

**Effects of watching the subtitled TV series ‘Modern Family’ in the development of
listening comprehension skills in Colombian EFL adult learners**

Isabella Gamboa Franco

Supervisor:

Liana Mercedes Torres Casierra

Universidad del Valle

Escuela de Ciencias del Lenguaje

Departamento de Lenguas y Culturas Extranjeras

Licenciatura en Lenguas Extranjeras

2025

Table of Contents

Abstract.....	4
1 Introduction	6
1.1 Justification	6
1.2 Description of the academic and institutional context.....	8
1.3 Statement of the Problem.....	9
1.4 Significance and contribution of the study.....	11
1.5 Objectives of the study	12
1.5.1 General Objective:.....	12
1.5.2 Specific objectives:.....	12
2 Literature Review	13
2.1 Empirical research.....	13
2.1.1 The use of films as a language learning strategy	13
2.1.2 The use of TV series as a language learning strategy.....	16
2.1.3 Use of audiovisual materials in language learning.....	20
3 Theoretical Framework.....	25
3.1 Comprehensible input	25
3.1.1 Input modalities.....	25
3.2 Listening.....	26
3.2.1 Listening comprehension.....	26
3.3 Listening to authentic material.....	26
3.4 TV Series	27
3.5 Serial viewing.....	27
3.6 Subtitling.....	28
3.6.1 Intralingual subtitling.....	28
3.6.2 Interlingual subtitling.....	28
3.7 Language assessment	28
3.7.1 Language tests validity.....	29
3.8 Discrimination index.....	29
3.9 Difficulty index.....	30
4 Research methodology	31
4.1 Research approach and design	31

4.2	Research site, participants and material	32
4.2.1	Research site	32
4.2.2	Participants	33
4.2.3	Material	34
4.3	Data collection methods and procedures	35
4.3.1	Research stages	37
4.3.2	Description of the study's pilot	38
4.4	Validity and reliability	41
4.4.1	Validity	41
4.4.2	Reliability	42
4.5	Ethical considerations	43
5	Data analysis	44
5.1	How do different subtitling modalities (English subtitles, Spanish subtitles, and without subtitles) facilitate student's listening comprehension of the material?	45
5.1.1	Friedman's test	48
5.2	What are the learners' perceptions when experiencing the three modalities of viewing the material?	49
5.2.1	Perceptions with Spanish-subtitled material	49
5.2.2	Perceptions with English-subtitled material	51
5.2.3	Perceptions with non-subtitled material	52
5.2.4	Feelings analysis	53
5.3	Do learners' perceptions match their performance?	55
5.3.1	Question 7: How did you feel during the activity?	56
5.3.2	Question 10: how did you feel answering the questions in this activity?"	59
6	Conclusions, limitations, and recommendations for further studies	62
	References	65

Abstract

Watching TV series has become a popular leisure activity worldwide, facilitated by streaming services that offer a vast catalog of audiovisual productions. This trend has strengthened the belief that watching series can contribute to foreign language learning, since TV series provide learners with authentic material, offering exposure to the language in real-life contexts and tools like subtitles to support comprehension. However, debates persist about the best subtitle modality to use for learning purposes: target language subtitles (intralingual), native language subtitles (interlingual), or no subtitles at all.

Due to the academic gap exploring this material, the objective of this study was to identify how different types of subtitles presented in a TV series influence learners' listening comprehension of the material, and to know the perceptions learners can get when using TV series as a learning strategy with different types of subtitles. Following a descriptive study research design, the study included the participation of seven Colombian EFL adult learners from a private language institute in Cali, for watching the series 'Modern Family' in three different modalities of subtitling. Additionally, the data was collected by using mixed-questionnaires, and the obtained results were analyzed by using descriptive statistics and non-parametric methods that showed that the use of subtitles during the viewing of a series can help to better understand the material including that learners might feel more confident while having them as a support tool. These findings could work as a guide for further studies and to learn more about the use of these materials within the classroom.

Keywords: TV Series, Language Learning Strategy, Subtitles, Listening comprehension, EFL adult learners.

Resumen

Ver series de televisión se ha convertido en una actividad de ocio muy popular en todo el mundo, facilitada por los servicios de streaming que ofrecen un amplio catálogo de producciones audiovisuales. Esta tendencia ha reforzado la creencia de que ver series puede contribuir al aprendizaje de lenguas extranjeras, ya que las series de televisión proporcionan a los aprendices material auténtico, ofreciendo exposición a la lengua en contextos de la vida real y herramientas como los subtítulos para apoyar la comprensión. Sin embargo, persisten los debates sobre cuál es la mejor modalidad de subtítulos para el aprendizaje: subtítulos en la lengua de destino (intralingües), subtítulos en la lengua materna (interlingües) o ningún tipo de subtitulado.

Debido al vacío académico en la exploración de este material, el objetivo de este estudio fue identificar cómo los diferentes tipos de subtítulos presentados en una serie de televisión influyen en la comprensión auditiva del material por parte de los aprendices, así como conocer las percepciones que pueden obtener los aprendices al utilizar series de televisión como estrategia de aprendizaje con diferentes tipos de subtítulos. Siguiendo un diseño de investigación de estudio descriptivo, el estudio incluyó la participación de siete estudiantes colombianos adultos de inglés como lengua extranjera de un instituto privado de idiomas de Cali, para ver la serie 'Modern Family' en tres modalidades diferentes de subtitulado. Adicionalmente, los datos fueron recolectados mediante cuestionarios mixtos, y los resultados obtenidos fueron analizados mediante estadística descriptiva y métodos no paramétricos que mostraron que el uso de subtítulos durante la visualización de una serie puede ayudar a comprender mejor el material incluyendo que los aprendices pueden sentirse más seguros al tenerlos como herramienta de apoyo. Estos resultados podrían servir de guía para futuros estudios y para conocer mejor el uso de estos materiales dentro del aula.

Palabras clave: Series de televisión, Estrategia de aprendizaje de lenguas, Subtítulos, Comprensión auditiva, Estudiantes adultos de EFL.

1 Introduction

Watching TV has changed significantly during the years. Some decades ago, it was just a matter of sitting in front of the TV to watch what was being aired at the moment; nowadays, thanks to streaming services, the options for consuming audiovisual content are wider and easier to access. For example, in research carried out in 2022 by the Office of Communications (Ofcom) in the United Kingdom, nine out of ten adults between the ages of 18 and 24 turn to streaming services such as Netflix, Amazon Prime Video and Disney+ to watch content. With access to worldwide television productions, people may be attracted to learning a foreign language, so it has become a popular belief that watching series or movies in the target language facilitates second language learning.

Recently, international studies have been conducted at university level evaluating the effectiveness of this learning strategy for the development of language skills, and the results have been promising for vocabulary acquisition, speech, learner motivation, among other benefits. However, exploration of the development of skills such as listening and writing remain limited. Regarding the lack of studies related to listening, Vandergrift (2015) argues that this may be due to the fact that listening is one of the most difficult skills to investigate, and since the viewing of TV series is an activity that is emerging, there is still a lot of room for research

1.1 Justification

At an international level, studies such as (Mehmet, 2019) and (Metruk, 2019) have only evaluated the response of extensive visualization in terms of the development of skills, but they advise that it is necessary to continue investigating the impact on each of them and the factors that may influence the improvement of the process, such as subtitles. In addition, it is important to note that the participants in most of the studies presented above belonged to a university

educational context and did not take into account the learning processes that may occur in schools or private language institutes.

In Colombia, different studies have been conducted regarding the beliefs of educators and teachers in foreign language programs about the usefulness of the series as a strategy for teaching foreign languages, and although most of them agree that it is a good material due to the quality of the input and authenticity it offers (Medina & Medrano, 2017), few studies have been conducted to verify its effectiveness in the development of listening. Similarly, at the national level, there have not been many studies that take into account subtitles as part of the material that can facilitate the comprehension process. For example, Cifuentes et al., (2021) found that there was a considerable improvement in listening skills when using music and television series produced in the target language, but it does not focus on variation or the use of subtitles in audiovisual sources.

It is important to investigate these learning strategies in Colombia and our local context, as national studies are more focussed on the perceptions of learners and teachers on the use of TV series as an effective learning tool for EFL learners, so it is necessary to have studies that actually describe how the learning process is affected by this strategy. As for the professional reasons for conducting this study, it is important for me as a future teacher to know the different strategies that can be useful for students; it is necessary to have a variety of resources that allow students to access a real language context in which they learn not only about English but also about other cultures.

For this reason, the purpose of this study is to identify how different types of subtitles presented in a TV series influence learners' listening comprehension of the material, and recognize the perceptions that learners from a language institute may have when experiencing this learning strategy. It is precise to do research on this topic since on the one hand it intends

to include subtitling variations to discover if they support the comprehension process differently, and on the other hand it intends to give visibility to the pedagogical processes within language institutes that have increased their popularity as alternative spaces and modalities of English language learning.

1.2 Description of the academic and institutional context

Previous research has briefly explored the development of the listening comprehension skill and its relationship with the use of audiovisual material such as television series as a learning strategy that fosters its development. According to Vandergrift (2015), although listening is one of the fundamental language skills, since it is one of those that primarily receives the input, it is one of the least studied given the difficulty of its research, so the findings regarding the learning process remain limited.

In Colombia, to evaluate listening skills, the Ministry of Education takes into account the policies proposed by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), which assign linguistic goals that learners must achieve to demonstrate a certain level of proficiency. These goals are divided into skills of which the main ones are: listening, speaking, reading and writing.

The private English language institute taken into account for this study (hereafter Institution A) and that will be described in the following methodology chapter, is oriented to develop the skills described by the CEFR that are necessary to meet the requirements and personal goals of its students. However, it is important to note that while learning a foreign language, it is necessary that learners also include strategies that serve to practice and develop their knowledge. Institute A claims to use a teaching approach based on their own authorship Integral Learning methodology, which is 100% conversational. The main principles are rooted in the Communicative Approach, which emphasizes the integration of the form and function

of the language. The institutional approach promotes constant language use, considering grammatical content to foster conversations that establish a connection between grammatical form and communicative function. This methodological design aims to achieve fluency through conversations that simulate both ideal and common situations in the students' lives.

The participants included in this study were enrolled in the intermediate course offered by the institution which corresponds to a B1 level according to the CEFR, and the institutional placement process. All students were adults with a higher education level. The relevance of this study lies in the fact that it seeks to explore a strategy such as the visualization of audiovisual material with subtitles for the development of listening comprehension with students from a private institute that have particular interests such as professional, traveling and educational objectives.

1.3 Statement of the Problem

The effectiveness of the use of audiovisual materials such as videos, movies, and series for L2 learning has been studied internationally, mostly within a university context. However, these studies have been mainly focused on the accidental acquisition of vocabulary (Shabani & Zanussi, 2015; Birulés-Muntané & Soto-Faraco, 2016), speaking skills (Frumuselu, 2016) (Etikasari et al., 2022), and the development of intercultural communicative competences and external factors such as motivation and anxiety (Qiu, 2017), as well as systematic reviews (Sanchez-Auñón et al. 2023). As for listening comprehension, there have been few studies that analyze the development of this skill by comparing the different types of subtitles available and students' performance.

In the same way, in Colombia there have been some studies carried out in higher education and school contexts that recognize the usefulness of the TV series when teaching a foreign language as they promote the development of different language skills (Diaz and

Montes, 2018; Cifuentes et al., 2021) as well as interculturality (Jaramillo, 2015), so it has been recommended to include some of this material in a EFL class. However, there are few studies that take into account the modalities of subtitles and their influence on listening comprehension, since most of the previous research is focused on the analysis of teachers and learners' perspectives (Medina & Medrano, 2017) and pedagogical interventions without establishing a relationship between the different subtitling modalities and comprehension tests performance.

In this sense, it was found that there is an existing gap in terms of the contexts explored in previous research, as most of them were mainly developed in a university context. Besides, subtitling and its influence on listening comprehension has been thoroughly studied. Therefore, it has become a necessity to explore this issue by resorting different kinds of participants, like learners from language institutes, to begin shaping the usefulness and accuracy of audiovisual strategies for different learners by taking advantage of tools, such as subtitles, that may be significant for an improvement in their performance.

Research questions

This study aimed to identify how different types of subtitles presented in a TV series influence learners' listening comprehension of the material, and recognize the perceptions that learners may have when experiencing this learning strategy. To this end, the research was developed with the following research questions under consideration.

Main research question:

1. *What are the effects of watching TV series with subtitles on the level of listening comprehension in Colombian EFL adult learners?*

Specific research questions:

1. How do different subtitling modalities (English subtitles, Spanish subtitles, and without subtitles) facilitate student's listening comprehension of the material?
2. What are the learners' perceptions when experiencing the three modalities of viewing the material?
3. Do learners' perceptions match their performance?

