading.

Chapter II

Theoretical Framework

The principal objective of this chapter is to review the importance of literature or reading comprehension, which stands on how this helps to improve vocabulary, complex sentences, meaning, etc. Likewise, it will be mentioned some points that must be known around reading comprehension, such as that reading can have a more general scope for other students, so it is necessary to provide them with tools and knowledge for a better understanding of the subject. Therefore, in this chapter, it will be mentioned the tools needed and some theories that come along. Finally, it will also be mentioned how the topic will be applied with different instruments. In addition, it is important to make a literature review on the topic for a better understanding.

2.1 Literature Review

Literature is a fascinating field for many people, especially readers, as they enjoy learning new things. When people read you can see and explore new worlds, as well as to grow not as a person and find personal enrichment. Unfortunately, today very few people enjoy the pleasure of reading and learning. Therefore, in this chapter it is wanted to show a new method that can be used to learn new vocabulary and read in a more interactive and enriching way. Some important aspects

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about literature will also be mentioned, as well as ~~and~~ how these will benefit the student at the time of reading and understanding what is being done.

2.1.1 Reading comprehension

When reading is mentioned, people are likely to imagine someone reading a book or even a magazine; however, reading is much more than just sitting down to read, as it can be found in signs, instructions, and even subtitles. All of these can be referred to as reading comprehension. Why? You are likely to read without realizing it, since at the moment of reading you are trying to understand the message that is being given to you through words. In fact, today people even with cell phones we are constantly carrying out reading comprehension since many of us use applications or social networks, which contain much information and we unconsciously do it.

When trying to learn a second language, it is important that when read anything in that particular language, whether a book, an advertisement, or even a movie, you understand what the writer is trying to tell, since as people decipher what the writer wants to mention, we can also learn new words, as for example vocabulary, slangs, complex sentences, and more. As mentioned by Kilpatrick, et. al (2019, p.84), reading as such will always be based on what you understand, what you can acknowledge from the text, since in this way; the student or any person will acquire knowledge, in this case, vocabulary, new words. Thus, reading comprehension is a fundamental basis for the student who is trying to learn a second language to effectively learn the language without problems. Consequently, it is hoped that what follows will serve as a guide to open more doors to literature and self-knowledge.

2.1.2 Vocabulary

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Vocabulary is the basis for learning any language, in this particular scenario, English. This is especially accurate for non-native speakers, since in this respect, Spanish speaking countries may find it more difficult to find or be able to learn the language in an easier and faster way. Therefore, what remains within our reach are the electronic devices and educational centers where they learn the necessary vocabulary to defend themselves in the language, but why is vocabulary important? Following what the previous quote mentioned, you can ask why vocabulary is crucial when learning a new language, and despite the obvious, according to Webb, (2017, n.d.),

Since we are little; around us from how adults speak to us or even the books we read as children influence our vocabulary, we notice that many of the books that are in our childhood most of them have drawings, images to distinguish, and learn vocabulary which leads us to an important point.

Subtitles are a great idea to accompany reading. As mentioned before, books, as school textbooks or those that moms buy in bookstores, bring images or drawings as. Moreover, when children watch the movies or videos, they are going to get vocabulary easier, since this will be done in a more explicit way with cartoons or even people that they find in those videos. In addition, some of these children's shows can be helpful for their development, they become quite educational or provide light messages for their age.

The importance of vocabulary goes beyond just teaching students words, as it is fundamental that they can understand why they are using the vocabulary they learned. Many people enjoy learning for pleasure, and that is what reading proposes. In other words, people should have the desire to constantly learn and enjoy reading for the act of it, and not to see it as

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another school task. They need to see reading as a way to learn more about the world we live in and explore new worlds through reading.

This can open many doors such as your imagination or even be more skilled in other academic areas, if you start reading for pleasure it can be seen noticeable changes in other areas of your life.

2.1.3 Complex sentences

In grammar there is something called complex sentences. It is well known that occasionally, they can scare people a little bit. Therefore, for many people who have taken a grammar course, some sentences can be somewhat hard to grasp, among them, it can be found the complex sentences. In general, these sentences contain a main clause and a subordinate clause; for example: "The art gallery was interesting, as I expected" (DeCapua, 2016, p.286). However, when people learn a second language, grammar rules can become a bit difficult, especially for non-native people. That is why vocabulary must be present to have a better understanding of it, whatever you are reading. In addition, students will be more skillful when creating these and more types of sentences if they have enough vocabulary and practice to do so.

2.1.4 Visualizing and organizing

In a text, in this context, paragraphs or a book, must have some organization; since it is easier for the reader to grasp it. It is a must that the student not only be able to notice or know what they are reading, but also in the way they wrote it, and the correct organization. This helps the person to generate critical thinking about what they are reading.

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When you read something and it has no organization, it is a little more difficult to understand it and besides, it loses credibility for the reader. It is not only about grammar or punctuation and how much the person knows about what they are reading, but also the person has to be prepared in advance.

When it comes to subtitles, they are more than lines, they dialogue. In general, organization is required even if it is a dialogue or a script. In addition, the words in a text cannot be taught in a disorganized way just because there is an order to follow. Consequently, when students are reading, they should not only write but also they should visualize what they are reading to reflect on the reading process and be able to organize and acquire a better knowledge of what is read (Hanlon, 2018, p. 95). In addition, visual organization, at the time of reading, is important, since this helps the reader to have a broader way to understand what he is reading. It is believed that it is not only the student's job to do this type of mental maps, but also the teacher similarly guides the student to be able to organize or give ideas on how to create organization methods when reading, since this will give them the motivation to continue with their daily readings.

2.1.5 Critical Thinking

When people start reading, it is usually done for many reasons, as for example, academic issues, as well as because they like reading. In this reading path, the learning of numerous things can come to us in the form of vocabulary, sentences, and others. Moreover, people receive the ability to have critical thinking. Critical thinking gives you the tools to use self-doubt and doubt constructively, thus that you can analyze the text you are reading. It not only allows you to make more and better decisions when reading productive or effective content (Cottrell, 2017, p. 2).

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However, how a sixth grader can obtain critical thinking? The answer is a little easier since these children are already reaching their adolescent stage. It is believed that adolescents are the ones who they begin to question many things in their lives, as they are entering a stage where everything around them is changing and this is going to be affected in how they think. According to Fasko (2020), unlike children, adolescents or (adults) may have greater reasoning capacity about what happens to them, they also have more advanced educational methods and knowledge, compared to first-grade children, in terms of realities, possibilities, and ways it is besides like that. To finish, it can be mentioned that reading comprehension at their age is essential in their development, not only academically. Consequently, they can find new ways of thinking that their analysis goes beyond what they are taught at school or in high school. Therefore, many of them can further expand their knowledge.

2.1.6 Fluency

The purpose of this research is to find which components of reading fluency are linked to reading comprehension. The main objective of reading comprehension also lies on the fact that the student can become more fluent, even in the phonological part and in words, since if he is constantly surrounded by new words, he will obtain more knowledge. According Cañizo et al. (2015), understanding a written text necessitates higher cognitive talents that not every youngster possesses. Some youngsters have these talents because they can grasp spoken texts; nevertheless, they struggle with written texts, most likely due to reading fluency issues.

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2.1.7 Decoding

Decoding is one of the fundamental processes of information, since it develops at an early age in children and allows them to develop, in the first instance, the ability to understand basic vocabulary and word structures without first seeing how they are written, through phonological awareness. "Decoding is based on a pre-verbal skill known as phonemic awareness (This ability is part of a larger one known as phonological awareness). Children with phonological awareness may hear distinct sounds in words (known as phonemes) (Lee, S., and F.). This process precedes the ability to read and decipher written messages and not only spoken ones. Precisely, this is one of the things that can be taken advantage of from the use of subtitles. In a later stage of learning to read, students can develop their ability to decipher messages, since when reading subtitles, they must be read quickly and also understand the written message clearly. In this way, they will finally discover those words that they have heard and that they had never seen written anywhere. In turn, this increases their vocabulary capacity and perception of unusual words in colloquial language.

2.1.8 Background knowledge

In the case now of background knowledge, it is known that like everything that happens around us, we have previous knowledge of what we do or think. In the case of children, when it comes to reading, they should not only read just because, since there must be some prior knowledge so that they can better understand what is being read. For example, if the student speaks about a historical topic, and he does not have prior knowledge about such event, he will rarely understand it or what the author means with his work to expand the topic he consulted.

2.2. How the subtitles can help with improvement in vocabulary?

As mentioned in the previous section, vocabulary is the most important part of this research, since it is known that vocabulary is the basis for learning any language. Having said that, some important points will be mentioned below, as to why subtitles could help improve vocabulary when learning to read in the English language. According to Bushnell et. al (2020), at the time of developing vocabulary, teachers are responsible for always actively using the vocabulary (Bushnell, et. al, 2020, n.d.). Since students need to have a good understanding of the subject to be able to learn the language that they are learning, teachers have to be innovative in the way they do their classes. Therefore, in this way students can be more interested in what the teacher wants to tell them in classes, especially in literature classes. Nevertheless, it can become a bit overwhelming since how the class is given can be difficult for the student to grasp the topic, that is why in this section the researcher will mention some points about subtitles, how they work, and how they could help students to have better results when learning the language.

2.2.1 What are subtitles and how they work

Generally, when subtitles are mentioned the first thing that come to mind is foreign movies or even people who are fans of the Japan can probably say anime, since they share characteristics of a language that is difficult to understand, but with the use of subtitles they can understand without knowing the language in which they are speaking. Moreover, movies, like any other form of art, have a meaning; however, if the receiver does not get the idea of what he or she is seeing or hearing he or she will rarely understand its meaning. Therefore, this is why subtitles were created; in other words, they were created for people who cannot grasp the language very

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well, so with the help of subtitles they can understand what they are watching. According to Dwyer, et. al. (2018),

Subtitles become an experience for the receiver, this from the moment the actor of the movie speaks and the movement from top to bottom of the person who is watching, in this situation, a movie this as mentioned before to be able to better capture what he is meaning in the movie, he also mentions that people who have used subtitles for a long time have already mastered this way of watching their favorite programs and it is less difficult for them to read quickly and instantly understand their meaning.

This point is important since the idea of using subtitles is that the person can read more fluently. In general, we are used to books. Therefore, if people like reading, read in a more static way, if it can be called like that. However, today, children and adolescents find it much more difficult to read in this format, since they consider it somewhat heavy or boring at times. This because due to social networks and other wonders of the internet, they got used receiving information which today-arrives extremely fast, it would seem in seconds. Consequently, so to keep up with them, we must use methods such as subtitles since these can help them read faster and more efficiently.

As stated before, subtitles pass quickly and agilely, since they follow the voice of the person. In addition to this, it can also be found that subtitles can help to guide the students when reading. According to Diaz and Remael's (2021), the use of subtitles " supplies the core concepts that will allow its users to acquaint themselves with the technical, linguistic and cultural features of this specific yet extremely diverse form of audiovisual translation and the many contexts in which it

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is deployed today." Many of these audiovisuals are located in certain parts and/or with certain particular characteristics.

2.2.2 Slang in the English language

Slang are those words that are typical of a region. It is fundamental to learn some slang as: our knowledge is sometimes basically academic, since this is what they teach us in school from a young age. However, it is crucial to expand what we know, as well as vocabulary and expressions in the target language. Just as in Latin America we have different accents and sayings, in other English-speaking countries is the same. For example, slangs in a country like Ireland are not the same as in United States. That being said, where did the slang word originate from? According to Green (2016, p. 3),

It is said that slangs came from the gypsies of the time, this is because the word slang means a secret word. is particularly used in certain communities, since it is the way people communicate with each other; that is, their secret words.

Knowing this, slang is different from some words that several communities use to communicate with each other. Since we were little, we use different sayings to communicate. Therefore, knowing many of these so-called slangs is part of our culture in general. It is worth mentioning that long ago, the people from high and mid social class considered these words as something vulgar, but today they are used as any word, in a context outside of the professional and/or academic, since they may belong to some cultures or subcultures from any part of the world. Mentioning subcultures, today people want to have more inclusion in all platforms or establishments, whether is governmental or simply in society. For instance, in communities in

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branches such as feminism or even the LGBTQ + made visible is of the utmost importance given to it; as many of the students that will attend school may be part of this community. A brief mention will be made about the background of the slangs of this community in particular. According to Anna T. (2020), much of the language used by the community has been associated with the sociopolitical part, since they use it as a criticism of the people who govern our environment. As mentioned before, these people want to be heard by the media and by society to generate impact, as this is influenced in policies from education to the simple fact of being respected for not falling into the heteronormative imposed by society. Consequently, even though sometimes it can be seen as something that does not have sense, the slangs, or the way of speaking of other communities can be used as protests to raise the voices of people who do not have one (Anna T., 2020, p.122).

2.2.3 Contrast in the English language

English, like other languages, has the particularity that this language is not heard or spoken in the same way everywhere. It is clear that due to slang people from certain communities can vary the language or the way they use words to say something specific. For instance, in Latin America, English generally varies a lot regarding accent, as well as in other parts of the world, such as the United Kingdom and even in the United States itself. This means that there are many variations the language, since there are many families of immigrants gathered and thus, they create a full pot of different cultures. As mentioned, the English language can have many variants, especially in its phonological part. This because some countries adopt certain accents or words used in other English-speaking countries. For example, Bauer (2016, p. 64) states that in the case of Canadians, they usually use the variant of the language of the United States, while

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their counterparts in Australia and New Zealand use the British variant, this of course due to geographical reasons. Concerning this, then when the student goes to listen to the language, even though phonology is different, when using the subtitles, he will be able to understand what the person is saying, despite his accent or pronunciation.

2.2.4 Word identification

During the process of acquiring a second language, it is important to identify the words which are read. In the very early stages of children development, it can be observed how skillful they are when identifying from letters to word, this concerning vocabulary. Consequently, it is necessary to talk about identification of words. According to Bakker et al. (2020), “The identification of words is a type of skill that uses two subcomponents that are divided into the phonological part and also the identification of words, it is also mentioned later that if there is a problem at the moment to do the word analysis or identification this may be due to lack of skills on the part of the student.” Likewise, when the student uses any reading comprehension technique in class, it can be noticed if he or she need help when working with words in general, so that they can have better skills and use methods that help them to recognize the meaning of words and texts in the future.

2.2.5 Learning problems

As mentioned above, subtitles can help students with learning problems. Subtitles are presented so that the student has a different approach when starting to read. This because such method results from an easier and less tedious way, as opposed to read directly from a book.

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According to Antona & Stephanidis (2021, n.d.), many audiovisual services with subtitles have cognitive or learning problems, since it allows the person who consumes its content a better experience when not only seeing it but also listening and knowing the pronunciation.

2.2.6 How to apply it in the classroom

In teaching, there are many methods dealing with how to work with literature. The most basic and simple way is to read a book or paragraphs referring to a book. Consequently, subtitles as mentioned, can be used in many ways. Therefore, if you want to present them in class, the following are some ways in which they can be used in class and how they can be used. The first way in which subtitles can be used is when learning a subject such as grammar, as the structure of sentences is taught along with grammatical rules. Therefore, since it is important to state how these sentences or phrases sound, the teacher can provide the students with a video with subtitles, so they can observe how these rules and elements unfold in a practical way on a day-to-day basis. In this case, the teacher is in charge of what it will be taught and will prepared the material in advance. Of course, the material must be adjusted to the laws of protection of infants, taking due care of that there are not compromising scenes, foul language, and other factors that may affect the lives of infants and their healthy personal and mental development.

The second way to take advantage of subtitles is to assign homework, so the students can be responsible of doing the work to later present it to the teacher and share it in class. These tasks can be developed so that the teacher assigns an animated short film or movie, so the students can make a list of the expressions that they find interesting or that

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they have not understood. Moreover, the teacher can ask them to make a list of specific expressions, for example, to indicate astonishment, doubt, or joy. This can help students to improve their vocabulary by learning expressions that are part of everyday life for people who speak the language.

Third, subtitles can be used to explain words that do not have a defined translation in the student's native language. Therefore, by using this instrument, they can observe the writing of the word or expression, as well as how it sounds, how it is pronounced, and how it is used in a given context or specific situation. Consequently, the vocabulary of the students can be increased in an entertaining and easy to understand way. In addition, different aspects of the subject are exposed through audiovisual material with subtitles, so students will be entertained, and the monotony of the class will disappear.

2.2.7 Benefits of subtitles in the different multimedia materials that can be implemented in classes

When it comes to improving students' reading comprehension, it is necessary to integrate grammar rules or written and oral vocabulary. Therefore, it has to be stated that multimedia resources can increase, extend, and develop the students' understanding of the words used, how to use them, and in what context to use them (Jiménez.Y, Palacios.S, and Acuña.L, 2013). This can be represented in audiovisual content such as videos, movies, and other media that show reality in different ways and that contribute to the oral and reading development of students, which can be even greater with the use of subtitles. These contributions and uses will be developed below.

