

**Implementing Bimodal-Subtitled Movie Clips with Games to Enhance Listening
Comprehension**



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NOTA DE RESPONSABILIDAD

“Tanto el desarrollo del contenido como las ideas aportadas en este trabajo de grado son
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Abstract

The aim of this project is to investigate the effects of the use of Movie Clips with Bimodal subtitles on the improvement of listening comprehension in an English class. We plan to use strategies that help EFL learners to have a better performance in the classroom through the implementation of alternative and didactic activities. The mentioned activities are oriented to the development of non-traditional classes and involve the use of movie clips accompanied with bimodal subtitles. Our purpose is to guide students so that through the provision of a visual input with real situations and contexts, they not only understand the textual idea that is transmitted but also the visual content and the situation presented in the video clips.

Keywords: *Listening comprehension, bimodal subtitles, movie clips, didactic activities*

Resumen

El principal objetivo de este trabajo es investigar los efectos del uso de subtítulos bimodales en el mejoramiento de la comprensión auditiva en las clases de inglés. Planeamos utilizar estrategias que ayuden a estudiantes de una lengua extranjera a tener un mejor desempeño en el aula de clase a través de la aplicación de actividades alternativas y didácticas. Dichas actividades están orientadas al desarrollo de una clase que se aleje de los métodos tradicionales e involucren el uso de clips de películas acompañados con subtítulos bimodales. Nuestro propósito es guiar a los estudiantes para que a través de la provisión de un input visual con situaciones y contextos reales, logren no solo entender la idea textual que se transmita sino también el contenido visual y la situación que se presenta en los video clips.

Palabras clave: *Comprensión auditiva, subtítulos bimodales, clips de películas, actividades didácticas*

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Implementing Bimodal-Subtitled Movie Clips with Games to Enhance Listening Comprehension

CHAPTER 1: THE PROBLEM

Introduction

Lately, thanks to the rise of technology and electronic media, there is now a great variety of digital entertainment for the audience. One of the most common types of media are movies, which have become places of creativity and imagination captured in digital screens that cover a large number of genres for all kinds of likes. Most films are in English due to the largest number of productions being American. For a long time, films have been used in order to contribute to the teaching and learning of languages which allow students to acquire the target language in an alternative and didactic way. In general, videos with subtitles have been used in classrooms as audiovisual resources for teaching. This strategy has been exploited by foreign language teachers to facilitate an environment where students are exposed to a more real context with an authentic language from native speakers. Additionally, the emergence of technology and all its advances have allowed language teachers to develop groundbreaking activities that foster second and foreign language comprehension. It is important to understand that watching movies is not only a type of entertainment for learners but it has also become an indispensable tool in the EFL classroom. Cinema has been present in the field of foreign language teaching and learning and media of this kind has been proved to be an essential strategy for teachers into EFL classrooms.

On the other hand, the listening skill represents an ability that requires to be studied, researched and analyzed in a high level of depth due to the difficulties it presents for EFL students. According to Rubin (1994), video-based teaching, is fundamental and key for the

progress of the listening skill. It has been shown that video-based courses have achieved the same and even greater impact than traditional lecture-based courses. Similarly, Altman, (1989) explains that using movie clips provides an enrichment for language learning in many fields, such as listening comprehension, observing authentic speeches by native speakers, a correct pronunciation as well as for improving students' motivation and achievements.

Our proposal aims to boost the use of movie clips with bimodal subtitles and incorporate them into the classroom in a way that is didactic and striking for learners. Bimodal subtitles are defined by Katchen, Lin, Fox and Chun (2002) as the audio and the subtitles both being in the L2. Due to the vital importance of movie clips in the classroom, we have searched a way to combine bimodal-subtitled movie clips with games looking to achieve a positive result for the improvement of the listening skill.

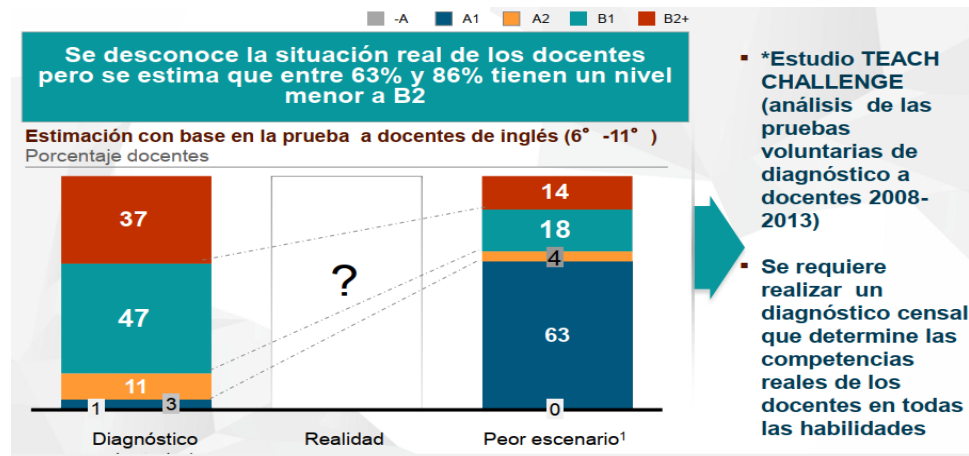
Therefore, our strategy involves activities that combine bimodal-subtitled movie clips and didactic games that students will develop according to the lesson plans that are going to be implemented. The first game that we propose is "Act it out" which will allow the students to make their own interpretation about the videos that are being watched and the language that is being used. The second one is "The Matching Game", in which the students will have to answer a variety of comprehension questions about the movie clip and match two similar elements. Finally, the last activity is "The Telephone Game" in which students will have to answer a question about a movie clip and then pass that answer on to their team partner. In conclusion, this paper will try to demonstrate the great benefits of combining games and movie clips with bimodal subtitles for the improvement of listening comprehension.

Problem Description

One of the problems lies in the lack of qualified teachers and appropriate methodologies to motivate students (Sánchez, 2012). According to diagnostic tests carried out by the Programa Nacional de Inglés (2014), it is estimated that approximately between 63% and 86% of teachers in basic and secondary education have an English level below B2.

Figure 1

Teach Challenge Study. English diagnostic tests



Source. Programa Nacional de Inglés 2014.

