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SEPARATA

EDURNE GOÑI ALSÚA, ALBA AZCONA MAGAÑA

Didactic Audiovisual Translation.  
An Implementation of a Subtitling  
Task in a Classroom of Secondary  
Education

upna

Universidad Pública de Navarra  
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# Didactic Audiovisual Translation. An Implementation of a Subtitling Task in a Classroom of Secondary Education

Traducción audiovisual didáctica. Implementación de una tarea  
de subtitulación en un aula de educación Secundaria

Ikus-entzunezko itzulpen didaktikoa. Azpitulazio-lan bat  
implementatzea bigarren hezkuntzako gela batean

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## Abstract

Research on the implementation of Didactic Audiovisual Translation (DAT) and, more specifically, using subtitling tools in the language classroom is abundant; nevertheless, there is a dearth of studies exploring its use for acquiring grammar in Secondary Education (E.S.O.). In this study, we present the results of a project based on DAT, the Subtitling News, which was implemented in a class of the second year of E.S.O. Students completed a subtitling task individually, and merged the individually subtitled pieces into one group project. After the completion of the subtitling, both groups answered a satisfaction questionnaire. The results, positive on both aspects, offer teachers insights into a new methodology to be carried out in their secondary education classes to improve grammar knowledge in a motivating way using subtitling tools.

**Keywords:** didactic audiovisual translation (DAT); subtitling; passive voice; ESL; motivation.

**Summary:** 1. INTRODUCTION. 2. LITERATURE REVIEW. 2.1. Audiovisual Translation and Didactic Audiovisual Translation. 2.2. Subtitling. 2.4. Subtitling and Motivation. 3. METHODOLOGY. 3.1. Participants. 3.2. Materials. 3.3. Procedure. 3.4. Instruments and data collection. 4. RESULTS. 4.1. Results on Language Acquisition. 4.2. Results of the Questionnaire. 5. DISCUSSION. 6. PEDAGOGICAL RECOMMENDATIONS. 7. CONCLUSIONS AND LIMITATIONS. 8. BIBLIOGRAPHICAL REFERENCES. ANNEXES. Annex 1. Pretest. Annex 2. Post test. Annex 3. Questionnaires.

**Resumen.** Las investigaciones sobre la implementación de la traducción audiovisual didáctica (TAD) y, más específicamente, sobre la aplicación de herramientas de subtitulación en las clases de lengua extranjera son abundantes; sin embargo, se aprecia una cierta carestía en investigaciones que exploren su uso en la adquisición de la gramática en educación secundaria obligatoria (ESO). En este estudio se presentan los resultados de una implementación basada en la subtitulación, el proyecto *Subtitling News*, desarrollado en una clase de segundo curso de ESO. Los alumnos llevaron a cabo individualmente una tarea de subtitulación de noticias que unieron para conformar un proyecto grupal. Siguiendo la metodología experimental, ambos grupos (control y experimental) completaron un pre y un post-test y un cuestionario de satisfacción cuyos resultados, positivos en ambos casos, ofrecen a los profesores un nuevo método aplicable en sus clases para mejorar la adquisición del contenido gramatical de manera motivadora.

**Palabras clave:** traducción audiovisual didáctica (TAD); subtitulación; voz pasiva; ESL; motivación.

**Laburpena.** Ikerketa ugari daude ikus-entzunezko itzulpen didaktikoaren (IID) inplementazioari buruzkoak, eta, zehazkiago, atzerriko hizkuntzako eskoletan azpitoluzio-tresnak aplikatzeari buruzkoak; aldiz, ikerketa gutxi daude derrigorrezko bigarren hezkuntzan (DBH) gramatika ikasteen itzulpen hori nola erabiltzen den aztertzen dutenak. Ikerketa horretan, azpitoluzioan oinarritutako inplementazio baten emaitzak aurkezten dira, Subtitling News proiektua, DBHko bigarren ikasmailako eskola batean garatua. Ikasleek talde proiektu bat sortzeko elkartu zituzten berrien azpitoluzio lan bat egin zuten banaka. Metodologia esperimentalari jarraituz, bi taldeek (kontrola eta esperimental) aurreko test bat eta ondoko test bat eta gogobetetasun mailari buruzko galdetegi bat egin zituzten. Bi kasuetan emaitza positiboak izan ziren, eta irakasleei beren eskoletan aplikagarria den metodo berri bat eskaintzen diete, eduki gramatikala modu motibatzailean hobeki ikasteko.

**Gako-hitzak:** ikus-entzunezko itzulpen didaktikoa (IID); azpitoluzioa; ahots pasiboa; ESL; motibazioa.

## 1. Introduction

The objective of this study is to explore the efficacy of Didactic Audiovisual Translation (DAT) in the teaching of grammatical content (passive sentences) in the context of English as a foreign language (EFL). The traditional approach to grammar teaching has been replaced by more contextualized methods, which focus on authentic language use and meaningful acquisition such as DAT, featured by its integration of audiovisual materials in the classrooms (Lertola, 2019, 2021). Previous research has proven the success of using DAT to improve motivation among students (Baños & Sokoli, 2015; Zabalbeascoa, *et al.*, 2015), the acquisition of language content (Fazilatfar *et al.*, 2012; Gorjian, 2014; Soler-Pardo, 2020; Goñi-Alsúa & García Jaurena, 2021). Also, several scholars have proven its efficacy in the development of the language skills, such as the oral skills (Talaván & Rodríguez-Arancón, 2014; Sanchez-Requena, 2016; Talaván, 2019a; Elejalde, 2024), written skills (Talaván & Rodríguez-Arancón, 2024), in the development of the competences (Santiago Vigata, 2011) or to foster language skills in general (Incalcaterra *et al.*, 2014; Bausells-Espín, 2022; Bobadilla-Pérez & Carvallo de Santiago, 2022; Tinedo-Rodríguez, 2024). We also count on long term

investigations on the role of pedagogical translation over time (Lertola, 2018), or the results of TRADILEX project (Fernández-Costales *et al.*, 2023).

This study aims to enlighten the effectiveness of using this methodology for acquiring grammatical knowledge in the context of Spanish secondary education, an area that has scarcely been researched. We count on studies on several aspects, as on the efficacy of the combination of task-based learning and subtitling (Ragni, 2018) or the role of subtitling in CLIL (Fernández-Costales, 2021). Although there is insufficient research examining the efficacy of pedagogical subtitling for English grammar learning in Spain, the limited number of studies that have pursued this line, Goñi-Alsúa and García Jaurena (2021), Rivera and Sánchez (2022) or Domelo and Goñi-Alsúa (unpublished Master Thesis) have yielded encouraging outcomes.

In order to achieve the stated aims, students enrolled in a class of the second course of E.S.O. were required to complete both an individual and a collaborative didactic unit. This involved the translation and creation of Spanish subtitles from a selection of English audiovisual material. The students were divided into two groups (experimental and control) and completed a pre-test, a post-test, and a questionnaire to collect data. *The Subtitling News* project had two main objectives: firstly, to demonstrate the effectiveness of this approach for learning the passive voice and secondly, to show that the use of direct subtitling constitutes a context which motivates E.S.O. students.