2.3. Main usable audiovisual instruments

The following points deal with the different types of instruments with which it is possible to apply subtitles to improve reading comprehension. It is important to mention them to have different ideas when applying this instrument, since it is known that not all institutions have the same opportunities to develop the class more freely with all available devices.

2.3.1 Teleprompter

These devices are common in many schools, high schools, and universities. Since it is easy to use, it has become a crucial instrument for current education, as it projects material, images, and video material that can be complemented with subtitles. The teleprompter was created in the 1950s. It can be mentioned that it was used to give many formal speeches during those days, as well as to read and make a speech more fluidly without noticing the fact that they were reading (Verderber et. at., 2017, p. 274). Furthermore, some of the benefits that these instruments bring to the educational process is that they project large images that facilitate the vision of words in dialogues in videos or movies. To accurately use subtitles, it is necessary to have a clear and broad vision of the material; in addition, to be able to manipulate the material to pause and explain the different situations or contexts in which a specific phrase or sentence is developed. It can be used for example, when watching a film or documentary in which complex, technical, or colloquial words generally appear, so the teacher can pause the material and along the subtitles to explain how that particular word, sentence, or phrase is used correctly. In addition, the teacher can also explain the context in which it is used, the grammatical rules that make it up, and the correct intonation and pronunciation.

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2.3.2 Short films

Animated shorts have generally been introduced to us in long audio-visuals or even when teachers want to teach us something, whether to leave a positive message or a reflection. Nevertheless, the purpose of this paper is to observe ~~see~~ how students interact with these short films to improve reading skills. In accordance to the above, it is necessary to state what a short film is. According to filmmaking lifestyle (2022), “A short film typically runs between 1 and 20 minutes long, while a feature-length film could run anywhere from 90 minutes up to 2 hours or more.” The purpose of the short film is to entertain and provoke thought, rather than make money at the box office as larger films do. Consequently, these materials are very useful in-class sessions, both for listening and reading. This can be done by associating writing with the pronunciation of words, with which it is sought to expand beginner students’ English level, as well as to develop that relationship and identify the sound of basic words, listening to the material, and reading the subtitles.

2.1.19 YouTube videos

YouTube videos are similar to short films; usually, in this platform you can find plenty of content, that is from tutorials, DIY, funny, or even informative videos. In short, the list is long, and having such a wide platform and with so much material it makes it crucial for us to use it in this project. This can help students who learn visually, as it allows students to physically see what is being taught and helps them understand the course work better, and it is engaging, since it is a platform where people can have open conversations and discussion. You can also connect with

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students from all over the world (Skills Academy, 2022). On the other hand, YouTube can also be used to obtain more technical and specialized vocabulary on various topics that abound on the web. An example of this is the documentaries that are constantly uploaded to the platform, in which the student can activate subtitles and delve into words, their meaning, and their use.

2.1.20 Movies

Movies, as a didactic method, also contribute to vocabulary and comprehension, since these tend to be more dramatic, which highlight emotional expressions and different situations that help the student to expand their way of expressing themselves according to the given situation. Of course, subtitles help students with their understanding since in dramatic situations people can speak very fast, slow, or haltingly. In addition, the tonality and volume of voice vary depending on the situation. Therefore, the student can delve into pronunciation and understanding of situations and contexts in which certain words are used according to different situations, as well as sentences and sayings that are not translatable and are typical of a specific situation and only by listening to the situation and by reading the subtitles, it can be understood why it is used and how it is written and pronounced in such way. Moreover, it can be stated that movies help students to improve the English language, as visiting the audiovisual material with subtitles contributes to the literacy of the population. At the same time, exposure to the oral language facilitates language learning when it is pronounced, without exposure to written texts provided for the location of many errors, especially, for example, in the case of English (Sanchez, 2021).

2.4 Possible negative aspects of the use of subtitles

The next aspect is about some possible negative aspects that the use of subtitles can have in the learning process. It should be noted that this instrument does not have many negative issues, since much of what has been discussed regarding subtitles is that it is a method used to improve reading comprehension because of the way they are formulated. Nevertheless, it is known that many of the devices in which subtitles can be found end up not being so good. As follows, it will be mentioned some of the points to take into consideration before using certain devices to find subtitles and academic information.

2.4.1 Vision damage

This deals with the problems that come along due to the use of subtitles. as such, their use does not have any negative repercussions; however, if you talk about the excessive use of screens, there is a problem. The different types of devices are used daily for example, in this pandemic their use has increased, as students had to receive online lessons. Nevertheless, their excessive, apart from disconnecting people from our reality, also affect us in the visual area, screens that are too bright can affect our eyes exponentially if we do not use them moderately.

When technological devices are used excessively, this can lead to problems dealing with the addiction to electronic devices, loss of sight, or even to get isolated from their environment, which can lead the person to mental issues. According to Agrawal (2018), physical problems such as the back issues, obesity, and even that 20% of your sight can be affected by the excessive use of screens and that especially this co-dependency is much more harmful in younger generations.

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Agrawal concluded that although children at this stage can use the media to learn, they can also use them in moderation, and always accompanied by an adult, since the content they consume is also crucial for the learning of the little ones.

Moreover, it is worth mentioning that the conditions of the environment in which the use material can also influence the percentage of damage to our vision. For example, with the use of teleprompters the effort made by vision can increase considerably since generally these devices are used in dark rooms for a better image resolution on the screen. Therefore, so in young people, as they are growing up, vision can be altered, developing diseases such as myopia and astigmatism. This can be aggravated by the use of screens in dark environments since blue light is produced by the different screens for video playback in class.

2.4.2 Negative exposition to the internet

Like any learning instrument, subtitles must be used correctly. As stated before, subtitles can be used as a tool to learn a new language, and thus, will be using what are electronic devices have to be used not only in class but also at home. Therefore, using electronic devices in an unsupervised way can have consequences to the children and adolescents who use it. As mentioned, teachers must always come prepared to class and an instruments that they can use, is videos with subtitles. Nevertheless, these videos must consider the topic under study so it must have quality content. Sometimes, teachers waste their time looking for many videos rather than looking for a few that are good quality and deal with the topic covered in class. Consequently, when students are given the tools to use subtitles, especially if they are minors, they must be accompanied by an adult to supervise them, as nowadays web pages and restrictions can be very complicated.

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Moreover, the safety of the child will always come first to the education staff, so they must be monitoring the videos, as the student may come across videos or content that is not educational. That is why, we must also have a guide so that parents are also informed about these problems. According to Backovic (2020), in general, children without adult supervision may have a high risk of falling into inappropriate content, be it violent games, YouTube videos not suitable for their age, adult content, etc. He also mentions that these children can suffer cyberbullying or other types of virtual harassment through annoying users. These risks exist if students are left to manipulate the devices without supervision; however, in this matter, the use of subtitles is directed at the students while the teacher is explaining the different aspects that they find relevant to their learning. Therefore, the material must be selected previously, and students should not be exposed to any material out of place while under the supervision of the teacher.

2.4.3 Repetitive use can lead to stalling

Repetitions deal with sequences of the same activity. Some materials that can be considered somewhat repetitive are books, audios or, in this case, videos. The problem with using these resources excessively can lead us to students to get bored since the learning process is not fluid. Consequently, subtitles are good instrument to apply not only from time to time, but also in an intelligent way. It should be emphasized that subtitles can be used an instrument for improving comprehension, so if used since the beginning, it can become a definitive method to learn the language. Nevertheless, the different aspects of the language cannot be left aside as mentioned before, the use of books and texts can become boring or not very relevant for students, especially if they get used to subtitles from the beginning. This can help to develop topics such as phonetics, and grammatical structures to determine whether an expression is formal or informal, among other

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elements. In addition, this can help the student to be entertained, and do not fall under the same type of classes, as for example repetition that occurs under the bias of monotony.

Martinez, (2019) states that the excessive use of any instrument can become not so effective if you think about it, since if it is used regularly, it may even create disinterest in the student, just like books or texts that become boring for the student. student this could happen with subtitles if they are not used in an intelligent way.

Chapter III

Methodological Framework

The main objective of this chapter is to provide the methodology that will be used regarding the use of subtitles to improve reading comprehension. This because it is essential to mention the type of methodology that is going to be used when applying any kind of instrument, so that the research can be successful and favorable for the future. Some of the points that the reader can find are the research approach, the research design, and finally, the information sources and the instruments used to collect information and carry out the analysis.

3.1 Research Approach

The method in which this research develops is the qualitative method since this will help us to see how well students perform concerning the use of subtitles to improve their reading comprehension. According to Lecanda and Garrido (2002), "In a broad sense, the qualitative methodology can be defined as the research that produces descriptive data: people's own words, spoken or written, and observable behavior." It is a must be able to see both the positive and

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negative reactions that students can get when using this instrument, since this is not a methodology, but a teaching tool to help improve the student's reading capacity and quality.

3.2 Research Design

First, before starting, it is necessary to mention what a research design is. A research design is the overall plan or strategy for researching specific testable research questions of interest. The nature of the research question and hypothesis, the variables involved, the sample of participants, the research setting, the data collection method, and the data analysis method are all factors that help choose an appropriate research design (Lavrakas, 2008).

3.2.1 Descriptive design

According to McCombes (2020), the “Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when and how questions, but not why questions.” That is why, the descriptive design is going to be used in this research. It is a must to find out who is going to benefit from it, as well as how effective this instrument can be. Thus, not only the situation will be known, but also the academic and resource level of the institution in which they will be working.

3.3 Information Sources

According to LISBDNETWORK (2018), “An Information Source is a source of information for somebody, i.e., anything that might inform a person about something or provide

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knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc.” For this research, the main sources of information were taken from books, as well as theses with a content similar to that proposed in this work, and some web pages.

3.3.1 Primary Sources

According to Streefkerk (2018), “Primary sources provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. A primary source gives you direct access to the subject of your research.” In the case of this investigation, the primary sources were used were theses from other students with a similar approach to have a better understanding of the proposed topic at the time of doing the work.

3.3.2 Secondary Sources

According to Streefkerk (2018), “Secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesizes primary sources.” For this investigation, second source of information were books to work in class, as the subject is based on reading

3.3.3 Tertiary Sources

Finally, the tertiary sources, according to Kramer (2021), is a text that helps you find primary and secondary sources, like an index, directory, or bibliography. A tertiary source usually does not provide citable content itself but gives a list of sources that can. This type of source was hardly used since some articles and web pages were used to find terms and references.

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3.4 Analysis Categories

3.4.1 Subtitles

They are a printed statement or fragment of dialogue appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language (Merriam Webster Dictionary, 2022). Subtitles, as the definition mentions, are the written words or dialogues that usually appear in series, movies, or even videos that we can find on the web. Another thing that can be mentioned about subtitles is that many of these are used as a method to translate those movies, videos, etc. that the person does not understand in their original language, and this can help the person who watching to understand what they are trying to convey.

3.4.2 Reading

In its simplest form, the act of reading or reading is when people generally sit down to see words to absorb their knowledge (Merriam Webster Dictionary, 2022). Although, books are not only to read for academic purposes, but some people also read for fun. Therefore, it can be stated that is the good thing about reading is that you can choose the topic you want to be able to entertain yourself and learn other things, as in this case, a second language. This project needs to focus on reading since it can open many doors of knowledge for students, as for example ~~from~~ vocabulary, critical thinking, fluency, etc. Especially for a second language, they must know these things so that they are not made too difficult the language you want to learn.

3.4.3 Comprehension

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Comprehension is the act or action of grasping with the intellect: UNDERSTANDING (Merriam Webster Dictionary, 2022). Moreover, comprehension is the understanding of anything, so when we talk about comprehension in this research, it has to be associated to is reading, as it is required that the child understands everything that happens when he is reading, from its context, the emotions, and with prior knowledge, as well as what literary figures are and everything that has to do with understanding and literary devices.

3.4.4 Improvement

Improvement is the act or process of improving (Merriam Webster Dictionary, moreover improvement is the act as such of improving every day, so this project also wants to analyze how much progress the student can have in the reading part, since it is known that this is a somewhat complicated area for those who do not like or cannot deal with reading. Consequently, it is expected that with the given proposals, they can improve their reading comprehension.

3.5 Data Collection Instruments

The survey, according to the Merriam Webster dictionary (2022), is to query (someone) in order to collect data for the analysis of some aspects of a group or area. In other words, it is a type of test that is applied quickly and efficiently. In this case, it is going to be applied to the students under study.

Lesson plans are often used to organize the way you teach and what the most important topic will be taught. According to Bri Stauffer (2019), a lesson plan is a teacher's

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daily guide for what students need to learn, how it will be taught, and how learning will be measured.

A pretest is often a method used prior to the result that you want to receive from the students or how much they know about the topic that is going to be submitted. According to the Merriam Webster dictionary (2022), a pretest is a test to evaluate the preparedness of students for further studies.

A posttest is used especially when activities and other dynamics have already been used to see if our initial hypothesis has results, which can be both positive and negative. According to the Merriam Webster dictionary (2022), it is a test given to students after the completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program

3.6 Collection Data Process and Data Analysis

As it was mentioned, some of the methods or instruments used to collect the information are the following: the survey, lesson plans, pre-test, and post-test, which were defined above in point 3.5. They are used since in teaching methods it is better to apply this type of instruments, as the English teaching major also tries to use different study methods to provide a better future learning. All the instruments mentioned will help to understand if the hypothesis mentioned at the beginning of the research paper could be concluded successfully or if it is a method that is not convenient. Therefore, it is seeking to explore different study methods for future students and teachers that they can vary creatively in their classes to allow students to be successful.

Chapter IV

Data Analysis

The importance of this work relies on using new study methods in this case literature, since it is part of who we are as human beings, our culture, and our steps in learning.

On this chapter you will find all the data analysis that was collected during the third quarter of 2022.

4.1 Analysis and Interpretation of the Results

In this section, you will be able to find the different instruments used to carry out the present investigation paper. These will have their respective figure and a small explanation along with the results that were achieved from it. The instruments found in this section are the survey, the lesson plans, the pre-test, and the post-test.

4.1.1. Survey

The figures that you will be observe, that is from figure 1 to figure number 8, correspond to a survey that was done prior to the application of the other instruments.

Subtitles to Improve Reading Comprehension

Figure 1

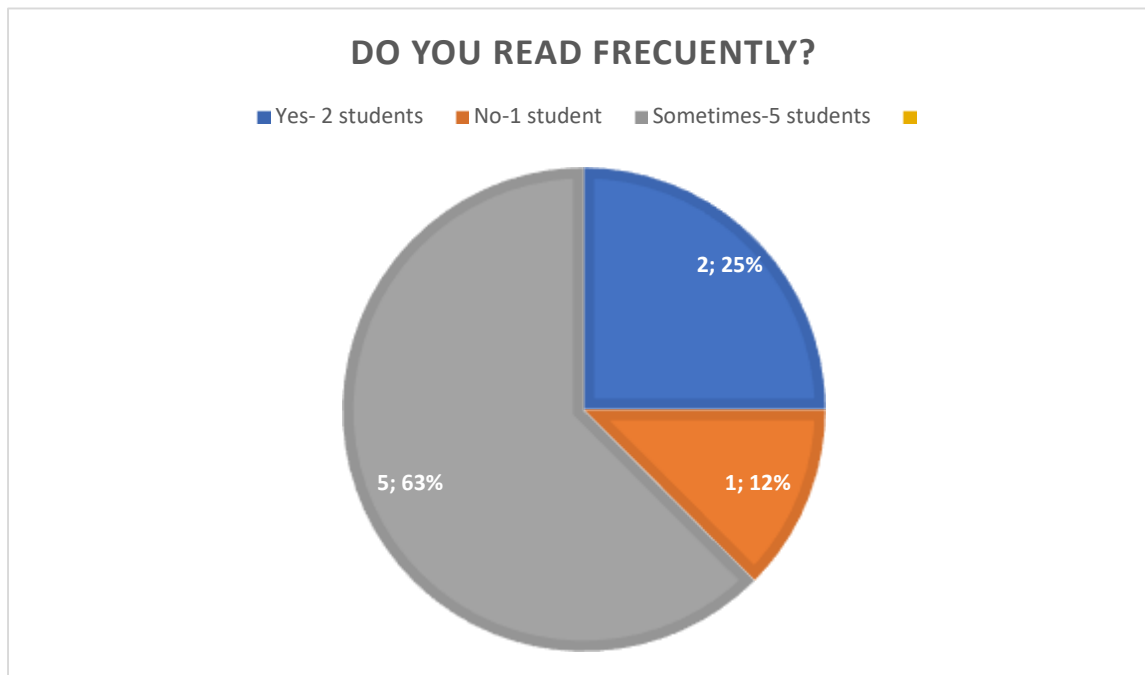


Figure 1 shows if the students like to read. Source: Researcher's creation

In figure 1 you can see how many students read for pleasure in their day to day. This figure shows the results obtained when the students were asked if they read frequently. Five students said sometimes, two said yes, and one said no, like a hobby. It is quite interesting to see that many students responded positively to this statement since, due to the rise in technology, it would be believed that they usually use simple entertainment methods. However, as it can be seen, these children like to read in their free time despite having technological tools near them, or perhaps it is because while they use their electronic devices, they read from there.