1.4 Significance and contribution of the study

Watching television series through streaming services has become a popular activity that may help people in the process of learning a foreign language more precisely in the listening comprehension and oral production aspects (Cifuentes et al. 2021) as it serves as valuable authentic material for learners making this leisure activity an emergent learning strategy. Subsequently, through the use of audiovisual materials, the learning of vocabulary and grammatical aspects can be reinforced (Diaz & Montes, 2018) Although studies have been conducted on the usefulness of audiovisual material as a language learning strategy, there has been little research on the development of listening skills and the influence of subtitles on comprehension in a non-university setting.

Therefore, the purpose with this study was to recognize the most effective way of visualizing this type of material for a group of adult learners, so that the results can encourage further research that explore the inclusion of these tools in an L2 class; also, it could be used as a guide for those learners who wish to adopt this strategy by giving them an initial view of this phenomenon.

At the national level, this research contributes to closing the knowledge gap that exists in the context of language institutes in Colombia. Thus, with the findings, it was possible to obtain a preliminary vision of the effectiveness of audiovisual learning strategies and subtitling

tools in the development of different language skills, which in the case of this study was listening comprehension, which is also another skill that has not been fully studied in the same context.

Similarly, at the local level, the findings of this study could work as a source of information for language learners and teachers about the use of these tools as a strategy that can support the learning process of a language as it not only provides a linguistic input but also a cultural aspect, which can be attractive for the inclusion of audiovisual material in an instruction for educational purposes.

1.5 Objectives of the study

1.5.1 General Objective:

To identify the effects of watching TV series with subtitles on the level of listening comprehension among Colombian adult learners of English as a Foreign Language (EFL) and their perceptions on the use of this material.

1.5.2 Specific objectives:

1. Evaluate how different subtitling modalities (English subtitles, Spanish subtitles, and no subtitles) influence students' listening comprehension of the material through the implementation of mixed questionnaires.
2. Identify learners' perceptions when exposed to the three modalities of viewing the material, including their preferences, opinions, and attitudes towards each modality.
3. Analyze the possible alignment between learners' perceptions and their actual performance in the listening comprehension tests developed in the three subtitling modalities.

2 Literature Review

2.1 Empirical research

Learning strategies are a widely explored topic, including the examination of the material employed and its effectiveness in improving the learning process. Audiovisual material, whether short videos or movies, is one of those tools that can be considered learning strategies, so this section presents a review of different studies that have been carried out on the effects of the use of audiovisual material in the process of learning English as a foreign language.

First, an overview on the use of films will be provided, in which most of the material analyzed were used in the context of university teaching, and most of the studies followed an experimental design. Then, some studies related to the use of TV series as a learning strategy will be shown, which are mostly carried out with students enrolled in language teaching programs in universities worldwide, evidencing an important gap of knowledge concerning the use of audiovisual materials in other contexts of English language teaching such as schools and continued education centers. Finally, studies that included the use of videos and other types of audiovisual materials will be discussed in this chapter.

2.1.1 The use of films as a language learning strategy

At the beginning of the present decade, studies involving the use of audiovisual material as a learning strategy were more focused on the analysis of films and their effects on language learning. For instance, the research by Hayati and Mohmedi (2011) in which an experimental study examined the effectiveness of subtitled movies on the listening comprehension of intermediate English learners. A total of 90 participants from a university in Iran were randomly divided into three groups for viewing audiovisual material with the following conditions: English Subtitled Group (ESG), Persian Subtitled Group (PSG) and Without

Subtitle Group (WSG). After each session, the results of a comprehension test and the participants' views were analyzed, in which it was found that the English Subtitled Group (ESG) performed better than the others. In addition, the participants stated a positive reaction to the use of English subtitles because it not only helped them to understand the video but also to comprehend the test, while the other subtitles distracted their attention to focus on the spoken language presented by the material.

Finding that the use of this material reinforces different language skills, studies such as that of Qiu (2017) attempted to relate them to external factors that also influence learning, such as anxiety and motivation. This experimental study explored the effects of using English language movies to teach at a university by considering factors such as anxiety, motivation, and achievement. The process of 90 students was analyzed over a period of four months, in which the films were included in an English teaching instruction. Although the results did not show significant differences in terms of reducing anxiety and increasing motivation, it was found that the development of listening and speaking skills had an outstanding improvement, so it was suggested to do future research involving the understanding of language skills and their relationship with the use of movies in the classroom.

Following the previous suggestion, it was found that Aksu Ataç and Köprülü-Günay (2018) conducted a quantitative study related to the role of subtitles in foreign language teaching. The objective was to investigate aspects that may influence the selection of movies for language learning, the method of subtitle translation, the importance of subtitles in language acquisition, and the positive and negative aspects of movie translation using subtitles. The research involved 68 university students who answered some questionnaires by placing their perceptions on a Likert Scale, then results were analyzed by using SPSS. Findings indicated that the participants' perceptions were oriented to the belief that using movies in foreign

language classes has positive effects, and that watching movies in the target language with subtitles serves as a motivational factor for learners. Similarly, participants agreed that watching movies facilitates vocabulary acquisition and improves listening skills. However, it is worth noting that this study was mainly focused on capturing university students' perceptions and attitudes towards movie-based language learning, without assessing their actual performance.

For this reason, studies like Sánchez-Auñón et al. (2023) were necessary in order to examine the use of films in teaching English as a foreign language. Their systematic literature review aimed to identify gaps in existing literature concerning the inclusion of films in the EFL classroom and the process of teaching English as a foreign language with this audiovisual material. The research questions focused on finding pedagogical guidelines for EFL teachers, perceptions of teachers and learners regarding the use of films in the classroom, and the impact of cinema-based EFL tasks on student learning. The authors analyzed journal papers in English that were peer-reviewed, open-access, and focused on the use of films for EFL instruction. Some gaps were identified regarding empirical investigations related to the use of films in the EFL classroom.

Although studies were referring to the advantages and disadvantages of film-based tasks in language learning, it was found that existing investigations predominantly examined the benefits of film-based approaches in isolation, focusing on the improvement of some language skills such as vocabulary acquisition, intercultural awareness, and critical thinking ability. Consequently, further research is needed to provide comprehensive guidelines on the use of audiovisual materials in EFL instruction to enrich their impact on the learning process. In sum, the systematic literature review highlighted the positive impact of incorporating films in EFL teaching, and suggests new contexts for future research such as different educational

environments, and geographical regions to obtain a broader understanding of the benefits and challenges associated with the use of films in language learning. Lastly, the authors also suggested the implementation of diverse data collection instruments, such as surveys, in order to facilitate the interpretation of results.

2.1.2 The use of TV series as a language learning strategy

In the digital streaming era emergence, Shabani and Zanussi (2015) examined the effects of captioning in television series on vocabulary development among learners of English as a foreign language, taking into account an experimental design. For this purpose, a group of 40 intermediate level learners of English of a university in Iran were involved, dividing them into two groups. Before the application of the experiment, a vocabulary pre-test was implemented to find out their previous vocabulary level, then the series "Friends" was watched with English captions for the experimental group and without captions for the control group. Finally, a post-test was conducted to identify the development of each group. The results showed that the participants in the experimental group performed better than those in the control group in terms of vocabulary development.

In another study, Birulés-Muntané and Soto-Faraco (2016) investigated the benefit of captioned media on aspects of language learning, such as phonology and vocabulary. The study involved 60 English B2 level university participants, and the procedure was divided into three phases: pre-test, exposure and post-test. The participants took a listening test before and after the study and questionnaires and interviews were conducted to measure performance, which led to the confirmation of the hypothesis that watching series with subtitles contributes significantly to the development of foreign language skills. The most significant changes were reflected in listening and vocabulary, however, the results varied according to the language in which the subtitles were presented, leaving the English subtitles as the ones that allowed the

best results compared to those that included subtitles in the L1. This is a relevant study because it can serve as a guide to identify the way in which the input should be presented for learning to be more effective and to prove the benefits of audiovisual materials such as movies for language learning.

Similarly, Frumuselu (2016) used a quasi-experimental model to analyze the influence of the use of subtitled audiovisual materials in the native and foreign languages on the learning and improvement of colloquial language in oral expression. To determine the efficiency of the subtitling modalities, a total of 49 participants were divided into two groups: one group viewed the sitcom *friends* with English subtitles and the other group with Spanish subtitles, and the level of listening comprehension and vocabulary was analysed before and after the viewing of the material. The TV series was viewed for 14 weeks, during which listening comprehension and retention of colloquial vocabulary were evaluated. The results revealed that there was a trend for the groups to improve not only in terms of listening comprehension and vocabulary retention but also in the spontaneous oral expression of the participants. With this study, it was found that the use of TV series could be beneficial for the learning process, which leads to the question if this could continue working if it was another TV show.

Following the previous suggestion, research was found that described in depth one of the skills developed with this strategy, therefore, it was found that in Mehmet (2019) the process of learning Turkish as a foreign language by watching TV series was analyzed in a qualitative case study conducted with 44 university participants who learned Turkish by watching TV series. Having mixed data, a document analysis was conducted and questionnaires were applied to know the amount of time participants were viewing this kind of materials, the results were checked with statistical software and the findings showed that by prolonged viewing of the audiovisual material, the learners showed improvement in each of

the four skills. Although subtitles in the participants' native language were also added to the viewing process, the researcher invites further studies that will allow a better understanding of the picture.

Analyzing the effects of series on language skills, Etikasari, Hardiyanti, and Susanti (2022) conducted a case study to identify the role of TV series in the improvement of speaking fluency among English learners. Some in-depth interviews with two high school graduates, who watched TV series voluntarily, were made since the study aimed to understand the experiences and perspectives of English learners regarding the impact of TV series on their learning process. The findings revealed that TV series play a significant role in improving learners' fluency by providing motivation, exposure to the natural use of English, and facilitating vocabulary acquisition. However, the authors emphasized the importance of formal education for aspects such as grammar and vocabulary, since TV series work as supplementary material that should be used under guided instructions from teachers. Although benefits of TV series were found concerning the improvement of English skills, fluency and motivation were the main focus in the study. Moreover, the sample size could be a factor to consider for future studies, as in this research it was considerably small. Additionally, other language skills beyond speaking should be considered when exploring the effectiveness of TV series in language learning, as the use of this material could also affect other aspects of the learning process.

Wang (2019) performed a quantitative study meant for understanding the effects of L1/L2 captioned TV programs on students' vocabulary learning and comprehension. This research involved 80 students from a Chinese university who watched a TV program with four types of captions: English, Chinese, dual (English-Chinese), and no captions. Participants completed vocabulary comprehension tests, and ANOVA was employed for the data analysis later. The results showed that captions positively influenced both vocabulary learning and

comprehension. However, it is important to note that the participants were not on the same class level, and this could have influenced the study outcomes which indicated that the effectiveness of captions varied depending on the proficiency level. Additionally, Chinese captions proved to be more beneficial for freshman groups.

Regarding the Colombian context, previous research is more focused on the description of beliefs and perceptions of learners and teachers regarding the use of television series as an optimal learning strategy. For example, Medina and Medrano (2017) described and contrasted the beliefs of students and teachers of the Modern Languages Degree program at the Javeriana University in Bogota, Colombia. To develop the study, the researchers claimed to use a mixed-methods approach; however, with the participation of nine people this may not be the case. Questionnaires and interviews were applied, and the results showed that both students and teachers considered that the use of television contributes significantly to language learning, since it not only implies the development of linguistic skills, but also cultural contact and improved motivation for the learning process. It is important to recognize the perceptions of both graduate and undergraduate teachers about the usefulness of this type of audiovisual input and its possible inclusion in classroom spaces, since it would be a complementary tool to the teaching process.

Later, Gélvez (2020) conducted an action research with three students enrolled in the fourth semester of a foreign language program at a Colombian university. The purpose was to implement television series to promote critical thinking, based on contrasts between Colombian and English cultural aspects. The procedure applied for the study consisted of the researcher showing excerpts from television series and then proposing discussions that were related to the topics covered in the episode. The results obtained showed that the students increased their cultural as well as listening and speaking skills. For this reason, an invitation was made to

implement similar activities in the classroom if there is a desire to explore this type of material. Although this study has a more cultural focus, it is relevant to the present research, as the results include an increase in the listening comprehension of the participants.

As progress was identified in the different skills of the learners, studies such as that of Cifuentes et al. (2021) were carried out to describe the influence of music and television series produced in English on the reinforcement of listening comprehension of 12 students from the language program of the Ean University. A mixed experimental method was used for data collection, although it did not have a representative sample. Objective tests and questionnaires were applied in order to measure performance and identify students' perceptions of the process. The results showed that there was an improvement in listening skills and that the perceptions of this learning strategy were mostly positive.