## 2. Literature review

### 2.1. Audiovisual Translation and Didactic Audiovisual Translation

According to Díaz-Cintas (2008, p. 1), audiovisual translation (AVT) «began long time ago, on the eve of the 20<sup>th</sup> century, with the invention of the *cinematographe* in 1895», becoming a necessity to reach new audiences in the 1920s. Along the century, AVT has existed as a professional practice and, since the 1990s, it «has gained well-deserved visibility thanks to the proliferation and distribution of audiovisual materials in our society» (p. 1).

Chaume (2004) defined AVT as a specific type of translation that deals with texts, which simultaneously convey information through two different channels: visual and acoustic. Thus, this methodology integrates both verbal and non-verbal information. Lertola describes AVT as «the transfer of verbal language in audiovisual media and it is usually used as an umbrella term which refers to screen translation, film translation, multimedia translation, or multimodal translation» (2019, p. 1). She keeps explaining that AVT is constituted of two principal modes:

captioning, which encompasses written language, and revoicing, which is based on orality, and can be performed interlingually or intralingually.

The utilisation of audio-visual materials as pedagogical resources in EFL classrooms has been a prevalent practice for several years. Danan investigated the potential effects of applying AVT to language learning, stating that students would eventually demonstrate «enhanced vocabulary acquisition, register awareness, emphasis on concision, delivery practice, and mastery of paralinguistic elements» (2010, p. 441). However, with the advent of the communicative approach, there has been a notable increase in interest in language productions, particularly in relation to the implementation of these materials. According to Richards and Rodgers (2014, p. 237):

The use of audio-visual materials has been a feature of language teaching for many years. These materials can be used to improve listening comprehension, vocabulary acquisition, and pronunciation. However, with the communicative approach, there has been a shift in the way that audio-visual materials are used. Now, they are often used to promote language production, as well as to improve listening comprehension.

Díaz Cintas (2012) expanded on the use of AVT in the EFL classroom, enumerating the most important principles, which support its use. The first is the Input Hypothesis by Krashen, stated in 1987. Krashen explained that students only learn if they can understand, and that to grasp expressions or vocabulary above their level of competence, they must be helped using extra-linguistic clues accompanying the original language and by their knowledge of the world. Thus, students must be provided with comprehensible information, and coined the term *comprehensible input* to refer to information, which is slightly above the competence of the student and that stimulates the desire to learn. At this point, students must focus on the meaning, not on the form. It is clear, according to Díaz Cintas (2012), the relationship between this hypothesis and the use of audiovisual material, as videos offer students both comprehensible information (as images and sounds), and paralinguistic clues (intonation, rhythm or movement) that can help them understand the original meaning as «we acquire spoken fluency not by practising talking but by understanding input, by listening and reading» (Krashen, 1987, p. 90).

The second principle was also coined by Krashen (1987), the *affective filter hypothesis*. According to this, there is a filter referring to the affective factors which can influence both positively and negatively in the development of oral comprehension, such as self-esteem, motivation or the level of anxiety. This way, if an activity causes anxiety (i.e., affective filter high), it is likely that the student does not perform well; on the contrary, if the level of motivation is high because the level of anxiety is low (i.e. affective filter low), the student's responses will be

positive, leading to better learning. Thus, the lower the affective filter of the student is, the higher the predisposition to acquire the language will be. Regarding AVT, if the choice of both scenes and audiovisual tools is adequate, the affective filters will be low, allowing students to a better learning.

Conversely, Talaván and Lertola (2022, p. 26) define DAT as «an instructional strategy of pedagogical translanguaging (already applied as such in Wilson, 2020), provided that it comprises a number of AVT modes that involve written as well as oral language transfer procedures, namely subtitling, voice-over, dubbing, audio description, and subtitling for the hard of hearing». As Talaván explains (2020), DAT modes may involve two or more languages, occur within the same language or, even, encompass intersemiotic translation (as in the case of audiodescription), being the language transfer either standard or reverse. Both didactic captioning and revoicing modes employ audiovisual input in a multimodal context, thereby enabling learners to develop integrated language skills, including receptive skills (reading and listening) as well as productive skills (writing and speaking). Talaván (2020) expands that this approach utilises authentic audiovisual material to provide learners with contextualised and realistic exposure to the target language, thus facilitating the acquisition of language skills through methods that integrate both the translation of the content, and its pedagogical adaptation to optimise educational outcomes. On the other hand, she argues that this field has a solid base, shaped by several national and international projects such as LeViS, Babelium, ClipFlair or PluriTAV.

As students live in a multimodal world, and these materials are easy to access, DAT has become the centre of attention of several scholars who have attempted to test its pedagogical potential. To give a general view, Kumai (1996), Chiu (2012), Wakefield (2014), He and Wasuntarasophit (2015), Sánchez-Requena (2016) or Elejalde (2024) have proven its efficacy to train oral skills, such as rhythm, phonetic competence, fluency, intonation and pronunciation. Siregar (2018) and Murtisari *et al.* (2020) noted that by practising these translation-based methods, students improved their grammar ability, and Talaván and Rodríguez-Arancón (2024) appreciated advancements in writing. Regarding the Competences, DAT can develop cultural awareness (Talaván & Rodríguez-Arancón, 2014; Castro-Moreno, 2021) and competences in general (Ibañez Moreno, Vermeulen & Jordano, 2016). Goñi-Alsúa and García Jaurena (2021) and Bobadilla-Pérez and Carvallo de Santiago (2022) answered positively to the implementation of DAT in secondary education. Scholars have also researched on students' perceptions (Bausells-Espín, 2022) and on teachers' perceptions (Fernández-Costales, 2021). Other research proved that DAT is an effective tool, not only in the teaching of the L2, but also in the acquisition of the L1 (Soler Pardo, 2017), can be integrated in Service-Learning projects (Tamayo, 2016), in the health field (Fernández-Costales & Talaván, 2022) and promote gender awareness (Tinedo-Rodríguez, 2024).



The most extensive and complete project on DAT carried out to date is TRADILEX as outlined by Talaván and Lertola (2022, p. 25):

TRADILEX aims to determine the improvement in FLL –mainly English as a Foreign Language– through the use of didactic AVT. In order to enhance learners' communicative competence, as well as reception, production and mediation skills in an integrated manner, a methodological proposal offering a didactic sequence of captioning and revoicing tasks including subtitling, voice-over, dubbing, audio description (AD), and subtitling for the deaf and hard of hearing (SDH), has been developed.

The project proposes two sequences of fifteen lesson plans based on DAT activities for B1 and B2, to be carried out in an online format over a period of four months. Each lesson plan is designed to last 60 minutes and is proposed to be completed on a weekly basis, in accordance with a strict sequence: «3 lessons on subtitling, 3 on voice-over, 3 on dubbing, 3 on audio description (AD) and 3 on subtitling for the deaf and hard of hearing (SDH)» (Talaván & Lertola, 2022, p. 28). Students are required to watch a two minute video clip, but work with just one minute of the video. The tasks have been meticulously designed to adhere to a consistent structure, comprising a 10-minute warm-up, a 5-10 minute video viewing with accompanying activities, a 30-minute AVT task, and a 15-minute productive or receptive post-task.

Fernández-Costales *et al.* (2023, p. 22) explain that

TRADILEX project (<https://plataformavirtual.tradilex.es>) worked on the principle that it was necessary to research the application of DAT from a broader perspective and by using a robust research design, with a considerable sample size made up of participants from diverse national locations.