Figure 2

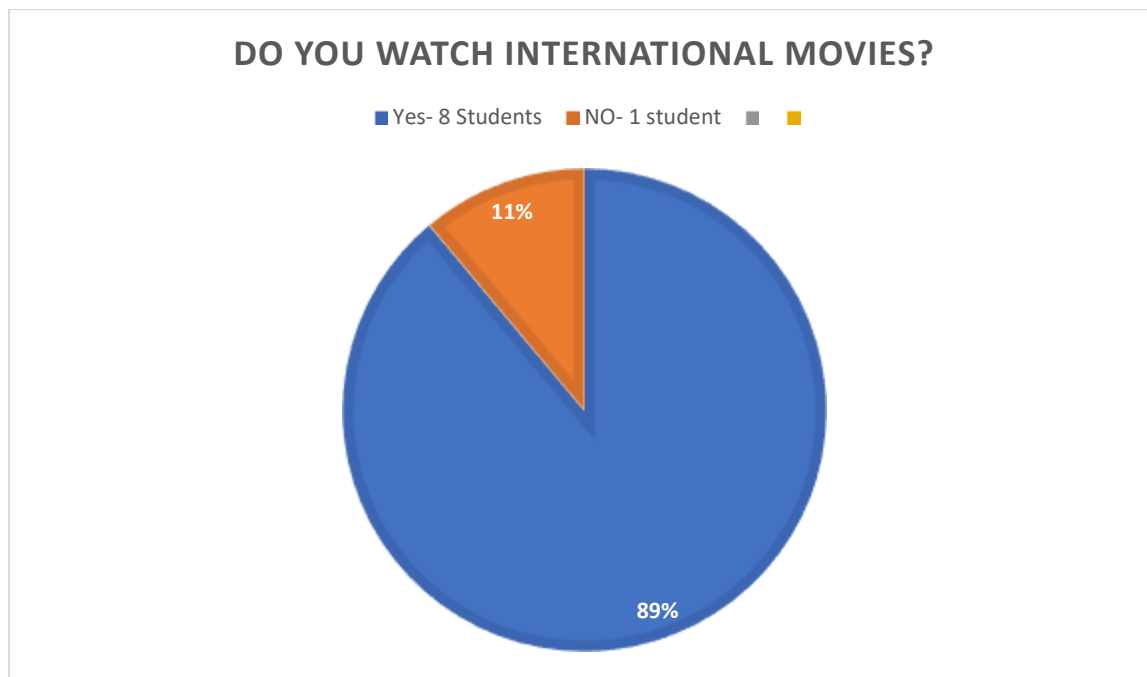


Figure 2 indicates if the students watch international movies. Source: Researcher's creation

In figure 2, it can be seen if the students consume content that is from other countries. As we can see, eight students said yes, and one said no. In a globalized world like today, it is very common for people to consume foreign content found in electronic devices such as from television and telephones, as we get almost any information from any part in the world. In addition, many of these platforms, such as YouTube or TikTok, provide content from many countries, as well as national television stations provide international content to many people who live in this country, which means that children are exposed to it.

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Figure 3

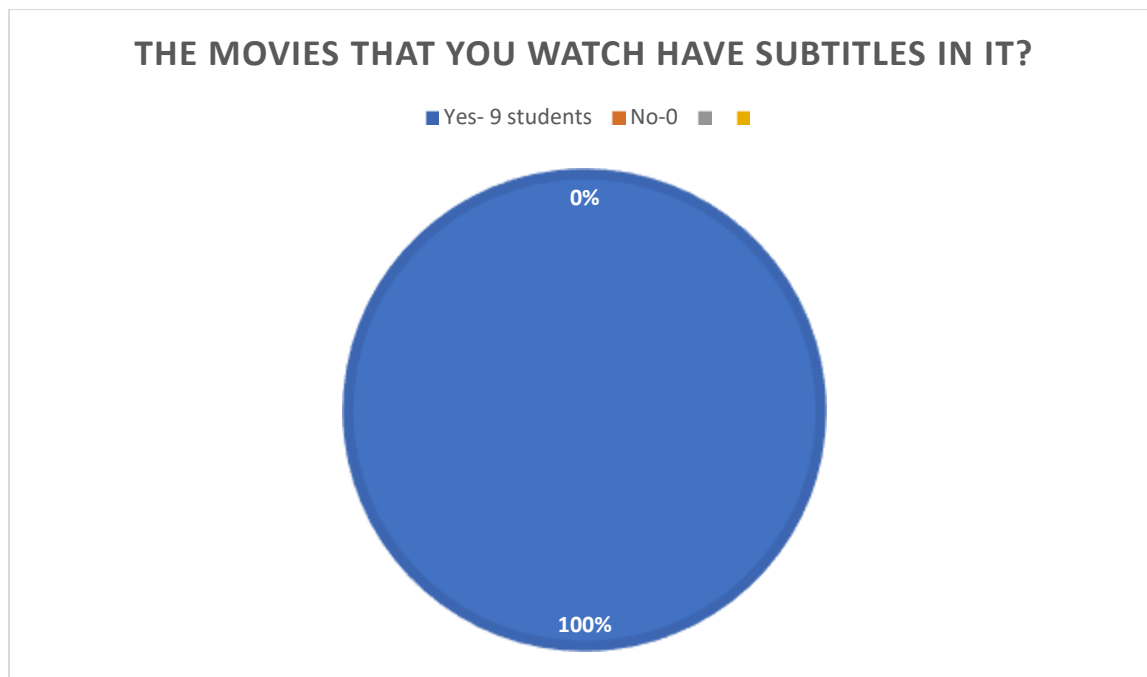


Figure 3 shows if the students watch movies with subtitles. Source: Researcher's creation

In figure 3, it can be seen if students use subtitles when they consume content that is not in their language. As it can be seen in the figure, nine students answered that they do use subtitles when they see content that is not in their native language. As in figure 1, it is not surprising that clearly many have answered that they use subtitles when viewing content in another language. Although, it was outside the original question, it was additionally asked why they do not use a dubbing, and many said that they like to listen to the original sound because it sounds better.

Figure 4

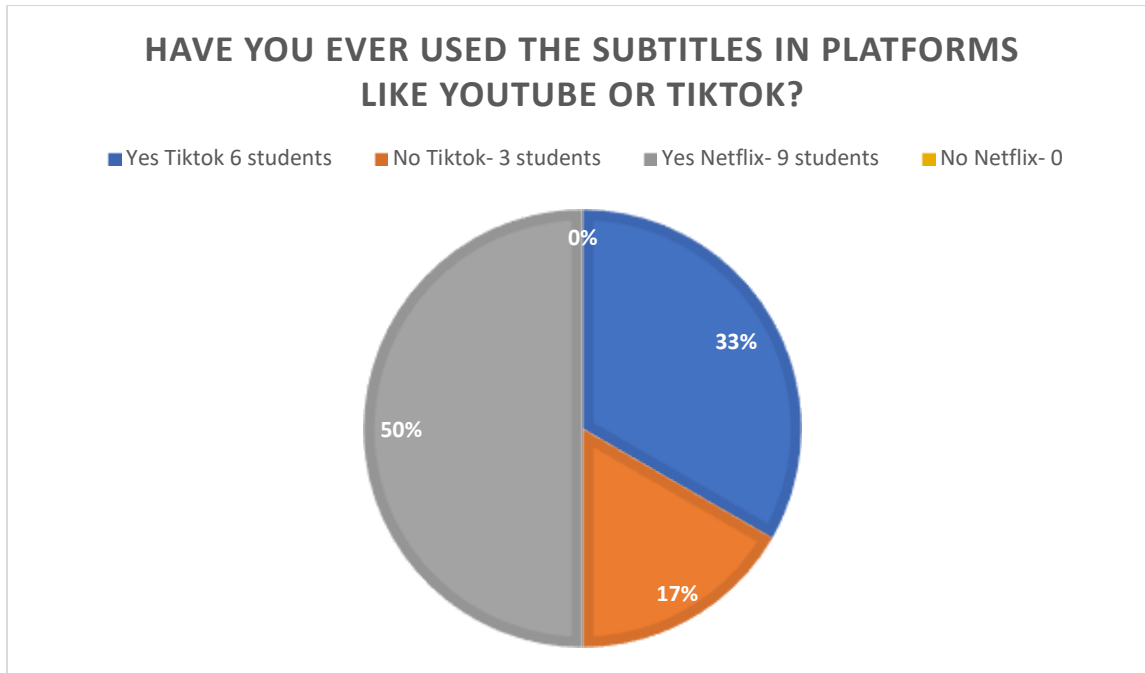


Figure 4 shows if the students have used subtitles in some platforms. Source: Researcher's creation

Figure 4 shows 2 of the most used platforms right now and if students use-subtitles when using them as you can see, in this case, six students used it in TikTok and three of them do not use it in TikTok, and in the case of Netflix, all of them said that they do use it more in Netflix. For the research, the obvious answer would be Netflix, but it is incredible that platforms like TikTok even today have the option of subtitles. Some of the students even commented that many of the content creators do it for their audience, as some may be deaf or even for those who do not understand their way of speaking, either because of the language or because of their gestures when speaking in a video. It is incredible how the world of entertainment continues to grow so that its platforms or content can be shared even there are language barriers.

Figure 5

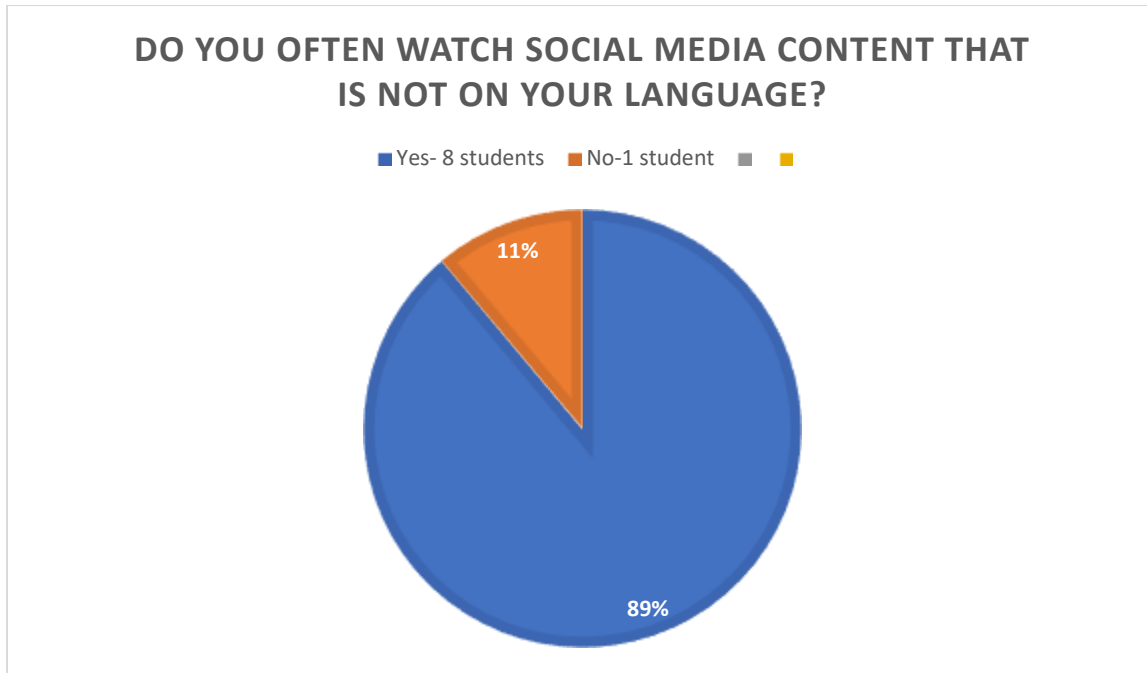


Figure 5 indicates how often the students use social media that is not in their native language. Source: Researcher's creation

Figure 5 shows whether students tend to consume content in a language other than Spanish when using social networks. As we can see, eight of these students responded that they consume content in a language other than their own, while one student said no. This is because it takes a lot of work for her to concentrate on what she is seeing while reading. Since she is doing two different tasks at the same time, she says prefers to do one thing at a time and watch movies or series dubbed. In previous answers, it is not surprising, with technology and globalization, that children consume content from other countries thanks to the ease of access they have today.

Figure 6

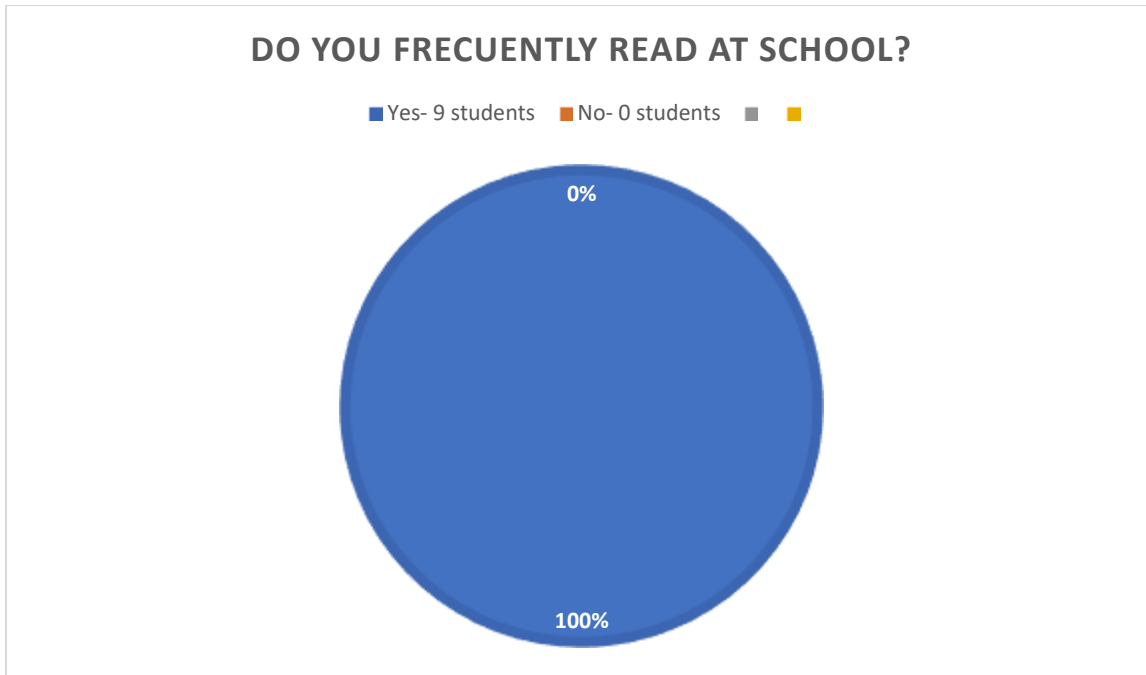


Figure 6 shows how frequently students read at school. Source: Researcher's creation

Figure 6 shows whether students usually read during their class hours. As it can be seen, the nine students answered that they read frequently when they are in class. This one was a bit obvious since students usually get some required reading or small paragraphs assigned during their academic growth, which it was not surprising that everyone answered yes. When the researcher asked the teacher about it, it was also found that in general the reading methods used were either short paragraphs or a few sentences, and that they rarely used a long page of a textbook to work on this.