Additionally, the time intensity for the English subject would be enough if these classes were of optimal quality and they were carried out in an appropriate learning environment (Programa Nacional de Inglés, 2014). For this reason, the lack of time dedicated to English classes in Colombian schools has probably caused a poor performance in students in general. It generates limited opportunities for students to properly practice their listening skill. A huge problem that English foreign language learners confront is that they have limited access to a real context which causes them to have low proficiency in listening. Likewise, according to Mateus and Moreno (2010), listening is one of the abilities in which the strategies are not implemented,

due to the lack of technological resources or because in many EFL classes, it does not have much relevance. However, Porto (2006), explains that the way the listening skill is perceived now is far different from the way it was considered in the past. In current times, listening has been classified as the most demanding skill because it requires a great deal of mental processes. Furthermore, according to Richards (2005) and Vandergrift (2004) it has been pointed out that listening is not only listening, but involves interpreting intonation, understanding vocabulary and unknown grammar, differentiating sounds and understanding information from audio or video. For this reason, our research expects to contribute to the improvement of the listening skill using the strategies that we plan to apply combined with movie clips from different movies.

Problem Statement

How the combination of games and movie clips with bimodal subtitles can contribute to EFL listening comprehension in intermediate level students.

Justification

In general, the time spent during English classes is very limited for teaching all the skills that comprise foreign language learning. According to Campo Porto (2006) most of the class time is distributed to teach vocabulary, explain grammatical structures or develop reading comprehension. She states that teachers have focused on teaching only the skills of Reading and Writing and even Speaking. However, many educators, especially from public schools, do not emphasize Listening Skill (Porto, 2006 P.1).

Unquestionably, it is well known that to become proficient in the English language, all 4 skills are required to be studied. Likewise, Mateus and Moreno (2010) explain that in recent decades the methodology of some educational institutions has not allowed students to develop

their abilities to the maximum, preventing them from learning the 4 skills of the foreign language simultaneously. It affects the communicative part and overall the listening skill, either due to the lack of resources to develop the lesson plan or merely because the teacher does not take into account the significance of it. Similarly, Szynalski (2012) explains some factors that affect students' learning process. He describes that there is not a high proficiency in the students' learning due to the implementation of obsolete and old techniques which have no effect rather than only knowing a few grammatical rules and a reduced vocabulary. However, this situation and old strategies implemented have harmed their language learning process. This situation is reflected in the results of international exams and as well as in "Saber 11" tests. One of the main examples is that according to EF Education First (2020), Colombia ranks 17th among the 19 nations that were analyzed in the research. Also, according to the Colombian Institute Tests, even with the result of SABER 11, it can be concluded that despite the fact that since the Ministry of Education created the "Colombia Bilingüe" program, the results have not been the most optimal in the student population. The global average of the results is about 41% percent in 546 thousand students who presented the test. This means that they only achieved a score of –A according to the CEFR, which shows that English teaching strategies are being implemented, but there are still many shortcomings to achieve favorable results. Furthermore, taking into account the provisions of the Common European Framework, only 17.1% reach levels of A2 in the foreign language. One of the main reasons may be these strategies or approaches used in the EFL classroom only are focused to get good grades in tests but not to learn English as a whole, however, language learning should go beyond that.

Moreover, students do not have sufficient exposure to language in a real context inside the EFL classroom. Berardo (2006) explains that in order to have a closer to exposure to the

target language, it is important to bring authentic materials into the classroom as much as possible. For this reason, watching video clips and developing activities such as games, may be another strategy that might benefit their listening process. According to Brann (2011) the great benefits that the use of movie clips has for educational purposes are reading comprehension, recognition of new vocabulary, non-verbal language, pronunciation and the most important for this paper, listening comprehension. Therefore, when students watch a video clip in which people express ideas with gestures, facial expressions, and a particular tone of voice, all of them will provide a wider context for the situations that are presented in the screen.

Significance of the study

This study aims to find more information about the use of Movie Clips with Bimodal Subtitles in EFL intermediate classrooms. Bimodal Subtitling has been defined by Katchen, Lin, Fox and Chun (2002) as having both the audio and the subtitles in L2. Also, we expect to demonstrate how teaching English in a more dynamic way can help a lot to the development and improvement of listening comprehension through games. Our intention is to find possible solutions to the problem of the lack of an accurate input for students learning English. If a student is exposed to conversations, interactions and vocabulary in a more real context, they might optimally improve their other skills such as writing, reading, and speaking. For this reason, our investigation is directed to discover the potential that Video-based courses jointly with the use of bimodal subtitles have in the English learning process.

However, our purpose is to not limit the students to being passive listeners where they only receive information from a video. These strategies expect to include the playful part throughout games. Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a

context using correct pronunciation and spelling. For this reason, with this project we expect to observe how the combination of both movie clips and games can help improve the ability of listening comprehension within the EFL classroom.

Research Questions

General Question

- How can the combination of bimodal-subtitled movie clips and games contribute to EFL listening comprehension in intermediate level students?

Specific Questions

- What listening strategies can benefit learners to enhance their listening ability?
- What are the benefits of students' exposure to authentic input, specifically subtitled movie clips, in the target language?
- What are the significant differences between the results of the pre and post-listening tests after the video-based course?

Research Objectives

General Objective

- To implement the combination of bimodal-subtitled movie clips and games as resources for the students to improve their listening comprehension.

Specific Objectives

- To identify which listening strategies can contribute to the enhancement of the listening ability.
- To explore what the benefits of students' exposure to an authentic input are through the use movie clips with bimodal subtitles.

- To analyze the differences between the results of the pre-test and the post-test.

Limitations

In our context we have found some limitations that might affect the implementation of movie clips with bimodal subtitles as a way to enhance EFL Listening Comprehension. First of all, it can be observed that despite the fact that some students have a good level of grammar and certain English language structures, there is not too much focus on the receptive part that is the listening ability. English classes mainly emphasize on grammar rules, reading comprehension, translation, however, the listening skill is usually left behind. Another limitation might be the lack of a video beam or technological devices that allow us to play a video clip for the entire class. Taking the above into account, this work hopes to observe how beneficial it can be to implement not only movie clips but also games.