In order to achieve this objective, 566 participants from the National University of Distance Education, the universities of A Coruña, Almería, Castilla-La Mancha, Córdoba, Jaume I, Lleida and the European University of Madrid carried out a series of tasks related to audiodescription, dubbing, voiceover, SDHH and subtitling with the following research objectives in mind (Fernández-Costales *et al.*, 2023, p. 23):

- 1) Analyse the impact of DAT on oral production.
- 2) Analyse the impact of DAT on written production.
- 3) Analyse the impact of DAT on oral reception.
- 4) Analyse the impact of DAT on written reception.
- 5) Evaluate the progress of L2 skills and knowledge of AVT throughout the didactic intervention.
- 6) Evaluate the participants' perception during the didactic intervention (p. 23).

The finds indicate that DAT has a beneficial impact on the English language learning process, with students demonstrating improvement in the four linguistics skills. Additionally, notable progress was observed in the students' skills regarding DAT. Moreover, students expressed a favourable perception of the use of DAT as a didactic tool and of the didactic intervention, indicating a clear preference for the modalities with which they are more familiar, subtitling and dubbing.

In light of the aforementioned evidence, it can be reasonably asserted that «DAT is a versatile tool that can be used at different educational levels (primary, secondary and university) and can be included both in traditional learning and in hybrid or virtual modalities» (Fernández-Costales *et al.*, 2023, p. 30).

## 2.2. Subtitling

According to Talaván *et al.* (2023, p. 3), subtitling is «the transfer of the linguistic information included in the aural channel (and sometimes textual information that may appear within the visuals) in written form, appearing usually in small font, centered at the bottom of the screen». As far back as 1988, Vanderplank understood that subtitling «far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input» (pp. 272-273). Some years afterwards, Díaz-Cintas (2012) stated the following types of subtitles:

1. Intralinguistic standard (audio in L2 and subtitles in L1)
2. Interlinguistic inverse (audio recording in L1 and subtitles in L2)
3. Intralinguistic in L1 (both audio and subtitles in L1)
4. Intralinguistic in L2 (both the audio and subtitles in L2)
5. Bilingual (audio in a language and subtitles in L2 and L1)

The use of subtitles in the classroom, according to Díaz-Cintas (2012), can be active or passive: active subtitling requires students both to consume subtitled materials and to, most importantly, create their own subtitles, while the passive use implies the use of subtitles as a support. In this case, the input received does not imply an active interaction with the subtitles. Didactic subtitling involves the creation of educational tasks in which students translate and subtitle using the specific strategies related to the mode through technology (Talaván *et al.*, 2023).

Talaván (2006, 99. 43-44) summarises the benefits of using subtitles when learning the L2:

- Their use bridges the gap between reading and listening skills.
- Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.

- Students can learn how to pronounce many words, consciously and unconsciously.
- Subtitles allow learners to follow the plot easily.
- Learners can develop word recognition skills.
- Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms.
- Students can understand humour (such as jokes) that would be hard to recognize without the help of the captions. Humour can be a difficult, but rewarding subject for the language classroom (Loneragan, 1989), and subtitles help to understand it, enhancing the enjoyable character of the activity.
- Subtitles can enhance students' concentration in the following lines.
- Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, and listening to the original dialogues.

In regard to the advantages of didactic subtitling, Lertola (2018) indicates that when subtitling, learners engage in a range of activities, including translation and subtitling, as well as watching and listening to the multimodal source. This approach has the potential to broaden the scope of the four traditional skills of audiovisual communication and multimodality, which, as Zabalbeascoa *et al.* (2012) suggest, may be considered overly restrictive. Thus, the use of subtitles not only facilitates the advancement of the aforementioned linguistic skills, but also enhances the comprehension of cultural and paralinguistic elements. Furthermore, Álvarez (2017) explains that subtitling situates students at the core of their learning process, and promotes cooperative learning, enabling learners to practice the L2 within cultural contexts. An additional benefit, posited by Talaván (2019b), is that the language used in audiovisual media can be helpful as the dialogues featured simulate authenticity as the overlaps, inaccuracies and hesitations, which are usually found in real conversations, are avoided. Also, the dialogues imitate real-life situations, thus exposing students to real communicative contexts.

Several scholars have researched the didactic implementation of subtitling, all of them reporting positive outcomes regarding the acquisition of the language (Rubin, 1990; Williams & Thorne, 2000; Talaván 2010, 2011; Borghetti, 2011; Lertola, 2012; Borghetti & Lertola, 2014; Incalcaterra *et al.*, 2014; Talaván & Rodríguez-Arancón, 2014; Talaván *et al.*, 2016; Lertola & Mariotti, 2017; Reig Gascón 2017; Aksu-Ataç & Köprülü-Günay, 2018; Alonso-Pérez, 2019; Talaván, 2019b; Goñi-Alsúa & García Jaurena 2021; Soler Pardo, 2020; Fernández-Costales, 2021; Vermeulen & Escobar, 2021; Díaz Cintas & Wang, 2022; Talaván & Rodríguez-Arancón 2024).

## 2.4. Subtitling and Motivation

As Nunan (2004) explains, a means of attaining more meaningful learning is to devise a product that offers engaging interactions, wherein the tasks in the foreign language engage with the learners. This is where AVT is particularly effective, offer-

ing the opportunity to achieve that style of language production and becoming one of the principal pedagogical strategies under research. One of the key objectives of subtitling is to motivate learners to acquire the L2 by providing them with an engaging and enjoyable process (Talaván, 2010; Vanderplank, 2010; Lertola, 2019). Díaz-Cintas (2012, p. 103) adds that «subtitles in general seem to have to advantage of motivating people –who are not usually keen on reading– to read by employing typical products of the popular culture, such as movies and television series».

As posited by Bobadilla-Pérez and Carballo de Santiago (2022), a task of video subtitling can be less threatening than other activities for students, thereby assisting in the reduction of their affective filter and the facilitation of auditory processing (Baltova, 1994). As previously stated, Krashen (1987) put forth the hypothesis that reducing students' affective filters enhances their language acquisition. This process is influenced by key factors, including anxiety, motivation, and self-esteem. As previously mentioned, didactic subtitling tasks contribute to increased student motivation, which in turn lowers their affective filters and facilitates language acquisition.

It can be argued that didactic subtitles represent a beneficial support for students, as this AVT mode fosters a sense of confidence in students (AIOkaily, 2019). This contrast with the use of bare materials, which have been found to elicit higher levels of insecurity and anxiety in students (Talaván, 2012), impacting in their overall performance in the acquisition of the language.

As it has been shown, many studies have analysed the positive effects of using DAT in L2 classrooms. However, there is a notable gap of studies regarding its implementation in secondary education. Therefore, the aim of this study is to prove that the use of DAT improves the acquisition of grammar content. Following the experimental method, the research questions aimed to strengthen two aspects of the existing literature:

Research Question 1. Is interlingual didactic subtitling (Spanish L1 and English L2) an effective method for 2nd ESO students to acquire knowledge of the passive voice?

Research Question 2. Is interlingual direct subtitling a method that engages and motivates 2nd E.S.O. students to learn English?

### 3. Methodology

#### 3.1. Participants

The research was conducted in a public E.S.O. institute, located in a middle-class district of Pamplona, Spain, with almost 700 students and around 90 teachers, which has three different language programmes: (3 hours of EFL per

week + 100% of the curriculum in Spanish), plurilingual (3 hours of EFL + 25% of the curriculum in English) and British (5 hours of EFL + 70% of the curriculum in English). The students in this project were in 2nd E.S.O. (13-14 years of age) in the plurilingual programme, who received three hours of instruction of EFL per week, with a CEFR level of proficiency of A2.

