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Analysis of didactic audiovisual translation in ESP with special focus on oral skills

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UNIVERSIDAD DE ZARAGOZA
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Universidad Zaragoza

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Doctoral Thesis

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Abstract

In the last decades, the technological revolution has promoted the development of new forms of language teaching, among which the didactic uses of Audiovisual Translation (AVT) have attracted the attention of academics and European institutions. Empirical research has shown that AVT in the language classroom can be a powerful resource for developing receptive, productive and technological skills. However, despite its growth, there is still an area in which there is insufficient research to demonstrate the benefits of this methodology: English for Specific Purposes (ESP).

This thesis aims to contribute to the field of didactic AVT in order to shed light on how this methodology can influence the learning of ESP. It investigates the use of subtitling and dubbing in English language skills, focusing on oral skills. To this end, this doctoral thesis is based on the creation, implementation and analysis of two experimental studies: a pilot study and a case study. These studies were implemented during the academic years 2020/21 and 2021/22 in an elective course in *Technical English*, at the School of Engineering and Architecture (EINA), at the University of Zaragoza.

In each course, twelve lesson plans (LPs) were designed, six of them for an experimental group (EG) using a didactic AVT; and another six for a control group (CG) using methodologies commonly referred to as “traditional”. Along with these LPs, pre- and post-questionnaires were also implemented in each course to identify students' needs and final impressions of the LPs, respectively. Finally, several tests were also designed and implemented, which were essential tools to see the development of the students' skills during the courses.

By means of a mixed-method approach, using both quantitative and qualitative data, the pilot study yielded some conclusions about changes that were needed and established the basis for the case study. Then, the latter, through the same methods, demonstrated the virtues of didactic AVT for ESP learners, especially in oral production skills, and showed how students' motivation increased when using a novel and innovative methodology. At the same time, these analyses also showed certain limitations, opening the door to future research in the field of didactics AVT for ESP.

Key words: Didactics AVT, Subtitling, Dubbing, ESP students, Oral Skills

Resumen

En las últimas décadas, la revolución tecnológica ha promovido el desarrollo de nuevas formas de enseñanza de idiomas. Entre éstas se encuentra la Traducción Audiovisual (TAV) didáctica, metodología que ha captado la atención de académicos e instituciones europeas. A través de investigaciones empíricas, se ha demostrado que la TAV puede ser un buen recurso para desarrollar las habilidades receptivas, productivas y tecnológicas en el aula de idiomas. Pese a su auge, sin embargo, todavía existe un campo en el cual no se cuenta con investigación suficiente que demuestre los beneficios que reporta esta metodología: el Inglés para Fines Específicos (IFE).

Esta tesis doctoral pretende contribuir al campo de la TAV didáctica con el fin de demostrar cómo esta metodología puede influir en el aprendizaje de IFE. Este es, por tanto, el punto de partida; siendo el objetivo principal investigar el uso de la subtitulación y el doblaje activo para desarrollar, fundamentalmente, las destrezas de producción y recepción orales, entre otras. Para ello, esta tesis doctoral se centra en la creación, implementación y análisis de dos estudios experimentales: un estudio piloto y un estudio de caso. Dichos estudios se implantaron durante los cursos académicos 2020/21 y 2021/22 en la Escuela de Ingeniería y Arquitectura de la Universidad de Zaragoza, concretamente en la asignatura cuatrimestral transversal optativa *Technical English*. Esta asignatura cuenta con horas teóricas y horas prácticas; siendo en estas últimas donde se enfatizan las destrezas orales.

Los estudios contaron con la participación de un total de 178 estudiantes divididos en sendos estudios. En cada curso se diseñaron doce unidades didácticas, seis de ellas para un grupo experimental que utilizaban una metodología de TAV didáctica y otras seis para un grupo de control que usaba metodologías comúnmente denominadas “tradicionales”. Junto con estas unidades didácticas en cada curso se implementó, también, un pre-cuestionario y un post-cuestionario para conocer las necesidades de los alumnos y saber sus impresiones finales sobre el curso y las unidades didácticas. Finalmente, también se diseñaron e implementaron varios exámenes que fueron herramientas clave para ver el desarrollo de las destrezas de los alumnos durante los cursos.

En el estudio piloto, realizado durante el año de docencia online debido a la situación sanitaria de la pandemia, se implementaron las doce unidades didácticas, los dos cuestionarios y tres *listening test* (uno al principio de la asignatura, uno al final de la misma y un último test pasadas dos semanas desde la finalización del curso). También se añadieron las notas que los alumnos obtuvieron en el examen final, que sirvieron para el análisis del resto de destrezas. Todo ello

permitió recoger datos cuantitativos y cualitativos que fueron posteriormente analizados con los softwares SPSS y QDA Miner Lite. Los resultados obtenidos del análisis hicieron que se introdujeran algunos cambios, por ejemplo, el orden de las unidades didácticas, u otros más relacionados con contenidos en el diseño del estudio de caso.

En el estudio de caso, además de los cambios en las unidades didácticas, se modificaron los test para examinar a los alumnos; introduciendo un nuevo test para evaluar la destreza de producción oral y reduciendo el número de test de control de *listening* y *speaking* a dos (uno al principio del curso y otro al finalizar). Para el resto de destrezas, se siguieron utilizando los mismos instrumentos. Los resultados obtenidos fueron analizados, una vez más, usando un enfoque de método mixto de datos cuantitativos y cualitativos. El análisis arrojó a la luz las virtudes de la TAV didáctica en alumnos de IFE (especialmente en la destreza de producción oral) y demostraron como la motivación de los alumnos aumentaba notablemente al usar una metodología novedosa. A su vez, estos análisis también mostraron ciertas debilidades que abren la puerta a futuras investigaciones en el campo de la TAV didáctica para cursos IFE.

Palabras clave: TAV didáctica, Subtitulación, Doblaje, estudiantes de IFE, destrezas orales

List of Acronyms

AD – Audio Description

AV – Audiovisual

AVT – Audiovisual Translation

CEFR – Common European Framework of Reference

CG – Control Group

CPL – Character Per Line

CPS – Character Per Second

DHoH – Deaf and Hard of Hearing

EAP – English for Academic Purposes

EG – Experimental Group

EGAP – English for General Academic Purposes

EGOP – English for General Occupational Purposes

EGP – English for General Purposes

EGPP – English for General Professional Purposes

ELT – English Language Teaching

EOP – English for Occupational Purposes

EPP – English for Professional Purposes

ESAP – English for Specific Academic Purposes

ESOL – English for Speakers of Other Languages

ESOP – English for Specific Occupational Purposes

ESP – English for Specific Purposes

ESPP – English for Specific Professional Purposes

EST – English for Science and Technology

FL – Foreign Language

FOPT – Final Oral Production Test

FORT – Final Oral Reception Test

GTM – Grammar Translation Method

ICTs – Information and Communication Technologies

IOPT – Initial Oral Production Test

IORT – Initial Oral Reception Test

L1 – First Language

L2 – Second Language

ListeningPS1 – Listening pre-test

ListeningPS2 – Listening post-test

ListeningPS3 – Listening delayed post-test

LP(s) – Lesson Plan(s)

OV – Original Version

SDH – Subtitling for the Deaf and Hard of Hearing

SLA – Second Language Acquisition

TESOL – Teaching English to Speakers of Others languages

TILT – Translation in Language Teaching

TL – Target Language

Question – Q

UOE – Use of English

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1. INTRODUCTION

Didactic audiovisual translation (AVT) is a fast-growing and unstoppable field. The first studies in the field of didactic AVT date back to the 1980s; however, in the last decade, scholars from different parts of the world have begun to integrate and apply the different modalities of AVT for didactic purposes, which has led to a considerable growth of academic work in the field. Therefore, didactic AVT is experiencing its apogee, with more research focusing on aspects ranging from the improvement of the oral reception skills (Talaván and Rodríguez-Arancón, 2014) or the acquisition of vocabulary (Lertola, 2019b) to more specific areas such as the enhancement of intonation and pronunciation (Sánchez-Requena, 2016) or pragmatic awareness (Lertola and Mariotti, 2017).

Despite this, there is still an unexplored field that can benefit enormously from this methodology and that is English for Specific Purposes (ESP), due to the adaptability together with the use of authentic texts that this methodology offers. Scholars such as Nunan (2004) or Catalá-Hall (2013) highlight the urgency of creating specific programmes that address the immediate needs that some learners may have while studying ESP. Thus, this doctoral thesis attempts to provide ESP with a new approach that responds to its demands.

At present, research on didactic AVT in ESP (Talaván, 2006, Ávila-Cabrera, 2021) is relatively scarce and there is still a lot of untapped potential in the use of AVT for ESP teaching. This is therefore the starting point of this doctoral thesis whose **aim** is to investigate the use of active subtitling and dubbing for the development of language skills, in particular, oral skills, in the case of ESP learners. To this end, two studies (a pilot and a case study) are designed for the students of engineering and architecture in the University of Zaragoza. They are implemented in the second semester of the academic years 2020/21 and 2021/22. The analysis of the results extracted from the studies follows a mixed-method approach based on quantitative and qualitative data collected through the course. The research attempts to shed light on the effectiveness of AVT in the barely explored field of technical English and lay foundations of a fresh and growing approach in ESP teaching.

The research started with the formulation of four **research questions**: to what extent AVT is beneficial for the improvement of:

- 1) listening skills,
- 2) speaking skills,
- 3) language skills, and
- 4) emotional learning in ESP students.

From there, three **hypotheses** were formulated and considered as the starting point for creating, implementing and analysing the pilot and case study. First, a didactic AVT approach leads to a slightly more significant improvement in ESP students' oral skills than more traditional approaches. This is partly due to the authentic character of the audiovisual (AV) texts used and the resources and possibilities that the approach offers. Second, non-AVT didactic approaches lead to a slightly less significant improvement of general language skills in ESP students, as the didactic AVT integrates the work of all skills into the practical tasks having an impact on their development. And, third, ESP students are more engaged in and out of the classroom when new and innovative methodologies like didactic AVT are used. This methodology awakens students' curiosity and makes them more engaged. In this way, students' anxiety levels are reduced, and they perform better on tasks.

The present doctoral thesis is divided into seven chapters, which aim to present the experimental studies as clearly and coherently as possible. In order to provide an overview of the issues addressed in the different parts of this doctoral thesis, the contents of each chapter are displayed as follows:

Chapter 2 presents the theoretical framework which sustains this doctoral thesis. It is divided into three sections moving from the general to the specific. It starts with an overview of AVT in which general terms are laid out in order to have a deeper understanding of the basis of this research. It continues with the history of didactics AVT, from the pedagogical uses of translation to AVT as a pedagogical resource in its right. The subsection turns its focus to Krashen's Hypotheses (1982) to demonstrate their direct relationship to AVT and the aims of this experimental research. This is followed by an introduction of the two modalities used for this doctoral thesis, subtitling and dubbing, and previous research in the field, and concludes with the role of AVT and new technologies (ICTs) in the ESP classroom.

Chapter 3 provides a description of the methodology used for the design and implementation of the pilot and case study. The chapter defines the hypotheses and research questions on which the empirical studies are based. Then, a description of our study population follows, as well as the definition, design and application of our four data collection instruments, which are: (1) the pre-questionnaire, which is designed to accurately assess the needs of the students; (2) lesson plans (LPs), where the design of the 24 LPs implemented in the two academic years is discussed; (3) oral reception and production tests, where the devices used to monitor and evaluate students' progress are described; and, (4) the post-questionnaire, used to collect the students' final feedback on the LPs and the project. The chapter concludes with a description of the rubrics created and used for the assessment of each task. As an extension to the chapter

on methodology, **Chapter 4** includes a detailed description of the LPs designed for the pilot study and the changes made in the case study.

The analytical analysis of the results of the pilot study is presented in **Chapter 5**, and is divided into two: quantitative and qualitative analysis. The quantitative analysis concentrates on the data obtained from the closed questions of the pre-questionnaire and post-questionnaire and the tests students took during the course. All data are collected and analysed with SPSS. The qualitative analysis is carried out with QDA Miner Lite and focuses on the data obtained from the post-questionnaire's open-ended questions.

The data analysis of the pilot study allowed for the case study, the results of which were collected and analysed in **Chapter 6**. A mixed-method approach was used in order to analyse quantitative and qualitative data to draw the main conclusions. The same software (SPSS and QDA Miner Lite) as in the pilot study was used for the analysis of the results. However, this time the conclusions have broader implications, as the case study incorporates the improvements made on the pilot study and intend to pave the way for future research in the field.

Chapter 7 is the concluding chapter, which provides an overall assessment of the case study with possible further recommendations derived from the findings. The chapter ends with a proposal for possible future lines of research, and includes the conclusions translated into Spanish.

The **bibliography** is presented immediately after Chapter 7; and nine different **Annexes** complete this doctoral thesis. The annexes can be divided into those related to the instruments used in the studies and those which include the qualitative data extracted from QDA Miner Lite. Thus, Annexes 1, 2, 3 and 4 gather together the 24 LPs designed for the pilot and case studies. Annexes 5, 6, 7 and 8 present the students' answers to the post-questionnaire which are organized by coding tables taken from QDA Miner Lite. Finally, Annex 9 provides a link to a Google Drive folder to the materials used in the LPs.

2. LITERATURE REVIEW

2.1. Audiovisual Translation

During the last 20 years, AVT has been one of the fastest-growing fields in translation studies as a result of the development of both undergraduate modules and specific university degrees and the appearance of specific research literature on the field, among other circumstances (Pérez-González, 2014: 12). The first articles or contributions ever made to the field of AVT can be dated back to 1957, although they could be considered anecdotal since these first studies “were brief and scattered in a wide range of publications going from cinema and translation journals to newspapers and weekly magazines” (Díaz Cintas, 2009: 1). These articles are a monograph by Laks (1957) followed by an article in *Babel* in 1960. After this, the first works considered as proper research are a contribution to the field of dubbing by Fodor's in 1976 and some seminal articles during the seventies and eighties, like the one from Vöge in 1977 (Chaume, 2020: 43). However, it is not until the nineties when we can start considering AVT as a research field of its own, as Bolaños-García-Escribano et al. (2021: 2) points out: “the first pedagogical developments can be traced back to the late 1980s and early 1990s when novel courses on AVT were designed and developed in Western Europe”. During these decades, considered the golden ages of AVT, studies were “flooded by such necessary contributions focusing on the peculiarities and specificities of audiovisual translation in comparison with conventional written modes of translation” (Chaume, 2020: 43). The approach taken in these first research studies can be highly criticised since they are more related to personal experiences and they have insufficient research methodologies. Even though they do not accomplish the traditional steps for solid research, these first contacts have helped contemporaneous researchers to develop AVT theories, as Chaume (2020: 43) states: “before conceiving a valid methodological framework of research able to explain the various dubbing and subtitling norms, it was necessary to take the industrial process into account: what took place and how, when, where and by whom”.

AVT is a discipline born under the umbrella of Translation Studies that has gained the right to “constitute a legitimate and independent field of studies, matching the status of any other area of studies in translation and interpreting” (Chaume, 2018: 41). AVT concentrates on the study of the different modalities used for the translation of AV texts. An AV text is defined as “a mode of communication that is distinct from the written and the oral modes” (Zabalbeascoa, 2008: 26) and as “a semiotic construct comprising several signifying codes that operate simultaneously in the production of meaning” (Chaume, 2004: 16). Thus, an AV text is, mainly, an act of communication that involves sound and images. Bearing this in mind, it can be said that AVT also differs from other types of translations as it focuses on “the practices,

processes and products that are involved in or result from the transfer of multimodal and multimedia content across languages and/or cultures” (Pérez-Gonzalez, 2009: 13). AVT is multimodal as it relies on the combination of a wide range of resources¹ for its production and interpretation (such as language, image, music, colour and perspective), and it is multimedia as this arsenal of semiotic modes is transferred to the spectator through several media in a synchronised manner.

In AVT the final product does not need to be exact to the original as there are other factors to consider during the process such as synchronisation. In this way, AVT has contributed to the creation of new perspectives to the meaning of equivalence, as “the target product is some way related to the original but not necessarily in terms of formal equivalence or dynamic equivalence” (Chaume, 2018: 86). With regard to AVT modalities², they encompass “dubbing, subtitling, surtitling, respeaking, audiosubtitling, voice-over and partial dubbing, simultaneous interpreting in film festivals, free-commentary, subtitling for the deaf and the hard of hearing (SDH), audio description for the blind and visually-impaired (AD), fansubbing and fandubbing” (Chaume, 2018: 84). Subtitling and dubbing are still commonly regarded as the two most popular AVT modalities, with voiceover being the third. However, the boom and proliferation of AV texts at the close of the Twentieth Century led to a corresponding boom in AVT modalities and eventually to increase interdisciplinary research (Remael, 2010: 12). These three modalities – subtitling, dubbing and voice-over – have been widely described. According to Díaz-Cintas (2009: 5), subtitling

involves presenting a writing text, usually along the bottom of the screen, which gives an account of the original dialogue exchanges of the speaker as well as other linguistic elements which form part of the visual image [...] or of the soundtrack.

On the other hand, dubbing implies “replacing the original soundtrack containing the actors’ dialogue with a target language recording that reproduces the original message, ensuring that the target language sound and the actors’ lip movements are synchronized” (Díaz-Cintas, 2009: 5); this synchronisation leads the audience to believe that the real voice of the actors’ onscreen is the recorded voice. Finally, voice-over involves “reducing the volume of the original soundtrack to a minimal auditory level, in order to ensure that the translation, that is orally

¹ Authors such as Baldry and Thibault (2006) refer to these resources as “modes”.

² Authors like Chaume (2018) refer to AVT modalities as “modes” instead.

overlapped on to the original soundtrack, can be heard by the target audience” (Díaz-Cintas, 2009: 5).

In recent times, there has been more innovative research within the field of AVT especially related to media accessibility, although it is still a growing field that needs a lot of research. Academic and commercial researchers are leading the way of user-based studies especially in the field of media accessibility (Díaz Cintas and Szarkowska, 2020), in an attempt to contribute to the need of research highlighted by Díaz Cintas (2019: 222): “the fact remains that this flurry of empirical experimentation taking place in SDH and AD sharply contrasts with the scarcity and narrow scope of the reception studies being conducted in the more traditional translation areas of dubbing and subtitling”. While SDH consists on providing “a text display of the speech but also incorporate descriptions of sound features which are not accessible to this audience” (Pérez-Gonzalez, 2009: 15); AD can be described as “a spoken account of those visual aspects of a film which play a role in conveying its plot, rather than a translation of linguistic content” (Pérez-Gonzalez, 2009: 16). In order not to overload the spectator with unnecessary information AD has to be a balancing exercise to decide what to narrate. SDH and AD have become necessary forms of translation to assure the accessibility of AV products to the deaf and hard of hearing (DHoH) and the visually impaired, respectively.

Other modalities of AVT are surtling, reaspeaking, narration or free commentary. Surtitles, also known as *supertitles*, are similar to subtitles. They refer to the translation of sung words that are in a different language in, for example, the opera; thus, they are the equivalent of film subtitles in opera (Díaz Cintas & Remael, 2007: 25). Nowadays, they are used not only for opera performances but also for theatres and live performances, in general. Moreover, they are considered an accessibility source since they are used also in their intralingual form. Respeaking is described as

a technique in which a respeaker listens to the original sound of a (live) programme or event and respeaks it, including punctuation marks and some specific features for the deaf and hard of hearing audience, to a speech recognition software, which turns the recognized utterances into subtitles displayed on the screen with the shortest possible delay. (Romero-Fresco, 2011: 1)

Romero-Fresco (2011) makes a plain description of the term by saying that respeaking is the production of subtitles through speech recognition. As far as narration and free-commentary are concerned, they are two modalities that have been traditionally bundled together as they shared the absence of lip-synchronization (Pönniö, 1995). Chaume (2012: 3-4) defines narration as “a kind of voice-over, where the translation has been summarized” and free-commentary as

“a variation of voice-over and dubbing, where a comedian manipulates the translation for humoristic purposes and add jokes or funny comments”.

Finally, from a non-professional perspective, there are two other AVT modalities which are increasingly popular because of the fast-growing world in which we live and globalization: fansubbing and fandubbing. As Díaz-Cintas (2009: 11) indicates: “the production of subtitles is relatively easy these days and has popularised translation practices like fansubbing whose main philosophy is the free distribution over the internet of audiovisual programmes with subtitles done by fans”. This type of translation allows to be more creative and not to stick to the rules, since it is a translation for the “fans made by the fans”. Fandubbing, in turn, can be used to refer to two different phenomena: amateur dubbing and gag dubbing (Chaume, 2018: 87). So, fundubs can be described as “home-made dubbings of television series, cartoons (particularly the anime genre) and trailers for films that have not yet been released in the target language country or region” (Chaume, 2018: 87). This type of dubbing is normally made by fans who download the text from the internet and manipulate or eliminate the original version soundtrack to “insert a newly dubbed track which they record at home using a microphone” (Chaume, 2018: 87).

2.2. The History of AVT Didactics

2.2.1. Translation as a pedagogical resource’

The origins of translation as a pedagogical resource can be found in the Grammar Translation Method (GTM) which is also considered one of the most lasting methods as it is still possible to be found in some classrooms around the world. It was in the Eighteenth Century when modern languages, such as English, finally entered into the European study curriculum, gradually replacing Latin as the most studied language at schools. These modern languages were taught mainly through the use of grammar and the translation of sentences. According to Mukalel (1998: 45) the GTM “is a foreign language teaching method which consists exclusively of the formal teaching of grammar and translation from and to the mother tongue of the learner”. In this method, grammar rules are the central part of the syllabus, as they are thought to be universal “all human languages are the same in the content and they differ only in the external expression” (Mukalel, 1998: 47), and they are taught in a systematic order. Two possible goals of language learning in this method are observed: 1) the acquisition of the ability to read literary texts in the target language and 2) getting benefit from the mental exercise of language learning (Lertola, 2013: 24).

The GTM, predominant method during the Nineteenth Century, was soon replaced by other communicative methods, as it was considered to discourage students and perpetuate the idea of learning through the use of grammar rules and vocabulary acquisition. However, with the arrival of the Post Era some scholars, including Widdowson (1978), have been proving that the use of the GTM method has a positive effect on language learning with a few modifications, and it has consequently been adapted with the resulting of the Translation in Language Teaching (TILT) method, which is currently used inside the classroom with several modifications, though. In his book, Cook (2010: 155) writes about TILT stating that “translation has an important role to play in language learning – it develops both language awareness and use, it is pedagogically effective and educationally desirable, and it answers student needs in the contemporary globalized and multicultural world”. Thus, although the raised of TILT methodologies has increased in the last decades, it comes with several differences from the original GTM. The most important one is that TILT does not put grammar as the central part of the syllabus, but it is used as a bridge between Language Acquisition and Translation Studies trying to resemble a real-life activity (Navidinia et al., 2019). Scholars also emphasize that the objectives have also changed and that translation can be served for various purposes. Nowadays, TILT is mainly used for linguistic, humanistic and practical outcomes, which clearly differs from the initial objective of the GTM of translation as a pure mental exercise of language learning.

Thus, although many instructors still have the perception that “the use of the mother tongue, thus including the practice of translation, is an obstacle for the learning of the foreign language” (Díaz-Cintas, 2008: 2), the role of TILT inside the classroom has gained more attention through the emergence of scholars such as Cook (2010) or Laviosa (2014). The former supports the use of translation in based language teaching methodologies with, for instance, the elaboration of translation-based language teaching methodologies or with the use of second language acquisition (SLA) studies on the effectiveness of translation as part of form-focused instruction (Laviosa, 2014: 2). In the same line, in 2012, Kerr made a speech on “The Return of Translation” in which he emphasises the use of translation and gives a counter-argument to the idea of not using the First Language (L1) inside the classroom. Thus, the use of translation is at present combined with the use of more communicative approaches in order to adapt it to this new era of language teaching.

Moreover, Zojer (2009) explains in his work the pros and cons of translation methods inside the classroom in an attempt to evaluate the translation teaching system. After examining all the different cons that translation may have, he gives an exhaustive detailed explanation of how to counterattack all these arguments in favour of translation. His counter-arguments help

him to conclude that translation has benefits of its own as it is a cognitive tool for doing contrastive analysis between L1 and Second Language (L2), students may benefit from its strategies on reading comprehension, its use of language is similar to the one the speakers use in real life and it can introduce group work and self-reflection, among others. The benefits of translation are also pointed out by Leonardi who in 2010 introduces the concept of pedagogical translation in her book *The role of pedagogical translation in second language acquisition: From theory to practices*. She (2010: 19) defends the pedagogical use of translation in foreign language teaching, suggesting that translation can be used for educational purposes to improve one's communicative skill as well as the four skills.

2.2.2. AVT as a pedagogical active resource

The history of AVT as a didactic tool can be divided into four main decades. The beginning can be dated back to the 1980s when scholars started to investigate the use of subtitles as a supporting tool inside the classroom. One of these first researchers was Price (1983) who related the use of subtitles to the process of learning a foreign language and who was closely followed by Vanderplank (1988). It was not until the 2000s were subtitling started to be the main mode inside the research, this time with students being active actors inside the classroom, creating their subtitles. In this decade the most relevant academics were Williams and Thorne (2000), Sokoli (2006), Talaván (2006), Incalcaterra McLoughlin (2009) and Lertola (2013). The use of subtitling as a passive and active tool inside the classroom was the centre of attention of these first two decades. In the 2010s researchers started to investigate the use of more AVT modalities inside the classroom, opening a new era of possibilities in AVT didactics. Some important scholars during this decade are Danan (2010), Lertola (2012, 2019), Ibáñez and Vermeulen (2013). This was also a decade of important and flourishing projects like ClipFlair³, Babelium⁴ or Pluritav⁵ that helped with the development of AVT didactics.

It is also important to mention that the growth of AVT research, the inclusion of AVT modules into new and existing translation training programs and the creation of postgraduate programs specialised in this field stands out in the last decade (Bolaños-García-Escribano et al., 2021: 2). All this leads to a new interest of scholars to consolidate AVT as both an academic

³ <http://clipflair.net/>

⁴ <https://babelium.elach.uminho.pt/>

⁵ <http://citrans.uv.es/pluritav/>

discipline and an area of study at university (Bolaños-García-Escribano et al., 2021:2), stimulating a flourishing interest in studying the AVT didactic dimension. Besides, since the beginning of the 21st Century, AVT has gained more attention as a pedagogical tool (Baños Piñero & Diaz-Cintas, 2015; Lertola, 2019a). At present, AVT is studied as an active tool in which students are the centre of the class, having an active role in the creation of AVT material to enhance different aspects of their English learning process, from intonation to listening skills or vocabulary acquisition (Ávila-Cabrera and Rodríguez-Arancón, 2021: 157). The choice for an active subtitling approach is maintained by scholars like Talaván (2013: 71) who supports that the creation of subtitles as an active activity is a practical and functional task, as students can work with the language from a dynamic and functional mode and with a clear and visible objective.

Finally, it is noteworthy that due to the influence of the Council of Europe, which has been promoting multilingualism through new educational policies, there has been a proliferation of valuable projects which study AVT for language teaching and learning such as:

- Learning Via Subtitling (LeViS, 2006-2008), which was a project based on the use of subtitling for the foreign language (FL) learning in a university environment with Hungarian, Romanian, Greek, Portuguese and Spanish as the target languages;
- ClipFlair (2011-2014), a project whose main aim was to create exercises and activities for the enhancement of FL learners' four skills, writing, speaking, listening and reading. This project was innovative as it introduced revoicing as one of the activities and it displayed the LPs in an online format through a social networking web platform;
- Intralingual Dubbing to Improve Oral Skills (iDub, 2014), attempted to assess the potential that intralingual dubbing has in the enhancement of oral production skills, having as its focus university students with a B2 level learning in an online environment.
- VICTOR a project that tried to assess the potential of voice-over in the improvement of pronunciation and intonation (Talaván and Rodríguez-Arancón, 2018);
- PluriTAV (2017-2019) a project that focused on the opportunities that a multilingual approach may offer in the teaching of foreign languages (Baños et al., 2021);
- The Interpreter and Translator Trainer (Talaván and Ávila-Cabrera, 2021) a project whose main focus was the creation of a collaborative subtitling community that gave access in academia to audiovisual materials; and

- Tradilex (2020-2023), one of the most recent projects that explores the potential of AVT in language teaching by using LPs that revolve around different AV modalities (subtitling, dubbing, voice-over, SDH and AD).

2.2.3. Didactic AVT and Krashen

AVT is a common resource for teachers as “it exposes learners to the linguistic and extra-linguistic features of the original dialogue” (Incalcaterra McLoughlin and Lertola, 2015: 16); in other words, thanks to the use of AV texts, students can benefit from the dialogue with its linguistic features and also from extra-linguistic features such as cultural awareness. One of the characteristics of AV texts is that they try to reproduce real oral texts, which endows them with valuable linguistic features to be exploited by teachers. This endorses Krashen’s Monitor Model (1977, 1982), who supports the idea that learners have two independent correlated systems in order to develop their language competence: learning and acquisition. His theory is composed of five different hypotheses: the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. Under these hypotheses, the Input and the Affective Filter Hypotheses are the ones that become particularly relevant for this PhD thesis.

On the one hand, Input Hypothesis refers to the way people learn a new language by being exposed to L1. Acquisition is the main thing, while learning is secondary. Krashen (1982) states that speaking is a result of acquisition, and the best way for reaching the established objectives is by providing learners with comprehensible input, in other words, language input that can be understood by learners who do not have to understand all the words and structures in it. The input is directly related to AV texts as they can be considered real “texts”, so the learner is exposed to real language in this way. This is known as prefabricated orality, which was termed by Chaume (2004) and can be described as the creation of fictional dialogues that are written but that should sound like real conversations, that is, they are texts that are “written to be spoken as if not written” (Gregory and Carroll, 1978: 42). This prefabricated orality is typical of AV texts, and especially of the dubbed ones. While constructing an AV text, scriptwriters have plenty of linguistic resources that they use to create believable dialogues that spectators can identify as realistic pieces of conversation, and this type of dialogue is one of the keys to the success of any audiovisual programme (Baños-Piñeiro and Chaume, 2009: 2). In AVT didactics, this prefabricated orality can help the teacher portray real-life situations, which can contextualise the activities for the learners’ SLA acquisition.

Krashen (1982: 21) also adds that “we acquire by understanding language that contains structure it beyond our current level of competence (i+1). This is done with the help of context or extra linguistic information”. On account of this, *i* refers to the learner’s current competence that must evolve to the next level, stage *i*+1. He implies that learners understand language that has input (the information used in the process or while making a decision); but this input contains structures a “bit beyond” our current level of competence (*i*+1), which is achieved by the context or extralinguistic information. In this thesis dissertation, the LPs revolve around AV texts which represent the *i*+1. The value of the AV texts also relies on the fact that they are originally created for native speakers (sitcoms, films or YouTube videos, among others) depicting real language, spoken at a natural pace in real life contexts (Talaván, 2006: 318). The choice of these type of texts is aligned with the preference expressed by several researchers for the use of authentic videos in class to foster students’ involvement in the activities proposed (Gilmore, 2007). In this way, these authentic materials are not levelled, which means that they can be considered the +1 that the learner has to achieve. However, although AV texts are not levelled, the lecturer can still look for specific texts where certain expressions or vocabulary are more visible.

As far as the Affective Filter Hypothesis is concerned, Krashen presumes that the learner’s feelings or attitudes are an adjustable filter that freely passes, impedes or blocks input necessary to acquisition. He also describes three different kinds of affective variables related to SLA: 1) motivation –the higher, the better the student will do in SLA, 2) self-confidence –if the learner has a good self-image, he or she will do better, and 3) anxiety –when anxiety is low, in both personal or inside the classroom, the student will do better. All this means that learners with a low affective filter are more prepared for succeeding in SLA, while learners with a high affective filter can develop a mental block. On account of all this, the students’ activities should be based on meaningful communication, having an interesting *i*+1 input that motivates students and those activities should be done in a relaxed classroom atmosphere in an attempt to reduce the anxiety levels and achieve higher levels of self-confidence. In this regard, Lertola (2013: 14) says that “the subtitling classroom can help to develop a low anxiety environment, thanks to the use of translation and the mother tongue”, justifying the choice of AVT for the development of the LPs presented in this doctoral thesis.

Moreover, the affective filter deals with motivation in ESP students in two different ways: a personal and a professional one. On the one hand, the introduction of ICTs in the classroom is in line with Krashen’s ideas as students are familiarised with technology, which consequently contributes to feeling self-confident, increasing students’ motivation and reducing their anxiety. Technologies help students to lower their anxiety level at a personal level as they

are familiarised with AV texts and not using traditional activities can even make them temporally forget about the learning process per se. Furthermore, AVT texts can also motivate ESP students at a professional level as the selected texts would be related to their everyday life, for example a hypothetical context in which they move to a foreign country, and to their future career, considering the specific vocabulary they will have to use or job positions they will have to apply for.

Critical cultural awareness, defined by Byram (1997: 53) as “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries” represents another crucial element to be considered when increasing the students’ motivation. It equips students with the necessary skills to participate in local and global communities (Nugent and Catalano, 2015: 75). Borghetti (2011: 117-118) identifies a person with a good level of cultural competence as

someone who has a critical or analytical understanding of (part of) their own and other cultures – someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural

In this regard, AV texts also have what is known as cultural identification marks, such as expressional collocations, idioms, cultural symbols, metaphors, etc. If these marks are properly translated, the product will be closer to the target audience (Horbacauskiene and Bartaskevicius, 2019: 97). Likewise, the role of a translator is the one of a mediator, so that translators need to have a wide understanding of the culture of the source text as well as the one of the target text to convert an original text in a new form that has a meaningful function (Eyckmans, 2017: 209). This is important for this PhD thesis as students who learn through AV texts tasks can also be seen as audiovisual mediators “by making accessible the video clips with which they interact, either from a plurilingual point of view (cross-linguistic translation) or considering specific needs of sensory accessibility (auditory or visual)” (Couto-Cantero et al., 2021: 75).

The use of AV texts is also appealing as students can “see how intonation matches facial expression and what gestures accompany certain expressions, and they can learn several cross-cultural clues” (González-Vera and Hornero Corisco, 2016: 4). Moreover, a survey in their research reveals that students found AV material more enjoyable as it is more entertaining and it catches their attention (Gonzalez-Vera & Hornero Corisco 2016: 11). This leads one to think of the so-called “help option dilemma” by which teachers need a qualitative instructional to introduce support options in the classroom. In this case, teachers may require extra preparation to use AV material and not follow a simple book (Rost, 2007: 103). Teachers can also show a video clip and then ask students to guess what happens next, or to do group activities with clips,

to watch the video without sound, or work with lists of verbs and nouns (Harmer, 2012: 139). The didactic dimension of AVT in teaching languages goes hand in hand with the recent development of new technologies, as Chaume (2020: 58) suggests “AVT didactics is another promising field, especially considering the possibilities introduced by new online technologies”. This integration of technology in the classroom also makes teachers need basic technological notions.

Audiovisual translation didactics is at its finest moment, and it still has a lot of potential to be discovered and researched. Its fundamentals can be associated with Krashen’s ideas as we have seen in this section. The affective filter hypothesis can be associated with the students’ motivation, the input hypothesis with the orality of AV texts, and the +1 input is related to the improvement that an authentic video gives to students, which has an additional difficulty as these types of texts are not levelled in contrast with the activities specifically created for didactic purposes for text books. Moreover, AV texts make it possible for students to receive a natural input as they are authentic and not predesigned materials.

2.2.4. AVT modalities in teaching foreign languages

When dealing with the transfer of one language into another language a distinction between the oral output that remains oral and the one transformed into writing (Díaz-Cintas, 2009: 4) is crucial for didactic purposes. This distinction allows the classification of didactic AVT modalities into two: didactic captioning and didactic revoicing (Table 1). According to Chaume (2018: 84), “the captioning modes entail the addition of text onto or next to the screen, in both interlingual and intralingual cases of transposition” while “revoicing modes entail the addition of a spoken voice in the same or a different language, be it recorded or live, depending on the mode” (Chaume 2018: 84). Captioning modalities in didactics are just two, however, they are one of the most important disciplines in AVT, subtitling and SDH. On the other hand, revoicing encompasses a wide range of disciplines of “oral language transfer procedures: voice-over, narration, audio description, free commentary, simultaneous interpreting and lip-synchronized dubbing” (Pérez-Gonzalez, 2009: 16) which has led to a lack of consensus on the scope of the term.

Table 1. Didactic AVT modalities.

Didactic Captioning modalities	Didactic Revoicing modalities
- Subtitling - SDH	- Dubbing - Voice-over - AD - Free commentary - Narration

The pedagogical use of some of these AVT modalities has already been commented in the aforementioned projects on the use of AVT for language teaching and learning. Studies on memory perception have demonstrated that “students are able to remember 10% of what they hear, 20% of what they visually perceived, and 80% of what they visually perceived and interact with” (Lertola, 2012: 63). Thus, the use of AVT modalities not only in a passive but also in an active way can greatly benefit students, as they can enjoyably interact with the AV material while they foster their foreign language acquisition. The increase in motivation and the reduction of the anxiety levels (Krashen’s affective filter hypothesis) are two key factors for succeeding in language learning (Krashen 1982) and this can justify the integration of AVT in communicative approaches to language learning and teaching in the past decades (Lertola, 2019b: 1).

AVT research is experiencing its apogee, as Ávila-Cabrera and Rodríguez-Arancón (2021: 156) highlight “we are in fact witnessing a flourishing era in the field of AVT both professionally and academia” and so it is AVT research in the particular context of foreign language as the numerous publications prove (Baños Piñero and Díaz-Cintas, 2015; Talaván et al., 2016; Chaume, 2018; Sokoli, 2018; Díaz-Cintas, 2019), concentrating on its impact on “mnemonic retention, pragmatic awareness, vocabulary acquisition, writing skills, specialist languages, pronunciation and intonation, autonomous learning and motivational factors as well as translation skills” (Incalcaterra McLoughlin, 2018: 486). As the didactic use of AVT can be quite complex in terms of the use of AVT modalities, two methods have been selected for this doctoral thesis: subtitling and dubbing. Both have proved to be effective in several cases and pilot studies on how to teach general English. Thus, this dissertation aims to shed light on the validity of their use in the particular case of ESP. It attempts to assess to what extent the use of subtitling and dubbing can contribute to a better development of production/reception language skills in comparison with the results obtained in a class of ESP by implementing activities proper of traditional teaching approaches. Before introducing the study carried out for this dissertation, the modalities of subtitling and dubbing are presented with special consideration on their use in language teaching.

2.2.4.1. Subtitling

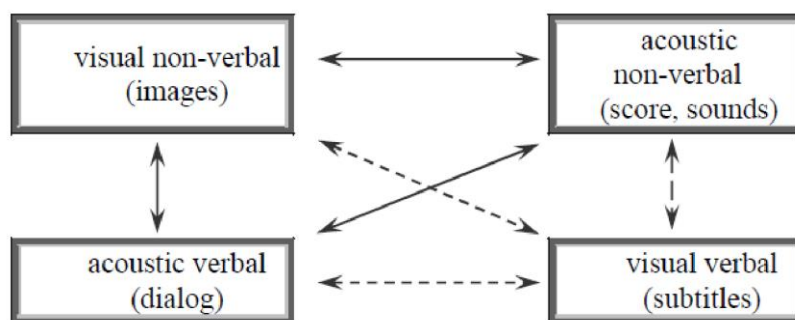
In 1980 USA television launched for the first time TV programmes with closed-captioning⁶, guided to the DHOH. However, these subtitles not only caught the attention of the target audience but also gained other potential benefactors, the immigrant population in America, as the English captioning on-screen matching the spoken dialogue was considered a useful pedagogical tool (Condinho Bravo, 2009: 73). A few years later, in 1983, Price published on MATSOL Newsletter the first empirical study that establishes a relationship between subtitled TV programmes and the learning of a foreign language. The article "Close Caption TV: an untapped resource" delves into the results obtained from a study carried out with video materials and 450 students which establishes that there is a positive relation between captions and vocabulary and comprehension acquisition. This was the starting point of a fast-growing research field, passive subtitling as a pedagogical tool. Since then, a lot of work has been done, in particular, in its use for vocabulary acquisition and listening comprehension.

The use of translation inside the classroom is still a source of conflict in how detrimental the use of the L1 can be for students. However, the use of subtitling as a didactic tool differs from the use of traditional translation as subtitling has certain characteristics that make it unique. Academics like Sokoli (2006: 2) explain the difference between traditional translation and subtitling a text by alluding to the following inherent characteristics of AV texts:

- Reception through two channels: acoustic and visual
- The significant presence of nonverbal elements
- Synchronization between verbal and nonverbal elements
- Reproducible material
- Recorded material

According to Sokoli (2006), the combination of all these features, acoustic and visual channels and verbal and nonverbal elements, results in the four basic components of the audiovisual text: dialogue, image, sounds and subtitles. She (2006: 3) represents these features in accordance to their spatial-temporal relationship, illustrating them in the following way:

⁶ Close subtitles, which include television subtitles for the Deaf and Hard of Hearing, are normally hidden and only revealed through a set-top decoder (Downey, 2008: 72).

Figure 1. Relationships between the basic components of the subtitled AV text.

Considering these components, and as Lertola (2019a: 2) points out: “captioning allows learners to add the written translation (interlingual subtitling) or a condensed transcription (intralingual subtitling) of the original spoken language to an Audiovisual (AV) product” and this can “foster listening, reading and writing as well as improve transferable skills” (Lertola, 2019a: 3). In the last two decades, captioning has become the most spread AVT modality in language learning, and this has led to an increasing number of scholars researching the use of subtitling in language learning (Lertola, 2019a: 7). Scholars such as Díaz-Cintas(1995, 1997) noticed the potential of captioning inside the classroom as it not only fosters vocabulary acquisition and cultural awareness but it also involves learners in a critical reflection on linguistic aspects related to TV or film products.

It is a reality that since the 1980s there has been a proliferation of intralingual subtitles, which traditionally were directed at minority audiences like immigrants who wanted to improve their proficiency in the language of their host country (Pérez-Gonzalez, 2009: 15). These types of subtitles are the ones that are composed of the same language as the source text. On the other hand, interlingual subtitles “provide viewers with a written rendition of the source text speech, whether dialogue or narration, in their own language” (Pérez-Gonzalez, 2009: 15). These two terms were historically related with open and closed subtitles, however, now scholars indicate that “the advent of DVD and digital television represents a departure from this tradition as both media provide viewers with closed intralingual and interlingual subtitles, normally in more than one language” (Pérez-Gonzalez, 2009: 15). Thus, intralingual subtitles are the ones that appear in the same language as the video display on the screen; while interlingual subtitles are the ones that have a different writing language than the one that is presented on screen and they can be standard, when the written text is in the spectators’ mother tongue or reverse when the audio is in the spectators’ mother tongue and the subtitles are in the foreign language (Incalaterra McLoughlin, 2018: 483). There is a third type of subtitles to take into consideration:

creative subtitles, which are made of free commentaries that, normally, fansubs do, in order to criticize. This type of subtitles is currently a great option for didactic AVT as they can serve as a new source of language learning.

In the beginning, subtitling in didactics was considered as a distraction that could slow down the students learning process. The detractors to the use of subtitles argued that students might find only support on the writing channel forgetting about the acoustic one or that subtitles might create a dependence on the students or they might be a nuisance (Talaván, 2013: 71). However, in the last decades, several pieces of research have proven precisely the opposite. Subtitling is a process that enables the translator to use a bunch of strategies to adapt the source speech as deleting, condensing and adapting (Pérez-Gonzalez, 2009: 16). The instructor can use all these strategies to put the focus on language, and the student can use them to think of foreign language learning differently, in a way that does not limit to learn grammar rules by heart.

The first experimental studies on the use of subtitles were mainly about this AVT method as a passive tool. Students were exposed to different types of subtitles, from interlingual to intralingual, to see how students react and how their performance improved. These studies were mainly based on reception skills and cultural awareness (Price 1983, Vanderplank 1988, Garza, 1991). There were also studies related to speaking skills (Arslanyilmaz and Pedersen, 2010; Barbosa and Pereira, 2006; Borrás and Lafayette, 1994), L2 syntax acquisition (D'Ydewalle and Van De Poel, 1999), grammar acquisition (Van Lommel et al., 2006), or learning strategies in general (Gambier et al., 2015). However, Vanderplank wondered to what extent the mere act of watching television was a real meaningful interaction as this act is seen as a passive activity and “for students to become proficient in the language, productive practice would also be necessary at various intervals” (Vanderplank, 1988: 279). Thus, the possibility of a swift in how to use subtitling in language teaching was introduced, and, nowadays, many other areas such as cultural aspects or extralinguistic and paralinguistic information are been exploited (Herrero and Vanderschelden, 2019; Sherman, 2003).

In 1995, Díaz-Cintas published a research paper about the potential of the use of subtitles as an active tool and how little attention has been paid to this method, even in specialized translation programmes. However, the real development of this field of research came several years later, in the 2000s with the development of technologies. In that decade, the papers about active subtitling started to flourish, especially the ones that deal with improvement of listening comprehension. For instance, Williams and Thorne (2000: 219-221) developed a list of the different language skills trained in the case of interlingual subtitling, which

they put into practice in a class to see how the following steps could foster listening comprehension:

- (1) listening attentively, recognise and fully absorb the content of the AV text in the L2;
- (2) reading the screen for visual clues to place language into context;
- (3) translating or interpreting the previous points into the target language (TL);
- (4) editing the content so the original meaning remains intact but allowing a comfortable reading to the audience;
- (5) considering the register, writing, of the subtitles;
- (6) creating easy-to-read subtitles;
- (7) displaying the TL in a pleasing, accessible and consistent while keeping the syntactical units intact and respecting punctuation;
- (8) reviewing the subtitles with the tutor and discuss the choices made; and
- (9) respecting the technical conventions.

From then on, listening comprehension via subtitling has been widely explored. Talaván has been, and still is, one of the most influential researchers on the field of AVT as an active didactic tool. In 2007 she published the article “Learning vocabulary through authentic video and subtitles” on how beneficial active subtitles for vocabulary acquisition are based on a pilot study. In 2013, she published the book *La subtitulación en el aprendizaje de lenguas extranjeras* on the use of subtitles as an active source for the learning of a foreign language, and since then on she has made valuable contributions on the field. There are other important scholars that have been investigating on the use of subtitles in the FL classroom. For instance, Williams and Thorne (2000) published a study that showed how students’ communication not only in their L2 but also in their L1 could be improved thanks to the use of interlingual subtitling. Noa Talaván and Rodríguez-Arancón (2014) also deepened into the use of reverse subtitling to enhance general writing skills by using this methodology as a collaborative language learning tool and Incalcaterra McLoughlin & Lertola (2014) researched on how to integrate subtitling in the foreign language curriculum. Thus, as it is possible to see the use of subtitles as an active tool has been widely researched, and there are also more specific examples on how to use subtitles in the FL classroom for raising, for example, cultural and intercultural awareness (Borghetti and Lertola, 2014) or even for improve at the production and recognition of idioms (Condinho Bravo, 2008). In the same line, present studies have opted for this approach of an active use of AVT that places

the focus of the learning process on the students, as they have to take the role of translators and create their own subtitled or revoiced versions. Besides, recent findings show that both “intralingual and interlingual subtitling can foster language learning—in particular listening, reading and writing— as well as improve transferable skills” (Lertola and Mariotti, 2017: 104). Although, the great majority of the latest works lie upon the research of active subtitles in combination with other modalities (Talaván and Lertola, 2022), this is still a promising field that needs further research and authors are still publishing and researching on its pedagogical uses (Lertola, 2019a).

2.2.4.2. Dubbing

It was in the 1920s when the development of the so-known *talkies*, films with dialogue soundtrack, bring the idea of the need of translating this soundtrack in order to reach a bigger audience. For instance, in 1923 the American film director David W. Griffith noted that “only 5 per cent of the world’s population then spoke English and rhetorically wondered why he had to lose 95 per cent of his potential audience” (Chaume, 2021: 11). The first contributions of AVT on this field were subtitling and dubbing; however, these translations made in post-production were at first rejected by foreign audiences (Bosseaux, 2018: 49). Since then, there has been an extensive debate about the preference of the AVT modalities used, dubbing or subtitling, in different countries. The reasons for choosing dubbing were, mainly, economic, historical and political. However, this can be considered nowadays an obsolete debate, as the frequency of using these two types of AVT modalities is rapidly changing and evolving (Bosseaux, 2018: 49). For instance, in countries like Spain, since Franco’s dictatorship times the trend was to dub the movies in order to manipulate or censorship them. Dubbing is still the most important AVT modality in Spain to date, no longer being manipulation the reason, but possibly, the accommodation of Spanish viewers to dubbing. However, Spanish spectators are also starting to use subtitling as a way of enjoying an AV product thanks to a wider offer of cinemas offering films in original version (OV) or online platforms, such as Netflix, which offer films and series in both the OV with subtitles and dub versions in multiple languages.

Chaume (2012: 14-19) distinguishes six priorities that must be borne in mind in a dubbing process: acceptable lip synchronization, credible and realistic lines of dialogue, coherence between images and works, loyal translation, clear sound quality and acting standards. Therefore, one of the most important aspects of dubbing is synchrony, which can be seen as an umbrella term as it covers different types of synchronies: (1) phonetic synchrony, (2)

isochrony and kinetic synchrony and (3) syllable articulation, length of utterance and kinetic synchrony (Table 2).

Table 2. Typologies of synchronies according to Fodor, Chaume and Whitman-Linsen.

Fodor (1976)	Phonetic				Character					Content
Whitman-Linsen (1992)	Visual/Optical				Audio/Acoustic					(-Content)
	Lip	Syllable articulation	Length of utterance	Kinetic	Idiosyncratic vocal type	Paralinguistic elements	Prosody	Cultural variations	Accents and dialects	
Chaume (2004; 2012)	Lip	Isochrony		Kinetic	(-Character)					(-Content)

(Koverienė and Čeidaitė, 2020: 216)

Fodor (1976) was the first scholar to name the different types of synchronies and the one who separates visual phonetics as an area of study of its own, implying that this area analyses “the mouth articulatory movements of the screen actor and the phonemes that the translator should fit his or her mouth” (Chaume, 2004: 38). All this research is important in order to make the translator aware of the necessity of fitting the original image while preserving the feeling of reality for the audience (Koverienė and Čeidaitė, 2020: 216). Following Chaume’s (2004: 68-69) classification, phonetic synchrony involves the adaptation of the translation to the articulatory movements of the actors’ lips on-screen; kinesics synchrony deals with the movements of the actors’ bodies; and isochrony is related to the duration of the characters’ utterances. Synchrony is a key feature in AVT didactics, especially when dealing with dubbing, as students have to be aware of these three types of synchronies for creating their dubbed version. As Lertola (2019a: 2) highlights “dubbing – also known in the professional practice as *lip-synchronised dubbing* – can prove to be more challenging for learners due to the synchronisation between spoken language and images”.

Dubbing as a pedagogical tool started to gain attention in the 1980s, when Duff (1989) introduced a dubbing task in which his students had to “translate a theatre play for a movie version and read it aloud, respecting the idiomatic expressions and initial cultural references” (Lertola, 2019a: 31). After Duff, other scholars continued working on it, although there is still very limited research and its potential for FL teaching has received less attention than subtitling (Incalaterra McLoughlin, 2018: 486). From then, research has proved that dubbing has

numerous advantages as a pedagogical tool that we have to take into consideration. For instance, (Wakefield, 2014: 160) compares dubbing with traditional acting and he states that

there is one key aspect for which dubbing arguably has an advantage over traditional forms of acting. [...] Dubbing allows learners to make all the choices regarding genre, vocabulary, proficiency level, because they can select from among the virtually limitless number of easily accessible online videos.