2.1.3 Use of audiovisual materials in language learning

Focusing precisely on the objectives of the present study, literature that investigated similar variables was taken into account in order to broadly understand how audiovisual material in general can be beneficial. Although the studies that will be presented below differ slightly in terms of methodological designs, they are relevant to this research because they serve as a guide and as a preliminary idea of what could be found in the results since they also analyze the visualization of a specific series or videos and its relationship with the performance of the learners considering the subtitles.

Harji et al. (2010) examined the effectiveness of English subtitles on EFL learners' vocabulary acquisition. The objective was to investigate how subtitles could help learners in understanding and acquiring new words presented in the subtitles. By employing an experimental design, the study involved 92 Iranian university students of translation. Participants completed specific-content and proficiency tests demonstrating a positive impact

of subtitles on vocabulary learning, with learners who watched videos with subtitles performing better on the tests compared to those without subtitles. The study concludes that integrating multimedia resources, such as subtitled videos, into language teaching can contribute to vocabulary development for language learners. Furthermore, the authors suggest for future research to explore the effectiveness of subtitles on other language components, such as reading, listening comprehension, and pronunciation.

Along the same line, Metruk (2019) conducted a preliminary study with 18 participants at a university in Slovakia, in which he examined the influence of extensive viewing of series and films on the listening skills of EFL learners by comparing different exposure times to the material. The participants answered a questionnaire to establish the time they spent watching television and movies in English of their choice. Then, participants took a listening test in order to identify their level, and the results were analyzed using the ANOVA statistical software. Findings showed that the highest average of listening level was obtained by those who watched more than three hours of audiovisual material per day. This was followed by those who watched for two hours and finally one hour daily. Although statistically there were no significant differences between the time of extensive viewing, the author invites to continue investigating the advantages of using this type of tools integrated to language learning.

Later, Winke, Gass, and Sydorenko (2010) investigated the effects of captioning on video-based listening activities for learners of Arabic, Chinese, Spanish, and Russian. With a mixed-method approach, the study aimed to learn how captions facilitate comprehension and whether proficiency level influences the potential benefits of captions. The research involved 150 participants, including learners of Spanish, Russian, Arabic, and Chinese from a university in the United States. Moreover, pre- and post-tests were developed to collect quantitative data through vocabulary and comprehension questions. Then, the results were analysed by using

statistical tools such as t-tests and ANOVA. Qualitative data were collected through interviews, and the findings revealed that learners exposed to captions on the viewings of videos performed significantly better on vocabulary and comprehension tests compared to those without captions. Additionally, the interview results indicated that learners use captions to enhance attention, processing, reinforce previous knowledge, and analyze the use of language. However, the authors recommend further research to fully understand the pedagogical implications of using captions in different language learning contexts.

Concerning national studies, Arteaga et al. (2009) explored the impact of instructional video material on the listening skills of English learners of a Teaching English as a Foreign Language (TEFL) program in Pereira. Additionally, students' perceptions were identified regarding video-based instruction. The study included five first-semester students, and data collection methods included observation-field notes, post-video questionnaires, interviews, and listening comprehension tests. The findings indicated a positive effect on listening skills, motivation and participation. The study concluded that using videos in English classes for practicing listening comprehension is beneficial, as they serve as effective learning tools that offer cultural aspects, vocabulary, intonation and pronunciation for EFL learners.

With a focus on pedagogical purposes, Jaramillo (2015) conducted a qualitative research that aimed to find ways to improve through television series and movies the awareness of intercultural communicative competence of a group of 53 English students from a private university in Cali. Data were collected through surveys, questionnaires and journals to try to identify the characteristics and suggest different types of activities that could increase intercultural awareness through a didactic unit that includes the viewing of series and movies. The didactic unit obtained as a result invites teachers and curriculum planners to replicate the study in other contexts.

Then, Botero and Quintero (2017) implemented a mixed-method study aimed to determine the effect of instructions oriented to listening skills development among eighth-grade students in a public school in Cali, Colombia. The study involved 60 eighth graders from a public school in Cali, and various data collection methods were used to gather information, including PET tests, class observations, surveys, teacher interviews, and statistical analysis using IBM SPSS Statistics. Despite the intervention activities, the results did not meet the anticipated improvement levels that were initially projected. As a result, the authors suggest that future research should consider various factors that may have interfered with the intervention's effectiveness, such as class size, student motivation, engagement with lesson activities, classroom noise, and the use of instructional materials. This research provides valuable insights for future studies, serving as a guide to anticipate potential scenarios, results, and challenges in improving listening skills among students.

Lastly, with a different approach, Castro and Diaz (2023) applied Grounded Theory to assess the impact of Video Based Instruction (VBI) on the development of listening comprehension, speaking skills, and Intercultural Communicative Competence (ICC) among tenth-grade learners of English as a Foreign Language (EFL) in Colombia. The study involved 30 students from two different schools, and eight lessons. Data collection methods consisted of pre- and post-tests, interviews, and participant journals to recover students' perceptions. The findings revealed a positive impact of integrating ICC development into EFL instruction through VBI, particularly when guided by teacher mediation during discussions. The study highlighted the influence of ICC and VBI on enhancing Listening and Speaking skills. This study allows to identify the importance of teacher guidance during the development of activities which includes audiovisual materials and the favorable results that this practice may get. In this

sense, the role and guidance of teachers is recognized as valuable to fully develop comprehension activities.

3 Theoretical Framework

The following concepts will be taken into account for the analysis and interpretation of the information gathered for this research. The list goes from the broader concepts of comprehensible input and listening to the most technical ones which include authentic material, TV series, subtitling modes and language assessment, but that are also relevant for the methodology of the current study.

3.1 Comprehensible input

The concept of comprehensible input corresponds to the input hypothesis developed by Krashen in the 1980s. It refers to the language input that is received and can be understood by learners. With this kind of input the language learner does not necessarily understand the complete meaning as it is slightly more advanced, specifically the input is one level higher than the learners' competence (input+1). Input can be given to students through listening and reading, which are considered receptive skills. In the present study, listening is the skill of interest which provides input to students to produce output. Such input should be comprehensible for students to learn and understand the information provided in context, in this case through TV series.

3.1.1 Input modalities

Since this study used audiovisual materials, it can be defined as a type of multimodal material, since it combines modes such as audio, image and text. Kress and van Leeuwen (2001) define multimodal as a form of communication that combines two or more modes to create meaning. The modes can be visual (images, illustrations, photographs, pictures, etc.); linguistic (written or spoken language); audio (music, sound, spoken language, etc.); gestural (body language); and spatial (the arrangement of elements in space).

3.2 Listening

Listening is defined by Cova Jaime (2012) as a cognitive, active and dynamic process in which what is perceived is internally interpreted in order to assign meaning. More precisely, Nogueroles (2019) defines listening comprehension as the process in which the listener captures sounds, segments them and relates them to prior knowledge to give meaning to the words. In this sense, listening comprehension according to the author involves two kinds of processes: Bottom-up and Top-down processing, the first uses the incoming information as basics for creating meaning and the second, uses prior knowledge to interpret the message.

3.2.1 Listening comprehension

For the purpose of this study, the concept of listening comprehension is understood as the process of decoding understanding, and interpreting speech, this definition is supported by the following authors as follows: according to the Common European Framework of Reference (CEFR), listening comprehension is the interpretation of oral speech, involving phonetic decoding, linguistic understanding of meaning and the listener's interpretation of the message (Council of Europe, 2001)

Phan and Nguyen (2023) describe listening comprehension as the process of making meaning of spoken language by identifying speech sounds, grasping definitions and understanding structures. In a simpler sense, Abduvakhobova and Erdonova (2023) define listening comprehension as the activity of listening to understand and catch the meaning of what is being said.

3.3 Listening to authentic material

Authentic material is defined by the University of Michigan (2017) as the material that is not created for educational purposes and that is produced for the same native-speaking community for a real-world purpose, as the content is not modified for language learners. In

the same sense, Castillo Losada et al. (2017) understand authentic material as any kind of written or spoken act that is not designed for language teaching intervention, it emerges from the native speakers' need of communication, which includes materials such as newspapers, magazines, videos, among others. As for this study, the TV series are considered authentic material that offers learners the access to the real language use, as it was not produced with teaching but entertaining purposes for an English speakers' community in which it can be seen the real-life use of the language.

3.4 TV Series

Television series are defined by Larrea and Raigon (2019) as popular audiovisual productions that are regularly broadcasted on television in order to be consumed by a large audience. Nowadays, with the trend of streaming services, TV series are available at all times in an online platform, that is why it has become more common to see this kind of material even if it is not being aired on television. The TV series that was used for this study is called 'Modern Family', a very well-known American sitcom of 11 seasons that was released in 2009 in the United States.

3.5 Serial viewing

According to Rubenking and Campanella (2021), the format in which TV series are presented to an audience may influence the viewing habits. For this particular research, the concept of serial viewing will be adopted as it refers to the activity of watching a series, a season, several seasons or episodes of a TV show at the viewer's own pace. That means, the viewing process can take from several days to several months. It means that the viewing process takes a longer period of time, as the format of the audiovisual production allows it. For this study, nine sessions for visualizing the material were, a dynamic that corresponds to this definition.

3.6 Subtitling

Khalaf (2016) defines subtitles as a type of written translation that is normally used with audiovisual material that may not be fully comprehensible by a target audience. Similarly, Subtitles are a form of audiovisual translation that supports viewers in the process of understanding the spoken content of a media product in another language. There are many categories in which subtitles can be classified, but for this study, only two of them will be taken into account: intralingual and interlingual subtitles that the author defines as follows.

3.6.1 Intralingual subtitling

It refers to the language of the subtitles that is the same language in which the audiovisual material was produced, they are also called ‘Captions’. For instance, if a TV series is originally produced in English, intralingual subtitles would mean to set the English subtitles.

3.6.2 Interlingual subtitling

It refers to the language of the subtitles that is different to the language the audiovisual material was originally produced in. Normally, the language that tends to be set with interlingual subtitles is the native language of the viewer. For instance, when a native speaker of Spanish is watching with the subtitles set to Spanish a TV series that was originally produced in English.

3.7 Language assessment

Language assessment is primarily focused on evaluating students' language skills through various testing methods. It is a key component of the broader assessment process in English Language Teaching, which aims to measure and analyze information about student learning and guide instructional decisions (Baranovskaya and Shaforostova, 2017)

According to Douglas (2018) language assessment is when language knowledge is assessed by requiring test takers to complete language-related tasks, with their performance

serving as the basis for inferring their level of knowledge. Language tests offer several advantages: fairness, as all individuals are provided equal opportunities to demonstrate their abilities and are evaluated using standardized criteria; consistency, as test reliability can be measured, ensuring confidence in the results and allowing for refinement to enhance accuracy; and thoroughness, as assessments are designed to evaluate essential knowledge and skills that have been taught and are characteristic of proficient language users.

In this sense, for the author, a language test is a measuring device that serves as an instrument for measuring language knowledge and how much knowledge a learner possesses. Douglas (2018) also claims that meaningful assessment can help learners identify the quality of academic work, as well as engaging learners to feedback independently.

3.7.1 Language tests validity

The validity of a test is related to the accuracy of the test items. A test is considered valid when the content and conditions are relevant to the problem that is being tested. In this sense, the content of a test is valid and relevant when the items of a test are appropriate for the field that the researcher intends to explore. Moreover, validity can be supported by scores and measures taken from outside sources with the end to accumulate evidence that supports the researcher's inferences (D'Este, 2012). In the case for this study, the outside sources that support the analysis of answers are: the questionnaires, the researcher's notes, and the use of descriptive statistics that provide a quantitative description of the participants' performance.

3.8 Discrimination index

Discrimination index is a metric to determine if a multiple-choice question of content is comprehensible for students, it happens when a student answers test items correctly more often. It is significant since it gives reliability to the interpretation of learning proficiency, allowing to measure the understanding level. The range for the Discrimination Index (DI) goes

from 0 to 1, being less than 0.2 a poor DI, an index between 0.21 and 0,24 marks acceptable DI, between 0,25 and 0,35 a good DI, and more than 0,36 an excellent DI. (Rejeki et al. 2023).

3.9 Difficulty index

The Difficulty index determines if a question is too simple or too complicated for students to answer correctly. This index allows measuring the percentage of students who mark correct answers. The optimal difficulty index for multiple choice questions (as the ones applied in the questionnaire to the participants of this study) is 0.63 since it means the questions show a good level of difficulty. Otherwise, when the difficulty index is more than 70% questions are too easy, and when the index is less than 30% it means that the questions are too difficult. (Rejeki et al. 2023)

4 Research methodology

The study aimed to identify how different types of subtitles presented in a TV series influence learners' listening comprehension of the material. Given the limited research conducted in non-university contexts that takes into account the variation of subtitling for Colombian native speakers of Spanish, it was important to undertake this research since it could serve as a guide to understand the functioning and effectiveness of certain emergent learning strategies, such as the viewing of television series in the target language. It could also serve as a starting point for future larger studies within the same context. In this chapter, what follows is an account of the research approach and design, the research site and participants, followed by the data collection methods, procedures and analyses, and concluding with the validity and reliability of the study, as well as ethical considerations.