CHAPTER 2: LITERATURE REVIEW**Listening Comprehension**

It is significant to mention that due to its great natural complexity, listening is more than a passive skill. Learners must have an active behavior to interpret aural and visual expressions. Improving the listening skill requires a complex process because listeners must process both knowledge of content and linguistic knowledge simultaneously, while they are listening. The implication of linguistic knowledge is usually called Bottom-Up, in which listeners concentrate on individual sentences and words to create the principal message of audio from the smallest units to a complete meaning (Nunan, 1998, p.1-10). On the other hand, knowledge of content is defined as Top-Down, in which listeners have a prior knowledge of the context and it works together with linguistic knowledge to understand the meaning of upcoming messages. As it is expressed by Tsui and Fullilove (1998), it is essential that both forms of processing work together to create a perspective which contributes to facilitate listening comprehension.

Additionally, Underwood (1989) explains that listening comprehension is a complicated experience for students due to the speed of the exposed audio. This produces pressure on the learners when they cannot comprehend the main idea. Also, listening comprehension requires a lot of concentration from students, and a greater effort to understand the meaning of the content. Furthermore, listeners can present some restrictions when processing the information captured in the dialogues in L2 due to the lack of familiarity with authentic language. As a result of the above, we expect to investigate more and widen the topic of the implementation of Movie Clips into EFL classroom.

Movie Clips and Listening Comprehension

As defined by Collins Dictionary, a movie clip or film clip is a short extract from a full-length film. In language teaching, a movie clip's audio and visuality make of it a comprehensible resource for students (Laouer, 2017). In addition, it gives learners the opportunity to center their attention on one scene thoroughly (Kaiser, 2011). Bringing Movie Clips into EFL classrooms has proven to be a more didactic and entertaining tool for the students. Moreover, it encourages a motivated behavior, since many learners enjoy talking about movies. Reproducing movie clips in listening courses can create more topics and discussions among learners and give space for interaction based on films' content. Undoubtedly, this presents an outstanding advantage for teachers, mainly in the listening skill field. As Baltova (1995) explains, using video-clips has a very close relationship with the teaching of the listening skill due to its great contributions to this subject. Likewise, there are many other researchers who have investigated more deeply the benefits of the use of Movie -Clips with subtitles in L2. Using video-clips delivers multiple methods of simultaneous learning that also expands the learners' language experience. Using visual material as a tool, in this case Movie-Clips, presents benefits for English language teaching, specifically in listening comprehension. Additionally, Rost (1991) specifies that there are important guidelines for meaningful learning of listening skills. One of them is to simplify the textual content so that there is no abstract learning. It means that the process for improving the listening skill needs to be accompanied by any visual support. Another key guideline to be kept in mind is to provide prior activities to the reproduction of the video-clip in order to help learners to have a starting point of the topic exposed.

The Impact of Movie Clips in Listening Comprehension

Brett (1995) states that video based courses are more beneficial than lecture base courses. He explains that traditional classes usually use boring and long texts in EFL courses, but they are no longer significant for the listening skill progress since they do not provide an aural input. In addition, Movie Clips can awake students' attention and motivation. Kim (2015) supports the positive significant changes in listening progress with the use of movie clips. Also, with her research she supports the idea that the majority of students have a better attitude and performance during listening tests. Kim concludes that exposing students to an English real context with use of Movie Clips will have beneficial learning facts for both students and teachers. Teachers can use this learning tool as a technique that not only involves listening comprehension, but also includes other fields, such as teaching grammar with characters' dialogues, vocabulary recognition, slangs, idioms, reading comprehension and pronunciation. For this reason, we support the fact that using Movie Clips to increase student's listening proficiency has notorious changes. Jones and Plass (2002) state that using didactic multimedia, especially authentic Movie Clips, achieves an essential connection between material used and the improvement of listening skill. On the contrary, it is required for languages teachers to deliver appropriate content according to students' language level. Educators should contemplate certain limitations such as students' listening, vocabulary and even reading comprehension level. Some expressions, dialects and pronunciation can create difficult experiences for listeners. For this reason, it is vital for the teacher to be careful with the type of didactic material that is going to be chosen according to the learner's needs. In addition, teachers should consider that for many of their learners it is not enough to reproduce the clip just once. The educator needs to play the Movie Clip as many times as it is required to achieve a better comprehension of the content.

The Importance of the Content of Movie Clips

Movie Clips do not only develop English Listening Comprehension but also increase, implicitly, the student's motivation towards acquiring a language. Several times, the content represents real life situations with which learners can feel identified. As Berk (2009) states, video-clips in the teaching field can also cause superficial feelings such as excitement, anger, laughter, relaxation, love, fear, or even boredom. These emotions trigger feelings either by actors' performance, script, or by soundtrack. These students' reactions go according to expressions, emotions, or gestures transmitted by the movie's characters and it helps learners feel involved in the film context. Although, traditional EFL teaching classes attempt to be interactive and didactic, learners will not get the same input as when observing situations or contexts which transmit a powerful cognitive and emotional impact. Moreover, the pressure and stress that various students experience in their attempt to be successful in their learning process can be negative. However, it can be reduced when learners watch entertaining Movie Clips with a message that resonates with them. A Movie-Clip can make a huge difference in student's moods, motivation and attitudes. So it can be argued that Movie Clips can have a strong impact on student's motivation and also, in their learning process.

Significance of Subtitling Video Clips

Despite the fact that the use of subtitles has been cataloged by many authors as "laziness" because according to them it makes students not to make the effort of listening carefully, we consider that subtitles are very helpful as a didactic support in the process of learning a foreign language. By using subtitles, students will be able to use different types of resources such as image, audio and text, all of these oriented to comprehend a piece of oral input in the target language.

Movies in English are a very popular form of entertainment nowadays, they can be used as tools in the learning processes to acquire the target language. Currently, people are in constant contact with TVs, computers, mobile phones and many other electronic devices. This helps learners to feel more comfortable when developing activities and exercises during this process. Similarly, Movie Clips can be utilized in the classroom providing the students with a real context. These audiovisual resources are important tools that offer authentic input, with their help we can not only listen to the information that a video clip presents, but also read the subtitles, and in this way improve reading comprehension (Baltova, 1994, p. 508).

Additionally, students should be an active part of their learning process, since they are the main actors in it. As stated by Rost (2002, p. 151), the use of captions helps students to be motivated and be actively involved in the exercise of extracting the content of a video. As for comprehension, the use of subtitles can benefit students with different proficiency levels. “Authentic videos can be challenging for the average student, but the language can be understood with the help of subtitles, either by having them already on the screen or by creating them” (Talaván, 2010, p. 295).