In addition, it can be especially beneficial for shy learners that may fear stage performance since the audience, if any, focuses on the video rather than on the learner. Moreover, some students might benefit from having a bigger audience or feedback of their performance, as Burston (2005: 80) points out

The [dubbed] finished product can not only be shown in class but also, if the means exist to do so, put up on a course web site for all to see. The greater the audience, the greater the stimulus to put on a good public performance.

Finally, comparing dubbing to traditional speaking, it is also noteworthy that dubbing is an activity that students can redo until they are satisfied with the results, which may lead to self-monitoring their performance and improving their oral skills in a different way from real-time (Burston, 2005: 80) and in that way, it can be set easily in any class format, from in-class to online settings.

Didactic revoicing includes several tasks, such as dubbing, AD and voice over. It offers learners the opportunity to enhance their speaking skills and reading, listening and writing can also be fostered, depending on the type of task undertaken (Lertola and Mariotti, 2017: 104). Technology makes us easy to record our voice and plan voicing activities in the classroom, however this is not something new. Duff (1989: 154-156) included a dubbing task in his book on translation tasks for the language classroom, in which his students had to translate a play for a filmed version. Since then, technology has grown fast and, nowadays, scholars are implementing real dubbing active tasks into their LPs.

One of the most studied skills by means of dubbing activities is speaking. Kumai (1996) was one of the first researchers to explore how pronunciation, intonation and fluency speed can be fostered with dubbing tasks. Danan (2010) also studied the use of Dubbing to enhance students' pronunciation, and in the process, he discovered that dubbing was also beneficial for the acquisition of vocabulary, the awareness of register or the mastery of paralinguistics. Some years later, Zhang (2016) research on an APP that enables students to enhance their oral skills through the use of dubbing, improving their pronunciation while having fun.

But certainly, one of the pioneers in the use of this AVT modality as a tool to enhance students speaking skills is Talaván whose research and projects have proved how beneficial active dubbing can be. In 2014, Talaván and Ávila Cabrera, among others, collaborated in the project RECORDS, a learning experiment in which long distance education students tried to enhance their English oral skills by audio describing two advertisements (Talaván & Lertola, 2016: 63). From then on, research on this topic is growing, with researchers studying the pedagogical implications of dubbing in the oral skills enhancement (He and Wasuntarasophit, 2015; Sánchez-Requena, 2016; Alonso-Pérez and Sánchez-Requena, 2018) or in combination with other benefits, for instance, Talaván and Costal (2017) recently undertook a project called iDub which explored how beneficial dubbing can be in order to enhance oral production skills together with the creation of an assessment method to use with this type of activities. However, there is still little research in this field if compared to the use of subtitling, so the need of further research is necessary.

The enhancement of speaking skills is not the only field explored within this AVT modality. The use of dubbing in oral reception or listening skills has also been studied by scholars such as Zohrevandi 1994, Burston 2005 and Navarrete 2013. It is also worth mentioning that these academics focus their research on the combination of both oral reception and production or the combination of listening skills with other fields such as cultural awareness (Navarrete, 2013). Thus, cultural and linguistic awareness is also an important field to bear in mind while using dubbing practices. Shevchenko and Blanco-Arnejo (2015) described the steps of projects related with technology enhancement through the use of dubbing into L2, arguing that this kind of projects require learners to interact, interpret and collaborate while they deepen into linguistic and cultural nuances.

Finally, it is also important to mention how dubbing has also been a valuable source for translation learners. Barbe (1996) pointed out that dubbing had been rejected as a translation genre; and he made a survey to inquire about the development of dubbing while discussing its linguistic and cultural applications. Similarly, González-Davies (2004: 180-181), although failing to provide a detailed explanation, proposed dubbing activities as a way for learners to “become aware of different translation options and overcome constraints”; and Wagener (2006) developed courses designed for translation learners but with the novelty of the creation of learning agreements between teachers and students which could lead to the risen of motivational and organize environments.

2.3. *English for Specific Purposes in AVT*

In the 18th Century, English became part of the European study curriculum and started to be one of the most studied languages at schools. From then, its growth is undeniable and over the last few decades, it has become the language employed in the different specialised working areas. This is the reason why the study of the distinctive features of ESP has become one of the most successful research fields (Fuertes Olivera and Samaniego Fernández, 2005: 247). Moreover, the students' profiles and their necessities have been modified over the last decades since people have more opportunities to travel, either for business or for pleasure. Thus, it has been observed the necessity of developing programmes that cover the specific communicative needs that some learners may have. This view of prioritising communication rather than accuracy is what leads Nunan (2004: 7) to see the emergence of ESP as a crucial subcomponent of language teaching.

The strong link between ESP and the concern for answering the necessities of the students is also pointed out by Català-Hall (2013: 1) who defines ESP as specific courses designed in order to answer the need of practicing English in specific professional areas. This concept was aligned with Dudley-Evans & St John (1998:1) who highlighted the bond between communication and satisfying students' when saying that

If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. [...] the main concerns of ESP have always been, and remain, with needs analysis, text analysis and preparing learners to communicate effectively in the task prescribed by their study or work situation.

Consequently, in order to understand ESP teaching, it is necessary to first deep into the individual needs of each learner. The comparison between ESP and general English reveals that one of the most important differences is the role of learners' needs, for instance. Holme (1996: 4) supports the idea that "all sensible course designers must be by trying to assess student's specifics needs. ESP is simply a part of this needs spectrum". Thus, he clarifies the need of understanding English as a whole, taking care of all the different aspects of the language while preparing the class. Some years later, Bernard and Zemach underline that ESP should not be defined as a division of English Language Teaching (ELT) but rather as another area that covers different topics more specific, according to the learners needs, "simply because the aims are clearly defined, and analysis of the learner's needs play an important role in deciding what to include in the course" (Bernard and Zemach, 2003: 307).

Bearing in mind all this, it is possible to say that ESP can be defined as specific courses that born from the learners' necessities of studying a language in a particular way that allows

them to help them achieve their goals. In ESP the teacher should design specific syllabus that fit the different needs that learners can have in their future career, taking always into consideration the skills and characteristics that conform a specific use of language. Therefore, the next two subsections: ESP teaching and ESP teaching and the introduction of ICTs attempt to present what ESP teaching is in general, and the role of ICTS in ESP teaching, paying particular attention to ICTs in didactic AVT.

2.3.1 ESP teaching

ESP teaching can be seen as a concept that was born in the 1970s. Over the years, it has been taught from five different approaches or theories, according to Hutchinson and Waters (1987):

- (1) Register analysis, which deals with the necessity of distinguish between the specialised languages and the common ones, that is, from a pedagogical perspective this approach is to create an ESP course that deals with the specific needs of the students;
- (2) discourse analysis, which gathers its attention in the comprehension on the different communicative acts and how to use different sentences in these situations, as the lack of familiarity of the English language obstructs the students learning process (Allen and Widdowson, 1974);
- (3) target situation analysis, with Chambers (1980) as its main representative, centres its attention in the students' specific needs in order to design a specific ESP course;
- (4) skills and strategies, which has its emphasis in the reception skills – reading and listening – that give students interpretative strategies that help them to deduct writing or spoken texts; and
- (5) learning-centred approach, represented by scholars like Hutchinson and Waters (1987) who wonder how to learn and how to teach leaving language at a secondary place.

At present, there are a lot of different courses of ESP teaching that have been developing from these five approaches. Basturkmen (2010: 6) makes a classification of the different areas of ESP teaching, giving examples and collecting them in a table (Table 3).

Table 3. Areas of ESP teaching.

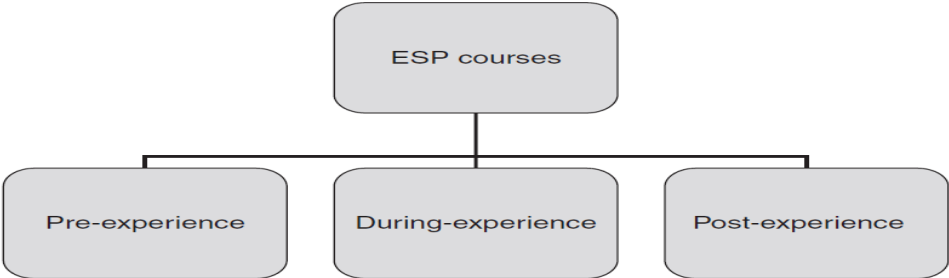
Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Basturkmen divides ESP in three general branches, in terms of academic, professional and occupational purposes. Each branch is divided in general (talking about more generic sectors such as health care) and specific (talking about specialized sectors such as nursing). Fuertes Olivera and Samaniego Fernandez (2005: 248) also divide the term giving it two different connotations: one for the pedagogical area (teaching English in different specialized areas such as economics and architecture) and another one in a more general area (using English in highlighted communicative situations, for instance during an interview or a business trip). Both connotations are important in this study, as the main goal of the students will be to improve their English for their future careers, that is, the pilot courses and the LPs are designed having this principal goal in mind.

Hence, nowadays it is possible to find more than a dozen areas such as English for Academic Purposes (EAP), English for General Academic Purposes (EGAP), English for General Purposes (EGP), English Language Teaching (ELT), English for Occupational Purposes (EOP), English for General Occupational Purposes (EGOP), English for Specific Occupational Purposes (ESOP), English for Professional Purposes (EPP), English for General Professional Purposes (EGPP), English for Specific Professional Purposes (ESPP), English for Speakers of Other Languages (ESOL), English for Science and Technology (EST), and Teaching English to Speakers of Others Languages (TESOL). Although this variety of areas is enormous, the most important ones are ESP and English for Specific Academic Purposes (ESAP) that is defined by Jordan (1997) as the English employed by university students during their academic researchers and the publications that gather their findings. This doctoral thesis concentrates on ESP, as the students tested during the research are university students under the degrees of engineering and architecture.

There is another important factor to take into account while describing ESP courses: the previous experience that the learner has in the field. According to Basturkmen (2010: 6) the timing is the following (Table 4):

Table 4. ESP courses timing in relation to work or study experience of learners.



The pre-experience is for those ESP courses in which learners have not worked in that field or did not have a real contact with the area or topics presented in the course. During-experience includes those learners who are learning a language while they are studying or working in that specialised area. The post-experience includes those learners who have been working for a while in a specific area or who are not working in that area anymore but are still interested in improving their language skills in the area.

ESP courses are characterised by sharing a group of features, which according to Dudley-Evans and St Johns (1998: 4-5) can be divided into absolute and variable characteristics (Table 5). The absolute characteristics are the ones that cannot be changed, that is, the type of methodology that these courses use, the goals that they might have, and the areas in which ESP courses might be effective for. Variable characteristics, in turn, are the ones that might change in the future and they take into consideration the type of students enrolled in these courses and the disciplines that can take advantage of them.

Table 5. Dudley-Evans and St Johns ESP characteristics.

Absolute characteristics	Variable characteristics
1. ESP is defined to meet specific needs of the learners. 2. ESP makes use of essential methodology and activities of the disciplines it serves. 3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.	1. ESP may be related to or designed for specific disciplines. 2. ESP may use, in specific teaching situations, a different methodology from that of General English. 3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. 4. ESP is generally designed for intermediate or advanced students 5. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

As far as ESP teachers and their role within an ESP class is concerned, Basturkmen (2010: 7) points out that sometimes these teachers have little or no prior knowledge of the subject of study, finding themselves having less knowledge and experience than their learners. So, the role of an ESP teacher is to find “what the language-based objectives of the students are [...] and ensure that the content of the ESP course works towards them” (Basturkmen, 2010: 8); that is, ESP instructors need to be able to design courses in a specific area that maybe they have no mastered yet and they have to be able to analyse and describe specific texts that may not be their area of expertise. This is the reason why before starting an ESP course it is important to have a clear definition of what it is and what are the needs of both, students and teachers in order to create it.

In this regard, before starting an ESP course, it is important to undertake a needs analysis, that is, a stage in which the creator of the course identifies the language and skills the learners will need, in order to determine and refine the content of the ESP course (Basturkmen, 2010: 17). Nowadays, Needs Analysis has grown and has become a *pre-course* in itself as teachers have to be aware of all the different students’ needs before creating the ESP course. Dudley-Evans and St John (1998) divided the concept of needs analysis giving a wide perspective of what the

teachers need to know before implementing the course, which, in Basturkmen's (2010: 18) opinion, can be grouped into eight dimensions:

1. Professional information about the learners.
2. Personal information about the learners.
3. English language information about the learners.
4. The learners' lacks.
5. Language learning information.
6. Professional communication information about the learner.
7. What is wanted from the course.
8. Information about how the course will be run – means analysis.

Needs Analysis, then, in ESP refers to a course development process where the information gathered in this process is essential to determine and refine the content and method of an ESP course. Hyland (2006) suggests that Needs Analysis is like any other classroom practice in that it involves decisions based on teacher's interests, values and beliefs about teaching, learning and language. This thesis dissertation will provide a Needs Analysis in two different ways as 1) a pre-questionnaire, before the implementation of the course; and as 2) a post-questionnaire, at the end of it since, as Basturkmen (2010: 17) points out, need analysis "can also be used to assess learners and learning at the end of the course".

2.3.2 ESP teaching and the introduction of ICTs

Although ESP can be seen as a new way of teaching, ESP courses have been mainly studied under traditional approaches, creating specific text books for the courses which are usually full of traditional activities. SLA, in general, has been experiencing a tremendous change for the last 30 years with the introduction of ICTs in their teaching curriculums. From the development of word processors or simple games to the introduction of online resources, such as the use of mail, virtual forums or interactive whiteboards (Constantinou and Papadima-Sophocleous, 2020: 19). The field of ESP has also been affected by this new development. The tendency started to change slowly within the field and ICTs have been progressively introduced in ESP courses, changing the way these subjects have been traditionally taught.

Thus, the integration of ICTs into ESP programmes has been examined with pilot studies, especially, since the early 2000s. Shaabi (2010) drew the conclusion that the integration of ICTs is crucial in ESP courses to prepare students for the linguistic obstacles they may find while

working in a modern technological environment. This led to the development of specific research on the matter like the introduction of telecollaboration research with the use of gamified tasks (Sevilla-Pavón and Haba-Osca, 2017) or European collaboration projects like EntreSteam (Gonzalez-Vera, 2021). These projects aim to foster real-life communication while networking with students through international projects and the use of ICTs. There is also an increase in the use of virtual reality to create ESP courses to develop complete digital environments for the learning of specific English (Madini and Alshaikhi, 2017). Another field that is currently explored is the use of gaming in the ESP classroom with projects such as integrating a Serious Game, called *Escape from Desolo*, in the ESP curriculum (Pappa and Papadima-Sophocleous, 2019). Finally, a case of ICTs integration that should also be mentioned is the use of social media in the classroom since it seems to be an unstoppable phenomenon at present. An example of this research is Rosell-Aguilar (2018) who studies how beneficial the integration of social media platforms like Twitter can be for ESP students.

This doctoral thesis dissertation foundations lie upon the creation of a syllabus for ESP students built with the use of ICTs and their relation with didactic AVT. I aim to contribute to the improvement of the ESP teaching by using of didactic AVT in combination of ICTs creating “a context for students that would include real cases and simulations, through with the students’ attention could be drawn to the complexities of each situation” (Talaván, 2006: 317). Although the study of ESP from a didactic AVT approach is, still, a not widely explore field, there are some pieces of research that have proven their efficiency.

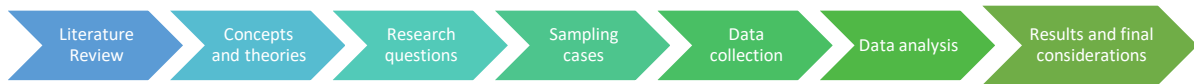
One of the first scholars to introduce didactic AVT in ESP teaching was Talaván (2006) who presented a computer assisted language learning activity based on active subtitling to foster business English students’ communicative skills. Since then, the field seems to be unexplored, and it was in recent years when scholars swift their attention to it again. Ávila-Cabrera (2021) published a case study to improve writing skills in English in a business English classroom using reverse subtitling from Spanish or Chinese into English. Ávila-Cabrera and Rodríguez-Arancón (2021) also run a project in the degree of Tourism based on multimedia content and ICTs, through the use of active subtitling. The project’s objective was for students to enhance their writing skills and the fostering of specific topic-related vocabulary. These two projects, which took place in 2018, led to the creation of a bigger one, the project SubESPskills (Ávila-Cabrera and Corral Esteban, 2021), which took place in the academic year 2018-2019 at the Universidad Complutense de Madrid (Spain). The aim of the project was to improve students writing skills through the use of reverse subtitling.

As can be seen ESP courses are experiencing changes with the shift from a more traditional approach to the introduction of new technologies in the classroom. These ICTs can enhance these specific students' language skills and help them develop their language competence in a better way. This is the reason why an unexplored approach like didactic AVT has to be taken into consideration when planning and designing an ESP course. The following chapters will show the creation of two syllabus using this innovative new methodology within a class of ESP at the University of Zaragoza in order to prove the validity of didactic AVT and ICTs in an ESP course of *Technical English*.

3. METHODOLOGY

The methodological approach adopted in this PhD thesis is based on Bryman's (2016: 13) proposal according to which seven steps (Figure 2) must be followed when carrying out a research study:

Figure 2. Steps to carry out a research study.



My PHD thesis starts with a literature review in which I do a review of AVT, translation as a pedagogical resource, AVT as a pedagogical active resource and ESP. Throughout this review, key concepts such as the history of AVT didactics, Krashen's hypotheses and their interconnection with AVT didactics, didactic subtitling and dubbing as active resources and AVT didactics in ESP teaching are exposed. From this review one can see how oral skills are rather neglected when teaching languages. This is quite surprisingly taking into consideration the decisive role of oral skills in professional real-life contexts. This is the reason why this PhD thesis attempts to contribute to an improvement in the teaching/learning of reception and production oral skills, in particular, in the field of technical English by means of the use of didactic AVT modalities; and in order to do that we depart from these three hypotheses:

HYPOTHESIS (1)

Both AVT and non-AVT didactic contexts result in incidental acquisition of oral skills in ESP students, although audiovisual translation didactic context leads to a slightly more significant improvement.

HYPOTHESIS (2)

Both AVT and non-AVT didactic contexts result in incidental acquisition of general language skills in ESP students, although an AVT didactic context leads to a slightly more significant improvement.

HYPOTHESIS (3)

New and innovative methodologies lead to greater engagement of ESP students inside and outside the classroom.

In order to check if the three hypotheses hereby are correct, this PhD thesis seeks to answer the following research questions:

RQ1: Does AVT methods improve ESP students' listening skills?

RQ2: Does AVT methods improve ESP students' speaking skills?

RQ3: Does AVT methods improve ESP students' language skills in general?

RQ4: Does AVT methods lead to a higher engagement of ESP students?

The fourth stage of this research, sampling cases, is composed of a pilot study and a case study, which are described in detail in section 3.2. Procedure. Stages 5 and 6 involved data collection and their subsequent analysis. The analysis of the data from the pilot study allowed the identification of the pitfalls and aspects that should be modified in the final case study. Lastly, the thesis concludes with the presentation of the results and final considerations (stage 7).

3.1. Participants

The study was conducted in the academic years 2020/2021 and 2021/2022, under the subject of *Technical English* at the School of Engineering and Architecture in the University of Zaragoza. This subject with two groups per semester is a transversal elective course of 4 ECTS credits and is offered to the students from all engineering degrees and architecture. Passing the subject implies the recognition of B1 English level in accordance to the Common European Framework of Reference (CEFR) for Languages (Council of Europe, 2001). The subject is divided in two parts –theory and practical sessions– and each part consists of six different units. The subject has a professional and academic dimension, focused on the study and practice of the English language and aimed at a technical field. This means that having a good level of general English is necessary, but the importance of the subject relies in the domain of English as a technical language. It is also important to highlight that this subject usually has a large number of students, which allows a valuable statistical analysis.

This study was designed for being carried out in the practical sessions of the subject. These sessions have a total of two hours per group every two weeks and an estimation of two more hours of autonomous work per session; that is, the practical part of the subject entails twelve class hours and twelve hours of autonomous learning. The students enrolled in the subject in the second semester are allotted in two groups: group 90 and group 91, which are subdivided into A and B in the practical sessions. In order to carry out the comparative analysis,

there was a control group (CG) –90A and 90B– and an experimental group (EG) –91A and 91B. The EG had in all their activities one or two tasks related to AVT, that is, students had their main focus on a video which they had to subtitle or dub depending on the unit; while the CG were doing traditional activities that dealt with the same contents and level from the activities of the EG. The EG had six LPs from February to May every two weeks scheduled on Tuesdays from 17:00 to 19:00. The CG had the same number of LPs and teaching hours on Tuesdays from 19:00 to 21:00.

In the pilot study, both groups had a similar number of students, 53 students in group 91 and 52 students in group 90. However, the number of students that completed the course slightly decreased with a total of 40 students in group 90 and 43 in group 91 due to participant mortality, which “refers to a problem that arises when employing a longitudinal design and participants who start the research process are unable to complete the process” (Samens, 2017: 32), and to the fact that some of the students were enrolled on an international project that exempted from taking the units. In the case study the number of enrolled students was similar, 58 students in group 90, and 55 in group 91. Once again, the number of students that completed the course slightly decreased with a total of 49 students in group 90 and 46 students in group 91. It is also worth mentioning, that some of the final students also missed to complete some of the tasks proposed during the course, which results on getting a lower final course mark.

3.2. Procedure

Both the pilot and the case study lasted 6 sessions and a similar procedure and instruments were applied:

Table 6. Pilot and case studies instruments.

PILOT STUDY	CASE STUDY
- A pre-questionnaire - Pre-listening - 6 LPs - Post-listening - A post-questionnaire - Delayed post-listening	- A pre-questionnaire - Oral reception and production initial test - 6 LPs - Oral reception and production final test - A post-questionnaire

As it can be observed, the only difference between the instruments used in both studies was that the pilot study counted with three oral reception tests, whereas in the case study the tests were reduced to two – an initial and a final one – and some differences were introduced, as it will be explained in section 3.2.3. Oral Reception and Production Tests.

3.2.1. Pre-questionnaire

The literature review on ESP (2.3.1 ESP teaching) revealed that one of the most important parts towards the creation of a new ESP course is to hold a *need analysis* of the students involve in the class (Basturkmen, 2010). Thus, a week before the beginning of the practical sessions, I first collected quantitative data from a pre-questionnaire designed for this purpose and with an estimated duration of an hour. The questionnaire (Table7) shed light on the students' relationship with English, their expectations and their level of language in different skills. Thus, the questionnaire intended to answer the following questions:

- What are the students' previous knowledge and level of English?
- What is the students' attitude towards English usefulness in general? Do they think English is useful for their lives, for their professional careers, etc.?
- What is the students' attitude towards the oral production and reception skills in terms of utility?
- What kind of methodology do they consider helpful for learning a language?

In order to answer these questions, Auzmendi's (1992: 113-115) questionnaire template was used. According to this scholar (1992), in any questionnaire, one should distinguish between dimensions and items. The term "dimension" refers to the segmentation of a complex concept into smaller factors that have the necessary information to explain that concept, and "items" are the different questions within the dimensions students have to answer. Thus, dimensions gather individual items that are connected.

The first two sections of the pre-questionnaire (Table 7) included students' general information about: 1) themselves such as their names, age, gender, mother tongue and University degree they were doing and 2) their level of English, time devoted to learning English and how important English is for their professional career. After that, the pre-questionnaire for the studies included six dimensions which attempted to collect information about:

- 1- utility,

- 2- pleasure and motivation,
- 3- anxiety,
- 4- listening skills,
- 5- oral skills and
- 6- methodology

Each one of these dimensions aimed to answer specific research needs relevant for this thesis: the students' previous knowledge and level of English and their attitude towards this language in general, their attitude towards the oral reception and production skills and the methodology students considered more helpful for learning a new language.

Concerning the type of questions, the questionnaire combined five different types: open-answer questions, multiple-choice questions, yes/no questions, ranking questions and scale questions. The scale questions go from totally agree to totally disagree with six scale points. Numerous scholars support the idea of having a middle point in their surveys, regardless of the degree of reliability, as they argue that this prevents taking a side (Krosnick, 1991; Colman & Norris, 1997). However, I found reliability to be an important factor to bear in mind during the creation of the pre-questionnaire, which led me to design a questionnaire with no middle answers in order to avoid politically correct answers.

Table 7. Pre-questionnaire dimensions, items and answers.

	Items	Answers
General information	Item 1 – E-mail	Open-answer
	Item 2 – Surname, Name	Open-answer
	Item 3 – Age	21-22 / 23-24 / 25-30 / More than 30
	Item 4 – Gender	Male / Female / Other
	Item 5 – You are taking the subject of Technical English in your...	3 rd year / 4 th year / Master year / Other
	Item 6 – You are doing a degree in...	Architecture Chemical / Engineering Computer Science Engineering / Electrical Engineering / Electronic and Automatic / Control Engineering / Industrial Design and Product Development / Industrial Technologies Engineering / Mechanical Engineering / Telecommunications Engineering / Master
	Item 7 – Native speaker of ...	Spanish / French / Italian / German

General information about their English	Item 8 – How long have you been studying English?	1-5 years / 5-10 years / More than 10 years / Never
	Item 9 – As a whole, what level of English do you think you have (according to the European Common Framework of Reference for Languages)?	A1 (Basic) / A2 (Low-intermediate) / B1 (Intermediate) / B2 (Upper-intermediate) / C1 (Advanced) / C2 (Proficiency)
	Item 10 – How strong are your reading skills in English?	A1 (Basic) / A2 (Low-intermediate) / B1 (Intermediate) / B2 (Upper-intermediate) / C1 (Advanced) / C2 (Proficiency)
	Item 11 – How strong are your listening skills in English?	A1 (Basic) / A2 (Low-intermediate) / B1 (Intermediate) / B2 (Upper-intermediate) / C1 (Advanced) / C2 (Proficiency)
	Item 12 – How strong are your writing skills in English?	A1 (Basic) / A2 (Low-intermediate) / B1 (Intermediate) / B2 (Upper-intermediate) / C1 (Advanced) / C2 (Proficiency)
	Item 13 – How strong are your speaking skills in English?	A1 (Basic) / A2 (Low-intermediate) / B1 (Intermediate) / B2 (Upper-intermediate) / C1 (Advanced) / C2 (Proficiency)
Dimension 1 – Utility	Item 14 – Choose the order of the skills in terms of their importance for your STUDIES.	Ranking (Speaking – Listening – Writing – Reading)
	Item 15 – Choose the order of the skills in terms of their importance for your PROFESSIONAL future.	Ranking (Speaking – Listening – Writing – Reading)
	Item 16 – In my studies speaking skills are fundamental.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 17 – In my studies, listening skills are fundamental.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 18 – I consider reading and writing more important than listening and speaking.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 19 – In my professional future, listening and speaking will be the most important skills.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 20 – I hope to USE a lot my speaking skills in my future CAREER.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 21 – I hope to USE a lot my listening skills in my future CAREER.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 22 – I hope to USE a lot my reading skills in my future CAREER.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 23 – I hope to USE a lot my writing skills in my future CAREER.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree

Dimension 2 – Pleasure and motivation	Item 24 – I think that listening skills are pleasant and enjoyable for me.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 25 – I think that speaking skills are pleasant and enjoyable for me.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 26 – Traditional listening activities, for example, play a track of audio and answer true or false, are non-attractive.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 27 – Traditional speaking activities, for example, discussions with classmates or delivery of presentations, are non-attractive.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 28 – I want to understand and be able to communicate with people in English.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 29 – I am not good at listening activities.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 30 – I am not good at speaking activities.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
Dimension 3 – Anxiety	Item 31 – I have self-confidence when I face a listening activity.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 32 – I have self-confidence when I face a speaking activity.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 33 – When I try to understand English, I feel uncomfortable and nervous.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 34 – When I try to communicate in English, I feel uncomfortable and nervous.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
Dimension 4 – Listening	Item 35 – The amount of time I spend practicing my LISTENING skills in CLASS is sufficient.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 36 – The amount of time I spend practicing my LISTENING skills OUTSIDE the classroom is sufficient.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 37 – What kind of materials do you use to improve or train your listening skills?	Radio / Podcast / Films / Series / YouTube Clips / Other
	Item 38 – What's the length of those materials (audios, clips, etc.) you use for training your listening skills?	Less than 2 minutes / 2 - 5 minutes / 5 - 10 minutes / 20 - 45 minutes / 1 hour - 1h30
	Item 39 – How often do you practice your listening skills?	Once a week / Twice - three times a week / Four - five times a week / More than five times a week
	Item 40 – I have a better understanding of traditional audios than videos that I watch online or on the TV.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree

Dimension 5 – Speaking	Item 41 – The amount of time I spend practicing my SPEAKING skills in CLASS is sufficient.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 42 – The amount of time I spend practicing my SPEAKING skills OUTSIDE the classroom is sufficient.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 43 – What kind of activities do you do to train or improve your speaking skills?	Discussions with friends or classmates / Interviews with a partner / Short talks / Oral presentations / Other
	Item 44 – How often do you practice your speaking skills?	Once a week / Twice - three times a week / Four - five times a week / More than five times a week
Dimension 6 – Methodology	Item 45 – How frequently have you used audiovisual materials in English classes?	Once a week / 2 - 3 times a week / More than 5 times a week / Never use them
	Item 46 – I know the main types of audiovisual translation (subtitling and dubbing).	Yes/no
	Item 47 – the use of activities based on SUBTILING may contribute to the improvement of...	Listening / Reading / Speaking Writing / Vocabulary acquisition / None
	Item 48 – The use of activities based on DUBBING may contribute to the improvement of...	Listening / Reading / Speaking Writing / Vocabulary acquisition / None
	Item 49 – If you watch films or series to improve your English, do you watch...?	Original version - English Subtitles / Original version- Spanish subtitles / Original version, not subtitles / Dubbed version
	Item 50 – Have you ever done an activity in your English class with subtitles?	Yes/no
	Item 51 – If your answer to the previous question was yes, how did you use them?	Watching a movie/clip and reading the subtitles in English / Watching a movie/clip and reading the subtitles in my native language / Integrating subtitles in a movie/clip in my native language / Integrating subtitles in a movie/clip in English / Watching a movie/clip and having later the script to do activities with / Other
	Item 52 – Have you ever done an activity in your English class with dubbing?	Yes/no
	Item 53 – What type of materials/activities do you think can be the most useful to practice for your future job?	Research papers / Manuals and instruction booklets / Reports Letters Emails / CVs / Description of graphs, tables and diagrams / Job Interviews / Phone conversations / Listening of technical texts
	Item 54 – I consider I have good technological skills.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 55 – Audiovisual translation tasks (subtitling, dubbing, etc.) may contribute to the improvement of my technological skills.	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree

The first two sections in the pre-questionnaire, general information about themselves and about their English, were not considered part of the six dimensions included as they were used to collect general information which contextualised the students in the study. At the same time, the items of these blocks helped the lecturer learning about how strong the students thought their English level was at the starting point. This information would be useful to see how true the students' first impressions were throughout the lessons.

Dimension 1, utility, focused on the usefulness of the oral skills for the students' studies and professional careers (items 14, 15, 16, 17 and 19). In item 18, students were inquired about which skills, oral or written, they found more useful. Finally, in items 20 to 23, students were asked to rate the usefulness of the four skills specifically for their future careers in order to see how important they thought oral skills would be in their future.

The second dimension, pleasure and motivation (items 24, 25, 28, 29 and 30), considered how pleasant and motivational students found oral skills. Items 26 and 27, for instance, asked students to rate how appealing they found traditional types of activities of listening and speaking such as listening to an audio track and the delivery of presentations.

In dimension 3, anxiety, the four items tried to discover the anxiety levels of the students while facing a listening or a speaking activity in English and how they felt about it: nervous-uncomfortable or more relaxed and self-confident.

Dimensions 4 and 5 dwelt on the two skills that the LPs tried to improve, that is, listening and speaking. While items 35 to 40 referred to questions about the amount of time and the type of activities and materials that students normally use for improving their listening skills, the other four items, 41 to 44, formulated the same questions but about speaking activities and oral production skills.

The last dimension, methodology, was the most extensive with 11 items, and it focused on the use of AVT in the classroom, the students' previous experience with this didactic use and their thoughts about the two selected AVT modalities, dubbing and subtitling, that were used in this research.

The case study pre-questionnaire used was the same, as the questionnaire was designed with the same intention, and the data collected in the pilot study proved to be useful. Thus, no changes in the items or dimensions were made for the case study pre-questionnaire

The pre-questionnaire was crucial for my dissertation as the results extracted shed light on the wants and needs of our students becoming a starting point to obtain a better knowledge about the first thoughts and needs of the students. In addition, this pre-questionnaire also helped me to ultimate the different LPs that were implemented in the studies.

3.2.2. Lesson plans

This section aims to show a detailed view of the LPs that define the core of the study. As it has been said, the study was carried out during the 6 practical sessions of the subject of *Technical English* (Table 8 and 9 for the EG and Table 10 and 11 for the CG). Each session was designed in order to fulfil different aspects that students will need in their future careers. The estimated duration of the practical session was 1h 40 minutes, as each hour of class is allotted 50 minutes.

This thesis study was divided into two phases: a first one that took place in 2021 and that has been named “pilot study” and a second one, named “case study” that took place in 2022. This second phase presented differences from the pilot study in the LPs order of organisation, some modifications in terms of content and activities and the class format employed in each one. This last difference was due to some of the consequences of the COVID-19 pandemic. Thus, the pilot study was designed for an online format while the case study was adapted for an in-class format.

In both, pilot and case studies, the LPs were divided into three parts. In the EG they were named: pre-viewing, while-viewing (including a dubbing/subtitling practice) and post-viewing; in the CG, these were: warm-up, main task (that did not include AVT practices) and post-task. Thus, each LP also counted with a practical task section to be done at home, which was normally assessed and marked as part of their final grade. The deadlines for these tasks were two weeks after each session, except for the last LP in which both groups had a shorter post-task and the deadline was one week after the last class.

Table 8. Overview of the LPs distribution. EG pilot study.

Lesson Plan	Topic	Duration	Pre Viewing	While Viewing	Post Viewing	Mark	Skills	AVT Modality	Deadline
1	Space Elevator	1h 40 min	Subtitling first contact	Spot the errors + subtitling practice	Listening exercise	0	Listening	Subtitling EN-SP	Group A: 26/02 Group B: 05/03
2	Phone and video calls	1h 40 min	Vocabulary acquisition	Dubbing practice + writing	Peer assessment	10 7,5 + 2,5	Writing, speaking, critical and logical skills	Dubbing EN-EN Creative	Group A: 16/03 Group B: 23/03
3	Invitations And Requests	1h 20 min	Vocabulary acquisition Writing Listening	Subtitling practice	Writing	10 5 + 5	Writing, reading and listening	Subtitling EN-EN	Group A: 30/03 Group B: 20/04
4	Interviews	1h 40 min	Vocabulary acquisition Writing Listening	Dubbing practice + writing	Writing	10 5 + 5	Speaking, writing and listening	Dubbing EN-EN Creative	Group A: 27/04 Group B: 11/05
5	Oral Presentation	1h 20 min	Vocabulary acquisition Reading	Subtitling practice + writing	Writing Speaking	10 5 + 5	Listening, writing, and speaking	Subtitling EN-EN	Group A: 18/05 Group B: 25/05
6	Pitch Presentation	1h 10 min	Reading Vocabulary acquisition	Subtitling practice	Speaking	5	Speaking, listening and writing	Subtitling EN-EN	Group A: 25/05 Group B: 26/05

Table 9. Overview of the LPs distribution. EG case study.

Lesson Plan	Topic	Duration	Pre Viewing	While Viewing	Post Viewing	Mark	Skills	AVT Modality	Deadline
1	Space Elevator	1h 40 min	Subtitling first contact Speaking	Fill-in-the-gaps + fill in the subtitles	Reading speaking +	5	Listening Speaking Reading	Subtitling EN-EN	Group A: 22/02 Group B: 02/03
2	Interviews	1h 30 min	Vocabulary acquisition Reading	Dubbing practice writing +	Writing	10 5 + 5	Writing, speaking, critical and logical skills	Dubbing EN-EN Creative	Group A: 16/03 Group B: 23/03
3	Oral Presentation	1h 40 min	Vocabulary acquisition Reading	Subtitling practice	Writing	10 5 + 5	Listening, writing and speaking	Subtitling EN-EN	Group A: 30/03 30 th March Group B: 20/04 20 th April
4	Pitch Presentation	1h 20 min	Reading Vocabulary acquisition	Dubbing practice	Writing	10 5 + 5	Speaking, writing and listening	Dubbing EN-EN	Group A: 27/04 Group B: 11/05
5	Phone and Video Calls	1h 20 min	Vocabulary acquisition Reading	Dubbing practice writing +	Writing Speaking	10 5 + 5	Listening, writing, And speaking	Dubbing EN-EN Creative	Group A: 18/05 Group B: 25/05
6	Graphs	1h 10 min	Reading Vocabulary acquisition	Listening	Subtitling practice	0	Speaking, listening and writing	Subtitling EN-SP	Group A: 25/05 Group B: 26/05

Table 10. Overview of the LPs distribution. CG pilot study.

Lesson Plan	Topic	Duration	Warm Up	Main Task	Post Task	Mark	Skills	Activities	Deadline
1	Space Elevator	1h 40min	Speaking	Listening	Speaking and listening	0	Listening Speaking	Class discussion Listening	Group A: 26/02 Group B: 05/03
2	Phone and Video calls	1h 40min	Vocabulary acquisition Reading	Listening Speaking	Writing Speaking	10 5 + 5	Listening Reading Speaking Writing	Oral tasks Listening Vocabulary Acquisition	Group A: 16/03 Group B: 23/03
3	Invitations and requests	1h 30 min	Vocabulary Grammar	Listening Writing	Role play	10 5 + 5	Listening Writing Speaking	Oral tasks Listening Vocabulary Acquisition	Group A: 30/03 Group B: 20/04
4	Interviews	1h 40 min	Vocabulary Grammar	Listening Writing Speaking	Role play Writing	10 5 + 5	Listening Writing Speaking	Oral tasks Listening Vocabulary acquisition	Group A: 27/04 Group B: 11/05
5	Oral presentation	1h 20 min	Vocabulary Grammar Reading	Listening	Speaking Writing	10 5 + 5	Listening Reading Speaking Writing	Oral tasks Listening Vocabulary Acquisition	Group A: 18/05 Group B: 25/05
6	Pitch presentation	1h 10 min	Reading Vocabulary	Listening	Speaking	5	Listening Reading Speaking	Oral tasks Listening Vocabulary Acquisition	Group A: 25/05 Group B: 26/05

Table 11. Overview of the LPs distribution. CG case study.

Lesson Plan	Topic	Duration	Warm Up	Main Task	Post Task	Mark	Skills	Activities	Deadline
1	Space Elevator	1h 40min	Speaking	Listening Reading	Speaking and listening	0	Listening Speaking Reading	Class discussion Listening Reading	Group A: 22/02 Group B: 02/03
2	Interviews	1h 30min	Vocabulary acquisition Reading	Listening Speaking	Writing Speaking	10 5 + 5	Listening Reading and Writing	Oral tasks Listening Vocabulary Acquisition	Group A: 16/03 Group B: 23/03
3	Oral Presentation	1h 40 min	Vocabulary Grammar	Listening Writing	Role play	10 5 + 5	Listening Writing Speaking	Oral tasks Listening Vocabulary Acquisition	Group A: 30/03 Group B: 20/04
4	Pitch Presentation	1h 20 min	Vocabulary Grammar	Listening Writing Speaking	Role play Writing	10 5 + 5	Listening Writing Speaking	Oral tasks Listening Vocabulary acquisition	Group A: 27/04 Group B: 11/05
5	Phone and video calls	1h 20 min	Vocabulary Grammar Reading	Listening	Speaking Writing	10 5 + 5	Listening Reading Speaking Writing	Oral tasks Listening Vocabulary Acquisition	Group A: 18/05 Group B: 25/05
6	Graphs	1h 10 min	Reading Vocabulary	Listening	Speaking	5	Listening Reading Speaking	Oral tasks Listening Vocabulary Acquisition	Group A: 25/05 Group B: 26/05

All LPs had the same structure and stylistic presentation. The first page (Image 1) was informative and included the session number together with the CEFR level of the session, the materials used (Annex 9), the topic, the objectives and, in the case of the EG, the didactic AVT mode employed during the session.

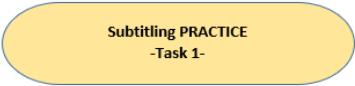
Image 1. Front page of Lesson Plan 4 EG Pilot Study.

LESSON PLAN 4	
CEFR Level	B2
Session number	LP4D
Material	Worksheets: Job interviews Video: Job Interview (https://youtu.be/ExjZAegsOis)
Topic	Interviews
Didactic AVT Mode	Dubbing (EN-EN)
Objectives	Students will be able to... develop vocabulary related to jobs interviews and professional contexts answer questions during an interview

The tasks were also displayed with the same format, using the same colours and layout. The tasks were announced inside a yellow bubble in which it was written the number of the task

and if it was a subtitling or dubbing practice, in the case of the EG (Image 2). After the heading, the instructions were presented together with the points associated to the task –highlighted in green colour so it was clearly visible for students. At the end, it was included the submission instructions (e-mail, deadline for each group, name for the task and what to indicate on the subject of the e-mail for organisational purposes).

Image 2. Subtitling practice Lesson Plan 5 EG Pilot Study.



Subtitling PRACTICE
-Task 1-

1. Download this short extract from the video you have just seen from “Good presentation vs bad presentations” (<https://n9.cl/eyja8>) and its subtitles file (<https://n9.cl/w0hqv>), which includes the timing.
2. Open the subtitling editor.
Upload the subtitles file (.ass) and the video; and subtitle the clip into English.
3. Once you finish the subtitling, save your subtitles file (.ass) and name it using LP55_ and your two surnames and name (ex. LP55_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es.

(5 points)

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

Deadline

- Group A: May, 18th before 14.00
- Group B: May, 25th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP55

The different LPs were uploaded to Moodle two days before the class so the students had time to download them. They were uploaded in word format for accessibility purposes. The LPs were also justified to the left for the same reasons. However, one of the recurrent comments during the post-questionnaire in the pilot study was that students missed a PDF version of the LP; and because of this in the case study word format version and a PDF version were uploaded to Moodle.

As it has been pointed out, the didactic sequence in both pilot and case study is divided in six LPs: space elevator, phone and video calls, invitations/graphs, interviews, presentations, pitch presentations. These LPs will be further discussed in detailed in Chapter 4. Lesson Plans.

3.2.3. Oral reception and production tests

In the pilot study, students from both groups were also required to take three listening tests: pre-test (listeningPS1), post-test (listeningPS2) and delayed post-test (listeningPS3). They were used as control tests for seeing the students' progress and improvement of their listening skills throughout the course. The tests also helped me to make a comparison in terms of progression between the CG and the EG.

ListeningPS1 (pre-test) aimed to check the students' English level at the end of the first lesson. The test was about space elevators, the topic they were working with during the class and it was included in the post-viewing section as part of their autonomous work. Students were advised that it did not carry a grade that could affect their final grade. The test was a good first contact to assess the students' listening skills. However, at the end, this test results were not reliable as it can be seen in section 5.1.3.1 Symmetric distribution EG.

ListeningPS2 (post-test) was a follow-up test that took place at midterm and aimed to assess the improvement in their listening skills. This test differed from CG to EG as they were designed following the methodology employed in the course. Therefore, the CG had a listening activity based on a video in which the main activity was filling blank spaces. They had to watch the video and answer to the related questions filling the missing information in a Google Form. On the other hand, the EG had to do an intralingual subtitling, adding only some words in the spotting provided. Both groups counted with the same amount of time (10 minutes) to visualise the video twice and complete the task.

ListeningPS3 (delayed post-test) took place at the end of the course as part of their global exam. It was used to assess the final level of the students after finishing all the LPs. The test was the same for both groups, they took it the same day and at the same time, and it was related to a topic from the practical sessions, job interviews. The listening consisted of two exercises. In the first one, students had to answer true or false after the first video viewing, and in the second exercise the students had to fill in the blanks after watching the video for a second time.

In the case study, these tests were complemented including production skills which were presented in two oral assessment tests. Both groups were required to take two oral assessment tests that were divided into two parts: one dealing with oral reception skills and another with oral production skills.

The Initial Oral Assessment Test, conducted a week before the beginning of the practical sessions, was used to check the students' level of English in oral skills at the beginning of the

course. The test was the same for both groups and designed using Google Forms. It was about job interviews, one of the topics of the LPs. The section devoted to the assessment of the reception skills (Initial Oral Reception Test, IORT) consisted of two parts, a true or false test and a fill in the blank spaces' activity. For the oral production skills assessment (Initial Oral Production Test, IOPT), students had to talk about themselves for two minutes and record it by using the platform *Vocaroo*⁷. In order to do that, they had some guideline questions to follow: 1) what is your name? 2) where are you from? 3) what do you do now? 4) what do you do in your free time? 5) Tell me something you are good at and something you are not good at.

The Final Oral Assessment Test took place at the end of the course as part of their global exam to evaluate the students' improvement by comparing its results with the ones in the Initial Oral Assessment Tests. The test was the same for both groups and it revolved about emails. For the listening section (Final Oral Reception Test, FORT), students were allotted 15 minutes, enough time to visualise the video twice and to answer the questions, which consisted of answering questions using their own words and a filling in the blank spaces. For the oral production section (Final Oral Production Test, FOPT) students had one day for completing and uploading it. In the speaking section, students had to imagine that they were at a job interview, and they were asked to speak for two minutes, talking about themselves and highlighting their strengths and weaknesses; they recorded it with the application *Vocaroo*.

The results extracted from the three listening tests and the two Oral Assessment Tests were analysed as part of the quantitative results extracted in the pilot and case studies, respectively. These results, together with suggestions for improvement, are analysed and deeply discussed in Chapter 5. Pilot Study: Data Analysis, Interpretations and Discussions and Chapter 6. Case Study: Data Analysis, Interpretations and discussions.

3.2.4. Post-questionnaire

After finishing the course and before taking their global exam, students were asked to complete a post-questionnaire in the pilot and in the case study in order to collect their impressions about the practical sessions. The post-questionnaire of the CG was different from the EG and they followed Auzmendi's (1992) model of questionnaires (Table 12 EG post-questionnaire and Table 13 CG post-questionnaire). They started asking general information about the students and while the post-questionnaire of the EG had five dimensions (usefulness, subtitling, dubbing,

⁷ Vocaroo (<https://vocaroo.com/>) is an online app to create an audio recording.

lesson plans, preference), the CG's only had three (usefulness, lesson plans, preference). Hence, both groups shared three dimensions with similar items and the post-questionnaire of the EG group included two extra dimensions directly related with didactic AVT methodology.

Table 12. EG post-questionnaire.

	Items	Answers
General information	Item 1 – Mail account	Open-answer
	Item 2 – Surname, Name	Open-answer
	Item 3 – Age	21-22 / 23-24 / 25-30 / More than 30
	Item 4 – Gender	Male / Female / Other
Dimension 1 – Usefulness	Item 5 – Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 6 – Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 7 – Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 8 – Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
Dimension 2 – Subtitling	Item 9 – How did subtitling help you develop your speaking skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 10 – How did subtitling help you develop your writing skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 11 – How did subtitling help you develop your listening skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 12 – How did subtitling help you develop your reading skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
Dimension 3 – Dubbing	Item 13 – How did dubbing help you develop your speaking skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 14 – How did dubbing help you develop your writing skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 15 – How did dubbing help you develop your listening skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
	Item 16 – How did dubbing help you develop your reading skills?	Not developed at all / Poorly / A little / Somewhat / Well / Very well
Dimension 4 – Lesson plans	Item 17 – Lesson plan 1 instructions were clear	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 18 – Rate the improvement of the skills trained during Lesson plan 1 (from greater to lesser)	Ranking (Speaking skills – Listening skills – Reading skills – Writing skills)

	Item 19 –How much time did it take you to complete Lesson plan 1 post-tasks you had to hand in as part of your assessment?	Less than 30 minutes / 30 minutes - 1 hour / 1 hour - 2 hours / 2 hours - 3 hours / More than 3 hours
	Item 20 – Describe your experience with Lesson plan 1	Open-answer
	Item 21 – Did you had any problem in Lesson plan 1?	Yes/no
	Item 22 – If yes, explain the problems found	Open-answer
Dimension 5 – Preference	Item 53 – What do you think about the integration of the Lesson plans (practical sessions) within the English course you have taken?	Open-answer
	Item 54 – Comment on the different aspects you think that can be improved (software, pre-viewing activities, tasks...)	Open-answer
	Item 55 – Rate the practical sessions as a whole	Ranking (1-10)
	Item 56 – If you have the chance, which teaching method would you prefer for doing the practical sessions?	Method based on Audiovisual Translation (subtitling and dubbing) / Method based on traditional activities (discussion with classmates, presentations, listen to audio tracks...)
	Item 57 – Why would you choose that method?	Open-answer
	Item 58 – Do you think the time invested for the tasks is more than the one you would have invested doing traditional activities?	Much more / More / Slightly more / Slightly less / Less / Much less

Table 13. CG post-questionnaire.

	Items	Answers
General information	Item 1 – Mail account	Open-answer
	Item 2 – Surname, Name	Open-answer
	Item 3 – Age	21-22 / 23-24 / 25-30 / More than 30
	Item 4 – Gender	Male / Female / Other
Dimension 1 – Usefulness	Item 5 – Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 6 – Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 7 – Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference
	Item 8 – Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	No difference / Slight difference / Big difference / Huge difference

Dimension 2 – Lesson plans	Item 9 – Lesson plan 1 instructions were clear	Totally agree / Strongly agree / Agree / Disagree / Strongly disagree / Totally disagree
	Item 10 – Rate the improvement of the skills trained during session 1 (from greater to lesser)	Ranking (Speaking skills – Listening skills – Reading skills – Writing skills)
	Item 11 – How much time did it take you to complete Lesson plan 1 post-tasks you had to hand in as part of your assessment?	Less than 30 minutes / 30 minutes - 1 hour / 1 hour - 2 hours / 2 hours - 3 hours / More than 3 hours
	Item 12 – Describe your experience with Lesson plan 1	Open-answer
	Item 13 – Did you had any problem in Lesson plan 1?	Yes/no
	Item 14 – If yes, explain the issues or problems found.	Open-answer
Dimension 3 – Preferences	Item 45 – What do you think about the integration of the Lesson Plans (practical sessions) within the English course you have taken	Open-answer
	Item 46 – Comment on the different aspects you think can be improved (pre-viewing activities, post-tasks, material used...)	Open-answer
	Item 47 – Rate the different activities made during the post-tasks (from greater to lesser) depending on which one you think has been more useful	Ranking (Listening activities – Video call – Writing – Roleplay – One minute presentation – Two-minute pitch)
	Item 48 – Explain why did you choose that rating	Open-answer
	Item 49 – Rate the practical sessions as an overall	Ranking (1-10)
	Item 50 – Would you like to try a different teaching method using activities based on audiovisual translation (dubbing, subtitling, audio description and subtitling for the deaf and hard of hearing) instead of using traditional activities (discussion with classmates, presentations, listen to audio tracks...)?	Yes/no
	Item 51 – If yes, explain why	Open-answer
	Item 52 – Do you think the time invested during the tasks is more than the one you would invest in doing non-traditional activities based on dubbing and subtitling?	Much more / More / Slightly more / Slightly less / Less / Much less

The general information section was shorter as the lecturers already had all the students background information from the pre-questionnaire. Thus, this time this section only had four items – mail account, surname and name, age and gender. This information could have been especially useful to compare if there was a relationship between the two variants of age and gender and the students that dropped the practical sessions. However, as said before, the

dropped-out percentage was really low in these studies so the comparison would not be representative.