Figure 7

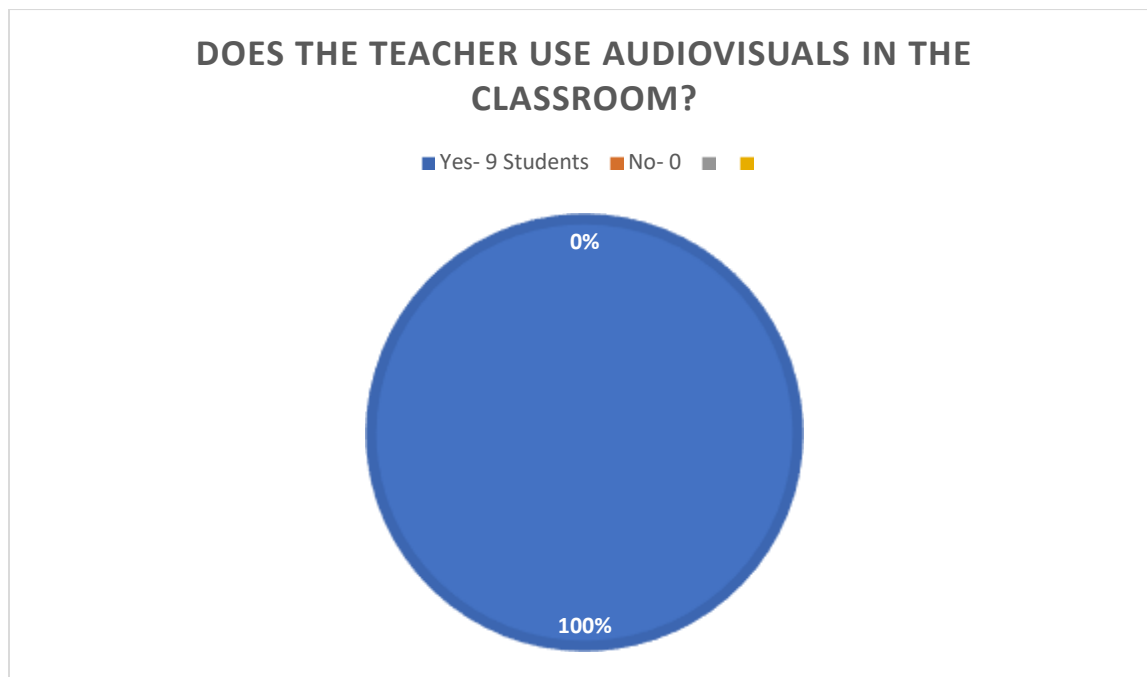


Figure 7 illustrates if the teacher uses audiovisuals in the classroom. Source: Researcher's creation

In figure 7, we can see what the students answered when asked if audiovisual methods were used in class. It can be stated that the students answered yes when asked if they used electronic or technological methods in their classes. This was a great surprise, as it was believed that they were not going to answer yes, since in public schools the classic study method is usually used. However, it was a pleasant surprise to know that other resources are used in class, which include computer, video beam, speakers. In this way, students have more interactive methods in class and not only use the textbook or the blackboard all the time.

Figure 8

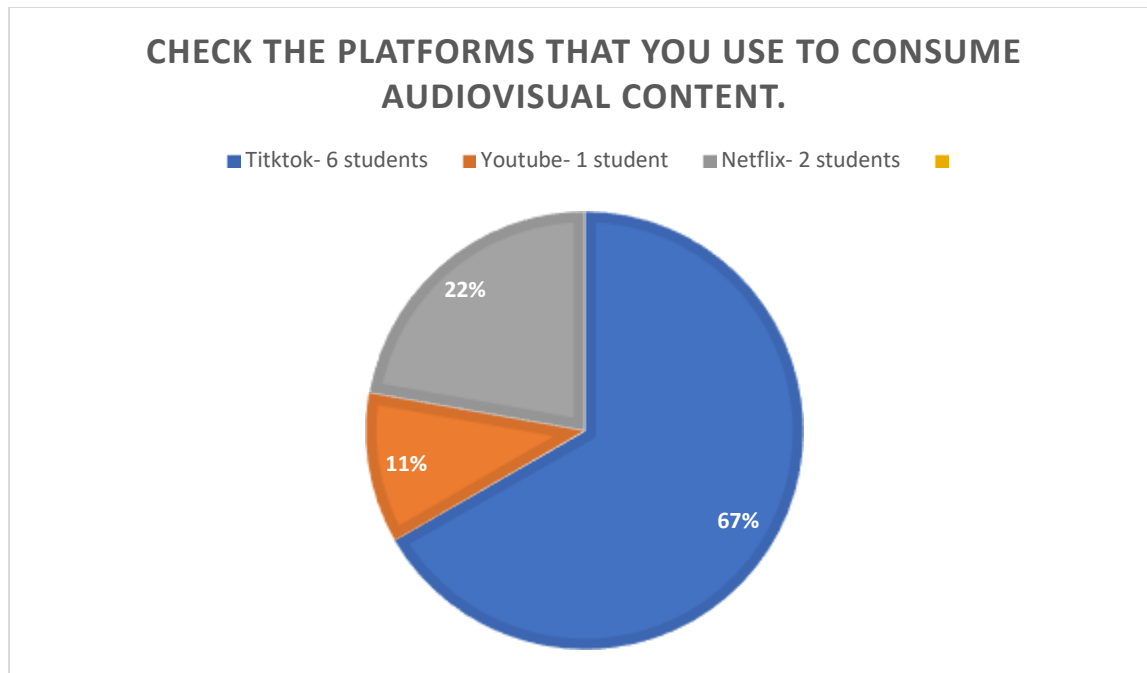


Figure 8 shows the platforms used by the students. Source: Researcher's creation

In the last figure of survey, it was observed which platforms were used more for entertainment. In this last figure, we can see that 6 students chose TikTok, one chose YouTube, and two chose Netflix as the platforms they used the most when consuming content online. Most of them answered TikTok, as it is believed that this application has a very fast and addictive hook, reason why many people use it today, especially if it is for entertainment. This was followed by Netflix and YouTube. Today, platforms that usually have a longer video format, are usually not as engaging as the short video platform TikTok would be. The students who responded that they preferred these last two applications say that they liked them since they can see their favorite movies or series without ads or the famous YouTubers who make content on those pages to catch their attention.

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4.1.2 Pre-test

It was used a short reading with the topic assigned by the supervisor, which follows the plan of the institution, as well. The reading was appropriate to their grade and age. It was used to make known how much they understood about a simple reading like in the institution.

Figure 9

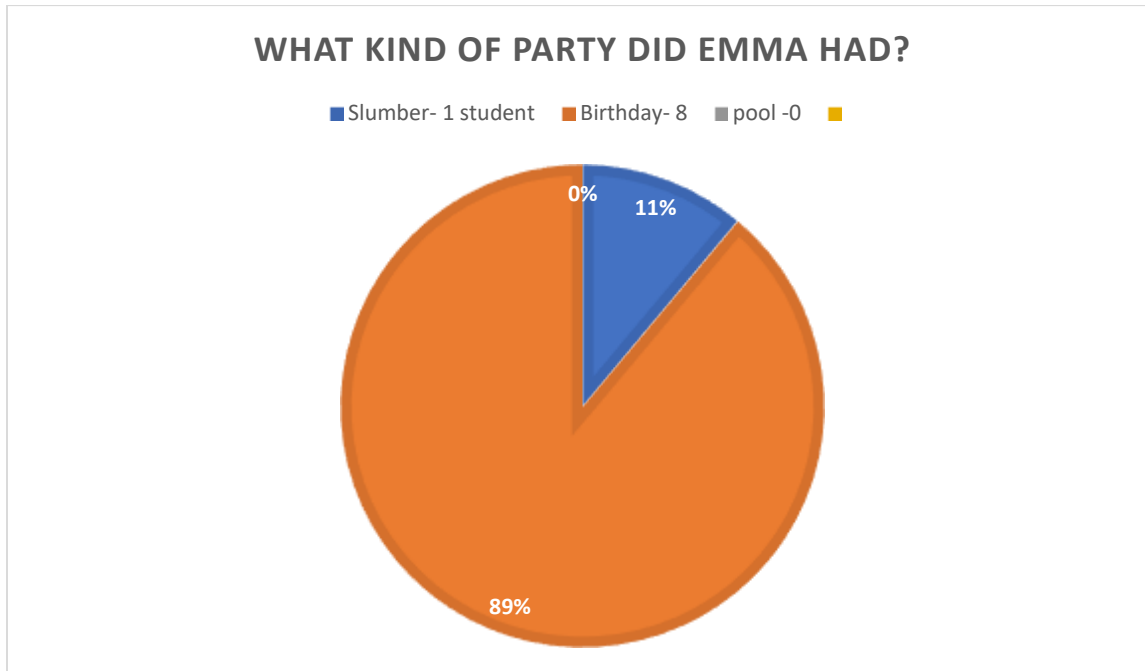


Figure 9 shows the results to the questions dealing with the kind of party that Emma had. Source: Researcher's creation

Figure 9 is the first question of the pretest that was made for sixth graders. The pretest was a multichoice question. In figure number nine, as you can see the first question of this pretest, which intention was to find out if students could answer the questions and in how long it could them to answer this small test. The majority responded correctly to this first question, whose answer was a birthday party. However, there was a student who answered incorrectly, and it is believed, that it was because he did not analyze the question or the text well.

Figure 10

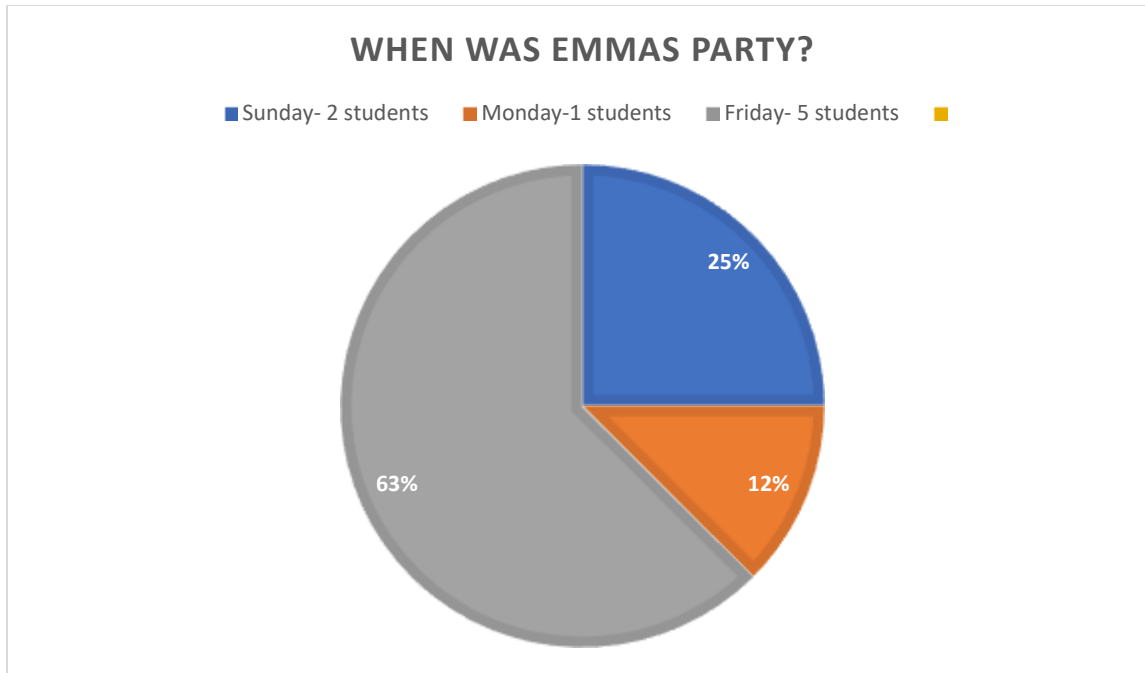


Figure 10 shows the results to the questions dealing with when Emma's party was. Source: Researcher's creation

Figure 10 considers the question when the girl party was. As well as the previous question, it was a multichoice. In the figure, it can be seen that three students answered incorrectly, while 5 of them could answer correctly. As in the previous one, there was a bit of a lack of analysis in the question and text. The students tried to answer as soon as possible, since the questions were answered as a group, so some finished before they analyzed what they read.

Figure 11

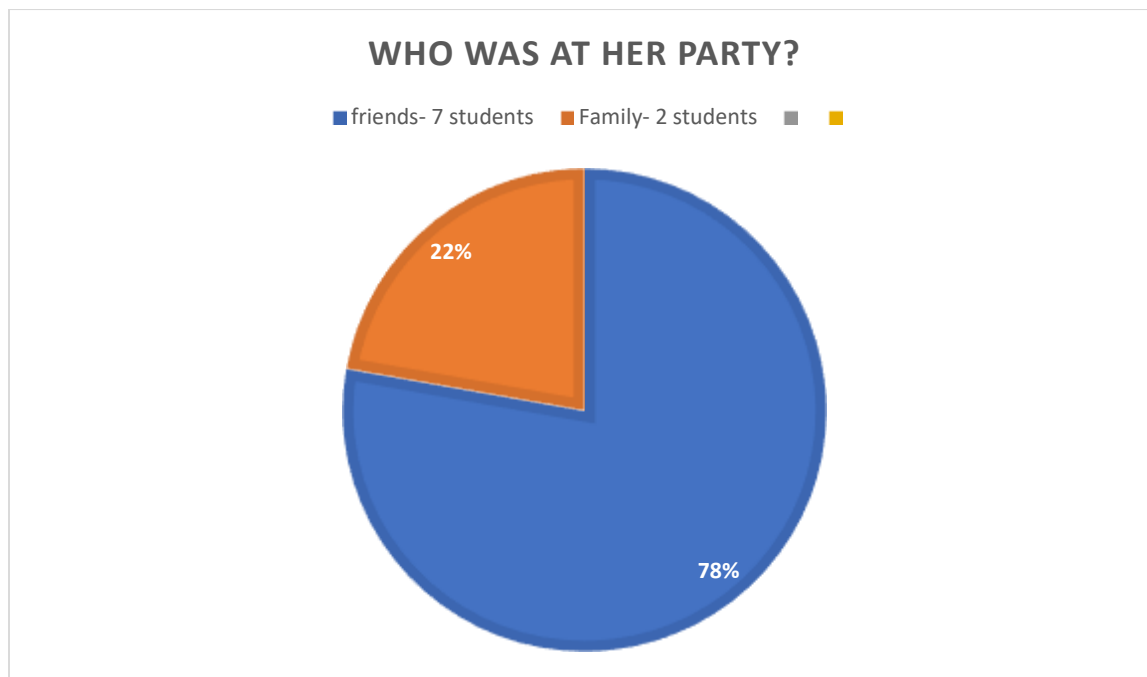


Figure 11 illustrates the results to the questions dealing with who attended Emma's party. Source: Researcher's creation

Figure 11 deals with the answers obtained from the graphic is for the third question of the pretest. As it can be seen, 7 students obtained the correct answer and two of them did not. An estimated time of two minutes was given to answer each question, and in total some lasted even more than three minutes, that is, in the case of those-who responded well.

Figure 12

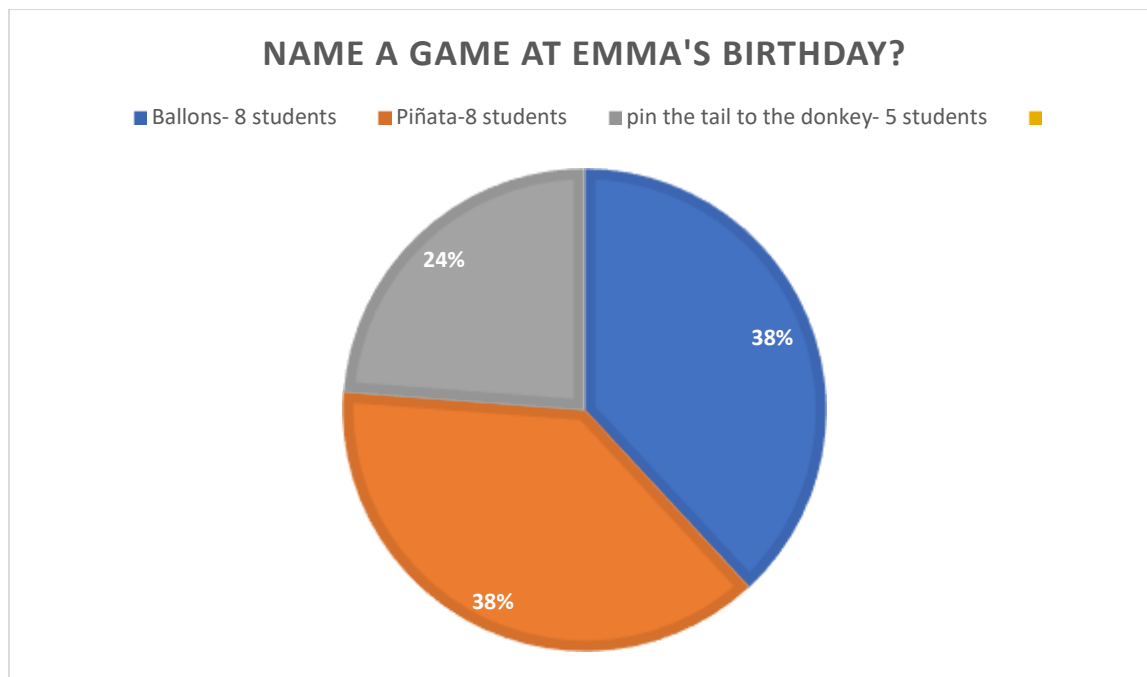


Figure 12 illustrates the results to the questions dealing with the games played at Emma's party. Source: Researcher's creation

Figure 12 states the varied responses given to this question. The idea of this question was to provide a short answer. Therefore, 8 of them wrote the balloons and piñata, as well, and only 5 wrote put the tail on the donkey. An estimated time for this question was 2 minutes and almost everyone except for one student was able to do it successfully.