Students were divided into two homogeneous groups by the class teacher. The experimental group was formed by 17 students (10 males and 7 females), and the control group consisted of 16 students (12 males and 4 females). For several reasons such as absenteeism or lack of completion of the project, the assessment regarding the acquisition of the language was limited to 12 and 13 students respectively, and the motivation questionnaire was completed by 16 teenagers in each group.

### 3.2. Materials

Students worked with their personal Chromebooks, having access to a Google Drive folder with the original audio-visual content (videos and English subtitles), as well as their own folder to export their final product (Spanish-subtitled short videos). A total of nine videos were selected from *News in Levels* (<https://www.newsinlevels.com>), which provided an audio recording, subtitles, a worksheet with the transcription of the news item, a brief glossary, a section to identify and translate passive sentences from the multimodal text, along with a YouTube video for each news item. The videos chosen covered a selection of topics such as health, environment, social networks, international culture and current affairs, and were edited and adapted to ensure a similar length, lasting from 40 seconds to one and a half minutes, and between 9 and 20 subtitle translatable units.

The tool employed to subtitle was Subtitle Horse (<https://subtitle-horse.com/>) and students used ClipChamp (<https://clipchamp.com/es/video-editor/>) to edit the videos. Meanwhile, the control group continued with the usual class materials: the textbook (*Advanced English in Use 2*, Burlington Books) and resources downloaded from online pages such as *Liveworksheets* website (<https://www.liveworksheets.com/>).

### 3.3. Procedure

To start with, both groups fulfilled a pre-test (Annex 1) proposed to assess the students' level of knowledge on the topic, passive voice. After the pre-test, the experimental group participated in the *Subtitling News* project in four sessions with the trainee teacher, whilst the control group continued the course programme stated by their regular teacher. During the final session, a post-test

(Annex 2) was conducted for both groups, which included the same questions as those in the pre-test. Both tests were composed with the help of the class teacher, as he was aware of the level students and the needs of the subject. To conclude, the students filled in a satisfaction questionnaire (Annex 3), which sought to ascertain their opinions of the methodologies employed and the acquisition of grammar content.

The first session of the experimental group started with a theoretical explanation of the passive voice (present and past simple tenses), the process of transforming active voice sentences into passive ones and their translation into Spanish. In due course, an explanation of the project was provided, working groups were distributed and each student was required to translate directly and subtitle at least two news videos. Then, they were given an explanation of how to subtitle and the operation of Subtitle Horse. In it, students imported the news videos and their corresponding English subtitles, translated and wrote the Spanish sentence beneath them, after which the original text was deleted. As students worked with pre-existing English sentences, the process of translation became self-directed. The final step involved exporting the subtitles.

In the second session, the objective was to work independently and translate the subtitle file of at least one news item, which included from one to three sentences in the passive voice. Students were given a «cheat sheet» with the formal aspects of subtitling. Each news item was accompanied by a worksheet containing the transcript, a glossary, and an exercise to support the acquisition of this grammatical item.

During the third session, students continued working independently on their assigned news items. The objective was to translate an additional piece of news so that each student had a minimum of two.

In the last session, students worked in groups on a shared Chromebook to merge the videos that they had created individually into a single, cohesive one, which was edited using the *ClipChamp* website. The last step involved exporting the videos in .mp4 format to create the final product. The ideal framework was for each student to have subtitled two videos; nevertheless, some students did not submit any, others only completed one and a few of them subtitled three videos. This is the reason why the final outcome consisted of five videos of different lengths, each containing various news items.

### 3.4. Instruments and data collection

As explained before, this research utilized a pre-test and a post-test to gather qualitative information and a final satisfaction questionnaire to obtain quantitative and qualitative results. Both the pre-test and the post-test were administered

in a written format with 20 assessable exercises, distributed into 5 different questions, divided into 3 types: two different exercises on passive voice tense conjugation in simple present and simple past of affirmative and negative sentences («Many cars \_\_\_\_ in Japan (make)», «Messi and Ronaldo \_\_\_\_ all over the world (know)», «The pictures \_\_\_\_ by Picasso (paint)», or «The package \_\_\_\_ deliver on time (be not)»); one exercise on the transformation of affirmative, negative sentences and questions into passive voice («People speak Portuguese in Brazil», or «Did the mechanic repair the car?»); one exercise on the transformation of news headlines of affirmative, negative, present and past, simple and subordinate sentences into passive voice («The authorities didn't recover the stolen artwork», «Elon Musk bought Twitter for 44 million dollars» or «A driver who was under the influence of alcohol caused the accident»); to finish with, one exercise on direct translation of simple past, simple present and present continuous passive sentences («July was invited to a party», «A new stadium is being built», «This alarm is used in case of emergency»).

The questionnaire (see Annex 3) was designed by both the class teacher and the pre-service teacher, and conducted using Google Forms, which proved to be an efficacious tool for the gathering of this type of information. The surveys for the experimental and control groups differed in their specific content but shared a similar thematic structure. The experimental group was questioned about their experiences and attitudes towards the use of subtitling tools for English language learning, as well as their satisfaction with working individually on a group project. The control group was asked to share their experiences and was presented with the work produced by the experimental group, along with a series of questions designed to ascertain their interest in participating in a similar project.

The surveys were anonymous and comprised 10 questions. Seven of the questions employed a Likert scale (disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree) to obtain quantitative results. The remaining three questions were open-ended, requesting that students justify their responses or provide additional comments. A qualitative analysis will be conducted on the results obtained from the aforementioned questions.

In the context of secondary education, we must focus on the needs of the in-class teachers. The students (pre-service teachers) implement their projects (in this case DAT) in a manner that is consistent with the curricular contents of the period of the internship. This is the reason why the tests and the questionnaires are tailored to the specific requirements of the moment. Students follow a satisfaction questionnaire basic model, which is in-site adapted for its use with the inputs of the in-class teacher.

## 4. Results

### 4.1. Results on Language Acquisition

Both the pre and the post-test were formed by five exercises, divided into three different types. In the first and second exercises of both tests, students had to conjugate the verbs provided in the infinitive form to create passive sentences in present and past tenses, respectively. In the third exercise, pupils were required to transform the sentences from active to passive voice in simple present and simple past (affirmative sentences and a question), while the fourth required the same procedure, but the sentences were, in fact, news headlines. Finally, in the fifth exercise, students had to translate passive sentences from English into Spanish. Both, the pre and post-tests added 20 answers in total each.

The general results (see table 1) show that both groups improved. The experimental group scored a bit higher than the control group in the pre-test 56.25% and 51.92% respectively, although the difference was not statistically significant. Nevertheless, in the post-test test, the general improvement was more than double than in the control group, as the experimental group increased by 13.75 percentage points, achieving a 70% rate of correct responses. On the other hand, the control group improved the number of correct answers as well, although the percentage of improvement was lower, at 5 points, moving from 51.92% to 56.92% correct responses.