Dimension 1, usefulness, was the same for both groups. It embodied four items related with the four English skills (reading, listening, writing and speaking). The same question was repeated in order to see to what extent students thought they had improved their different skills as a result of completing all the LPs. In the EG questionnaire dimensions 2 and 3, subtitling and dubbing, respectively, deepened into the questions of dimension 1 by asking them about the methodology they had used. Thus, the eight items in these two dimensions asked students to what extent dubbing and subtitling helped them to improve their English skills.

Dimension 4 (Dimension 2 for the CG) dealt with the LPs. It was the longest as it included six items for each of the six LPs. Table 12 and 13 show only items 17 to 22 (9 to 14 in CG), which are the ones related to LP 1. These questions were repeated for the rest of the LPs. In this dimension, students were asked about their general perception of the LPs, the description of their experience with the LPs, about the time invested in the tasks that were part of their autonomous work, the clarity of the instructions for doing the LPs, the problems found when doing the LPs and the level of the improvement of the skills trained perceived.

The last dimension for both groups, preferences, included items which were completely different as this dimension was directly related to the methodology preferred by the students. Thus, the EG group items were a comparison between didactic AVT and more traditional approaches. Students were asked what teaching method they would have preferred for the practical sessions and why. They also had to reflect on the time needed, the aspects that should be improved and their general opinion about the integration of the LPs in the subject of *Technical English*. Meanwhile, the CG students were asked if they would like to try a different methodology based on didactic AVT and why, and if they thought that the time invested in the post-task would be more if they would have followed a didactic AVT methodology. Lastly, they were asked to rate the different post-tasks activities, to indicate those things they would improve and to rate the practical sessions in general.

Hence, this final post-questionnaire was extremely useful from both a quantitative and a qualitative analysis point of view and in the case of the pilot study, the opinions and comments were taken into consideration to improve the case study. All the impressions and students' thoughts from the pilot study were gathered together and will be discussed in Chapter 5. The results of the case study post-questionnaire will be discussed in Chapter 6 and will allow to see whether there was a change in students' perception after the introduction of changes.

3.3 Assessment Rubrics

Assessment is an essential tool in SLA classes as it boosts students' motivation providing students with relevant information about their learning process (Camilloni et al., 1998). Nowadays, scoring rubrics "have become a common method for evaluating such activities, including assessments of essays, oral presentations, group projects, and other assignments in both college and university classrooms" (Avtandilyan, 2021: 225) as they help students to focus on their learning and what it is expected from them. As stated above, during both pilot and case studies, there were several tasks that required assessment. In the CG and the EG each student had to submit one or two tasks per LP. The CG tasks were mainly writing or speaking activities, while the EG had dubbing and subtitling tasks. Four different rubrics were created for each of the different tasks: Table 14, 15, 16 and 17.

All the tasks were awarded with a numeric grade up to 5 points. I was in charge of correcting and assessing all the different tasks during the course, giving students' not only final grades but also feedback, if needed. It is also worth mentioning that, during the case study, the speaking rubric was also useful to assess the speaking part that students had to complete in the pre- and post-oral production tests. The numeric grades that students obtained in the tasks have been used for analytical purposes and will be further discussed in Chapters 5 and 6.

The EG had dubbing and subtitling tasks in the six LPs and for their assessment two rubrics were adapted from existing ones. The subtitling rubric was adapted from Lertola's rubric (2015: 258) and the dubbing rubric from Talaván and Costal's⁸ (2017: 76). The subtitling rubric (Table 14) had four main categories that were divided into five subcategories: 1) language transfer, which seeks to see if students were able to convey the message, condense information and use omission strategies; 2) linguistic competence, which covers students use of vocabulary, grammar and punctuation; 3) discourse competence, which deals with coherence and cohesion; and 4) technical skills, which are subdivided into space, number of characters per line (CPL), and time required for reading the subtitle on screen, the number of characters per second (CPS). These sub-categories had a maximum punctuation of 1 point.

⁸ Adapted from iDub - The potential of intralingual dubbing in foreign language learning: How to assess the task (Talaván and Costal, 2017: 76).

Table 14. Subtitling rubric.

Main Category	Sub-categories	Grade (up to 1)
Language Transfer	Convey the message, condensation of information, successful use of omission. (Consider the following questions: All the important information is included, the information omitted is not relevant, etc.)	
Linguistic competence	Vocabulary, grammar, punctuation	
Discourse competence	Coherence and Cohesion (ex. Use of discourse markers)	
Technical Skills	Space (CPL)	
	Time (CPS)	
Final Mark		/5

The dubbing rubric (Table 15) evaluated accuracy, synchrony, pronunciation, intonation and performance. Each aspect ranged from 0 (when it was clearly not achieved) to 1 point (if it was excellently achieved).

Table 15. Dubbing rubric.

Accuracy	Synchrony	Pronunciation	Intonation	Performance	MARKS
Accuracy and variety of grammatical structures used.	Excellent synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is excellent, good effort at accent	Natural intonation, volume is excellent.	Smooth and fluid speech few to no hesitations.	1
Some errors in grammatical structures, possibly caused by attempt to include a variety.	Good synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is good, good effort at accent	Natural intonation but inaudible word or two.	Smooth and fluid speech, few hesitations: an inaudible word or two inaudible words.	0,7

Frequent grammatical errors that do not obscure meaning.	Synchrony between the duration of each voice recording, and the images display on-screen is okay.	Pronunciation is good, some effort at accent, but is definitely non-native	Good intonation but volume wavers.	Speech is relatively smooth but is characterised by some hesitations.	0,5
Frequent grammatical errors even in simple structures.	Bad synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is okay: No effort towards a Spanish accent	Intonation is okay, but volume is very soft.	Speech is frequently hesitant and jerky, some sentences left uncomplete.	0,3
Frequent grammatical errors even in simple structures: meaning is obscure.	No synchrony at all between the duration of each voice recording, and the images display on-screen.	Pronunciation is lacking and hard to understand: No effort towards a Spanish accent.	Bad intonation, inaudible.	Speech is slow but exceedingly hesitant and strained except from some memorized phrases.	0
					Total Overall / 5

The CG, in turn, had writing and speaking tasks and the rubrics employed were based on previous prototypical models. Thus, the speaking rubric (Table 16) included four categories: 1) use of vocabulary and expressions related to the topic; 2) use of English (grammar); 3) fluency; and 4) pronunciation. The rubric was subdivided into five slots of marks from 1.25, if the expectations were achieved, to 0 if the student did not achieve the goals described in the category.

Table 16. Speaking rubric.

Use of vocabulary and expressions related to the topic.	Use of English (grammar)	Fluency	Pronunciation	Mark
Talk about the suggested topic. Provide new ideas and promote the participation of the other. Proper and extensive use of the vocabulary about the topic.	Grammar is consistently accurate and appropriate for the level.	Thoughts expressed completely with no pauses or hesitations.	Pronunciation is excellent; good effort at accent.	1.25

Speaking about the topic without providing new ideas. Use of a variety of expressions and vocabulary about the topic almost always right.	Grammar is mostly accurate and appropriate for the level.	Thoughts expressed completely with one or two pauses or hesitation.	Pronunciation is very good; good effort at accent.	0.87
Wrong or very limited use of some of the expressions or the vocabulary about the topic.	Grammar is sometimes accurate and/or not appropriate for the level.	Some hesitations but manages to continue and complete thoughts.	Pronunciation is good; Some effort at accent, but some words are mispronounced.	0.67
Vocabulary not related or wrong used.	Grammar is rarely accurate or appropriate for the level.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Many words are mispronounced; and no effort towards a native accent.	0.37
The student doesn't meet the criteria to be evaluated.	Grammar is almost never or never accurate or appropriate for the current level.	Speech halting and uneven with long pauses or incomplete thoughts.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	0
				Overall grade / 5

The writing rubric (Table 17) was adapted from the one supplied by the Universitat de les Illes Balears (UBI)⁹ for these purposes, as I found that it covered all the different aspects that I consider important in writing. It was divided into four categories: 1) task fulfilment regarding content and communicative goals; 2) use of English (grammar); 3) organization, coherence and cohesion; and 4) vocabulary, lexical range and accuracy. The marks were divided into four, being 1.25 for excellent productions and 0, if the task was unclear, inaccurate or extremely limited.

⁹ https://estudis.uib.es/digitalAssets/423/423936_angles_rubrica.pdf

Table 17. Writing rubric.

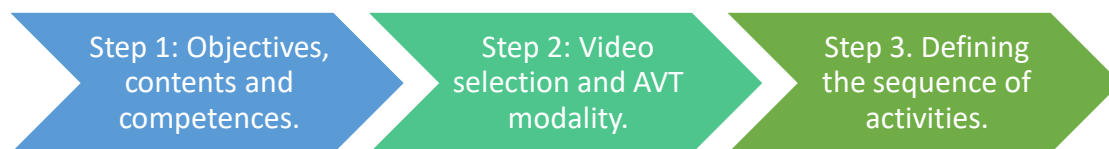
Task Fulfilment (Content and communicative goal)	Use of English (Grammar)	Organization (Coherence and cohesion)	Vocabulary (Lexical range and accuracy)	Mark
- All content elements covered and fully developed. - Purpose of the task is clear and message is successfully communicated. - Clear evidence of maturity and creativity, with no ideas copied from the reading text. - Neat presentation and clear handwriting. - Very good overall impression on the reader.	- Flexible and accurate use of a wide range of simple and more complex structures of the level. - Occasional mistakes, mainly due to an ambitious use of structures (i.e. risk-taking), which do not impede understanding.	- Very well-organised and internally coherent, showing a very clear progression of information or ideas. - Effective and noticeable paragraphing. - Varied and successful use of cohesive devices (linkers, pronouns, etc.)	- Flexible and accurate use of a wide range of vocabulary of the level. - Occasional mistakes, mainly due to an ambitious use of lexis (i.e. risk taking), which do not impede understanding.	1.25
- All content elements covered and satisfactorily developed. - Purpose of the task is clear enough and message is successfully communicated, on the whole. - Some evidence of maturity and creativity, with no ideas copied from the reading text. - Neat presentation and clear handwriting. - Good overall impression on the reader. - Production may be very good but too long.	- Flexible and accurate use of a satisfactory range of simple and more complex structures of the level. - Some mistakes, which rarely impede understanding.	- Mostly organised and internally coherent, showing a clear progression of information or ideas. - Mostly effective and noticeable paragraphing. - Satisfactory use of cohesive devices, which may not be consistently maintained.	- Flexible and accurate use of a satisfactory range of vocabulary of the level, with occasional overuse of certain lexis. - Some mistakes (e.g. in word choice, spelling or word formation), which rarely impede understanding.	0.87
- One content element omitted or unsuccessfully covered but others adequately communicated. - Purpose of the task is mostly clear. - Some evidence of maturity. Ideas from the reading text, if included, are rare and rephrased. - Acceptable presentation. Handwriting is clear enough.	- Unambitious but mostly accurate use of an adequate/sufficient range of simple structures. More complex structures of the level are not attempted or too flawed. - Some mistakes, which are mostly non-impeding.	- Some attempt at organisation, which may include slight incoherencies. There may be some lack of an overall progression of information or ideas. - Paragraphing is adequate but needs improvement (insufficient or unbalanced development of ideas, etc.) - Limited use of cohesive devices, which may include some inaccuracy.	- Unambitious but mostly accurate use of an adequate/sufficient range of vocabulary of the level. More advanced lexis is not attempted or too flawed. - Some mistakes, which are mostly non-impeding.	0.67

- Production may be good but too short				
- More than one content element omitted or unsuccessfully covered. - Unclear purpose. Considerable effort from the reader required to understand the message. - Evidence of lack of creativity. - Inadequate presentation. - Production may be good but unacceptably long or short.	- Very limited or repetitive range of structures. - Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	- Information or ideas not organised logically or coherently, with no clear or little progression in the response. Some clear incoherencies. - Poor paragraphing (i.e. arbitrary paragraphs, more than one focus in the same paragraph, etc.) - Cohesive devices are basic, repetitive or inaccurate except in memorised phrases. - Erratic punctuation and/or use of capital letters.	- Very limited or repetitive range of vocabulary. - Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	0.37
- Content barely related to the task, totally irrelevant or mostly copied from the reading text. - Fails to communicate the purpose of the task. Excessive effort from the reader required to understand the message. Content may be impossible to understand. - Unacceptable presentation. - Too little use of language for assessment.	- Extremely limited or inadequate range of structures. - Poor control of the language seriously compromises task development.	- Lack of control of organisational features. Seriously incoherent. Fails to achieve any progression of information or ideas. - No paragraphs. - Absence or very inaccurate use of cohesive devices.	- Extremely limited or inadequate range of vocabulary. - Lack of vocabulary (i.e. use of a few isolated words) seriously compromises task development.	0
				Overall grade / 5

4. LESSON PLANS

The creation of a LP is a process that have to be done taking into consideration different factors, such as the students' profile, their English level or their interests. In order to do this, the LP designer can follow three steps:

Figure 3. Steps to create a lesson plan.



Step 1 focuses on thinking and considering the different educational goals and competences by answering two questions: 1) What do students have to know, understand and be able to do; and 2) What knowledge and specific skills do students need. Once the questions have been answered, step 2 deals with transforming these answers in terms of competences, objectives and learning contents. This leads to the selection of the AVT modality and the video to be used. Finally, step 3 is the one that will define the sequence of activities, by taking into consideration the learning objectives and content and the work that students would be able to achieve, the LP designer should put in sequence the different tasks by creating three sections, pre-viewing, viewing and post-viewing.

Thus, each LP had the same structure and similar activities so both groups could develop different English skills on an equal basis. The pre-viewing activities set the ground for the topic that the LP presented. The while-viewing, or main activities in the case of CG, helped students to start working so they could later fulfil the final assessable tasks, in which students consolidated their knowledge.

The study included a total of six LPs (Table 18) whose order changed from the pilot (Annex 1 for the EG and Annex 2 for the CG) to the case study (Annex 3 for the EG and Annex 4 for the CG) as will be seen. These LPs were the following:

Table 18. LPs titles and order.

Title	Pilot study	Case study
Space elevator	LP1	LP1
Phone and video calls	LP2	LP5
Invitations and requests	LP3	-
Interviews	LP4	LP2
Oral and Pitch Presentations	LP5 and LP6	LP3 and LP4
Graphs	-	LP6

4.1. Space elevator

4.1.1 Pilot study – LP1

The first session took place at the beginning of February and it was meant to be an introductory session to the different teaching approaches which would be used, including didactic AVT and the types of tasks. After this introduction, the first LP that was about “space elevators” was presented. The aim of the session was that, at the end of it, students from both groups were able to talk about advantages and disadvantages, describe processes, use sequence connectors and express their opinions. As this was an introductory session, the tasks were assessable for analytical purposes but not for being part of the students’ final mark. The intention was to get them used to the methodology and the different tasks that they would carry out in the LPs.

Table 19. LP1 Pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
1	- Talk about advantages and disadvantages - Describe processes - Use sequence connectors - Express opinions	Warm-up - Class discussion Main activities - Audio listening - Fill in the blanks - Pictionary Practical task - Listening comprehension Post task - Class discussion	Pre-viewing - Subtitling rules While-viewing - Video visualization - Spot the errors - Fill in the blanks Subtitling (EN-SP) Post-viewing - Listening comprehension

The EG worked on the listening skills and the AVT modality used was interlingual subtitling (EN-SP). During the pre-viewing, I explained subtitling basic notions and provided students with a brief guideline of what to do and what not to do when subtitling:

- Each subtitle should be written in 1 or 2 lines (never more).
- Subtitles should be short and concise. For long sentences, it is better to create several short subtitles.
- The number of CPS (Character Per Seconds) must be under 17.

- The number of CPL (Character Per Line) must be under 41.
- End subtitle-lines: at natural linguistic breaks. Do not break a line (/) between: auxiliary verbs and main verbs, articles and their nouns. Conjunctions and relative pronouns must begin the second line in case of having to split the subtitle into two lines.
- Respect the general language rules, in other words, use commas and stops when necessary; use capital letters in proper names or after a stop.
- Numbers are written using letters in cases of figures up to eleven or if a sentence starts with a number.

In the while-viewing part, the students were asked to spot the errors in a series of screen shots taken from Aegisub¹⁰ in order to see if they had understood the norms previously introduced. Then, the subtitling practice in which students had 30 minutes to do their subtitling activity individually took place. This was conceived to see if they had any problem during the practice, to let them get familiarised with the software and to monitor their first contact with subtitling, as they were allowed to ask questions at the beginning of the practice. The time given was not enough to finish this first practice, so students were asked to finish it at home as part of their autonomous work. In the last stage, the post-viewing, students had to do a listening exercise (see 3.2.3. Oral reception and production tests).

In the first session of the CG, the skills developed were listening and speaking, and the activities used in this lesson were mainly class discussion and listening activities. During the warm-up section, I showed a photo of a space elevator and three questions (Image 3), and students started a brainstorming about the topic discussing on the questions proposed.

Image 3. Warm-up Lesson 1 CG.



¹⁰ Aegisub is a free open-source subtitle editing software.

The main task was two listening exercises extracted from a course book (*Cambridge English for Engineering*, 2008) with related vocabulary, a fill in the blanks exercise and an exercise where they compare the listening they had completed and the original script to see what kind of words did the listening exercise erase from the full script. For the visual part, students had a Pictionary game in which they worked with new vocabulary, photos of the concepts and definitions. Finally, during the post-tasks they had to discuss again the first picture about space elevator but with all the new information they had from the listening and the Pictionary in order to see if they would change their first considerations. The practical task for autonomous work was the same listening activity (see 3.2.3. Oral reception and production tests) as the EG's which served as a starting point and to assess their English level.

4.1.2 Case study – LP1

Lesson plan 1 (Table 20) was virtually the same in the case study. However, it introduced some modifications as consequence of the observation made in the pilot study and the students' commentaries gave in the post-questionnaire with the aim of improving the LP and subsequently the learning process.

Table 20. LP1 case study aims and activities

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
1	- Talk about advantages and disadvantages - Describe processes - Use sequence connectors - Express opinions	Warm-up - Class discussion Main activities - Audio listening - Fill in the blanks - Pictionary Practical task Post-task - Listening comprehension - Reading - Speaking	Pre-viewing - Class discussion While-viewing - Video visualization - Open answer question exercise Subtitling (EN-EN) Post-viewing - Reading - Speaking

One of these first modifications was the Initial Oral Assessment Test (see 3.2.3. Oral reception and production tests). This time both groups, EG and CG, had to take the test one week before the practical sessions started and not as part of the LP. This helped me to know the

students' level of English. In addition, the test also counted with a speaking task that would allow me to compare students' speaking skills development.

One week before the beginning of the practical sessions, EG students also had a special session of 20 minutes in which I introduced basic subtitling and dubbing guidelines in a power point presentation. I presented basic rules for working with these AVT modalities and the types of software that students should use for carrying out the tasks. As this introduction was one week before the practical session, I also had to change the pre-viewing activity for the EG by adding a class discussion using the same picture (Image 3) as in the CG to brainstorm about the topic.

During the video viewing in the EG the activities were slightly changed to be adapted for this LP. Thus, while in the pilot study the video was first visualised with English subtitles, this time students had Spanish subtitles, in order to have a gradual visualization progress of the videos. The second exercise in the video-viewing part, a blank spaces exercise, was also modified for an open answer question exercise, as the main task in the subtitling part was also adapted and consisted of an exercise similar to a fill in the blank activity. By contrast, in the CG's there was no change either in the warm-up or in the main activities.

As previously mentioned, the case study LP1 counted with an assessable task in both groups. The EG had an intralingual subtitling practice (EN-EN) in which they had to subtitle the Space Elevator's video from a subtitle file which included half of the subtitles with blank spaces to fill in and the other half completely in blank, just with the spotting done. They were also required to follow to the recommended CPS and CPL, making modifications or paraphrasing whenever necessary. Although it was the same video as in the pilot study, the task was slightly modified to readapt its level, as I wanted it to be easier and a sort of introductory session which helped students to get into this type of methodology and start using the subtitling software. Students had the opportunity, as in the pilot study, to start the subtitling practice in class in order to see if they had any problem with Aegisub. On the other hand, the practical task in the CG was a listening exercise about Space Elevators different from the one in the pilot study and using Google Forms. Students had one week to complete the forms having just one opportunity for answers.

Finally, it is also worth mentioning that both groups had an extra task using Vocaroo to practice their speaking skills. Students were asked to read a text about science fiction and space elevators in class and record themselves later at home giving their opinion about space elevators in two minutes. In order to give them some extra help a guideline with some questions that could be answered in their discourse was provided, although I insisted on trying to sound as

natural as possible and not reading a prepared script. This task was not assessable although it was obligatory and conceived as a pre-practice for the speaking tasks they would have throughout the course.

4.2. Phone and video calls

4.2.1 Pilot study – LP2

The second session was related with their future careers and dealt with phone- and video-calls. In the pre-questionnaire when students were asked about what sort of things, they found essential as they would have to use them in their future careers, this topic was one of the most recurrent. The skills to be trained in this LP were listening, speaking, writing and logical thinking in the EG and the same for the CG. The objective at the end of the lesson was that students were able to have a phone/video conversation, express fluently, use sequence expressions typical in conversations and ask and answer questions. The didactic AVT modality use in the EG was dubbing and the materials used in the CG were a reading comprehension activity, worksheets and some exercises from the course book *Technical English 2* (2009).

Table 21. LP2 pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
2	- Have a phone conversation - Express fluently - Use sequence expressions used in conversations - Ask and answer questions	Warm-up - Vocabulary acquisition - Reading Main activities - Reading - Video-conference video - Role-play Practical task Post task - Writing - Role-play	Pre-viewing - Sentence building - Reading While-viewing - Video-conference video - Writing Dubbing (Creative EN-EN) Post-viewing Peer assessment

The EG started with a series of sentence building and a reading exercise as pre-viewing activities to set the basis and provide students with useful vocabulary for the viewing part. In the video-viewing stage, students had two videos. The former was related to videoconference problems that may arise during a business meeting. It was to introduce useful vocabulary and expressions for the practice. The latter was the video used for the dubbing practice. This clip was

taken from the famous tv-series *The Office* in which three characters are pretending to have a mock business phone conversation. Basing on this clip students had to prepare a creative dubbing in which the three characters have to deal with at least two videoconference problems while talking. The context provided was the following:

A company-seller calls a potential customer to buy specific materials. According to the needs you may have in your future job, choose something you may need to buy – construction materials, computers, etc.

The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

Due to technical problems, the boss has to intervene in the call, and s/he has to finish the deal. At the end, the boss asks the customer about details such as his/her name, address and delivery instructions.

Apart from the activities in the warm-up section of the EG, the CG had a reading comprehension test about the do's and don'ts of video calls. After the warm-up, students had to do a listening test based on the same video used for the EG where videoconference problems were presented. They also had a role-play in class in which they had to read in pairs typical business phone calls. It was meant to be a first attempt of rehearsal of the task that they would have to complete later at home.

For the post-tasks, students had to write a script giving an ending to a dialogue that they had worked in the warm-up. Once they had it, they had to share it with a partner in order to check each other's errors and comment on the things that could be improved in their writings. In the tasks they had to hand in for assessment, CG students had to call a classmate using a video-call platform like Google Meets and have a three-minute business conversation without reading a written script under the following premise:

A company-seller calls a potential customer to buy specific materials. According to the needs in your future job, choose something you may need to buy – construction materials, computers, etc.

The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

At the end, the seller asks the customer about details such as his/her name, address and delivery instructions.

Once they finished the video-call, students were asked to write a script based on their previous conversation individually, correcting any mistake that they could notice in the previous task and improving that conversation in the writing exercise.

4.2.2 Case study – LP5

The LP2 (Table 22) of the pilot study was moved to LP5 in the case study and the main reason for this was the level of difficulty that it implied. After observing how it worked in the pilot study and according to students' perception, this LP involved a high level of difficulty for being the first contact with dubbing, causing more anxiety among students. Thus, it became the last dubbing lesson in the case study making students feel more comfortable as they had already been practicing dubbing in easier tasks.

Table 22. LP5 case study aims and activities.

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
5	- Have a phone conversation - Express fluently - Use sequence expressions used in conversations - Ask and answer questions	Warm-up - Vocabulary - Grammar - Reading Main activities - Listening comprehension - Video-conference video Practical task Post task - Speaking - Writing	Pre-viewing - Sentence building - Reading While-viewing - Video-conference video - Writing Dubbing (Creative EN-EN) Post-viewing - Writing - Speaking

In the EG the pre-viewing and video-viewing activities were the same as in the pilot study. The first practical task was also the same as in the pilot study, having to create a new dialogue for *The Office* video using a given context and being aware of synchrony. However, the dubbing practice changed slightly. In this occasion, the video was previously edited so the clip had a duration of just two minutes. Besides, the task description included more editors apart from Screencastify¹¹ offering students a wider variety of resources with which they could feel more comfortable. Lastly, the third task from the pilot study, the peer-assessment, was

¹¹ Screencastify (<https://www.screencastify.com/>) is a screen recorder and editor for Chrome.

eliminated, as the amount of autonomous work of the dubbing practice was already the two hours that students were allotted.

As far as the CG is concerned, the second exercise of the warm-up in which students had to correct sentences was eliminated as I could conclude after observation that it was not very effective for the time it consumed. The sentences that presented useful vocabulary and expression were still provided but in a classification exercise. The main activities were the same as in the pilot study with the addition of the video and the listening comprehension activities about video conferences used in the EG. Finally, the practical tasks were the same with the exception of the activity in which students had to share their dialogues with each other which was eliminated as I found it confusing for the students.

4.3. Invitations and requests

4.3.1. Pilot study – LP3

The LP3 (Table 23) from the pilot study was an exception in the didactic sequence since a LP designed by the research group TRADILEX was incorporated in the EG for research purposes. Its objectives were enabling students to extend invitations and to make and respond to requests. The main activities were based on didactic subtitling in the EG; whereas worksheets about requests and invitations were used in the CG. The original TRADILEX LP had a duration of one hour in an autonomous online environment. However, it was extended with grammatical explanations focused on the needs for the main activities in order to adapt the TRADILEX LP to the duration of the practical sessions.

Table 23. LP3 pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
3	- Practice requests and invitations	Warm-up - Vocabulary acquisition - Grammar Main activities - Fill in the blanks Practical task - Role play Post task - Speaking	Pre-viewing - Vocabulary acquisition - Writing - Listening While viewing - Spot the differences Subtitling (EN-EN) Post-viewing - Writing

The LP in both groups started with tasks of grammar and vocabulary acquisition. In the warm-up section, the CG also counted with an activity that included some visual aids in order to be on equal terms with the EG. In this activity the students had to reproduce the previous exercise grammatical structures for requests in different situations depicted in five images.

In the video-viewing, the EG started working with the video in English and with Spanish subtitles. Students had to notice any difference between the audio and the subtitles and comment on them. The subtitling practice used one-minute fragment of the video in which the spotting was already given to the students to fill in with the subtitles in English.

The CG main activities had to do with four short audios that they had to listen to and complete a series of traditional activities as if it were a fill in the blank exercise. The practical task was divided in two parts. First, students had to perform a role play situation in which they had to call a classmate using a video-call platform and record themselves with the following premise:

Student A

You are an employee at an important company in England. You are preparing a team building activity next weekend. At the beginning of the work day, you see a new employee. You want that person to feel welcome so you approach him/her, introduce yourself and invite him/her to participate in the activity.

Student B

You are a new employee in an important company in England. It's your first day at work and you do not know anyone. A person approaches you and invites you to participate in a team building activity next weekend. Accept the invitation, ask about the details and offer your help to organize it.

Lastly, both the EG and CG had a second task in which they had to write a short dialogue exchange where they invited someone to go out following six steps:

- 1) start greeting the other person,
- 2) suggest going out somewhere,
- 3) the other may not feel like going out,
- 4) try to convince him/her,
- 5) offer interesting activities you two may like,
- 6) agree on day, time, place and other arrangements like what there were going to do.

This final activity helped them to consolidate the knowledge acquired in the lesson.

4.4. Graphs

4.4.1. Case study – LP6

LP3 from the pilot study devoted to Invitations and Requests was replaced in the case study by LP6 about Graphs (Table 24). The main reason for choosing this topic was that LP3 was part of the project of the TRADILEX group and for the case study I wanted to substituted by a more ESP related topic like graphs. The objectives of this LP were to be able to interpret graphs and charts and present the results with specific vocabulary. The materials used were the same in both groups: a reading comprehension text, worksheet materials related to graphs and a didactic video called “Presenting business information using charts and graphs”. The AVT didactic modality used in the EG was interlingual subtitling (EN-SP), while the types of activities used by the CG were oral communication tasks, listening comprehension tasks and activities for vocabulary acquisition.

Table 24. LP6 case study aims and activities.

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
6	- Understand different graphs and charts - Present the results obtained with specific vocabulary	Warm-up - Vocabulary acquisition - Reading Main activities - Listening Practical task Post task - Speaking	Pre-viewing - Vocabulary acquisition - Reading While viewing - Listening Post-viewing - Subtitling practice

The EG pre-viewing and the CG warm-up activities were the same, both groups had four exercises related with vocabulary acquisition about graphs and diagrams. Thus, in the first exercise students had to match the graphs and diagrams with their pictures. This was followed by a second exercise in which they had to complete with specific vocabulary and expressions a brief description of a graph they were presented. In exercise 3, students had jumbled paragraphs that had to be organised in accordance with the structure for presenting graphs. Finally, in exercise 4 students had to match some sentences describing the movements illustrated in some graph pictures.

The video-viewing, or main activities in the case of the CG, were also the same. Students had an exercise of true or false and open answer questions based on a video about graph presentations. Both groups had a translation exercise in which they had to translate four sentences extracted from the video from English to Spanish. This was, at first, an exercise intended for EG students who had a task of interlingual subtitling afterwards. However, I also introduced this type of activity in the CG as it can be considered traditional as being attached to the language acquisition method of grammar translation.

The post tasks of this LP were not assessable for the final mark but obligatory in both groups if they wanted to keep their grades for the continuous assessment. The EG had a simple subtitling task in which they had to subtitle into Spanish a 1-minute extract from the video-viewing video that was in English. The subtitle file included half of the subtitles with the spotting done and the other half to be completed from scratch. The CG, in turn, had to watch the same video as a visual aid and then draw a graph which had to do with something related to their future careers and depict it in 150 words using accurate and precise vocabulary and expressions.

4.5. Interviews

4.5.1 Pilot study – LP4

As the students will be called for a job interview when applying for a post, the choice of this topic for a LP was in line with introducing subjects that satisfy their future professional needs. At the end of this LP, students were supposed to learn how to hold an interview and how to develop and express themselves in a professional situation like doing job interviews. The main language skills developed were: listening, speaking and writing. The pre-viewing and pre-tasks activities were focused on the acquisition of vocabulary and phrases and expressions that are commonly used in this situational context. While the CG main activities were based on worksheets and listening activities, the EG had a task of creative English dubbing (Table 25).

Table 25. LP4 pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
4	- Develop vocabulary related to job interviews and professional contexts - Answer questions during an interview	Warm-up - Build sentences - Complete the conversation Main activities - True or false - Look for synonyms - Vocabulary brainstorming - Role play Practical task Post task - Writing - Role play	Pre-viewing - Build sentences - Complete the conversation While viewing - Complete the script Dubbing practice Post-viewing - Writing

The activities in the pre-viewing (EG) and warm-up (CG) were the same. The first exercise was putting words in the correct order to make sentences typical of job interviews. After it, students had to complete a job interview conversation by using the interviewer's questions from exercise 1. These two exercises were a first contact with the topic and introduced new vocabulary that would be used in the rest of the LP.

In the video-viewing, EG students had to watch a video where a potential applicant is interviewed. They had to copy from the video the questions asked by the interviewer and the interviewee. The video for CG was different and presented a woman applying for a job. The CG had traditional listening activities such as a true or false exercise or looking for synonyms in the video. At this stage, students also had a brainstorming activity in which they had to think about five things they were good at and five they were not. Afterwards, students had to work in pairs in a role-play that portrayed a job interview. To do so, students counted with a card (Table 26) which was also applied for the assessment task. Students had to use the card to write a dialogue.

Table 26. CG card for a job interview.

Interviewee	Interviewer
Previous work experience:	You need a:
Skills:	Important skills:
Other information:	Other:
	Hours:
	Salary:

At the last stage, the CG, in turn, had two practical tasks: a writing and a speaking practice. For the writing, students had to write about their strengths and weaknesses thinking of the job post they would like to apply in the future. In the second task, students had to complete in pairs the same card they had during the main activities (Table 26) and role play and record a pretended job interview using Google Meets.

Meanwhile, EG students had a dubbing practice that consisted in proposing different personalised answers to the questions in the video. The timing for both characters in the video was provided so that students had to adapt their scripts to the spotting. After that, they had to dub the video where the original answers of the characters had already been muted by the lecturer. Finally, in the post-viewing tasks, the students had to write an answer to the following two frequent questions in interview processes: 1) tell me about yourself and 2) what are your strengths and weaknesses, taking into consideration the job position they would be applying for.

4.5.2 Case study – LP2

The job interviews LP in the case study was LP2 since the dubbing practice was more guided and, consequently, easier and more appropriate as a first contact with this AVT modality. The objectives of the LP (Table 27) were the same of those presented in the pilot study: to develop vocabulary related to jobs interviews and professional contexts and to learn how to answer questions in a job interview. The activities used were basically the same with small adjustments.

Table 27. LP2 case study aims and activities.

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
2	- Develop vocabulary related to job interviews and professional contexts - Answer questions during an interview	Warm-up - Build sentences - Complete the conversation Main activities - True or false - Fill in the blanks - Role play Practical task Post task - Job search - Writing - Role play	Pre-viewing - Build sentences - Complete the conversation While-viewing - Complete the script Dubbing practice Post-viewing - Job search - Writing

The activities in the EG were basically the same, but in the writing exercise of the post-task students had to search for a real job offer on a webpage, paste a screenshot of the appealing position and then write their application based on it.

In the CG there were more changes. First, in the main activities as the video used during the pilot study in the CG was no longer available. The new video was similar and included examples and tips on how to prepare for a job interview. The first activity was a true or false exercise related to the video and the second a fill in the blank space activity, replacing the activity of synonyms from the pilot study. The rest of activities were the same; however, in the final stage CG students also had to do the same search for a real job post as the EG students did.

4.6. Oral and Pitch Presentations

4.6.1 Pilot study – LP5 and LP6

LP5 and LP6 introduced different types of oral presentations. LP5 (Table 28) developed a more traditional approach of oral presentations whereas LP6 (Table 29) dealt with pitch presentations, a more innovative way of sharing your ideas in a two-minute format. The objectives of these lessons were that at the end students were able to deliver a good presentation, acquire sequence connectors for presentations, promote an idea to a specific audience in two minutes and sell a product by engaging the audience. In the EG, the AVT modality used was intralingual

subtitling (EN-EN) in both lessons. In the CG, in turn, a reading text and a video for listening activities were used.

Table 28. LP5 pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
5	- Have a phone conversation - Express fluently - Use sequence expressions used in conversations - Ask and answer questions	Warm-up - Vocabulary acquisition - Reading Main activities - Fill in the blanks - Spotting the differences - Search for Spanish equivalents Post/Practical task - Speaking - Writing	Pre-viewing - Vocabulary acquisition - Reading While-viewing - Fill in the blanks - Spotting the differences - Search for Spanish equivalents Subtitling Post-viewing - Speaking

In LP5 pre-viewing, useful language such as expressions to catch the audience's attention and distribution connectors for structuring a presentation into introduction, body and conclusion were provided. This stage finished with a reading activity in which students had to organise sentences from an oral presentation. In the CG warm-up phase, the activities were the same.

In the second stage (video-viewing in EG and main activities in the CG), students had to work with a video where a student, firstly, delivers a poor presentation and, after considering practical recommendations, he repeats it successfully. To enhance students listening comprehension skills, three activities were presented in the video viewing: filling in the blanks, spotting the differences between the two presentations in the video, and a search for Spanish equivalents to some presentation expressions extracted from the clip. The last activity was different in the CG as CG students had a true or false exercise instead of the equivalents search.

In the subtitling practice, EG students had to subtitle the second half of the video, adding intralingual subtitles (EN-EN). After that, as part of their post-viewing, students had to record themselves delivering a one-minute introduction of a presentation about a topic related to their degrees using the application Vocaroo. The latest was also the practical task for the CG students. This group also had a second assessable post-task in which they had to do a writing exercise in which they had to give closure to the presentation they had recorded.

Table 29. LP6 pilot study aims and activities.

PILOT STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
6	- Deliver a good presentation - Acquire sequence connectors for presentations	Warm-up - Reading - Vocabulary acquisition - Listening Main activities - Listening comprehension Practical task Post task - Speaking	Pre-viewing - Reading - Vocabulary acquisition - Listening While-viewing - Listening comprehension Subtitling Post-viewing - Speaking

Lesson 6 started with an introduction to the notion of “pitch” through a reading activity followed by vocabulary acquisition tasks and a short audio extract about the dos and don’ts of pitch deck presentations. Then, students from the CG and the EG were engaged in listening comprehension activities based on a video clip from a contest held in Finland every year called “Polar Bear Pitching”. The choice of this clip was mainly because students are not familiarised with this type of presentation, and the format of pitches shown in the video is innovative showing contestants that have to pitch their idea while being inside an ice hole.

The subtitling practice in the EG was based on a video of a Polar Bear Pitching contestant. It was an intralingual subtitling (EN-EN) with the spotting done and with blank spaces that had to be completed with the deleted words from the video. This task was done in class, and it was meant to be the post-listening (ListeningPS2) students had to undertake. Thus, it was not part of their autonomous work, and, although it was not assessable as part of the final grade, it was an obligatory task. The same activity was done in class with the CG and it corresponded to their ListeningPS2. However, in the CG students had to watch the video and do a fill in the blank spaces exercise, introducing their answers in a Google Form. The post-task in LP6 was the same for the CG and the EG and it was a speaking activity in which students had to think of an innovative idea related to their degrees and do a pitch presentation using Vocaroo.

4.6.2 Case study – LP3 and LP4

The same topics, presentations and pitch deck, were also used in the case study; however, this time the lessons were moved to LP3 (Table 30) and LP4 (Table 31) considering the level of difficulty. The objectives were the same and the videos used did not change either. However,

several modifications were introduced in these lessons, all based on observation, students' comments and coherence with the rest of the lessons.

Table 30. LP3 case study aims and activities.

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
3	- Have a phone conversation - Express fluently - Use sequence expressions used in conversations - Ask and answer questions	Warm-up - Vocabulary acquisition - Reading Main activities - Fill in the blanks - Spotting the differences - Search for Spanish equivalents Practical task Post task - Speaking - Video extract - Writing	Pre-viewing - Vocabulary acquisition - Reading While-viewing - Fill in the blanks - Spotting the differences - Search for Spanish equivalents Subtitling (EN-EN) Post-viewing - Speaking

In LP3, the EG only had a change in the subtitling practice, as this time students were asked to do a creative (EN-EN) subtitling instead of intralingual (EN-EN). Students had to choose a topic related to their careers or future jobs and start a presentation about it. In order to facilitate their work a guideline about what to include in their presentation was provided. In addition, the subtitles file with the timing was given so that students had to create their presentation taking into account the spotting. The LP3 for the CG was virtually the same as in the pilot study with the exception of the introduction of a short extract from the video as visual aid in the post-viewing stage in the case study.

Table 31. LP4 case study aims and activities.

CASE STUDY			
Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
4	- Deliver a good presentation - Acquire sequence connectors for presentations	Warm-up - Reading - Vocabulary acquisition - Listening Main activities - Reading comprehension - Class discussion Practical task Post task - Listening	Pre-viewing - Reading - Vocabulary acquisition - Listening While-viewing - Listening comprehension Dubbing (EN-EN) Post-viewing - Speaking

In LP4, there was only a stylistic change in the second activity of the pre-viewing activities in both groups, the EG and CG; and the video-viewing activities were also the same in the EG. The biggest change in LP4 was the substitution of the subtitling practice for a dubbing practice in the EG. The main reason was the number of practices they had on these modalities, as I wanted them to be equal: three subtitling lessons and three dubbing lessons. The choice of the video from this LP to be dubbed was that it only presented a character, so it was easier for the students, and that the speed of her monologue was adequate to do an intralingual dubbing, taking care to pronunciation skills and to lip synchrony. The task was assessable this time and it was part of the students' autonomous work. The post task was the same as in the pilot study but it was an assessable task in the case study.

In the case of CG, LP4 introduced some small changes. In the case study, students had to work with the Polar Bear Pitching video as part of their assessable tasks, so the video was eliminated from the main activities and a reading comprehension exercise was introduced instead to provide students with information about what a polar bear pitching is. This reading exercise was about testimonials of testers about their experience in previous editions. After reading it, students had to express in groups their thoughts about this contest answering three questions proposed by the lecturer. In the post-task stage, students had a listening exercise, as in the pilot study, but this time it was not part of the ListeningPS2 but an assessable task.

5. PILOT STUDY: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS.

The pilot study pursues to answer research questions 1, 3 and 4 about whether subtitling and dubbing can affect the improvement of students' listening skills, in particular, and language skills, in general, and whether AVT methods can lead to a higher engagement of ESP students. To answer the research questions (Section 3. Methodology), 104 ESP students enrolled in the elective course of *Technical English* were evaluated, and 83 out of them completed all the tests and questionnaires of this study.

Three oral reception tests were used for the assessment of the listening skill acquisition: a pre-test (ListeningPS1), a post-test (ListeningPS2), and a delayed post-test (ListeningPS3), whereas a pre-questionnaire at the beginning of the course, and a post-questionnaire at its ends, were used for assessing the level of engagement. This chapter presents an analytical framework which incorporates an in-depth statistical analysis of the results from the CG and the EG in relation to the quantitative and qualitative results drawn from the tests and the questionnaires.

Firstly, quantitative results are presented, evaluating the results obtained in the pre- and post-questionnaires and the three listening tests taken in the academic semester. Section 5.1.1 and 5.1.2 present, respectively, the analysis of the pre-questionnaire, common to the CG and EG, which includes participants' general information together with six dimensions about the course, and the analysis of the post-questionnaire (one for the CG and another one for the EG) about their opinion on the LPs. Section 5.1.3 includes the statistical analysis of the three listening tests that will allow us to examine whether there was an improvement of students' listening and general skills in each group or a significant difference between EG and CG results. In order to do so, a normality test, together with a P-P plot test, is firstly used in each of the listening tests' results to see if they have a symmetric distribution or bell-shaped. Then, the results from the listening tests are compared in each group using the Wilcoxon signed-rank test in order to verify a hypothetical improvement from the ListeningPS1 to ListeningPS3 in the participants' listening skills. Lastly, the non-parametric Mann-Whitney U test (for Independent Samples) is used to check whether AV methods in the EG showed better results than traditional methods in the CG¹². All this is accompanied by a study of the final test results to compare students' general skills improvement at the end of the course (Section 5.1.4).

Finally, qualitative results are presented, concentrating on the open questions from the post-questionnaire. This final section shows the analysis of the post-questionnaire, which was assessed through the software QDA Miner Lite¹³.

¹² More information about these statistical methods used in Field (2009).

¹³ This is a free-version software for computer-assisted qualitative analysis.

5.1. Quantitative Analysis

Quantitative data about the students' improvement in reception and production skills in the pilot study were collected in:

- a pre- and a post-questionnaire,
- three listening tests,
- a final reading test,
- a final use of English (UOE) test, and
- students' final marks.

5.1.1. Pre-questionnaire

The structure of the pre-questionnaire (described in section 3.2.1) can be divided in eight sections, two general sections and six dimensions, as follows:

1. General information about students
2. General information about their English
3. Utility
4. Pleasure and motivation
5. Anxiety
6. Listening
7. Speaking
8. Methodology

From the first section, general information about students, it emerged that in the EG, the participants (N=48), 38 (79.2%) male and 10 (20.8%) female, were all native speakers of Spanish. The great majority of students' ages (68.8%) ranged between 21 and 22 years old, while the rest ranged between 23 and 24 (18.8%) and 25 and 30 (12.5%). Students were also asked about the year they were in their degrees: 75% of them were in their 4th year, 4.2% in their 3rd year and 20.8% marked other year option, specifying that they were in their 5th, 6th and 7th years, so it can be assumed that they were repeating courses. They were also asked about the specific degree they were doing (Table 32): 37.5% were doing a degree in Mechanical Engineering, 20.8% in Computer Science Engineering and 18.8% in Industrial Technologies Engineering.

Table 32. EG pre-questionnaire Question (Q) 6 descriptive statistics. Pilot study¹⁴.**Q6 You are doing a degree in...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Computer Science Engineering	10	20,8	20,8	20,8
	4 Electrical Engineering	5	10,4	10,4	31,3
	5 Electronic and Automatic Control Engineering	1	2,1	2,1	33,3
	6 Industrial Design and Product Development	3	6,3	6,3	39,6
	7 Industrial Technologies Engineering	9	18,8	18,8	58,3
	8 Mechanical Engineering	18	37,5	37,5	95,8
	9 Telecommunications Engineering	2	4,2	4,2	100,0
	Total	48	100,0	100,0	

The CG results from the first section were similar. The participants ($N=46$), 39 (84.8%) male and 7 (15.2%) female, were also all native Spanish speakers. Their age ranged from 21 to 30, with 60.9% of students between 21 and 22 years old and 39.2% of students between 23 and 30 years old. Regarding the year students were in, 89.1% of the students were in their 4th year, 2.2% were in their 3rd year, 2.2% were doing a master, and the rest (6.5%) marked other, also specifying that they were in their 5th and 6th years. Finally, while asked about their specific degree (Table 33), 37% of students were doing their degrees on Mechanical Engineering, 21.7% on Computer Science Engineering, and 19.6% on Industrial Technologies Engineering.

¹⁴ In the data tables, SPSS indicates the decimal marker using a comma by default, but following English grammar and punctuation rules, it should be a period.

Table 33. CG pre-questionnaire Q6 descriptive statistics. Pilot study.**Q6 You are doing a degree in...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Chemical Engineering	1	2,2	2,2	2,2
	3 Computer Science Engineering	10	21,7	21,7	23,9
	4 Electrical Engineering	3	6,5	6,5	30,4
	5 Electronic and Automatic Control Engineering	3	6,5	6,5	37,0
	6 Industrial Design and Product Development	1	2,2	2,2	39,1
	7 Industrial Technologies Engineering	9	19,6	19,6	58,7
	8 Mechanical Engineering	17	37,0	37,0	95,7
	9 Telecommunications Engineering	2	4,3	4,3	100,0
	Total	46	100,0	100,0	

The second section provided information about participants' perceptions of their general level of English. In the EG, 50% of the students have been studying English for more than 10 years, 39.6% of them between 5 and 10 years and 10.4% between 1 and 5 years. When asked about the level of English students thought they have as a whole, 19 (39.6%) considered they have an intermediate level (B1), 14 (29.2%) answered that it was upper-intermediate (B2), 8 (16.7%) considered having a low-intermediate (A2), 4 (8.3%) students answered they have an advanced level (C1) and 3 (6.3%) of them considered their English was basic (A1). After this, they were asked to be more specific about their English level and rate how good they were in the production and reception skills (Table 34). Students considered that the skill they are more trained in is reading, with 18.8% of advanced level (C1) answers and 33.3% and 35.4% of upper-intermediate (B2) and intermediate (B1) levels, respectively. Regarding the oral skills, most students considered their listening level intermediate (29.2%) or upper-intermediate (27.1%), while the same percentage (14.6%) was found for advanced, low-intermediate and basic; similarly, their oral production skill was perceived to be low, which supports the idea that oral skills are usually neglected when teaching languages in the particular case of Spain.

Table 34. EG pre-questionnaire Q10 to Q13 descriptive statistics. Pilot study.

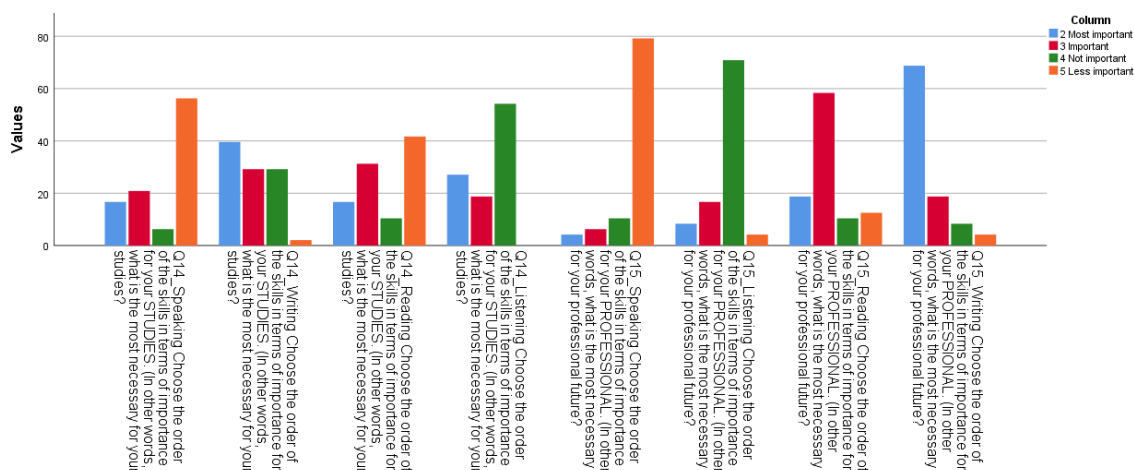
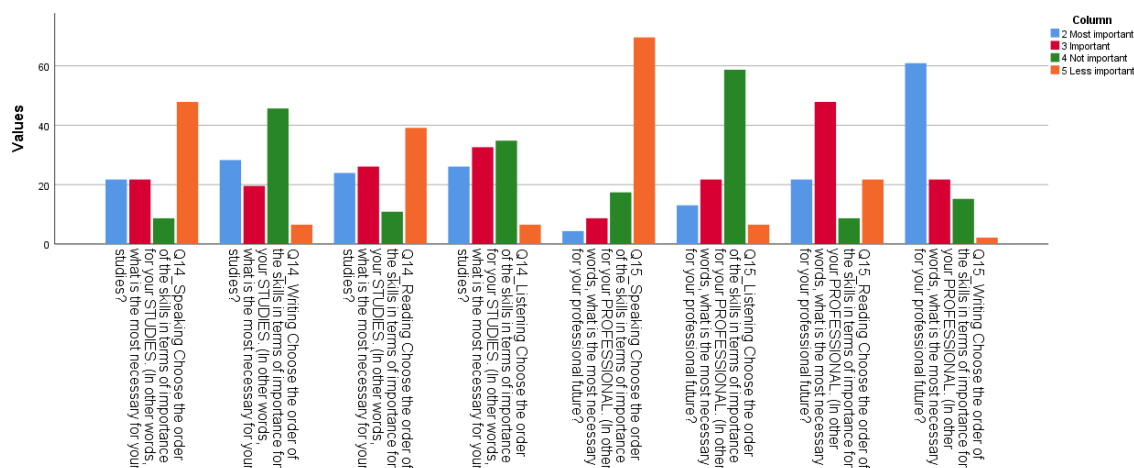
	1 A1 Basic	2 A2 Low- intermediate	3 B1 intermediate	4 B2 Upper- intermediate	5 C1 Advanced	6 C2 Proficiency
Q10 How strong are your reading skills in English?	4,2%	8,3%	35,4%	33,3%	18,8%	0,0%
Q11 How strong are your listening skills in English?	14,6%	14,6%	29,2%	27,1%	14,6%	0,0%
Q12 How strong are your writing skills in English?	4,2%	18,8%	41,7%	31,3%	4,2%	0,0%
Q13 How strong are your speaking skills in English?	10,4%	31,3%	31,3%	18,8%	8,3%	0,0%

The CG conveyed similar results, as more than half of the students (54.3%) answered that they had been studying English for more than 10 years, 41.3% between 1 and 5 years and the remaining students (4.3%) between 1 to 5 years. When asked about their general level of English, 37% of students marked an upper-intermediate level (B2), 23.9% an intermediate level (B1) and only 8.7% of them thought their level was either basic (A1) or advanced (C1). When asked about being more specific by grading the four skills separately (Table 35), the results were similar to the EG, being reading as the most developed skill, 32.6% of the students admitted having an upper-intermediate level (B2), 23.9% intermediate (B1) and 21.7% advanced (C1). As far as the oral skills are concerned, the CG had a better perception, as 28.3% and 26.1% of the students thought that their listening and speaking skills, respectively, were upper-intermediate (B2). However, this is still a lower percentage if compared to the writing skills at the same level.