4.1 Research approach and design

This study intended to describe the listening comprehension process of a group of adult EFL learners who watched subtitled television series for a short period of time, which was nine sessions. For this reason, a descriptive study with a quantitative approach and a survey design was adopted which according to Creswell and Creswell (2018) is the research that seeks to describe trends, attitudes or opinions through numeric description. The survey design allows the use of questionnaires as a data collection method, which allows the researcher to obtain sufficient details to make an interpretation and describe a phenomenon.

Considering the accuracy of the quantitative approach for this study, it is important to affirm that this research approach is appropriate since it attempted to understand and to describe an issue that is the influence of the viewing of subtitled television series on the listening comprehension skills of adult learners of English as a foreign language (EFL) through data results that can be quantifiable. Furthermore, it was intended to gather this information in EFL

classes within a private language center, which was the learners' natural place, during nine sessions in which the material was viewed.

Moreover, mixed questionnaires were applied to verify the level of comprehension of the viewed materials and the perceptions of the learners. Once the information was obtained, the results of the questionnaires were interpreted taking into account the variation in subtitling by describing the learners' performance and comparing it with the perceptions in order to find any points that coincide.

Regarding the research design, this is a descriptive study with a survey design, considered by Creswell and Creswell (2018) as a type of study in which a particular phenomenon, group or person is investigated in depth within a delimited context, thus resorting to quantifiable sources of information that serve to better understand the problem. Such research design is interested in describing numerically trends, attitudes and opinions of a particular group of people rather than a large-scale study using multiple methods of data collection. The study focuses on the exploration and description of a particular group of people, in this case a group of English learners, using a mixed questionnaire as the form of data collection within a natural environment such as an English class in a language institute.

4.2 Research site, participants and material

4.2.1 Research site

The study was carried out in Cali, a city located in the southwest of Colombia, which is a country where the majority language is Spanish. In the city, there are several private language institutes that serve to educate the inhabitants in the foreign language of their choice, including English. This research was conducted in a private language institute (Institute A), where English and French classes are given in four branches located around the city. The

average number of students per classroom is from eight to twelve students, all classrooms are equipped with a TV, white board, air conditioning, lighting and internet access.

In order to gain access to the institute, it was necessary to contact the administrative staff to explain the objective of the research and request the due permissions to carry out the study on site. Once the consent was approved, the data collection process was included in the class activities. In light of the research previously mentioned in the literature review, it is important to explore contexts such as language institutes or centers since not much research has been done locally on the learning processes and strategies used beyond a university context, as in this particular institute. Therefore, this study hopes to contribute to closing the existing knowledge gap by giving visibility to other educational contexts different to the higher education level.

4.2.2 Participants

A group of seven native speakers of Spanish enrolled in the English program of Institute A was selected for this study. The participants were adults between the ages of 18 and 41 with an intermediate level of English, according to the institute's placement process. This level was proper for the research because having the foundations of the target language well-defined, was a factor that may have facilitated the learners' global comprehension of audiovisual material such as television series, and also the input contained in this material may be slightly challenging for learners, considering Krashen's input theory.

Due to a technical problem in submitting the questionnaires by electronic means after the third session, one of the participants provided the information verbally; therefore, his answers are not included in the quantitative analysis. However, this participant was taken into account during the group socialization of the comprehension questions and his comments and

perceptions of the activity were considered for the general analysis of the findings of this study as they were included in the researcher's notes.

It is important to note that during the data collection the researcher did not have any intervention directed to the participants, as it was an individual activity included in the classes where the researcher only provided the materials (i.e. video clips and questionnaires) needed. In this regard, the researcher's role was to observe the development of the activity and guide the process of filling out the questionnaires, when necessary, without influencing the answers. This allowed the participants to perform within their class environment without the researcher becoming an interference in the learning process.

In this way, before starting the study, participants were informed of the purpose of the activity and their consent to participate was requested. The dynamics of data collection, confidentiality measures, their rights as participants, possible risks and the benefits of knowing the results of the research were explained as well as the anonymity of the results obtained.

4.2.3 Material

Modern Family is an American TV series that aired from 2009 to 2020, covering 11 seasons. Created by Christopher Lloyd and Steven Levitan, the series follows the lives of three interconnected families: the Pritchetts, the Dunphys, and the Tucker-Pritchett, through a mockumentary-style format. At the center of the family is Jay Pritchett, the patriarch, who is married to Gloria, a young Colombian woman, who has a son named Manny from a previous marriage, later on the series Jay and Gloria have a son named Joe. Jay's daughter, Claire Dunphy, is married to Phil, a real estate agent; they have three children together: Haley, Alex, and Luke. Jay's son, Mitchell Pritchett, is in a same-sex marriage with Cameron Tucker, a dramatic and very affectionate partner, together they adopt a daughter named Lily, later their family expands with another adopted child, Rexford.

The series explores the complexities of modern relationships, generational and cultural contrasts, as well as the everyday challenges of the family dynamics while addressing themes such as same-sex marriage, multiculturalism, adolescence, parenting, among others. Despite their differences, that can go from the traditional to progressive parenting styles, and the cultural and personality contrasts; the three families remain close and support each other, showing that it is possible for a family to survive today's modernity.

4.3 Data collection methods and procedures

Since the study was aimed to analyze the effects of watching subtitled series in three modalities on listening comprehension, the American series "Modern Family", which is a sitcom with 11 seasons and 250 episodes lasting between 25 and 30 minutes, was chosen. This authentic audiovisual material was viewed by the participants during nine sessions, in each session they watched a different piece of a chapter that lasted three minutes with a different subtitle modality, that is, in one viewing session the participants watched an episode of the series without subtitles with the audio completely in English, then they watched a different episode with subtitles in Spanish and the audio in English, and finally the participants watched an episode with the audio and the subtitles in English, which is the target language. This process continued until the nine sessions were completed.

The sessions were divided into three groups corresponding to each subtitling modality: three sessions without subtitles (WS), three sessions with Spanish subtitles (SS), and three sessions with English subtitles (ES). The following table shows the distribution of weekly viewing sessions by modality. It should be noted that the group of participants had two-hour class sessions Monday through Friday at the institute, and the viewing and data collection activity was done either at the beginning or at the end of each class for nine consecutive weeks.

Table 1. Distribution of weekly sessions

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Spanish subtitles				
2		Without subtitles			
3			English Subtitles		
4				Spanish subtitles	
5					English Subtitles
6		Without subtitles			
7			English Subtitles		
8	Spanish subtitles				
9				Without subtitles	

Additionally, after each viewing session a mixed questionnaire was implemented, identified by Bhandari (2021) as a tool that consists of closed and open-ended questions that respond to different purposes, such as responding to a series of predetermined options or giving the participant the freedom to answer according to his or her experience. In the same way, Vandergrift (2015) affirms that questionnaires provide data of learner's awareness of the listening process and, with repeated implementation, it can become a good tracking tool to look for any representative changes regarding the skill development.

For this study, the questionnaire consisted of 10 questions divided in two parts: the first part with six questions that were closed ended to verify the understanding of the content that was seen on the corresponding episode, and the second part with four open-ended questions that were focused on the perception of the learners during the development of the activity. This was done in order to answer each of the research questions of this study, the first one being to describe the performance of the learners with each of the subtitle modalities and to analyze if they influence their level of listening comprehension, the second one to know the perceptions of the learners when experiencing the three forms of visualization and finally the third question

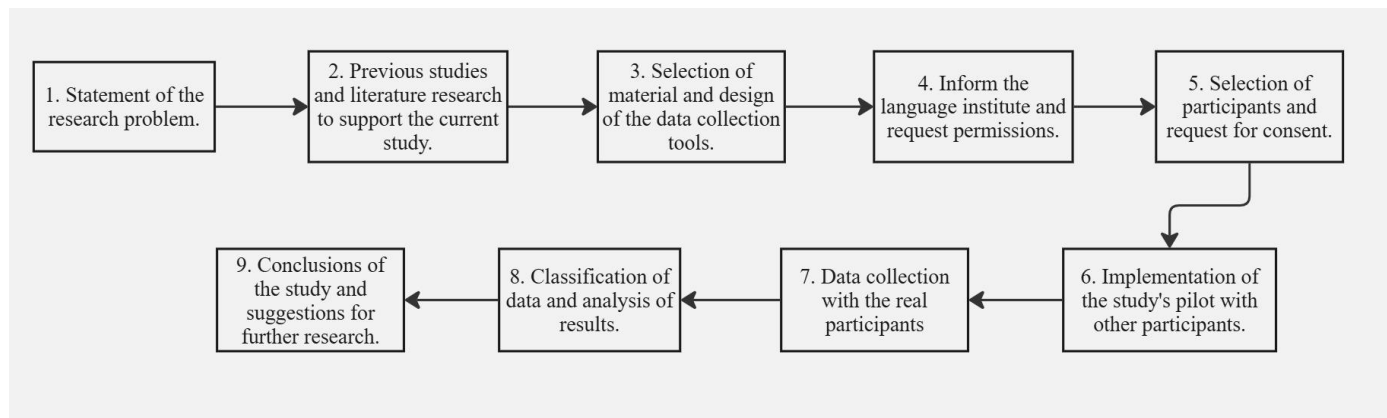
that consists of comparing the perceptions with the performance of the learners to find any coincidence.

As mentioned in the section corresponding to the research design, since this was a descriptive study with quantifiable data, it is necessary to resort sources of information that allow a deep understanding of the specific problem, thus a mixed questionnaire was used to provide a variety of data such as the identification of trends and opinions, that allowed the researcher to make interpretations from different perspectives.

4.3.1 Research stages

Figure 1 illustrates the different stages of the development of this research. In the first phase, the research problem was defined, taking into account that television series are a popular material that language learners have within their reach to come into contact with the target language. Once the research problem was identified, research of academic studies that could contribute to the significance of this study was carried out. Then, the permissions of the administrative staff of the language institute and of the selected participants were requested. Before implementing the actual study, a pilot with other participants in the same learning context was conducted to test the material and the data collection tools. In the data collection phase, the viewing and application of the questionnaires with the real participants took place. Afterwards, the responses received were classified and analyzed as results. Finally, conclusions were drawn from the findings and suggestions were made for future research.

Figure 1. Research design & fieldwork stages



4.3.2 Description of the study's pilot

In order to test and understand the data collection process, a pilot of this study was conducted with a different group of participants from the same private English language institute. For this pilot, only three data collection sessions were conducted, one session corresponding to each viewing mode (without subtitles (WS), with Spanish subtitles (SS), and with English subtitles (ES)).

4.3.2.1 Participants and material.

The pilot questionnaires were presented to a group of 7 students of an advanced level as a listening comprehension activity that was part of in-class practice. In fact, the comprehension tests were conducted during class at the beginning or end of class. It is important to mention that the answers were anonymous so that students could respond in complete confidence that it would not affect their grade in the course. In addition, the authentic material was a documentary series called “One day at Disney” taken from the official Disney Plus streaming website and no changes were made to it.

The questions were pre-designed and presented to the students as a mixed questionnaire that they would answer through the Google Forms tool. The dynamic consisted of sharing the questionnaire before the viewing of the episodes, giving learners a brief context of what they

will see in the series, then, the visualization of the audiovisual material with the corresponding subtitling modality and ending with the students answering of the questionnaire and the socialization of the closed comprehension questions.

4.3.2.2 Pilot session 1: viewing without subtitles.

First, the dynamics of the activity and the process for answering the questions were explained to the students. It was also clarified that each of the answers were anonymous and that the audiovisual material was no more than 5 minutes long. Before the class, the episode and the respective questions were prepared in order to avoid delays. Once the doubts were cleared up, the link to the form was shared with the students so that they could read the questions, and then the proposed episode was shown. When the episode was over, the learners had time to complete the form, most of them used this time to complete the open-ended questions that were related to their perceptions of the activity.

Overall, it took them 20 minutes to complete the open-ended questions since, according to the participants, there were several questions, and they did not know how to justify their answer in English. Once the answers were delivered, the socialization of the comprehension questions was done, in which the answers were shared by the students themselves. Also, the participants shared some of their impressions of the activity, stating that, although they did not understand all the words, the images and the context gave them clues to the global content of what was being transmitted. This activity was carried out as a class closing dynamic to avoid interfering with regular activities.