Figure 13

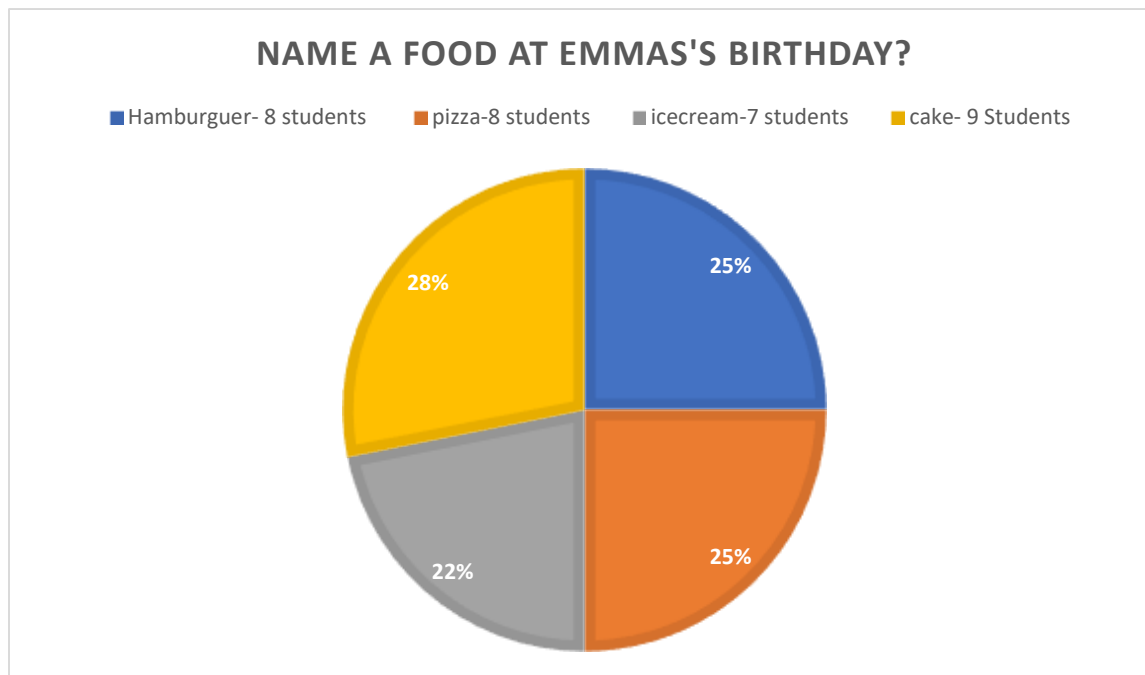
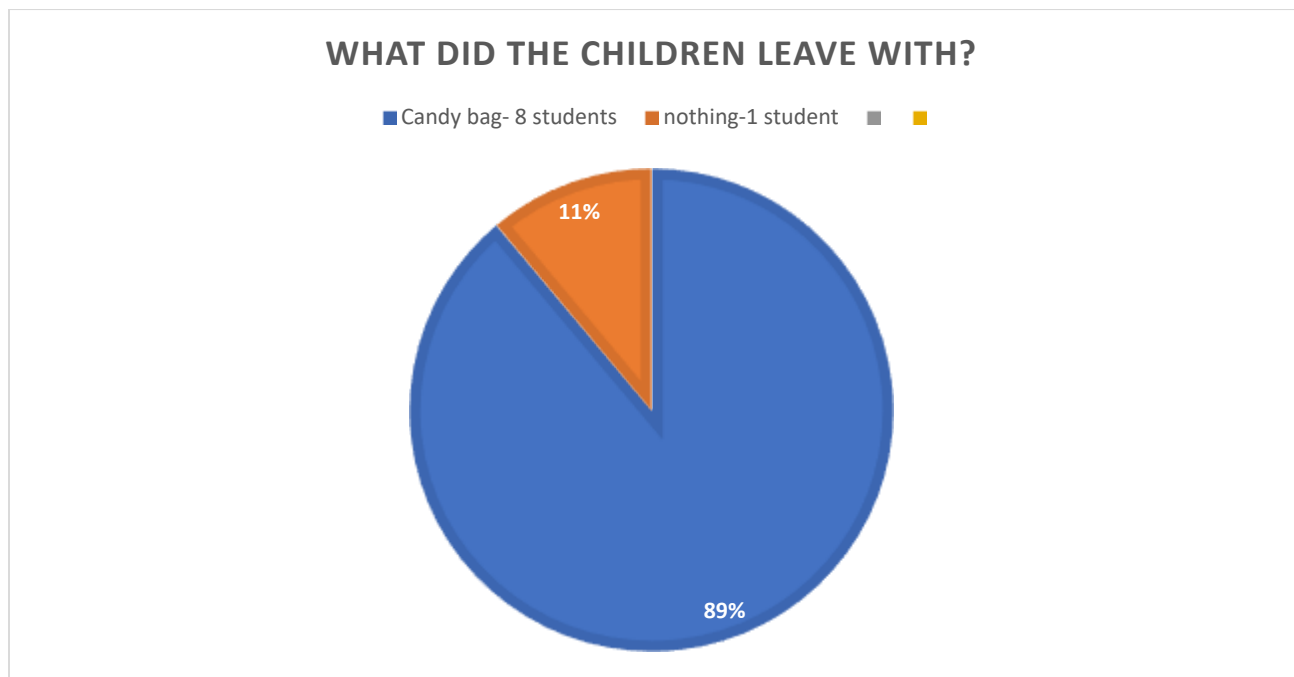


Figure 13 illustrates the results to the questions dealing with the food served in Emma's party. Source:

Researcher's creation

Figure 13 shows the answers to question number five in the pretest. It was a short answer question. As in the previous one, this figure provides varied responses from the students, since it was a short answer. Eight students chose both pizza and hamburgers as their response to the meals served at the party. Only seven chose ice cream, whereas all nine agreed with cake. This questions were answered in the indicated time.

Figure 14



*Figure 14 illustrates the results to the questions dealing with what it was given to the guests.
Source: Researcher's creation*

Figure 14 deals with question number six; also, short answer. As you can see, the answer to the question dealing with what they took home was satisfactory, since 8 of the students answered correctly, while one of them, did not write anything. This took the researcher by ~~who~~ surprise. Perhaps, he did understand the question well and there were not options as in the previous questions.

Figure 15

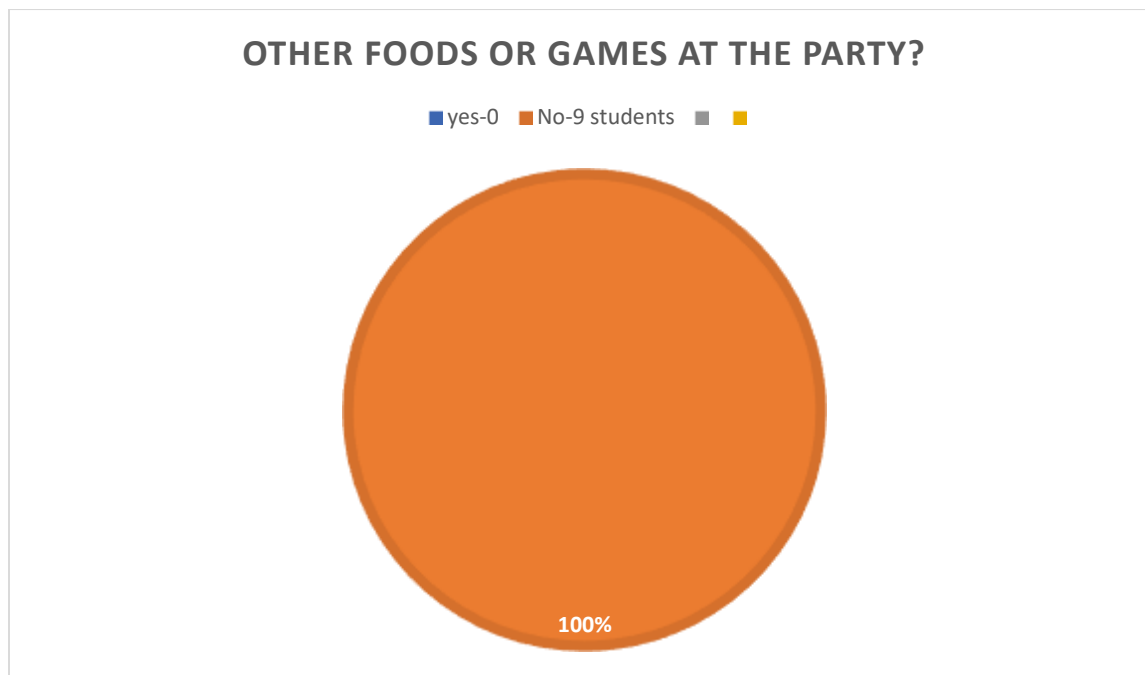


Figure 15 explains the results to the last question of the pretest. Source: Researcher's creation

Figure 15 deals with the last question of ~~from~~ the pretest. It was a yes or no question. As you can see, all the students chose to answer no to this question. Moreover, they took their time for this one. In fact, it was only question that responded in less time, as they spent ~~with~~ one minute. In total, the expectation of these exercises was 15 minutes and we lasted approximately almost 18 minutes to answer this small questionnaire.

Subtitles to Improve Reading Comprehension

4.1.3 Post-Test

In the post test, the researcher used parts of the movie Ratatouille. These videos were played with subtitles and also, without them. This to see the reaction of the students and if they could understand more effectively with the subtitles than without them. For the most part, the response was quite positive, so it can be stated that in what a test like this, can fit sixth grade students.

Figure 16

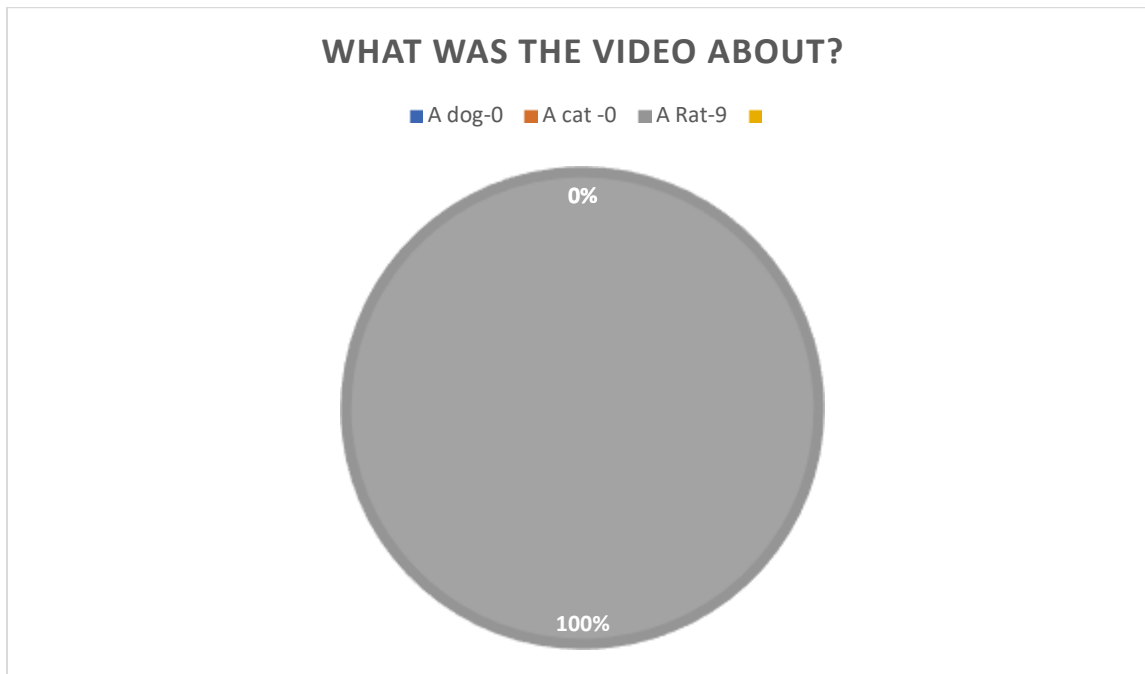


Figure 15 explains the results from the first question in the posttest. Source: Researcher's creation

Figure number 16 was first question of the posttest (video questionnaire) given to the 6th graders. This first question was marked with an asterisk, as a way of keeping in mind that this test was used to identify if the students understood better the reading with the subtitles. In this question, the majority was correct. It is believed that beyond the subtitles, it was because of the obviousness of the scene and that the word was very similar to Spanish.

Figure 17

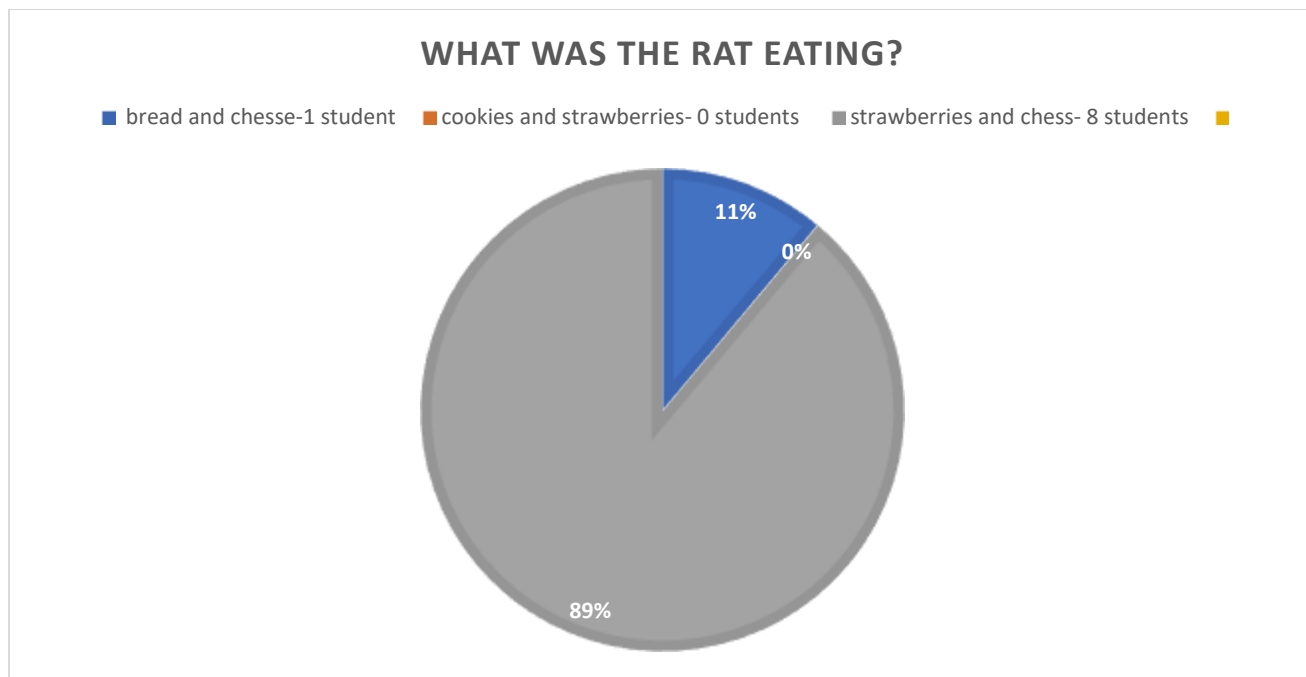


Figure 17 describes the results from the second question in the posttest. Source: Researcher's creation

Figure number 17 shows that the majority of the students answered correctly; moreover, eight of the students answered cheese and strawberries, while only 1 answered cheese and bread. The student was asked specifically why they wrote that, and it was because he had seen the mouse near the bread and cheese.