Moreover, Chiquito (1995, p. 219) and Chung (1999, p. 300-1) state that subtitles mostly help students to comprehend details about the characters and the plot of a story. Furthermore, subtitles can serve students as a support for the building of vocabulary.

Bimodal Subtitling in Movie Clip Comprehension

Subtitles in English-spoken video clips within EFL classrooms have been frequently used. Nowadays, the Internet allows us to download any type of subtitles for any type of movie clip. This function has a significant importance since there are many other types of subtitles

which can also be introduced to the classroom. According to Katchen, Lin, Fox and Chun (2002) there are 6 types of combinations between Video Clips and subtitles:

- Standard Subtitling (L2 audio with L1 subtitles)
- Bimodal Subtitling (L2 audio with L2 subtitles)
- Reversed Subtitling (L1 audio with L2 subtitles)
- Bilingual Subtitling (L2 audio with L2 and L1 subtitles simultaneously)
- Bilingual Reversed Subtitling (L1 audio with L1 and L2 subtitles simultaneously)
- No Subtitling (L2 audio with no subtitles at all).

In the same way, the implementation of Movie Clips within EFL classrooms requires the use of subtitles so that listeners can identify which expressions and sentences are stated in the Movie-clips. As Brann (2010) mentions, performing a combination of Movie Clips with subtitles can demonstrate better results for the listener's learning process.

For this paper, we have decided to focus on the use of Bimodal Subtitling, which implies that the audio and the subtitles are going to be in L2. We consider that the use of this type of subtitles is appropriate to help students improve their listening skill since they will be able to hear the audio and read the sentences, vocabulary and expressions simultaneously.

The Impact of Bimodal Subtitling in Listening Comprehension

There is a great variety of researchers who have investigated the importance that the use of subtitles has for foreign language learning. Zanon (2006), explains the contribution that subtitles have for learning languages. This author found that there is a large amount of positive factors when learners watch video-clips in the original language with their transcription. Observing native speakers and listening to their dialogues will involve students in a more

realistic context. Moreover, they will observe what expressions are used at particular moments. Similarly, students are going to learn to pronounce correctly, obviously, with an adequate input. Nevertheless, the most important thing for us is the improvement of listening comprehension. When learners listen to dialogues with sub-titles in L2, they will recognize the vocabulary exposed in the Movie Clip. Later in second reproduction, we can realize that many students will already identify the vocabulary from a Movie Clip without the need of subtitles. This means that bimodal subtitling in second language learning is key for learners to help them recognize words, expressions and their meaning more easily. After recognizing unknown vocabulary and expressions which are not understood, learners' input is going to be more comprehensible when the Movie Clip is played without subtitles. According to the above, we can argue that while displaying a video clip inside EFL classrooms, the bimodal subtitles are fundamental for a better comprehension. Taking as a reference, Borrás and Lafayette (1994) incorporated bimodal subtitles in video clips in their research and found brilliant results. First, they reproduced the video clip once and then they reproduced it again, without any type of subtitles. The results showed that after observing the subtitles in L2 in the video clip, students will comprehend new vocabulary and the central meaning of the material without the need of transcripts and in a more didactic way. With this strategy, it has been demonstrated that subtitles have a primordial effect for the improvement of the students' listening comprehension.

Games in EFL Classrooms

Halfield (1990) describes games as an activity with rules, objectives and elements of fun. Therefore, the approval of using games within the classroom of a foreign language will provide a lot of benefits to students for the development of the proposed strategies. As we know, people of all ages make use of games as a manner of entertainment. Some authors such as Lee (1995)

mention games as “the opportunity to escape from the routine, but at the same time they are very important in terms of motivation and challenges”. In our research, one of the fundamental pillars for the designing of our strategies is to include didactic games. According to Chacon (2008) didactic games are described as a strategy that can be adapted to any student, level or modality. However, games are usually not taken to the classroom. Also, some teachers do not know how to take advantage of the ludic strategies that they have already been using and their contribution to the learning process. According to Haystead & Marzano, (2009) it is important to recognize that games can be integrated and adapted in an academic way in order to attract students’ attention and interest.

In most games, the communication that is required to develop the playful activity allows the learning mechanisms to be activated in students. Also, Bruner and Haste (2002) mention that when a strategy is emphasized in an environment where students can build their own knowledge and elaborate their own meaning, it has much more value than rote learning of facts and concepts.

Games and Movie Clips

The field of using both bimodal-subtitled movie clips and games has not been thoroughly investigated since they have been studied separately for EFL classrooms purposes. However, according to some authors, they have positive effects for the listening skill. According to Rost (2002), although many teachers believed that subtitled videos do not offer any help for “really listening”, it was concluded that when a subtitled movie clip is used with didactic activities, it can motivate learners. This is due to the fact that many of these activities take into account the content and context of the movie clip. On the other hand, according to Diaz, Matemala and Neves (2010), living in a modern society has allowed many people to observe audiovisual

material either through DVDs, cell phones, TVs or any other device, which have allowed us to create a variety of audiovisual content with recreational activities having in mind educational purposes.

Antecedents

The following research works are a reference to the background that some authors have made in relation with our topic. We have chosen 3 research projects in order to analyze and observe which strategies they implemented to carry out their own lesson plan with video clips and subtitles.

Observing each one of the research works above, we realized that the same trend is repeated in the 3 research projects. Their strategies focused on playing the video with and then without subtitles to a control and experimental group. Then, after carrying out a comparative work on the results obtained using multiple choice questions, all the authors concluded that video clips with subtitles help to foster English in its four respective skills.

According to Etemadi (2012), her research was carried out by using two full movies: one was called “*Where’s my robot*”, which was played with English subtitles, and the movie “*Dangerous Knowledge*” which was played without subtitles. Her study was developed applying twenty multiple choice questions related to the movies. Also, her research was subjected to the statistical procedures of SPSS in which the participants' scores were computed. These results showed that the participants performed better when the full movie was played with bimodal subtitles.

