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**Using videos with subtitles to support the development of
listening comprehension for specific information of sixth-grade
students from a rural school**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza,
Aprendizaje y Evaluación del Inglés

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Abstract

This work presents an action research study on the use of listening comprehension learning strategies in a rural school in Puerto Octay, Chile. The study aimed at exploring the use of short videos with subtitles and keywords to support the development of listening comprehension for specific information of sixth grade students. Data were gathered through a task-based pre and post intervention tests and a semi-structured focus group interview on eleven students from 6th grade between 11 and 12 years old with an A1 level of English. Analysis was made by contextual, case study, holistic data organization and diagrams and charts. The intervention was carried out in four 90-minute classes. Regarding results, it was evidenced that students improved their listening comprehension for specific information after the intervention, with a greater number of students being able to solve the assigned tasks, who expressed a positive perception of the intervention process. As a conclusion, the strategies proposed and applied resulted in a proper combination to improve listening comprehension skills as well as the ability to identify specific information. It is expected that these findings will contribute to a greater understanding of how school-age children can improve their skills in order to learn English.

Keywords: Listening Comprehension, specific information, subtitles, videos, rural schools.

Resumen

Este trabajo presenta un estudio de investigación-acción sobre el uso de estrategias de aprendizaje de comprensión auditiva en una escuela rural de Puerto Octay, Chile. El objetivo fue explorar el uso de videos subtítulados y palabras clave como apoyo al desarrollo de la comprensión auditiva para identificar información específica de estudiantes de sexto grado. Los datos se recolectaron a través de pruebas previas y posteriores a la intervención, basadas en tareas y entrevistas semiestructuradas de grupo focal sobre once estudiantes de 6° grado entre 11 y 12 años con nivel de inglés equivalente a A1. Los datos se analizaron de forma contextual, holística, con diagramas y gráficos. La intervención se llevó a cabo en cuatro clases de 90 minutos. Se evidenció que los estudiantes mejoraron en la comprensión auditiva sobre información específica con las estrategias aplicadas donde, un mayor número de estudiantes lograron resolver las tareas asignadas expresando una percepción positiva del proceso de intervención. Como conclusión, las estrategias aplicadas resultaron adecuadas para mejorar la comprensión auditiva, así como la capacidad de identificar información específica. Se espera que estos hallazgos contribuyan a una mayor comprensión de cómo los niños en edad escolar pueden mejorar sus habilidades para aprender inglés.

Palabras claves: Comprensión auditiva, información específica, subtítulos, videos, escuelas rurales.

CHAPTER I: INTRODUCTION

1.1 Background information.

English language is considered by many to be the most important language in the world, not because it is the most widely spoken, but because it is the most globalized and, therefore, the most important (Sucharitha, 2022). Consequently, learning and teaching English as a foreign language has become necessary. To achieve the required language competences, it is needed to understand its vocabulary, grammar, as well to develop reading, speaking, writing and, more importantly, listening skills. The latter has been described by Pourhosein and Banou (2016) as the most important skill in language learning.

Subtitled videos have become a common multimedia teaching tool for using in EFL classes, as they improve understanding and learning of complex levels of knowledge in various languages topics (Berk, 2009; Putri, 2021). Researchers such as Terantino (2011) and, more recently, Feruza and Iroda (2020) have established the impact that videos could have as a distinct approach to provide linguistic input and encourage learners to engage in the target language. In addition, they also point out that its use enhances the teaching-learning process by providing students with content and context. Actually, it seems that most researchers (Bensen, 2021) agree on that using subtitled movies in learning a second language is an advantage, likely to experience faster learning of vocabulary and better user engagement in videos related activities. Subtitles can, therefore, represent a useful pedagogical support, especially beneficial for students of a new foreign language.

Apart from this, another language teaching methodology that stands out is the use of keywords as a strategy to enhance learning. Rodríguez and Sadoski (2000) considered it as traditional and surely the most popular and researched foreign language vocabulary teaching strategy, providing the student with a better capability to identify more meaningful words. Zeynab (2016) described the keyword-based learning process as a connection based on phonetic similarities among a new word and a keyword and the link generated in the mind in which the word is heard, and the keyword is associated.

1.2 Problem identification.

The Ministry of Education of Chile (MINEDEC) dictates that the ideal conditions with which students should begin sixth grade is that they are able to listen and demonstrate comprehension of explicit information and to identify specific information in such a way that it makes predictions and connections. Nevertheless, the current situation of the Escuela Rural Nochaco, a rural school located in Puerto Octay, is that students have difficulty in identifying specific information in the listening task. One of the problems is the time allocated for EFL lesson during the pandemic, in which the session hours were reduced.

Furthermore, in this school students had in 2021 only one hour of English every two weeks and, even today, this condition persists. As a consequence, students have low English skills and limited access to input. Therefore, when the teacher implements listening tasks students struggle and claim that they do not understand, and as they feel frustrated, affecting the motivation that they have at the beginning of the lesson. As a solution, it is proposed to develop listening comprehension using subtitled videos, together with the implementation with the use of keywords.

1.3 Aims.

General objective.

Explore the use of short videos with subtitles and keywords to support the development of listening comprehension for specific information of 6th grade students from a rural school in Puerto Octay.

Specific objectives.

1. Characterize the contribution of short videos with subtitles and keywords to support the listening comprehension for specific Information of 6th grade students.
2. Identify students' perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information.

CHAPTER II: CONCEPTUAL FRAMEWORK

2.1. Listening Comprehension.

Learning does not occur if there will not be any source of information, so in order to acquire understandable input is very important to develop listening skills (Hamouda, 2013 cited in Gilakjani and Sabouri, 2016). De Ruyter and Wetzels (2000) defines listening as a set of interrelated activities, including apparent attentiveness, nonverbal behaviors, verbal behavior, perceived attitudes, memory and behavioral responses. To Bostrom (2011), listening refers to acquisition, process and retention of information in the interpersonal context.

One of the major obstacles in listening instruction is that learners become habituated to ignoring numerous features of the target language input and begin to “fossilize” in their listening ability. Because of capacity limitations, the learner attends to the most recognizable aspects of the input, while other parts of the input remain a blur (Rost, 2002).

When discussing listening comprehension, education professionals often think of it as a single skill. However, it makes more sense to think of listening as related skill sets (Tyagi, 2013):

- discriminating between sounds,
- recognizing words and understanding their meaning,
- identifying grammatical groupings of words,
- identifying expressions and sets of utterances that act to create meaning,
- connecting linguistic cues to non-linguistic and paralinguistic cues,
- using background knowledge to predict and to confirm meaning and
- recalling important words and ideas.

In this regard, Haroutunian-Gordon (2011) explains that there are four elements to which *listening comprehension* can be attributed:

- the goal of the listener in that specific situation,
- the situation in which the listening is happening,
- the role the listener takes, and,
- the relationship between the speaker and the listener.

This means the speaker (researcher, teacher, e.g.) have to pay all the attention on those elements in order to achieve the purpose of the investigation.

In the criteria to set an initial level of listening skills, Kondrateva et al. (2016) set some abilities to start develop the listening comprehension. Those are as follow:

1. to divide the text into meaningful chunks to determine the facts of the message;
2. to establish logical connections between elements of the text;
3. to separate the primary from the secondary, and to keep in mind the basic parts, to determine the semantic center of the phrase;
4. to determine the subject of the message;
5. to highlight the main idea of the presented information;

6. to perceive the message to the end with no gaps;
7. to take and hold the message in memory, the presented once;
8. to organize feedback based on the understanding of information.

According to Hasan (2000), there are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower-level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. In other words, the knowledge students have in advance will be a reinforcement at the beginning of their learning of a second language.

Vandergrift (2002) states that listening comprehension is neither top-down nor bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages.

2.1.1. Listening for Specific Information.

There are several causes of obstacles to efficient listening comprehension where the listeners:

1. Cannot control how quickly a speaker speaks.
2. Cannot always have words repeated.
3. Have a limited vocabulary; a real problem if the speaker chooses words the listener does not know.
4. May fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns, so can be missed especially by less proficient listeners.
5. May lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier.
6. It can be difficult for them to concentrate in a foreign language, mainly because comprehension is seriously affected when there is not an environment conducive to maintaining concentration and interest. (Gilakjani and Sabouri, 2016)

When listening for specific information, having some idea of the purpose for listening is needed before and while is listening. Additionally, it is needed to recognize when the information is about to be given and to pay particularly close attention at that point in the audio.