4.3.2.3 Pilot session 2: viewing with Spanish subtitles.

Given that the students were already familiar with the dynamics and there were the same participants, it was not necessary to clarify the process of the activity again. The first thing that was done was to give the students the context of what they were about to see, then

the link to the form was shared with them so that they could check the questions while the screening of the episode was being prepared. On this occasion, there were some internet connection problems that hindered the viewing, but these were immediately resolved.

As for the behavior of the students, the same tendency to answer the comprehension questions during the viewing of the video was noted, and it took them more time to complete the open-ended perception questions. As in the previous session, the listening comprehension questions were socialized and ended with some students sharing their experience in which they stated that, although they understood better through the subtitles, they felt that these distracted them, and they did not pay much attention to the rest because they concentrated on the reading and left English in the background.

4.3.2.4 Pilot session 3: viewing with English subtitles.

For this activity, the initiative was taken to do it at the beginning of the class session. First, the students were given context for the episode, and it was made clear to them that the questions were in order of appearance. Then, the selected episode was played and this time the students did not solve the questions during the viewing, but paid attention to all the content. At the end, the students answered the questionnaire, however, some had questions regarding vocabulary. A general observation received from the participants was that they felt comfortable with this form of English subtitling because they learned new words. However, it is suggested to provide more support to the students to ensure a deeper understanding of the material.

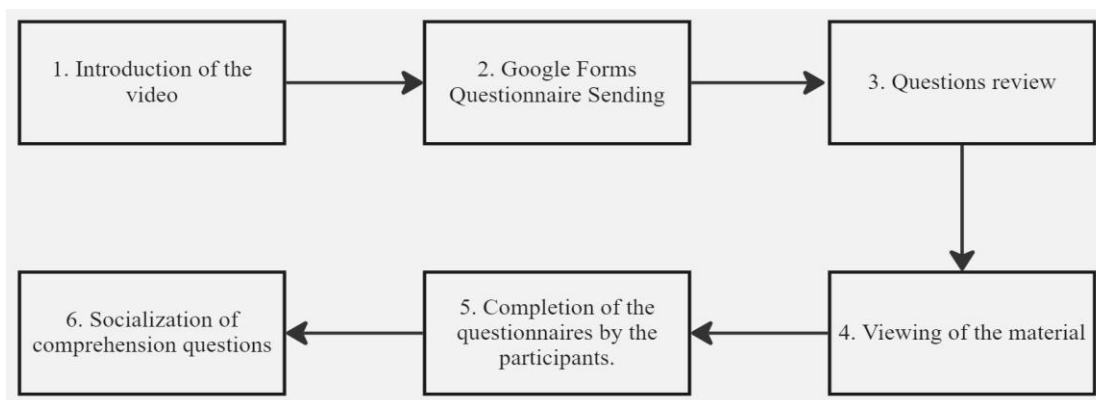
4.3.2.5 Comments and reflections after the pilot sessions.

After the pilot data collection sessions, the number of open-ended questions was reduced from five to four and the number of listening comprehension questions was increased taking into account some comments made by the participants of the pilot to balance the

questions load and focus this tool more on the purpose of the activity which is to keep track of the listening comprehension process of the learners.

Consequently, Figure 2 illustrates the steps that were defined for the development of the data collection process of the present study.

Figure 2. Data collection process



The defined order is as follows: first, the participants are given a brief introduction to what they will see in the video. Then, the Google Forms questionnaire is sent, and the questions are reviewed to clear up any doubts that participants may have. After reviewing the questions and doubts with the participants, the video is shown only once and the questionnaires are completed. Finally, the activity is concluded by socializing only the comprehension section of the questionnaire.

4.4 Validity and reliability

4.4.1 Validity

In terms of validity, Creswell and Creswell (2018) suggest that for the qualitative approach, detailed descriptions of the context and each of the results should be provided. As this is a descriptive study, it included different sources of information, that intended to describe the findings regarding each of the subtitling modalities, then the perceptions and experiences of the learners to finally compare the information. In this way, all the information collected was related as well as interpreted and analyzed in a way that is clear to the reader.

It is important to emphasize that the validity of this study is grounded in the use of diverse sources of information that incorporate both quantitative and qualitative data for a comprehensive analysis of the results. On the one hand, for the quantitative analysis, descriptive statistics and non-parametric tests, such as the Friedman test, were employed to determine the significance of the findings corresponding to the listening comprehension performance. On the other hand, the qualitative dimension was integrated through the description of participants' perceptions presented in word clouds, complemented by the researcher's notes, which enriched the interpretation and contextualization of the findings during the application and socialization process. Besides, correlations and chi-square tests were conducted to establish the significance of the results related to the comparison between the performance and the perception of the participants, providing a statistical foundation of the phenomenon under study.

Additionally, the mixed questionnaires that were used in this study were designed by the researcher and no questions were taken from external authors to avoid misreporting the information and misunderstanding the problem to be explored with other studies. By putting these strategies into practice, it is possible to confirm that the results that emerged from this research corresponded to the interpretation of a learning phenomenon within this particular group of learners in their natural environment, in which the researcher's intervention was avoided as much as possible in order to analyze the effects of a learning strategy from an external point of view.

4.4.2 Reliability

To ensure reliability and consistency, Creswell and Creswell's (2018) suggestions were taken into account, in which it is recommended to make rich and thick descriptions not only of the results but also of the participants and the context so that readers have a complete

background of the study. Also, the mentioned authors refer to the detailed documentation of each step of the research process, so in this study a detailed explanation of the procedures was given including the execution and development of each session of visualization of the material and subsequent data collection. Finally, the information collected, and the results, were reviewed to avoid any errors either in the data corpus or in the analysis of the information. These strategies contributed to more unbiased and consistent interpretations within the academic field.

4.5 Ethical considerations

It is necessary here to clarify that the different ethical considerations for the conduction of this study were contemplated, which, following Creswell and Creswell (2018), consisted of taking into account the protection of the participants, including their willingness to be part of the research. To this end, the identity of the participants was not revealed and consent was requested before doing the research, similarly, the dynamics were previously discussed with the participants as well as the administrative staff of the institute to reach agreements and solve possible doubts.

Besides, the results were shared with the participants for them to recognize their learning process, comment and evaluate the effectiveness of this type of strategies that support and complement the learning of a foreign language. Finally, the episodes of the series were reproduced from the channel authorized for its distribution, avoiding copyright infringement.

5 Data analysis

This chapter presents the findings of the study, which aimed to identify the effects of watching TV series with subtitles on the level of listening comprehension among Colombian adult learners of English as a Foreign Language (EFL), as well as their perceptions of using this material. To this end, a descriptive study with a quantitative approach and a survey design was adopted, in which mixed questionnaires were implemented in order to collect and analyze both quantitative and qualitative data.

On the one hand, the quantitative results of this study were initially analyzed using descriptive statistics, along with bar graphs and box plots, which allow observing differences between the types of subtitling and the sessions carried out at a general level. Subsequently, non-parametric analysis methods were used, since the small sample size made it difficult to apply conventional parametric ones. In this case, the Friedman test was used, as it is a common tool for comparing variations among groups when these are measured on multiple occasions or under different conditions, in the case of this study during 9 sessions.

On the other hand, for the qualitative results of the questionnaire, a word cloud analysis of the comments was carried out to identify key terms. Also, a subjective correlation between students' perception and their actual performance in the study was evaluated, and a chi-square test was applied to determine if there were significant differences between perception and performance. Additionally, the researcher's notes taken during the application phase are included in the analysis in order to enrich the description of the results.

Findings are presented in this chapter according to the specific research questions, providing insights into the participants' listening comprehension performance, their perceptions towards the use of subtitled TV series in their learning process, and an analysis to understand if those previous factors are related.

5.1 How do different subtitling modalities (English subtitles, Spanish subtitles, and without subtitles) facilitate student's listening comprehension of the material?

Regarding descriptive statistics, the mean and median were calculated as measures of central tendency, as well as the minimum, maximum and variation coefficient as dispersion measures, in order to obtain a preliminary description of the performance of students under each viewing modality.

Table 2. Descriptive analysis of results

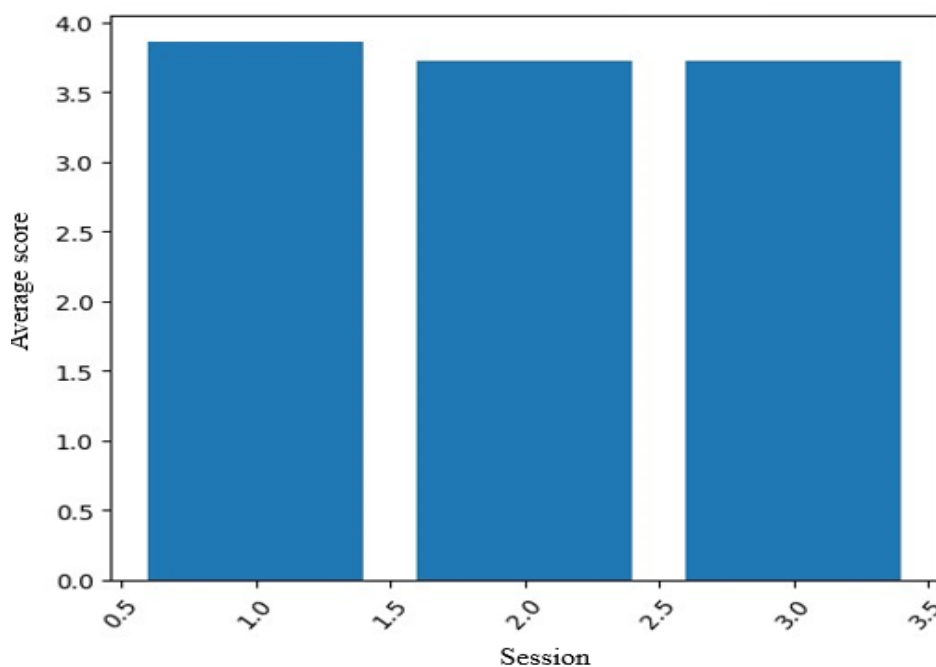
Subtitling mode	Mean	Median	Variation coefficient	Minimum	Maximum
English	4.26	4	22%	3	6
No subtitles	2.74	3	38%	1	5
Spanish	4.31	4	23%	3	6

From the table above it is possible to infer that the performance of the participants is very similar in the two modes of subtitling, with correct answers with Spanish subtitles being slightly higher than with English ones (on average, 4 out of 6 answers were correct in the questionnaires for both types of subtitling), while when no subtitles were used, the performance is lower (between 2 and 3 answers were correct out of 6 in the questionnaires). Moreover, it is possible to observe in the descriptive data that for both types of subtitling the minimum score was 3 correct answers, while for non-subtitled the minimum is 1 correct answer.

The variation coefficient would indicate that the results are quite consistent in all types of subtitling, that is, that most of the students obtained similar scores within each type of subtitling. The difference between the English and Spanish subtitled material and the one with no subtitles might be due to the fact that participants resorted the subtitles as a tool to better understand the content, this can be seen in the descriptive analysis as it shows that participants

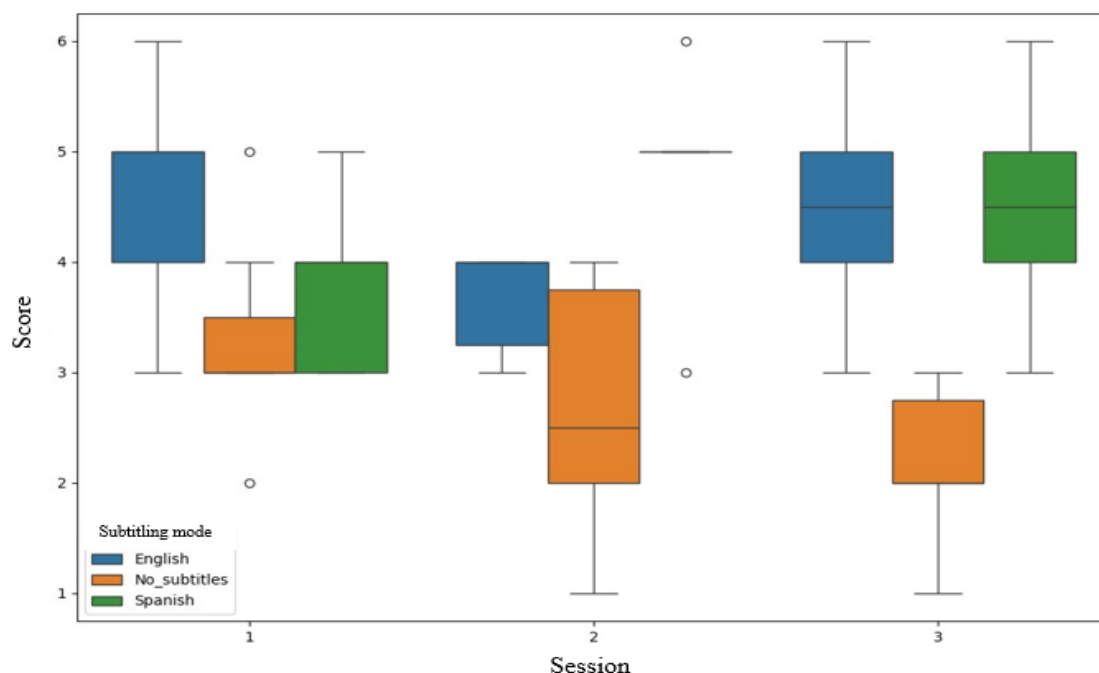
had a higher number of correct answers when visualizing the material with subtitles. According to the notes taken by the researcher, when participants did not fully understand what they heard, they tended to read it on the captions to identify the words used in the speech.