Similarly, Saed, Yazdani & Askary (2016) developed an investigation with intermediate students at Chabahar Maritime University. In their study, 31 students were divided into 2 groups. One group was exposed to a movie clip without bimodal subtitles, which was called *Without Subtitle Group* (WSG), and the other one was exposed to a movie clip with English subtitles, it was called *English Subtitle Group* (ESG). Both groups were asked to watch the movie clip on the

same day. By the end of each session, immediately after watching the movie clip, they needed to perform a multiple-choice comprehension test to assess their listening comprehension results. Finally, the results showed that bimodal subtitles to teach English language helped learners with a better listening comprehension.

Additionally, BavaHarji, Kamal & Letchumanan (2014) carried out an investigation about the impact of captioned videos on classroom instruction. The study was developed at Islamic Azad University of Mashhad, Iran with 92 participants. The total number of participants was split into two groups: a control group and an experimental group. In order to measure participants' level of proficiency at the beginning of the study, they were asked to take a Michigan English Test (MET). The experimental group had to watch an episode of the soap opera called "Connect with English" with bimodal subtitles while the control group had to watch the same video without subtitles. The results were analyzed using the SPSS software version 16. The study concluded that besides helping students build their vocabulary, the use of captioned material also improved students' listening comprehension.

CHAPTER 3: METHODOLOGY**Type of Paradigm**

Taking into account the objectives of this paper, a quantitative paradigm is going to be held. The quantitative paradigm is going to provide us with information about the changes and improvement in the listening skill that the students will experience through the strategies that we plan to implement. It will also allow us to reveal the impact that the exposure to movie clips with bimodal subtitles has on students. Our aim is to find out to what extent the listening skill is benefited through the combination of games and bimodal-subtitled movie clips. Moreover, this will lead us to observe the students' behavior towards this methodology and thus it will help us to assess them accordingly to facilitate their learning process. Finally, we expect to identify what positive aspects we can highlight from the experience of designing listening comprehension strategies by using movie clips with bimodal subtitles.

Type of Research

A quasi-experimental research will be performed, which means that the group of students that will participate in our study will not be selected randomly (Cook & Campbell, 1979). We will select a previously formed English intermediate level group. This type of investigation will have as independent variable the effectiveness of the implementation of our strategies using movie clips with bimodal subtitles, and as dependent variable the enhancement of listening comprehension.

Population

Polit and Hungler (1999) refer to the population as a totality of all the objects, subjects or members that conform to a set of specifications. In this study, the population is going to be situated in the English language courses at the Language Center in the Department of Linguistics and Languages, located in Las Acacias neighborhood (VIPRI). The total population in the Fourth level is 30 students, both men and women.

Sample

The sample is going to be constituted by 20 participants both men and women. The course is oriented towards both teenagers and adults.

Design

To carry out our project, we will begin by requesting a permit from the institution, in this case, from the University of Nariño (VIPRI headquarters) located in Las Acacias neighborhood. The permission will be requested to conduct a research with a group of intermediate level students who are taking the English language courses at the Language Center in the Department of Linguistics and Languages. Our request will be for us to be allowed to investigate how the use of movie clips with bimodal subtitles can improve the listening ability in EFL students. After the permit has been granted, we will continue to select the students that will be part of our sample group. Then, we will provide detailed information to the participants on how our research will be performed. We will explain that at the beginning of our project, a pre-test will be applied in order to find out what level of listening comprehension the learners have. Once this information has been collected, during the semester we will implement the strategies that we have designed to contribute to the improvement of the listening process. These activities will be: **Task 1:** Matching Game, **Task 2:** The Telephone Game, **Task 3:** Act It Out.

It is necessary to clarify that these activities will be applied during the course and will be modified if necessary taking into account our self assessment throughout the process. Also, new games might also be developed to make sure that we follow the goals that we have stated. This will also contribute to avoid that the didactic activities proposed become monotonous and repetitive.

At the end of the course, we will apply a post-test in order to determine what the progress of the listeners was. Finally, conclusions will be drawn from the comparison and analysis of the results obtained from the pre and post-test.

Timeline

As mentioned before, we will work with the students of Fourth level of the English courses that The Department of Linguistics and Languages from the University of Nariño offers. The English Fourth level course has a duration of one semester (16 weeks). There are two groups for the Fourth level. The group #1 attends the course from Monday to Thursday, having 2 hours of classes each day, which makes a total of 8 hours per week. And the group #2 attends the course only on Saturdays, having 5 hours of classes per week. Both groups have 115 hours of classes in total during the semester. We have decided to work with group #1. For the first semester of 2021, the course is scheduled to start on February 8th and end on May 27th for group #1. It is important to clarify that for the development of our strategies will be using 3 hours per week, 1 hour from Monday to Wednesday, which makes a total of 48 hours in total in the semester.

The group will be asked to take the pre-test before starting the course. And at the end of the course, the group will be asked to take the post-test in order to make a comparison between

the results. The dates for both tests will depend on the decision of the teacher who is in charge of the group.

In order to develop this project we have established a timeline to keep track of the order and the time that will be invested for this process. All of this will be oriented to guarantee an organized progress for the development of this investigation. Below is a schedule for each class during which we will be developing our strategies, 1 hour is assigned for each day of class from Monday to Wednesday.

Table 1

Timeline

Month	Week	Implementation of Task 1	Implementation of Task 2	Implementation of Task 3
Month 1:	Week 1	Monday, February 8 th	Tuesday, February 9 th	Wednesday, February 10 th
	Week 2	Monday, February 15 th	Tuesday, February 16 th	Wednesday, February 17 th
	Week 3	Monday, February 22 nd	Tuesday, February 23 rd	Wednesday, February 24 th
Month 2:	Week 4	Monday, March 1 st	Tuesday, March 2 nd	Wednesday, March 3 rd
	Week 5	Monday, March 8 th	Tuesday, March 9 th	Wednesday, March 10 th
	Week 6	Monday, March 15 th	Tuesday, March 16 th	Wednesday, March 17 th
	Week 7	Monday, March 22 nd	Tuesday, March 23 rd	Wednesday, March 24 th
	Week 8	Monday, March 29 th	Tuesday, March 30 th	Wednesday, March 31 st
Month 3:	Week 9	Monday, April 5 th	Tuesday, April 6 th	Wednesday, April 7 th
	Week 10	Monday, April 12 th	Tuesday, April 13 th	Wednesday, April 14 th