Some strategies can be applied, such as the use of key words and phrases as alerts to help find information, take bullet-point notes to help remember everything and practice on rephrasing information to get used to the different phrases (Foster, 2017).

Rost (2002) suggested some strategies that successful foreign language (L2) listeners tend to adopt when they encounter some uncertainty. Those strategies are shown in Table 1 next.

Table 1

Strategies to improve L2 learning.

What to do	How to do it
Predict	using real world expectations to generate predictions about what the speakers will say and what might happen
Guess	making inferences about what the speakers might have said or might have meant, even when “bottom up” information about the language may be incomplete
Select	focusing on key words, trying to select targeted information that is adequate to complete a given task
Clarify	monitoring one’s level of understanding and identifying questions that can be asked to supplement partial understanding or correct misunderstanding, and revising one’s representation of meaning
Respond	reflecting or attempting to formulate an opinion, to interact with the speaker, to personalize the content, focus on what was understood, attempt to talk about the input or conversation in a comfortable way

2.1.1.1. Keywords as strategies to support listening for specific information

According to Burns and Siegel (2018), listeners do not allocate much attention to all the words they hear. Instead, they focus on certain keywords, linguistic markers, and intonational cues that help them unpack the global meaning. To do this, they also rely on contextual information and top-down listening processes. Several ancillary elements contribute to the process. The ability to make connections between words is one of these elements, which is a more advanced ability than simply processing words individually and discretely. Other aspects are attention to stressed and unstressed sounds, the ability to identify keywords and, as Zeynab (2016) points out, when learning to use keyword methods, a better understanding to identify more meaningful words and be able to create fluent

conversations. Situating the text within contextual parameters and using inference-drawing skills may also facilitate gist-level listening.

One of the strategies used to learning a foreign language effectively is through mnemonic strategies. Bakheet (2011) explains that these strategies systematically help improve memory and develop better ways of taking in information to make it much easier to remember, and it can be carried out using keywords since this strategy facilitates the storage of new vocabulary, even in long-term memory.

Another author who highlights keywords as language learning strategies is Kalinic (2021), who argues that the keyword is an element that allows the student to acquire knowledge more effectively through, for example, techniques that enhance the good use of memory to remember new words. These findings could be compared with those of Rodríguez and Sadoski (2000), whose research was carried out on ninth grade students of English as a foreign language, showing that this strategy produced, in comparison with other strategies, superior memorization after one week, which would suggest a very promising educational value.

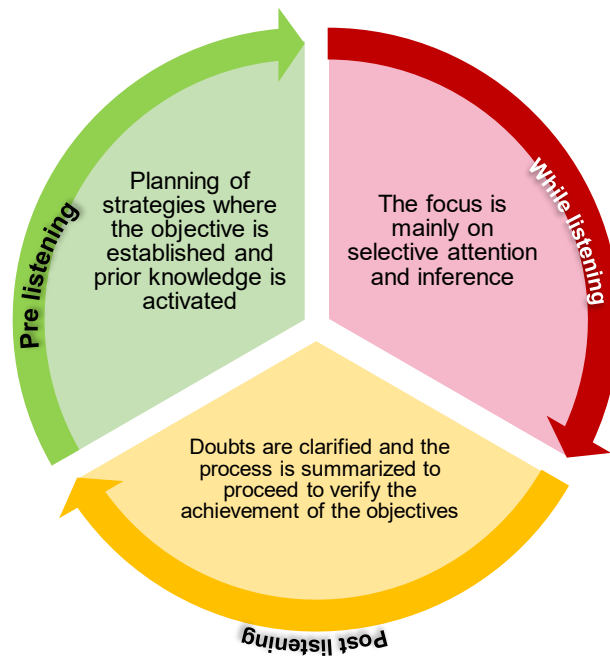
2.1.3. Pre listening, while listening and post listening activities.

It is highly relevant to plan and organize a listening lesson in order to support our students and help them succeed at listening in English (Houston, 2016). By assigning tasks and focusing attention on different aspects of a listening text, teachers can help students develop their listening skills and identify where they need to improve. Similarly, Karakas (2002), cited by Gilakjani and Ahmadi (2011), states that listening tasks try to prevent failure so that they can support the learners' interpretation of the text.

Listening activities, as shown in Figure 1, are usually subcategorized as pre-listening, while-listening, and post-listening activities (Robbins, 2000).

Figure 1

Pre, while and post-listening scheme



Note. The information in this model was taken from Robbins (2000).

The pre, while and post listening activities are based on the development of tasks, understanding these as activities with an established purpose. On this regard, Rost (2002) highlights tasks as essential to learning in all fields, exposing several factors that would help to give meaning to tasks; these are: a fundamental learning structure, distinct input, procedures, and a tangible outcome and, provide feedback and evaluation on performance. The author also explains that the entire cycle of a task involving pre-listening, while listening, and post-listening may require 15 minutes for each short extract that the learners hear. It is important that the cycle can be repeated to allow for a second and third listening. This repetition of while-listening and post-listening tasks, with some variation, gives learners time to try out new strategies for understanding.

2.1.3.1 Pre-Listening

During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do.

Pre-listening activities help the learners to make decisions what to listen for and to put the emphasis on the content meaning while listening. First, students need to activate their knowledge of the topic, second, a purpose for listening combined with specific listening tasks must be established. Thus, the students are encouraged to look for the specific information they need to listen for, and the degree of detail required (Liubinienė, 2009).

Robbins (2000) suggests the following stages of a strategic listening comprehension task before the listening process:

- Setting a goal.
- Planning.
- Activating background knowledge.
- Predicting.

Using all the available information, students can make predictions to anticipate what they might hear.

2.1.3.2 While Listening

During the listening activity itself, students continue to monitor their comprehension and make decisions about strategy use. They need to evaluate continually what they are comprehending for (1) consistency with their predictions, and (2) internal consistency.

Teacher intervention during this phase faces major obstacles, mainly because of the ephemeral nature of listening (Buck, 2001). On this, Buck (2001) explains that in terms of comprehension, it is not the cognitive process itself, but the nature of the input that generates the greatest inconvenience in the listening process. Aspects such as the accents of the speakers, how fast they speak, possible ambient noise.

Robbins (2000) suggests the following stages of a strategic listening comprehension task during the listening process:

- Selective attention.
- Inferring.
- Imagery.

2.1.3.3 Post Listening

Post-listening activities are important because they extend students' listening skills. Post-listening activities are most effective when done immediately after the listening experience.

Similarly, post-listening activities provide opportunities for teachers to assess and check students' comprehension and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels (Gilakjani and Ahmadi, 2011).

Robbins (2000) suggests the following stages of a strategic listening comprehension task after the listening process:

- Clarifying.
- Summarization.
- Elaboration.
- Personalization.
- Checking the goal.
- Evaluation.

2.2. Using Videos for improving listening comprehension

The current digital era has altered not only people's lifestyles, but also teaching and learning strategies (Tananuraksakul, 2016). Sándorová (2013), cited by Metruk (2018), "states that the boom of technology in the last 20 years has made an impact on the world of education, including teaching foreign languages" (p. 4). Currently, technology is widely used for educational purposes at all levels. For instance, Kruk (2017) explains that applying modern technologies in teaching and learning an L2 is nowadays the norm in a substantial number of schools, universities, and different educational institutions. In fact, according to Simonová (2016), the ICT (Information and Communication Technologies) have penetrated every phase of the educational process. As far as the development of listening skills is concerned, there is undoubtedly ample opportunity for practicing listening with the assistance of technological advancements.

Although video-based learning is not a new strategy in language teaching, experts in the field are focusing on the effectiveness of using videos as a medium for teaching foreign languages. Particularly, there is a high focus on studies about using videos from YouTube in the Content, as well as Language Integrated Learning Classroom; and looking into EFL students' perceptions on listening through English movies on YouTube (Ayu, 2016).

Related to this topic, previous studies have shown that videos have been a useful material for teachers to improve students' language learning skills. For instance, Brame (2015) described that the incorporation of videos in a lesson generates cognitive loads, elements that impact engagement appear, and active learning, proving using videos to be efficient in encouraging students' cognitive development. Similarly, Metruck (2018) signifies the video relevance for L2 learners to practice their listening skills outside the classroom through movies, TV shows, soap operas, and a wide variety of video clips that can be regarded as both attractive and useful source of language for EFL learners. Moreover, video can be a very valuable tool for language learning, including the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition (Woottipong, 2014).