Figure 3. Average score per session



In terms of performance per session considering all types of subtitling, no significant differences were observed. It is slightly noticeable in the graph above that the first session shows a subtle difference in performance, but this change is not high enough to require further analysis.

Figure 4. Score distribution by session and subtitling



The previous graph shows the score distribution by session and type of subtitling, indicating that session 3 presented the best performance in both English and Spanish subtitling, with approximately 75% of the participants achieving a good score. The low performance of the material without subtitles could be due to the fact that the participants did not have any other mode of support such as text during the visualization process, they were only receiving the audio and video input, which according to the comments received were at a very high speed and made it difficult for them to identify keywords or infer the necessary information to answer the questions of the comprehension questionnaire.

In contrast, it is noted that the option without subtitling obtained the lowest results in the three sessions of the activity that were analyzed. Overall, the improvement in general performance may be a result of the students learning to manage this learning strategy and becoming accustomed to the discourse presented in the series, the situations presented as well as to the application process of the activity and type of questions.

Table 3. Results by session and subtitling mode

Session	Subtitling	Mean	Median	Minimum	Maximum	Variation coefficient
1	English	4.57	5.00	3.00	6.00	21.35 %
	No_subtitles	3.29	3.00	2.00	5.00	28.95 %
	Spanish	3.71	4.00	3.00	5.00	20.35 %
2	English	3.67	4.00	3.00	4.00	14.08 %
	No_subtitles	2.67	2.50	1.00	4.00	45.41 %
	Spanish	4.83	5.00	3.00	6.00	20.34 %
3	English	4.50	4.50	3.00	6.00	23.31 %
	No_subtitles	2.17	2.00	1.00	3.00	34.74 %
	Spanish	4.50	4.50	3.00	6.00	23.31 %

The table above shows that in session 1, English subtitling surpassed Spanish subtitling in performance; however, in session 2, Spanish subtitling performed better than English subtitling. For session 3, both types of subtitling achieved similar performance. Conversely, the option without subtitling presented the lowest performance in all three sessions. This information allows confirming that the viewing without subtitles was the one that had the lowest performance in terms of participants' comprehension, and that English and Spanish subtitles could possibly help to improve their scores during the activity.

5.1.1 *Friedman's test*

In order to identify whether the differences between subtitling groups and sessions were significant, non-parametric tests such as Friedman's test were performed, taking into account that the data collected did not follow a normal distribution. Thus, the results in Python showed the following information:

1. By subtitling type: using a 5% significance level, differences were found, since the p-value was less than the established value of 0.05, which allowed to affirm that there is a significant difference between the results obtained by subtitling groups.

2. By session: no significant differences were found between the subtitling groups by session, since the p-value obtained was greater than 0.05.

3. By session and subtitling type: since the p-value is less than 0.05, it is possible to determine that there are significant differences between the groups by session and subtitling type.

5.2 What are the learners' perceptions when experiencing the three modalities of viewing the material?

The tool used to analyze the qualitative part of the data, such as the comments of the participants regarding the activity, was a word cloud, which is a visual representation of text that allows to identify the most frequent words in a set of text data. Each word appears with a size proportional to its frequency of occurrence, offering the advantage of being able to identify at a macro level the most important words or topics. The results obtained are presented as follows.

5.2.1 Perceptions with Spanish-subtitled material

In the case of Spanish subtitling (Fig. 5), it is observed that, in general, students felt comfortable during the activity, reflected in frequent words such as *Good*, *understand*, and *easy*. Other words such as *subtitles*, *conversation*, and *Spanish* also appear with high frequency, given that students' comments tended to be complete sentences in response to open-ended questions.

As identified by the researcher, the participants felt worried and not very willing when they noticed that they had to watch episodes without subtitles, so they had a negative feeling towards the activity from the beginning. However, they complied with the task as most of them saw it as a challenge to test their knowledge. During the socialization period of the activity, comments such as: *“I feel bad because I feel that I don't know nothing”* and *“When I listen I need more time because I need to find the words of the questionnaire in the video”* emerged.

These types of comments were common during all the weeks demonstrating that this subtitling modality was the least favorite of the participants, due to the speed of the speech in the episodes being at a native level where they did not understand the totality of the words and felt that they did not have additional support other than body language or images that would allow them to read the context and meaning of the situation.

5.2.4 Feelings analysis

A feelings' analysis was performed for the 228 comments collected: 84 from session 1 (with 7 participants and 4 open questions per type of subtitling) and 144 from sessions 2 and 3 (with 6 people and 4 questions for the 3 types of subtitling). In this analysis, a comment was considered as positive if it included words such as *Good, better, yes, great*, among others; as negative when terms such as *bad, confuse, lost, weird*, among others appeared; and, finally, as neutral if the sentence did not express a clear feeling, as in *“I was understand the activity and the conversation,”* where no feelings were expressed.

Table 4. General feelings classification

Type of comments	Number of comments
Positive	86
Negative	49
Neutral	93

Overall, it was found that most of the comments were neutral and did not express a clear feeling. These were followed by positive comments, with a total of 86, which might suggest that, for the most part, the participants felt comfortable during the activity and were able to understand both the videos and the questionnaire. However, the varied language level of the participants may have been a factor that did not allow them to clearly express their feelings during the activity. Nevertheless, there is a tendency towards positive comments regarding the activity.

Table 5. Feelings classification by subtitling mode

Subtitling mode	Type of comment		
	Positive	Negative	Neutral
English	31 (41%)	13 (17%)	32 (42%)
Spanish	41 (54%)	8 (10%)	27 (36%)
No subtitles	14 (18%)	28 (37%)	34 (45%)

The table above shows that the English and Spanish subtitling types received the highest number of positive comments, especially Spanish subtitling, which reached 54% of positive comments among the four open-ended questions asked. These results may be related to the presence of subtitles in Spanish, which is the native language of the participants, potentially increasing their level of confidence in answering the comprehension questions. Consecutively, it can be seen that the category without subtitles had the lowest number of positive comments.

Table 6. Feelings classification by subtitling mode and session number

Session	Subtitling mode	Type of comment		
		Positive	Negative	Neutral
1	English	13	3	12
	Spanish	15	4	9
	No subtitles	8	5	15
2	English	4	7	13
	Spanish	9	4	11
	No subtitles	2	14	8
3	English	14	3	7
	Spanish	17	0	7
	No subtitles	4	9	11

Regarding the sessions and the type of subtitling, sessions 1 and 3 registered the highest number of positive comments, with quite similar results between English and Spanish subtitles. On the contrary, the option without subtitles continues to register a higher number of negative or neutral comments, which could mean that the participants did not feel completely comfortable when they had to use the material without subtitles.

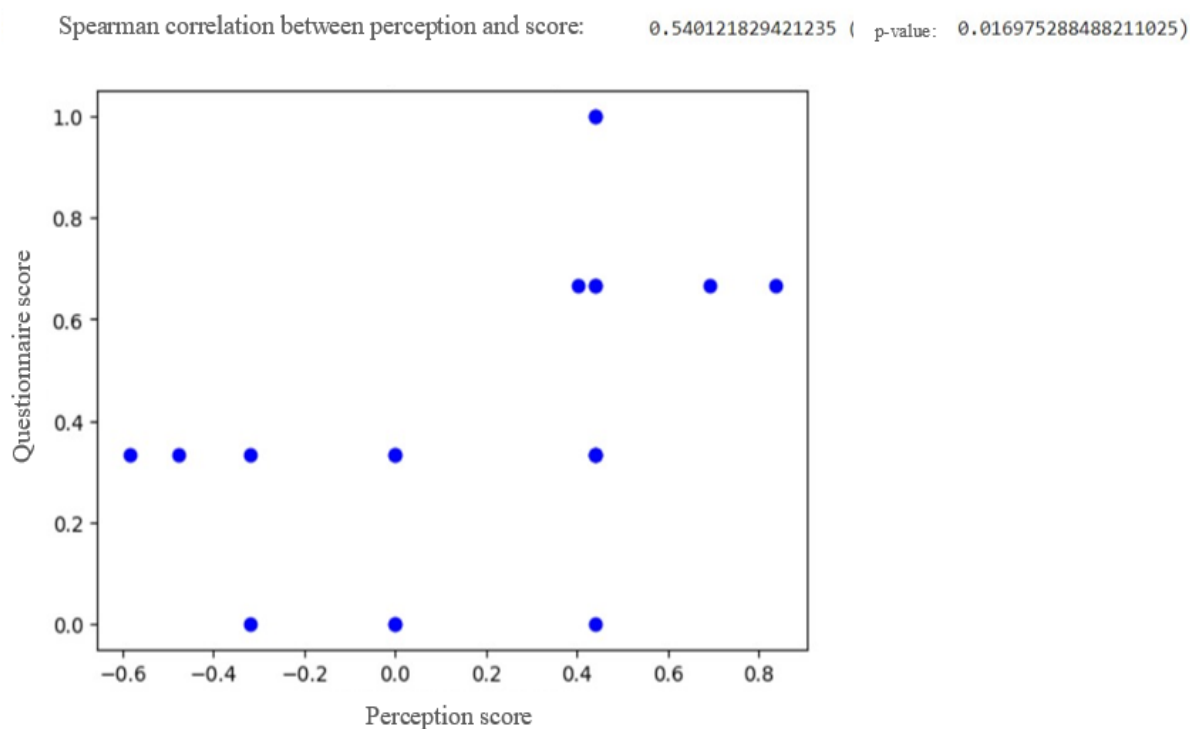
5.3 Do learners' perceptions match their performance?

In order to analyze whether there is a correlation between the perception of the participants and the performance results obtained in the questionnaires, the Python library vaderSentiment was used. For this purpose, a numerical score was assigned with regard to the extent of how positive, negative or neutral were the comments received in questions 7: “*how*

did you feel during the activity?” and 10: *“how did you feel answering the questions in this activity?”*; which were designed and included in the questionnaire to learn the perception of the participants during the viewing activity and the answering process to then compare their answers with their performance. Furthermore, to calculate the significance level of those findings, a chi-square test was performed for each of the subtitling modes, respectively.

5.3.1 Question 7: How did you feel during the activity?

Figure 8. Correlation between perception and score with English subtitled material

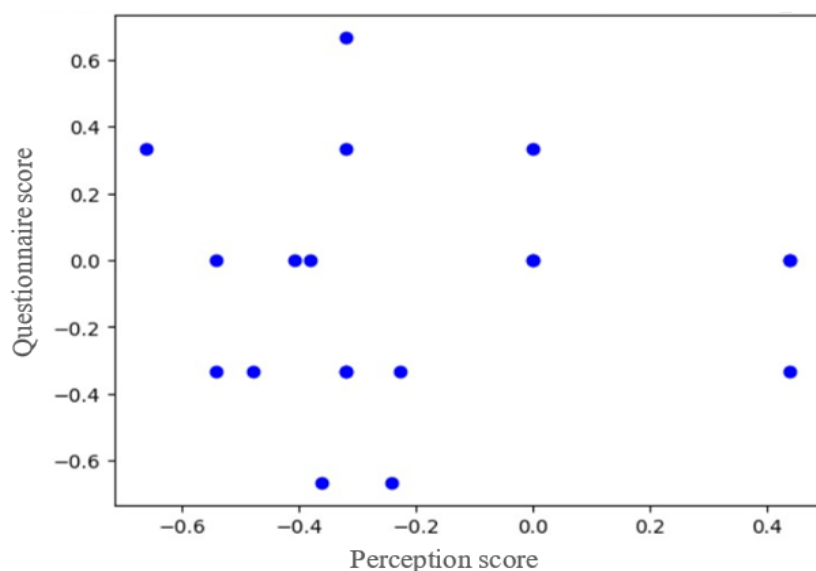


The value of 0.54 indicates a moderate positive correlation, showing that at a general level, participants who perceive good performance tend to have better scores when using English subtitles. Although not an exceptionally strong correlation, there is a clear trend that as participants' perceptions of their performance improve, their scores also tend to increase. In spite of that, with a significance level of 5% it is not possible to conclude that there are significant differences, since the p-value is not less than 5% in the chi-square test, for that

reason it could be considered that self-perception is not an influential factor in the performance of the participants in the performance for the type of subtitling in English.