Table 35. CG pre-questionnaire Q10 to Q13 descriptive statistics. Pilot study.

	1 A1 Basic	2 A2 Low- intermediate	3 B1 intermediate	4 B2 Upper- intermediate	5 C1 Advanced	6 C2 Proficiency
Q10 How strong are your reading skills in English?	2,2%	19,6%	23,9%	32,6%	21,7%	0,0%
Q11 How strong are your listening skills in English?	10,9%	15,2%	21,7%	28,3%	23,9%	0,0%
Q12 How strong are your writing skills in English?	4,3%	28,3%	23,9%	37,0%	6,5%	0,0%
Q13 How strong are your speaking skills in English?	10,9%	19,6%	28,3%	26,1%	15,2%	0,0%

The first dimension, utility, showed how useful students thought English in general, and oral skills in particular, would be in their studies and future careers. Questions 14 and 15 showed a ranking (Figure 4 and Figure 5) of the students' opinions about the most important skills for their studies and professional future, respectively. As far as their studies are concerned, students found writing the most important skill, 39.6% in the EG and 28.3% in the CG. Students had the same impression in the case of their professional careers, where students understood that having good writing skills is more important than oral skills. Thus, while 68.8% (EG) and 60.9% (CG) of students stated that writing is the most important skill, only 4.2% (EG) and 4.3% (CG) of the students chose speaking as the most important. This can be related to what students infer from the importance attributed by the Spanish education system, in which oral skills do not have the same weight as writing skills.

Figure 4. Skills in terms of importance for studies and professional careers. EG, pilot study.**Figure 5. Skills in terms of importance for studies and professional careers. CG, pilot study.**

Questions 16 to 23 were scale questions in which students had to indicate how strongly they agree with different statements related to the usefulness of the different skills for their studies and their future careers (Table 36 and Table 37)¹⁵:

¹⁵ Number of participants' responses are followed by the corresponding percentage $N(\%)$

Table 36. EG pre-questionnaire Q16 to Q23 descriptive statistics. Pilot study.

	Q16 In my studies, speaking skills are fundamental.	Q17 In my studies, listening skills are fundamental.	Q18 I consider reading and writing more important than listening and speaking.	Q19 In my professional future, listening and speaking will be the most important skills.	Q20 I hope to USE a lot my speaking skills in my future CAREER.	Q21 I hope to USE a lot my reading skills in my future CAREER.	Q22 I hope to USE a lot my writing skills in my future CAREER.	Q23 I hope to use a lot my listening skills in my future CAREER.
1 Totally agree	23	19	1	18	15	13	9	11
	47,9%	39,6%	2,1%	37,5%	31,3%	27,1%	18,8%	22,9%
2 Strongly agree	12	17	5	14	16	14	15	23
	25,0%	35,4%	10,4%	29,2%	33,3%	29,2%	31,3%	47,9%
3 Agree	11	10	11	14	13	19	21	11
	22,9%	20,8%	22,9%	29,2%	27,1%	39,6%	43,8%	22,9%
4 Disagree	0	1	23	2	4	2	3	3
	0,0%	2,1%	47,9%	4,2%	8,3%	4,2%	6,3%	6,3%
5 Strongly disagree	1	1	6	0	0	0	0	0
	2,1%	2,1%	12,5%	0,0%	0,0%	0,0%	0,0%	0,0%
6 Totally disagree	1	0	2	0	0	0	0	0
	2,1%	0,0%	4,2%	0,0%	0,0%	0,0%	0,0%	0,0%

EG students concluded in Q16 and Q17 that oral skills are quite important for their studies, as 47.9% totally agreed on speaking being fundamental, and 19.6% totally agreed on listening being fundamental, which supports the idea that oral skills are important but not treated wisely while learning a language. On the contrary, only 2.1% and 0%, respectively, of students totally disagreed with this statement, reinforcing the same idea.

In Q18, 47.9% of students disagreed with the statement, which considers reading and writing more important than listening and speaking, and 37.5% of students totally agreed while considering oral skills the most important for their future careers (Q19), with only 4.2% disagreeing in this. Finally, Q20 to Q23 revealed students' expectations to use the different skills

in their professional future: none considered useless these skills for their future careers, and it is noteworthy and contradictory to their previous answers to see how 31.3% of students, the highest percentage, totally agreed on having the impression that they will use speaking in their future careers.

Table 37. CG pre-questionnaire Q16 to Q23 descriptive statistics. Pilot study.

	Q16 In my studies, speaking skills are fundamental.	Q17 In my studies, listening skills are fundamental.	Q18 I consider reading and writing more important than listening and speaking.	Q19 In my professional future, listening and speaking will be the most important skills.	Q20 I hope to USE a lot my speaking skills in my future CAREER .	Q21 I hope to USE a lot my reading skills in my future CAREER .	Q22 I hope to USE a lot my writing skills in my future CAREER .	Q23 I hope to use a lot my listening skills in my future CAREER .
1 Totally agree	24	22	3	17	17	11	7	14
	52,2%	47,8%	6,5%	37,0%	37,0%	23,9%	15,2%	30,4%
2 Strongly agree	11	12	4	15	14	16	10	19
	23,9%	26,1%	8,7%	32,6%	30,4%	34,8%	21,7%	41,3%
3 Agree	7	12	13	12	11	18	20	11
	15,2%	26,1%	28,3%	26,1%	23,9%	39,1%	43,5%	23,9%
4 Disagree	4	0	18	1	4	1	8	2
	8,7%	0,0%	39,1%	2,2%	8,7%	2,2%	17,4%	4,3%
5 Strongly disagree	0	0	5	1	0	0	1	0
	0,0%	0,0%	10,9%	2,2%	0,0%	0,0%	2,2%	0,0%
6 Totally disagree	0	0	3	0	0	0	0	0
	0,0%	0,0%	6,5%	0,0%	0,0%	0,0%	0,0%	0,0%

In Table 37, the CG perceives speaking and listening skills as fundamental in their studies and future careers. The answers to the first two questions about students' perception on the importance of speaking and listening skills in their studies were the same as in the EG. Students showed total agreement on both: 52.2% in the case of speaking and 47.8% in the case of listening. Even more, in this group, there was no student that totally or strongly disagreed with

these ideas. The majority of students also seemed to disagree with the idea that reading and writing are more important than speaking and listening. Furthermore, in the CG, students also agreed (28.3%) in a slightly higher way than in the EG (22.9%). With regard to oral skills and their professional future use, the tendency remains the same: the highest percentage of students (37%) totally agreed, followed by 32.2% of them that strongly agreed. Finally, in relation to the skill they thought to be more likely to be used in their future careers, CG students also seemed to agree that they would mainly use oral skills, with 37% of students totally agreeing with the use of speaking and 41.3% strongly agreeing with the use of listening.

The second dimension (Table 38 and Table 39), pleasure and motivation, counted with seven statements that students had to scale from totally agree to totally disagree. These statements dealt with what students thought about their personal experience with listening and speaking skills and how motivated they felt.

Table 38. Pleasure and motivation. EG students' answers, descriptive statistics. Pilot study.

	Q24 I think that listening skills are pleasant and enjoyable for me.		Q25 I think speaking skills are pleasant and enjoyable for me.		Q26 Traditional listening activities, for example, play a track of audio and answer true or false, are non- attractive.		Q27 Traditional speaking activities, for example, discussions with classmates or presentations, are non- attractive.		Q28 I want to understand and be able to communicate with people in English.		Q29 I am not good at listening activities.		Q30 I am not good at speaking activities.	
1 Totally agree	7	14,6%	7	14,6%	4	8,3%	1	2,1%	32	66,7%	4	8,3%	8	16,7%
2 Strongly agree	17	35,4%	16	33,3%	7	14,6%	6	12,5%	9	18,8%	6	12,5%	5	10,4%
3 Agree	17	35,4%	13	27,1%	16	33,3%	14	29,2%	7	14,6%	9	18,8%	17	35,4%
4 Disagree	6	12,5%	8	16,7%	18	37,5%	21	43,8%	0	0,0%	17	35,4%	15	31,3%

5 Strongly disagree	1	2,1%	3	6,3%	2	4,2%	5	10,4%	0	0,0%	11	22,9%	2	4,2%
6 Totally disagree	0	0,0%	1	2,1%	1	2,1%	1	2,1%	0	0,0%	1	2,1%	1	2,1%

Table 39. Pleasure and motivation. CG students' answers, descriptive statistics. Pilot study.

	Q24 I think that listening skills are pleasant and enjoyable for me.		Q25 I think speaking skills are pleasant and enjoyable for me.		Q26 Traditional listening activities, for example, play a track of audio and answer true or false, are non- attractive.		Q27 Traditional speaking activities, for example, discussions with classmates or presentation s, are non- attractive.		Q28 I want to understand and be able to communicat e with people in English.		Q29 I am not good at listening activities.		Q30 I am not good at speaking activities.	
1 Totally agree	12	26,1%	13	28,3%	6	13,0%	1	2,2%	35	76,1%	2	4,3%	4	8,7%
2 Strongly agree	10	21,7%	7	15,2%	9	19,6%	3	6,5%	7	15,2%	8	17,4%	5	10,9 %
3 Agree	18	39,1%	20	43,5%	18	39,1%	11	23,9%	4	8,7%	10	21,7%	10	21,7 %
4 Disagree	5	10,9%	5	10,9%	11	23,9%	23	50,0%	0	0,0%	14	30,4%	17	37,0 %
5 Strongly disagree	1	2,2%	0	0,0%	2	4,3%	7	15,2%	0	0,0%	9	19,6%	6	13,0 %
6 Totally disagree	0	0,0%	1	2,2%	0	0,0%	1	2,2%	0	0,0%	3	6,5%	4	8,7%

Table 38 and Table 39 show the descriptive statistics of this second dimension. In both groups, students thought that listening and speaking are pleasant skills, and they seemed to enjoy them: in the EG, the total percentage of students agreeing with the statement in Q24 was 85.4%, and 75% in Q25. The percentages in the CG were similar, with 86.9% of students agreeing

on considering listening to be a pleasant and enjoyable skill and 87% of them agreeing on the same for speaking skill.

The next two questions were about how motivational students thought traditional listening and speaking activities were. These questions were especially relevant for the study as the EG would be working with a new methodology. Both groups seemed to either agree or disagree with the statements on traditional activities. However, it is interesting to observe how the CG, which were the ones who would use this kind of activity in this research, agreed that listening traditional activities were non-attractive (39.1%), while 37.5% of the EG disagreed. These opinions would be born in mind in the analysis of the post-questionnaire in order to check if there was a change in their initial ideas.

The pre-questionnaire also revealed that in both groups, all the students wanted to improve their speaking and listening skills in order to communicate in English. This reveals that students were motivated to improve these skills, although they were aware of not being so strong in these skills. Finally, when asked if they thought they were good at listening and speaking activities (Q29 and Q30), the highest percentages were in the middle in both groups (answers: agree and disagree). So, students were motivated to acquire these skills but, at the same time, were conscious of their limitations.

Dimension 3, anxiety, is the shortest dimension with only four items based on the anxiety of the students. It reflects on how confident students are when facing an oral activity and how they feel when they are the centre of the learning process and have to understand or be understood by others while speaking English.

Tables 40 and 41 show the descriptive statistics of these four items in the EG and CG, respectively. Students in both groups seemed to have a high self-confidence when dealing with listening activities, as 22 students (45.8%) agreed in the EG and 16 (34.8%) in the CG. In Q32 about their confidence when speaking, the great majority of the students from the EG seemed to disagree (56.2%), admitting feeling anxious. By contrast, this is something that, apparently, did not happen in the CG, as 56.5% agreed to be confident when speaking. In the analysis of the post-questionnaire, this will be taken into account, to check if there was a change after doing the LPs.

In Q33, students indicated that they did not feel uncomfortable or nervous when they have to understand English. However, in the last question of this dimension, the tendency changes, as students admitted feeling this way when they have to communicate in English, which may imply that the skill that students fear most and, probably, feel most untrained is speaking.

Table 40. Anxiety. EG students' answers, descriptive statistics. Pilot study.

	Q31 I have self- confidence when I face a listening activity.		Q32 I have self- confidence when I face a speaking activity.		Q33 When I try to understand English, I feel uncomfortable and nervous.		Q34 When I try to communicate in English, I feel uncomfortable and nervous.	
1 Totally agree	3	6,3%	1	2,1%	1	2,1%	5	10,4%
2 Strongly agree	8	16,7%	4	8,3%	3	6,3%	7	14,6%
3 Agree	22	45,8%	16	33,3%	13	27,1%	22	45,8%
4 Disagree	11	22,9%	19	39,6%	16	33,3%	9	18,8%
5 Strongly disagree	4	8,3%	4	8,3%	10	20,8%	4	8,3%
6 Totally disagree	0	0,0%	4	8,3%	5	10,4%	1	2,1%

Table 41. Anxiety. CG students' answers, descriptive statistics. Pilot study.

	Q31 I have self- confidence when I face a listening activity.		Q32 I have self- confidence when I face a speaking activity.		Q33 When I try to understand English, I feel uncomfortable and nervous.		Q34 When I try to communicate in English, I feel uncomfortable and nervous.	
1 Totally agree	8	17,4%	3	6,5%	2	4,3%	5	10,9%
2 Strongly agree	7	15,2%	6	13,0%	4	8,7%	4	8,7%
3 Agree	16	34,8%	17	37,0%	10	21,7%	18	39,1%
4 Disagree	10	21,7%	11	23,9%	11	23,9%	12	26,1%
5 Strongly disagree	5	10,9%	5	10,9%	17	37,0%	7	15,2%
6 Totally disagree	0	0,0%	4	8,7%	2	4,3%	0	0,0%

Dimensions 4 and 5, listening and speaking, have similar content as they aim to know how students work on these two skills, including the amount of time they invest in them and the materials they use. Table 42 and Table 43, EG and CG, respectively, depict the answers of the students about the amount of time they spend practising listening and speaking in class and outside the classroom.

Table 42. Amount of time practising listening and speaking. EG students' answers, descriptive statistics. Pilot study.

	Q35 The amount of time I spend practicing my LISTENING skills in CLASS is sufficient.		Q36 The amount of time I spend practicing my LISTENING skills OUTSIDE the classroom is sufficient.		Q41 The amount of time I spend practicing my SPEAKING skills in CLASS is sufficient.		Q42 The amount of time I spend practicing my SPEAKING skills OUTSIDE the classroom is sufficient.	
1 Totally agree	0	0,0%	3	6,3%	0	0,0%	0	0,0%
2 Strongly agree	3	6,3%	2	4,2%	1	2,1%	0	0,0%
3 Agree	18	37,5%	13	27,1%	17	35,4%	5	10,4%
4 Disagree	17	35,4%	23	47,9%	22	45,8%	17	35,4%
5 Strongly disagree	6	12,5%	5	10,4%	3	6,3%	14	29,2%
6 Totally disagree	4	8,3%	2	4,2%	5	10,4%	12	25,0%

Table 43. Amount of time practising listening and speaking. CG students' answers, descriptive statistics. Pilot study.

	Q35 The amount of time I spend practicing my LISTENING skills in CLASS is sufficient.		Q36 The amount of time I spend practicing my LISTENING skills OUTSIDE the classroom is sufficient.		Q41 The amount of time I spend practicing my SPEAKING skills in CLASS is sufficient.		Q42 The amount of time I spend practicing my SPEAKING skills OUTSIDE the classroom is sufficient.	
1 Totally agree	0	0,0%	5	10,9%	0	0,0%	0	0,0%
2 Strongly agree	3	6,5%	5	10,9%	0	0,0%	1	2,2%
3 Agree	12	26,1%	16	34,8%	17	37,0%	9	19,6%
4 Disagree	26	56,5%	16	34,8%	21	45,7%	21	45,7%
5 Strongly disagree	3	6,5%	3	6,5%	6	13,0%	8	17,4%
6 Totally disagree	2	4,3%	1	2,2%	2	4,3%	7	15,2%

The general perception in both groups is that students did not spend enough time practising listening in the classroom, as 27 EG students ($N=48$) and 31 CG students ($N=46$) disagreed with the statement, that is, they felt that the amount of time they spent practising their listening skills in class is not sufficient. As far as the amount of time they spent practising listening outside the classroom is concerned, the EG students feeling was similar: 30 of them disagreed, while CG students seemed to agree slightly more with the statement (26 students agreed), which means they have more extra listening input outside the classroom than inside. This input was received through the consumption of series and YouTube clips, as Figure 6 and Figure 7 show. It is also noteworthy that CG students selected other options, such as radio or podcasts, which can be the reason why they felt they trained their listening skills slightly more than the EG students outside the classroom.

Regarding the length of the materials, they use to work on their listening skills, students preferred option was "20 to 45 minutes" (60.4% in the EG and 45.7% in the CG), which reinforces the idea that students train their listening skills through the consumption of series outside the classroom. Finally, in dimension 4, students were also asked if their understanding of traditional

audios is better than that of the videos that they watch online or on TV. In both groups, students seemed to agree with this statement, with 22 EG students and 23 CG students agreeing on that. This can be because audio tracks are specific material fabricated for the classroom, while series and, especially, YouTube clips present more natural speech acts. Moreover, students were probably used to the audio tracks they traditionally have used in their English classes.

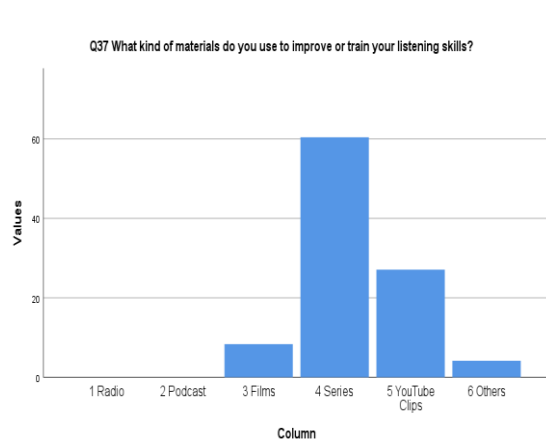


Figure 6. Materials for listening. EG, pilot study.

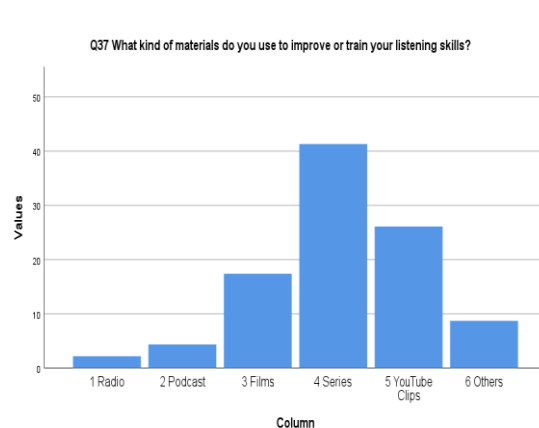


Figure 7. Materials for listening. CG, pilot study.

Table 42 and Table 43 also included students' opinions about the time used in class and outside the classroom for working on speaking skills. In both cases, students seemed to disagree with the statements pointing out that, in their opinion, the amount of time spent training their speaking skills is insufficient. Most students, 43 EG and 36 CG, disagreed with the time used for practising speaking outside the class, and when referring to the time used in class, the number of students that disagreed was still high, with 30 EG students and 29 CG students. This is a daunting result as it implies that students are not working on oral production skills enough in class, learning the language in a more passive and non-communicative way.

Regarding the materials they used to train their speaking skills, Figure 8 and Figure 9 revealed that a great number of students did not use any of the choices presented, and the ones that used some stated that they used oral presentations, short talks or discussions with their classmates. In this question, they also had an option named "other", in which they could write other materials they used. The most recurrent answer was nothing, followed by video games, apps to learn English or language academies. When they were asked about the specific amount of time employed for practising their speaking skills, the biggest percentage in both groups was just once a week (91.7% in the EG and 82.6% in the CG), which is in line with their previous answers. Students had the perception of not using enough time to practice their speaking skills.

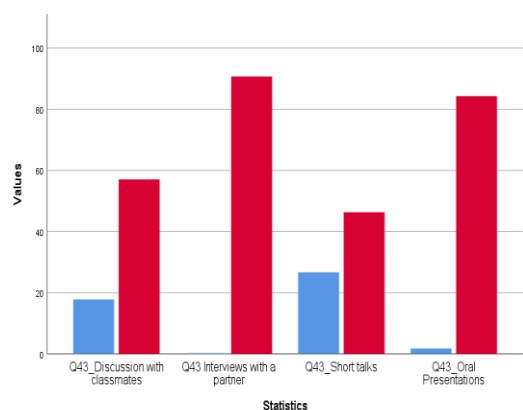


Figure 8. Materials for training speaking skills. EG, pilot study.

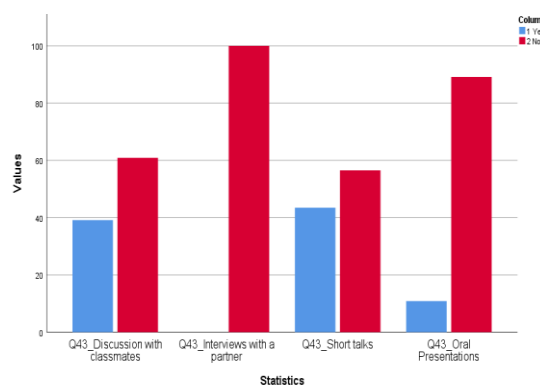


Figure 9. Materials for training speaking skills. CG, pilot study.

The last item, methodology, is about participants' experience with AV materials and, in particular, subtitling and dubbing inside and outside the classroom. Half of the students claimed to use AV materials in the classroom at least once a week (56.3% in the EG and 56.5% in the CG). However, it is noticeable how 20.8% in the EG and 17.4% in the CG answered that they had never used them, reinforcing the idea that English courses are not introducing new materials and activities and only use audio tracks to develop oral skills.

The majority of participants (81.3% in the EG and 87% in the CG) stated that they knew the main types of AVT (subtitling and dubbing). When asked about how subtitling can contribute to the enhancement of the different skills, students stated that the two things that would be more developed would be listening and vocabulary acquisition (Figure 10 and Figure 11). It is also important to highlight how all the students agreed that there would be at least one skill that would be enhanced by doing a subtitling activity.

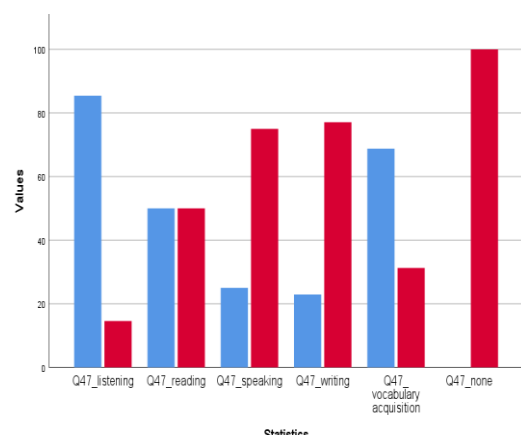


Figure 10. Subtitling enhancement. EG, pilot study.

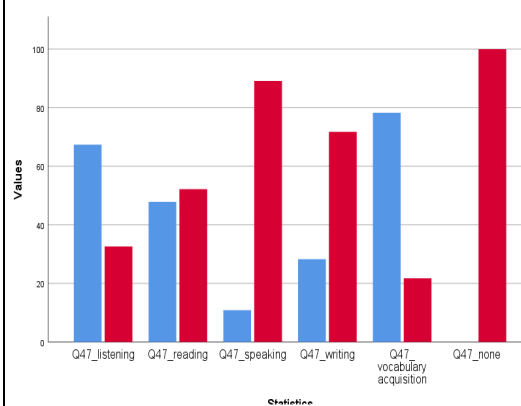


Figure 11. Subtitling enhancement. CG, pilot study.

Figure 12 and Figure 13 include students' answers to the same question but in relation to dubbing activities. The great majority of students stated that the skills that would be most improved would be speaking (47.9% in the EG and 37% in the CG) and listening (39.6% in the EG and 56.5% in the CG). It is also important to highlight that, on this occasion, a high percentage of students in both groups (27.1% in the EG and 30.4% in the CG) reported that they thought that dubbing activities were not helpful to learn any aspect of a language. The reason for this can be the fact that a lot of students think of dubbing as a final product in L2, and not as a more complex didactic activity. Students were also asked if they watched the films or series in a foreign language; a majority of them consumed the Original Version (OV), 44 students in the EG and 40 students in the CG. In the EG, 50% of students watched series or films in OV with English subtitles and 41.7% of them in OV with Spanish subtitles. However, when talking about subtitles in the CG, the percentages were more different, as 58.8% of CG students watched series/film in OV with English subtitles, and only 28.3% did it with Spanish subtitles. The CG considered having a higher English level than the EG, which could explain why this group felt more comfortable using English subtitles.

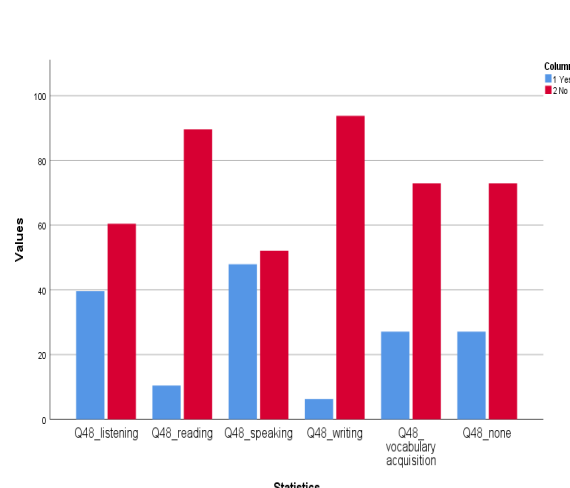


Figure 12. Dubbing enhancement. EG, pilot study.

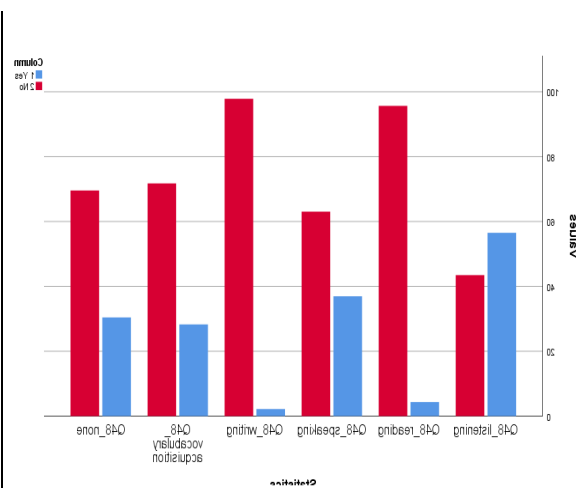


Figure 13. Dubbing enhancement. CG, pilot study.

Figure 14 and Figure 15 represent students' previous contact with subtitling and dubbing in activities inside the classroom. In both groups, more than half of the students admitted that they had done activities in class with subtitles (60.4% in the EG and 65.2% in the CG). When they were asked about what type of activities, the most recurrent answer (41.7% in the EG and 43.5% in the CG) was "watching a movie/clip and reading the subtitles in English". However, it is also important to highlight that there were two students in the EG and three students in the CG that had worked with subtitling in an active way by either doing subtitles for a movie/clip in English or in their native language.

It is also interesting to see that although half of them had done an activity in class with subtitles, the percentages of doing dubbing activities in both groups were quite different, as 87.5% in the EG and 78.3% in the CG stated that they had never used dubbing as an activity inside the classroom. This goes in line with previous comments of how students perceived dubbing as a final product and did not see it as a didactic activity.

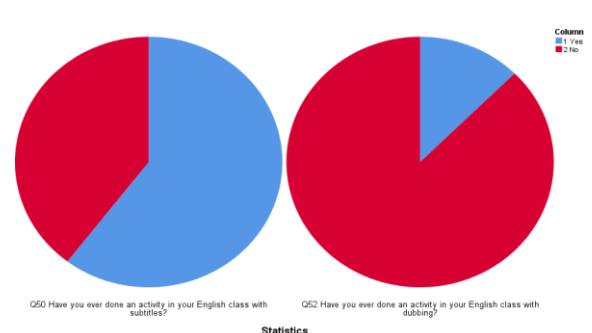


Figure 14. AVT activities in class. EG, pilot study.

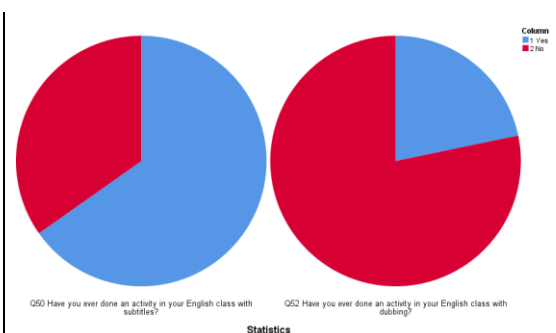


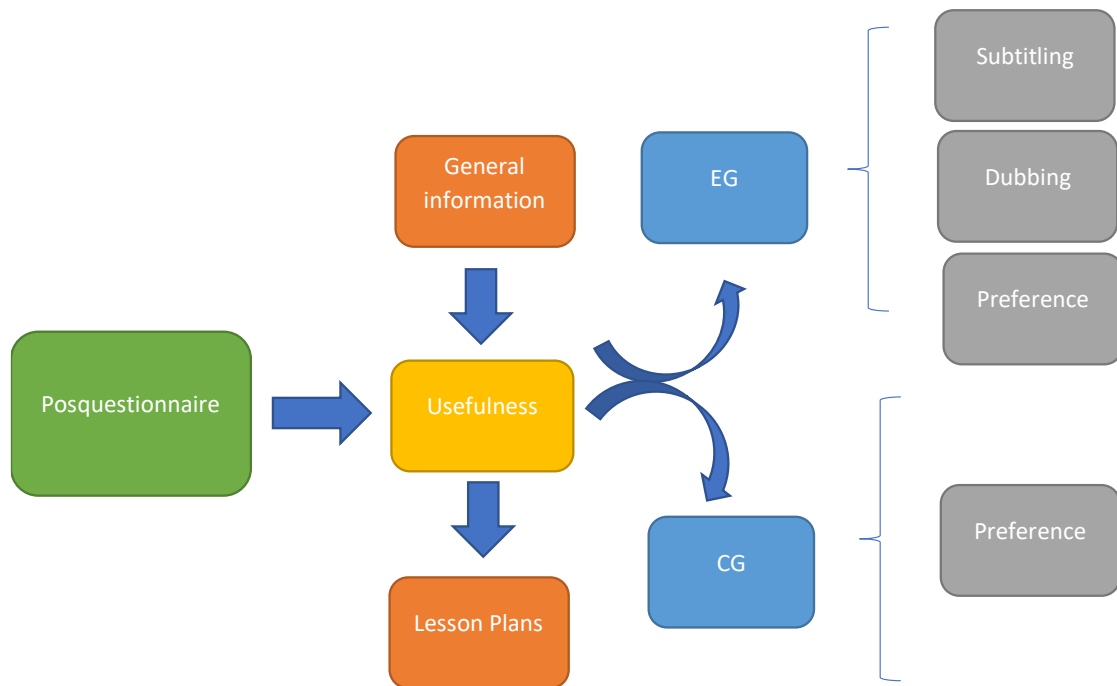
Figure 15. AVT activities in class. CG, pilot study.

Students were also enquired about the type of materials they thought could be useful for their future job. This was a really interesting question, as it would tell if the topics in the LPs were correctly chosen or if anything was missing in the pilot study. Two of the most recurrent answers were job interviews (70.8% in the EG and 69.6% in the CG) and phone conversations (52.1% in the EG and 50% in the CG), which were two of the LPs in the course. However, description of graphs tables and diagrams (37.5% in the EG and 47.8% in the CG) and emails (54.2% in the EG and 65.2% in the CG) were also recurrent answers.

Finally, students were asked about their technological skills. As engineering students, one can assume that their skills in technology are remarkable. However, it was something to be checked. In both groups, the majority of students considered that they had good technological skills (37 in the EG and 38 in the CG), but it is interesting that only 12.5% in the EG and 19.6% in the CG totally agreed with the statement. When asked about their opinion on the effectiveness of AVT tasks to improve their technological skills, the majority of students seemed to agree (43 in the EG and 39 in the CG), which may imply that they knew that in order to work with AVT they had to use specific apps and software.

5.1.2. Post-questionnaire

The post-questionnaire, described in detail in section 3.2.4, was available in two versions: one for the EG and one for the CG (see flow diagram in Figure 16). The first and second dimensions, “general information” and “usefulness”, were common for both groups. The dimension “lesson plans”, which was the biggest, also had the same items in both groups. The EG counted with two specific dimensions about AVT didactics, “subtitling” and “dubbing”. The items on the dimension “preference” were different depending on the methodology used in each group; however, they can be analysed together as some of the questions can be compared in the two groups.

Figure 16. Flow diagram of the post-questionnaire.

5.1.2.1 Common dimensions: general information, usefulness and LPs

The results in General Information, which included two open questions (Q1 and Q2) and two multiple-choice questions (Q3 and Q4), were used to extract information about the students. The first two items were mainly informative questions to register the students' mail account, and their surnames and name. The multiple-choice questions were evaluated as a whole using descriptive statistics and were meant to be used as a comparison with the pre-questionnaire if the dropout of students was pronounced. However, none of the groups presented a huge dropout, so the age and gender of the students is not an important factor to take into account.

Dimension 1, usefulness (Q5, Q6, Q7 and Q8), which included four Likert scale items, was evaluated as a whole using descriptive statistics (Table 44 and Table 45), displayed as the number of participants and percentages – $N(\%)$.

Table 44. Usefulness. EG students' answers, descriptive statistics. Pilot study.

	1 No difference	2 Slight difference	3 Big difference	4 Huge difference
Q5 Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	7 17,1%	21 51,2%	11 26,8%	2 4,9%
Q6 Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	12 29,3%	15 36,6%	11 26,8%	3 7,3%
Q7 Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	7 17,1%	20 48,8%	12 29,3%	2 4,9%
Q8 Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	6 14,6%	19 46,3%	13 31,7%	3 7,3%

Table 45. Usefulness. CG students' answers, descriptive statistics. Pilot study.

	1 No difference	2 Slight difference	3 Big difference	4 Huge difference
Q5 Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	6 14,6%	20 48,8%	15 36,6%	0 0,0%
Q6 Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	10 24,4%	21 51,2%	10 24,4%	0 0,0%
Q7 Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	5 12,2%	21 51,2%	15 36,6%	0 0,0%
Q8 Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	8 19,5%	15 36,6%	18 43,9%	0 0,0%

A great majority of EG students considered that after taking the course, there was a slight improvement in the four skills. Regarding writing, reading and speaking, the second most frequent answer was that they noticed a big difference, a positive aspect in the achievement of their learning outcomes. However, in the case of listening skills, the improvement was not perceived by the majority of students (27 out of 41), and the similar distribution between “no difference” (12 students) and “big difference” (11) stands out. All this will be taken into consideration for the case study, as one of the hypotheses was that students listening skills would be improved due to AVT methodology.

Regarding CG's answers, it is important to notice that none marked the huge difference option in any of the skills. Although they noticed some kind of improvement, as the rest of the answers show, students' perception of no enormous differences can be related to their desire to engage in a different practice from what they have traditionally been exposed to. It is also important to mention that students noticed a big change in their speaking skills. This is due to the fact that although the LPs followed a traditional methodology, students counted with a lot of speaking practice in class and as part of their autonomous work.

In order to compare the groups, it is essential to see, first, if the distribution across the different questions and students' answers in each of the post-questionnaires are normally distributed or not. This has been done by transforming the Likert scale questions of each student to get the mean of the questions. Then, a descriptive statistical test was done; in this case, the Shapiro-wilk test, as the sample is inferior to 100 participants.

Table 46 shows how the distribution in the EG dimension of usefulness is probably normally distributed as $0.314 > 0.05$ ($p > 0.05$), so the answers are not statistically significant. In order to confirm these results, Field (2019: 144) always recommends corroborating these results by plotting the data by means of a P-P plot test.

Table 46. EG usefulness, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Skills_Change	,113	41	,200*	,969	41	,314

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

At the same time, Table 47 presents the normality test of the four questions in the CG post-questionnaire dimension of usefulness. In the Shapiro-wilk test, the significance is less than 0.05 ($0.016 < 0.05$), so the data are not normally distributed as it is statistically significant.

Table 47. CG usefulness, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Skills_Change	,193	41	,001	,932	41	,016

a. Lilliefors Significance Correction

Figure 17 and Figure 18 portray the P-P plot test of EG and CG usefulness data to verify if the results are normally distributed. On the one hand, Figure 18 confirms what the CG normality test told us, the data points deviate from the diagonal, that is, the data are not normally distributed. Figure 17, in turn, contradicts the normality test shown in Table 46. The data points clearly deviate from the diagonal, which means that although statistically, the data seemed normal, they are not bell-shaped distributed. Consequently, a non-parametric test was done to compare usefulness dimension answers in these groups.

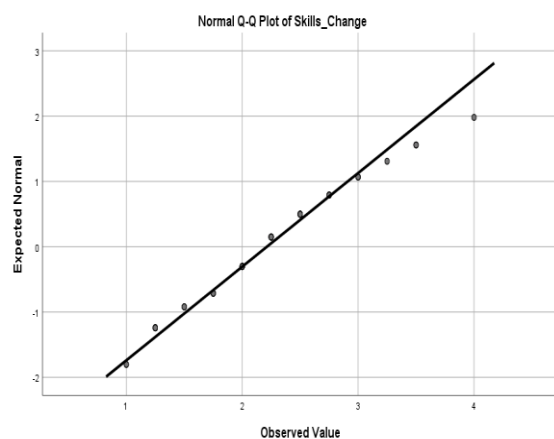


Figure 17. EG usefulness P-P plot test. Pilot study.

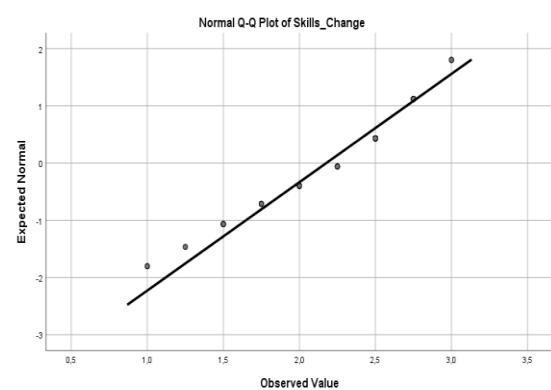


Figure 18. CG usefulness P-P plot test. Pilot study.

Responses of the EG and CG to the first four common questions (Q5, Q6, Q7 and Q8) on usefulness were compared using the Mann-Whitney U test that revealed no statistically significant differences between the EG and the CG in the four Likert items Q5 ($p=0.738$), Q6 ($p=0.649$), Q7 ($p=0.769$) and Q8 ($p=0.866$). This means that the two groups shared a similar

perception of the difference in their English skills observed at the end of the semester, which could suggest that both groups perceived the methodologies used were somehow useful.

Dimension 4 in the EG, and 3 in the CG, was also common for both groups and dealt with LPs. It counted with two scale questions and a ranking question, as well as with a yes/no question and two open questions, which are directly related and discussed in section 5.2.1. Post-questionnaire open questions. Although each of the six LPs has its own dimension, the analysis's items have been compiled below based on the question and the group. Table 48 shows the descriptive statistics of the first scale question about how clear the instructions were in each of the LPs in the EG, and Table 49 does the same in the CG.

Table 48. LPs instructions. EG students' answers, descriptive statistics. Pilot study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q17 Lesson Plan 1 instructions were clear.	13 31,7%	15 36,6%	12 29,3%	1 2,4%	0 0,0%	0 0,0%
Q23 Lesson Plan 2 instructions were clear.	13 31,7%	11 26,8%	14 34,1%	3 7,3%	0 0,0%	0 0,0%
Q29 Lesson Plan 3 instructions were clear.	16 39,0%	15 36,6%	10 24,4%	0 0,0%	0 0,0%	0 0,0%
Q35 Lesson Plan 4 instructions were clear.	15 36,6%	17 41,5%	9 22,0%	0 0,0%	0 0,0%	0 0,0%
Q41 Lesson Plan 5 instructions were clear.	17 41,5%	16 39,0%	8 19,5%	0 0,0%	0 0,0%	0 0,0%
Q47 Lesson Plan 6 instructions were clear.	15 36,6%	17 41,5%	9 22,0%	0 0,0%	0 0,0%	0 0,0%

None of the EG students totally or strongly disagreed with any of the statements, and there is a small number of them who disagreed with the clearness of instructions in LP1 and LP2, 1(2.4%) and 3 (7.3%), respectively. However, the vast majority of students strongly agreed that the instructions were clear and easy to follow, achieving one of the objectives in the design of

the LPs. It must be highlighted the fact that 41.5% of students totally agreed with the clarity of instruction in LP5, which means that hardly any modification is necessary in this LP.

Table 49. LPs instructions. CG students' answers, descriptive statistics. Pilot study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q9 Lesson Plan 1 instructions were clear.	14 34,1%	12 29,3%	13 31,7%	2 4,9%	0 0,0%	0 0,0%
Q15 Lesson Plan 2 instructions were clear.	19 46,3%	12 29,3%	8 19,5%	2 4,9%	0 0,0%	0 0,0%
Q21 Lesson Plan 3 instructions were clear.	21 51,2%	13 31,7%	7 17,1%	0 0,0%	0 0,0%	0 0,0%
Q27 Lesson Plan 4 instructions were clear.	24 58,5%	11 26,8%	6 14,6%	0 0,0%	0 0,0%	0 0,0%
Q33 Lesson Plan 5 instructions were clear.	23 56,1%	10 24,4%	8 19,5%	0 0,0%	0 0,0%	0 0,0%
Q39 Lesson Plan 6 instructions were clear.	20 48,8%	9 22,0%	8 19,5%	4 9,8%	0 0,0%	0 0,0%

No CG student totally or strongly disagreed with the clarity of instructions (Table 49). Two students (4.9%) disagreed in the case of LP1 and LP2, which could be because they did not understand the instructions per se, or they found them difficult to follow. By contrast, it is worth mentioning that, as in the EG, most of the CG students totally found all of the instructions in the LPs clear and easy to follow.

The comparison of the EG and CG was carried out by means of the Shapiro-wilk test, a descriptive statistical test for samples inferior to one hundred participants. The data from the Likert scale questions were, firstly, transformed to see the means of the questions and then the normality test was done (Table 50 and Table 51) and corroborated with a P-P plot test (Figure 19 and Figure 20) in each group.

Table 50. EG LPs instructions, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean_Instructions	,145	41	,029	,895	41	,001

a. Lilliefors Significance Correction

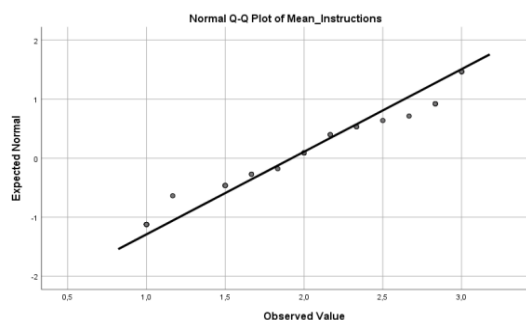
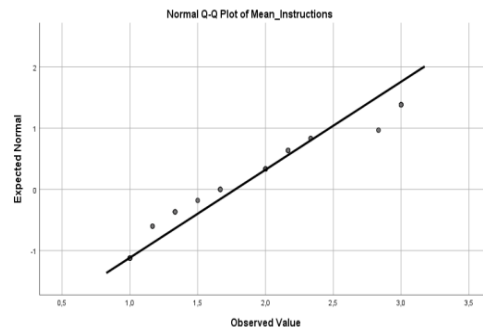
Table 51. CG LPs instructions, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean_Instructions	,152	41	,017	,878	41	,000

a. Lilliefors Significance Correction

The distribution in the answers of the EG about how clear the instructions were in the LPs does not seem to be normally distributed (Table 50). In the Shapiro-wilk test the significance is less than 0.05 ($0.001 < 0.05$), confirming that the data are not normally distributed as it is statistically significant. At the same time, Table 51 shows a similar result for the CG since the Shapiro-wilk test indicates the data are statistically significant ($0.000 < 0.05$), that is, the data are not normally distributed.

In order to corroborate the descriptive statistical tests mentioned above and following Field's (2019) recommendations, the P-P plot test is used for these Likert scale questions of the EG and CG (Figure 19 and Figure 20). In both cases, the P-P plot test confirms the results obtained in the normality test. The data points deviate from the diagonal and, consequently, are not normally distributed, and a non-parametric test should be performed to compare the groups.

**Figure 19. EG LPs instructions P-P plot test. Pilot study.****Figure 20. CG LPs instructions P-P plot test. Pilot study.**

The responses to the EG and CG questions about the clarity of the instruction in the different LPs were compared using the Mann-Whitney U test that showed no statistically significant differences between them in the six Likert items – LP1 ($p=0.849$), LP2 ($p=0.100$), LP3 ($p=0.250$), LP4 ($p=0.065$), LP5 ($p=0.318$), LP6 ($p=0.820$). This means that both groups thought that the LPs' instructions were clearly laid out, so little changes should be done to those presented in the case study.

As far as the students' improvement in the four language skills (speaking, listening, reading and writing) is concerned, students were asked to rate them from greater to lesser in the LPs. The ranking questions helped to see what students thought of the training of the skills in each of the LPs. Descriptive statistical graphs of the EG students' responses are presented in Figures 21 to 26, while those of the CG students are in Figures 27 to 32.

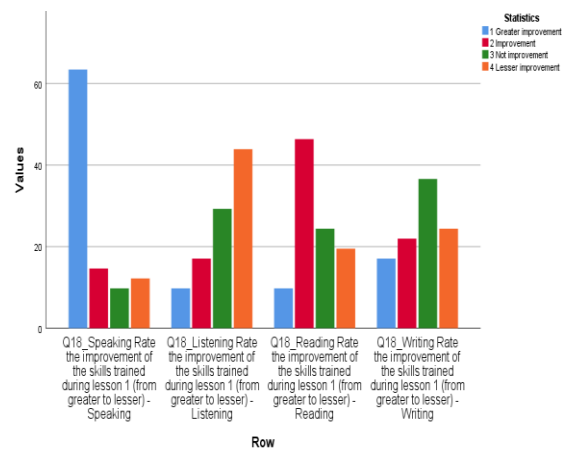


Figure 21. EG Q18 descriptive statistics. Pilot study.

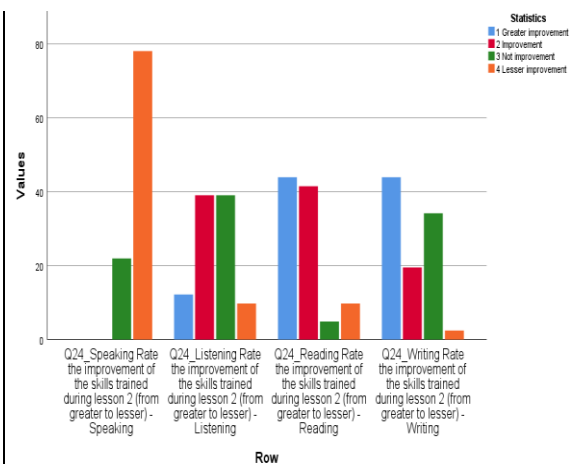


Figure 22. EG Q24 descriptive statistics. Pilot study.

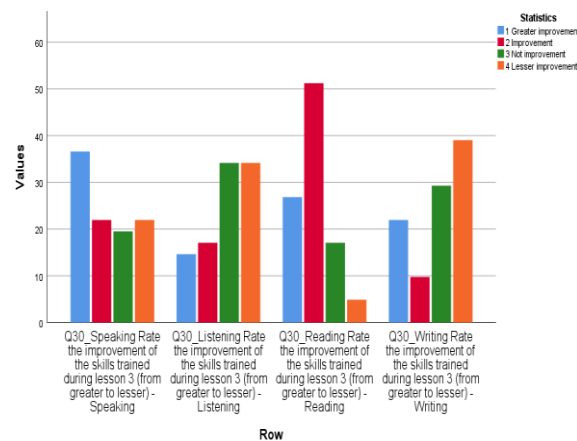


Figure 23. EG Q30 descriptive statistics. Pilot study.

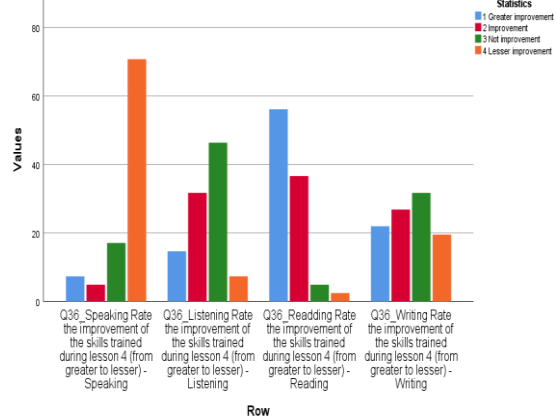


Figure 24. EG Q36 descriptive statistics. Pilot study.