Besides providing real communication situations, videos can be more motivating than other forms of authentic material. In fact, videos can be entertaining, since it involves music and setting elements, so can make students enjoy a pleasant

experience (Bajrami and Ismaili, 2016). Researchers have indicated that multimedia learning materials are more useful than traditional paper-based instruction. Seo (2002) also suggested that videos which provide visual, contextual, and non-verbal input provide foreign language learners with simultaneous visual and aural stimuli which can make up for any lack of comprehension resulting from listening alone.

In order to select video material for the classroom, topics must be chosen based on students' interest and their level of English proficiency, as well as cultural aspects (Alabsi, 2020).

2.2.1. Videos with subtitle for improving listening comprehension

According to Harji and Alavi's (2010) investigation the language learning has turned out to be more available by implementing multimedia with spoken information and full visual context, such as subtitles. For instance, subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone.

The use of subtitles causes multi-sensory processing, interacting with audio, video and print mechanisms, making the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances (Bava and Woods, 2010). In addition, Jae (2019) assures that teaching can be based on video subtitled since it shed new light on a better understanding of video contents and higher positive attitudes.

2.3. Empirical studies about the use of videos with subtitles.

Febrian and Qashas (2014) examined the effect of subtitling films as listening and speaking teaching strategies over second year in high school, of the English class participants in Indonesia. The results showed that English subtitled films play a positive role in motivating students to learn English listening and speaking, having positive effects on learning abilities. Nevertheless, as Saed et al. (2016) emphasized, although the interest in subtitled materials is relatively growing, research in this field is still limited, since the connection between the availability of subtitles and listening comprehension seems to be missing in the instructional setting and it needs to be examined more systematic studies.

In turn, Rokni and Ataee (2014) studied the impact of the use of video subtitles on the development of listening comprehension for EFL students, demonstrating that the use of videos with subtitles improves listening comprehension. Specifically, through an experimental design, they aimed to investigate the effects of subtitling on listening comprehension of university students. One group

watched a movie in English with subtitles, while the other watched the same movie without subtitles, resulting in better listening comprehension in those who watched the subtitled video. Likewise, in relation with the role and influence played by subtitles, Stagnitto (2011) carried out experimental research with beginners and intermediate level English students proving this method assisted them on many more aspects than a non-subtitled video presentation, being beneficial to global and detailed understanding in addition to vocabulary recognition memory and, hence, reaching the conclusion that this teaching strategy could facilitate the learning of the foreign language.

In another study, developed by Winke et al. (2010), the effect of subtitles during short video-based listening was examined in L2 undergraduate students, from first to four-year, whose native language was Arabic, Chinese, Spanish and Russian; these students watched short videos with and without subtitles, and were later interviewed about their perception of the activity. The authors also point out that “captioned videos for foreign language learning are becoming more common because they are more accessible, easy to produce, and fit well into online course offerings” (p. 68), denoting the importance of the pedagogical tools for integrating written and aural information, which supports language acquisition. Their results showed that subtitled videos were more effective in helping students improve their attention span, their processing skills and prior knowledge were reinforced, as well as:

- A better comprehension of video content and learning of vocabulary than non-captioned ones.
- Captioning is more effective when a video is viewed more than once.
- There different benefits derived from captioning order depending on the target language.

Sousa (2018), as well, developed a study showing the impact of subtitles as a means of boosting listening skills. This research was conducted in a high school class from a public school in Brazil, and the purpose was to measure the English vocabulary acquisition, reflecting a significant improvement in terms of lexical evaluations, over what the author recommends the application of subtitled videos, especially in initial learning courses. These results were consistent with those previously found by Borges (2006) and later by Rodrigues (2019). Borges (2006) compared students who watched captioned videos with others who did not, finding that subtitles helped students to develop fluency and pronunciation. Rodrigues' (2019) study, tried to measure the degree of listening comprehension and the influence of subtitles on it, finding that students clearly understood the meaning of the story after watching the video with subtitles, showing an increase in listening comprehension.

Hsu et al. (2012), meanwhile, stated that the students need to receive a large amount of comprehensible information to achieve the goal of language learning when learning a foreign language in a process in which subtitles are very important to be able to understand what they have heard, something crucial to

improve the effectiveness of listening comprehension. Additionally, subtitles also benefit children, college students and adults in their comprehension and memorization of video content through increased attention, improving research participants' ability to remember brand information on TV ads and movie dialogue, as well as their reading comprehension (Jae, 2019, in reference to the empirical investigations of Gernsbacher, 2015 and Brasel and Gips, 2014).

Figure 2 below provides a summary of the most outstanding aspects about the implementation of subtitled videos to support EFL denoted by the aforementioned authors.

Figure 2

Summary of video subtitled influence on EFL learning.



2.4. Rural schools in Chile.

According to Nuñez et al. (2022) in recent years the number of students in rural schools has increased due to the enrollment of children from territories that are not necessarily the same ones where the school is located. For instance, rural

schools have to face the challenge to deal with urban students who, for example, have not been part of admission because they are coming from families who moved to rural areas or have to do with dynamics of school exclusion.

State policies regularly recognize that the educational scheme in rural areas should be as close as possible to that of big cities. However, the recent global economic recession has not ceased to impact the economic base of schools with rural communities usually being the most affected. Arnold et al. (2005), cited by Barley and Beesley (2007), highlight the fact that rural schools have also faced serious problems in providing a full range of qualified teachers and the support resources to ensure success. Unfortunately, research studies relevant to rural education, its particular context and challenges are still scarce.

By definition, a rural environment is a “low population density together with family isolation and community remoteness that uniquely characterize rural areas. Small schools and small school districts are what distinctively characterize elementary and secondary education in these areas” (Redding and Walberg, 2012, p. 5). While in Chile, Lizasoain and Becchi (2014) describe a rural school as:

an educational setting located in a rural area, usually isolated from basic services such as running water and light, although this can vary depending on the geographical area. Facilities are usually basic, having few rooms to teach in and few teachers, who are not specialized in one matter but in many. Another characteristic of rural schools is the lack of resources to teach, such as books, textbooks, computers, and the Internet. (p. 7).

Lizasoain et al. (2018), citing Williamson (2004) and Atchoarena and Gasperini (2003), explain the link between the rural and the space, society, economy, and culture, in which people carry out economic activities related to mining or fishing resources and the production of agricultural inputs, associated with poverty, hunger and lack of literacy.

Lizasoain and Becchi (2014) also highlighted three important facts related to Chilean rural areas: (1) more than 10% of the population lived in rural zones; (2) the same contents are given to students from 6 to 12 years old, which may prevent progress; (3) the expertise and preparation of the rural school teachers is in most cases poor, so, academic success in rural schools is below to urban schools. Prior to this, Manzi and Rossetti (2004) explained that there was a gap in national education, with students from rural schools and impoverished environments having the worst performance in mathematics and language.

2.4.1. EFL in rural Chilean education.

By 2010, rural areas were included in macro educational projects, and the self-learning program of EFL for that context was designed by a group of researchers.

This situation allowed rural students to learn English in an entertaining and efficient way in terms of time, space, resources and, in practice, many teachers became just another student, as they had no knowledge of that language (Lizasoain et al., 2016).

According to Walczak et al. (2017), cited by Jaramillo (2020), the socioeconomic environment has a direct influence on the achievement of language learning, so it is inferred that in the context of rurality the learning of new languages would face all the obstacles that have been previously exposed. Additionally, Ariz et al. (2021) point out a series of issues for EFL of rural environment: little exposure of students to the foreign language, deficit in aspects that help to comply with planning, limited access to internet connection affecting the use of ICT tools and, the persistent curricular decontextualization of MINEDUC teaching materials that constrains the teachers decision-making capacity, as well as little support from the family towards studying English, creating unmotivated students.

Lizasoain et al. (2016) address an example of the MINEDUC attempts and strategies created to improve teaching of EFL in Chilean rural schools, focusing on the audiovisual resource *It's my Turn*. This resource has been designed for fifth and sixth grade, and consists of pre-recorded DVD lessons, students' and teacher's books, two CD-ROMs with songs and rhymes in English and instructions, a dictionary, a notebook evaluation and a planning notebook -better known as Student Book and Activity Book respectively, these being a proven effective resource to learn English.