Table 1. General results

	Experimental Group (12 students x 20 items)		Control Group (13 students x 20 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	135/240	168/240	135/260	148/260
% of correct questions	56.25%	70%	51.92%	56.92%
Average mark	11.25/20	14/20	10.38/20	11.38/20
Improvement percentage points	13.75		5	

The following charts show the scores categorized by type of exercise. Table 2 reflects the answers to the two exercises on conjugation. In this case, the experiment started with 56.25% of correct answers, to achieve a 63.54% of correct answers, this is, 7.29 improvement points. The control group scored lower in the pre-test, with 47.12% of correct answers, reaching 64.42% in the post-test, which means an improvement of 17.30 percentage points. As shown, both groups improved, especially the control group, with an ample upgrading in their scores.



Nonetheless, if we compare the final results of both groups, we appreciate that they were practically similar. We must bear in mind that the control group devoted most of the practice time to this type of conversions.

Table 2. Conjugation exercise results

	Experimental Group (12 students x 8 items)		Control Group (13 students x 8 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	54/96	61/96	49/104	67/104
% of correct questions	56.25%	63.54%	47.12%	64.42%
Improvement percentage points	7.29		17.30	

Frequent errors in both groups were confusing the present simple and present perfect passive tense, resulting in miss-constructions such as \*have given instead of «is given», or with the past perfect tense, such as \*had surprised instead of «was surprised», and with the negative form of both tenses. Several errors were also noted concerning the past participle of irregular verbs in the test responses such as \*is knowed instead of «is known» or \*was stealed instead of «was stolen». This shows that, regardless of the approach used, all learners have recurrent problems when memorising irregular verbs.

The following two exercises, third and fourth, required the transformation of the sentences from active into passive voice. Following the type of sentences provided in the project, all of them in exercise four were in news's context. The results of both exercises also differed notably between the two groups (see table 3). In both groups, the pre-test scores were similar, with 51.04% of correct answers in the experimental group and 50% in the control. Nevertheless, the first showed an improvement of 13.54 percentage points, reaching 64.58%, while the control group's results were narrowly worse, moving from 50% to 46.15%, minus 3.85 percentage points.

Table 3. From active to passive exercises results

	Experimental Group (12 students x 8 items)		Control Group (13 students x 8 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	49/96	62/96	52/104	48/104
% of correct questions	51.04%	64.58%	50%	46.15%
Improvement percentage points	13.54		-3.85	

The most common error committed by the students was connected with the transformation of sentences, as some of them simply rephrased the active voice, providing answers such as \*Every day somebody waters the plants (original: Somebody waters the plants every day) instead of «The plants are watered every day (by somebody)». One of the sentences which presented the most incorrect responses was the question «Did the hairdresser cut your hair?» with answers such as \*Did your hair was cut by the hairdresser?, indicating that the structure was complex for the students. Although to a lesser extent than in the previous section, we could observe errors in verb conjugation, as well.

To finish, the results of the last exercise, the direct translation of sentences, show a meaningful difference between the two groups (see table 4). The pre-test outcomes were, to some extent even, with 32 and 34 correct answers respectively; however, it was after the development of the project that the experimental group showed remarkable improvement, as the control group remained nearly stagnant, with 33 correct answers, while the experimental group obtained 45 correct ones, showing an upgrade of 27.09 percentage points, in contrast to the control group which achieved an improvement of 1.92 percentage points.

Table 4. Translation exercise results

	Experimental Group (12 students x 4 items)		Control Group (13 students x 4 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	32/48	45/48	34/52	33/52
% of correct questions	66.66%	93.75%	65.38%	63.46%
Improvement percentage points	27.09		1.92	

Although students used both the regular passive and the *pasiva refleja*, they demonstrated a tendency to make literal translations of the sentences, being this a habitual mistake for Spanish speakers. This way, we observed errors in both the pre-test and post-test, such as \**Estos cuchillos son usados* instead of «*se usan*». Although this is not considered an incorrect sentence, it is a transposition viewed as a style mistake. In addition to this, there were also other grammatical errors, such as the translation of the verb to be as in \**Los teléfonos móviles no son permitidos*, together with other orthotypographical errors in the L1.

We would like to underline the results of the translation exercise in which the experimental group showed an improvement of 27.09 points, which means an outstanding upgrade of 26.49 points.

## 4.2. Results of the Questionnaire

The questionnaire contained two types of questions, the first referred to the satisfaction regarding the methodology employed by the teachers, and the second referred to the task-based method. In this part, we are going to focus only on the answers to the questions related to subtitling, the project and the students' reflections on grammar acquisition. As we have explained, only sixteen students in each group completed this last part of the research.

According to the students' responses (see figure 1), the experimental group was satisfied with the approach employed, as 15 out of 16 students rated the experience in a highly positive way, with the majority of them marking it as 5/5, and just one rating it with a passing mark.

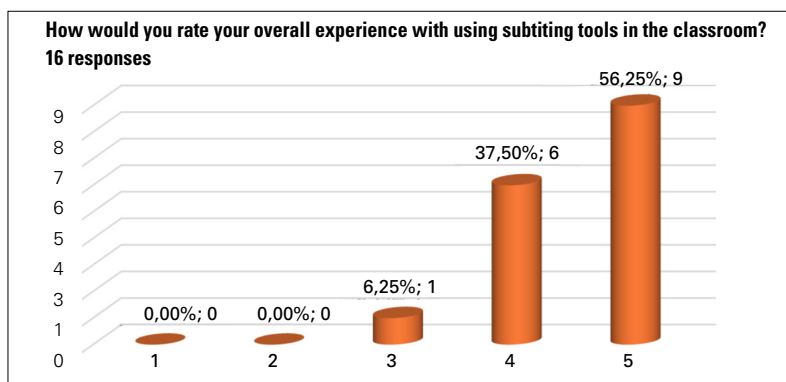


Figure 1. Experimental group's overall experience.

As we have explained before, the control group students were informed about the procedures implemented and watched the final videos with the subtitling work. In response to the question about their opinion on the project (see figure 2), their answers were the following:

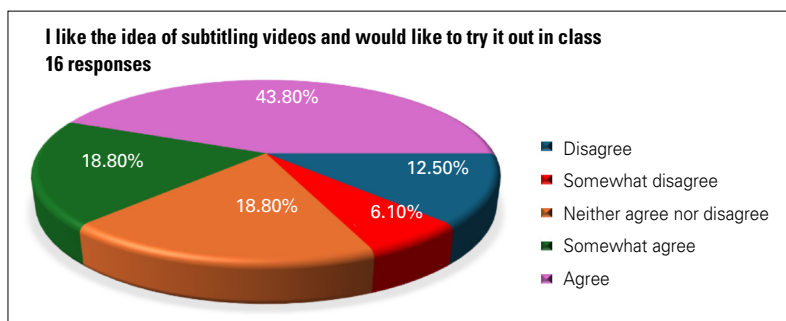


Figure 2. Control group opinion on the subtitling project.

As seen, 62.60% of the students felt interested in participating in a subtitling activity, 43.8% agreed to the answer and 18.8% agreed to a certain extent. The 28.8% showed indifference, 12.5% showed strong disinterest, and just one student showed disinterest towards this type of implementation. Thereby numbers in the control group indicate that the majority were attracted to this type of activity.

Additionally, the survey proved the students' self-perception of grammar acquisition, based on the methodology implemented by their teachers (see figure 3). The graph on the right corresponds to the control group, while the one on the left to the experimental group.