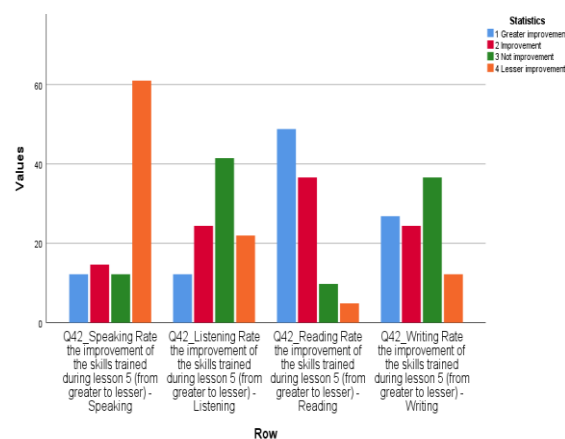


Figure 25. EG Q42 descriptive statistics. Pilot study.

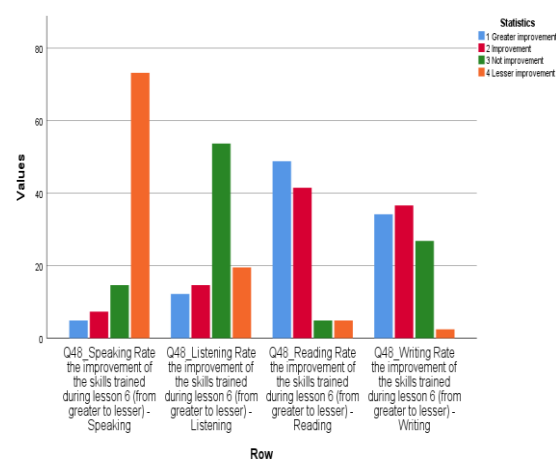


Figure 26. EG Q48 descriptive statistics. Pilot study.

In LP1 (Figure 21), 63.4% of students claimed a greater improvement in their speaking skill, which means that students felt this skill was particularly trained in LP1. Listening (43.9%), on the contrary, was pointed out as the least developed skill, something to take into consideration when re-designing LP1 for the case study. In LP2 (Figure 22), reading and writing, both with 43.9%, were the most developed skills in the students' opinion. It is worth mentioning that a high percentage of students (78%) considered that speaking was the least improved skill despite the fact that this LP revolved around dubbing.

In LP3 (Figure 23), speaking was seen as the most developed (36.6%), whereas writing was the least (39%) but closely followed by listening (34.1%). The central activity dealt with intralingual subtitling, which could lead us to assume that the most trained skill was listening. Similar to LP2, LP4 (Figure 24) seems to have mostly improved reading (56.1%) followed by writing (22%). Although the development of writing is reasonable to expect, as students had to create their own script, it seems unreasonable that the least enhanced skill was speaking (70.7%) in a LP where dubbing was the pivotal AVT modality. Consequently, this LP should be re-designed and adapted to reinforce speaking abilities.

In LP5 (Figure 25), reading was regarded as the most improved skill (48.4%), while the least were speaking (61%), followed by listening (22%). Although the expected result was an improvement of the listening skills, as the AVT modality used in this LP was subtitling, students felt again that reading was the most improved. This could be explained by the fact that during the viewing stage students were working with the original script, and, one of the main tasks was based on a reading exercise. In LP6 (Figure 26), reading (48.8%) and writing (34.1%) were the skills students perceived most strengthened while speaking (73.2%) was again the least. This LP

dealt with intralingual subtitling, which should reinforce, at first sight, listening rather than writing; however, the students' impression was not that, being this skill rated by 53.2% of the students as the penultimate option of improvement.

According to two of the hypotheses, listening and speaking should be the most improved skills along the LPs. By contrast, the results in students' perceptions of improvement do not seem to confirm them. Nevertheless, the results of the tests will have to be studied in combination with qualitative data from the open-answer questions to see why or to what extent students' perceptions are in line with their final results or not.

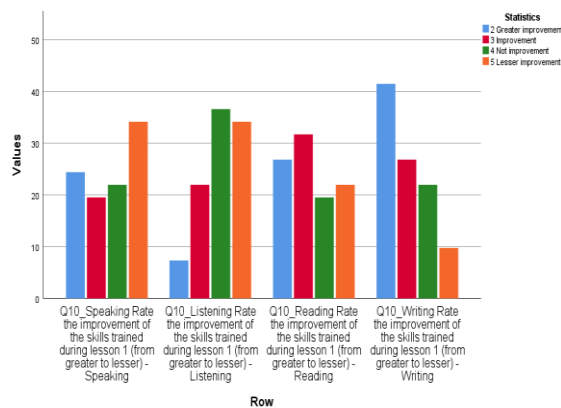


Figure 27. CG Q10 descriptive statistics. Pilot study.

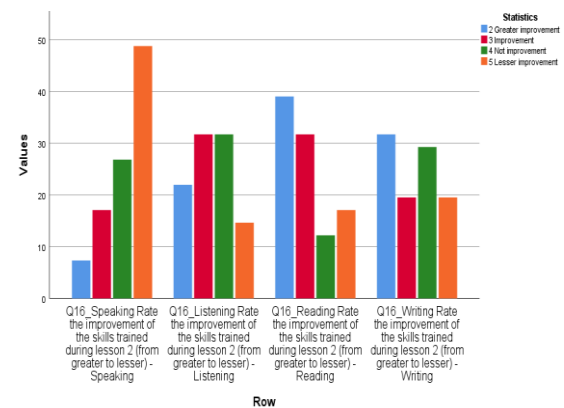


Figure 28. CG Q16 descriptive statistics. Pilot study.

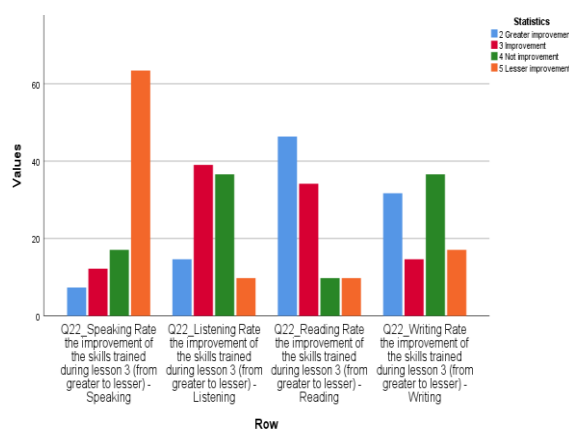


Figure 29. CG Q22 descriptive statistics. Pilot study.

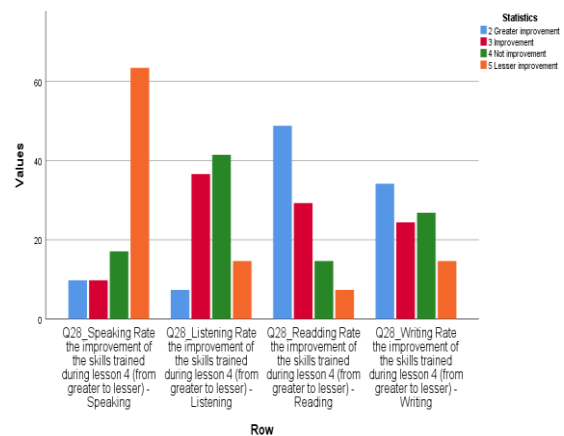


Figure 30. CG Q28 descriptive statistics. Pilot study.

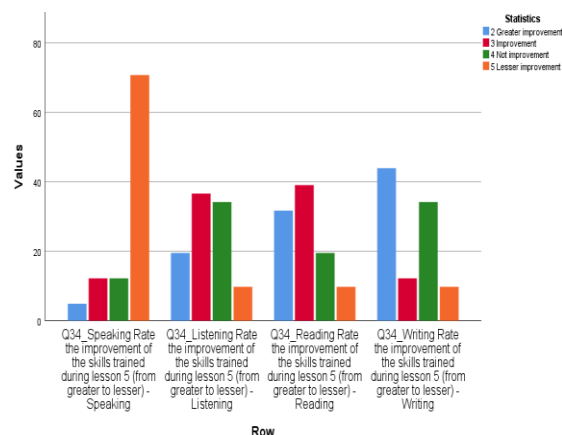


Figure 31. CG Q34 descriptive statistics. Pilot study.

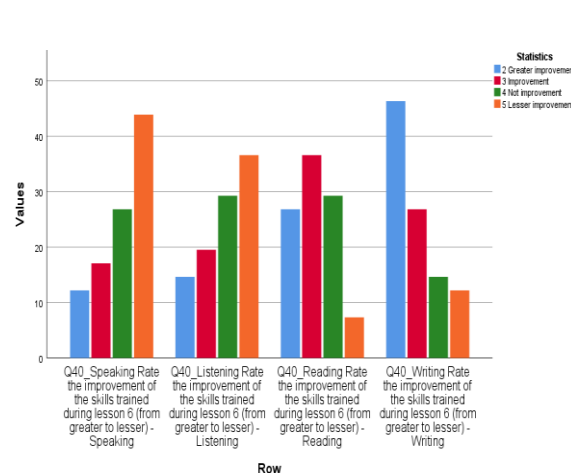


Figure 32. CG Q40 descriptive statistics. Pilot study.

In all the LPs of the CG, students saw reading and writing skills as the most improved ones, which could be due to the type of warm-up activities, more conventional than those of the EG. In all LPs, students thought that the least improved skill was speaking. This should be taken into consideration for the adaptation of the LPs for the case study, as they were specially designed to develop oral skills.

According to Figure 27, Figure 28 and Figure 29, students showed signs of a greater improvement in reading (48.8% in LP1, 39% in LP2 and 46.3% in LP3) followed by writing (34.1% in LP1, 31.7% in LP2 and 31.7% in LP3), while speaking was the least improved (61% in LP1, 48.8% in LP2 and 63.4% in LP3). The speaking results in LP1 were unexpected, as well as the listening results, which was the second least improved skill since students counted with several discussion tasks in the lesson and the main and post-tasks were based on two listening activities. Similarly, LP3 results in speaking were also unexpected since its post-tasks consisted on a role-play where students had to create their own dialogue and record themselves reproducing a video call.

In LP4 (Figure 30), listening and speaking were the centre of attention. However, students' perceptions differed as they positioned reading (48.8%) and writing (34.1%) as the most developed. LP5 (Figure 31) and LP6 (Figure 32) were turning points by placing writing as the most developed skill; however, what remains the same is that speaking is the least developed skill, in students' opinion.

Students clearly perceived that speaking was not sufficiently trained in any of the LPs, even though there were specific activities, mainly as post-tasks, and the fact that the lecturers encouraged them to talk and be active participants in the learning process. At this stage, it should be said that the fact that students were taking the course during the pandemic in an online environment could be one of the factors to see speaking as the least trained skill.

The last quantitative question presented in the post-questionnaire concerning the LPs dimension deals with the time students invested to complete the different tasks. This elective course counted with a number of in-class hours together with two extra hours per week of autonomous work. By asking students how much time they thought they invested in their autonomous work, we could see if students were able to complete the post-tasks in the allotted time.

From the results presented in Table 52, Q25 stands out as being the only question in which the majority of EG students claimed that they invested between 2 and 3 hours (39%) or more than 3 hours (24.4%). Q25 refers to LP2, which was the first LP where students had to work with dubbing. This can explain why students had to invest more time than expected in the post-task. In the rest of the questions, most students admitted that the time invested was between 1 and 2 hours, which was the estimated time when the post-tasks were designed.

The percentages of more than 3 hours were low, with a maximum of four students selecting this answer in all the LPs, which proves that students did not have serious problems while dealing with the software used in the didactics AVT methodology. Nevertheless, comments on open-answer questions will provide more information. The number of students that invested less than 30 minutes in the post-task is also small, supporting the conclusion that the amount of time estimated for doing the post-tasks was adequate.

Table 52. Time invested to complete the post-tasks of the LPs. EG students' answers, descriptive statistics. Pilot study.

	1 Less than 30 minutes	2 30 minutes - 1 hour	3 1 hour - 2 hours	4 2 hours - 3 hours	5 More than 3 hours
Q19 How much time did it take you to complete lesson 1 post-tasks you had to hand in as part of your assessment?	1 2,4%	15 36,6%	19 46,3%	5 12,2%	1 2,4%
Q25 How much time did it take you to complete lesson 2 post-tasks you had to hand in as part of your assessment?	0 0,0%	4 9,8%	11 26,8%	16 39,0%	10 24,4%

Q31 How much time did it take you to complete lesson 3 post-tasks you had to hand in as part of your assessment?	4	15	14	7	1
	9,8%	36,6%	34,1%	17,1%	2,4%
Q37 How much time did it take you to complete lesson 4 post-tasks you had to hand in as part of your assessment?	0	11	17	9	4
	0,0%	26,8%	41,5%	22,0%	9,8%
Q43 How much time did it take you to complete lesson 5 post-tasks you had to hand in as part of your assessment?	0	10	24	6	1
	0,0%	24,4%	58,5%	14,6%	2,4%
Q49 How much time did it take you to complete lesson 6 post-tasks you had to hand in as part of your assessment?	1	12	19	7	2
	2,4%	29,3%	46,3%	17,1%	4,9%

The answers of the CG (Table 53) about the time required for carrying out the post-tasks were similar to those of the EG; the great majority of students invested between 30 minutes and 2 hours. In the case of the CG, the number of students that needed more than 3 hours was smaller than in the EG. This can be justified by the fact that students did traditional activities, such as role-plays or presentations, without incorporating new applications or software. The answers of the CG confirmed that post-tasks were adequately designed in terms of time, as students only had to invest 2 hours per post-task.

Table 53. Time invested to complete the post-tasks of the LPs. CG students' answers, descriptive statistics. Pilot study.

	1 Less than 30 minutes	2 30 minutes - 1 hour	3 1 hour - 2 hours	4 2 hours - 3 hours	5 More than 3 hours
Q11 How much time did it take you to complete lesson 1 post-tasks you had to hand in as part of your assessment?	9 22,0%	18 43,9%	12 29,3%	1 2,4%	1 2,4%
Q17 How much time did it take you to complete lesson 2 post-tasks you had to hand in as part of your assessment?	1 2,4%	12 29,3%	21 51,2%	5 12,2%	2 4,9%
Q23 How much time did it take you to complete lesson 3 post-tasks you had to hand in as part of your assessment?	2 4,9%	10 24,4%	23 56,1%	4 9,8%	2 4,9%
Q29 How much time did it take you to complete lesson 4 post-tasks you had to hand in as part of your assessment?	2 4,9%	10 24,4%	23 56,1%	4 9,8%	2 4,9%
Q35 How much time did it take you to complete lesson 5 post-tasks you had to hand in as part of your assessment?	1 2,4%	8 19,5%	26 63,4%	4 9,8%	2 4,9%
Q41 How much time did it take you to complete lesson 6 post-tasks you had to hand in as part of your assessment?	4 9,8%	11 26,8%	20 48,8%	4 9,8%	2 4,9%

The comparison of the EG's and CG's answers of the time needed for the post-tasks was done with a descriptive statistical test. The Shapiro-wilk test was chosen as the sample was inferior to 100 participants. First, the data from the different questions were transformed to see their means, and then a normality test was run (Table 54 and Table 55), followed by a P-P plot test (Figure 33 and Figure 34) to corroborate the results in each group.

Table 54. EG time invested in LPs, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
TimeInvested_Change	,108	41	,200*	,966	41	,254

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 55. CG time invested in LPs, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
TimeInvested_Change	,238	41	,000	,904	41	,002

a. Lilliefors Significance Correction

In Table 54, the data in the EG are normally distributed, the significance is higher than 0.05 ($0.254 > 0.05$), and consequently, it is not statistically significant. By contrast, the Shapiro-wilk test shows a different result in the CG (Table 55). The data are statistically significant ($0.002 < 0.05$), that is, they are not normally distributed, as the significance is less than 0.05.

To corroborate the results of the descriptive statistical tests, Figure 31 and Figure 32 present the P-P plot tests to the Likert scale questions. On the one hand, Figure 33 contradicts the normality test shown in Table 54. In the graph, the data points deviate from the diagonal, which implies that although statistically, the data seemed normal, they are not bell-shaped distributed. On the other hand, Figure 34 confirms the results obtained in the normality test of the CG since the data points deviate from the diagonal, indicating that the data are not normally distributed. All this means that in order to compare groups, a non-parametric test should be performed.

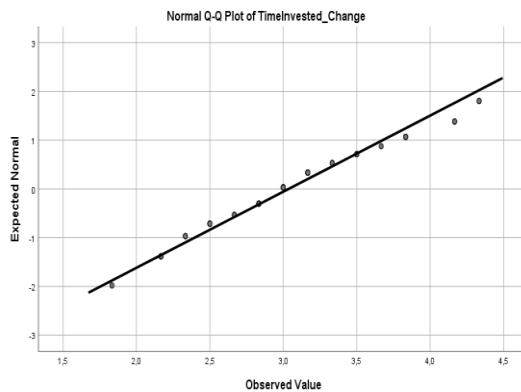


Figure 33. P-P plot test. EG time invested in LPs. Pilot study.

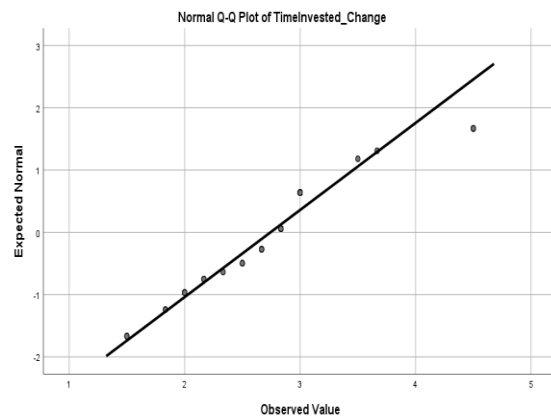


Figure 34. P-P plot test. CG time invested in LPs. Pilot study.

The non-parametric test used for comparing the responses of the EG and CG was the Mann-Whitney U test. It showed no statistically significant difference between them in four out of the six questions (Q31, Q37, Q43 and Q49 in the EG and Q23, Q29, Q35, Q41 in the CG): $p=0.305$ (Q31/Q23), $p=0.198$ (Q37/Q29), $p=0.996$ (Q43/Q35) and $p=0.373$ (Q49/Q41); which means that the null hypothesis should be retained, that is, the time invested for the post-tasks was similar in both groups and matched with the two hours of autonomous work.

By contrast, the answers in EG Q19 ($Mdn = 48.79$) did significantly differ from those in the CG Q11 ($Mdn = 34.21$, $U = 541.5$, $z = -2.958$, $p < .0003$). Similarly, EG Q25 and CG Q17 ($Mdn = 51.99$ and $Mdn = 31.01$, respectively) differed also significantly, $U = 410.5$, $z = -4.173$, $p < .000$. Thus, the differences between the median of EG and CG in LP1 and LP2, being the EG median higher than the CG's, let us reach the conclusion that the null hypotheses should be rejected.

In the same line, the graphs presented in Figure 35 and Figure 36 support the idea that the hypotheses of the distribution of LP1 and LP2 being the same between groups should be rejected. The majority of EG students (blue bars) indicated that they spent between 30 minutes and 2 hours doing LP1 post-task (Figure 35), while the CG (red bars) did not express a clear preference in their answers. In the case of LP2 (Figure 36), the EG students admitted needing from 30 minutes to more than 3 hours, while the time required by the great majority of CG students was between 30 minutes to 2 hours, that is, the amount of time we expected when the tasks were designed.

LP1 and LP2 represented for the great majority of EG students the first contact with a didactic AVT methodology and the first time they used software for subtitling and dubbing activities. This could justify that EG students invested more time than CG students to complete their post-tasks.

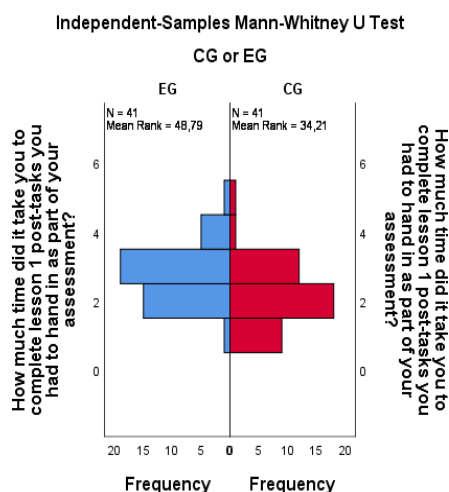


Figure 35. Independent samples Mann-Whitney U test. EG and CG time invested in LP1. Pilot study.

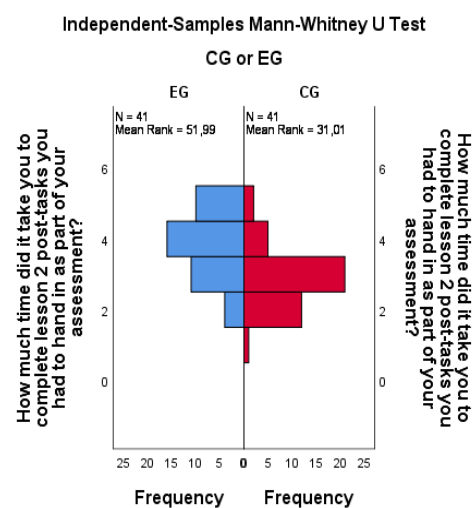


Figure 36. Independent samples Mann-Whitney U test. EG and CG time invested in LP2. Pilot study.

5.1.2.2 Preference dimension

Preference dimension is composed of two scale questions, a ranking question and three open questions that will be discussed in section 5.2.1 Post-questionnaire open questions. Although some answers can be compared, others have to be analysed separately since the questions are different in the EG and CG.

The descriptive statistics analysis of the answers to the scale questions about the students' perception of the time used in each methodology is shown in Table 56 (EG) and Table 57 (CG).

Table 56. EG Q58, descriptive statistics. Pilot study.

	1 Much more	2 More	3 Slightly more	4 Slightly less	5 Less	6 Much less
Q58 Do you think the time invested during the tasks is more than the one you would have invested doing traditional activities?	1	7	29	2	2	0
	2,4%	17,1 %	70,7%	4,9%	4,9%	0,0%

Table 57. CG Q52, descriptive statistics. Pilot study.

	1 Much more	2 More	3 Slightly more	4 Slightly less	5 Less	6 Much less
Q52 Do you think the time invested during the tasks is more than the one you would invest in doing non-traditional activities based on dubbing and subtitling?	1	2	21	9	6	2
	2,4%	4,9%	51,2%	22,0%	14,6%	4,9%

Students in both groups (70.7% in the EG and 51.2% in the CG) think they worked “slightly more” following their respective modalities, or in other words, they considered having worked harder than if they were using a different methodology. This idea is supported by the second and third majority answers, which are in the same line. However, as seen before, both groups invested the same time, except in the two first LPs, where EG students felt that they worked more as they had to learn how to use the software.

In order to compare the answers of the two groups, the Likert scale questions were transformed, firstly, to see the means of each question, and then, a normality test and a P-P plot test (Figure 37 and Figure 38) were done. Table 58 and Table 59 reflect a not normal distribution in the EG and CG as $0.000 > 0.05$ ($p > 0.05$), which means that the answers in both groups are statistically significant.

Table 58. EG Q58, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Question58_Change	,362	41	,000	,734	41	,000

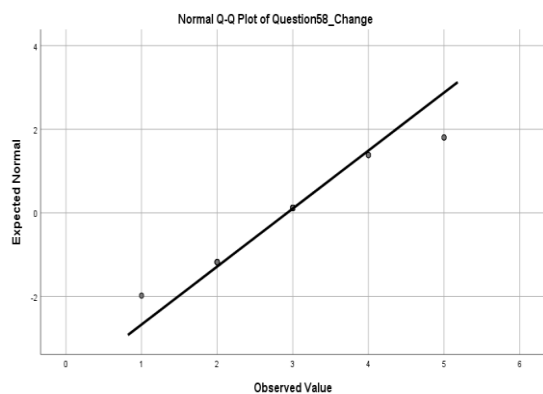
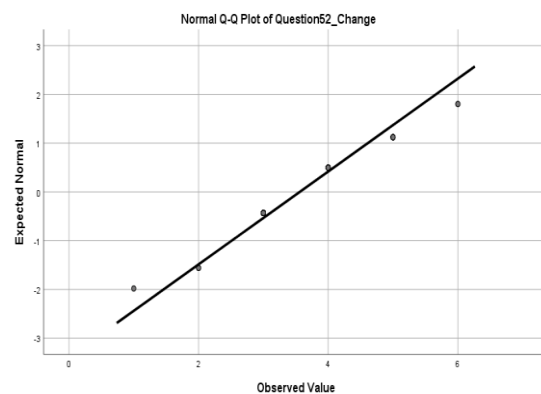
a. Lilliefors Significance Correction

Table 59. CG Q52, normality test. Pilot study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Question52_Change	,289	41	,000	,869	41	,000

a. Lilliefors Significance Correction

In Figure 37 and Figure 38, the data points deviate from the diagonal in the P-P plot tests, which means that the EG and CG data are not normally distributed, and consequently, a non-parametric test should be used for the comparison of the questions.

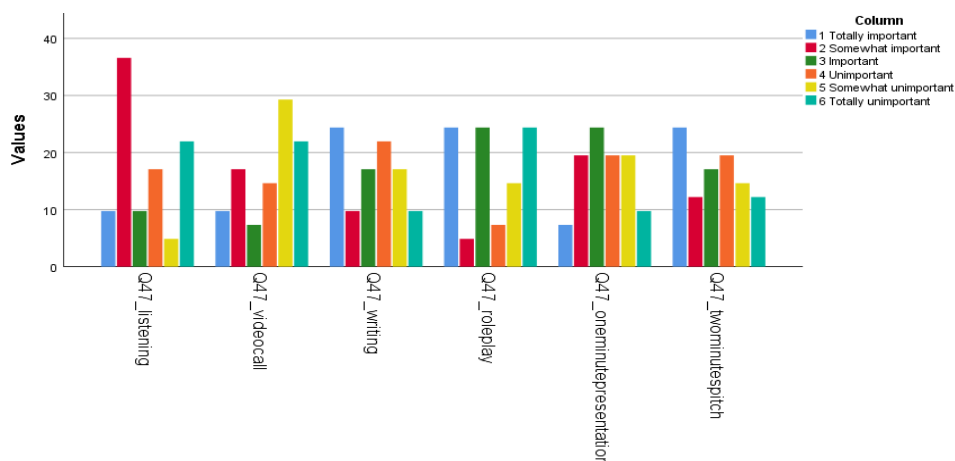
**Figure 37. EG Q58 P-P plot test. Pilot study.****Figure 38. CG Q52 P-P plot test. Pilot study.**

The non-parametric test used to compare EG Q58 ($Mdn = 48.95$) and CG Q52 ($Mdn = 34.05$) is the Mann-Whitney U test for independent samples. The test results showed statistically significant differences between the two groups, $U = 1146.0$, $z = 3.231$, $p < .0001$. Thus, the hypothesis that claims that the distribution is the same across categories of CG or EG should be

rejected, being the EG students the ones who considered needing more time and supporting the same conclusion reached in the descriptive analysis.

The CG had an additional question to rate which post-tasks students found more useful (Q47). The descriptive statistics analysis of the answers is found in Figure 39.

Figure 39. CG Q47 descriptive statistics. Pilot study.



Writing and two-minute pitch presentations are the most useful activities for CG students (24.4%), probably because they may need to present their ideas as engineering and architects in a pitch or write emails and reports in English in their future work. The answer about the usefulness of role-plays catches the attention since the same percentage, 24.4%, is received as “totally important” and “totally unimportant”. This could be justified by students’ idea of role-play as repetitive activities that can become interesting depending on the context of the situation portrayed.

Listening is the second most useful activity (36.6%), but it also has a high percentage of “totally unimportant” answers (22%). A similar result is achieved by video calls which is noteworthy since video calling is currently one of the most frequent activities at work, in particular, after the pandemic. This paradox will be discussed in the qualitative analysis where students’ comments will be studied.

As far as students’ methodological preferences (Q56 for the EG and Q50 for the CG) is concerned, EG students (Figure 40) stated they preferred the methodology they had been using for the practical sessions, didactic AVT. More than half of the students would repeat the experience and preferred it to the traditional approach. In the CG (Figure 41), more than half of the students (63.4%) admitted not being interested in trying a new methodology. The reason for not wanting to try to use new methodologies will be found in section 5.2.1.2 Preferences while analysing the open-answer questions.

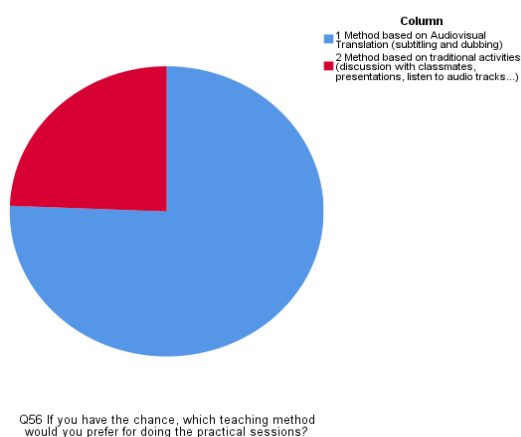


Figure 40. EG Q56 pie chart. Pilot study.

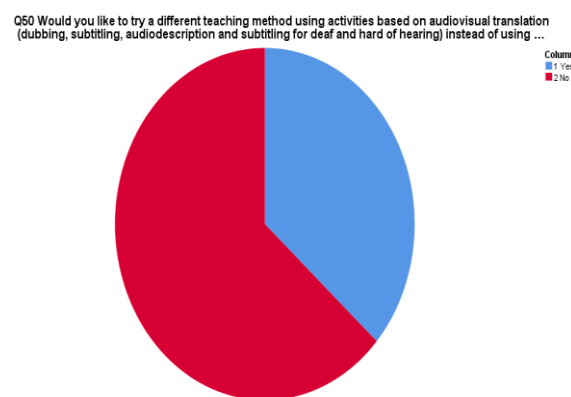


Figure 41. CG Q50 pie chart. Pilot study.

The last questions related to the preference dimension are ranking, in which students were asked to rate the practical sessions in their entirety. The EG (Figure 42) considered the LPs were well designed and implemented, and only one student (2.4%) disagreed. The majority of students gave to the practical sessions a grade higher than 7, and most of them thought the LPs deserved an 8 out of 10 (39%). Figure 43 illustrates similar results in the CG, with one student (2.4%) disapproving the practical lessons and the great majority giving a score of 8 (48.8%). It should be highlighted that EG students gave higher scores, between 8 and 10 than CG students, which may mean that EG students hold didactic AVT methodology in higher regard than CG does traditional methodology.

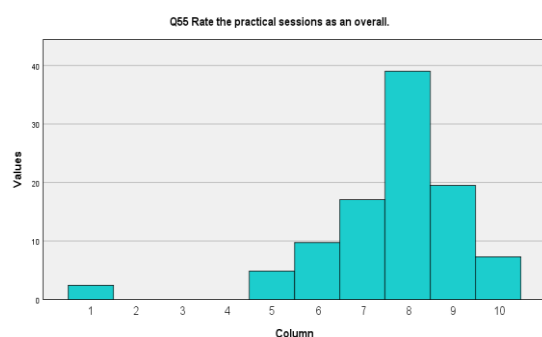


Figure 42. EG Q55 descriptive statistics. Pilot study.

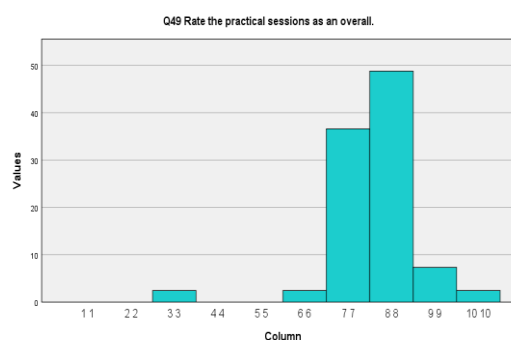


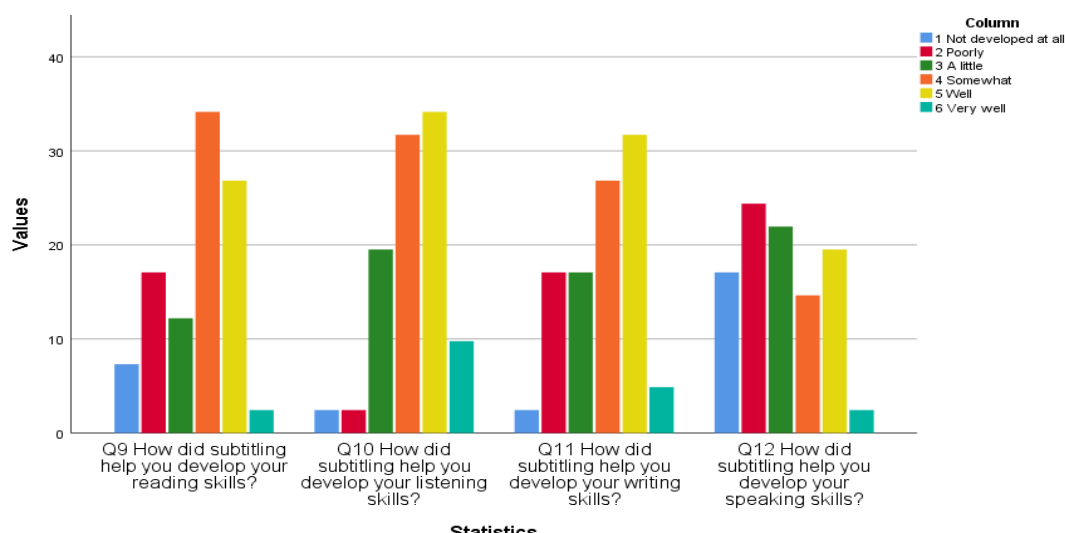
Figure 43. CG Q49 descriptive statistics. Pilot study.

5.1.2.3 EG dimensions: subtitling and dubbing

The EG post-questionnaire included two additional dimensions: subtitling and dubbing, which were directly related to the modalities employed in their LPs and how they helped to develop the different skills (Figure 44 and Figure 45).

Regarding how subtitling (Figure 44) contributed to the development of reading skills, 14 students (34.1%) answered “somewhat”, and 11 students (26.8%) “well”, which implies a widely-held positive perception of its role. A similar result was obtained in the development of writing, with 13 students (31.7%) answering “well” and 11 students (26.8%) “somewhat”. This is an expected result as, while doing subtitling, students have to write the subtitles and learn how to condensate and paraphrase sentences, which means that they are improving their writing skills. As far as listening is concerned, students felt that this skill was improved “somewhat” (31.7%) or “well” (34.1%) through the post-tasks, which demonstrates how the majority of students (75.6%) perceived some positive change. By contrast, the skill that students consider to have developed less in the post-tasks is speaking, with the most frequent answers being “poorly” (24.4%) and “a little” (22%). Students’ general opinion can be justified by the fact that post-tasks were done individually at home and did not require speaking with others or recording themselves.

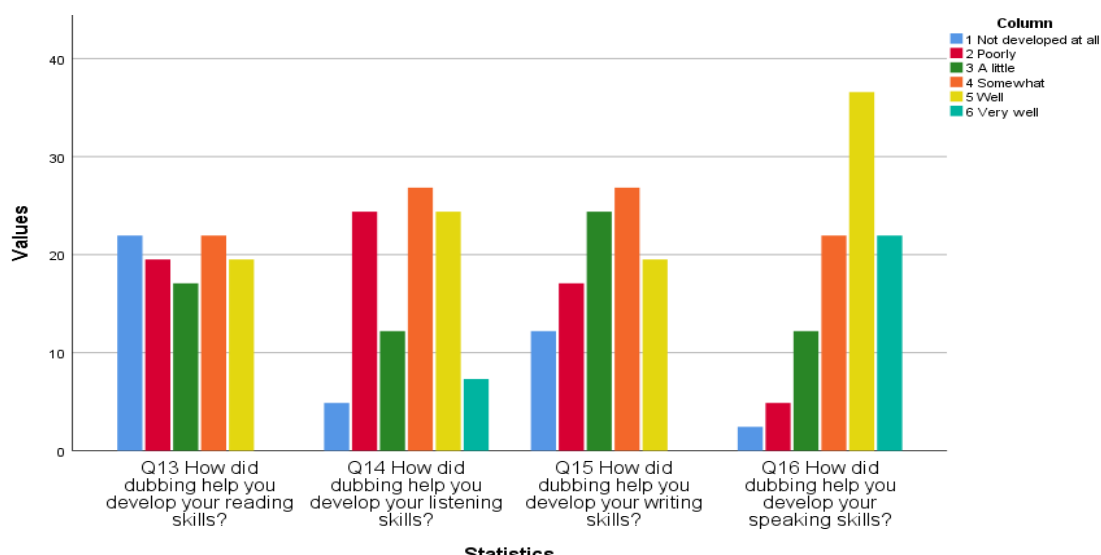
Figure 44. Descriptive statistics. Subtitling dimension in the pilot study.



The analysis of the impact of dubbing on the development of the skills (Figure 45) reveals that students felt that reading was either “not developed at all” or “somewhat” (22%), as they did not realise that they had to read the original scripts to write theirs. Their opinion about the improvement of writing skills was similar, as they responded that the degree of development

was “somewhat” (26.8%) and “a little” (24.4%). It is somewhat surprising since students had to write their own scripts, and consequently, the expected result would be a perception of higher development. As far as listening is concerned, the most recurrent answer was “somewhat”, with 11 (26.8%) students, followed by “poorly” and “well”, with the same percentages (24%). It is noteworthy that it is the first case in dubbing where students include “very well” in their answers, and if the percentages of the answers that allude to some types of improvement are added, the final result of improvement is greater than not having seen any. This good feeling may have to do with the fact that in these activities students had to carefully listen to the original dialogue before starting the dubbing process in the pre-viewing. Lastly, the other skill in which the answer was “very well” was speaking, with 9 students (22%). Most of the students (36.6%) thought speaking was “well” developed, and in 9 cases (22%), “somewhat”, which means that 80.6% of the participants perceived some positive change.

Figure 45. Descriptive statistics. Dubbing dimension in the pilot study.



In general, students seemed to identify, in particular, a relationship between the improvement of their listening and speaking skills and the use of subtitling and dubbing, respectively. These results are, consequently, aligned with the initial hypothesis presented in this doctoral thesis that claimed that subtitling and dubbing would contribute to the improvement of reception and production oral skills. In addition, it seems to be a contradiction as EG students did not notice a significant change in their oral skills at the end of the practical sessions (Q6 and Q8 in the EG post-questionnaire), but they admitted the AVT modalities were determinant for their improvement. The claim of not seeing any change after doing all LPs could

be due to a low level of self-esteem; the real or false improvement of the oral skills will have to be checked with their results in the listening tests and final marks.

5.1.3 Listening Tests

5.1.3.1 Symmetric distribution in the EG

Symmetric distribution is a statistics method applied for measuring the proximity of the data to the centre of the distribution. When we draw a vertical line across the centre of the distribution, if data have a bell-shaped curve, or normal distribution, then it should look the same on both sides. However, if data are not symmetrically distributed, it should be skewed to the right or to the left, meaning that the data deviate from normal (Field, 2009).

Table 60 shows the descriptive statistics results from the three listening variables in the EG. On average, listening scores were 9.51 out of 10 in ListeningPS1 but went down to 6.92 and 6.70 in ListeningPS2 and ListeningPS3, respectively. The negative values of skewness in the three listening tests indicate a pile-up of scores on the right of the distribution. This means that most of the data will be on the left-hand side of the histogram, which implies that the median is larger than the mean. At the same time, the positive Kurtosis value in ListeningPS1 indicates a heavy-tailed distribution, while negative values in ListeningPS2 and ListeningPS3 show a light-tailed distribution. In other words, in ListeningPS1 the data heavily deviates from what is expected, while in ListeningPS2 and ListeningPS3, although there is a deviation, it's not so pronounced. In order to confirm these results, it is advisable to take a closer look at the data histograms and a P-P plot test.

Table 60. Descriptive statistics. Listening tests in the EG.

		ListeningPS1EG ListeningPS1 EG	ListeningPS2EG ListeningPS2 EG	ListeningPS3EG ListeningPS3 EG
N	Valid	43	39	43
	Missing	0	4	0
Mean		9,5116	6,9231	6,7014
Std. Error of Mean		,12941	,34098	,22478
Median		10,0000	7,7000	7,0000
Mode		10,00	8,80	8,00

Std. Deviation		,84859	2,12943	1,47401
Variance		,720	4,534	2,173
Skewness		-2,306	-,210	-,420
Std. Error of Skewness		,361	,378	,361
Kurtosis		5,893	-1,109	-,463
Std. Error of Kurtosis		,709	,741	,709
Range		3,50	6,70	6,00
Minimum		6,50	3,30	3,00
Maximum		10,00	10,00	9,00
Percentiles	25	9,0000	5,5000	6,0000
	50	10,0000	7,7000	7,0000
	75	10,0000	8,8000	8,0000

The histogram (Figure 46) shows how the results from ListeningPS1 do not have a symmetric distribution but a left-skewed distribution, as the tail is on the left. This means that the most frequent scores are clustered at the end, which makes the tail points towards the lower scores, or the more negative ones, being the value of skewness lower than zero.

The population number was 43 students, and the mean of the population (the average of our sample) was 9.51, which is a high mean for an initial test. The P-P plots test (Figure 47) supports these conclusions because the data points (the descriptive information that derives from a measurement) deviate away from the diagonal. These plots suggest that the distribution is not normal, and the mean is remarkably high for an initial test. All this indicates that the test was biased, and either the students had the answers or they did the test helping each other; this is the reason why ListeningPS1 test had to be excluded from the analysis.

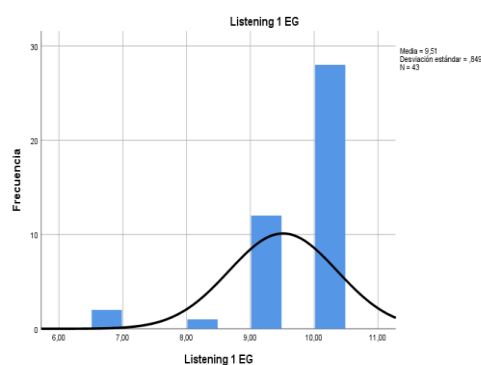


Figure 46. Normality test. ListeningPS1 in the EG.

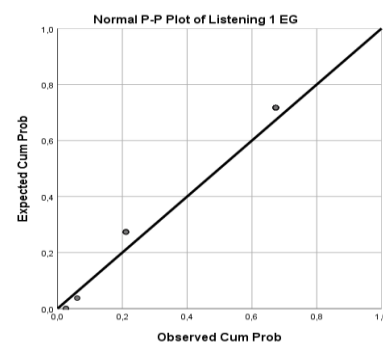


Figure 47. Normal P-P plots. ListeningPS1 in the EG.

The histogram (Figure 48) of ListeningPS2 depicts a close normal distribution or a close symmetric bell-shaped. However, if we look carefully at the P-P plot test (Figure 49), one can observe that the data points deviate away from the diagonal, which shows that the distribution is not symmetric but, as the initial data indicate (Table 60), we have a light-tailed distribution on the right. The population dropped to 39 students, as there were 4 students less than in ListeningPS1, which can be due to the fact that it was not an assessable task, so students decided not to fulfil it. The mean is 6.92, which is expected at this point of the course, indicating an improvement in their listening skill after the completion of the LPs.

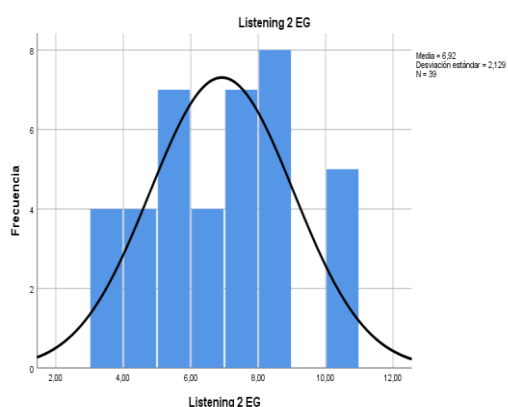


Figure 48. Normality test. ListeningPS2 in the EG.

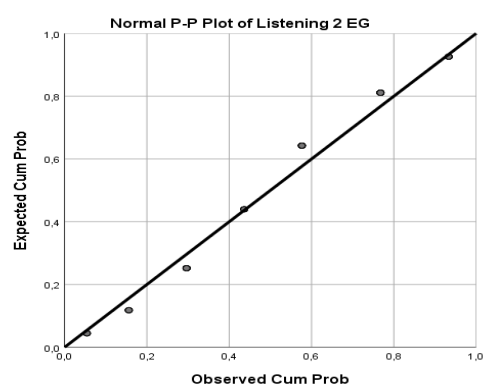


Figure 49. Normal P-P plots. ListeningPS2 in the EG.

The histogram of the EG ListeningPS3 (Figure 50) also depicts a close symmetric bell-shaped distribution. However, after considering the P-P plots in ListeningPS3 test (Figure 51), it can be highlighted how the data points deviate away from the diagonal, which means that the distribution is not normal, having a light-tailed distribution on the right. This implies that although the data may seem normal it is skewed, so no parametric tests should be performed.

The population was 43 students, as the test was obligatory and part of the students' final mark. The mean is 6.70, which can be translated as no improvement over time if compared with ListeningPS2.

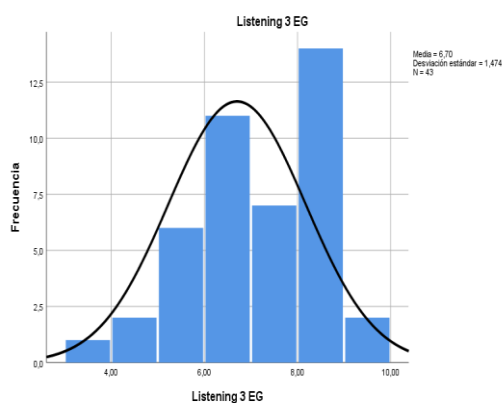


Figure 50. Normality test. ListeningPS3 in the EG.

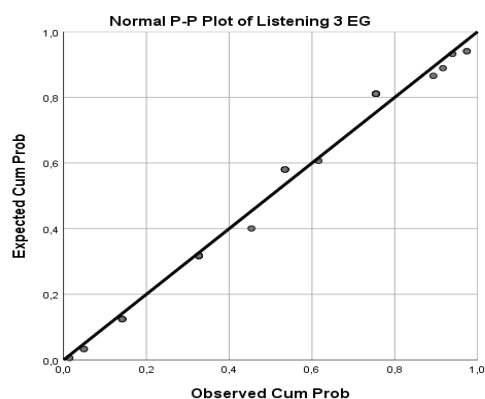


Figure 51. Normal P-P plots. ListeningPS3 in the EG.

5.1.3.2 Wilcoxon test in the EG

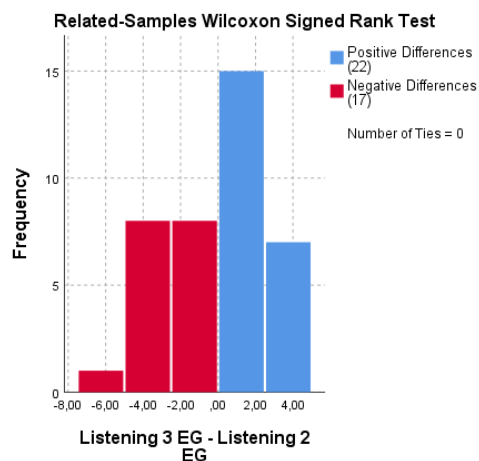
As stated above, ListeningPS1 had to be excluded because the grades were biased. Thus, the listening test comparison will only take place among ListeningPS2 and ListeningPS3. The latest was done by students two weeks after the end of the semester, that is, there was a difference of two weeks between ListeningPS2 and ListeningPS3; and it will shed light on whether the students' listening skills improved, remained the same or decreased. As the normality test show certain deviation in the data, non-parametric tests has to be applied in order to see if the differences among tests are significant or not. Because of this, the Wilcoxon signed-rank test is applied in order to compare the results in ListeningPS2 and ListeningPS3. Wilcoxon method is applied in those cases where the data has not had a symmetrical distribution, and an equivalent test of the parametric dependent t-test is, therefore, needed.

Once the comparison was made between the marks obtained by the 39 students in ListeningPS2 and ListeningPS3 (Table 61) the marks in the EG ListeningPS3 ($Mdn = 7.00$) did not significantly differ from the ListeningPS2 marks ($Mdn = 7.0$), $T = 381.50$, $p = 0.906$. This means that the null hypothesis that there are no differences between the results in the two tests should be preserved, which could also imply that the students did not lose the knowledge acquired but they did not improve it further during those two weeks. Moreover, Figure 52 presents the degree of improvement in the marks of 22 students (blue bars), 15 students rising 2 points and the rest rising 4 points; whereas the red bars indicate a lower mark in 17 students in ListeningPS3, lowering between 6 and 7 points in the case of one of the students, which is something to bear in mind.

Table 61. Related-Samples Wilcoxon signed-rank test summary. ListeningPS2 and ListeningPS3 in the EG.

**Related-samples Wilcoxon signed-rank test
Summary**

Total N	39
Test Statistic	381,500
Standard Error	71,642
Standardized Test Statistic	-,119
Asymptotic Sig.(2-sided test)	,906

Figure 52. ListeningPS2 and ListeningPS3 in the EG differences.

5.1.3.3 Symmetric distribution in the CG

A symmetric distribution analysis is included below with the aim of studying the proximity of the data to the centre of the distribution. This will help to decide what test should be applied to analyse the data and compare the groups. The analysis of the three variables (ListeningPS1, ListeningPS2 and ListeningPS3) in the CG is presented in Table 62.

Table 62. Descriptive statistics. Listening tests in the CG.

		Listening1CG Listening 1 CG	Listening2CG Listening 2 CG	Listening3CG Listening 3 CG
N	Valid	39	30	40
	Missing	4	13	3
Mean		7,2897	5,6167	6,8108
Std. Error of Mean		,34286	,39137	,25783
Median		6,5000	4,4000	7,0000
Mode		10,00	4,40	8,00
Std. Deviation		2,14117	2,14365	1,63069
Variance		4,585	4,595	2,659
Skewness		,090	,454	-,858
Std. Error of Skewness		,378	,427	,374
Kurtosis		-1,474	-,646	,526
Std. Error of Kurtosis		,741	,833	,733
Range		6,50	7,80	7,00
Minimum		3,50	2,20	2,00
Maximum		10,00	10,00	9,00
Percentiles	25	5,5000	4,4000	6,0000
	50	6,5000	4,4000	7,0000
	75	10,0000	7,7000	8,0000

On average, listening scores were 7.29 out of 10 in ListeningPS1 but went down to 5.61 and 6.81 in ListeningPS2 and ListeningPS3, respectively. ListeningPS1 and ListeningPS2 present positive values of skewness that depict a pile-up of scores on the left of the distribution, which means that most of the data will be on the right-hand side of the histogram, the mean being larger than the median. ListeningPS3 shows a negative value of skewness that indicates a pile-up of scores on the right of the distribution, which is contrary to ListeningPS1 and ListeningPS2, portraying most of the data on the left-hand side of the histogram, which implies that the median is larger than the mean. At the same time, the negative Kurtosis values in ListeningPS1 and ListeningPS2 present a light-tailed distribution, while the positive value in ListeningPS3 depicts a heavy-tailed distribution, which implies that the data in ListeningPS3 heavily deviate, whereas the deviation is not so pronounced in ListeningPS1 and ListeningPS2.