CHAPTER III: METHODS

3.1. Type of research.

Action research (AR) is an approach to educational research that is commonly used by educational professionals to examine, and improve, their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom (Clark et al., 2013).

One of the main aims of action research is to identify a problematic situation or issue of the participants, then the teacher designs the central idea of the action part of the AR as to intervene the problematic situation to bring about changes and apply the improvements into the classroom. Taking into account employing qualitative techniques along with data-gathering, registering students' development and requesting information from their own perceptions (Burns, 2015).

This study is an AR because it is trying to explore how videos can help students to improve their listening skill using subtitles.

3.2. Research problem.

MINEDUC requests that 6th grade students have a sufficiently complete level of English in all areas. In particular, regarding listening comprehension, they must be able to: (1) listen and demonstrate comprehension of explicit information; (2) identify specific information by listening, (3) listen to texts and make predictions based on previous knowledge using contextual clues and, about these texts heard; (4) express preferences or make connections to personal experiences. Besides, it is expected that students feel comfortable and confident (MINEDUC, 2013).

Listening skills are important in language learning, but it does not always receive the same attention as the other skills: reading, speaking, and writing; with students having fewer opportunities to be exposed to the English language in Chile (Yilorm, 2016). Due to this situation, Chilean students of English are less exposed to listening materials.

In the context in which this AR is developed, different problems have been identified. The students of the Rural School of Puerto Octay present a deficient performance when listening to sentences in English. In turn, due to the context of the Covid-19, from the beginning of the pandemic until now, EFL hours have been affected by being reduced. At present, the school has only one hour every two weeks, a clear obstacle to improve EFL knowledge in students.

As a solution, it is proposed to guide the listening comprehension processes through the use of videos that are interesting for students. In addition, to

implement subtitled videos, and keywords strategies were also considered to support their developing of listening activities for specific information.

3.3. Research question.

How can the use of subtitled videos and keywords support the development of listening comprehension of specific information of 6th-grade students from a rural school?

3.3.1. General objective.

Explore the use of short videos with subtitles and keywords to support the development of listening comprehension for specific information of 6th grade students from a rural school in Puerto Octay.

3.3.2. Specific objectives.

1. Analyze the contribution of short videos with subtitles and keywords to support the listening comprehension for specific Information of 6th grade students.
2. Identify students' perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information.

3.4. Description of participants.

The study sample is composed of eleven students divided into six girls and five boys from 6th grade, all of them aged between 11 and 12 years old with a level of English equivalent to A1 according to Common European Framework of reference (CEFR).

It is important to mention this is the second year that students have an English teacher. During the pandemic students had only one hour of EFL every two weeks. Furthermore, these students are part of an educational community that shows 96% of social vulnerability. This is an important fact because students do not have exposure to English, they live in precarious conditions, without access to the Internet and without the support of their parents towards school activities. Moreover, Yilorm et al. (2019) in regard of their work about learning English in public schools in Chile, has indicated that:

Local research indicates that socially vulnerable students in Chile scored lowest on standardized tests that measure English language proficiency, particularly the development of listening comprehension skills. (p. 74).

The criteria considered was those students who were interested in the English lesson. Additionally, the timetable that allowed us to have classes in the first slot in the morning, when students are more willing to participate.

3.5. Stages of the action research study.

The intervention plan consisted of four classes of 90-minute lesson that were carried out between July and August 2022. In addition, two pre-and post-intervention tests were be carried out to compare the participants listening comprehension before and after intervention.

The recording of the sessions pre-, while- and post-intervention was done using questions worksheets. Also, as Khuril (2021) suggest, with the intention of encourage participation and reinforcing the process of memorizing and identifying specific information through keywords, the students were allowed to make flashcards while-intervention so they could creatively write the keyword with which they were working.

Table 2 below shows the action plan considering data collection processes and intervention sessions.

Table 2.

Action plan.

Pre-Intervention test: July 25th 2022		
A listening test was carried out in order to identify the level of listening comprehension of students before the intervention.		
Interventions		
Session 1: July 29 th 2022		
Objective	Help students to be able to identify specific information from a video	SO1 SO2
Session 2: August 1 st 2022		
Objective	Help students to be able to describe characters from a video	SO1 SO2
Session 3: August 5 th 2022		
Objective	Help students to be able describe characters and situations from a video	SO1 SO2

Session 4: August 8th 2022

Objective Help students to be able to identify specific information from a video SO1
SO2

Post-intervention test: August 12th 2022

A listening test will be carried out in order to identify the level of listening comprehension of students after the intervention.

In short, the intervention consisted of showing the videos, so that the students could then identify the key words. Then, they developed activities with the keywords using flashcards. Finally, they were asked different questions related to the videos and the keywords.

3.6. Data collection techniques.

Data collection was applied in the English lesson on Mondays and Fridays in the first morning slot from 9:00am to 10:30am.

Two data collection instruments were used in this action-research, namely a pre- and post-intervention listening test and a focus group.

3.6.1. Pre- and post-intervention test.

In order to address the first specific objective regarding the contribution of short videos and keywords to support students' the listening comprehension for specific Information a pre and post intervention test was applied.

This instrument was chosen (test taking) because testing is a part of learning and it allows students to show what they know and what they can do, and it is a good instrument for analyzing the results (Sheeba, 2017).

The design of the pre- and post-intervention tests followed Mann and Taylore (2014) guidelines from Improve Your Skills - Listening and Speaking for Advanced. The tests items were vocabulary matching, multiple choice, true or false and open questions to obtain short answers, described as follows.

In the pre-intervention test using a 3.07-minute video:

- Multiple choice, 3 questions.
- True or false, 4 statement.
- Open question [vocabulary matching and short answers], 3 questions.

In the post-intervention test the same structure was used, only the video changed for a similar cartoon of a length of 3.10 minutes.

The pre- and post-intervention tests were designed by points scale ranges, divided into five scale, 0 to 4, 5 to 7, 8 to 9, 10 to 11 and 12 to 13 points.

Also, the pre-intervention test was taken in the first lesson, before the intervention and the post-intervention test was taken in the last intervention lesson.

3.6.2. Focus group.

As a qualitative research methodology, the focus group is considered “a structured discussion with a small group of people, run by a facilitator or using a moderating team, to generate qualitative data on a precise topic of interest, using a set of open-ended questions” (Masadeh, p. 63, 2012). This definition has three essential components: (1) it clearly states that focus groups are a research technique devoted to data collection; (2) it locates the interaction in a group discussion as the source of the data; and (3) it acknowledges the researcher’s active role in creating the group discussion for data collection purposes (Macnaghten and Myers, 2004).

The focus group addressed the second specific objective regarding identify students’ perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information.

This strategy was applied to the eleven participants after the six sessions. In order to help participants to answer and understand the statements, the teacher-researcher read each question in Spanish and explained students that there were not wrong answers for these questions. The questions were divided into three dimensions and the data from this instrument consisted of three questions, one for each dimension. The data were collected with all children in the same classroom registering their perceptions by direct audio recording with a cell phone.

Table 3, next, shows the focus group dimensions and their corresponding questions.

Table 3.

Focus group dimensions and questions.

	Dimension	Question
1	Degree of understanding	¿Cómo te sentiste al ver los videos? ¿Tu comprensión fue diferente con los videos con y sin subtítulos?
2	Degree of understanding for specific information	¿Crees que los videos en inglés te ayudaron a entender lo que estaba pasando? ¿Por qué?
3	Experience with the use of videos	¿Te gustaría que se incluyeran videos en las siguientes clases de inglés? ¿Por qué?

3.6.3. Data analysis techniques.

This action research includes the use of quantitative data (pre and post intervention test scores), which was analyzed through descriptive statistics measures of central tendency such as, mean, mode, standard deviation. This calculation is commonly used to compare the differences of the individual scores from the group (Tomal, 2010).

The qualitative data was examined by contextual, case study, holistic data organization and diagrams and charts analysis through revision of the students' answers based on their affirmations about the strategies applied.

CHAPTER IV: FINDINGS

In this chapter, the research results derived from the data collected from pre- and post-intervention tests and a focus group will be presented according to each specific objective.

A general point to highlight is related to the fact that despite the existence of various causes of obstacles to achieve efficient listening comprehension, such as understanding what the speaker is saying, limited vocabulary, knowledge of the context, difficulty concentrating and limited attention on the words they hear (reviewing by Gilakjani and Sabouri, 2016, and Burns and Siegel, 2018), students managed to improve their performance.