Subtitles to Improve Reading Comprehension

Figure 18

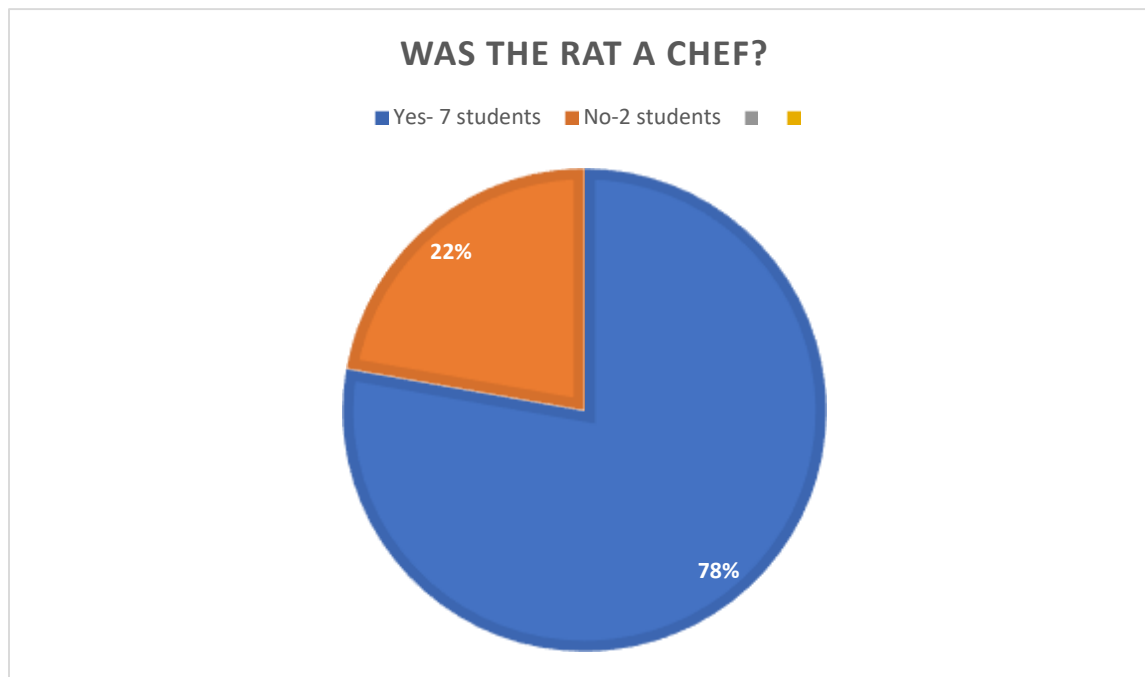


Figure 18 shows the results obtained in the third question in the posttest. Source: Researcher's creation

Figure number 18 shows that seven of the students answered correctly and two answered incorrectly. The students who answered correctly were asked why they chose that option, and they said they saw it in the lyrics of the video, that is, in the (subtitles). They could read that the character said little chef to the mouse several times, which was great news, as this meant that they did use the subtitles.

Figure 19

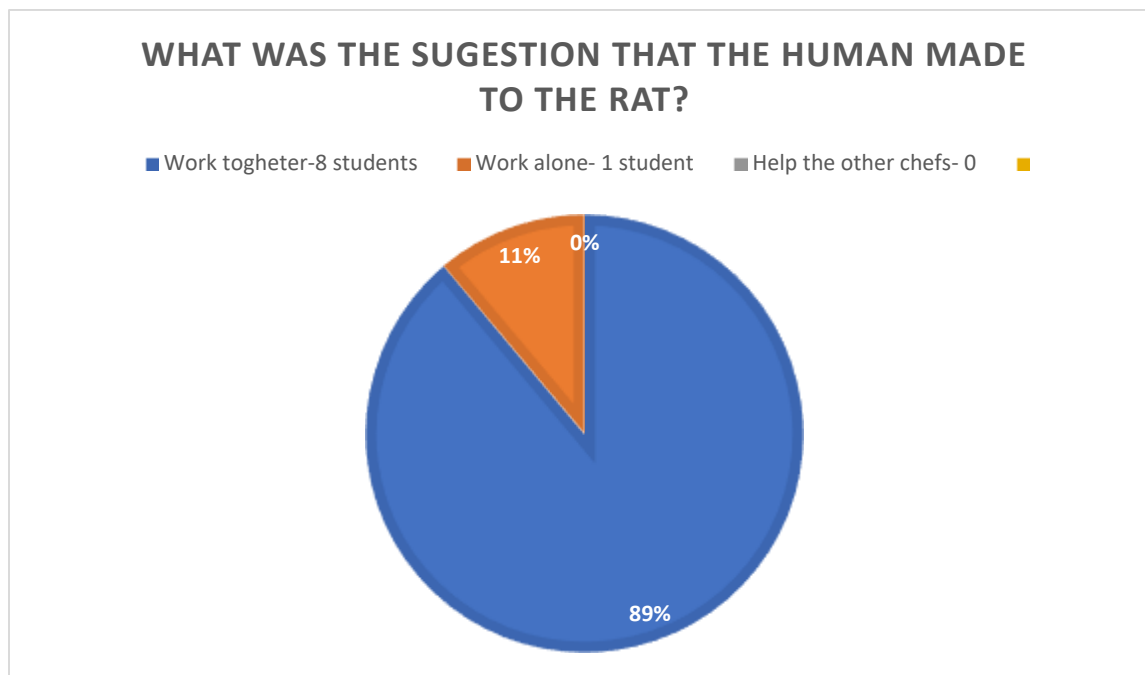


Figure 19 shows the results obtained in the fourth question in the posttest. Source: Researcher's creation

Figure number 19 shows that 6th graders were asked what the conversation between the human and the rat was about when he was going to cook at the restaurant. Eight students answered correctly, while one of these students answered something else. This may mean that they did not use subtitles or that they did not understand even if it was written in front of them because of the language barrier.

Subtitles to Improve Reading Comprehension

Figure 20

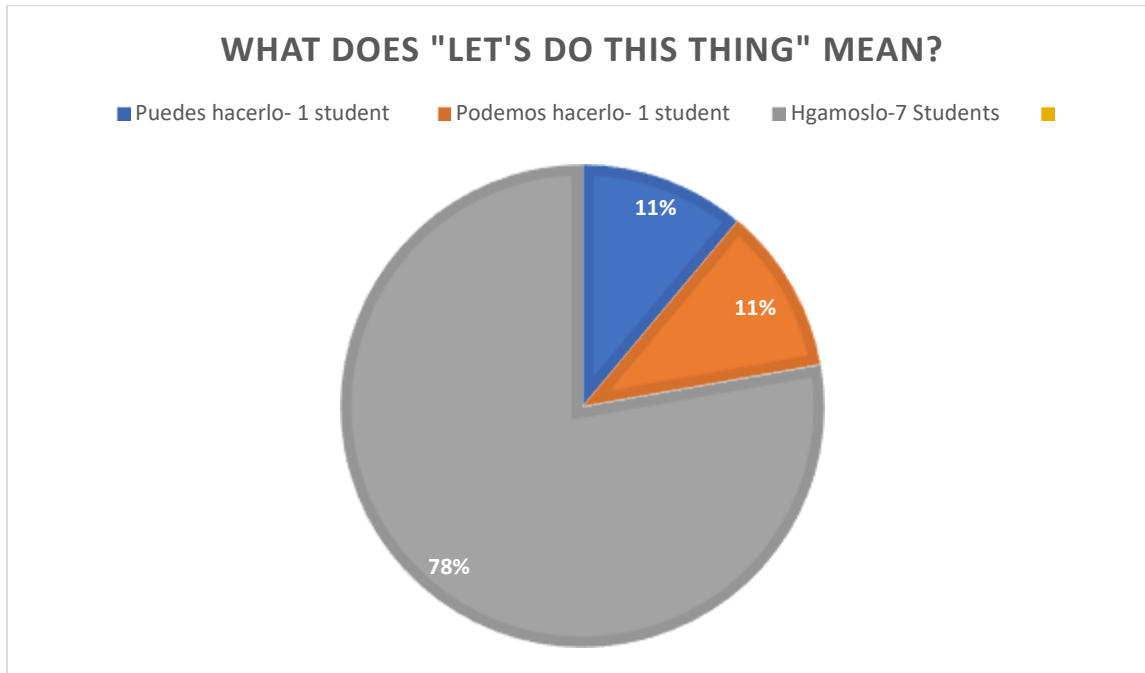


Figure 20 illustrates the results obtained in the fourth question in the posttest. Source: Researcher's creation

Figure number 20 states that 6th graders were asked the meaning of the phrase "let's do this thing," as the researcher wanted to see if they were able to not only to read and understand, but also to translate. Generally, Spanish speakers or those who do not speak English are told not to translate; however, when explaining it can be very useful and the results were quite positive since only 2 of them failed the question and 7 answered correctly.

Figure 21

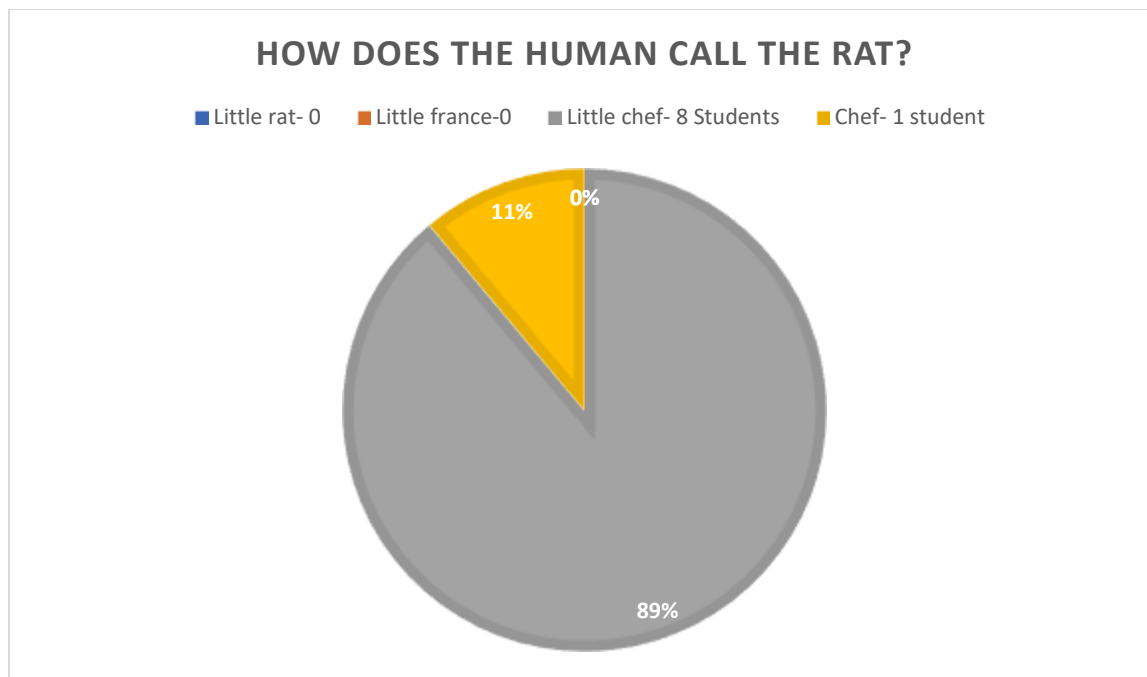


Figure 21 shows the results obtained in the fifth question in the posttest. Source: Researcher's creation

Figure number 21 shows that 6th graders were asked the name that the human gave to the rat. Incredibly, the majority answered correctly, even though there were other answers that could be quite similar. This was a mark with an asterisk, as eight students out of nine answered little chef, and only 1 student answered chef.

Figure 22

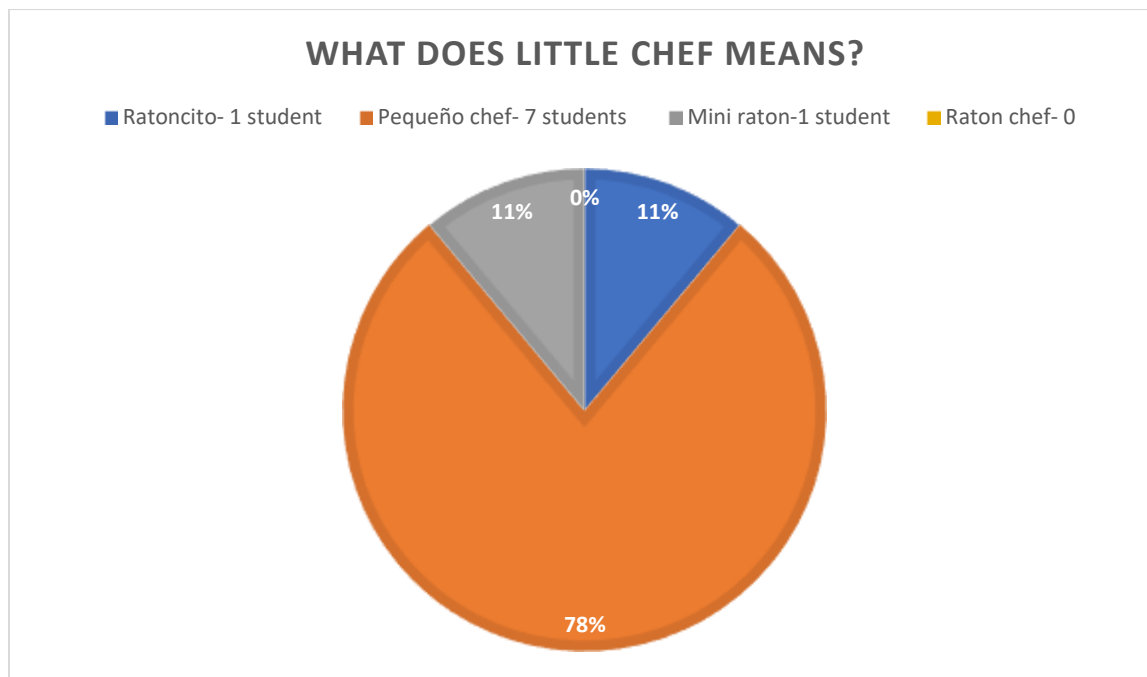


Figure 22 indicates the results obtained in the seventh question in the posttest. Source: Researcher's creation

Figure number 22 shows the seventh question in the posttest, which was similar to question number five, since they had to translate what they were asked. Therefore, it can be stated that seven of the nine students answered correctly. Consequently, two students answered incorrectly. When asked about their answer, they said they did not really know the meaning. It was believed that this was going to be simple, since when translated it was only two simple words, specially as it was written in the video. For some students, it was a simple task, but for others not so much.

Figure 23

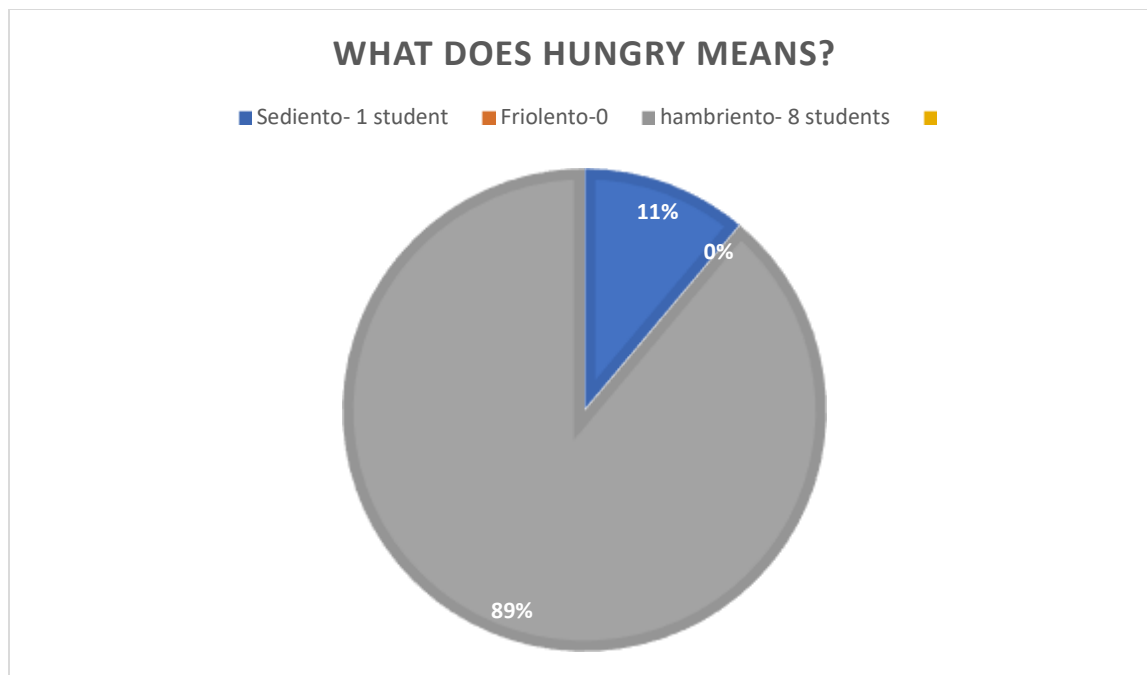


Figure 23 shows the results obtained in the eighth question in the posttest. Source: Researcher's creation

Figure number 23 shows the results obtained. This question was similar to the previous one, as students had to translate a word. In this case, eight out of nine students got it right, while one student did not. The majority of the students were always guided by the subtitles beyond what it was said in the audible part.