In order to confirm these results, data histograms and a P-P plot test are included. The histogram in Figure 53 represents a close bell-shaped distribution of the data, where the scores are in the centre of the histogram, and the tails seem equal. However, a P-P plots test (Figure 54) reveals that the data points deviate away from the diagonal piling up on the right; the distribution is not symmetric, as the initial data (Table 62) confirm, and there is a skewness to the left with a light-tailed distribution. The mean is 7.29, it can be seen as a high mean but expected if one takes into account that students admitted having studied English since they were at school. However, this test was excluded in order to do a fair comparison with the EG, which had ListeningPS1 skewed.

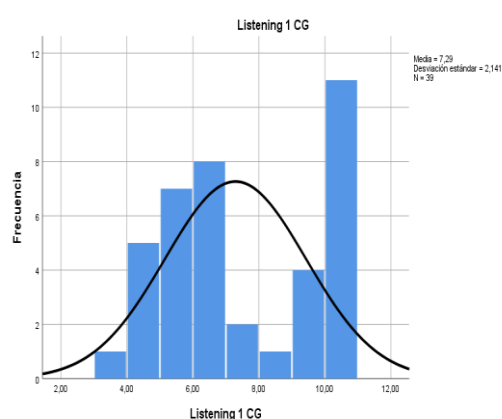


Figure 53. Normality test. ListeningPS1 in the CG.

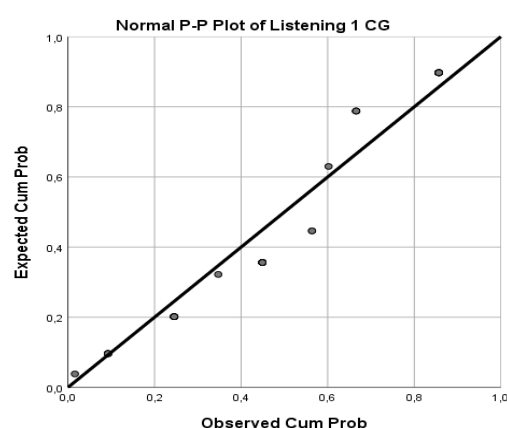


Figure 54. Normal P-P plots. ListeningPS1 in the CG.

The histogram of ListeningPS2 (Figure 55) shows a non-symmetric curve with a skewness to the right. The data in the P-P plot test (Figure 56) confirms this, as it can be seen how the data points deviate away from the diagonal. There is a dropped of the population ($N = 30$) of 9 people in comparison with ListeningPS1. This can be justified by the fact that ListeningPS2 was not an assessable task, so students decided not to take it. The mean is 5.62, presenting a clearly dropped of two points in comparison with ListeningPS1, although the mark coincides with the end of the course.

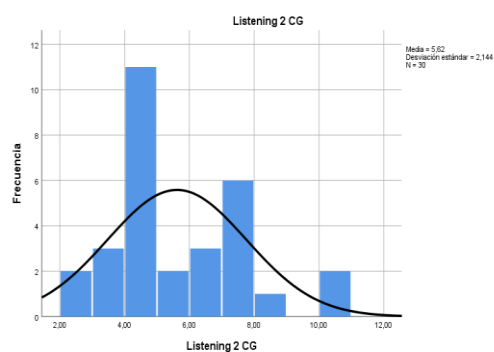


Figure 55. Normality test. ListeningPS2 in the CG.

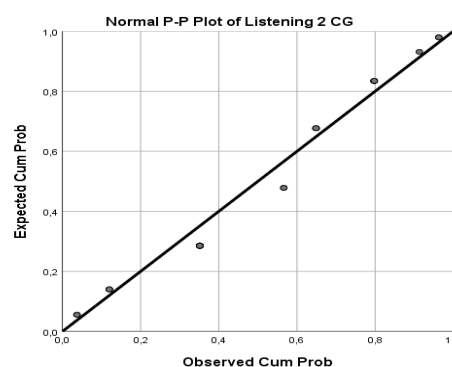


Figure 56. Normal P-P plots. ListeningPS2 in the CG.

The histogram of the CG ListeningPS3 (Figure 57) shows a non-symmetric distribution with a skewness to the right and a heavy-tailed distribution. The P-P plots test (Figure 58) confirms this, as it presents the data points deviating from the diagonal. The population raised to 40 students on this occasion, as the test was compulsory and part of their final mark. The mean is 6.81, which is an improvement over time if compared with ListeningPS2, but a drop if compared with ListeningPS1.

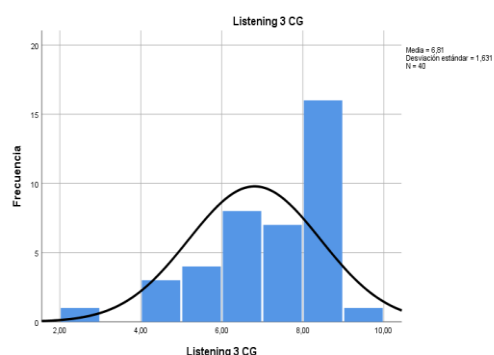


Figure 57. Normality test. ListeningPS3 in the CG.

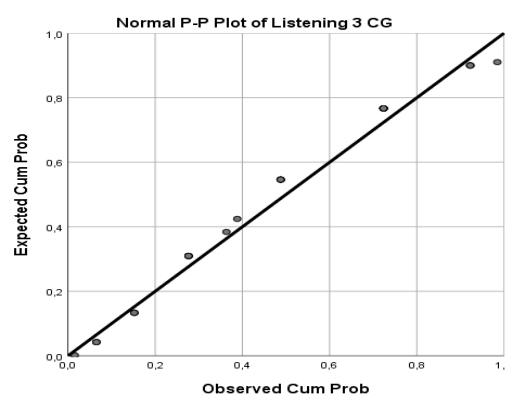


Figure 58. Normal P-P plots. ListeningPS3 in the CG.

5.1.3.4 Wilcoxon test in the CG

ListeningPS1 was excluded in order to have a fair comparison between EG and CG; and this is the reason why the only comparison within the CG was made between ListeningPS2 and ListeningPS3. There was a difference of two weeks between the two exams to corroborate if the students' listening skills were enhanced between one test and the other with no classes during that time. Since the normality tests presented deviation in the data, that is, non-symmetric distribution, an analysis based on non-parametric tests is required to discuss the differences

among the tests. In order to do so, Wilcoxon signed-rank test is applied to set a comparison between ListeningPS2 and ListeningPS3.

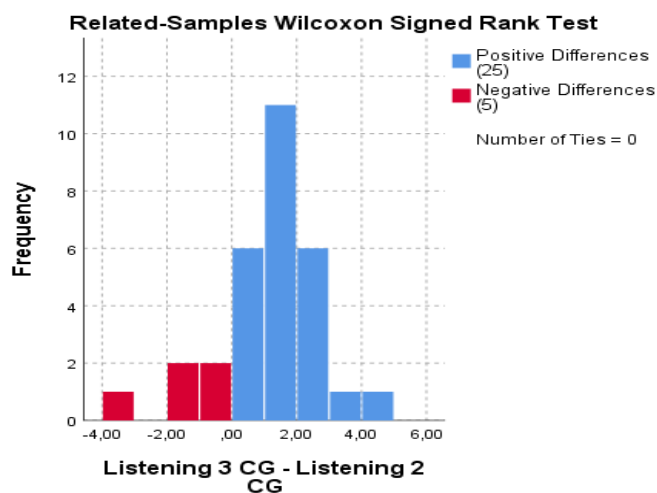
The comparison made between the marks obtained by the 30 students in ListeningPS2 and in ListeningPS3 (Table 63) revealed that the marks in the EG ListeningPS3 ($Mdn = 7.00$) did significantly differ from ListeningPS2 marks ($Mdn = 4.40$), $T = 386.0$, $p = 0.002$. This means that the null hypothesis that there are no differences between the results in the two tests should be rejected, in other words, the students enhanced their listening skills during those weeks. Moreover, the histogram below (Figure 59) shows the degree of improvement in the marks of 25 students (blue bars), many of them (11 students) rising 2 points or 1 point (6 students) and the rest of the group rising between 4 and 6 points. Red bars indicate a lower mark in ListeningPS3 in just 5 students, with one of them lowering 4 points.

Table 63. Related-Samples Wilcoxon signed-rank test summary. ListeningPS2 and ListeningPS3 in the CG.

Related-Samples Wilcoxon signed-rank test Summary

Total N	30
Test Statistic	386,000
Standard Error	48,584
Standardized Test Statistic	3,159
Asymptotic Sig.(2-sided test)	,002

Figure 59. ListeningPS2 and ListeningPS3 in the CG differences.



5.1.3.5 Mann-Whitney U test. Comparison between EG and CG

As we have seen, the data collected was not symmetric, so a parametric test like the independent t-test cannot be carried out. Consequently, a non-parametric test for independent samples like the Mann-Whitney U test is used for comparing the CG and the EG samples.

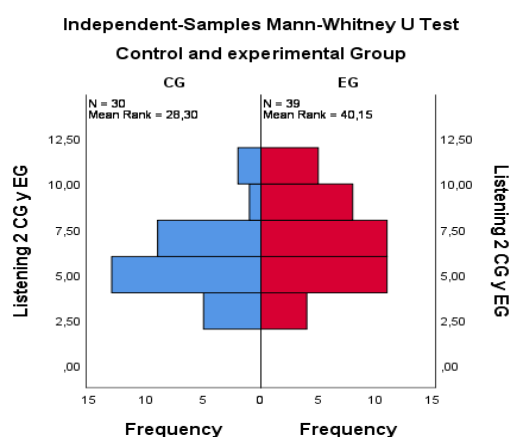
The test concludes that the null hypothesis, which states the distribution in ListeningPS2 categories of both groups (CG and EG) is the same, should be rejected as it is inferior to 0.05. The average marks of ListeningPS2 in the EG ($Mdn = 7.70$) did significantly differ from the CG ($Mdn = 4.40$, $U = 786$, $z = 2.463$, $p < .14$ (Table 64).

Table 64. Mann-Whitney U test summary. EG and CG ListeningPS2.

Total N	69
Mann-Whitney U	786,000
Wilcoxon W	1566,000
Test Statistic	786,000
Standard Error	81,601
Standardized Test Statistic	2,463
Asymptotic Sig.(2-sided test)	,014

Figure 60 reveals a significant difference between the median of EG and CG, being the median of the EG higher at the end of the semester. This means that the EG did better in ListeningPS2, which was immediately taken after the end of the LP; so that we can conclude that the AVT LPs can much enhanced the listening skills of EG students.

Figure 60. Independent-samples Mann-Whitney U test. CG and EG ListeningPS2.



The marks of ListeningPS3 in the EG ($Mdn = 7,70$) did not significantly differ from the CG ($Mdn = 7,00$), $U = 811,5$, $z = -0,450$, $p < 0,653$ (Table 65). In this case the null hypothesis, which states that the distribution in ListeningPS3 across categories of the two groups is the same, should be maintained as the asymptomatic significance is higher than 0.5.

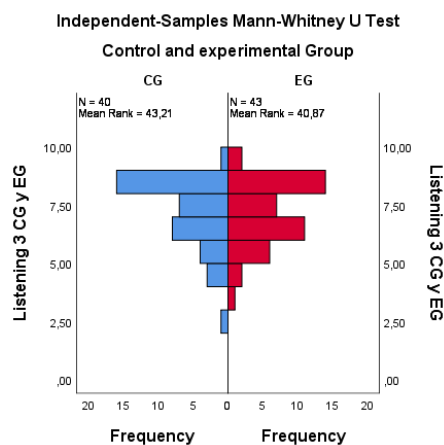
Table 65. Mann-Whitney U test summary. EG and CG ListeningPS3.

Independent-Samples Mann-Whitney U Test Summary

Total N	83
Mann-Whitney U	811,500
Wilcoxon W	1757,500
Test Statistic	811,500
Standard Error	107,823
Standardized Test Statistic	-,450
Asymptotic Sig.(2-sided test)	,653

There is a considerable difference between the median of EG and CG (Figure 61), with the median of the EG being similar to the one of the CG two weeks after the end of the semester. This can be interpreted as: 1) the EG median lowered significantly in Listening PS3, or 2) the CG median rose significantly in Listening PS3.

Figure 61. Independent-samples Mann-Whitney U test. CG and EG ListeningPS3.



In order to see which of these interpretations is the most accurate, I relied on the Wilcoxon test (Section 5.1.3.2 and 5.1.3.4) to corroborate that while there were no significant variances in the EG, there were in the CG. It is observed that two weeks after the end of the semester the median of the CG rises whereas the median in the EG stays the same, which results on a diminished of the variance between the CG and the EG. That is, while the CG listening skills were reinforced two weeks after the end of the course, increasing their median; in the EG there was neither an improvement nor a recession in their marks. Thus, it is possible to conclude that there was a bigger improvement of listening in the EG immediately after the end of the LPs. However, two weeks later, although the EG still shows a good progress, the CG is equated showing a minimum or no difference.

5.1.4. General English analysis

At the end of the semester, students had to take two extra tests that included reading and use of English in order to obtain their final marks. This section analyses the results of these tests, and the marks of the CG and EG are compared to see to what extent traditional methodologies and AVT didactics contribute to the development of the other language skills.

At the beginning of each subsection, a symmetrical distribution analysis is included, with the aim of studying the proximity of the data to the centre of the distribution: this will help to select the most appropriate test to compare the marks of both groups.

5.1.4.1 Reading

The average of the reading marks in the EG was 9.35 out of 10 (Table 66). The negative values of skewness in the reading test indicate a pile up of scores on the right of the distribution, that is, most of the data are on the left-hand side of the histogram which implies that the median is larger than the mean. At the same time, the positive Kurtosis value indicates a heavy-tailed distribution, or what is the same, the data in the EG reading test heavily deviate from what it is expected which clearly implies that the distribution is not normal. In order to confirm these data, a histogram and a P-P plot test are run.

Table 66. Descriptive statistics. Reading tests in the EG. Pilot study.

Statistics		
ReagingEG Reading EG		
N	Valid	45
	Missing	0
Mean		9,3535
Std. Error of Mean		,12468
Median		10,0000
Std. Deviation		,83640
Variance		,700
Skewness		-1,355
Std. Error of Skewness		,354
Kurtosis		2,067
Std. Error of Kurtosis		,695
Range		3,64
Minimum		6,36
Maximum		10,00

The histogram (Figure 62) confirms that the EG reading results do not have a symmetric distribution but a left-skewed distribution, as the tail is on the left. This means that the tail points toward the lower scores while the most frequent ones are clustered at the end, which makes the value of skewness lower than zero. The population number was 45 students and the mean of the population is 9.35. It is a high mean but as it is a final test this can imply students' progression through the course and the acquisition of reading skills through the subject. The P-P plot test (Figure 63) arrives at the same conclusions as the data points deviate away from the diagonal, suggesting that the distribution is not normal.

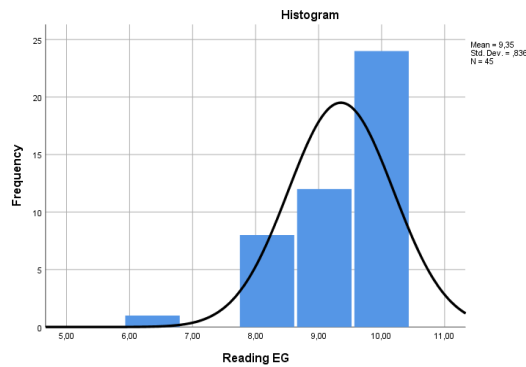


Figure 62. Normality test. Reading in the EG, pilot study.

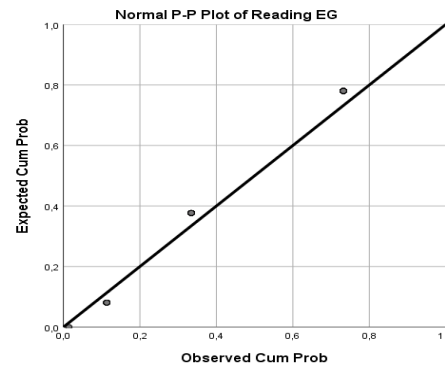


Figure 63. Normal P-P plots. Reading in the EG, pilot study.

Table 67 illustrates a negative value of skewness in the CG reading test, which may imply that a pile-up of scores is on the right-hand side of the distribution, which shows how the mean is larger than the median and most of the data will be on the left. The positive Kurtosis value indicates that the CG histogram will have a heavy-tailed distribution, so the data heavily deviate from the centre showing a non-symmetrical distribution. The population number was 39 students, and the mean of the population is 9.13 out of 10. It is high again, but it has to be considered that it is students' final reading test, and they have been practising their reading skills throughout the semester.

Table 67. Descriptive statistics. Reading tests in the CG. Pilot study.

Statistics

ReadingCG Reading CG

N	Valid	39
	Missing	6
Mean		9,1375
Std. Error of Mean		,15285
Median		9,0909
Std. Deviation		,95457
Variance		,911
Skewness		-,969
Std. Error of Skewness		,378
Kurtosis		,440
Std. Error of Kurtosis		,741
Range		3,64

Minimum	6,36
Maximum	10,00

In order to confirm the data from Table 67, a closer look at the reading test histogram and the group P-P plot test is needed. Thus, the histogram (Figure 64) confirms that the results in the CG reading test do not have a symmetrical or normal distribution, as the tail on the left is heavily deviated. Again, the tail shows how the most frequent scores are clustered at the end while it points towards the lower scores; this is the reason why the value of skewness is below zero. At the same time, the P-P plot test (Figure 65) leads up to the same conclusions as the data points deviate away from the diagonal suggesting that the distribution is not normal.

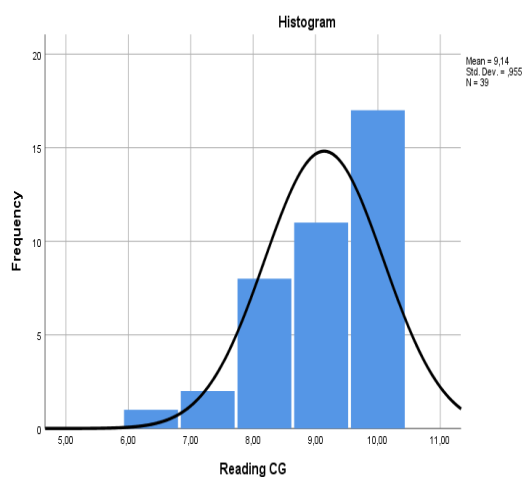


Figure 64. Normality test. Reading in the CG, pilot study.

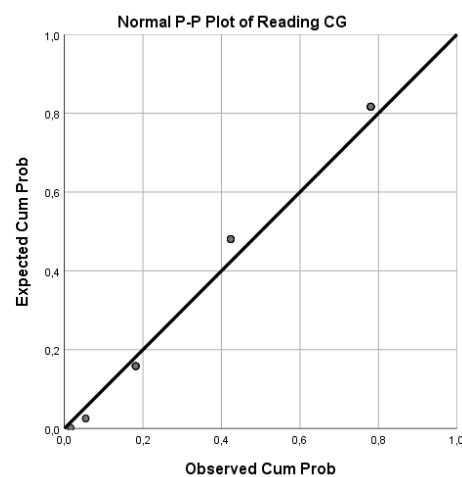


Figure 65. Normal P-P plots. Reading in the CG, pilot study.

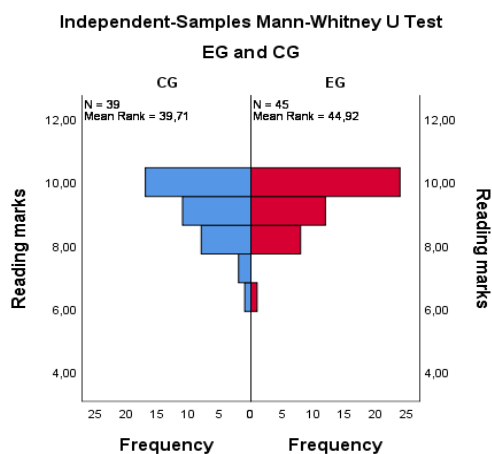
The previous analysis indicates that the data collected were not symmetric, so a parametric test like the independent t-test cannot be carried out, and a non-parametric test should be used, instead. The Mann-Whitney U test is chosen since it is a non-parametric test for independent samples, in our case the CG and the EG. This test compares the marks in the two groups and reveals whether their differences are significant or not. The EG reading test marks ($Mdn = 10$) did not significantly differ from the CG ($Mdn = 9.09$), $U = 986.5$, $z = 1.056$, $p < .291$, as Table 68 shows. According to this, the null hypothesis which states that the distribution in the reading test across the categories of EG and CG is the same should be retained as it is superior to 0.05.

Table 68. Mann-Whitney U test summary. EG and CG reading tests. Pilot study.

Independent-Samples Mann-Whitney U Test Summary

Total N	84
Mann-Whitney U	986,500
Wilcoxon W	2021,500
Test Statistic	986,500
Standard Error	103,178
Standardized Test Statistic	1,056
Asymptotic Sig. (2-sided test)	,291

Thus, the Mann-Whitney U test proved that there are not significant differences between the median of EG and CG. However, Figure 66 shows that despite the similar results in both groups, with no student under 6 points out of 10, the EG counts with a higher number of students with an excellent mark, 10 out of 10. Consequently, both methodologies obtained outstanding results in the case of reading; however, the bigger number of participants who got the best mark (10 points) was found in the group that followed the AVT didactics.

Figure 66. Independent-samples Mann-Whitney U test. CG and EG reading tests. pilot study.

5.1.4.2 Use of English

The average of the marks of the EG in the use of English is 6.13 (Table 69). The negative value of skewness in the use of English test indicates a pile up of scores on the left of the distribution,

that is, most of the data will be on the right-hand side of the histogram which implies that the median is larger than the mean. At the same time, the negative Kurtosis value shows a light-tailed distribution, in other words, the EG data in the use of English test slightly deviate from what it is expected and the distribution is not symmetrical but normal. This result needs to be confirmed by a histogram and a P-P plot tests.

Table 69. Descriptive statistics. Use of English tests in the EG. Pilot study.

Statistics		
UOEEG Use of English EG		
N	Valid	45
	Missing	0
Mean		6,1307
Std. Error of Mean		,25735
Median		6,4706
Std. Deviation		1,72636
Variance		2,980
Skewness		-,352
Std. Error of Skewness		,354
Kurtosis		-,367
Std. Error of Kurtosis		,695
Range		7,06
Minimum		2,35
Maximum		9,41

The histogram (Figure 67) presents a close bell-shaped distribution but lightly-tailed to the left which confirms the statistics results in Table 69. Thus, although it may look a normal distribution, the tail is pointing to the lower scores and with the majority of them gathered together at the beginning of the graph, which makes the value of skewness higher than zero. The population number was 45 students, and their mean is 6.13. The average in the use of English is not as high as in the reading test, but B1 students tend to struggle more with grammar and vocabulary exercises. In addition, the P-P plot test (Figure 68) brought to the same conclusions as the data slightly deviate away from the diagonal, especially in the centre, suggesting that the distribution is not normal.

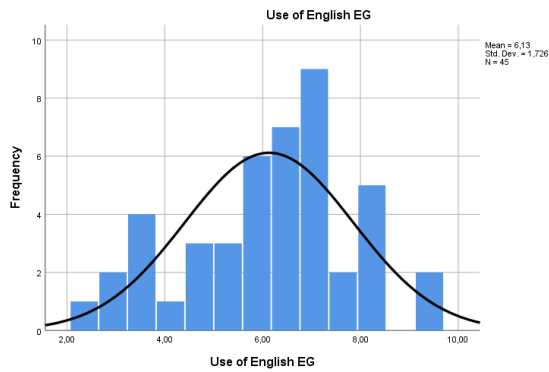


Figure 67. Normality test. Use of English in the EG, pilot study.

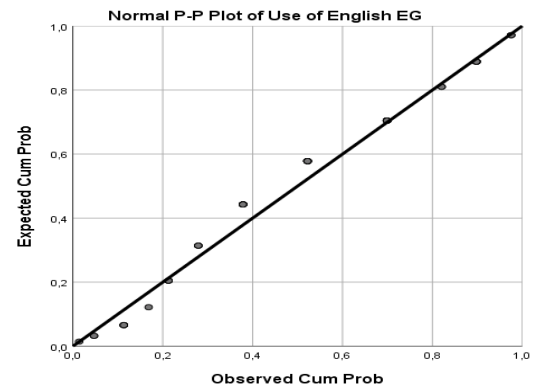


Figure 68. Normal P-P plots. Use of English in the EG, pilot study.

The normality test of the CG presents that the average of the use of English test scores was 6.07 out of 10 (Table 70), and a positive value of skewness which depicts a pile up of scores on the left of the graph, which means that most of the data are on the right-hand side of the histogram. The median is larger than the mean, and the negative Kurtosis value shows a light-tailed distribution, in other words, the deviation is not pronounced and, consequently, the data seem to be close to normality.

Table 70. Descriptive statistics. Use of English tests in the CG. Pilot study.

Statistics

UOECG Use of English CG

N	Valid	39
	Missing	6
Mean		6,0784
Std. Error of Mean		,27448
Median		5,8824
Std. Deviation		1,71410
Variance		2,938
Skewness		,129
Std. Error of Skewness		,378
Kurtosis		-,044
Std. Error of Kurtosis		,741
Range		7,06
Minimum		2,94
Maximum		10,00

In order to confirm these results, it is important to analyse the data histogram and a P-P plot test of the use of English marks. The histogram (Figure 69) portrays a close bell-shaped distribution, where the data seem to be in the centre of the graph and right and left tails look the same. However, there is a certain deviation on the right-hand side, as the statistical data in Table 70 confirm. Moreover, in the P-P plot test (Figure 70) the data points deviate away from the diagonal, piling up on the right and, consequently, the distribution is not symmetrical but right-skewed. The number of students was 39 and their mean in the use of English was 6.07. As it happens in the EG, the results in the use of English are lower than in the reading test but within expectations since students usually have more difficulties with grammar and vocabulary.

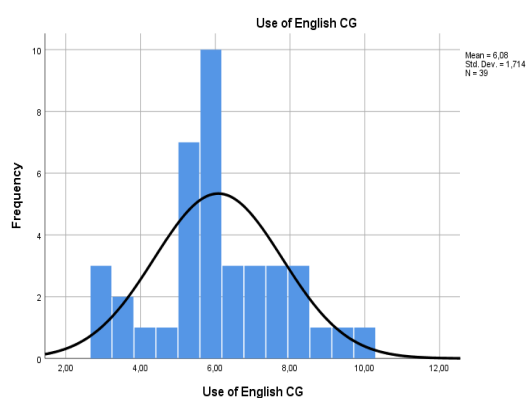


Figure 69. Normality test. Use of English in the CG, pilot study.

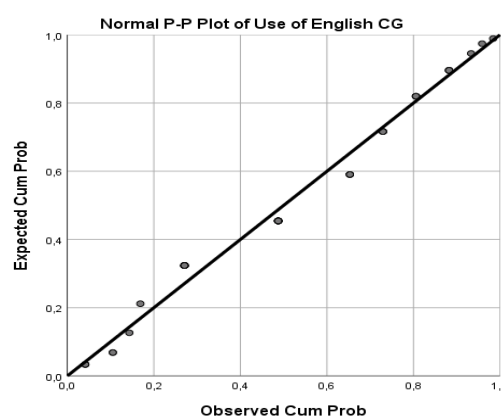


Figure 70. Normal P-P plots. Use of English in the CG, pilot study.

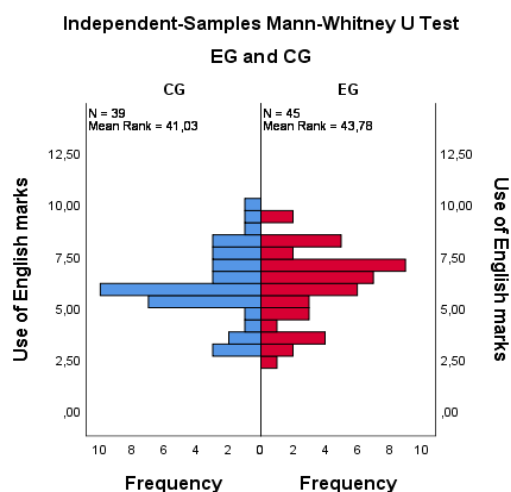
The normality tests above have proved how the data collected were not symmetric which implies that a parametric test like the independent t-test cannot be performed. Therefore, a non-parametric test like the Mann-Whitney U test should be chosen to compare the medians of the groups. The purpose of this test is to see if there is a significant difference among the groups. The use of English test scores in the EG ($Mdn = 6.47$) did not significantly differ from the CG ($Mdn = 5.88$), $U = 935$, $z = .520$, $p < .603$ (Table 71). The analysis concludes that the null hypothesis, which states the distribution in the use of English test across the CG and the EG is the same, should be retained as the asymptotic significance is superior to 0.05.

Table 71. Mann-Whitney U test summary. EG and CG Use of English tests. Pilot study.

Independent-Samples Mann-Whitney U Test Summary

Total N	84
Mann-Whitney U	935,000
Wilcoxon W	1970,000
Test Statistic	935,000
Standard Error	110,663
Standardized Test Statistic	,520
Asymptotic Sig.(2-sided test)	,603

On account of all of this, no significant differences between the medians of the EG and the CG can be observed. Figure 71 shows that the majority of EG students scored grades between 6 and 8, although there were three students who failed the exam with a grade lower than 4. In turn, the number of students with high grades is lower in the CG and none obtained lower than 2.5; there was only one student with the highest grade, 10 out of 10. Thus, even if there are no significant differences among groups, it would be advisable to review pre-viewing activities in the EG in order to reinforce the students' grammar and vocabulary in the case study.

Figure 71. Independent-samples Mann-Whitney U test. CG and EG Use of English tests, pilot study.

5.1.4.3 Final marks

The descriptive statistics data of the final marks presented an average of 73.44 out of 100 in the case of EG (Table 72). The negative values of skewness in the final marks indicate a pile up of scores on the right-hand side of the distribution. Most of the data are pointing at the left-hand side of the histogram, which means that the median is larger than the mean. At the same time, the negative Kurtosis value indicate a light-tailed distribution. In the final marks of the EG, the data deviate from expectations, although the deviation is not prominent and the distribution is similar to a close bell-shaped one. In order to confirm it, a histogram and a P-P plot test are included below.

Table 72. Descriptive statistics. Final marks in the EG. Pilot study.

Statistics		
FinalEG		
N	Valid	45
	Missing	0
Mean		73,4444
Std. Error of Mean		1,45767
Median		74,0000
Std. Deviation		9,77835
Variance		95,616
Skewness		-,513
Std. Error of Skewness		,354
Kurtosis		-,502
Std. Error of Kurtosis		,695
Range		38,00
Minimum		52,00
Maximum		90,00

In the case of the final mark the population number was 45, the total number of students enrolled in the subject. Their mean was 73.44, which at first glance is good. The histogram and the P-P plot test will confirm the above descriptive statistics. The histogram (Figure 72) presents a close bell-shaped distribution, in which right and left tails seem to be the same. However, there is a certain deviation on the left-hand side with a pile up of scores in the tail. Furthermore, if we

focus on the P-P plot test (Figure 73), we can observe how the data points deviate from the diagonal at the beginning, in the middle and towards the end, which implies that the distribution is not symmetrical but left-skewed.

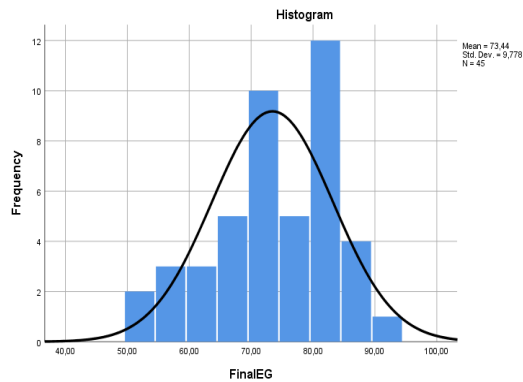


Figure 72. Normality test. Final marks in the EG, pilot study.

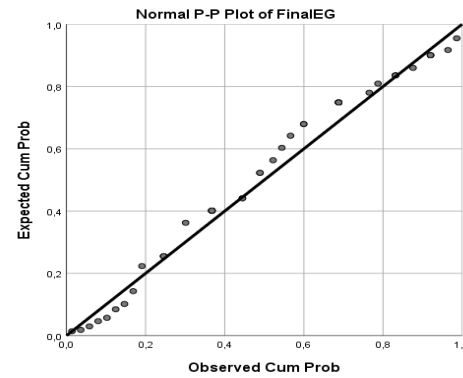


Figure 73. Normal P-P plots. Final marks in the EG, pilot study.

The descriptive statistics of the final marks obtained by the CG shows a mean of 71.82 out of 100 (Table 73). There is a positive value of skewness which indicates a pile up of scores on the left-hand side of the distribution, that is, most of the data are pointing at the right-hand side of the histogram showing a mean larger than the median. At the same time, the negative Kurtosis value indicate a light-tailed distribution, the data deviate from expectations in the CG final marks. However, the deviation is not prominent and the histogram depicts a close bell-shaped distribution.

Table 73. Descriptive statistics. Final marks in the CG. Pilot study.

Statistics		
FinalCG		
N	Valid	39
	Missing	6
Mean		71,8205
Std. Error of Mean		1,62465
Median		70,0000
Std. Deviation		10,14597
Variance		102,941
Skewness		,357

Std. Error of Skewness	,378
Kurtosis	-,423
Std. Error of Kurtosis	,741
Range	40,00
Minimum	54,00
Maximum	94,00

In order to confirm the descriptive statistics in Table 73, a data histogram and P-P plot test are run. The number of students was 39, and their mean was 71.82. The histogram in Figure 74 represents a close bell-shaped distribution in which left and right tails seem to be the same. However, there is certain deviation on the right-hand side with a pile up of scores in the tail. Moreover, the P-P plot test (Figure 75) confirms these results, as the data points clearly deviate from the diagonal at the beginning, in the middle and towards the end; therefore, the distribution of the data is not symmetrical but right-skewed.

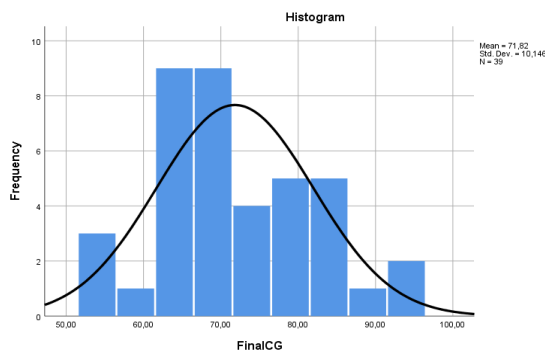


Figure 74. Normality test. Final marks in the CG, pilot study.

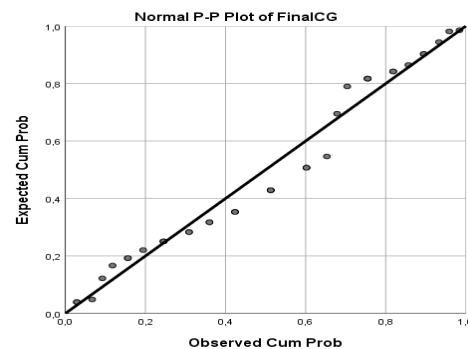


Figure 75. Normal P-P plots. Final marks in the CG, pilot study.

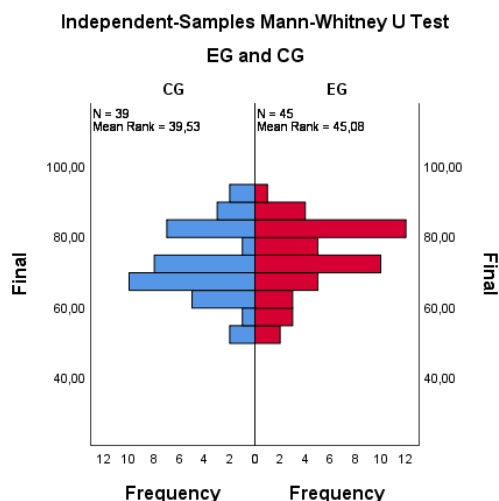
The normality tests results mentioned above showed that the data collected were not normal, as there is not a symmetrical distribution. This is the reason for using the non-parametric Mann-Whitney U test, instead of a parametric test like the independent t-test, to see if there is a significant difference between the marks of the EG and the CG. The final marks in the EG ($Mdn=74$) did not significantly differ from the CG ($Mdn=70$), $U = 993.5$, $z = 1.041$, $p < .298$. Thus, Table 74 lead to the conclusion that the null hypothesis, which states that the distribution in the final marks across categories of the two groups is the same, should be maintained as it is superior to 0.05.

Table 74. Mann-Whitney U test summary. EG and CG final marks. Pilot study.

Independent-Samples Mann-Whitney U Test Summary

Total N	84
Mann-Whitney U	993,500
Wilcoxon W	2028,500
Test Statistic	993,500
Standard Error	111,381
Standardized Test Statistic	1,041
Asymptotic Sig. (2-sided test)	,298

Although there are not significant differences between the median of EG and CG, Figure 76 will allow to check if there is a difference between the scores' students obtained in their final marks. The majority of EG students (18 students) got a mark higher than 80 out of 100, while this number is reduced to just 12 students in the CG. The highest mark in both groups was 90, with 2 students in the CG and only 1 in the EG. There was no student in any group with a mark lower than 50, which means that all of them passed the subject. It also stands out that in both groups there were only 2 students with 50 out of 100. The differences were not significant, and both groups did good; however, there is a slightly higher amount of EG students that reached better grades in general, which can be related to the type of methodology adopted.

Figure 76. Independent-samples Mann-Whitney U test. CG and EG final marks, pilot study.

5.2. Qualitative analysis

In the pilot study, the qualitative data on the students' perceptions of the course derive from the open questions in the post-questionnaire. Since the pilot study follows a mixed-method research approach, qualitative data are meant to provide additional clarification of the quantitative data.

Section 5.2.1 presents qualitative data collected from the students' answers¹⁶ to the open questions in the post-questionnaire. The answers were coded using QDA Miner Lite, giving informative labels (descriptive codes) that were clustered into broader categories (Annex 5 and Annex 6).

5.2.1 Post-questionnaire open questions

The qualitative data of the pilot study post-questionnaire were extracted from 15 open-answer questions in the EG and 16 in the CG. In some cases, these questions embedded a yes/no question that would be analysed together with the qualitative data. All the open-answer questions had to do with the LPs (dimension 4 in the EG and dimension 2 in the CG, respectively) and the students' preferences (dimension 5 in the EG and dimension 3 in the CG).

5.2.1.1. Lesson Plans

In this dimension, students' comments were divided into two: those related to their experience and those to the problems they encountered in the different LPs. As far as the experience is concerned, descriptive codes were assigned to each LP and classified as positive, negative and neutral. For the analysis of the problems, a quantitative analysis was firstly performed and followed by a qualitative analysis in pertinent cases.

5.2.1.1.1 EG

The answers about experience were coded in LP1 as follows:

- Positive codes: enjoyable, innovative, different, vocabulary acquisition, audiovisual skills and interesting clip;

¹⁶ Students could use either Spanish or English on open-answer questions.

- negative codes: time and length; and
- neutral code: no further comments.

Most of the students' answers were positive comments (Figure 77), the two most frequent answers being enjoyable (17.6%) and innovative (8.8%). The negative answers occupied the second position (29.4%), the length of the LP or the subtitling practice being the main reason for dissatisfaction (23.5%).

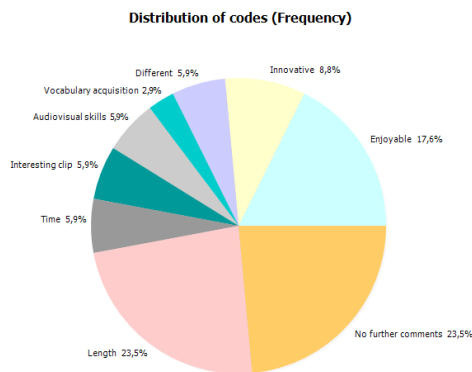


Figure 77. EG Q20 codes frequency. Pilot study.

In LP2 answers about experience were coded as follows:

- Positive codes: topic, enjoyable and interesting;
- negative codes: long task, tedious, software problems, unenjoyable, difficult, voice speed and difficult synchronization; and
- neutral code: no further comments.

Figure 78 shows how the majority of students' answers were negative comments (69.7%). The most general opinion was that the task was too long (26.8%) and the activity of synchronization was difficult (21.4%), which suggest that their biggest problem was the dubbing task. It is noteworthy that some students seemed to like the LP as the category received more positive frequent codes than neutral. Moreover, the code enjoyable appeared in 10.7% of the students' comments, with some of them pledging to have enjoyed the dubbing. Thus, it may not be the dubbing activity but the length and technical difficulty what they did not like in this LP.

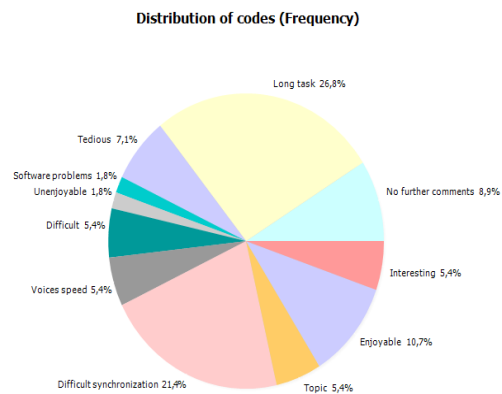


Figure 78. EG Q26 codes frequency. Pilot study.

LP3 answers about experience used the following codes:

- Positive codes: easy, quick, short, enjoyable, interesting and helpful;
- negative code: too long; and
- neutral code: no further comments.

The most frequent comments about the LP were: easy (19%), helpful (14.3%) and enjoyable (14.3%) (Figure 79). Students' opinions about this LP, that was designed for the TRADILEX project and was not focused on ESP, were, nevertheless, positive as they considered it was enjoyable and helpful. There was only one negative comment that said: "Too long. Adequate"; it seems to be a vague vision that the student used to continue and finish the questionnaire, so that it should be discarded.

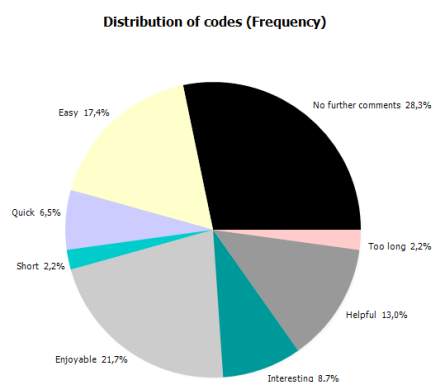


Figure 79. EG Q32 codes frequency. Pilot study.

The answers about experience in LP4 were coded as follows:

- Positive codes: useful, easy dubbing, interesting, innovative, practical topic, and enjoyable;
- negative codes: tedious and disliked dubbing; and
- neutral code: no further comments.

Figure 80 shows how students' positive comments (74%) stand out over negative ones (14%). The most frequent comments included the words easier dubbing and practical topic, which suggest that students considered this dubbing easier than the first one and that the LPs should change the order for the case study. Moreover, it is noteworthy that most of the negative comments appeared together with positive aspects of the LP.

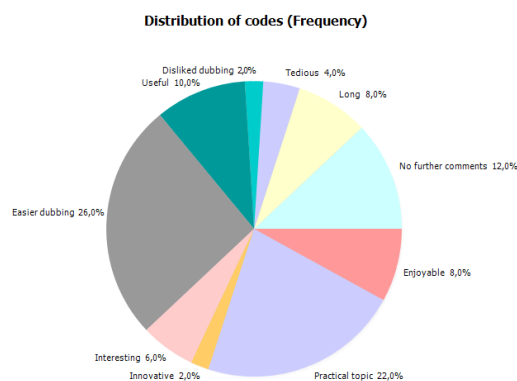


Figure 80. EG Q38 codes frequency. Pilot study.

In LP5 answers about experience were coded as follows:

- Positive codes: practical topic, useful, enjoyable, easy, interesting, oral skills and subtitling skills;
- negative code: long; and
- neutral code: no further comments.

Once more, positive comments (69.3%) surpassed negative comments (3.8%) in this LP (Figure 81). The most frequent comments dealt with how practical the topic was (25%) and the LP usefulness (15.4%). The topic was really appealing for students as the great majority of their comments showed, and it helped them to enjoy both the subtitling and the clip.

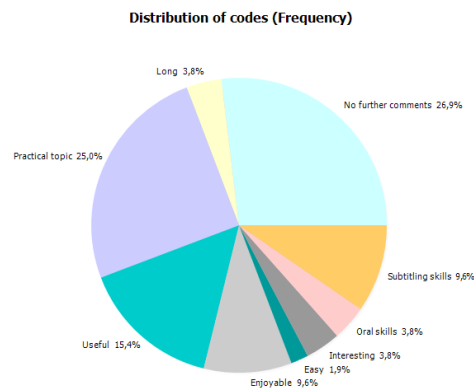


Figure 81. EG Q44 codes frequency. Pilot study.

The answers about experience were coded in LP6 as follows:

- Positive codes: short, practical topic, useful, enjoyable, easy, interesting, oral skills, subtitling skills and complete LP;
- negative codes: long, tedious, complex video and no useful; and
- neutral code: no further comments.

Figure 82 shows how, similarly as LP5, the most frequent comments had positive codes (63.5%), being the ones that appeared more often practical topic (17.3%) and interesting (11.5%). On a negative note, students' most frequent complaints were about how tedious the LP was (5.8%) and the complexity of the video (3.8%). Moreover, some of the comments mixed positive and negative comments making the lecturer think that the LP was well designed but that some changes should be introduced.

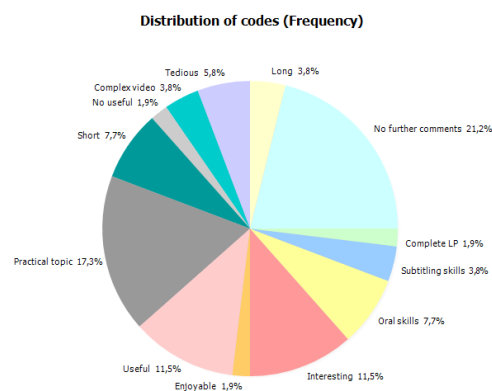


Figure 82. EG Q50 codes frequency. Pilot study.

Regarding the second open question in lesson plans, it was only in LP2 where a low number of students (22%) admitted having problems; therefore, this case will be the only one analysed using the qualitative software QDA Miner Lite. Two categories arose from students' comments: problems and strategies (Figure 83 and Figure 84, respectively). The first category, problems, gathers the main issues students commented on, while the second category, strategies, deals with students' solutions to the problems found, and they were coded as follows:

- Problems codes: software problems, difficult synchronization, long task and tedious task; and
- strategies codes: change of software, learn to use the software, and gradual LPs.

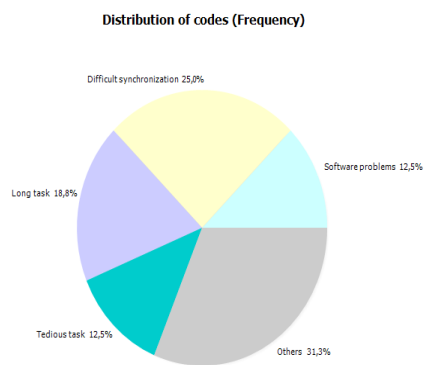


Figure 83. EG Q28 distribution of codes problems category. Pilot study.

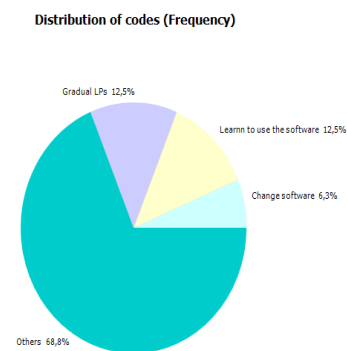


Figure 84. EG Q28 distribution of codes strategies category. Pilot study.

According to students' answers, the biggest problem in LP2 was the difficulty they found while synchronizing the voices (25%), followed by comments on being a long task (18.8%). Some students found a solution to their problems while doing the LP, like learning how to use the software (12.5%), while other students' suggestions were for future improvements, such as changing the LPs order to have a more gradual level (12.5%). These comments had great value as students' strategies were used for the re-design of the LPs in the case study. For instance, one of the biggest changes was changing the order of the LPs to make them more levelled.

5.2.1.1.2 CG

The answers about experience were code in LP1 as follows:

- Positive codes: interesting, topic choice, enjoyable, prove the English level, and productive;
- negative codes: rare, difficult, rusty English, difficult topic, and too long; and
- neutral code: no further comments.

Most of the students' answers were positive comments (Figure 85), being the two most frequent answers related to how the class was interesting (14.3%) and how it served them to prove their English level (10.7%). However, negative comments occupied a closed second position in students' answers, being their rusty English the main concern (17.9%). It is also worth noticing that their opinions about the topic were divided as some of them thought it was a good choice (8.9%), while some pointed out that it was difficult (8.9%), which, in students' words, made the lesson somehow weird.

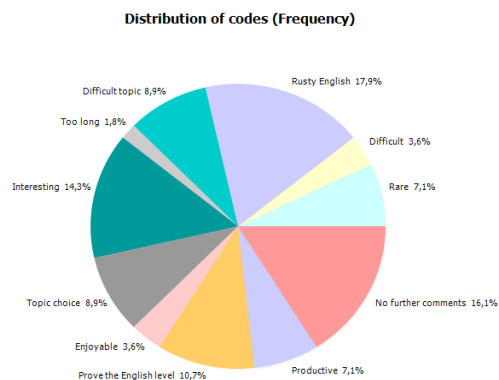


Figure 85. CG Q12 codes frequency. Pilot study.

In LP2 answers about experience were coded as follows:

- Positive codes: educative, topic, interesting, fluency, enjoyable, and structure;
- negative codes: hard, bad topic, online learning, and not clear; and
- neutral code: no further comments.

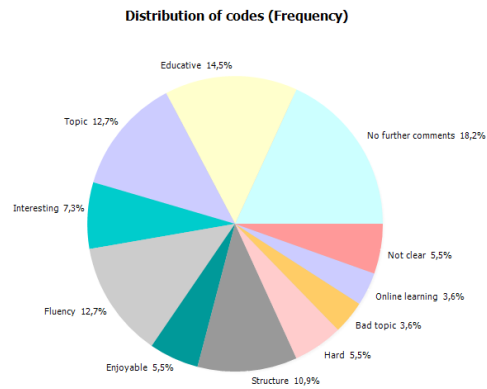


Figure 86. CG Q18 codes frequency. Pilot study.

Figure 86 shows how the most frequent comments had positive codes (63.6%), being the ones that appeared more often educative (14.5%) and fluency (12.7%), as students thought that the LP was useful for their learning process, and they felt that speaking and listening skills were well trained. Moreover, negative and neutral comments appeared with the same frequency (18.2%), which means that students' feelings towards this LP were not the worst. Some of the more frequent negative comments were related to the unclearness of the LP (5.5%), which needs to be revised for the case study.

The answers about experience were coded in LP3 as follows:

- Positive codes: enjoyable, oral fluency, interesting, useful, easy, group work and planning skills;
- negative codes: online teaching and too long; and
- neutral code: no further comments.