4.1. Specific Objective 1. Analyze the contribution of short videos with subtitles and keywords to support 6th grade students' the listening comprehension for specific Information.

The first objective focused on analyzing the contribution of short videos without subtitles, as well as with subtitles and keywords as methodological tools to support the listening comprehension of specific information of 6th grade students.

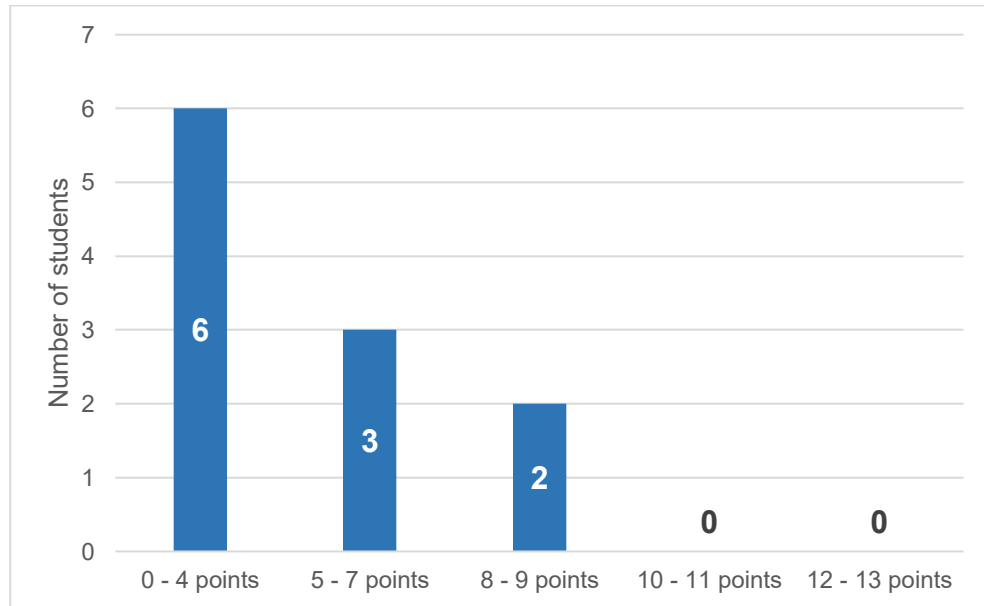
In order to assess the influence of using short videos with subtitles and keywords to develop listening comprehension for specific information, a pre- and post-intervention test were applied during the first and the last intervention session, respectively. These tests were constructed for the purpose of this action research, and they contain: (1) vocabulary matching task, (2), multiple choice item, (3) true or false item, (4) short answer task that participants complete after watching a short video with subtitles.

4.1.1 Pre intervention and post-intervention tests.

Figure 3 below shows the results of the pre-intervention test by points scale ranges, divided into five scale, 0 to 4, 5 to 7, 8 to 9, 10 to 11 and 12 to 13 points. As it can be seen, none of the students reached the maximum score of 13 points. Most of the students' results were between 1 and 4 points, with the highest score being 8 points, obtained by two students.

Figure 3

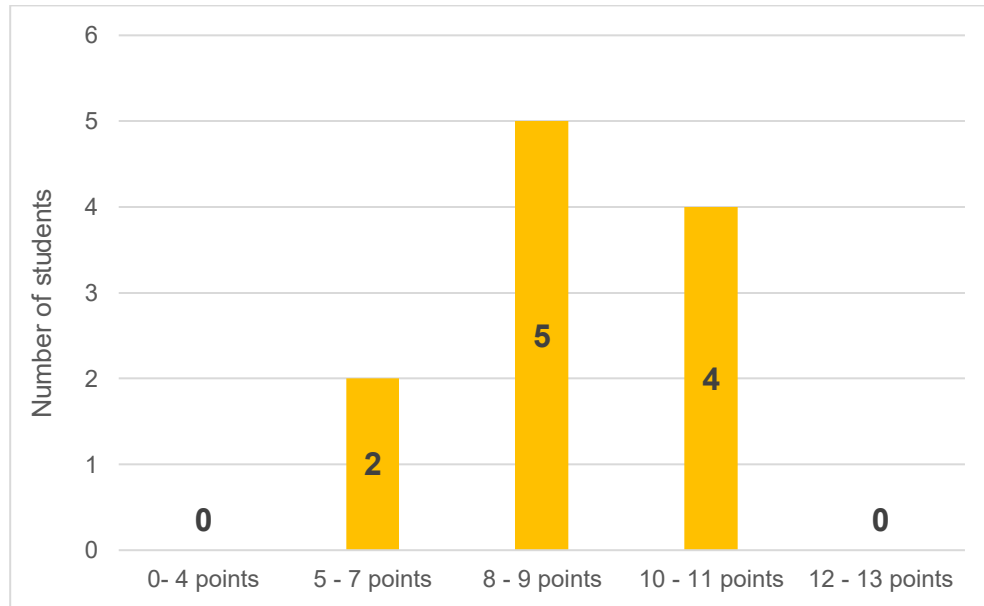
Pre-intervention test results.



Regarding the post-intervention test, Figure 4 shows the correspondent results. Like the previous evaluation, none of the students reached the maximum score of 13 points. While nine participants scored 8-9 and 10-11 points, two participants obtained 5-7 points, and no one recorded the lowest score into the 1 to 4 points range.

Figure 4

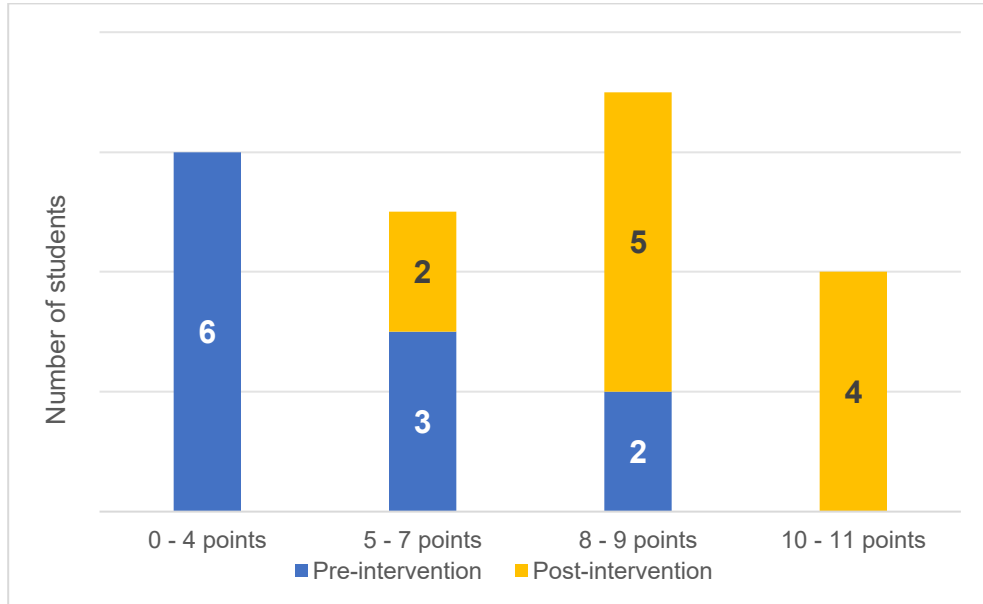
Post Intervention test.



The comparative result of pre- and post-intervention test, shown in Figure 5 below, presents a stacked column chart of points by number of students. The marked difference between the tests is clearly observed. Only in the post-intervention there were students who obtained more than 10 points and none of the students got into the lowest score.

Figure 5

Pre- and post-intervention test results comparison.