Figure 24

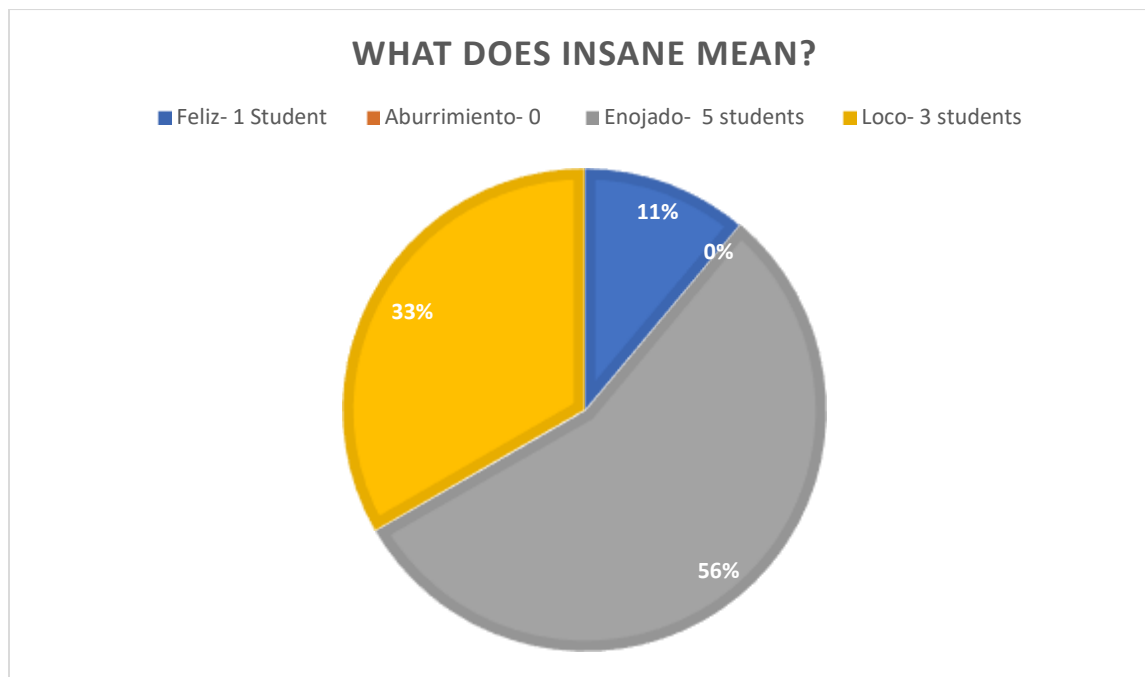


Figure 24 illustrates the results obtained in the ninth question in the posttest. Source: Researcher's creation

Figure number 24 provides the results obtained, as students had to translate a word. In this case, the question was, what does insane mean? This was one of the lines of a character. Some of the answers provided to them in the multiple-choice exercise were feliz, aburrido, enojado, triste, and loco. The students have never heard the word, so five out of nine were inclined to angry, only three to crazy, and one to happy.

Figure 25

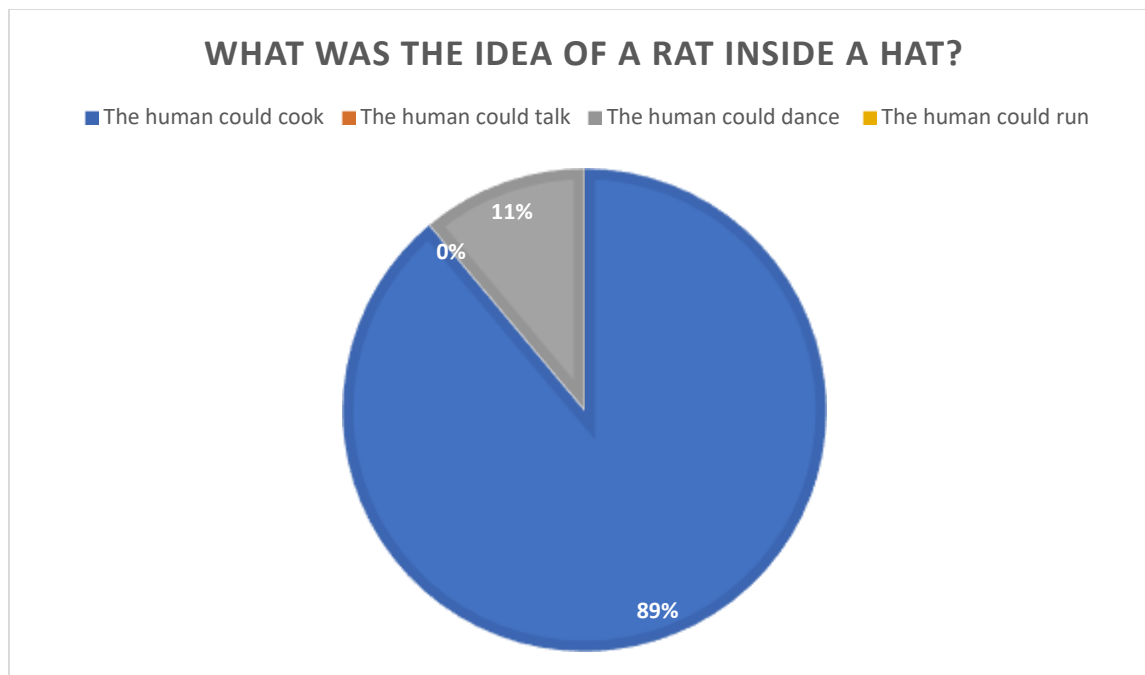


Figure 25 shows the results obtained in the tenth question in the posttest. Source: Researcher's creation

In figure number twenty-five can be observed that the students were asked what the role of the rat in the hat was. Eight of them answered that it was so the human could cook. Only one answered something else. This was also a multiple-choice exercise. This specifically believed to be easier due to the fact that it was more graphic than the actual subtitles, so it had a more positive answer than the other answers.

Figure 26

Subtitles to Improve Reading Comprehension

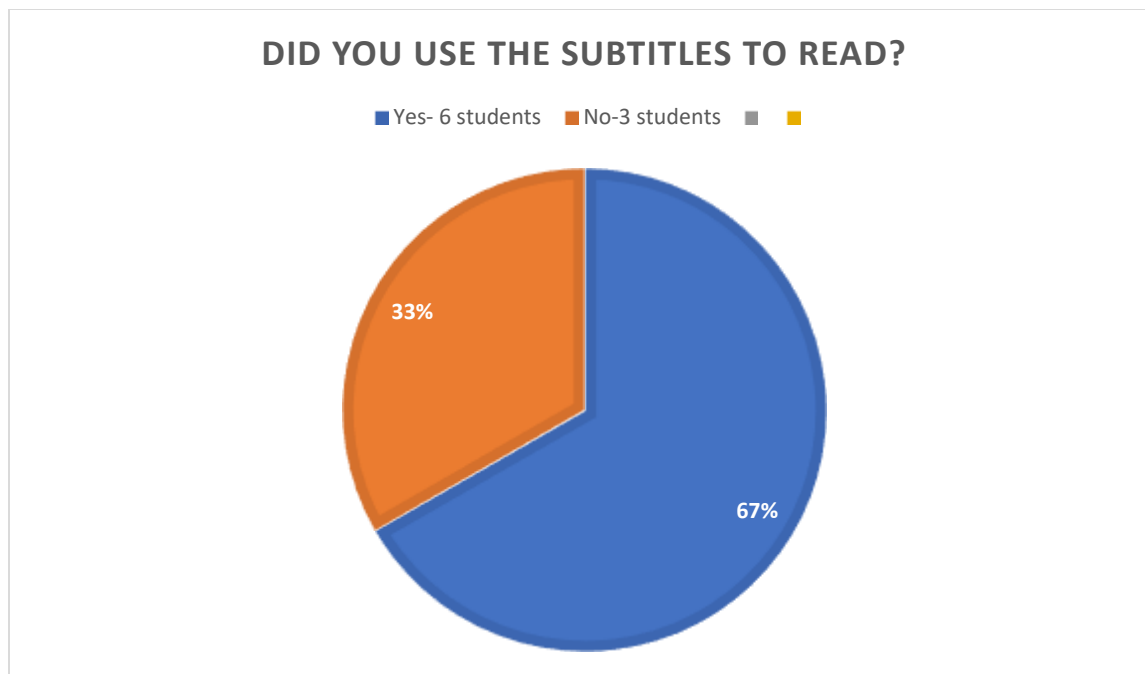


Figure 26 shows the results obtained in the eleventh question in the posttest. Source: Researcher's creation

Figure number 26 provides the answers obtained from this yes or no question. It was basically asked to check if they had used the subtitles to guide their answers regarding the questions. The truth is that the answers were not so surprising, since even it could be observed who used them and who did not, but in this case, six out of nine students did use them and three did not.

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Figure 27

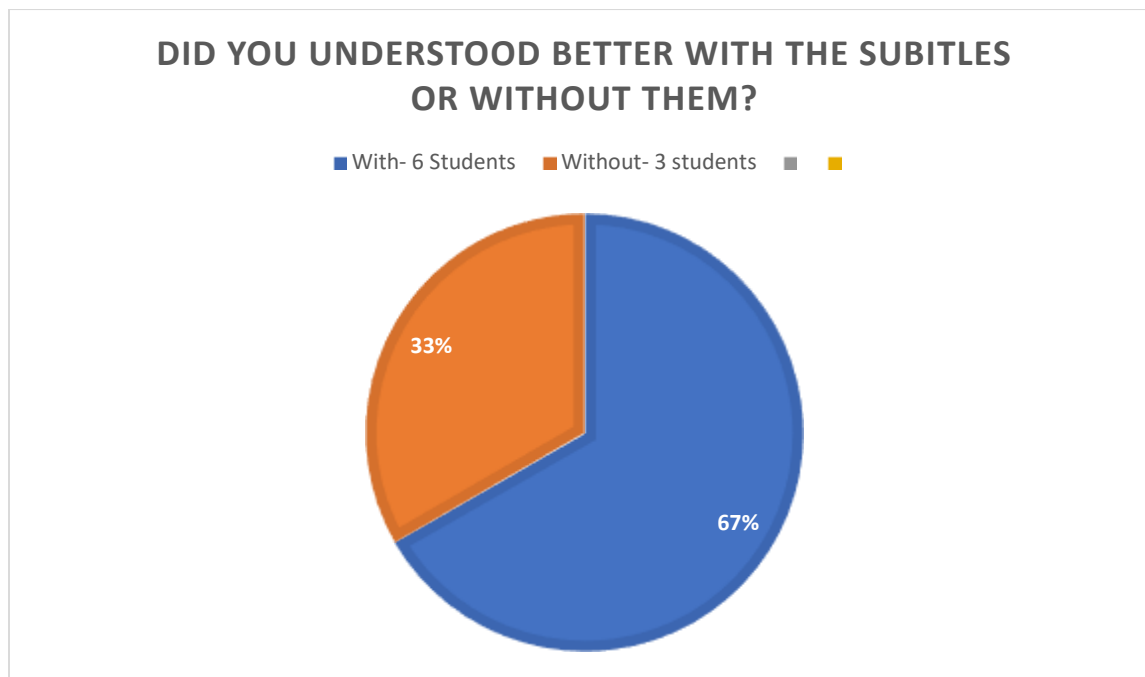


Figure 27 shows the results obtained in the twelfth and last question in the posttest. Source: Researcher's creation

the last question, they were asked if they had understood better with subtitles than without them. As expected, the answers were similar to the penultimate figure. results were that six students out of nine students understood more with the subtitles and were able to respond the question easier with them, as they understood better the a video; on the other hand, three of them did not need them at all.

Pre-test and Post-Test Results

Figure 28

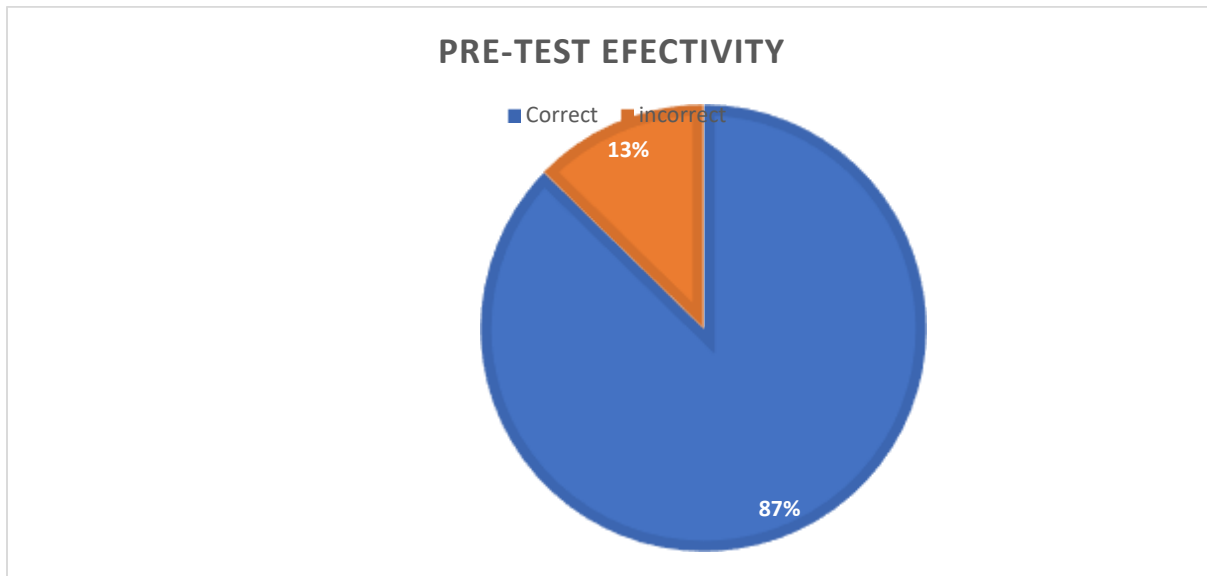


Figure 28 illustrates the effectivity of the pretest. Source: Researcher's creation

Figure 29

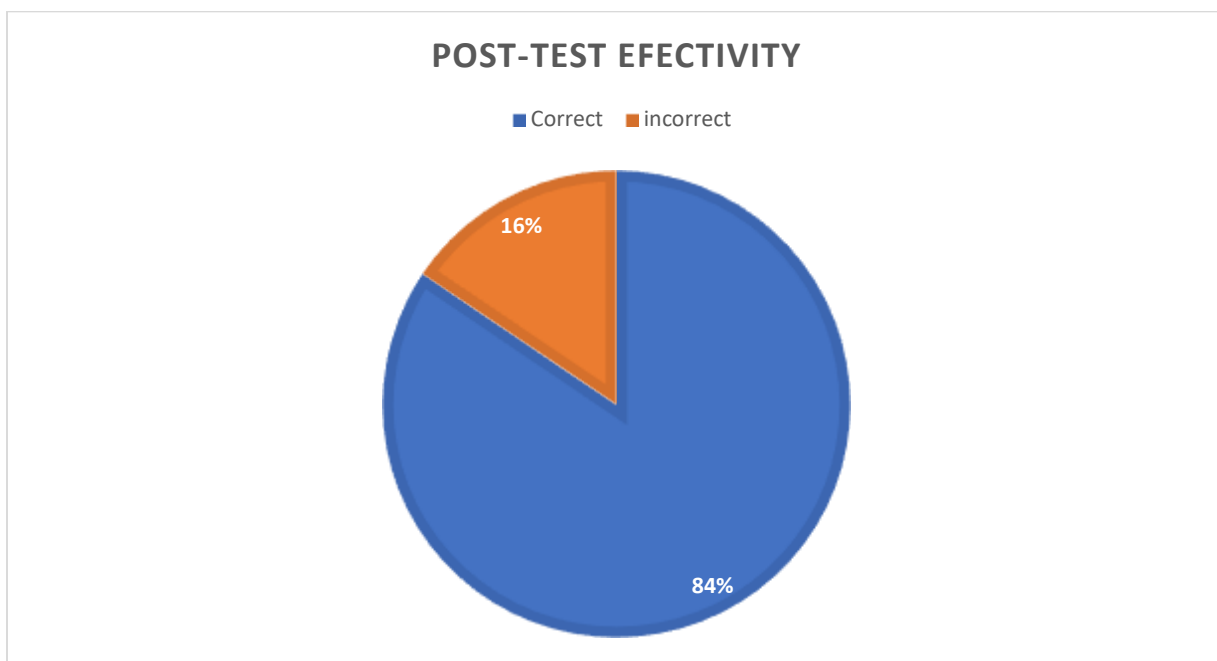


Figure 29 exemplifies the effectivity of the posttest. Source: Researcher's creation