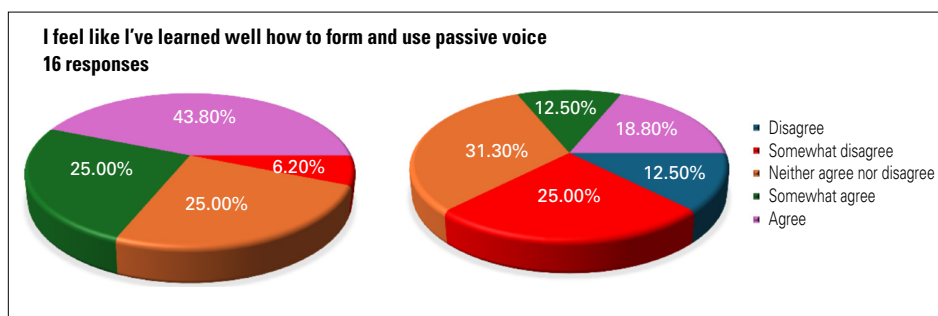


Figure 3. Experimental group (left) and control group (right) learning sensations.

The answers show discrepancies. In the experimental group, most students 68.8% feel that they have learnt, while 31% are not sure of their learning; none of them disagree with the statement. On the other hand, the control group felt more insecure towards the acquisition of the passive voice, as 37.50% of them affirmed that they had not learnt it accurately, 31.3% feel insecure about their learning and 31.3% show agreement, half the percentage of the students in the experimental group. The experimental group revealed a positive attitude towards their process of learning the passive voice, thereby aligning with the results of the post-test.

Regarding the following question, on the opinion of students of the control group towards the traditional methodology (figure 4), 31.3% of them somewhat like the way grammar is taught, while the rest of them, 43.8% do not show appreciation, and the 24.9% dislike the traditional method, and none of the students enjoy it.

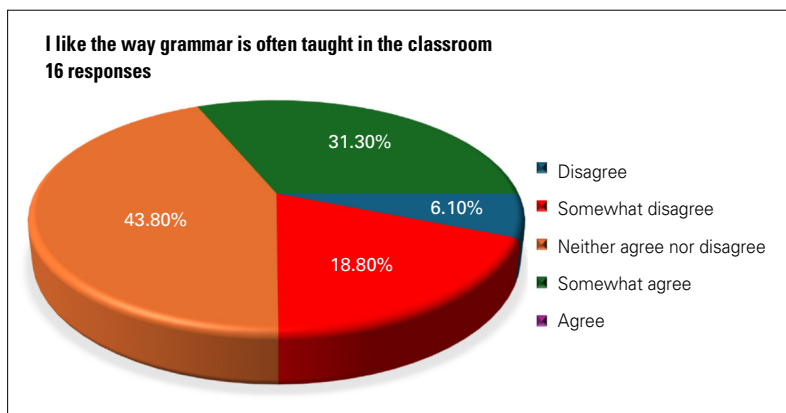


Figure 4. Control group opinion on traditional methodology

These results align with the results of figure 3, as a high proportion of students showed their disgust towards the traditional teaching methods implemented.

In parallel, the experimental group was asked if they would recommend subtitling tasks. As we can observe, the response is outstandingly positive (see figure 5). 81.3% of students would recommend subtitling, 12.5% somewhat would, while just one (6.2%) was not sure. The previous outcomes on learning were reinforced by the fact that 93.80% of the students would recommend the use of subtitling,

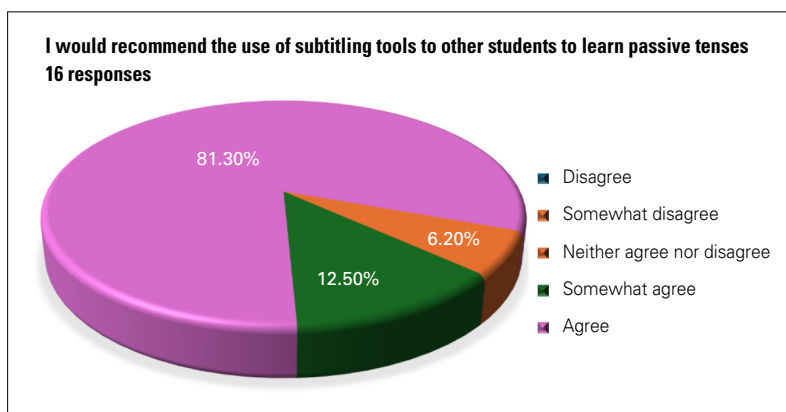


Figure 5. Experimental group answers regarding their recommendations.

The following two diagrams (figures 6 and 7) display the students' perspective on the approach implemented to acquire the passive voice. Regarding the control group, figure 6 shows that the percentage of students who preferred subtitling is outstandingly lower, just 43.7% and another 6.2% do not show preferences. Nonetheless, the most remarkable finding is that half of them (50.1%) did not feel at ease with the in-class traditional methodology, which, as explained, was based on the textbook, some interactive worksheets and the workbook.

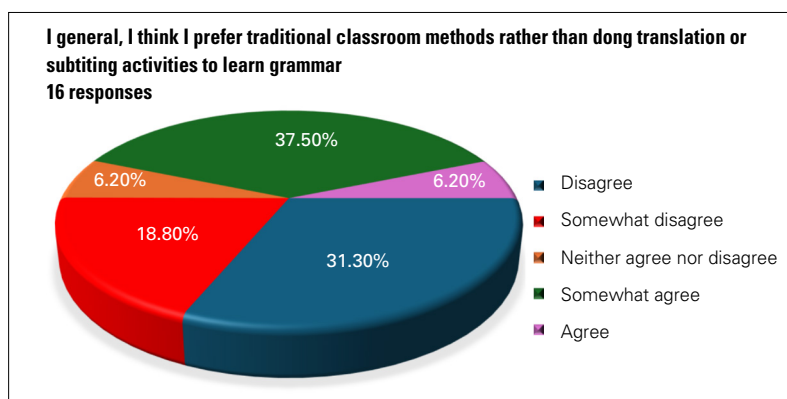


Figure 6. Control group methodology preference

On the other hand, the experimental group (see figure 7) received positively the implementation of subtitling (43.8% totally agreed with the statement, 43.8% somewhat agreed and 12.5% did not define). Moreover, none of them showed rejection towards the implementation. Thereby, they clearly preferred this approach rather than more conventional ones.

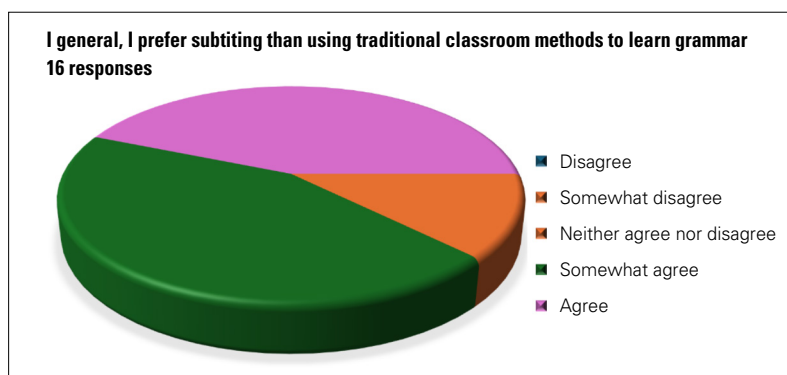


Figure 7. Experimental group methodology preference.