Most of the students' answers were positive comments (Figure 87). The usefulness of the topic and the LP (20.4%) was the most frequent answer, followed by how their oral communication skills were improving (16.3%). It is also noteworthy that there were a lot of neutral comments (28.6%), which may imply that students did not find any relevant thing to comment on, as they did find the LP correct. Regarding negative comments, only one student pointed out the LP length, and another complained about the online teaching environment, arguing that in-class classes are better than online teaching.

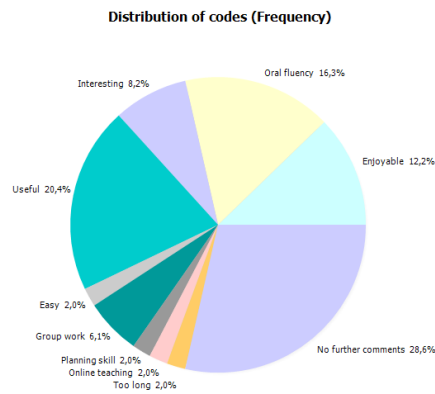


Figure 87. CG Q24 codes frequency. Pilot study.

In LP4 answers about experience were coded as follows:

- Positive codes: enjoyable, fluency, interesting, useful, easy, group work, planning skills;
- negative codes: online teaching, and too long; and
- neutral code: no further comments.

Figure 88 illustrates how most of the students wrote positive reviews of LP4. Overall, lot of students agreed that this is an essential LP (24.1%) in the course as they considered it as the most important for their future, and 22.2% of the participants found it useful. These opinions were followed by “no further comments” as happened in LP3. In the negative comments, it is important to note that three students had to do the post-task together, and they complained as the rest of the class did it in pairs and they thought the task was designed to be for couples; this would be taken into consideration for the case study. In addition, there were two negative comments about the autonomous work, they did not like it, and the length of the LP, too long.

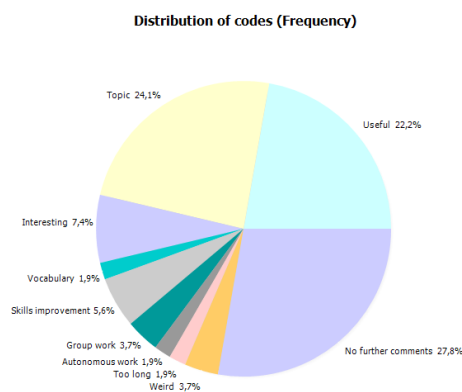


Figure 88. CG Q30 codes frequency. Pilot study.

In LP5 answers about experience were coded as follows:

- Positive codes: topic, useful, interesting, well designed, and skills improvement;
- negative codes: not useful, difficult, too short, individual work, not clear, and too long;
and
- neutral code: no further comments.

Similarly, in LP5 positive comments prevailed (Figure 89). Students highlighted the usefulness of the LP (23.5%), particularly, they (17.6%) found the topic interesting and important for their future. The negative comments were few (17.8%), although there were a few more than in previous LPs. Here it is interesting to note two contradictory perceptions: while one student complained that the LP was too long, there was another who thought that there was not enough oral practice, as the activity only involved one-minute delivery of the introduction to a presentation. The hardest aspect, according to the students (5.9%), was the difficulty of giving an oral presentation and that individual work did not benefit that insecurity they felt about this type of oral practice.

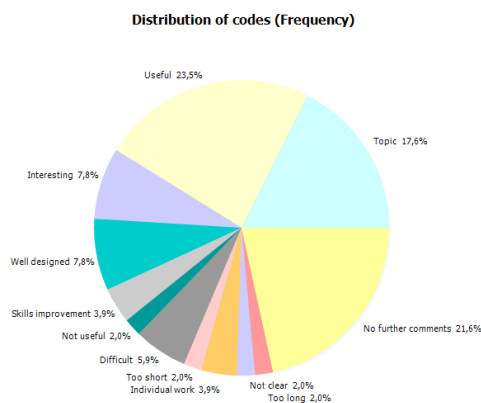


Figure 89. CG Q36 codes frequency. Pilot study.

In LP6 the answers about experience (Figure 90) were coded as follows:

- Positive codes: topic, useful, interesting and skills improvement;
- negative codes: not clear, short, difficult, unnecessary, individual work and too long;
and
- neutral code: no further comments.

It is striking that the number of negative comments (29.8%) on this LP increased significantly. The most common were mainly related to the difficulty of the video used in the listening task, and to the lack of clarity of the instructions of the LP, which would need to be revised for the

case study. It should also be noted that students felt that LP6 was too short (6.3%), considering that the topic around which the lesson revolves was extremely important for their future and would therefore need further work. Positive comments remain the most numerous (50%), with the most popular response being “the LP was very interesting” (16.7%), especially because of its usefulness and the topic chosen (12.5% in each case).

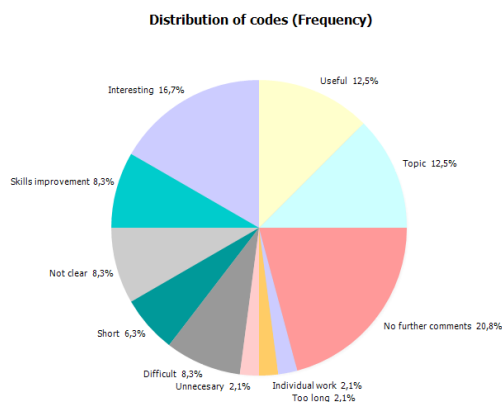


Figure 90. CG Q42 codes frequency. Pilot study.

As for the second open-ended question about the LPs, only in LP6, a small number of students (19.5%) admitting to having problems; therefore, this case will be the only one analysed using the qualitative software QDA Miner Lite. Students complained mainly about two things: the lack of clarity of the LP and the difficulty of the listening activity (Figure 91). The case study would redesign this LP taking these comments into account in an attempt to make it clearer.

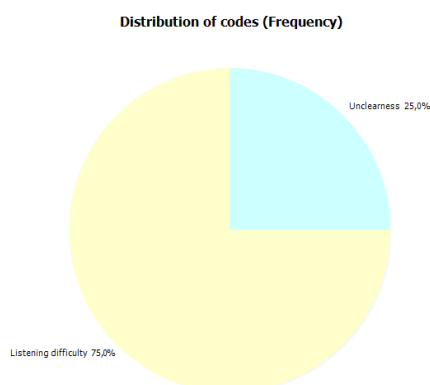


Figure 91. CG Q44 distribution of codes problems category. Pilot study.

5.2.1.2 Preferences

The dimension “preferences” included three common questions for both groups on the integration of the LPs in the subject of *Technical English*, the aspects that could be improved and the methodology they would choose in the future. At the same time, CG students were also asked to assess the traditional activities. Descriptive codes were assigned to each question and classified into broader categories.

5.2.1.2.1 EG

Regarding the integration of the LPs in the subject of *Technical English*, descriptive codes were assigned to the students’ responses and classified as follows (Figure 92):

- Positive codes: entertaining, interesting, didactic, different, continuous work, useful, skills enhancement and well organized;
- negative codes: disliked, dubbing, not well organized, difficult and speaking; and
- neutral code: no further comments.

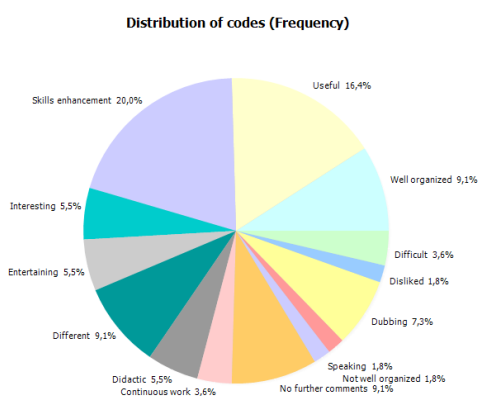


Figure 92. EG Q53 codes frequency. Pilot study.

Most EG answers were positive (74.7%). The students perceived an enhancement in the different skills (20%), with an emphasis on their oral skills, and the usefulness (16.4%) of the LPs for their future careers. Students also highlighted how different the LPs were, compared to traditional methods, and how well organized they were. In contrast, most of the negative comments related to dubbing (7.3%), as students were dissatisfied with some of the LPs, especially LP2, either because they did not like the dubbing task or found it difficult.

In terms of aspects that could be improved in the practical sessions, two categories emerged from the students' responses: changes and no changes (Figure 93 and Figure 94, respectively). The first category, changes, covered the aspects that the students thought could be improved in the practical sessions, while the second category, no changes, included everything that the students thought should be kept, and they were coded as follows:

- Changes: dubbing software, long dubbing, avoid URL shortened, more specific topics, pre-viewing/post-viewing, PDF files, software options, autonomous work, no L1 translation, group work and more listening; and
- no changes: good software, good topics, good planning and no further comments.

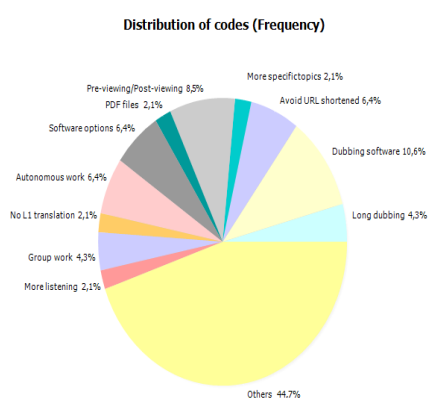


Figure 93. EG Q54 distribution of codes changes category. Pilot study.

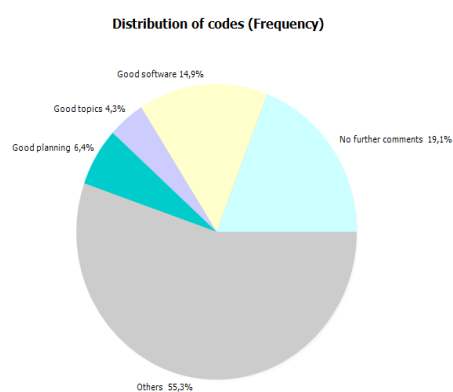


Figure 94. EG Q54 distribution of codes no changes category. Pilot study.

A large number of students felt that the dubbing software should be changed, as they found it impractical and difficult to use. In addition, some of them also suggested that more software options should be offered, and a wider variety of software should be offered in the case study although students were allowed to use whatever software they were familiar with.

In contrast, some students made positive comments about the recommended software, emphasising the advantages of Aegisub and Vocaroo. Another aspect highlighted by the students was the URLs since when they were shortened, they caused problems or broke down so that they should be carefully checked in the case study. The students also highlighted that the LPs were well planned and that the topics were interesting and useful.

Finally, as detailed in section 5.1.2.2 Preference dimension, the majority of EG students preferred the AVT based method (75.6%). In order to elaborate on the students' responses, they were also asked to state their reasons for choosing each methodology. Descriptive codes were assigned to students' comments on this question and classified as follows:

- AVT method codes: entertaining, different, interesting, comfortable, individual learning, innovative and more helpful;
- traditional method codes: more useful, dislike dubbing and no time-consuming; and
- combination of the two methods codes: speaking practice and class environment.

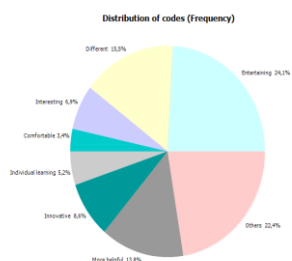


Figure 95. EG Q57 distribution of codes. AVT method category. Pilot study.

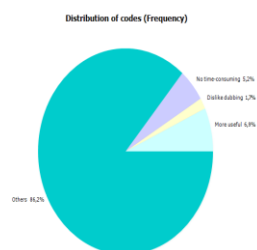


Figure 96. CG Q57 distribution of codes. Traditional method category. Pilot study.

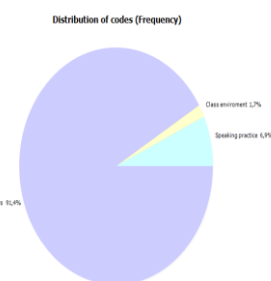


Figure 97. CG Q57 distribution of codes. Combination of the two methods category. Pilot study.

Figure 95 presents the most frequent responses of the students who preferred an AVT method. Most of them stated that the method was entertaining, highlighting how much fun they had during the lessons. They also commented that the method was different and innovative, and that the change from a traditional perspective was helpful in improving their skills.

Students who chose a more traditional approach (Figure 96) felt that it was the most useful, especially for their future careers, and that it was less time-consuming. Figure 97 presents the response of five students, who proposed a combination of both methodologies, as they implied that face-to-face speaking activities were better than an AVT methodology and that the latter would only work in an online environment.

5.2.1.2.2 CG

When CG students were asked about their opinion on the integration of the LPs in the subject of *Technical English*, they gave a variety of responses which were gathered into three categories to which the following descriptive codes were assigned:

- Positive codes: good integration, interesting, vocabulary acquisition, technical topics, skills enhancement, practical/useful and group work;

- negative codes: lesson plan 1, autonomous work, ore specific exercises and more interaction; and
- neutral code: no further comments.

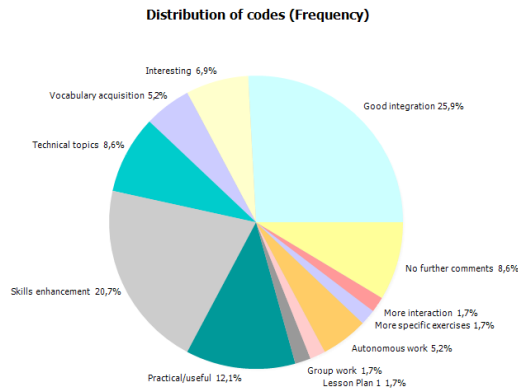


Figure 98. CG Q45 codes frequency. Pilot study.

Figure 98 shows how the majority of CG students' responses were positive comments on the integration of the LPs in the subject. Most of them thought that the LPs were well integrated into the subject (25.9%), as they considered that they helped complemented their theoretical classes. Students also claimed to have improved their language skills (20.7%), especially their oral and writing expressions, and thought the LPs were useful and practical (12.1%). Negative comments were rare, with only 6 students complaining about some aspects of LP integration. The majority claimed to have too much autonomous work (5.2%); however, as seen in section 5.1.2.2 Preferences, the time spent overall was the time students were allocated for practical sessions.

When asked what improvements should be made in the practical sessions, two categories emerged and the following descriptive codes were assigned:

- Changes codes: students' interaction, role-play, warm-up/post-tasks, presentations, students' level, oral tasks, Use of English, subtitling, reading, feedback and lesson plan 1; and
- no changes codes: no further comments, topics and skills improvements.

Although they noted that the general approach of the practical sessions was well-designed, most students pointed out specific aspects that should be changed (Figure 99). One of the most recurrent was that students felt that they needed more oral practice, and especially more listening activities, something to take into account for the case study. Another recurrent

comment was that students did not have the same level of English; however, as one student pointed out, this is impossible to know at the beginning of the subject as students are not required to take a test or give any evidence of their level of English.

It is worth noting how two students mentioned subtitling as an activity that can be interesting, either as an active or passive task. Students also said that, in their opinion, the LPs did not need any changes (Figure 100), mainly because they thought that all LPs were well-designed and useful to improve their skills and the topics were interesting.

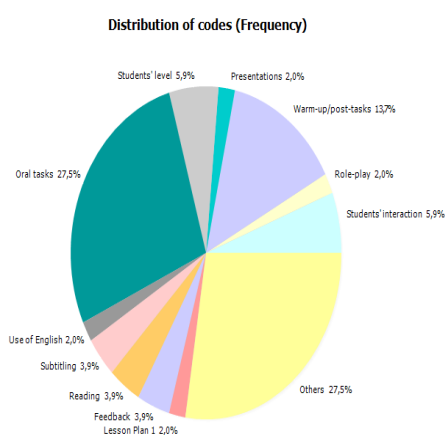


Figure 99. CG Q46 distribution of codes changes category. Pilot study.

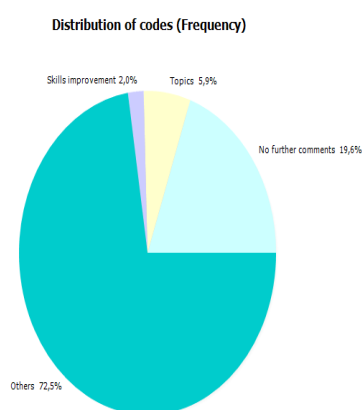


Figure 100. CG Q46 distribution of codes no changes category. Pilot study.

Students assessed the post-tasks and, as seen in section 5.1.2.2 Preferences, in their opinion, writing and two-minute pitch presentations were the most useful activities, followed by listening; however, the latter was also considered the least important. Students justified their assessment and their thoughts were collected and entered into QDA Miner Lite, where descriptive codes were assigned and grouped into broader categories as follows:

- Speaking activities codes: topics, difficult, useful, more effort, easy, students' interaction, shyness, important, no outside input and enjoyable;
- listening activities codes: continuous work, crucial, outside input and more activities needed; and
- writing activities codes: helpful, do on your own, boring and struggle.

Figure 101 shows how most of the students who marked oral activities as the most important, did so because they considered them to be the more useful and professionally rewarding as well as dealing with relevant topics for their careers. Moreover, some of them stressed that these activities could not be done outside the classroom and that students'

interaction is crucial to improve their speaking skills. In relation to written production, it has to be said that despite being regarded as one of the most important skills and very useful for their careers, students considered these activities boring.

Most of the students who rated listening comprehension at the bottom of the ranking commented that this skill could be practised outside the classroom by watching videos or series, while speaking is something that cannot be improved without the classroom environment.

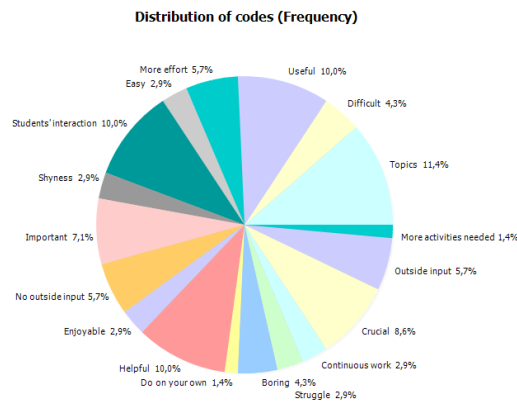


Figure 101. CG Q48 codes frequency. Pilot study.

As for the methodology they preferred for the practical sessions, the majority of CG students stated that they would choose the traditional methodology rather than trying a new one (section 5.1.2.2 Preference). However, 36.6% of the students would be willing to try a new AVT-based method, their responses were collected and the following descriptive codes were assigned:

- New methodology: enjoyable, reading skills, listening skills, shyness, interesting and interactive; and
- combine methodologies: integrate new things and speaking skills.

The vast majority of students' comments focused on how interesting they found the method and the interactive part of AVT as an advantage to acquire English skills (Figure 102). However, they also revealed a lack of knowledge about the method, as they pointed out that AVT methodology would improve their listening and reading comprehension, but no one was aware of its impact on speaking. In addition, another learner justified his/her willingness not to try AVT didactics by saying that it would not improve his/her speaking, which proved their ignorance about AVT didactics.

It is also worth mentioning that one student chose this method but, in the end, did not do it. The uncertainty of how much work it would involve and the fear of trying something new were key factors for backing out of any learning process.

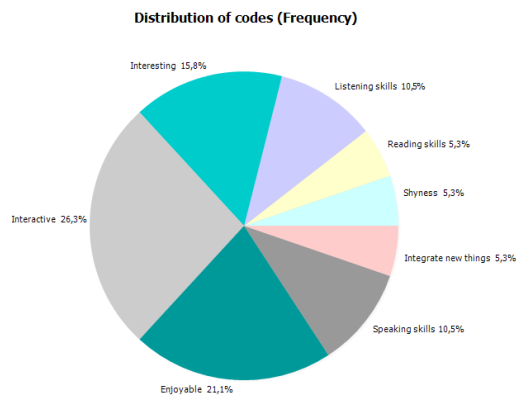


Figure 102. CG Q51 codes frequency. Pilot study.

6. CASE STUDY: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS.

The case study aims to respond to the four research questions exposed at the beginning of this doctoral thesis (Chapter 3. Methodology), including whether a didactic use of AVT improves ESP students' English level and whether subtitling and dubbing have an impact on students' speaking, listening, and language skills. To do so, this chapter presents a mixed-method approach employed for data collection and developed in a fixed and flexible phase-structure: a quantitative statistical analysis of the results of experimental and control data gathered together with qualitative data collected in the post-questionnaire.

95 out of 113 ESP students enrolled in the elective course of *Technical English* completed all the tests and questionnaires of the case study. Two oral reception (IORT and FORT) and two oral production (IOPT and FOPT) tests were used to assess the development of the listening and speaking skills. The development of the students' reading comprehension skills and UOE were assessed with a final test. The study of the quantitative data is completed with an analysis of the pre- and post-questionnaire to evaluate the level of engagement.

Firstly, quantitative findings are presented and discussed, evaluating the outcomes of the pre- and post-questionnaires and the tests taken in the academic semester. The analysis of the pre-questionnaire, common to the CG and EG, can be found in Section 6.1.1 and includes participants' general information as well as their answers to six course-related dimensions; the analysis of the post-questionnaire (one for the CG and another for the EG) in Section 6.1.2 presents the students' opinions on the LPs.

A statistical analysis of the four Oral Reception and Production tests, in Sections 6.1.3 and 6.1.4 respectively, will allow to examine whether there was an improvement of students' listening and speaking skills in each group and if there was a significant difference in the results of the EG and the CG. Firstly, a normality test and a P-P plot test are carried out on the results of the tests deciding whether there is a symmetric distribution. Then, the results of the tests are compared in the CG and the EG independently using the Wilcoxon signed-rank test to verify a hypothetical improvement in the participants' listening skills from IORT to FORT and in their speaking skills from IOPT to FOPT. Lastly, the non-parametric Mann-Whitney U test (for Independent Samples) is conducted to see whether a didactic AVT approach in the EG leads to better results than using traditional methods in the CG. All this is accompanied by a study of the results in the final test to compare the general improvement of the students at the end of the course. The qualitative analysis can be found in Section 6.2. and it focuses on the open-answer questions from the post-questionnaire, which are analysed through QDA Miner Lite.

6.1 Quantitative Analysis

Quantitative data about students' improvement in reception and production skills in the case study were collected in:

- a pre- and post-questionnaire,
- two oral reception and two production tests,
- a final reading test,
- a final use of English test (UOE), and
- students' final marks.

6.1.1 Pre-questionnaire

The structure of the pre-questionnaire (described in Section 3.2.1) was the same as the one used in the pilot study. It was divided in eight sections, two general and six specific dimensions:

1. General information about students
2. General information about their English
3. Utility
4. Pleasure and motivation
5. Anxiety
6. Listening
7. Speaking
8. Methodology

The general information about the students in the EG revealed that of the participants ($N=50$), 42 (84%) were male, 6 (12%) were female and 2 (4%) were other; most of them, 48 (96%), were Spanish, and the other 2 (4%) were Chinese. 58% of the students were 21-22 years, while the rest ranged from 23 to 24 years (28%), and 25 to 30 years (12%). There was also a student who resumed his/her studies and who was more than 30. The majority (84%) was in their 4th year, 6% in their 3rd year and 10% ticked the option "other", specifying that they were either unsure of their exact year or were in their 5th year, so it can be assumed that they were repeating courses; and regarding the degree they were doing (Table 75), 26% were doing a degree in Computer Science Engineering, 24% in Industrial Technologies Engineering and 22% in Industrial Design and Products Development.

Table 75. EG pre-questionnaire Q6 descriptive statistics. Case study.**Q6 You are doing a degree in...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Architecture	1	2,0	2,0	2,0
	2 Chemical Engineering	2	4,0	4,0	6,0
	3 Computer Science Engineering	13	26,0	26,0	32,0
	4 Electrical Engineering	8	16,0	16,0	48,0
	6 Industrial Design and Product Development	11	22,0	22,0	70,0
	7 Industrial Technologies Engineering	12	24,0	24,0	94,0
	8 Mechanical Engineering	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

There were 47 participants in the CG. Although the group was composed mostly of male students (74.5%), the percentage of female students (25.5%) was higher than in the EG. They were all native Spanish speakers except for one Erasmus student who came from Turkey. Their age ranged from 21 to 30 years, with 48.9% of students between the ages of 21 and 22, 36.2% between the ages of 23 and 24 and 14.9% between the ages of 25 and 30. Regarding the year that students were in, 91.5% of students were in the 4th year and the rest (8.5%) marked “other”, specifying that they were in the 5th year. Finally, when asking about their specific degree (Table 76), two degrees stand out: Mechanical Engineering (36.2%) and Industrial Technologies Engineering (31.9%).

Table 76. CG pre-questionnaire Q6 descriptive statistics. Case study.**Q6 You are doing a degree in...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Chemical Engineering	3	6,4	6,4	6,4
	3 Computer Science Engineering	7	14,9	14,9	21,3
	4 Electrical Engineering	1	2,1	2,1	23,4

5 Electronic and Automatic Control Engineering	2	4,3	4,3	27,7
6 Industrial Design and Product Development	1	2,1	2,1	29,8
7 Industrial Technologies Engineering	15	31,9	31,9	61,7
8 Mechanical Engineering	17	36,2	36,2	97,9
9 Telecommunications Engineering	1	2,1	2,1	100,0
Total	47	100,0	100,0	

The second section of the pre-questionnaire provided information on students' perception of their general level of English. In the EG, 54% of the students have been studying English for more than 10 years, 30% of them between 5 and 10 years and 16% between 1 and 5 years. When asked about the level of English that students have as a whole, 20 (40%) considered they have an intermediate level (B1), 15 (30%) answered that they have an upper-intermediate level (B2), 8 (16%) considered they have a low-intermediate level (A2), 6 (12%) answered that they have an advanced level (C1), and only one student thought that his/her level was basic (A1). Students were asked to rate their level of English by rating how good they were at production and reception skills (Table 77). The students considered that the skill in which they are more trained in is listening, with 18% answering advanced (C1), which is surprising since students tend to think that this is one of the least developed and most challenging skills when learning English. In terms of production oral skills, most of the students (46%) considered themselves to be at an intermediate level (B1), which is expected as students usually think they have the skills to speak in English, but they are not sure how to use them. Finally, the students placed their reading and writing skills at an intermediate and upper-intermediate level.

Table 77. EG pre-questionnaire Q10 to Q13, descriptive statistics. Case study.

	Q10 How strong are your reading skills in English?	Q11 How strong are your listening skills in English?	Q12 How strong are your writing skills in English?	Q13 How strong are your speaking skills in English?
1 A1 (Basic)	4,0%	2,0%	6,0%	4,0%
2 A2 (Low-intermediate)	12,0%	22,0%	22,0%	24,0%
3 B1 (intermediate)	34,0%	34,0%	38,0%	46,0%

4 B2 (Upper-intermediate)	34,0%	24,0%	22,0%	16,0%
5 C1 (Advanced)	16,0%	18,0%	12,0%	10,0%
6 C2 (Proficiency)	0,0%	0,0%	0,0%	0,0%

The CG gave similar answers. More than half of the students (55.3%) answered that they had been studying English for more than 10 years, 31.9% between 5 and 10 years and 12.8% between 1 and 5 years. When asked about their general level of English, 44.7% of students scored an upper-intermediate level (B2), 25.5% an intermediate level (B1), 14.9% a low-intermediate level (A2), 10.6% an advanced level (C1), and only two students (4.3%) considered their level as basic (A1). Although there were some differences, when asked about being more specific by rating the four skills separately (Table 78), CG's responses were similar to EG's. One of these similarities was the confidence that the students expressed in their level of listening, since in their opinion it was the most developed skill (4.3% rated it as a proficiency level). In addition, 48.9% of the students set an upper-intermediate level for oral reception skills and 36.2% for oral production skills. In terms of written reception and production skills, students also ranked them at an upper-intermediate level, with the reception (reading comprehension) being the most developed; 2.1% considering reading comprehension to be in a proficiency level and 14.9% in an advanced level.

Table 78. CG pre-questionnaire Q10 to Q13, descriptive statistics. Case study.

	Q10 How strong are your reading skills in English?	Q11 How strong are your listening skills in English?	Q12 How strong are your writing skills in English?	Q13 How strong are your speaking skills in English?
1 A1 (Basic)	2,1%	10,6%	4,3%	14,9%
2 A2 (Low-intermediate)	12,8%	10,6%	19,1%	14,9%
3 B1 (intermediate)	23,4%	17,0%	25,5%	25,5%
4 B2 (Upper-intermediate)	44,7%	48,9%	44,7%	36,2%
5 C1 (Advanced)	14,9%	8,5%	6,4%	8,5%
6 C2 (Proficiency)	2,1%	4,3%	0,0%	0,0%

The first dimension of the pre-questionnaire, utility, attempted to assess the usefulness of English in general and oral skills, in particular, for their studies and future careers. Figure 103 and Figure 104 (EG Q14 and Q15) portray the ranking of EG's opinions on the most important skills for their studies and professional careers, respectively.

As far as their studies are concerned, EG students considered listening the most important skill (32%), while speaking was the second least important (32%). However, speaking is also the skill with the most evenly distributed percentages, which contrasts with the pilot study where students ranked oral skills last. On the contrary, students understood that having good writing skills is more important than oral skills for their professional career. Thus, while 60% of EG students stated that the most important skill was writing, only 16% chose speaking as the most important skill. Students' perceptions towards their professional future have not changed from the pilot study, as students continued thinking that writing and reading in English will be the most important skills for their careers. There are two possible explanations for this, either students want to work in Spanish national companies so they would not need oral communicative skills, or they think if they have to communicate in English, it will mainly be through e-mails or reports.

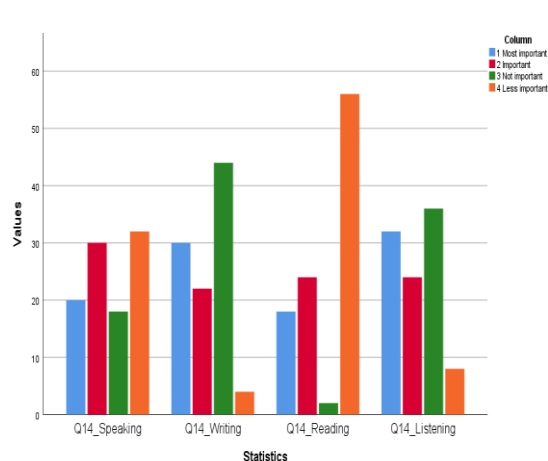


Figure 103. Skills in terms of importance for EG students' studies. Case study.

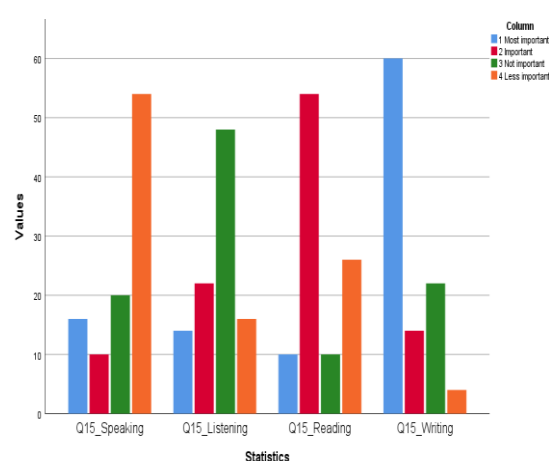


Figure 104. Skills in terms of importance for EG students' professional future. Case study.

CG students shared the same opinions about the importance of the different skills for their studies and professional future (Figure 105 and Figure 106). The two skills that CG students considered most important for their studies were writing (38%) and listening (34%). However, students believed that speaking is not developed enough during their academic years because 38.3% still rate it as the least important skill. At the same time, 48.9% of the CG students placed writing as the most important skill in the jobs they envisage, while oral skills lagged behind with high percentages of "no important at all" responses, 72.3% for speaking and 63.8% for listening.

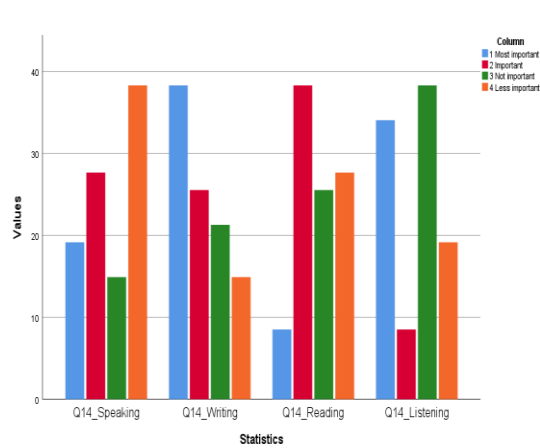


Figure 105. Skills in terms of importance for CG students' studies. Case study.

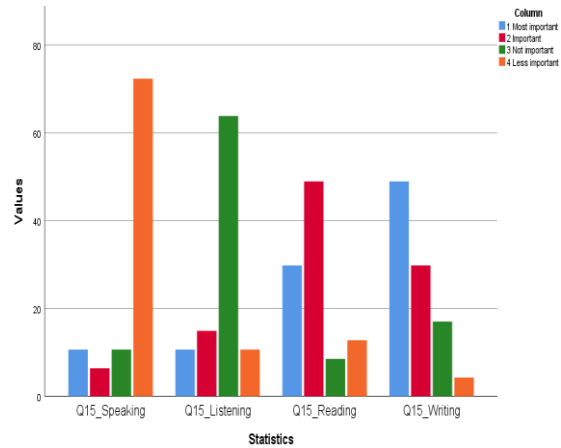


Figure 106. Skills in terms of importance for CG students' professional future. Case study.

In questions 16 to 23, students had to indicate how strongly they agreed with various statements about the importance of the different skills for their education and future career (Table 79 and Table 80):

Table 79. EG pre-questionnaire Q16 to Q23 descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q16 In my studies, speaking skills are fundamental.	20 40,0%	7 14,0%	17 34,0%	3 6,0%	2 4,0%	1 2,0%
Q17 In my studies, listening skills are fundamental.	17 34,0%	11 22,0%	18 36,0%	2 4,0%	1 2,0%	1 2,0%
Q18 I consider reading and writing more important than listening and speaking.	4 8,0%	4 8,0%	11 22,0%	20 40,0%	8 16,0%	3 6,0%
Q19 In my professional future, listening and speaking will be the most important skills.	14 28,0%	15 30,0%	11 22,0%	9 18,0%	1 2,0%	0 0,0%
Q20 I hope to USE a lot my speaking skills in my future CAREER.	16 32,0%	10 20,0%	20 40,0%	3 6,0%	1 2,0%	0 0,0%

Q21 I hope to USE a lot my reading skills in my future CAREER.	11	21	18	0	0	0
	22,0%	42,0%	36,0%	0,0%	0,0%	0,0%
Q22 I hope to USE a lot my writing skills in my future CAREER.	5	18	24	3	0	0
	10,0%	36,0%	48,0%	6,0%	0,0%	0,0%
Q23 I hope to use a lot my listening skills in my future CAREER.	13	17	18	2	0	0
	26,0%	34,0%	36,0%	4,0%	0,0%	0,0%

EG students concluded in Q16 and Q17 that oral skills were essential for their studies and they were considered more relevant than writing skills. 64% of the students totally or strongly agreed on the importance of oral production skills (speaking) and 56% did in the case of oral reception skills. In Q18, 40% of students did not agree with the statement that reading and writing are more important than listening and speaking. Moreover, 30% of students strongly agreed and 28% totally agreed that oral skills are the most important in their future careers (Q19).

Finally, questions 20 to 23 revealed the expectations of the students about the use of the different skills in their professional future. The importance of oral skills as a whole stands out slightly compared to written ones. 52% of the participants totally or strongly agreed on the importance of oral production skills (speaking) and 60% did on the importance of oral reception skills (listening).

Table 80. CG pre-questionnaire Q16 to Q23 descriptive statistics. Case study

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q16 In my studies, speaking skills are fundamental.	21	13	12	1	0	0
	44,7%	27,7%	25,5%	2,1%	0,0%	0,0%
Q17 In my studies, listening skills are fundamental.	18	18	11	0	0	0
	38,3%	38,3%	23,4%	0,0%	0,0%	0,0%
Q18 I consider reading and writing more important than listening and speaking.	3	6	2	28	5	3
	6,4%	12,8%	4,3%	59,6%	10,6%	6,4%

Q19 In my professional future, listening and speaking will be the most important skills.	25	8	10	2	1	1
	53,2%	17,0%	21,3%	4,3%	2,1%	2,1%
Q20 I hope to USE a lot my speaking skills in my future CAREER.	12	17	14	2	1	1
	25,5%	36,2%	29,8%	4,3%	2,1%	2,1%
Q21 I hope to USE a lot my reading skills in my future CAREER.	15	18	12	2	0	0
	31,9%	38,3%	25,5%	4,3%	0,0%	0,0%
Q22 I hope to USE a lot my writing skills in my future CAREER.	9	10	19	9	0	0
	19,1%	21,3%	40,4%	19,1%	0,0%	0,0%
Q23 I hope to use a lot my listening skills in my future CAREER.	17	18	10	2	0	0
	36,2%	38,3%	21,3%	4,3%	0,0%	0,0%

Table 80 showed how CG's answers to the first two questions about students' perception of the importance of speaking and listening skills in their studies were the same as in the EG. 72.4% of the CG students showed total or strong agreement on the importance of speaking skills and 76.6% in the case of listening skills. Most of students disagreed (56.9%) with the idea that writing and reading are more important than speaking and listening. Regarding oral skills and their future professional use, the trend remained the same: 70% of the participants totally or strongly agreed with the idea that speaking is the most important thing. Finally, regarding the skill they thought it was most likely to use in their future careers, CG students like those in the EG considered oral skills the most valuable for their jobs, since 64 students chose the options "totally agree" or "strongly agree" in oral skills, including speaking and listening, and 52 in written skills, reading and listening.

The second dimension, pleasure and motivation (Table 81 for the EG and Table 82 for the CG), counted with seven questions about the students' personal experience with listening and speaking skills and how motivated they felt.

In both groups, students thought that listening and speaking skills were pleasant and enjoyable. 58% of EG student totally or strongly agreed in the case of listening (Q24), and 42% in the case of speaking (Q25); and similar percentages were found in the CG: 55.3% (Q24) and 48.3% (Q25).

Questions 26 and 27 were about how motivational students thought traditional listening and speaking activities were. The total sum of answers showing some rejection towards traditional listening activities in the EG was 52% and 49% in the CG; similar results were obtained in the case of speaking activities with 50% in the EG and 59.6% in the CG. These opinions will be considered in the analysis of the post-questionnaire to check if there is a change in their initial ideas.

When asked if they wanted to be able to understand and communicate in English, both groups expressed their willingness as no one said the opposite. However, questions 29 and 30 revealed they were aware of their weaknesses in oral skills, particularly, in speaking. In the EG 28% of students admitted that they were somehow not good at listening and an even higher percentage did so when it came to speaking, 52%. Similar results were found in the CG with 34% of the students declaring not to be good at listening and 59.5% at speaking.

Table 81. Pleasure and motivation. EG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q24 I think that listening skills are pleasant and enjoyable for me.	12 24,0%	17 34,0%	15 30,0%	5 10,0%	1 2,0%	0 0,0%
Q25 I think speaking skills are pleasant and enjoyable for me.	10 20,0%	11 22,0%	16 32,0%	8 16,0%	5 10,0%	0 0,0%
Q26 Traditional listening activities, for example, play a track of audio and answer true or false, are non-attractive.	3 6,0%	8 16,0%	15 30,0%	22 44,0%	2 4,0%	0 0,0%
Q27 Traditional speaking activities, for example, discussions with classmates or presentations, are non-attractive.	6 12,0%	5 10,0%	14 28,0%	21 42,0%	3 6,0%	1 2,0%
	31	9	10	0	0	0

Q28 I want to understand and be able to communicate with people in English.	62,0%	18,0%	20,0%	0,0%	0,0%	0,0%
Q29 I am not good at listening activities.	3	7	4	23	10	3
	6,0%	14,0%	8,0%	46,0%	20,0%	6,0%
Q30 I am not good at speaking activities.	3	10	13	15	7	2
	6,0%	20,0%	26,0%	30,0%	14,0%	4,0%

Table 82. Pleasure and motivation. CG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q24 I think that listening skills are pleasant and enjoyable for me.	12	14	19	2	0	0
	25,5%	29,8%	40,4%	4,3%	0,0%	0,0%
Q25 I think speaking skills are pleasant and enjoyable for me.	6	12	22	3	2	2
	12,8%	25,5%	46,8%	6,4%	4,3%	4,3%
Q26 Traditional listening activities, for example, play a track of audio and answer true or false, are non-attractive.	2	4	17	20	3	1
	4,3%	8,5%	36,2%	42,6%	6,4%	2,1%
Q27 Traditional speaking activities, for example, discussions with classmates or presentations, are non-attractive.	4	4	20	15	4	0
	8,5%	8,5%	42,6%	31,9%	8,5%	0,0%
Q28 I want to understand and be able to communicate with people in English.	31	11	5	0	0	0
	66,0%	23,4%	10,6%	0,0%	0,0%	0,0%
Q29 I am not good at listening activities.	3	4	9	16	13	2
	6,4%	8,5%	19,1%	34,0%	27,7%	4,3%
Q30 I am not good at speaking activities.	5	7	16	14	5	0
	10,6%	14,9%	34,0%	29,8%	10,6%	0,0%

Dimension 3 includes four scale items and concentrates on the level of anxiety of the students in the EG and CG (Table 83 and Table 84). It shows students' confidence to speak in front of others and how they feel when they are at the centre of the learning process and have to communicate in English so that others can understand them.

The great majority of students in both groups showed self-confidence when dealing with listening activities (Q31) and only a few marked options indicating that they did not have such confidence. By contrast, the total percentage of students who showed little or no confidence in their oral skills was 50% in the EG and 57.4% in the CG (Q32); higher percentages than those of listening comprehension skills: a total of 20% in the EG and 29.8% in the CG (Q31).

Questions 33 and 34 corroborate the conclusion obtained from the analysis of questions 31 and 32 by admitting that the students did not feel uncomfortable or nervous when they had to understand English, but they did when they had to communicate in English.

Table 83. Anxiety. EG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q31 I have self-confidence when I face a listening activity.	6 12,0%	13 26,0%	21 42,0%	7 14,0%	1 2,0%	2 4,0%
Q32 I have self-confidence when I face a speaking activity.	3 6,0%	6 12,0%	16 32,0%	16 32,0%	4 8,0%	5 10,0%
Q33 When I try to understand English, I feel uncomfortable and nervous.	2 4,0%	4 8,0%	7 14,0%	12 24,0%	19 38,0%	6 12,0%
Q34 When I try to communicate in English, I feel uncomfortable and nervous.	2 4,0%	8 16,0%	21 42,0%	12 24,0%	4 8,0%	3 6,0%

Table 84. Anxiety. CG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q31 I have self-confidence when I face a listening activity.	5 10,6%	13 27,7%	15 31,9%	10 21,3%	3 6,4%	1 2,1%
Q32 I have self-confidence when I face a speaking activity.	2 4,3%	7 14,9%	11 23,4%	18 38,3%	5 10,6%	4 8,5%
Q33 When I try to understand English, I feel uncomfortable and nervous.	3 6,4%	4 8,5%	6 12,8%	20 42,6%	11 23,4%	3 6,4%
Q34 When I try to communicate in English, I feel uncomfortable and nervous.	5 10,6%	4 8,5%	24 51,1%	10 21,3%	3 6,4%	1 2,1%

Dimensions 4 and 5 aim to know how students work on listening and speaking skills. Table 85 and Table 86 depict the answers of the EG and CG, respectively, concerning the amount of time they spend practicing listening and speaking in class and outside the classroom.

The analysis of the responses on time spent practising listening skills both in and outside the classroom revealed that they were almost equally divided: 44% (EG) and 51% (CG) in class and 56% (EG) and 53.2% (CG) outside the classroom. However, when it comes to time spent practising speaking, both groups reported a deficit, with the deficit being slightly more pronounced outside the classroom. 36% (EG) and 36.2% (CG) of the students thought the time spent in class was sufficient and 28% (EG) and 29.8% (CG) thought it was sufficient outside the classroom. Therefore, there was a general perception and demand, if we considered the answers related to in-class practice, of needing to work more on speaking skills.

Table 85. Amount of time practising listening and speaking. EG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q35 The amount of time I spend practicing my LISTENING skills in CLASS is sufficient.	3	3	16	18	6	4
	6,0%	6,0%	32,0%	36,0%	12,0%	8,0%
Q36 The amount of time I spend practicing my LISTENING skills OUTSIDE the classroom is sufficient.	6	5	17	16	3	3
	12,0%	10,0%	34,0%	32,0%	6,0%	6,0%
Q41 The amount of time I spend practicing my SPEAKING skills in CLASS is sufficient.	1	1	17	21	2	8
	2,0%	2,0%	34,0%	42,0%	4,0%	16,0%
Q42 The amount of time I spend practicing my SPEAKING skills OUTSIDE the classroom is sufficient.	1	1	12	18	7	11
	2,0%	2,0%	24,0%	36,0%	14,0%	22,0%

Table 86. Amount of time practising listening and speaking. CG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q35 The amount of time I spend practicing my LISTENING skills in CLASS is sufficient.	5	0	19	15	4	4
	10,6%	0,0%	40,4%	31,9%	8,5%	8,5%
Q36 The amount of time I spend practicing my LISTENING skills OUTSIDE the classroom is sufficient.	8	6	11	12	9	1
	17,0%	12,8%	23,4%	25,5%	19,1%	2,1%

Q41 The amount of time I spend practicing my SPEAKING skills in CLASS is sufficient.	0	4	13	16	11	3
	0,0%	8,5%	27,7%	34,0%	23,4%	6,4%
Q42 The amount of time I spend practicing my SPEAKING skills OUTSIDE the classroom is sufficient.	2	4	8	19	11	3
	4,3%	8,5%	17,0%	40,4%	23,4%	6,4%

Regarding the materials used to train listening skills, the answers of the EG and the CG students were collected in Figure 107 and Figure 108, respectively. The input outside the classroom was mainly received through the consumption of series and YouTube clips. In the EG a few students marked the podcast and radio options, while none of the CG did. More interesting were the responses in the option “other” with answers such as the streaming platform Twitch and social media applications like Instagram, which revealed a change in the consumption habits of young people.

As far as the length of the materials they use to work on their listening skills is concerned, students preferred option was “20 to 45 minutes” (44% in the EG and 51.1% in the CG) followed by “5 to 10 minutes” (25.5% in both groups), which reinforces the idea that students train their listening skills through the consumption of short AV products like series, YouTube clips or social media materials. Finally, students were also asked if their understanding of traditional audio materials was better than that of the videos they watch online or on TV. Their answers were evenly split in both groups which may imply that students are more and more used to watch series or social content outside the classroom in English.

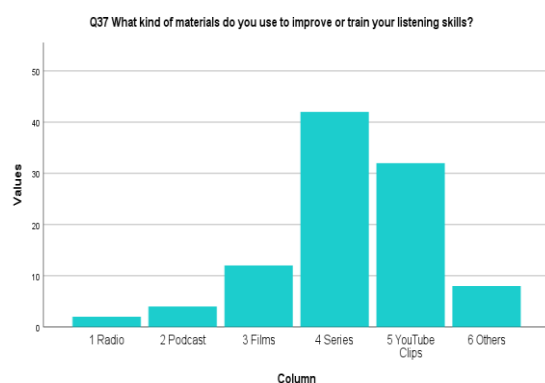


Figure 107. Materials for listening. EG, case study.

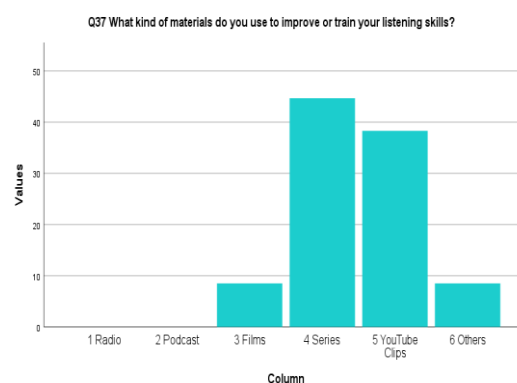


Figure 108. Materials for listening. CG, case study.

As said before, the analysis of the students' answers indicated that they felt their speaking skills required further training in and outside the classroom. In relation to the materials they used to improve their speaking skills the majority of EG students (Figure 109) marked the option "short talks" (38%) followed by "discussion with classmates" (24%), showing that they were used to do traditional activities. Similar results were observed in the CG (Figure 110) with a majority of students marking "discussion with classmates" (36.2%) followed by "short talks" (34%). Moreover, the most recurrent answer to the option "other" was nothing, although some students said "working to an American company", "speaking with their Erasmus flatmates", "speaking with relatives that lived abroad" or "in language academies". When asked about the amount of time they spend practising their speaking skills, the highest percentage in both groups was "once a week" 76% in the EG and 83% in the CG), which may be in line with the general perception of not practising enough English and the increased levels of anxiety among students.

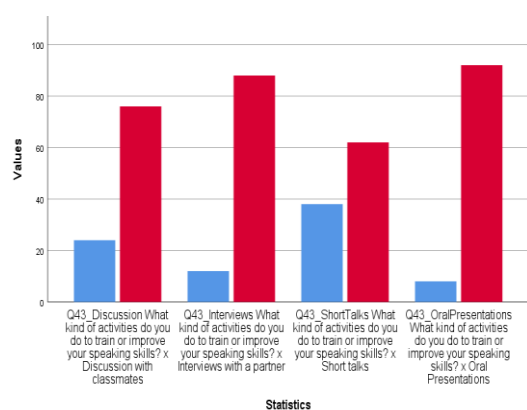


Figure 109. Materials for training speaking skills. EG, case study.

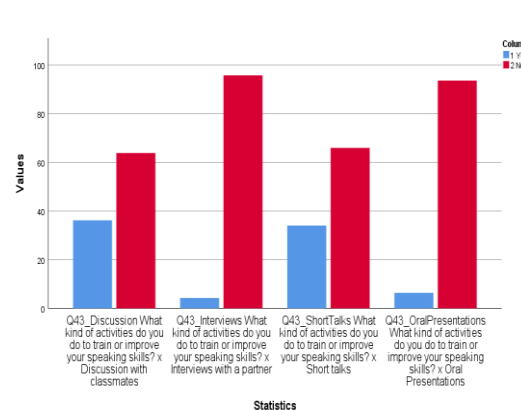


Figure 110. Materials for training speaking skills. CG, case study.

The last dimension of the pre-questionnaire is methodology and is about participants' experience with AVT materials and, in particular, with subtitling and dubbing inside and outside the classroom. Most of the students used AV materials in class once a week (38% in the EG and 46.8% in the CG), or twice-three times a week (32% in the EG and 36.2% in the CG). However, a high number of EG students (28%), said that they had never used them, which means that they probably were more used to traditional activities like hearing audio tracks instead of accompanying the audio with visual input. More than half of the students in both groups (64% in the EG and 83% in the CG) claimed to know the main AVT modalities (subtitling and dubbing). However, in the EG, 18 students (36%) stated that they did not know what subtitling and dubbing were, so it would be more difficult for them to work with the didactic AVT methodology.

When asked about how subtitling could contribute to the enhancement of the different skills, students stated that the two aspects that would be most developed would be listening and vocabulary acquisition (Figure 111 and Figure 112). It is also important to highlight that although most students agreed that there would be at least one skill that they would improve by doing a subtitling activity, they also thought that speaking would improve the least.