	Week 11	Monday, April 19 th	Tuesday, April 20 th	Wednesday, April 21 st
	Week 12	Monday, April 26 th	Tuesday, April 27 th	Wednesday, April 28 th
Month 4:	Week 13	Monday, May 3 rd	Tuesday, May 4 th	Wednesday, May 5 th
	Week 14	Monday, May 10 th	Tuesday, May 11 th	Wednesday, May 12 th
	Week 15	Monday, May 17 th	Tuesday, May 18 th	Wednesday, May 19 th
	Week 16	Monday, May 24 th	Tuesday, May 25 th	Wednesday, May 26 th

Data collection procedures

The data collection procedures that we will use to carry out our project are a pre-test and a post-test. Because a quantitative paradigm will be held to verify how one factor influences the other, we have decided to apply a pre-test, since it will provide us with the information needed to corroborate at what level of listening comprehension each student is. Once the strategies using Movie Clips with bimodal subtitles are applied to the sample group, students will take a post-test. This test will offer us information about how the Movie Clips with Bimodal Subtitles influenced the students' listening skill. After applying these instruments and collecting all the necessary information, we can reach a conclusion.

Instruments

Taking into a consideration that we have opted for using the quantitative paradigm to gather information for our investigation, we will utilize a pre-test and a post-test to evaluate the students' knowledge before and after applying the strategies that we have designed.

Pre-Test and Post-Test

According to Berry (2008) Pretests are used at the beginning of an investigation in order to establish the knowledge baseline that students have at the beginning of the course. He argues that pretests are used as a way to introduce students to the prerequisite material. Finally, at the end of the course, a comparison exam is made between a pre-test and a post-test. The pretest and post-test are to measure students' achievement and the effectiveness of the strategies. Moreover, pretest and post-test are designed to assess the effects in the methodological changes, for this reason they are similar before the strategy is implemented. Therefore, if pretest and post-test are the same, it is required that questions are familiar with the content of the designed program. Finally, if the scores and results show an enhancement in the learning process, it could be practical and useful in whatever research. Taking into account the importance of the implementation of the pretest and post-test, we have decided to use this instrument in order to evaluate what effects and improvements are obtained from a movie clip based course.

Analysis of data

All the information collected through the instruments such as pre-test and post-test will be analyzed by means of Central Tendency measures. After obtaining the results of the pre-test and post-test we will resort to the calculation of mean, median and mode. This will provide us with the required data that will derive certain conclusions about the subject previously exposed.

The results obtained from the application of pre-test and post-test will be organized in a table as the following and then will be subjected to the calculation of the Central Tendency Measures.

Table 2*Analysis of data*

Analysis of data		
Student	Pre-test score	Post-test score
Student 1	—.—	—.—
Student 2	—.—	—.—
Student 3	—.—	—.—

Central Tendency Measures: The Central Tendency Measures (CTM) are characterized for being the typical value of a particular data set and eliminating the random dispersion of values. For each measurement scale there is an appropriate type of measure.

Mode: According to Flynn (2002), the mode is the most common value to analyze in the data set.

Median: This central tendency measure is considered as the value that is in the middle of the selection while all the values gathered are arranged from lowest to highest.

Mean: It is defined as the result of adding up of all the values recollected and then dividing it by the total number of elements that were added up. Also known as the average.

TASK DESIGN

For our task design process, we have decided to combine the use of Movie Clips with Bimodal Subtitles together with specific didactic activities, such as the Matching game, the Telephone game and Act it out. We will implement these 3 activities as a resource so that the strategy of using Movie Clips with Bimodal Subtitles can be developed in a playful and educational way.

The following activities are designed for 20 students of the fourth level (Intermediate) of English of the Languages Center from the University of Nariño. We expect that students practice their listening comprehension ability as much as possible when watching the different scenes with bimodal subtitles. These scenes were selected mainly due to their use of an intermediate English level and also because they present daily life situations. The activities will be used with different scenes each class.

The estimated time for applying the following activities is one semester, schedule that is subject to change depending on the dates that the English and Languages Department of the University of Nariño establish for each semester.

TASK 1: Matching Game: Restaurant Situations Scenes

Goal: Students will comprehend conversations that take place in a restaurant.

Objectives

1. Students will listen to a conversation that includes vocabulary and expressions about ordering food.

2. Students will analyze and then answer listening comprehension questions based on the movie clip.
3. Students will explain with their own words what the main idea of each situations was.

Materials and equipment

- Previously selected movie clip with bimodal subtitles.
- Board
- Electronic device to play movie clip.
- Cardboard used to write possible answers.
- A blindfold
- Worksheet with information about vocabulary and expressions used in the movie clip.
- Sticky stars.

Time	Procedure
	To develop this task, common expressions used in the Movie clip will be analyzed to get a better understanding of situations that take place, in this case, in a restaurant such as: <i>Last Holiday, Back to the Future, A New Cinderella Story, Identity Thief, The Incredibles 2, Miss Congeniality, and Pulp Fiction.</i>
10 Minutes	First of all, we are going to introduce the topic asking learners if they know common expressions used in a restaurant in order to have a discussion about the topic. Then, the students will be given a worksheet with different expressions, vocabulary and terms used in this context. For example, food vocabulary, expressions used when arriving at the restaurant, ordering food, paying for the meal, among others. New expressions, unknown vocabulary and pronunciation will be explained.

10 Minutes	We will explain the rules to develop the activity. Students will be split into different groups who will watch a selected scene that takes place in a restaurant. A question about the scene will be given to them and four posters containing four possible answers will be stuck on the board. The objective is for each group to stick a piece of paper with the shape of a golden star next to the correct answer. However, the whole group will have to be in the back of the classroom and only one of the students, who will be blindfolded, will be able to stick the paper star on the board.
-	Each video will be played at least twice to make sure that students understand the conversation as accurately as possible.
10 Minutes	Once the clip is played, the four remaining students will have 30 seconds to discuss the right answer. Once the answer has been picked, the four members of the team will give directions to the student who is blindfolded so he or she can place the golden star next to the poster with the right answer.
20 Minutes	The same process will be repeated with every movie clip.
10 Minutes	At the end of the activity and after taking some notes, we will give some feedback regarding the expressions with which students had problems. In brief, the Movie Clips with the help of Bimodal Subtitles will provide an authentic language speech that is being used at a real speed and pace. These dialogues will deliver information that is authentic and spoken by English native speakers, in this case, in a restaurant context.