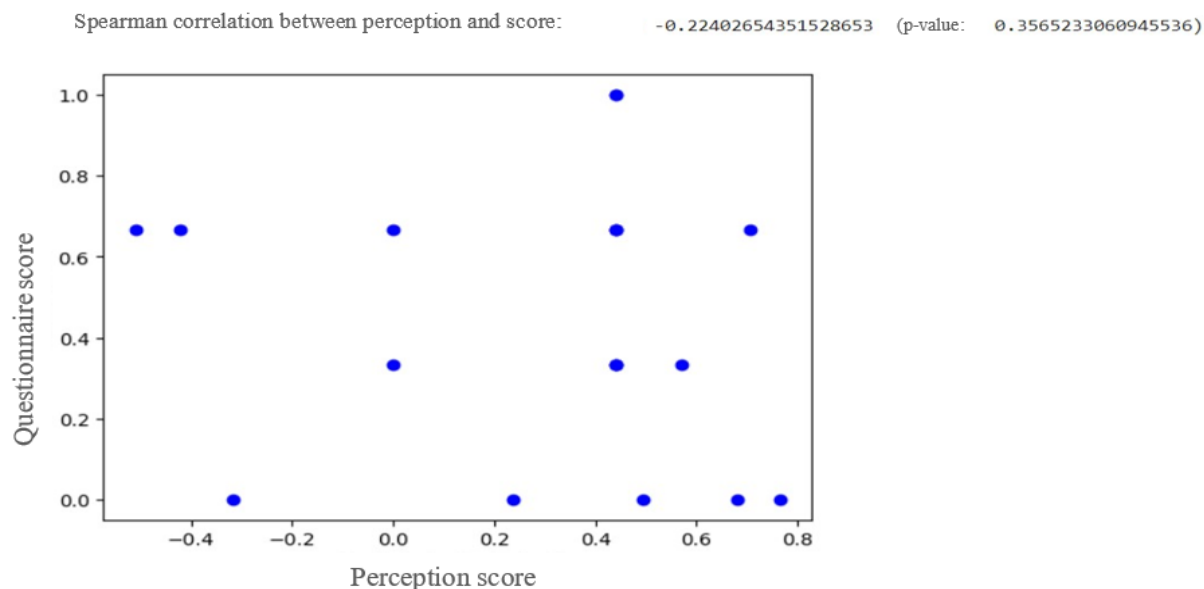
Figure 9. Correlation between perception and score with non-subtitled material

Spearman correlation between perception and score: 0.01340339901532592; (p-value: 0.9565688404945073)



Moreover, the value of 0.01 is very close to 0, which suggests that there is no clear relationship between the participants' perception of performance and scores when they do not use subtitles; that is, their perception of their performance does not seem to have a direct impact on their scores in this condition. In the same way, with a significance level of 5% it is not possible to conclude that there are significant differences since the p -value is not less than 5% in the chi-square test, for this reason it could be also considered that self-perception is not an influential factor in the performance of the participants in the non-subtitled subtitled condition.

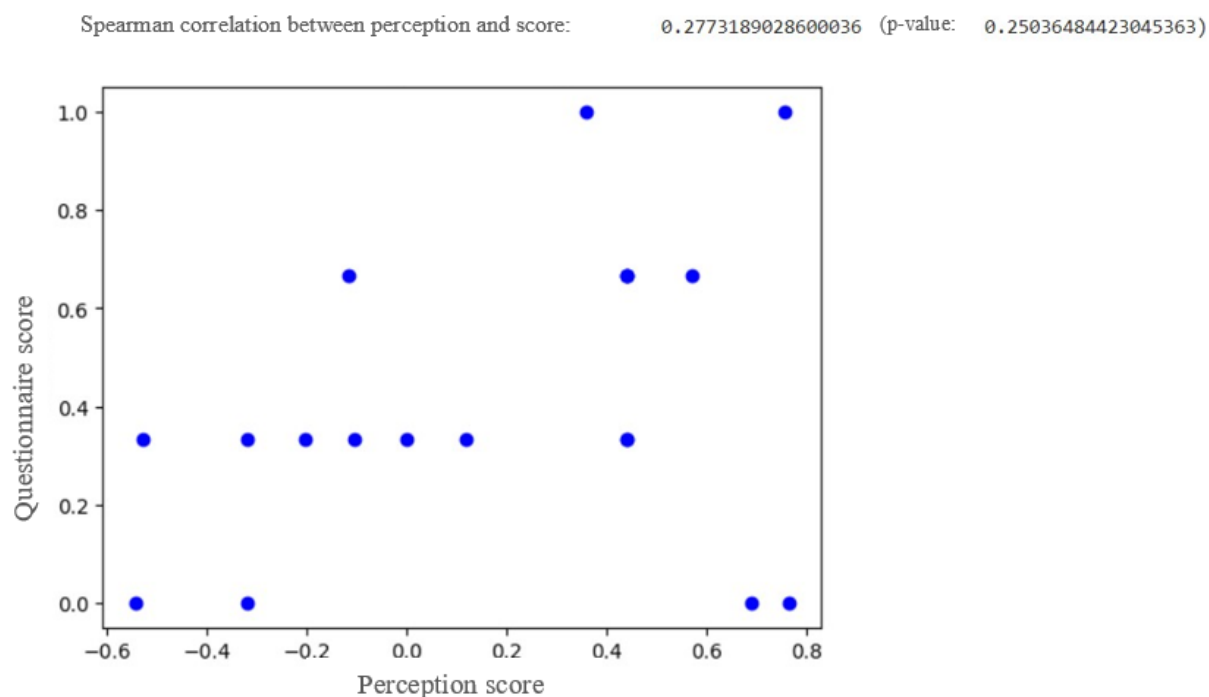
Figure 10. Correlation between perception and score with Spanish subtitled material



In the case of Spanish, the negative value of -0.22 indicates a weak negative correlation, which suggests that as the participants perceive a better performance, in reality their scores tend to be a little lower when they use Spanish subtitles. But being a weak value would suggest that in the case of Spanish, the perception of the participants is not a very influential factor in their performance. As well, with a significance level of 5% it is not possible to conclude that there are significant differences, since the p -value is not less than 5% in the chi-square test, for this reason it could be thought that self-perception is not an influential factor in the performance of the participants in the performance for the type of subtitling in Spanish.

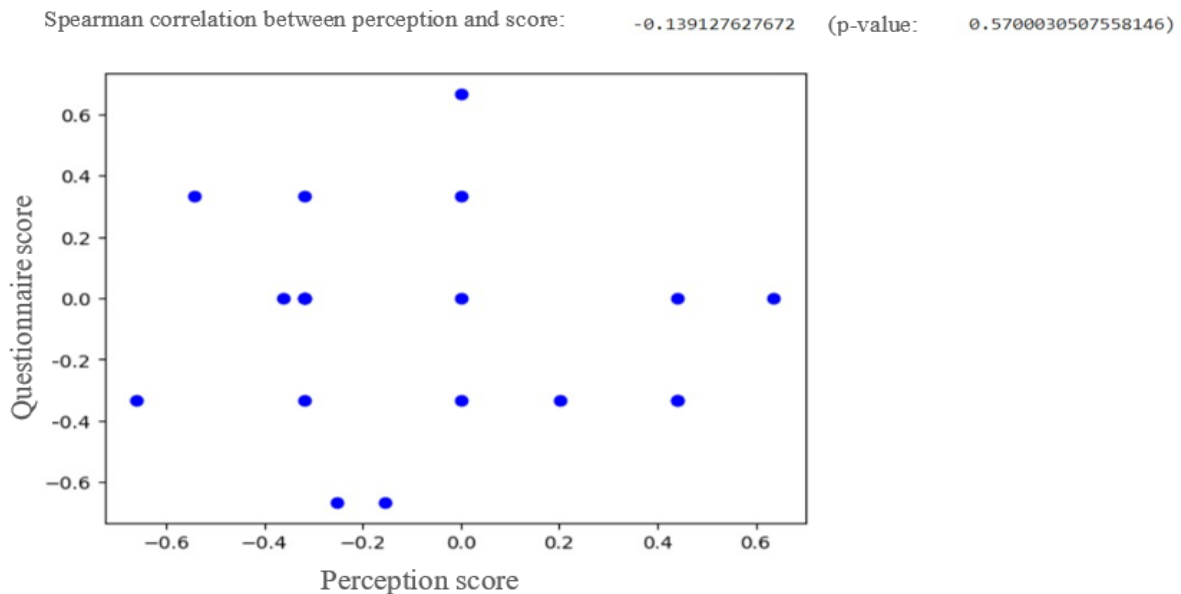
5.3.2 Question 10: how did you feel answering the questions in this activity?"

Figure 11. Correlation between answering process perception and score with English subtitled material



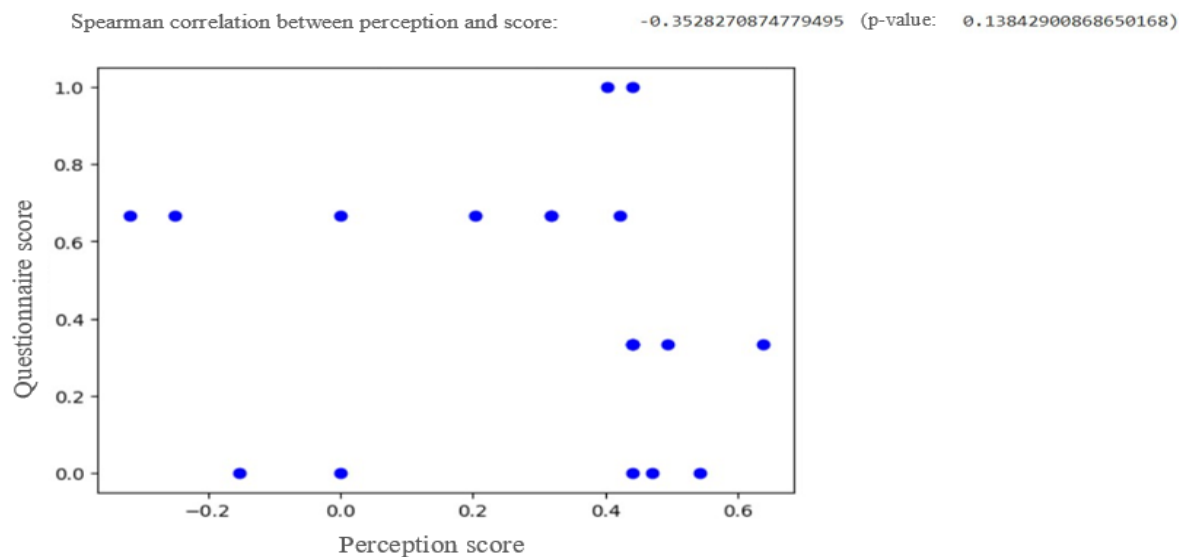
With a value of 0.27, there is a slight positive correlation, which suggests that although the participants who perceive a better performance in the questionnaire tend to obtain better grades with English subtitles, the tendency is not very strong. As for the chi-square test, with a significance level of 5% it is not possible to conclude that there are significant differences since the p -value is not less than 5%, for such reason it could be inferred that self-perception is not an influential factor in the participants' performance when answering the questions regarding the type of English subtitling.

Figure 12. Correlation between answering process perception and score with non-subtitled material



For question 10, the value of -0.13 indicates a low negative correlation, showing that there is a slight tendency for participants who perceive that they are performing better without subtitles to actually get slightly lower scores in the questionnaires. However, this correlation is weak. In the same sense, with a significance level of 5% it is not possible to conclude with the chi-square test that there are significant differences since the p -value is not less than 5%, for that reason it could be considered that self-perception is not an influential factor in the performance of the participants answering process for the type of non-subtitling.

Figure 13. Correlation between answering process perception and score with Spanish subtitled material



For the Spanish subtitles, the value of -0.35 indicates a moderate negative correlation. Here we observe that as participants perceive better performance with Spanish subtitles, their scores tend to be lower on a more consistent basis. This moderate correlation suggests that, in general, participants may overestimate their performance with Spanish subtitles. It is important to note that being moderate is not very reliable, and that perception may not be a very influential factor in performance. However, with a significance level of 5% it is not possible to conclude that there are significant differences since the p -value is not less than 5% according to the chi-square test, for this reason it is possible to consider that self-perception related to the answering process is not an influential factor in the performance of the participants for the type of subtitling in Spanish.