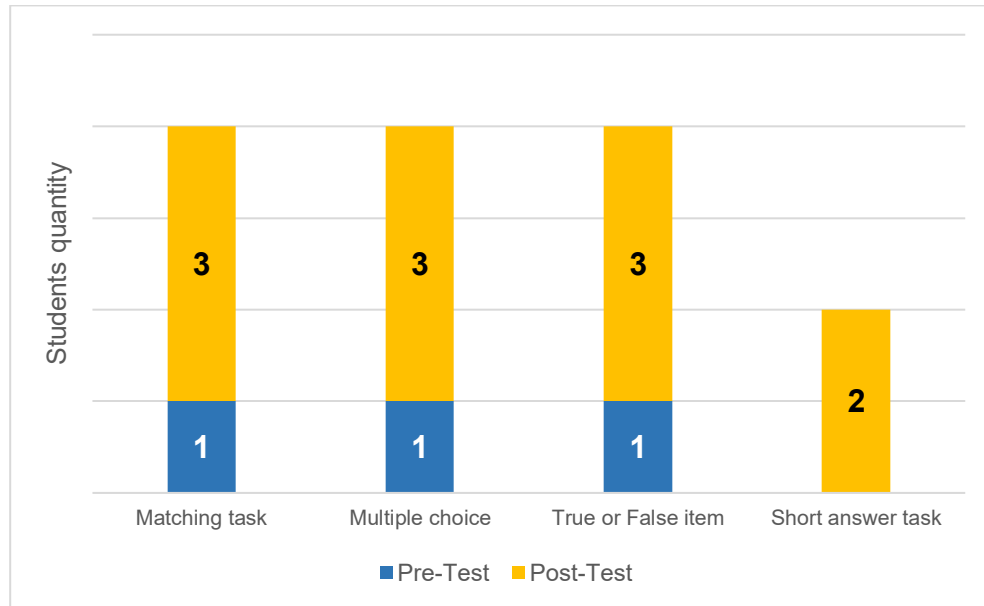


4.1.2 Performance on tasks.

In relation to the tasks considered in the tests (Figure 6), it was observed that after the intervention and in all four tasks, performance improved significantly. Initially, only three out of the 11 students were able to complete three of the four tasks -matching task, multiple choice and true or false-. After the intervention, all students completed satisfactorily the four assigned tasks.

Figure 6

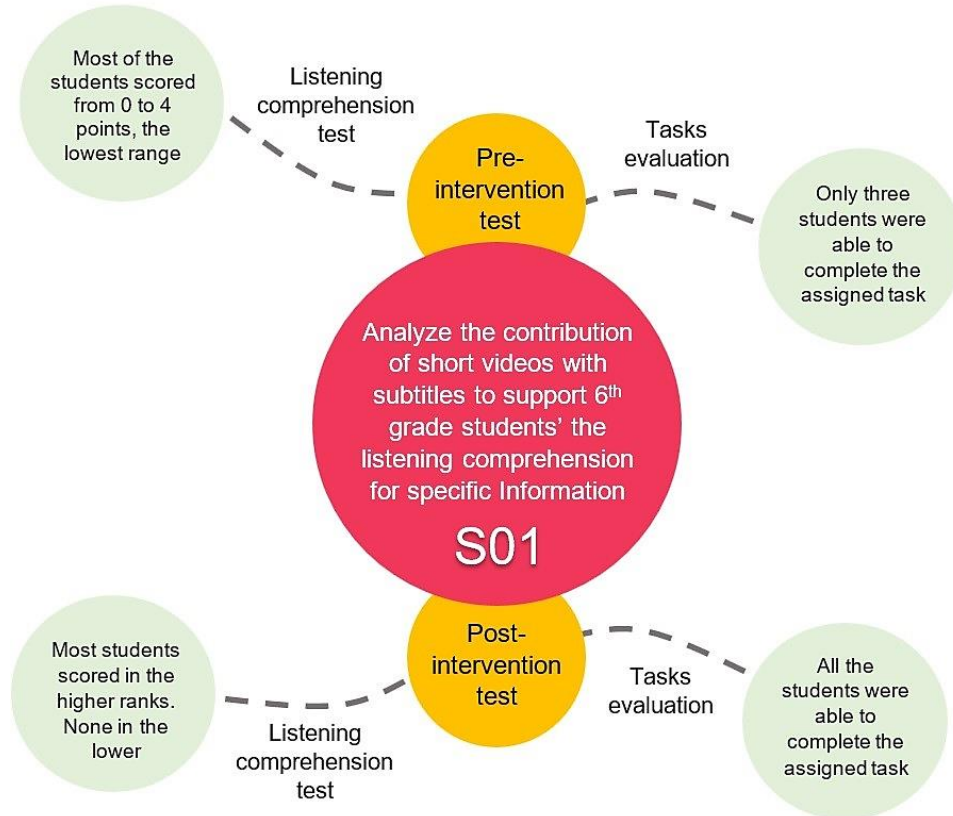
Performance of tasks in the intervention.



Finally, from the first objective that propose the analysis of the contribution of short videos with subtitles and keywords, in the pre-intervention test results indicated that about 54% of the students were within the first point scale range, 0 to 4, the lowest of all, which then suggests that most of them presented difficulties in understanding the events of the video. Additionally, in the post-intervention test, with the use of subtitles and keywords, it stands out that none of the students obtained values from the lowest score range, in addition now the majority reached results within the two upper score ranges, which reflects a satisfactory mastery of the tasks assigned to them. Figure 7 graphically shows the summary of the main findings for specific objective 1.

Figure 7

Mind mapping of the summary of main findings for SO1.



4.2. Specific objective 2. Identify students' perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information.

The second objective, measured by a Focus Group strategy, aimed at students' perceptions toward the use of short videos with subtitles and keywords in order to support their listening comprehension for specific information.

On the focus group, three aspects were considered for analysis regarding the student experience: (1) the degree of general understanding, (2) the degree of understanding of specific information, and (3) experience with the use of videos. The findings on the perception of the participants regarding on each of the aforementioned dimensions are explained below.

Dimension 1. Degree of understanding.

The dimension is focused on the degree of understanding regarding the use of videos with and without subtitles. According to participants working with videos without subtitles was challenging because they claimed not to have understood - see Table 4. Nevertheless, when the videos had subtitled, as shown in Table 5, their perception changed, affirming that they were capable to understand, showing that there was an improvement in terms of success to comprehend and develop the strategy.

Table 4

Summary of the theme emerged regarding the Degree of understanding on non-subtitled video.

Theme	Subtheme	Frequency	Extract
Degree of understanding	Low	5	“No entendí, la primera vez” (Estudiante 1). “Yo tampoco entendí” (Estudiante 2). “No entendía” (Estudiante 3). “No sé por qué no entendía” (Estudiante 4). “Un poco complicado” (Estudiante 5).

Table 5

Summary of the theme emerged regarding the Degree of understanding on subtitled video.

Theme	Subtheme	Frequency	Extract
Degree of understanding	High	4	“Sí, porque había palabras que entendía mejor cuando las leía” (Estudiante 5). “Sí, porque había palabras que ya sabía cuando las leía” (Estudiante 6). “Si, por que iba viendo las palabras que no entendía y con los subtítulos entendía mejor” (Estudiante 7).

Theme	Subtheme	Frequency	Extract
			“Me sentía mejor con los subtítulos porque entendía un poco más lo que hablaban” (Estudiante 1).

Dimension 2. Degree of understanding of specific information.

In this section, the students answered questions about videos watched before the focus group, the first one without subtitles and the second with subtitles and the use of keywords.

According to the participants, listening for specific information was difficult to understand during the video without subtitles because they considered challenging translating -see Table 6- and in same way, it can be inferred, to develop the assignment.

Table 6

Summary of the theme emerged regarding Identifying specific information on video without using subtitles nor keywords.

Theme	Subtheme	Frequency	Extract
Listening for specific information	Lack of understanding	2	“No, porque hablaban muy rápido y no alcanzaba a ver [escuchar] lo que decían” (Estudiante 8). “Yo no entiendo cuando pasa esto [video] y hay que traducirlo” (Estudiante 9).

Then, on the other hand -as it shown in Table 7 and 8-, in the second video the students indicated that with the subtitles, and also with the keywords they were able to understand and recognize the topics on which they should focused and therefore identify the required specific information.

Table 7

Summary of the theme emerged regarding Identifying specific information on subtitled video.

Theme	Subtheme	Frequency	Extract
Listening for specific information	Subtitles as support for understanding	4	“Sí, porque hay subtítulos” (Estudiante 7).
			“Sí, porque habían subtítulos” (Estudiante 10).
			“Me ayudaron los subtítulos” (Estudiante 1).
			“Los subtítulos me ayudaron” (Estudiante 9).

Table 8

Summary of the theme emerged regarding Identifying specific information on video with the use of keywords.