As we can perceive, based on the answers of the students, those who did the implementation, enjoyed, felt that they had learnt and showed preference towards this methodology. This clearly opposes the answers of the control group, who did not feel an improvement in the acquisition of the language and did not feel at ease with the traditional methodology

## 5. Discussion

The first research question aimed to find whether interlingual didactic subtitling is an effective method for 2nd ESO students to acquire knowledge of the passive voice. The results show that the experimental group do not disperse from the control group, demonstrating that didactic subtitling was an effective tool in the teaching of the passive voice, and, equally relevant, they also showed improvements in the appropriate use of passive sentences in Spanish, their L1.

The pre-test results of both groups were similar, although the experimental group seemed to be slightly more proficient than the control group, while the post-test results revealed a clear difference in the effectiveness of the methodologies employed in the two groups, as the experimental increased by 13.75 percentage points, more than twice the 5 points showed by the control group.

The conjugation exercises showed diverging results (table 2). Whilst the control group improved significantly their scores, the experimental group's progress was less perceptible. As the control group's pre-test marks were lower, it is reasonable to infer that they had greater room for improvement. Additionally, it is feasible that the control group had engaged with exercises similar to those in the test, and their extensive practice might have contributed to this outstanding 17.30% increase.

When compared, the post-test marks of both groups were almost identical, which indicates that they had accomplished a similar level of proficiency in the conjugation of passive verb tenses, thereby implying that didactic subtitling can be equally effective in the acquisition of passive tenses as other more traditional teaching approaches. These results add to those of other existing studies on the improvement of grammar acquisition through subtitles, such as those carried out by Goñi-Alsúa and García Jaurena (2021), or Rivera and Sánchez (2022).

Considering the conversion of active to passive voice sentences (table 3), the results were particularly unlike. The experimental group improved over 13%, whereas the control group's results deteriorated slightly, marking a deviation from the norm. This group had practised this type of exercise, while the experimental group had only been introduced to the concept during the grammar explanation in the initial session and had not worked on them. This discrepancy may be explained by the fact that in exercise 4, the passive sentences were, in fact, news

headlines, and the experimental group had worked with similar sentences along the project. Thus, we observe the benefits of employing authentic content, thereby confirming the theses of Ruipérez (2003) or Álvarez (2017). Additionally, this shows that meaningful learning is achieved by motivating activities, as Llamas Martínez and Quiles Cabrera (2023) propose.

Moreover, it is notable that both groups committed fewer errors when conjugating verbs in the sentence transformation exercises than in the pre-test. The contextualisation of the sentences seems to have facilitated the accurate conjugation of the verbs, because students could recognize the correct form, based on the context of the sentences. The findings indicate that students do not focus on the sentence structure when they are required to transform the verb. Therefore, once again, the results emphasize the benefits of authentic exercises that require students to pay attention to form and meaning at the same time.

Lastly, referring to the analysis of the outcomes of the translations (table 4) the results align with expectations. Along with the grammar explanation in the first session, students learnt to verse the passive voice in English as *pasiva refleja* sentences in Spanish, unlike the control group who was not exposed to Spanish along with the instruction of the passive voice. This way, students who participated in the project exhibited a noteworthy upgrade in their translation skills, whereas those who did not utilize their mother tongue did not notice their mistakes. Thus, this approach not only helps to acquire the L2 but also strengthens the L1.

These results contribute to the growing body of evidence supporting the integration of subtitling into the teaching of a L2. This approach has been previously explored by scholars such as Talaván and Rodríguez-Alarcón (2014), Reig-Gascón (2017), Aksu-Ataç and Köprülü-Günay (2018), Beltramello (2019), Soler-Pardo (2020), Castro Moreno (2021), Lertola (2021), Díaz-Cintas and Wang (2022) or Talaván and Rodríguez-Arancón (2024). Additionally, the results reinforce Lertola (2018) who, after having conducted a study on the role of pedagogical translation over time, concluded that DAT is highly compatible with the current EFL teaching paradigm, which emphasizes meaningful learning through real-life language models. Although the sample number was small, and further research is needed, this work contributes to the existing studies on the impact of subtitling on the acquisition of grammar in EFL classes, and reinforces the argument that active didactic subtitling is an approach as valid and useful as others in this area of English pedagogy.

The second research question sought to determine whether interlingual direct subtitling is a method that engages and motivates 2nd E.S.O. students to learn English. The responses from both the experimental and control groups to the questionnaire produced promising conclusions, as a high percentage of students enjoyed the *Subtitling News* project. The implementation of information



and communications technologies (ICT), a new method, subtitling, and real materials has proven to be a successful combination, showing that students enjoy this type of practice, which leads us to consider that teachers should perform more projects of similar features to increase the student's motivation.

With reference to the impression towards interlingual didactic subtitling as a learning tool (figure 1), the experimental group indicated an astonishingly positive response, with 93.70% of students valuing the experience as 4 and 5. Besides, all of them exposed that they would like to keep on using this approach, with opinions such as «It makes you feel like doing such a great job on your own» (*sic*).

The control group's responses (figure 2) expose that 62.60% of the students were interested in participating in a subtitling task, which implies that most adolescents felt attracted towards this practice. Students found the project «interesting», «entertaining» or «fun» with one of them explaining that they were «interested in trying» as «it's something new», and with only two expressing their disinterest in the activity. Hence, we can deduce that working with subtitles is an engaging activity for students.

Figure 3 shows that there is a sizeable lack of balance between the groups when we refer to their perceptions about learning. 27.50% of the students in the control group expressed that they felt they had not learnt the passive voice, being notable that 25% of them answered committed more mistakes in the post-test, which aligns with the students' perceptions. We may attribute these outcomes to disinterest or a lack of motivation (figure 4); therefore, it seems necessary to implement appealing and innovative techniques to enhance student's motivation and improve their confidence in the acquisition of the language.

Regarding the experimental group (figure 3), the results exhibit a higher percentage of learners who affirm that they have learnt through subtitling. Some of the answers included ideas such as «It helped me with grammar, passive tenses [...]» or «I think it is a very good way to learn English». Moreover, they were enthusiastic to see the final product, which proves that the use of real pieces of news has increased their self-perception and self-esteem.

The analysis of the answers to the following questions reinforces the results mentioned. Figures 6 and 7 refer to the students' preferences about methodology. The experimental group responded that they preferred subtitling over other traditional approaches, with comments such as «I also think It was the best project I've ever had because It helped me with grammar, passive tenses, and to work with interesting programs and also having more knowledge about more works around the world ambit (*sic*)». In the control group, the percentage of students who opted for subtitling was lower, which is not surprising, because they were only exposed to the final products of their peers. Nevertheless, the percentage that preferred the traditional methodology was not especially high, thus indicating that students are interested in innovative and more motivating approaches.

To conclude, we can affirm that the outcomes of the questionnaire administered have produced significant perceptions, as the experimental group showed high levels of content and motivation, which is a notable result. This research contributes, then, to the existing literature from the point of view of the students (Talaván, 2019a; Soler Pardo, 2020; Lertola and Talaván, 2022), and from the point of view of the teachers (Sánchez-Requena *et al.*, 2022) by providing empirical evidence on the use of active approaches such as interlingual didactic subtitling.