6 Conclusions, limitations, and recommendations for further studies

The objective of this study was to identify whether the different subtitling modalities when viewing an audiovisual material influenced the level of comprehension of the content. For this purpose, a group of 7 participants watched the series *Modern Family* during nine sessions in different modalities (with English subtitles, Spanish subtitles and without subtitles). Then, the participants answered a series of questionnaires for each modality and the answers obtained were analyzed through descriptive statistics.

When analyzing the answers to the comprehension questionnaires made during each session, significant differences were found between the types of subtitles, with better results for English and Spanish subtitles, with Spanish being slightly better as a function of the average and the number of positive comments in questions 7 and 10 of the questionnaire, related to the participants' perception of the activity and the questionnaire.

The results obtained in this study are similar to those observed in (Hayati and Mohmedi, 2011) and (Birulés-Muntané and Soto-Faraco, 2016), in which both factors such as listening and vocabulary improved with the use of strategies that implemented audiovisual material with subtitles, being the modality of English subtitles the one that showed better results. Also, in the aforementioned studies, it was evidenced that there was a positive attitude of the learners towards the use of this type of audiovisual tools, which when compared with the perceptions obtained in the present research could confirm that the learners could feel comfortable using series or audiovisual tools with subtitles as a foreign language learning strategy.

However, although the correlation between perception and performance suggests a greater consistency between participants' perception and their performance in English subtitling, the chi-square test did not provide enough statistical evidence to confirm this. This result could be related to the nature of the comments provided in the questionnaire, since

multiple neutral responses were observed in which participants did not clearly express their opinion. The presence of these comments could have influenced the results obtained, decreasing the possibility of finding a statistically significant relationship using the chi-square test.

However, when analyzing the cross-tabulations, it is observed that in both types of subtitling, Spanish and English, a positive perception of the activity seems to be linked to better performance. In both cases, 55% of the responses (10 out of 18) corresponded to negative comments combined with good scores, suggesting that, despite a possible lack of clarity in some opinions, the general attitude of the participants towards subtitling influences their performance.

These findings are important as they provide a preliminary overview of the use of multimodal language learning strategies and the application of classroom activities with authentic material that allows students to receive as much input as possible in an entertaining way. In addition, teachers and learners can draw on the results of this research as a guide to identify and use new learning strategies and the most appropriate way to use them depending on their objectives, as it was in this case to increase listening comprehension.

As a result, it is suggested that future studies select chapters with similar levels of complexity in terms of length and difficulty of spoken discourse, since several participants commented that some sessions were slightly easier than others, due to the amount of things that were said or the number of people who interacted in the episodes. A finer selection of episodes could allow for a more accurate assessment of performance in the different types of subtitling.

In addition, it was noted from the open-ended comments that the participants possibly did not have homogeneous English levels despite being enrolled in the same English cycle offered by the institution, so it would be appropriate to select a sample with equivalent English

levels possibly by means of proficiency tests or some other type of pre-test to ensure that the participants are with similar initial knowledge and thus make the sessions comparable and the results more consistent.

Finally, another limitation of the study was that it was not possible to have a larger number of participants due to the policies of the institution chosen for this study, which prevented the collection of a larger amount of data. Therefore, it is recommended that for future research, attempts to be made to have access to institutions with a larger public in order to make the data obtained easier to interpret and differentiate among them.

References

- Abdovakhobova, M & Erdonova, M. (2023). Types of listening skill and listening as a receptive skill. *Foreign Linguistics and Linguodidactics*. <https://inscience.uz/index.php/foreign-linguistics/article/view/2546/2764>
- Aksu-Ataç, A., & Köprülü-Günay, S. (2018). The role of subtitle in foreign language teaching. *International Online Journal of Education and Teaching (IOJET)*, 5(3). 525-533. <https://files.eric.ed.gov/fulltext/EJ1258474.pdf>
- Arteaga, L., Guarín, E., & López, A. (2009). Using video materials as a teaching strategy for listening comprehension. Pereira : Universidad Tecnológica de Pereira. <https://hdl.handle.net/11059/1936>
- Baranovskaya, T., & Shaforostova, V. (2017). Assessment and Evaluation Techniques. *Journal of Language and Education*, 3(2), 30-38. <https://doi.org/10.17323/2411-7390-2017-3-2-30-38>
- Bhandari, P. (2021). Questionnaire Design|Methods, Question Types & Examples. Scribbr. <https://www.scribbr.com/methodology/questionnaire/>
- Birulés-Muntané, J. & Soto-Faraco, S. (2016). Watching subtitled films can help learning foreign languages. *PLOS ONE*. 11(6). <https://doi.org/10.1371/journal.pone.0158409>
- Botero, D., Quintero, L. (2019). Improvement of listening skill in two different eighth grades from a public school in Cali. Universidad del Valle. <https://bibliotecadigital.univalle.edu.co/entities/publication/aa3f1303-152c-466a-af75-8ba6700f1936>
- Castro, J., Diaz, S. (2023). Promoting intercultural communicative competence, listening and speaking skills through videos in a colombian efl context. Universidad Tecnológica de Pereira. <https://hdl.handle.net/11059/14697>

- Castillo Losada, C., Insuasty, E., & Jaime, M. (2017). The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School. *PROFILE: Issues in Teachers' Professional Development*, 19. 10.15446/profile.v19n1.56763.
- Cifuentes, M. J., Neiva, N., Rincon, S., Vargas, P. D. (2021). La influencia de la música y las series de televisión en las competencias de comprensión auditiva en los estudiantes de Lenguas Modernas de la Universidad Ean [Documento de trabajo, Universidad EAN]. <http://hdl.handle.net/10882/11746>.
- Córdoba Cubillo, P., Coto Keith, R., & Ramírez Salas, M. (2005). La comprensión auditiva: definición, importancia, características, procesos, materiales y actividades. *Actualidades Investigativas en Educación*, 5(1). <https://doi.org/10.15517/aie.v5i1.9123>
- Council of Europe (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: University Press. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680459f97>
- Cova Jaime, Y. (2012). La comprensión de la escucha. *Letras*, 54(87), 98-109. http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S0459-12832012000200005
- Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications, Inc. <https://doi.org/10.1002/nha3.20258>
- D'Este, C. (2012). New views of validity in language testing. *EL.LE*, 1(1) ISSN 2280-6792.
- Díaz, V., Montes, D (2018). Los Recursos Y El Estudiante: Los Medios Audiovisuales En El Aprendizaje Del Inglés. Recuperado de: <http://hdl.handle.net/20.500.11912/4348>.

- Douglas, D. (2018). Introduction: An Overview of Assessment and Teaching. *Iranian Journal of Language Teaching Research*, 6 (Issue 3 (Special Issue)), 1-7. DOI: 10.30466/ijltr.2018.120597
- Etikasari, A., Hardiyanti, T., & Susanti, A. (2022). Investigating a Popular Belief: TV Series' Roles in L2 Learners' Speaking Fluency. *International Journal of Language Education and Applied Linguistics*, 12(1), 38-45. <https://doi.org/10.15282/ijleal.v12i1.7076>
- Frumuselu, A. (2016). Subtitled television series inside the EFL classroom: long-term effects upon colloquial language learning and oral production [Tesis doctoral, Universitat Rovira i Virgili] <http://hdl.handle.net/10803/378642>
- Gélvez, D. (2020). Enhancing fourth-semester students' critical thinking through tv series. *Revista Ingeniería, Investigación y Desarrollo*, vol. 20 (2), 21-29. <https://doi.org/10.19053/1900771X.v20.n2.2020.13386>
- Harji, M., Woods, P. & Alavi, Z. (2010). The Effect Of Viewing Subtitled Videos On Vocabulary Learning. *Journal of College Teaching & Learning (TLC)*. 7. 10.19030/tlc.v7i9.146.
- Hayati, A. & Mohmedi, F. (2011). The effect of films with and without subtitles on listening comprehension of EFL learners. *British journal of educational technology*. Vol. 42 (1), 181-192. <https://doi.org/10.1111/j.1467-8535.2009.01004.x>
- Jaramillo, N. (2015). A proposal to improve intercultural communicative competence through videos in an English program of a private university [Tesis de Maestría, Universidad ICESI]. Repositorio Institucional Universidad ICESI. https://repository.icesi.edu.co/biblioteca_digital/bitstream/10906/78766/1/T00386.pdf

- Khalaf, B. (2016). An introduction to subtitling: challenges and strategies. *International Journal of Comparative Literature and Translation Studies*. Vol. 3 (1). 122-129.
<https://www.researchgate.net/publication/324921121>
- Kress, G., & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Edward Arnold.
- Larrea, A. & Raigón, A. (2019). Sitcoms as a tool for cultural learning in the efl classroom. *Revista de Medios y Educación*, (56). 33-50.
<https://doi.org/10.12795/pixelbit.2019.i56.02>
- Medina, M. & Medrano, A. (2017). Creencias de los estudiantes y docentes de la licenciatura en lenguas modernas sobre las series de televisión como herramienta de enseñanza y aprendizaje de inglés [Tesis de grado, Pontificia Universidad Javeriana]. Repositorio Institucional Universidad Javeriana.
<https://repository.javeriana.edu.co/handle/10554/34172>
- Mehmet, U. (2019). The approach of learning a foreign language by watching TV series. *Educational research and reviews*. Vol.14 (17), 608-617. DOI: 10.5897/ERR2019.3839
- Metruk, R. (2019). Using english movies and TV programs for developing listening skills of EFL learners. *Information Technologies and Learning Tools*, Vol 70 (2), 227-236.
<https://doi.org/10.33407/itlt.v70i2.2488>
- Nogueroles, M. (2019). Los procesos de comprensión auditiva en español como lengua extranjera. *Doblele: revista de lengua y literatura*. Vol. 5, 4-18.
<https://doi.org/10.5565/rev/doblele.55>

- Ofcom (17 de Agosto 2022). Streaming revolution stretches TV generation gap. <https://www.ofcom.org.uk/news-centre/2022/streaming-revolution-stretches-tv-generation-gap>
- Oller, J. W. (1988). Review of *The Input Hypothesis: Issues and Implications*, by S. D. Krashen. *Language*, 64 (1), 171–173. <https://doi.org/10.2307/414800>
- Phan, L., & Nguyen, D. (2023). An Investigation into Difficulties in Listening Comprehension Encountered by English-Majored Freshmen at Dong Nai Technology University and Recommendations. *European Journal of Education and Pedagogy*, 4 (2), 120–127. <https://doi.org/10.24018/ejedu.2023.4.2.611>
- Qiu, J. (2017). The Effect of English Movies on College English Listening Teaching. *Theory and Practice in Language Studies*, 7(11), 1011. <https://doi.org/bd.univalle.edu.co/10.17507/tpls.0711.10>
- Rejeki, S., Sari, A. B. P., Sutanto, S., Iswahyuni, D., Yogyanti, D. W., Anggia, H. (2023). Discrimination index, difficulty index, and distractor efficiency in MCQs English for academic purposes midterm tests. *Journal of English Language and Pedagogy*. 6(1), 1-11. https://www.researchgate.net/publication/376190460_Discrimination_index_difficulty_index_and_distractor_efficiency_in_MCQs_English_for_academic_purposes_midterm_test
- Rubenking, B. & Campanella, C. (2021). Binge watching and serial viewing: Comparing new media viewing habits in 2015 and 2020. *Addictive Behaviors Reports*. Vol. 14. 100356. <https://doi.org/10.1016/j.abrep.2021.100356>

- Sánchez-Auñón, E., Férrez-Mora, P. & Monroy, F. (2023). The use of films in the teaching of English as a foreign language: a systematic literature review. *Asian-Pacific Journal of Second and Foreign Language Education*. 8. 10. 10.1186/s40862-022-00183-0.
- Shabani, K., & Zanussi, M. (2015). The impact of watching captioned TV series on vocabulary development of EFL students. *Journal for the study of English linguistics*, 3(1), 118-129. <https://doi.org/10.5296/jsel.v3i1.8301>
- University of Michigan Press. (2017). Introduction. <https://press.umich.edu/pdf/9780472036462-intro.pdf>
- Vandergrift, L. (2015). Researching listening. En: Paltridge, B. & Phakiti, A. Research methods in applied linguistics a practical resource. 230-241. Bloomsbury Publishing.
- Wang, Y. (2019). Effects of L1/L2 Captioned TV Programs on Students' Vocabulary Learning and Comprehension. *CALICO Journal*. 36(1). 204-224. 10.1558/cj.36268.
- Winke, P., Gass, S., & Sydorenko, T. (2010). The Effects of Captioning Videos Used for Foreign Language Listening Activities. *Language Learning and Technology*. 14(1).