Figure 30

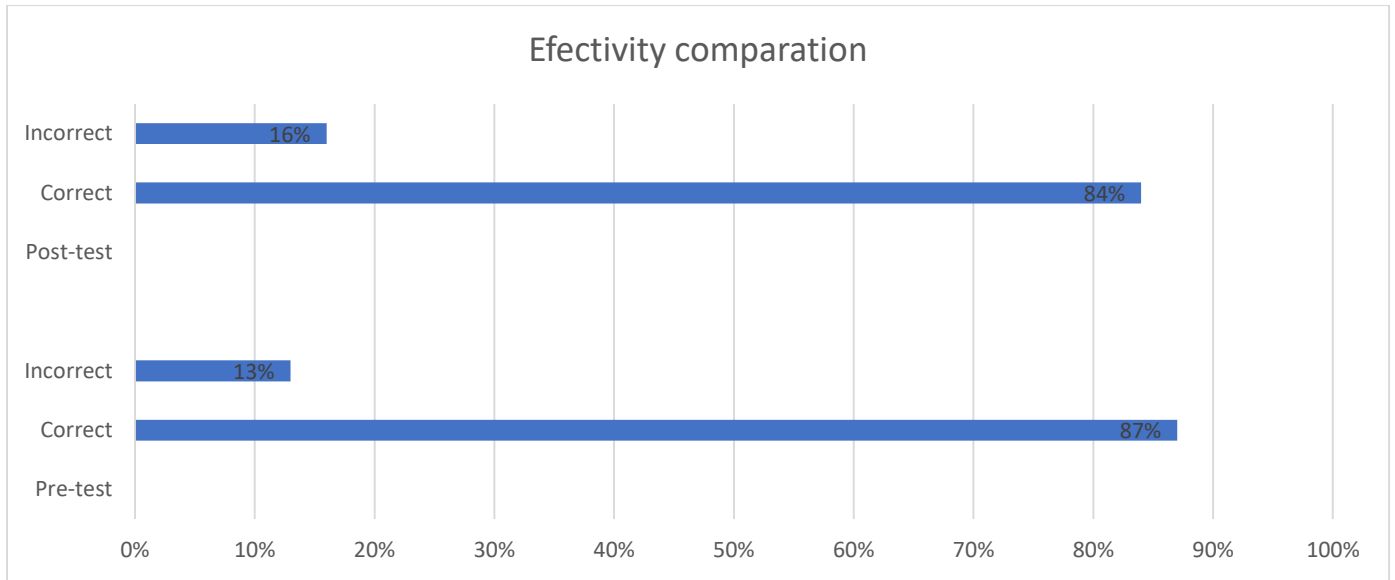


Figure 30 demonstrates a comparison between the pre and the posttest. Source: Researcher's creation

In this last figure, you can see the effectiveness of the different methods, both the traditional one and the one implemented by the researcher, that is the use of subtitles. It can be observed, the difference between the two and in retrospect it was not a very big difference from the traditional method, but it was, a simple help when watching videos that sometimes may not be understood by students.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The purpose of a conclusion is that the person who is reading the work can see the final product or the solution to the problem to have an idea of what it could be achieved in the last month of work with a specific methodology to create this research. According to Sacred Heart

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University (2020), "The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of your points or a re-statement of your research problem but a synthesis of key points." The conclusion is basically at the end of the paper, so the reader can remember the starting point. This because we know that when we read either a paragraph, a story, or in this case, an investigation, we tend to forget its main point and the information provided., Moreover, the idea is to remind the reader why this job was started, why this topic is so important, and what the final verdict has been after applying the instruments dealing with this new study methodology.

5.2 Conclusions

5.2.1 To identify reading comprehension problems.

At the beginning of the analysis, the first thing that should be known is the problems the students had when reading or doing a reading comprehension exercise, as well as what it could be noticed when talking to the teacher in charge. Consequently, it was determined that it was difficult for them to concentrate in the text or they even had to reread it many times before answering the question that they were asked in some practices. This means that the response time was much longer when using the subtitles. As it will be further explained, this was improved, but, in this case, the time that it took the students to answer a question and their lack of concentration was observed and analyzed, as was a problem when understanding a reading. For this first point, it is concluded that subtitles are effective, as it can be seen in the previous chapter. Moreover, it was possible to observe that the students worked with a method already used in reading, which was only reading a short text and answer questions, as it can be seen in

Subtitles to Improve Reading Comprehension

figures nine to fifteen, while figures sixteen to twenty-seven are the results obtained when using subtitles as a methodology for reading comprehension which, as observed, they had either a good or a bad impact on the students.

5.2.2 To identify reading comprehension problems in the students apply subtitle activities to improve the reading comprehension skills in the students.

In this objective, the lesson plan was used to guide the researcher when teaching a lesson. As mentioned above, a survey was also used when the researcher first started the classes. In addition, the lesson plans, that can be reviewed in the annexes, stated that the researcher lasted approximately three weeks to carry out some classes that did not compromise the classes of the teacher in charge. Each lesson lasted around 40 minutes and during the week they received 3 English classes, or at least sixth grade. The institution wanted to learn as much as possible in classes and make good use of the research and be able to do the analyzes, which was a great success.

At the beginning, the researcher wanted to see how badly the students were doing when reading or the difficulties they presented, since it is not just reading, but also to understand what you are reading along with the context, characters, setting, and more when a teacher asks you to do it. Some activities were developed according to the students' age, grade, and even the topic they were learning that week. This is because, as we know, part of being a student is to be able to absorb a topic, so the researcher or teacher in charge has to use different class methods or, in this case, familiar class topics when creating or searching for such activities. In this class, it was possible to identify that the students did not have many difficulties when using the old method; that is, only short texts, but that it was more a matter of time and the process of answering these

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questions. For example, it was noticeable that when using the subtitles, the time shortened by around 5 minutes, which is not seen as much, but in learning matters this means a lot since it was clear that they could answer more quickly and effectively using subtitles, unlike the ordinary method. This may also be due to using an audiovisual and a more interactive method with the students.

5.2.3 To analyze how the students respond to the use of subtitles as a learning method to improve reading comprehension.

The response of the students was quite positive, since despite that the teacher used technological methods in the classes before, they have never used subtitles as a reading method. The difference between the typical reading and writing method used and subtitles, came with the audiovisual activity, as the researcher played some of the scenes of the movie called Ratatouille. This movie is about a rat that helps a human to look like a chef but in reality, it is the one who cooks. The answers to these questions can be observed in the figures from sixteen and seventeen. The questions dealt with what the video was about or what the mouse was eating. Moreover, these questions allowed to make a warm up before asking some other questions. For example, such as in figure nineteen, the students are asked about what the human's suggestion was towards the rat, this to see if the students were not only reading but also paying attention. In addition, it was also observed that this method not only stimulated reading, but also listening. The students were also asked to translate some of the phrases or words, which can be seen in figures twenty, twenty-two, and twenty-three. The movie contained both video with subtitles and without subtitles to see how efficient they were or the difference when the students answered the questions. This can be found in figure number sixteen.

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In addition, before doing the post-test, a small task was also developed. The students had to bring a song that they particularly liked, exclusively in the target language, so the next class a roulette game would be used. Moreover, the researcher not only used videos, but also an interactive game with a topic of interest such as music, specifically their favorite songs. The researcher believed that this greatly improved the motivation of the students regarding the process of learning. They enjoyed the activity a lot since, it was a more interactive method. As mentioned above, it can be said that there was an improvement due to the use of a more interactive reading method.

When books or short texts are used, sometimes they come with images and even though, it can be helpful to imagine a context, it is clearly easier to have some melodies or images next to the text. In conclusion, the use subtitles were successful at the time of reading, since the students were much faster to answer and they comprehended better with this method. In addition, the students not only achieved their objectives much faster, but they also could enjoy those moments with their teachers that, apart from just being educational, they allowed them to implement new concepts or ways of teaching the English language, especially reading.

5.3 Restatement of the Research Question

The restatement would be how effective subtitles could become for reading comprehension, since it was intended to implement another reading method in a more interactive way to get out of the routine. It could be said that the title changed, since at the end, when the analysis was already completed, it was possible to observe that subtitles helped the students, in the way that the method allowed them to get out of the typical classes. Perhaps, it was not as a revolutionary method, but it can be considered as another method to practice reading in a more

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entertaining and/or different way. As mentioned throughout this work, the students need updated methods for learning. This leads us to grow as teachers and at an educational level. This is also part of contributing to our society a little more diversity in a neurodivergent generation with access to more advanced technologies and sciences.

5.4 Unexpected Results

The truth is that it can be said that some of the results were surprising, since such a positive response was not expected in a short time with the students, especially when using a method that has not been used before. In other words, it is known that videos are more appealing to the students; however, they actually used the subtitles to read. Many students said, "can you please turn the video back, I was reading, " this gives us an indicator that they were really using them to be able to read and understand what it was happening. Therefore, the results were very satisfactory. Even though, the results are not mega impressive, it was gratifying and somewhat surprising to observe that they used this method without being told that they were going to be part of a subtitling test, they did it by instinct.

On the other hand, the results as such only indicate that what this method could achieve is to reduce the response time to the reading in 5 minutes, which is an achievement. This because the researcher wanted to analyze if this method worked to speed up the reading process a little, especially in children, through the use of technological and audiovisual methods, such as short videos or even music. This was used in one of the short lessons in which a 5-minute class warmup was done; that is, a spinning a wheel and then, to translate the lyrics of that song with the help of the subtitles in the English language.

5.5 Recommendations

Subtitles to Improve Reading Comprehension

Considering the importance of this work, the task was to create some kind of recommendations both for future teachers, as well as for future researchers regarding the topic under investigation, subtitles, since they work approximately more than a quarter. Therefore, it is important to take into account some things such time, and amount of information, among others. Therefore, some recommendations will be given to future teachers and researchers when applying these methods, whether it is subtitles or how to apply them in general.

It is important that the material used does not exceed a time limit, since if the student is not used to it, it will be difficult for him/her to read, since it was noted that despite that the response to the method was positive, some struggled when wanting to see the image at the same time that they read the subtitle. It was difficult for them to concentrate. When the video is short you can repeat it more times without overwhelming the students.

Another recommendation is to try to develop this method casually, that is, from time to time. Although, we know that the impact generated by a new method, as it can be good and exciting, they can also be accompanied or guided by methods already established in the institution., since students will consider such method in an exam.

In addition, the method can be applied in uninterrupted sessions, as well as to evaluate grammatical comprehension, and listening questions with topics that the student or the institution likes. Moreover, this type of method can also encourage oral development by asking students questions about the topics seen in class. It is also recommended to hold the session in calm and quiet places for better training of the students, it can be the library or the computer room, for example.

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Another recommendation is to use this method when the students start reading, since there are many ways to play with it, for example, the colors and images presented to them. The researcher considers that this method can be used in any school level, and it is believed that it can be much more striking at younger ages. This because when the researcher applying this method, younger children came to see what the other students were doing and they were very interested in the reading format.

In the case of people who come to investigate a topic similar to this, it is recommended to search with patience and time for trustworthy pages to obtain information that is reliable, since information on the topic may be very scarce, perhaps unlike methods more common like reading a book or how a book was created. Always review pages or better yet articles from other universities and students. Moreover, it is important that when searching for the videos that are going to be shown to the students, they do not contain subtitles generated by YouTube, since these may not be as valid as other channels. Consequently, the subtitles generated by YouTube can have both grammatical and spelling errors, so it can be difficult to read. Therefore, it is recommended to use pages with subtitles apart or merely pages that are educational, since these do not tend to have as many errors in their grammar or spelling.

Finally, the last recommendation is to use short or animated videos when working with this method since, as it was mentioned in the first point, it can become somewhat monotonous. Therefore, subtitles can be included in a game, or in a creative way. The researcher would have loved to use subtitles in this way, but due to time constraints it could not be done, so she had to use the voices that the TikTok platform uses when reading a text. Moreover, this can be used as a fun and creative method to to give voices to characters from stories. Another creative way can be what the researcher did, that is students can choose songs and try to translate them with the help

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of the subtitles in the lyrics that appear in those videos. Moreover, it can be given to reading options, for example if we have 3 readings to do in the day, the students can choose one of these readings and read together. This was a recommendation that the teacher who was supervising the researcher suggested, since she applied it in her classes.

Annexes

2022 Reading Biweekly PLAN

Instructor Name	Ashley Cordero	Subject: Reading comprehension
Units or topics	Subtitles for reading comprehension	Grade: 6th grade
		Estimated time: September 30-October 5 biweekly
Unit Description	On this two-week unit you will find out how subtitles for reading comprehension work.	
Multiple Intelligence	Verbal linguistic and Visual spatial	
Techniques	Answer questions, Picture describing	
Objectives Ss will be able to:	The main objective of this is that students will watch short films as well as videos, and see how they perform their reading comprehension with those and the activities planned.	

Week	Topic	Warm-up Questions Stimulus Question	Suggested Learning Activities	Assessment Activities /Tools Ss will be assessed through:	IB profile attribute
1		¿how often do you watch	WU: The T. will show a short video as	<ul style="list-style-type: none"> • Computer • Video beam 	1. Thinker

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	<p>Subtitles for reading comprehension</p>	<p>subtitle movies?</p>	<p>motivation. https://www.youtube.com/watch?v=ZXcTvbLwsRs Then after that, T.will make a pre-test to the students with a short text and some questions. Closing: at the end we will ask if the subtitles were helpful or not? And teacher will ask a list to students about their favorite songs.</p>	<ul style="list-style-type: none"> • Videos YouTube • https://www.youtube.com/watch?v=ZXcTvbLwsRs 	<p>2. Communicators</p>
<p>2</p>	<p>Subtitles for reading comprehension</p>	<p>¿Do you read at home? ¿do you consume audiovisuals in another language?</p>	<p>WU: At the beginning of the class the teacher will ask about the songs that they pick and will add it to a roulette. During: with the songs that students gave to the teacher, we will play a roulette game. Whatever song comes up they will try to translate the song</p>	<ul style="list-style-type: none"> • Computer • Video beam • PPT with roulette game. • Youtube videos <p>Ratatouille - Le Festin - YouTube https://m.youtube.com/watch?v=ca5ae-ovQI4</p>	<ul style="list-style-type: none"> • Thinker • Communicators

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			<p>with the help of the subtitles in English. Closing: they will have to watch a video at the end with a song in another language and try again translate in Spanish but, with English subtitles. Ratatouille - Le Festin - YouTube https://m.youtube.com/watch?v=ca5ae-ovQI4</p>		
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2022 Reading Biweekly PLAN

Instructor Name	Ashley Cordero	Subject: Reading comprehension
Units or topics	Subtitles for reading comprehension	Grade: 6th grade
		Estimated time: October 7th
Unit Description	On this two-week unit you will find out how subtitles for reading comprehension works.	
Multiple Intelligence	Verbal linguistic and Visual spatial	
Techniques	Answer questions, Picture describing	

Subtitles to Improve Reading Comprehension

Objectives Ss will be able to:	The main objective of this is that students will watch short films as well as videos, and see how they perform their reading comprehension with those and the activities planned.
---	--

Week	Topic	Warm-up Questions Stimulus Question	Suggested Learning Activities	Assessment Activities /Tools Ss will be assessed through:	IB profile attribute
1	Subtitles for reading comprehension	Did you use the subtitles?	<p>WU: the T. Will show a motivational video at the beginning of the class.</p> <p>Then the T. will show another video but this time with a practice on the board with some questions about that video. Closing: T, will say Good bye to the students for their last lesson together.</p>	<ul style="list-style-type: none"> • Computer • Video beam • Videos YouTube <p>Ratatouille episodes with subtitles to learn english. Learn English with Ratatuj! - YouTube https://m.youtube.com/watch?v=nu8eLiBggJo</p>	<p>Thinker</p> <p>Communicators</p>

Name: _____

Date: _____

Emma had a birthday party Friday. There were many of friends. There were fun games to play at Emma's ring games, ballons, piñata, the tail on the donkey and others. There was a lot of such as Hamburger, pizza, cream, cake and more. There were clowns, even a bounce castle. All the children had a wonderful time, and they all got a party bag full of candy to take home.



on
her

party
pin
many
food
ice

1. What kind of party did Emma had? (slumber/birthday)
2. When was Emma's party? (Sunday /Friday)
3. Who was at the party?
4. Name a game at Emma's party?
5. Name a Food at Emma's party?
6. What did the children leave with?
7. Other foods or games at the party? (yes/No)

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La Ruleta Aleatoria <https://es.piliapp.com/random/wheel/>

2 faded-Alan walker



Iniciar

Reiniciar

ocultar 2 faded-Alan walker

Título

Editar

esconder...

- 1 Toxic-boywithuke
- 2 faded-Alan walker
- 3 Umbrella-Rihanna
- 4 Dance Monkey- tones and I
- 5 love story-indila

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