## 6. Pedagogical recommendations

As evidenced by the final results, and in accordance with the theoretical framework, subtitling has been demonstrated to be an effective tool, as we observe improvement in grades and enhanced enjoyment of participants. Given the favourable outcomes, educators may consider incorporating subtitling tasks, which can be completed individually or in groups, thereby facilitating collaborative or cooperative learning, contingent on the specific needs of the learners.

Conversely, subtitling tasks can be expanded to encompass a broader range of skills. For instance, educators may suggest writing activities inspired by subtitled videos, or encourage students to engage in reading activities preceding the tasks. Alternatively, they may permit students to create their own short films based on the subtitling of particular scenes from a given film. Additional options are the study of grammar or vocabulary through the implementation of inductive activities, or the research on the topic of the films by means of treasure hunts. Such tasks can be transformed into more substantial projects by incorporating activities designed to enhance the four skills. To finish with, educators may consider incorporating tasks based on the TRADILEX units as an additional component to their existing pedagogical strategies.

As this is a hands-on approach, in which all skills can be integrated, and it is centred on the learners, the learning process is meaningful, allowing students to both acquire the language and enjoy along the process.

## 7. Conclusions and limitations

Nowadays, the advent of new technologies and the emergence of new insights into the efficacy of traditional pedagogical approaches have precipitated a profound transformation in the manner by which knowledge is conveyed and assimilated. The incorporation of a wide range of technological resources has enhanced the acquisition of language skills, fostering motivation and facilitating autonomous learning.

The present study demonstrates the outcomes of an implementation conducted in a secondary education classroom in accordance with the experimental methodology. The study concentrated on two key areas: firstly, the efficacy of interlingual subtitling as a tool for teaching the passive voice in the context of grammar acquisition; and secondly, an in-depth exploration of the role of motivation in this process. The results demonstrate positive outcomes with regard to both language acquisition and student motivation. As can be observed, the experimental group exhibited an improvement of 8.75 percentage points above that of the control group. With regard to students' perceptions, the experimental group indicated a high level of approval for the implementation of this method, as evidenced by their responses. The students indicated that the subtitling process had served as a motivating factor in their acquisition of grammatical knowledge. Nevertheless, a subset of the control group exhibited a reluctance to engage with this methodology.

In light of the aforementioned results, it can be observed that this work aligns with previous research, as referenced in the text, which demonstrates that interlingual didactic subtitling serves as a supplementary method in the EFL classroom and is equally effective as other traditional approaches for acquiring passive voice structures.

It must be acknowledged that the number of students who participated in the implementation of the study was relatively low (n=25), which limits the ability to generalise the findings. It would be beneficial for future research to include a more diverse range of respondents and to focus on other related topics. It would be recommended to conduct longitudinal research to ascertain the long-term retention rates of the language content. An additional avenue for exploration would be the integration of subtitling in more complex cooperative work projects, or in other methodologies, such as gamification, with the aim of demonstrating the extended possibilities of the tool. Further studies should be conducted with different populations, at higher levels of grammar content and with different contexts.

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## ANNEXES

### Annex 1. Pretest

#### PRE-TEST

**Conjugate the verbs in brackets to complete these PRESENT passive sentences:**

1. Many cars \_\_\_\_\_ in Japan. (make)
2. An ovation \_\_\_\_\_ to the actors. (give)
3. The report \_\_\_\_\_ by the employee. (not write)
4. The best cookies \_\_\_\_\_ here. (sell)

**Conjugate the verbs in brackets to complete these PAST passive sentences:**

5. Rose \_\_\_\_\_ by the snake. (scare)
6. The pictures \_\_\_\_\_ by Picasso. (paint)
7. I \_\_\_\_\_ for the work. (not pay)
8. They \_\_\_\_\_ the question two times. (ask)

**Transform these sentences from active voice to passive voice:**

9. People speak Portuguese in Brazil.
10. My grandfather built this house in 1943.
11. Did the mechanic repair the car?
12. Somebody cleans the office every day.

**Transform these headlines from active voice to passive voice:**

13. "The authorities didn't recover the stolen artwork."
14. "A larger corporation acquired the company."
15. "The wildfire destroyed several homes."
16. "A driver who was under the influence of alcohol caused the accident."

**Translate the following sentences:**

17. Julie and Luke were invited to a party.
18. A new stadium is being built near the station.
19. These knives are used to cut up food.
20. The movie was directed by a famous actor.

## Annex 2. Post test

### POST-TEST

**Conjugate the verbs in brackets to complete these PRESENT passive sentences:**

1. Messi and Cristiano \_\_\_\_\_ all over the world. (know)
2. A flower bouquet \_\_\_\_\_ to the teachers. (give)
3. The project \_\_\_\_\_ by the team. (not complete)
4. The best paellas \_\_\_\_\_ in Valencia. (make)

**Conjugate the verbs in brackets to complete these PAST passive sentences:**

5. Jake \_\_\_\_\_ by her girlfriend. (surprise)
6. These books \_\_\_\_\_ by Shakespeare. (write)
7. The package \_\_\_\_\_ on time. (not deliver)
8. Their car \_\_\_\_\_ in the middle of the street. (steal)

**Transform these sentences from active voice to passive voice:**

9. People speak English in Nigeria.
10. Leonardo DaVinci painted the 'Mona Lisa' in 1503.
11. Did the hairdresser cut your hair?
12. Somebody waters the plants every day.

**Transform these headlines from active voice to passive voice:**

13. "The police didn't arrest the suspects of the robbery."
14. "A damaged electrical installation started the fire."
15. "Osasuna defeated Sevilla in the final match."
16. "Elon Musk bought Twitter for 44 million dollars."

**Translate the following sentences:**

17. Peter and Christine were expelled from school.
18. Mobile phones are not allowed in class.
19. This alarm is used in case of fire.
20. Our house was built in 1902.

## Annex 3: Questionnaires

### Experimental group questionnaire:

1. How would you rate your overall experience with using subtitling tools in the classroom?  
1 (dissatisfied)    2    3    4    5 (satisfied)
  
2. What was your favourite part of the activity?  
\_\_\_\_\_
  
3. What would you change?  
\_\_\_\_\_
  
4. I feel like I've learned well how to form and use passive voice.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
5. I feel like I learn more using Spanish to learn English, it's easier for me.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
6. I would like to use subtitling more in English class.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
7. I would recommend the use of subtitling tools to other students to learn passive tenses.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
8. In general, I prefer subtitling than using traditional classroom methods to learn grammar.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
9. I enjoyed working individually but at the same time having done a group project together.  
Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
  
10. Write here if you have any suggestion or comments. I will appreciate it, thank you.  
\_\_\_\_\_

**Control group questionnaire:**

1. I liked the idea of subtitling videos and would like to try it out in class.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree  


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2. Why? /Why not?  


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3. I like the way grammar is often taught in the classroom.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree  


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4. Why? /Why not?  


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5. I feel like I've learned well how to form and use passive voice.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
6. I feel like I would learn more using Spanish as a tool to learn English, it would be easier for me.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
7. I would recommend to other students the materials my teacher has used to teach passive tenses.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
8. In general, I think I prefer traditional classroom methods rather than doing translation or subtitling activities to learn grammar.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
9. I liked the idea of the other group to work individually but at the same time to make a common project.  
 Disagree    Somewhat disagree    Neither agree nor disagree    Somewhat agree    Agree
10. Write here if you have any suggestion or comments. I will appreciate it, thank you.  


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