TASK 2: The Telephone Game: Classroom Situations Scenes

Goal: Students will comprehend different kinds of conversations carried out in a classroom environment.

Objectives:

- Students will recognize vocabulary and expressions related to the classroom environment.
- Students will try to transmit the information that they listen to in an accurate way.
- Students will practice the listening skill with the help of bimodal subtitles.

Materials and equipment:

- Previously selected movie clip with bimodal subtitles.
- Electronic device to play movie clip.
- Worksheet with information about vocabulary and expressions used in the movie clip.
- Cardboard with question about the movie clip.

Time	Procedure
	According to Moylan, Goldstein, Rafferety & Griffiths (2014) the telephone game, thus beyond enjoyment, is an ideal context for exploring how listeners analyze the questions according to a video clip and how they can transmit the output that they heard. For this activity 5 Movie Clips with scenes that take place inside of classrooms were chosen: <i>School of Rock</i>, <i>Matilda</i>, <i>Harry Potter</i>, <i>the Breakfast Club</i>, and <i>The Adventures of Sharkboy and Lavagirl</i>.
10 Minutes	To introduce the topic, students will be asked about common expressions that they have heard inside the classroom. Then, we will explain phrases and

	expressions that are used at the beginning, during and at the end of a class. For example, greetings, introductions, call for attendance, time to begin, common instructions, classroom management, error corrections, special situations, time to stop, homework, goodbyes and leaving the classroom. Once we have done it, a guide sheet with additional information such as unknown vocabulary and phrases about each Movie Clip will be given to the students so that they can have a better understanding of the Movie Clip.
10 Minutes	In order to develop the activity, students will be split into 5 groups which should be organized in a row. Students will need to be one behind the other in their respective desks. The last member of each row will be asked to go to the back of the classroom.
15 Minutes	Students will watch a Movie Clip and they will be asked to focus on the bimodal subtitles to understand the context of the video.
15 Minutes	When the Movie Clip is finished, we will assign a comprehension question on a piece of paper related to the situation that was presented in the clip. By the time the learners have analyzed the question and they already have their answer, they should whisper the answer into one of their classmates' ears and then they will have to whisper it into another classmate's ear and so on. When the last member of each row has heard the answer, they should write what they heard on a cardboard. Students should alternate the positions in order that each row's participant can watch a Movie Clip at random and respond to the comprehension questions given.
10 Minutes	At the end, the same video will be played without any subtitles. Feedback will be provided in order to give a response to students' questions and assess their class work.

TASK 3: Act It Out: Role Play with Movie Clips

Goal: Students will comprehend a conversation about daily life activities.

Objectives

- Students will be able to explain content previously watched with their own words.
- Students will learn new expressions and vocabulary in the context of the movie clip that was watched.
- Students will be able to act out a situation that presented in a movie clip with their own words (script).

Materials and equipment

- Previously selected movie clip with bimodal subtitles.
- Electronic device to play movie clip.
- Worksheet with information about vocabulary and expressions used in the movie clip.
- Classroom or appropriate learning environment to develop the role play activity.

Time	Procedure
	Role Play is defined as ‘simulations of real-world interpersonal encounters, communications, or events’ (Van Hasselt, Romano and Vecchi, 2008, p. 251). For the last activity, our purpose is for learners to comprehend the Movie Clip in a meaningful way so that they will be able to act out the situation presented using their own words. The objective of watching these video clips is to encourage students to understand the content and context of the movie clip and be able to act out the scene with their own words afterwards. However, we as teachers, need to consider the level of vocabulary that is going to be used.

15 Minutes	At the beginning of the class we introduce the topic by talking about students' daily life activities. Each student will receive a worksheet with the vocabulary, and expressions that will be presented in the Movie Clip. Then, we will discuss which expressions are commonly utilized in certain situations. Also, we will focus on the terminologies that were of most difficulty for them.
-	A video room will be used to develop this activity. The videos will contain different dialogues with two characters in order for listeners to work in pairs.
20 minutes	Once they have picked the scene, they will be able to watch the clip with bimodal subtitles three times and then they will have 20 minutes to analyze the scene. The videos that we will apply will not have a particular context, instead they will be about daily life situations.
-	Repeating the same sentences in the video will not be permitted since we expect them to succeed at explaining what they could comprehend by watching the clips with the help of Bimodal Subtitles.
15 minutes	Once the groups have understood the context of each movie clip, they will try to express the same idea about the dialogue with their classmates. Due to movie clips scenes last less than two minutes, students' dialogues should be short. However is very important that only has to evaluate the comprehension of the video clip and how the students were able to express the main idea.
10 minutes	At the end, the same video will be played without any subtitles. Finally, students will watch the movie clips, this time without any subtitles.

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APPENDIX

Pre-Test and Post-Test

I. Listen to the recording and answer the questions.

- How many minutes before show time does the box office open?
 - a) 25 minutes
 - b) 45 minutes
 - c) 35 minutes
- The movie, Friends Forever, is rated _____.
 - a) G
 - b) R
 - c) PG
- For a sixteen-year-old, how much does a ticket cost for the 4:15 p.m. showing of Go for the Gold.
 - a) \$4.50
 - b) \$2.00
 - c) \$6.00
- The movie theater is located downtown at 1313 South _____ East.
 - a) 216
 - b) 206
 - c) 260

II. Listen to the audio and then choose the right answer.

- They are in:
 - a) A restaurant
 - b) The woman's house
 - c) A shop
 - d) A cinema
- The woman:
 - a) Politely refuses to give the man a refund
 - b) Considers giving the man a refund
 - c) Rudely refuses to give the man a refund
 - d) Agrees to give the man a refund
- The thing the man bought is ruined because:
 - a) The product was faulty
 - b) He dropped it
 - c) He didn't look after it properly
 - d) The product was low quality

- The man:
 - a) Complains that he was not given the instructions with the product
 - b) Does not accept the woman's decision
 - c) Blames the woman for the situation
 - d) Accepts the woman's decision