Theme	Subtheme	Frequency	Extract
Listening for specific information	Keyword as support for understanding	3	“Sí, porque habían cosas [keywords] que salían en la guía” (Estudiante 11).
			“Sí, habían palabras [keywords] que salían en la guía” (Estudiante 4).
			“Sí, las keyword me ayudaron” (Estudiante 6).

Dimension 3. Experience with the use of videos.

The Table 9 shows the perception of the participants. This indicates that the use of subtitles helped them to identify specific information and, in turn, the key words in the process of understanding the videos. In addition, the participants responded positively and continue to consider watching videos in English class. They prefer working with videos because is entertainment and they learn more.

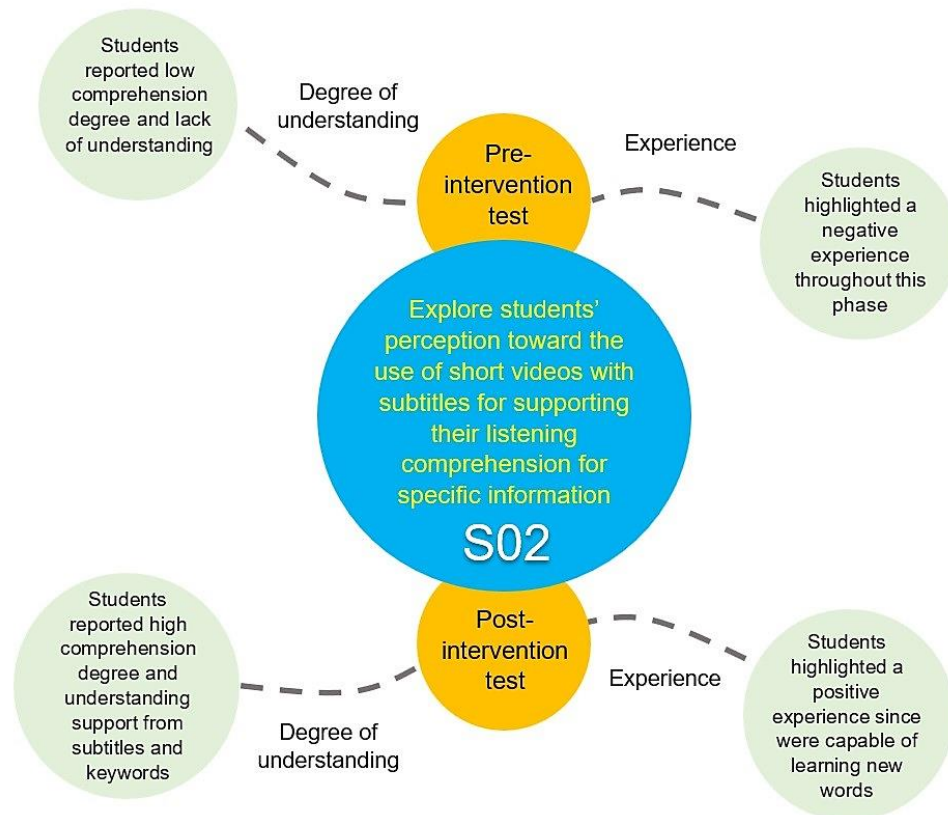
Table 9

Perception on using videos.

Theme	Subtheme	Frequency	Extract
Use of videos in the lesson	Learning of new words	5	“Podemos aprender más” (Estudiante 7). “Entendemos más” (Estudiante 6). “Aprendemos más palabras” (Estudiante 4). “Aprendemos más palabras en inglés” (Estudiante 1). “Aprendemos más verbos” (Estudiante 11).

Figure 8

Mind mapping of the summary of main findings for SO2.



Then, from the second objective that established the analysis of the students' perception, it is clearly observed that the opinion of the students is favorable after the intervention process, indicating that they have managed to learn more, which is consistent with what was found in the results of the short-subtitled videos contribution. Figure 8 above graphically shows the summary of main findings from specific objective 2.

CHAPTER V: DISCUSSION

It is premised that when students are fully engaged in academic activities, they are more likely to perform with substantial improvements (Ming-Te and Fredricks, 2014; Dietrichson et al., 2017). This will be shown as part of the results obtained in the current AR since the purpose of this intervention was to analyze the contribution of the use of subtitled videos and the student's perception of this process. For this it was required to maintain the attention and commitment of the students with the activities to be developed.

The following discussion emerged from the AR findings and it will be organized in accordance with each of the specific objectives. Further insights on the limitations and implications of the study will be presented at the end of the chapter.

5.1. Specific objective 1. Analyze the contribution of short videos with subtitles and keywords to support 6th grade students' the listening comprehension for specific Information.

For this specific objective, the findings provided by the pre- and post-intervention tests and the tasks performances will be further analyzed.

Initially, it should be noted that teaching strategies through academic assignments can impact student interest to learn and provide a high rate of success (Fink, 2016). That is to say, that the importance of the intervention process is denoted due to the clear improvement that has been registered in the students' results of the subtitles and keywords contribution.

The results indicate that the students in the pre-intervention test were not able to answer the different assignments as they did not have enough groundwork to perform any of the four assigned tasks. While in the post-intervention test, they used the tools provided, in order to recognize the specific information requested, subtitles and keywords, which confirms the usefulness of the intervention.

Taking into account ~~that~~ the results of the students' post-intervention test, it could be inferred that the tasks should show similar outcomes. It was observed that prior to the intervention, only three participants were able to complete the matching, multiple choice, and true and false questions, without any of them being able to complete the short answers. This also suggests that, at least that group of students, lacked sufficient preparation to be able to correctly analyze the video, as well as they had an elementary knowledge of the English language. In contrast, after the intervention, all tasks, matching, multiple choice, true or false, and short answer were completed by all the students. In light of these findings, two aspects stand out. First, that there is a connection with the results presented by Javid (2014), Dikli (2003) and Bakheet (2011), who highlighted that mainly due to the advantages they present, these tasks are used to improve the learning process of listening to information. Secondly, and more importantly, it is inferred that

subtitles and keywords were key elements for students to improve their listening comprehension.

Finally, directly related to the first specific objective, the contribution of short-subtitled videos along with keywords has shown to be of support in students' development of listening comprehension skill. Thus, the current action research findings are consistent with those of Alabsi (2020) and Pujola (2002), cited in Winke et al. (2010), who showed superior performance and a remarkable positive impact on students through teaching/learning via the viewing of subtitled videos while demonstrating the effectiveness of subtitles in language learning. Similarly, the current AR results show consistency with the findings of Borges (2006) and Rodrigues (2019), whose studies showed that after working with subtitled videos, students were better able to improve listening comprehension. It is then clear that short subtitled videos can generate improvements in the skills developed while learning English.

5.2. Specific objective 2. Identify students' perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information.

In relation to specific objective 2, in each dimension -degree of understanding, degree of understanding of specific information and, experience with the use of videos-, will be analyzed in more detail below.

The results of all three dimensions showed that when the videos were subtitled, the perception of the students changed in a positive way, as they understood better manifesting expressions like "aprendemos más palabras" and "podemos aprender más"; therefore, they were able to complete the different activities, where they had to identify specific information related to the videos.

Based on these findings, it could be argued that the subtitles provided a greater understanding of the contents of the video and improved students attitude towards the identification of information in the videos; furthermore, with the help of keywords, students expressed that they were able to recognize specific information. In accordance with the current results, previous studies such as those by Winke et al. (2010) and Jae (2019) on the effects of placing subtitles in videos on the learning of new languages have found that students increased their attention and had better understanding.

Student's feedback showed that using the subtitles along with the keywords represents a more appropriate practice compared to just watching videos without subtitles or with subtitles but without the keywords. This is evidenced by the number of responses that stated a favorable perception towards the use of keywords; six, when there was a keyword, and four and two when the video was subtitled and when it was not, respectively. This is consistent with the work of

Bakheet (2011) and Hsu et al. (2012) whose results revealed that keywords and videos subtitled methods had a positive effect on the learners' vocabulary achievement and retention. In particular, this strategy of combining keywords with subtitled videos is relevant in the criteria that are taken into account when developing the methodologies to be applied, meaning the importance of always looking for ways to capture the attention of students, generating greater interest in them of learning.

Similar to the current action-research, some researchers, such as Winke et al. (2010) and Hsu et al. (2012), have found that through listening for specific information and the use of target words, learning abilities are enhanced.