III. Read all the questions first and then listen to the audio “Steph on cooking” to answer them.

First Part

1. Does Steph prefer Spanish cooking or English cooking?

2. What is Steph's favourite Spanish food?

3. Where did Steph live before she came to Spain?

4. Why does she think that Spanish cooking is better than English cooking?

5. Why has Steph's cooking become more Spanish since she moved to Spain?

6. Does Steph prefer eating out in restaurants or cooking at home?. Why?

7. Why doesn't Steph want to open her own restaurant?

Second Part

1. Can you identify the missing words?

- Steph, welcome to Mansion Ingles. How long have you been in Spain?
 - *We've been living here just over five years now.*
 - And where did you live ?
 - *We lived right in the centre of London.*
 - Uh ha, and can you tell us what there are between Spanish cooking and English cooking?
 - *Well, personally for me I find Spanish cooking is much . Their ingredients are much better. They have more , and they use a lot of olive oil, so this is very healthy.*

- I see, and do you think that your cooking has become more Spanish since you [] here?
- Yes, because obviously you're used to the ingredients that are available in the supermarkets and also the markets, and it's [] and has a lot of flavour.
- What's your [] Spanish dish, Steph?
- Ooo, I would say paella because that is very healthy, and I also love the tortilla.
- Do you prefer cooking erm.. at home, or eating out in restaurants?
- Well, I love cooking, but I must be honest and say that when you eat out in restaurants there's [] not much work there.
- So no [], Stephanie
- Exactly!
- Okay, and er.. would you like to open your own restaurant one day?
- I think now I'm [], but it would have been very nice perhaps many years ago.

IV. You have 10 seconds to read each question. Listen and select the best picture. You have 10 seconds to choose the correct option. There are 10 questions in this section.

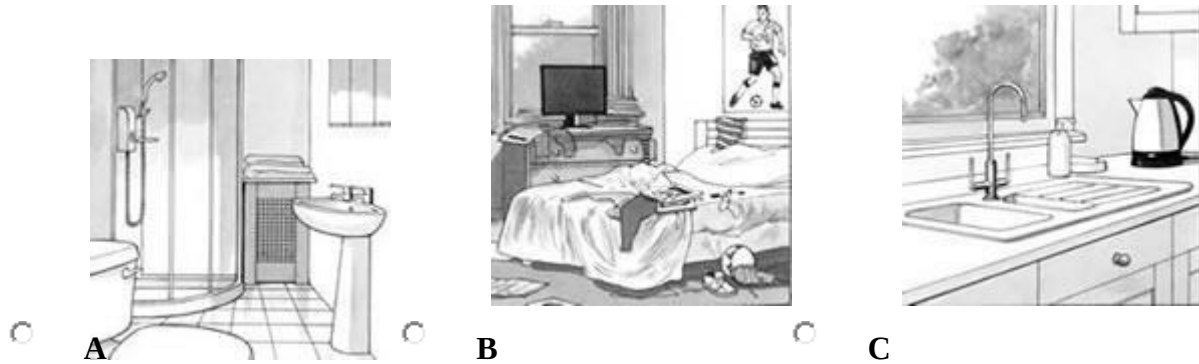
1) Where should people go when the bell rings?



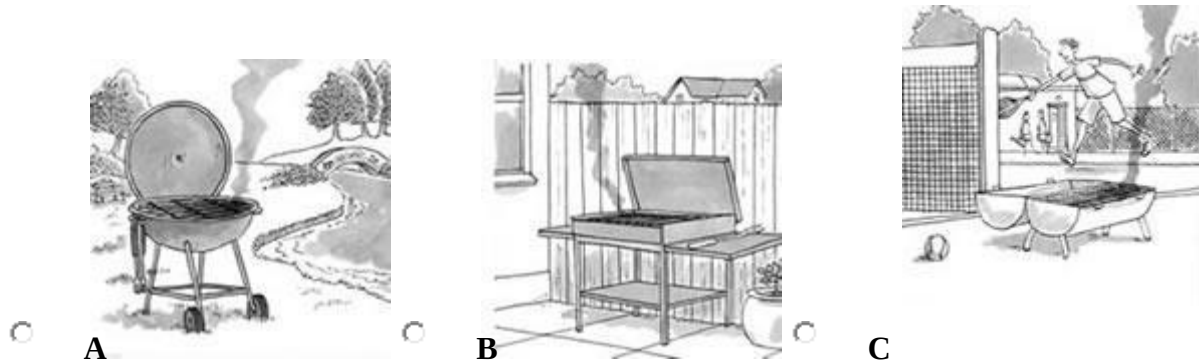
2) Where is the woman?



3) Where is Andy?

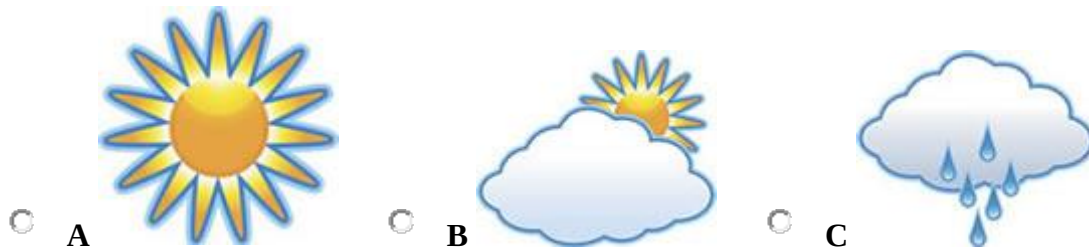


4) Where is the barbeque going to be?

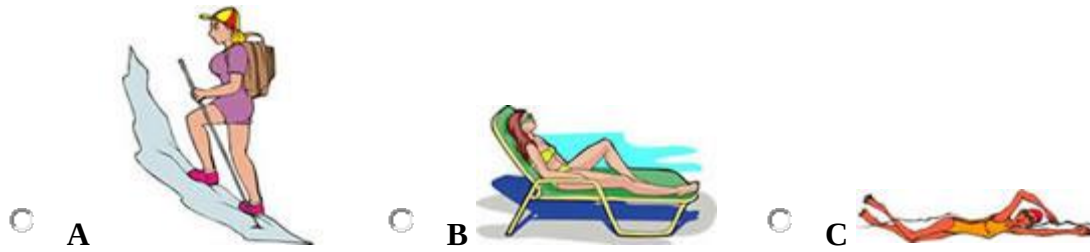


V. Listen to the audio for each question and answer accordingly.

1. What will the weather be like at the weekend?



2. What did the woman do on holiday?



3. Where is the man's book?



4. What do they need to buy?