Additionally, other studies (e.g. Martínez, 2003; Feria, 2019) also based on the design, development and evaluation of intervention methodologies and perception analysis, have suggested that the use of video with subtitles offers second language learners the opportunity to use the language in relevant contexts, to be creative, to improve their skills in relation to oral expression and fluency, and with this gain greater understanding for meaningful learning. These examples are consistent with the current action research study where students' highlight on learning new words as part of their experience with the use of videos.

In sum, in the three dimensions of the second objective, students' perspectives indicate better understanding, advantages with the use of keywords and a satisfactory experience in learning English.

5.3. Limitation of the study.

This study presents limitations on the students' prior knowledge. It is assumed that they had never performed tasks similar to the ones carried out as part of this action-research before the intervention, since the school did not have a full-time English teacher. Therefore, it could be inferred that they did not practice or learn any listening comprehension strategies, limiting their abilities in that area. Consequently, these findings cannot be generalized to students from other schools with similar context who have had prior English training.

Another limiting situation occurred given the rural school context. Particularly, the development of the intervention was affected by the lack of adequate infrastructure for the combined use of the different technologies involved, such as computers and video equipment, sometimes causing the activities to be stopped for short periods or even postponed, being these interruptions counterproductive to maintain the concentration and interest of the students. Thus, more hours of work were required by those involved.

5.4. Implications.

From these findings, it can be inferred that subtitles and keywords help students improve listening comprehension for specific information. An implication of this is the importance of the dedication of teachers with the use of keywords and subtitled videos, explaining and guiding students on the explicit use of different strategies to develop listening skills.

These findings can help us understand that it is possible to improve the academic performance of sixth grade students with the use of the strategies developed. As a consequence, these study strategies could be applied at different levels of primary or secondary to equally help students from other school levels improve listening comprehension skills.

In my personal experience, the intervention has provided me with more and better teaching tools with which I can support my role as a teacher, and thus continue promoting the learning of English in children through similar strategies. In the future, I intend to carry out new interventions using subtitled videos and keywords, with main focus on listening comprehension of children of all the initial EFL classes of my own teaching context. This being a starting point for the training of new students in rural school in Puerto Octay, and the reformulation and improvement of its current academic programs.

CHAPTER VI: CONCLUSION

6.1. Summary of main findings.

This study was set out to determine the contribution of using video subtitles along with keywords on the ability to extract specific information in 6th grade students.

Regarding specific objective 1, to analyze the contribution of short videos with subtitles and keywords to support the listening comprehension of specific information of sixth grade students, it can be concluded that the implementation of the strategies had a positive contribution on the ability of the participants to identify specific information from the videos. This was reflected in the increase of the test scores after the intervention.

Likewise, the results of this research showed that the students were able to improve their listening comprehension skills since they managed to carry out the requested assignment during the development of the intervention tasks.

In relation to specific objective 2, to identify students' perception toward the use of short videos with subtitles and keywords for supporting their listening comprehension for specific information, the participants had positive perceptions on the strategies implemented. For all the three dimensions, participants' statements indicated a high degree of understanding for specific information and a better experience to learn new vocabulary after working with subtitled videos and keywords.

In sum, it can be concluded that:

1. The current study provided the contribution of subtitled video and keywords to improve the perception of the students.
2. This study showed that subtitled video and keywords support the ability to identify specific information.
3. This study showed that keywords support the ability to identify specific information.

Regarding the research question of this action research, "how can the use of subtitled videos support the development of listening comprehension of specific information of 6th-grade students from a rural school?", it is considered that subtitles did help the participants to improve their listening skills and the ability to identify the specific information. In the same way, it was possible to meet the general objective of the research, exploring the use of short videos as support for listening comprehension through the intervention carried out.

6.2. Personal reflections.

At the beginning of this investigation, I understood that I was about to get on an experience characterized by continuous learning. Despite the difficulties that were

not considered, such as those generated by the Covid-19 context, there was a wide discussion in class where children expressed their opinions, which, for the better, affirmed progress and improvement of their skills. Besides, the teaching environment in the rural school certainly presents challenges. As different authors have stated (e.g. Lizasoain et al., 2018; Barley and Beesley, 2007), these areas are characterized by poorly prepared students and educational programs that are outdated regarding new methodologies that increasingly include technology.

One of the strategies that helped the most in learning the keywords was to make flashcards in such a way that they could be involved in the class in different ways and, in turn, recalling these words more easily, which reinforces my criteria about the need to include this type of activities to the methodology.

My greatest learning is based on the fact that the participants were children from a rural school, who faced different difficulties inherent to the facilities and their environment and, despite that, they did manage to engage in this learning experience. This allows me, to affirm that all children have the ability to learn regardless of their condition. Apart from this, it is worth mentioning that, with the intention of generating self-confidence, they were urged to participate without fear of making mistakes highlighting the fact that often a success comes from a mistake.

The interaction with the students definitively exceeded my expectations as this opens a space for personal and professional growth. It is important to highlight the need to base teaching decisions on activities focused on students' interests, for example, music, videos, cut and paste, drawing and games, in order to capture their attention more effectively.

6.3. Recommendations.

Based on the results and conclusions of this study, the following recommendations are presented:

1. The subtitled videos and keyword methodology are recommended to be used as a framework to enhance vocabulary and task performance improvement.
2. Teacher education programs in the English language should be aware of the incorporation of interactive content classes, and with this, contribute with new teaching methodologies. Programs that follow the guidelines of traditional methodologies have notable weaknesses in terms of their adaptation to new realities, for example, by not taking into account the use of technologies.
3. Develop this action research with elementary and middle school students. Therefore, with a larger and different study population, it would be possible to have a broader vision of the contribution of these types of strategies.

4. Motivate other teachers to include listening comprehension in their school planning. One way to achieve this could be through school workshops where they enhance their skills in this specific area with the focus on improving the development of the students.
5. Implementing this action research could be useful to explore the English groundwork of rural school children. Listening comprehension is useful in the classroom with struggling students who may have fallen behind, and the use of methodologies that enhance it can help them with learning difficulties to catch up with other students.
6. As a second cycle of the research, and as a way to get students more involved, it could be explored the contribution of adding subtitles to videos via apps to develop the listening comprehension.

CHAPTER VII: REFERENCES

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CHAPTER VIII: APPENDIX

8.1. Pre-intervention video

Figure 9

Pre-intervention test video.



Note. Source: <https://www.youtube.com/watch?v=Rnww09Zol6w>.

8.2. Pre-Intervention test.

6° Grade

Name:		Date:
Total__ points / _____	Mark:	Miss Maria Pabla Bustamante

MULTIPLE CHOICE

How is Bob (the dad) feeling with Dash school's situation?

- a) Sad
- b) Amazed
- c) Angry

What did mom ask to Bob?

- a) Cut the meat
- b) Serve the dessert
- c) Feed the baby

The family is having

- a) Breakfast
- b) Lunch
- c) Dinner

TRUE OR FALSE

- | | |
|---|--------------|
| 1. Dash went to principal office | True / False |
| 2. The teacher saw Dash putting a tack on her chair | True / False |
| 3. The family is eating at the restaurant | True / False |
| 4. The family is celebrating a birthday | True / False |

ANSWER THE FOLLOWING QUESTIONS

a) What food was the family eating?

b) How many family members are there in the dining room?

8.3. Post-intervention video.

Figure 10

Post-intervention test video.



Note. Source: https://www.youtube.com/watch?v=OvukICCU_kY.

8.4. Post-Intervention test.

LISTENING COMPREHENSION

6° Grade

Name:		Date:
Total__ points / _____	Mark:	Miss Maria Pabla Bustamante

MULTIPLE CHOICE

How is SpongeBob feeling?

- a) Sad
- b) Amazed
- c) Angry

Who is the new manager?

- a) SpongeBob
- b) Patricio Star
- c) Mr. Krabs

Mr. Krabs thinks that SpongeBob is

- a) An adult
- b) Just a baby
- c) A kid.

TRUE OR FALSE

- | | |
|---|--------------|
| 1. Patricio Star knows why SpongeBob is sad | True / False |
| 2. SpongeBob got the promotion | True / False |
| 3. Patricio Star is amazed for SpongeBob's situation | True / False |
| 4. Mr. Krabs thinks SpongeBob is a responsible worker | True / False |

ANSWER THE FOLLOWING QUESTIONS

a. Why is SpongeBob crying?

b. What was Mr. Krabs decision in the promotion?