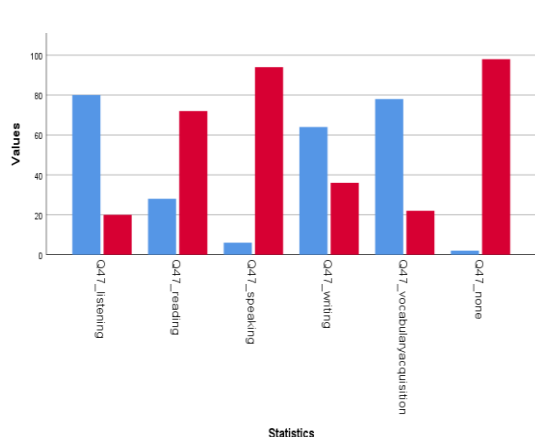


Figure 111. Subtitling enhancement. EG, case study.

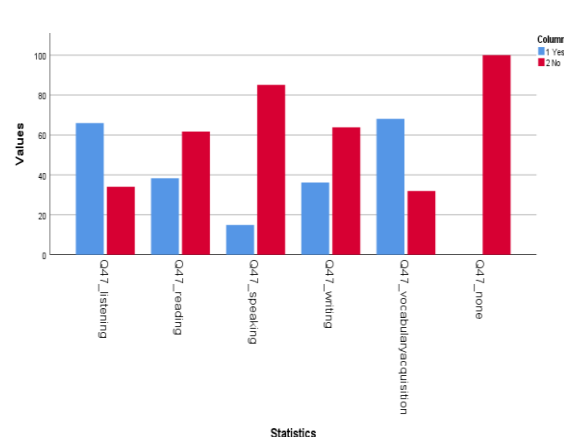


Figure 112. Subtitling enhancement. CG, case study.

As far as dubbing activities are concerned (Figure 113 and Figure 114), the most frequent answer in the EG was, as expected, speaking skill followed by vocabulary acquisition. On the contrary, although the most frequent answers in the CG were listening and vocabulary acquisition, the option “speaking” was hardly selected by students. The CG also had a high percentage of none skill enhancement options, which may mean that they saw dubbing as a final product, relating dubbing to passive activities like watching a film or a series in dubbed version.

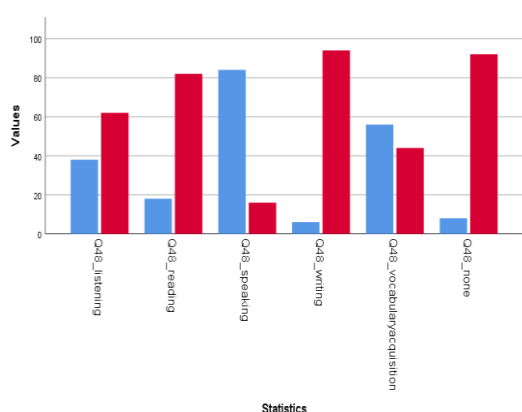


Figure 113. Dubbing enhancement. EG, case study.

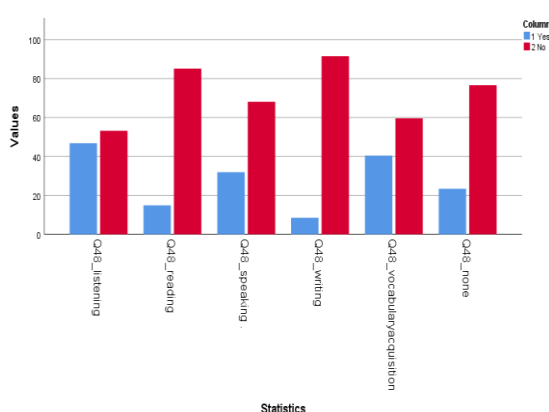


Figure 114. Dubbing enhancement. CG, case study.

When asked about the way in which they consumed foreign films or series, the majority of students said they watched them in OV with English subtitles (61.2% in the EG and 60.9% in the CG), followed by OV with Spanish subtitles (32.7% in the EG and 28.3% in the CG). Thus, students receive English input in both cases.

In the pre-questionnaire students were asked about their previous contact with subtitling and dubbing activities in class (Figure 115 and Figure 116). In both groups, there were some students who claimed to have used activities with subtitles in class, although the percentage in the EG was lower than in the CG (34% and 68%, respectively). This difference goes in line with the answer to the question about the type of materials used in the class, where the CG said to use more AV materials than the EG. When asked about what type of activities they did with subtitles, the most frequent answer in the EG was watching a movie or a clip and reading the subtitles in English (26%). The CG answers, however, were quite interesting as the percentages were more scattered, with even one student answering that s/he had integrated subtitles in a movie/clip in their mother tongue; so, at least one of the students in the CG had worked with didactic AVT.

The percentages related to having done a dubbing activity in class were completely different. In the EG, all the students stated that they had never worked with dubbing as an English activity, so the methodology they were going to use was completely new for them. At the same time, there was a small percentage of CG students (12.8%) who had worked with dubbing in the English class, which could mean that some of them already had experience in didactic AVT.

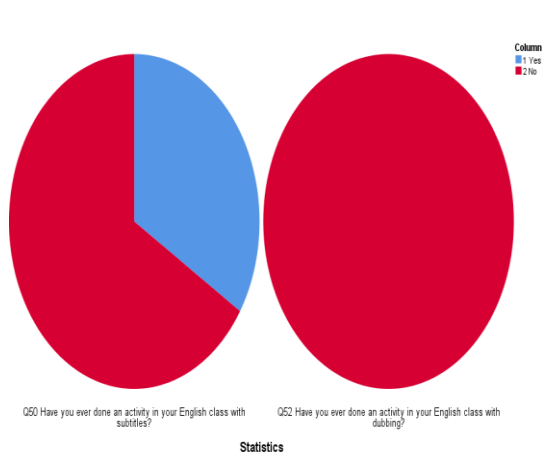


Figure 115. AVT activities in class. EG, case study.

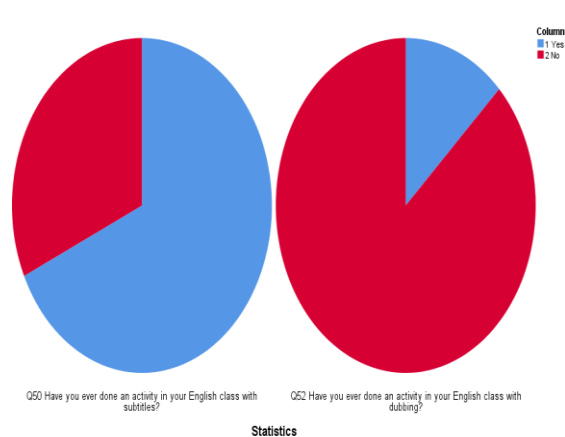


Figure 116. AVT activities in class. CG, case study.

Students were also asked about the type of materials they considered most useful for their future job in order to find out whether the LP topics were well planned, whether the changes from the pilot study were well made, or whether anything was missing for future research. The most popular topic was job interviews (70% in the EG and 74.5% in the CG), which is reasonable as this will be one of the first tests students will have to face in their working life. E-mails occupied the second position in both groups (54% in the EG and 66% in the CG). The rest of the answers were quite similar, from CVs to graphs or phone conversations, and all of them were covered in the LPs.

Finally, students were asked about their technological skills. As expected, given the degrees they were taking and the generation to which they belonged, the vast majority of students claimed to have good technological skills. However, a worrying number of students reported that they did not (22% in the EG and 25.6% in the CG), perhaps they did not feel comfortable with new technologies or their self-confidence was low in this regard. When asked about their opinion on the effectiveness of AVT tasks to improve their technological skills, most of the students, 44 in the EG and 41 in the CG, agreed with this, meaning that they knew that the use of certain software applications could improve their level of English and their technological skills.

6.1.2 Post-questionnaire

The post-questionnaire fully described in section 3.2.4 was the same as the one used in the pilot study. It was available in two versions, one for the EG and the other for the CG. It was divided into three common dimensions (general information, usefulness, and LPs), another common dimension (preferences) but with different questions that was related to the methodology followed by the students and two additional specific dimensions for the EG (subtitling and dubbing):

EG dimensions	CG dimension
1. General information	1. General information
2. Usefulness (dimension 1)	2. Usefulness (dimension 1)
3. Subtitling (dimension 2)	3. Lesson Plans (dimension 2)
4. Dubbing (dimension 3)	4. Preferences (dimension 3)
5. Lesson Plans (dimension 4)	
6. Preferences (dimension 5)	

6.1.2.1 Common dimensions: general information, usefulness and lesson plans

The general information questions included two open questions (Q1 and Q2) to register students' mail account and names and two multiple-choice questions (Q3 and Q4) to compare them with the pre-questionnaire if the dropout of students was pronounced. However, as it happened in the pilot study, the dropout was not big in any of the groups, so the age and gender of the students was not a relevant factor to take into account.

Dimension 1, usefulness (Q5, Q6, Q7 and Q8), which included four Likert scale items, was evaluated as a whole using descriptive statistics. Table 87 and Table 88 show how a great majority of students in both groups considered that after taking the course, there was a slight improvement in the four skills.

Table 87. Usefulness. EG students' answers, descriptive statistics. Case study.

	1 No difference	2 Slight difference	3 Big difference	4 Huge difference
Q5 Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	8 19,5%	21 51,2%	11 26,8%	1 2,4%
Q6 Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	7 17,1%	21 51,2%	13 31,7%	0 0,0%
Q7 Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	5 12,2%	21 51,2%	14 34,1%	1 2,4%
Q8 Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	0 0,0%	19 46,3%	20 48,8%	2 4,9%

Table 88. Usefulness. CG students' answers, descriptive statistics. Case study.

	1 No difference	2 Slight difference	3 Big difference	4 Huge difference
Q5 Have you noticed any change in your reading skills in English AFTER completing the lesson plans?	7 15,2%	23 50,0%	15 32,6%	1 2,2%
Q6 Have you noticed any change in your listening skills in English AFTER completing the lesson plans?	9 19,6%	23 50,0%	14 30,4%	0 0,0%
Q7 Have you noticed any change in your writing skills in English AFTER completing the lesson plans?	9 19,6%	20 43,5%	16 34,8%	1 2,2%
Q8 Have you noticed any change in your speaking skills in English AFTER completing the lesson plans?	4 8,7%	18 39,1%	20 43,5%	4 8,7%

Regarding reading, listening and writing, the second most frequent answer was that they noticed a big difference, a positive aspect in the achievement of their learning outcomes. A small percentage of students in both groups marked the “no difference” option, which will be taken into consideration in the analysis of the qualitative results of the open questions.

In the case of speaking skills, the improvement was perceived in a similar way; however, this time, the most frequent answer was “big difference” in both groups, 48.8% in the EG and 43.5% in the CG. Furthermore, it is also worth noting that in the EG, no students ticked the option “no difference”, which means that all of them have noticed at least a slight change, while in the CG, there is a small number of students (4) that had ticked it. It can be concluded, therefore, that students perceived a change in all skills through the LPs, and the biggest difference was noted in their speaking skills, which was one of the main goals of the practical sessions.

In order to compare the two groups, it is essential to see, first, if the distribution across the questions and answers in the post-questionnaires are normally distributed or not. This has been done by transforming the Likert scale questions of each student to the mean of the questions. Next, a descriptive statistical test is performed; in this case, the Shapiro-wilk test as the sample is smaller than 100 participants.

Table 89 shows how the distribution in the dimension of usefulness of the EG is probably normally distributed as $0.292 > 0.05$ ($p > 0.05$), so the answers are not statistically significant. At the same time, Table 90 presents the normality test of the four questions in the dimension of usefulness of the CG. In the Shapiro-Wilk test the significance is higher than 0.05 ($0.074 > 0.05$), so the data are probably normally distributed as it is not statistically significant. However, in order to confirm these results, Field (2019) always recommends to corroborate the results by plotting the data by means of a P-P plot test.

Table 89. EG usefulness, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Usefulness	,137	41	,051	,968	41	,292

a. Lilliefors Significance Correction

Table 90. CG usefulness, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Usefulness	,142	46	,022	,955	46	,074

a. Lilliefors Significance Correction

Figure 117 and Figure 118 show how the P-P plot tests of the usefulness data in the EG and the CG contradict the normality test shown in Table 89 and Table 90. The data points in both figures clearly deviate from the diagonal, which means that although statistically the data seemed normal, they do not have a bell-shaped distribution. Consequently, a non-parametric test was conducted to compare the answers about the dimension of usefulness in these groups.

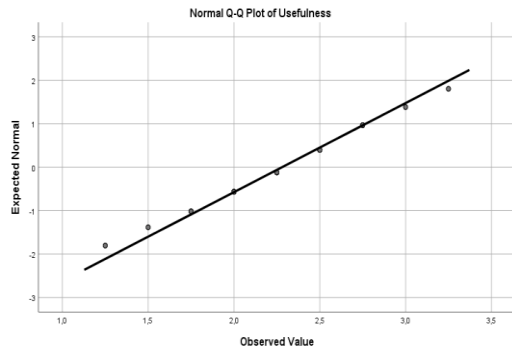


Figure 117. P-P plot test. EG usefulness, case study.

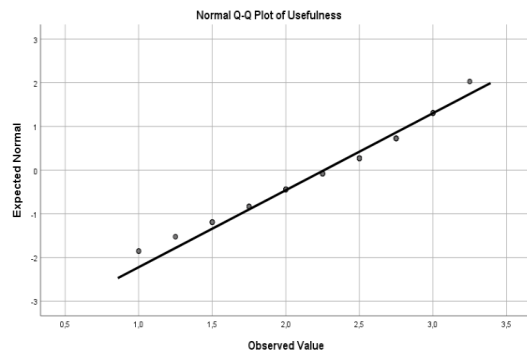


Figure 118. P-P plot test. CG usefulness, case study.

The responses of EG and CG to the first four common questions (Q5, Q6, Q7 and Q8) on usefulness were compared using the Mann-Whitney U test, revealing no statistically significant difference between the two groups in the four Likert scale items Q5 ($p=0.525$), Q6 ($p=0.809$), Q7 ($p=0.699$) and Q8 ($p=0.765$). This suggests that the EG and the CG had a similar perception of the difference in their English skills at the end of the semester, and, therefore, both groups could think the methodologies used were somehow effective.

Dimension 4 for the EG and 2 for the CG was also common for both groups and was related to the LPs. It counted with two scale questions and a ranking question, apart from a yes/no question and two open questions, which are discussed in section 6.2.1.1. Table 91 shows the descriptive statistics of the first scale question about how clear the instructions were in each of the LPs in the EG, and Table 92 does the same in the CG.

Table 91. LPs instructions. EG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q17 Lesson Plan 1 instructions were clear.	19	6	14	2	0	0
	46,3%	14,6%	34,1%	4,9%	0,0%	0,0%
Q23 Lesson Plan 2 instructions were clear.	19	3	17	1	0	1
	46,3%	7,3%	41,5%	2,4%	0,0%	2,4%
Q29 Lesson Plan 3 instructions were clear.	18	3	12	6	0	2
	43,9%	7,3%	29,3%	14,6%	0,0%	4,9%

Q35 Lesson Plan 4 instructions were clear.	20	8	11	2	0	0
	48,8%	19,5%	26,8%	4,9%	0,0%	0,0%
Q41 Lesson Plan 5 instructions were clear.	18	6	15	2	0	0
	43,9%	14,6%	36,6%	4,9%	0,0%	0,0%
Q47 Lesson Plan 6 instructions were clear.	25	7	9	0	0	0
	61,0%	17,1%	22,0%	0,0%	0,0%	0,0%

The great majority of EG students agreed to one extent or another (totally, strongly or agree) with the clarity in which the instructions were set out in all the LPs. The highest number of students disagreeing on how clear the instructions were, was in LP3, as six students disagreed and two totally disagreed with the statement, which has to be taken into account in the analysis of the open questions. It is also noteworthy that LP6, a LP that was not in the pilot study, had no responses that reflect a lack of clarity in the instructions, which suggests that the LP was easily understood by the students.

Table 92. LPs instructions. CG students' answers, descriptive statistics. Case study.

	1 Totally agree	2 Strongly agree	3 Agree	4 Disagree	5 Strongly disagree	6 Totally disagree
Q9 Lesson Plan 1 instructions were clear.	17	14	14	1	0	0
	37,0%	30,4%	30,4%	2,2%	0,0%	0,0%
Q15 Lesson Plan 2 instructions were clear.	20	14	12	0	0	0
	43,5%	30,4%	26,1%	0,0%	0,0%	0,0%
Q21 Lesson Plan 3 instructions were clear.	18	17	11	0	0	0
	39,1%	37,0%	23,9%	0,0%	0,0%	0,0%
Q27 Lesson Plan 4 instructions were clear.	17	15	14	0	0	0
	37,0%	32,6%	30,4%	0,0%	0,0%	0,0%
Q33 Lesson Plan 5 instructions were clear.	17	18	11	0	0	0
	37,0%	39,1%	23,9%	0,0%	0,0%	0,0%
Q39 Lesson Plan 6 instructions were clear.	17	15	13	0	1	0
	37,0%	32,6%	28,3%	0,0%	2,2%	0,0%

Most CG students agreed to one extent or another (totally, strongly or agree) with the clarity in which the instructions were set out in all the LPs, as the EG did. Moreover, in the

majority of LPs, the most frequent answer was “totally agree”, except for LP5, in which it was “strongly agree”, followed by totally agreed. It is interesting to see how in the CG, the percentages in answers which showed some kind of disagreement were null in most of the cases; there was only one student who disagreed with the clarity in which LP1 was displayed. On account of this, the changes arranged in the LPs after the pilot study seem to have been appropriate.

The case study presents similar results to the ones obtained in the descriptive analysis of the pilot study, although, the percentages of “totally agree” in the case study were higher in both the EG and the CG. The lowest percentages in the pilot study were in LP1 and LP2, but after the introduction of several changes and the rearrangement of the practical sessions including the modification of the order of some of the LPs, higher student satisfaction is observed.

The LP1, was the same in the pilot and the case study and the opinion of the students was very similar; however, the amount of “totally agree” answers was higher in the case study. The original LP2 from the pilot study was moved to LP5 in the case study. While in the CG, the results were similar to the ones in the pilot study, with a slight difference between “totally agree” and “strongly agree”, in the EG the percentage of answers of “totally agree” was much higher in the case study, which could imply that students felt more comfortable by having this dubbing LP towards the end of the practical sessions.

The comparison of the EG and CG was carried out by means of the Shapiro-Wilk test, a descriptive statistical test for samples inferior to one hundred participants. The data from the Likert scale questions were firstly transformed to see the means of the questions and then the normality test was done (Table 93 and Table 94) and checked with a P-P plot test (Figure 119 and Figure 120) in each group.

Table 93. EG LPs instructions, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
instructions	,252	41	,000	,806	41	,000

a. Lilliefors Significance Correction

Table 94. CG LPs instructions, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
instructions	,162	46	,004	,869	46	,000

a. Lilliefors Significance Correction

The distribution in the answers of the EG about the clarity of the instructions of the LPs does not seem to be normally distributed (Table 93). In the Shapiro-Wilk test the significance is less than 0.05 ($0.000 < 0.05$), confirming that the data are not normally distributed as it is statistically significant. At the same time, Table 94 shows the same results for the CG since the Shapiro-Wilk test indicates that the data are statistically significant ($0.000 < 0.05$), in other words, the data are not normally distributed.

In order to check the descriptive statistical tests mentioned above, and following Field's (2019) recommendations, the P-P plot test is used for these four Likert scale questions in the EG and CG (Figure 119 and Figure 120).

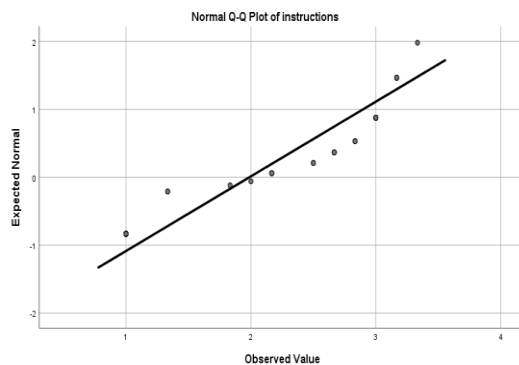


Figure 119. P-P plot test. EG LPs instructions, case study.

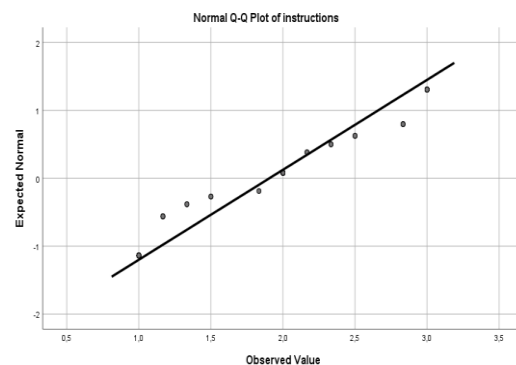


Figure 120. P-P plot test. CG LPs instructions, case study.

In both cases the P-P plot test confirms the results obtained in the normality test. The data points deviate from the diagonal, and, consequently, the data are not normally distributed and a non-parametric test should be performed to compare the results of the two groups.

The responses of the EG and CG questions about the clarity of the instructions in the different LPs were compared using the Mann-Whitney U test that shows no statistically significant differences between the six Likert items: LP1 ($p=0.896$), LP2 ($p=0.361$), LP3 ($p=0.171$),

LP4 ($p=0.612$), LP5 ($p=0.554$) and LP6 ($p=0.51$). This means that both groups considered the instructions comprehensive and precise.

Students were also asked to rate their progress in the four language skills (speaking, listening, reading, and writing) from highest to lowest and individually in each of the LPs. Descriptive statistical graphs of the EG's responses are presented in Figures 121 to 126, while those of the CG are displayed in Figures 127 to 132.

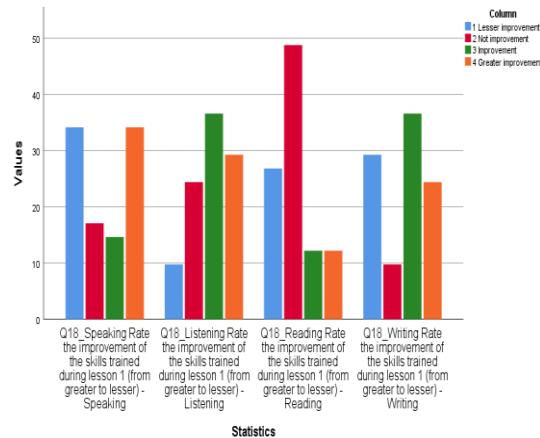


Figure 121 . EG Q18 descriptive statistics. LP1 case study.

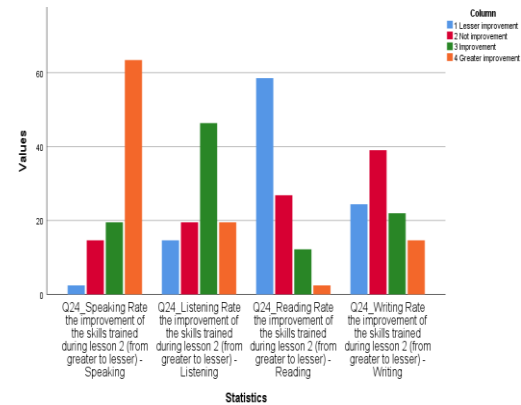


Figure 122 . EG Q24 descriptive statistics. LP2 case study.

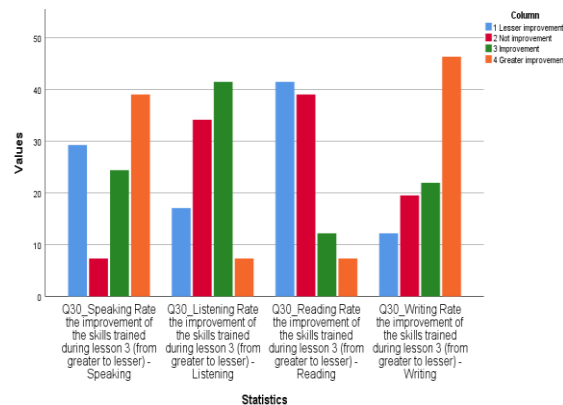


Figure 123. EG Q30 descriptive statistics. LP3 case study.

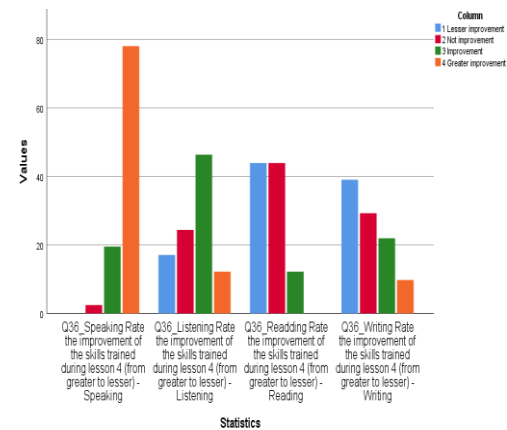


Figure 124 . EG Q36 descriptive statistics. LP4 case study.

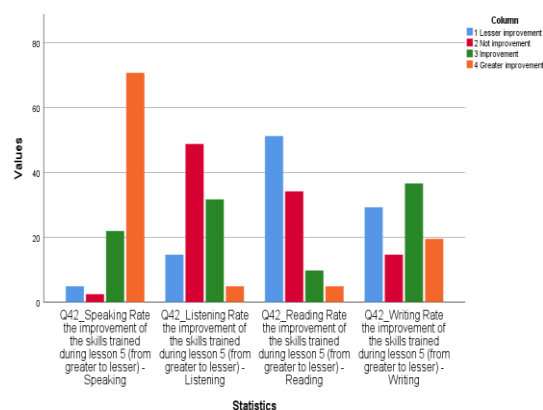


Figure 125. EG Q42 descriptive statistics. LP5 case study.

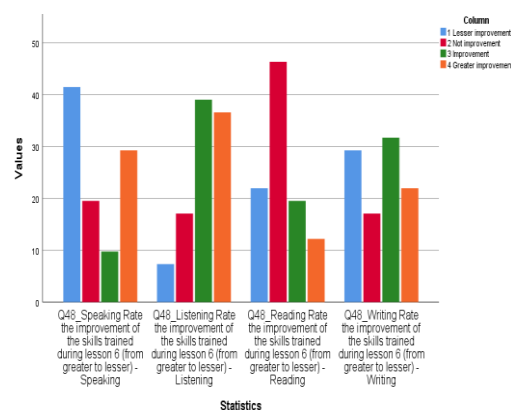


Figure 126. EG Q48 descriptive statistics. LP6 case study.

In general terms, listening and speaking were the skills that students improved the most throughout the LPs, verifying that didactic AVT contributes to the development of oral skills.

Oral production skills progressively improved from LP1 to LP5; however, the improvement relents in LP6. This lesson was shorter, as it was the last, and the main activities were based on watching a video and an interlingual subtitling, which may imply that the learners did not practise oral production so much. Furthermore, it is possible to observe that students felt a greater enhancement of oral skills in those lessons where the main activities involved active dubbing: LP2 (63.4%), LP4 (78%) and LP5 (70.7%). Of these, LP4 was the one in which the students observed further improvement in their speaking skills; this can be related to the fact students had to work on their pronunciation and speed through intralingual dubbing in this LP. It is also worth noting what happens in LP5, as this was the lesson where students expressed the greatest dissatisfaction in the pilot study. According to the results, the changes implemented seem to have been effective making students improve their oral skills.

Oral reception skill was the second most improved and, although the improvement was not progressive, it can be related in some way to the role of subtitling tasks. The analysis reveals that students considered that the two lessons with the highest percentage of listening development were LP1 (29.3%) and LP6 (36.6%). It is worth noting that LP6 included interlingual subtitling, where students had to translate the dialogue into Spanish. It did not involve major difficulties and they perceived an improvement in their listening skills. LP3, the other subtitling lesson, had a low percentage of "greater improvement". The sum of the percentages that indicated improvement (48.8%) demonstrates that LP3 helped in some way in the development of their listening skills; however, the sum of the percentages pointing to a lack of improvement is slightly higher (51.2%). This could be justified by the fact that this post-task of LP3 was creative subtitling, and the enhancement of the listening skills occurred only during the while-viewing

activities, which led students to notice a bigger improvement in their writing skills instead of their listening.

As far as writing is concerned, most of the LPs had activities to practice this skill, either by doing traditional writing, creating a new script for the dubbing practice or writing the subtitles. The students also perceived it due to the numerous responses that pointed to the improvement of this skill in the LPs. The only LP with a lower number of answers of improvement was LP4, in which students did not have to create a dialogue but reproduce the one from the video.

Finally, reading was the skill least improved in the students' opinion. There were few reading activities in the LPs, as the skill was practised in the theoretical lessons, and the ones that appeared in the LPs were mainly in the pre-viewing section, which may make students feel that they were not practising and developing this skill so much in the practical sessions.

In the case of the CG (Figure 127 - Figure 132), students thought that speaking had improved the most, except for the last LP. Even though the majority of post-tasks were based on writing a script, students considered that writing was the skill they had improved least in most LPs (52.2% in LP1, 37% in LP2, 52.2% in LP4, 45.7% in LP5 and 43.5% in LP6). This differs from EG's perceptions pointing to reading as the least developed skill.

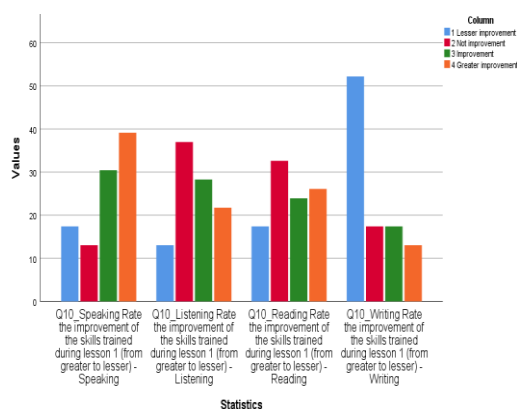


Figure 127. CG Q10 descriptive statistics. LP1 case study.

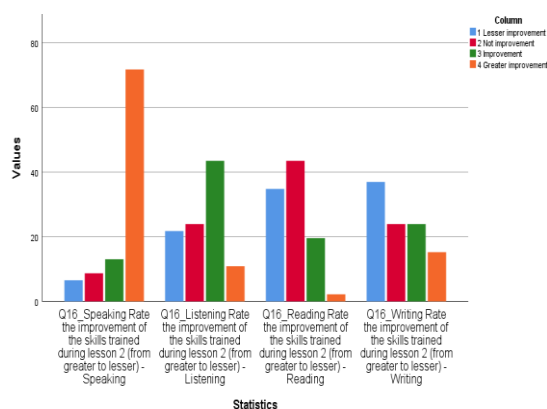


Figure 128. CG Q16 descriptive statistics. LP2 case study.

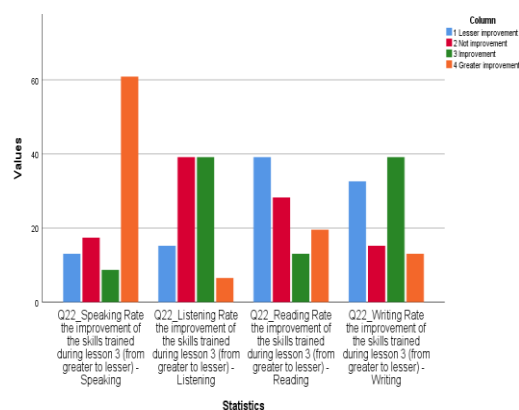


Figure 129. CG Q22 descriptive statistics. LP3 case study.

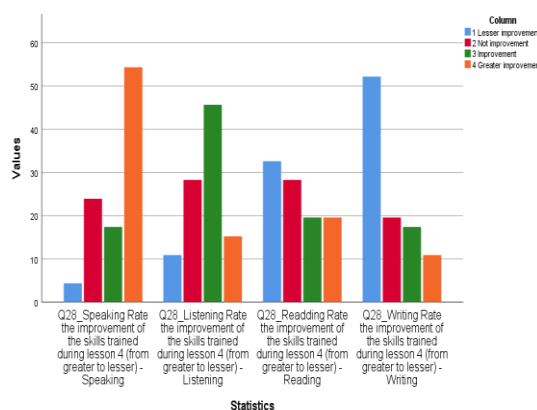


Figure 130. CG Q28 descriptive statistics. LP4 case study.

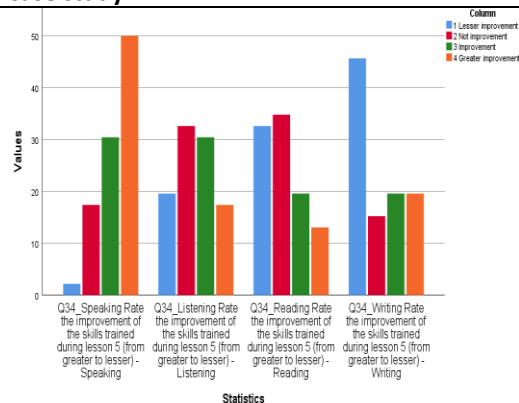


Figure 131. CG Q34 descriptive statistics. LP5 case study.

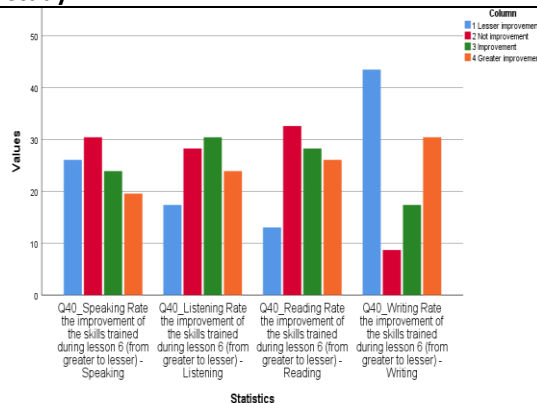


Figure 132. CG Q40 descriptive statistics. LP6 case study.

CG students showed signs of greater improvement in speaking, rating it as the most developed skill in all but the last LP (39.1% in LP1, 70.1% in LP2, 60.9% in LP3, 54.3% in LP4 and 50% in LP5). These were expected results as the main task and post-task revolved around a video clip and included numerous activities based on speaking, like discussion tasks or role-plays. In LP6, speaking was not the most improved skill according to students' opinion, and the sum of percentages shows a higher number of "no improvement" and "lesser improvement" responses (56.5%). As in the EG, this was the shortest LP, so there was no time for class discussions, and the post-task was based on comprehension activities.

Listening was found to be the second most developed skill in all LPs, except for LP3, where writing was scored higher, as students had to write and deliver an oral presentation. All LPs had a video which the students used in the main activities and, in some cases, in the post-tasks. Thus, it was expected that students consider listening as one of the most developed skills. Regarding writing, it was the skill with the lowest percentages, which is surprising since the main tasks were based on listening or speaking together with writing. In spite of this, students

considered reading activities from the main tasks to have a higher impact on their English development than the writing post-tasks.

The last quantitative question on LPs in the post-questionnaire refers to the time students spent on completing the different tasks. The elective course of *Technical English* included in-class hours and two hours of autonomous work per week. By asking students how much time they thought they spent in their autonomous work, we could see if they were able to finish the post-tasks in the allocated time.

From the results presented in Table 95, Q49 stands out as being the only question in which the majority of students claimed that they invested between 30 minutes and 1 hour (41.5%). LP6 was the last lesson of the course and it was designed to be brief. The other LPs showed similar results, most students claiming spending “between 1 and 2 hours”, which was the estimated time for doing each LP.

It is noteworthy that in the EG, the number of students that selected “more than three hours” was higher than expected. Two students chose this option in all LPs, and in LP4 and LP5, the number rises to 7 and 9 students, respectively. The study of the qualitative results may clarify if there was a problem with the post-tasks of these LPs or if it was more related to the rhythms of these students.

Table 95. Time invested in the LPs. EG students’ answers, descriptive statistics. Case study.

	1 Less than 30 minutes	2 30 minutes - 1 hour	3 1 hour - 2 hours	4 2 hours - 3 hours	5 More than 3 hours
Q19 How much time did it take you to complete lesson 1 post-tasks you had to hand in as part of your assessment?	2 4,9%	8 19,5%	20 48,8%	6 14,6%	5 12,2%
Q25 How much time did it take you to complete lesson 2 post-tasks you had to hand in as part of your assessment?	0 0,0%	6 14,6%	19 46,3%	11 26,8%	5 12,2%
Q31 How much time did it take you to complete lesson 3 post-tasks you had to hand in as part of your assessment?	0 0,0%	2 4,9%	27 65,9%	8 19,5%	4 9,8%

Q37 How much time did it take you to complete lesson 4 post-tasks you had to hand in as part of your assessment?	0	3	19	12	7
	0,0%	7,3%	46,3%	29,3%	17,1%
Q43 How much time did it take you to complete lesson 5 post-tasks you had to hand in as part of your assessment?	0	2	19	11	9
	0,0%	4,9%	46,3%	26,8%	22,0%
Q49 How much time did it take you to complete lesson 6 post-tasks you had to hand in as part of your assessment?	6	17	15	1	2
	14,6%	41,5%	36,6%	2,4%	4,9%

The CG results (Table 96) slightly differed from the EG's, although one of the most frequent answers was the same "between 1 and 2 hours". There were two LPs in the CG where the most frequent answer was "between 30 minutes and 1 hour": LP5, as in the EG, and LP1. The time needed for LP1 in the CG could be less than in the EG as students had to complete a traditional listening activity in a Google forms, and did not need to learn how to use a new software program like Aegisub. In addition, although some CG students chose "more than three hours" option, this answer was not popular, which could suggest that students using traditional activities did not need extra time in the post-tasks. However, a higher number of CG students marked "less than 30 minutes" option, especially in LP5 and LP6, which can confirm that post-tasks in the CG took less time than in the EG.

Table 96. Time invested in the LPs. EG students' answers, descriptive statistics. Case study.

	1 Less than 30 minutes	2 30 minutes - 1 hour	3 1 hour - 2 hours	4 2 hours - 3 hours	5 More than 3 hours
Q11 How much time did it take you to complete lesson 1 post-tasks you had to hand in as part of your assessment?	4 8,7%	21 45,7%	17 37,0%	3 6,5%	1 2,2%
Q17 How much time did it take you to complete lesson 2 post-tasks you had to hand in as part of your assessment?	1 2,2%	14 30,4%	21 45,7%	7 15,2%	3 6,5%
Q23 How much time did it take you to complete lesson 3 post-tasks you had to hand in as part of your assessment?	2 4,3%	14 30,4%	26 56,5%	2 4,3%	2 4,3%
Q29 How much time did it take you to complete lesson 4 post-tasks you had to hand in as part of your assessment?	2 4,3%	16 34,8%	21 45,7%	6 13,0%	1 2,2%
Q35 How much time did it take you to complete lesson 5 post-tasks you had to hand in as part of your assessment?	5 10,9%	10 21,7%	18 39,1%	11 23,9%	2 4,3%
Q41 How much time did it take you to complete lesson 6 post-tasks you had to hand in as part of your assessment?	5 10,9%	23 50,0%	16 34,8%	2 4,3%	0 0,0%

In order to corroborate the results of the descriptive statistics that suggested that the difference between groups was significant in this occasion, the comparison of the EG and CG was carried out by means of the Shapiro-Wilk test, as the sample is inferior to one hundred. The data from the questions were, firstly, transformed to see their means, and then the normality test was done (Table 97 and Table 98) and checked with a P-P plot test in each group (Figure 133 and Figure 134) in each group.

Table 97. EG time invested in LPs, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TimeInvested	,142	41	,037	,945	41	,047

a. Lilliefors Significance Correction

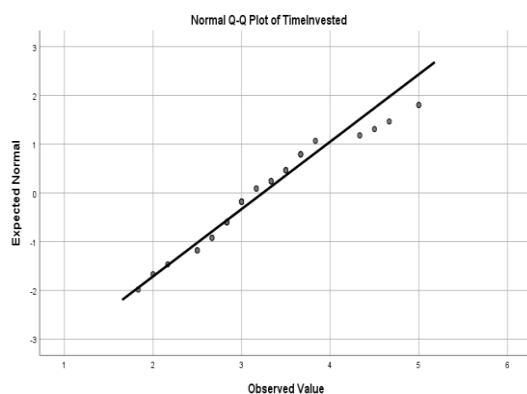
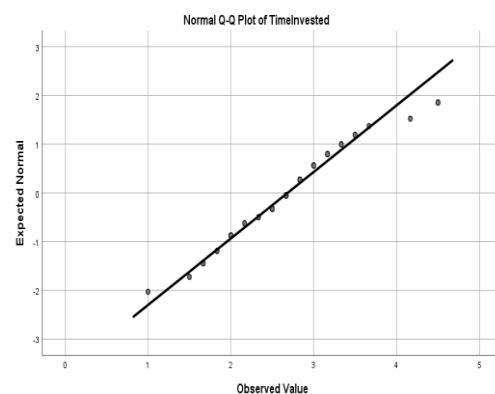
Table 98. CG time invested in LPs, normality Test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TimeInvested	,094	46	,200*	,972	46	,334

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data in the EG are not normally distributed (Table 97), as the significance is lower than 0.05 ($0.047 < 0.05$) and, consequently, statistically significant. By contrast, the Shapiro-Wilk test shows a different result in the CG (Table 98). The data are not statistically significant ($0.334 > 0.05$), that is, they are normally distributed, as the significance is higher than 0.05. In order to confirm the results of the descriptive statistical tests, Figure 133 and Figure 134 present the P-P plot tests to the Likert scale questions.

**Figure 133. P-P plot test. EG time invested in LPs. Case study.****Figure 134. P-P plot test. CG time invested in LPs. Case study.**

On the one hand, Figure 133 verifies the results obtained in the normality test of the EG since the data points deviate from the diagonal, indicating that the data are not bell-shaped distributed. On the other hand, Figure 134 contradicts the normality test shown in Table 98. In the graph, the data points deviate from the diagonal, which implies that although statistically the data seemed normal, they are not bell-shaped distributed; and, consequently, a non-parametric test should be performed to compare both groups.

The non-parametric test used for comparing the responses of the EG and CG was the Mann-Whitney U test. It showed no statistically significant differences in only one of the six questions, in Q49 in the EG and Q41 in the CG ($p=0.786$). Thus, the null hypothesis should be retained, as the time spent in the post-tasks in LP6 was similar in both groups and matched the maximum of two hours of autonomous work.

By contrast, the null hypothesis, which says that the distribution of Q19/11 (LP1), Q25/17 (LP2), Q31/23 (LP3), Q37/29 (LP4) and Q43/35 (LP5) is the same, should be rejected as there are statistically significant differences between the two groups. The answers in EG Q19 ($Mdn = 52.18$) did significantly differ from CG Q11 ($Mdn = 36.71$), $U = 607.5$, $z = -3.034$, $p < .0002$. In EG Q25 ($Mdn = 50.01$) and CG Q17 ($Mdn = 38.64$) there are also statistically significant differences as $U = 696.5$, $z = -2.233$, $p < .0026$. EG Q31 and CG Q23 ($Mdn = 53.32$ and $Mdn = 35.70$, respectively) significantly differ, $U = 561.0$, $z = -3.711$, $p < .000$. The same happens with EG Q37 and CG Q29 ($Mdn = 55.00$ and $Mdn = 34.20$, respectively), $U = 492.0$, $z = -4.081$, $p < .000$. Finally, the statistical difference can also be observed in EG Q43 and CG Q35 ($Mdn = 52.82$ and $Mdn = 36.14$, respectively), $U = 581.500$, $z = -3.236$, $p < .001$.

In the same line, the graphs in Figure 135 to Figure 139 support the hypotheses that the distribution of LP1 to LP5 was the same between the two groups should be rejected, while Figure 140 proves that there were no significant differences in LP6.

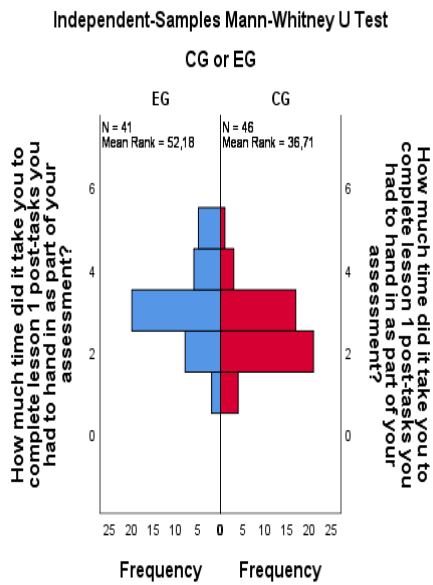


Figure 135. Independent samples Mann-Whitney U test. EG and CG time invested in LP1. Case study.

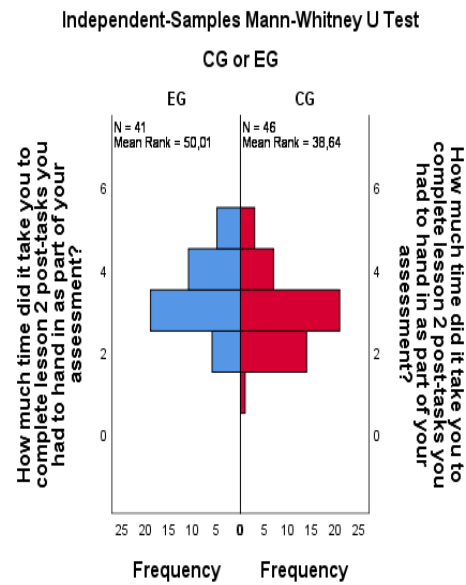


Figure 136. Independent samples Mann-Whitney U test. EG and CG time invested in LP2. Case study.

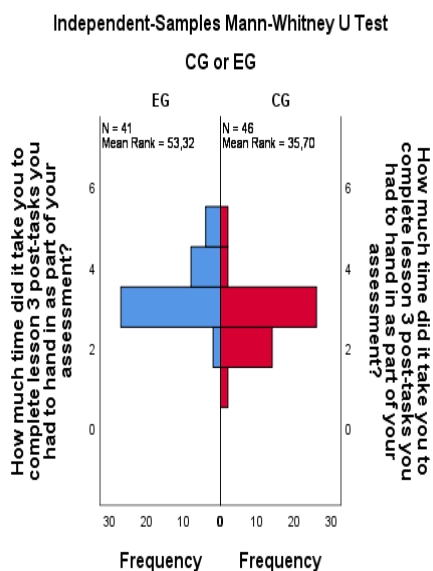


Figure 137. Independent samples Mann-Whitney U test. EG and CG time invested in LP3. Case study.

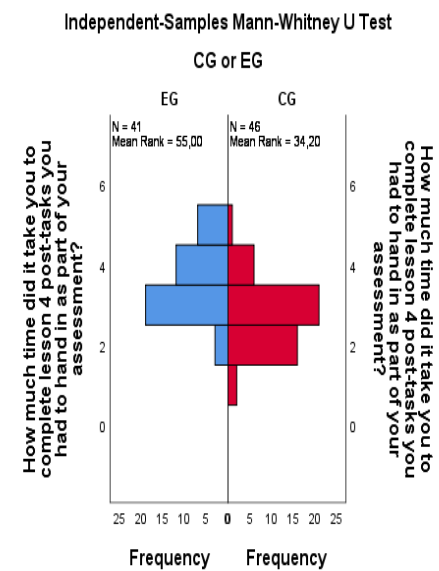


Figure 138. Independent samples Mann-Whitney U test. EG and CG time invested in LP4. Case study.

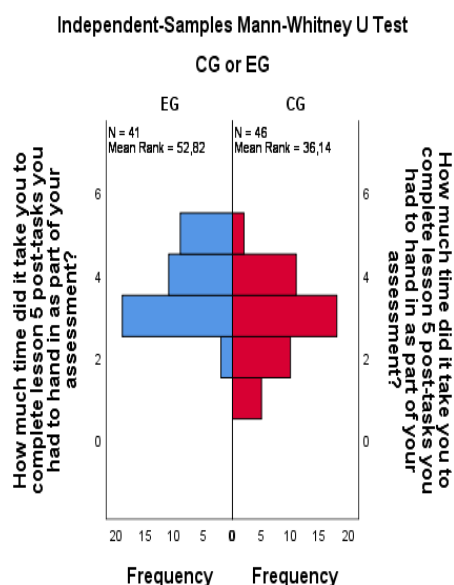


Figure 139. Independent samples Mann-Whitney U test. EG and CG time invested in LP5. Case study.

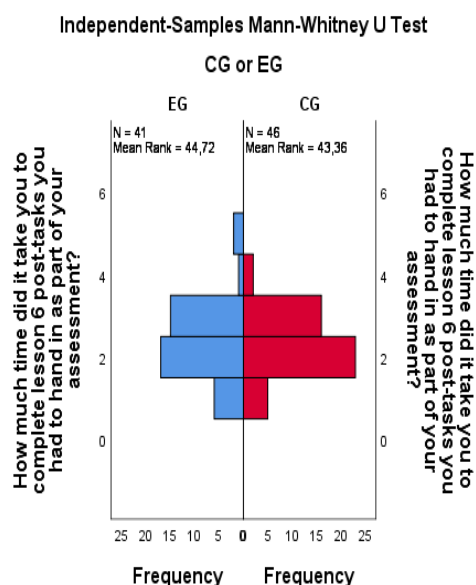


Figure 140. Independent samples Mann-Whitney U test. EG and CG time invested in LP6. Case study.

The majority of CG students indicated that they spent “between 30 minutes to 1 hour” doing LP1 post-tasks (Figure 135), while the EG claimed to spend “between 1 to 2 hours”. In both cases, the median is in the estimated time, and in the EG, it was probably higher as they were using Aegisub, a software program they did not know. In the case of LP2 (Figure 136), CG students admitted needing “from 30 minutes to 1 hour” to complete their post-tasks, while the time required by the great majority of EG students was “from 2 to more than 3 hours”. As this was their first dubbing lesson, the EG students were expected to spend a little more time on the post-tasks, as they had never worked with this AVT modality.

Figure 137 shows how the majority of students in both groups claimed to spend “between 1 to 2 hours” in LP3 post-tasks; however, CG's second most frequent response was “between 30 minutes to 1 hour”, which may imply that for some of them traditional activities are easier to complete. In LP4 (Figure 138), the fact that most EG students admitted needing “between 2 to 3 hours” to complete the post-tasks stands out, as the only difference with the CG was the methodology used to do the task. Finally, Figure 139 shows how CG post-tasks took students “from 1 hour to less than 30 minutes”, while, most students in the EG needed “between 2 to more than 3 hours”. In LP5, EG students had to do intralingual dubbing, and, although there was no creative part as students already had the script, it is possible that they found it more difficult than CG students did since EG students were asked to try to be as accurate as possible when pronouncing and lip-synchronising the clips' voices.

6.1.2.2 EG and CG preference dimension

Preference dimension comprises two scale questions, one ranking question, and three open-ended questions, which will be explored in section 6.2.1.2. Although some responses can be compared, others must be analysed separately since there are some different questions from EG and CG.

The descriptive statistics analysis of the answers to the scales question about the methodology preferred by students is shown in Table 99 (EG) and Table 100 (CG).

Table 99. EG Q58, descriptive statistics. Case study.

	1 Much more	2 More	3 Slightly more	4 Slightly less	5 Less	6 Much less
Q58 Do you think the time invested during the tasks is more than the one you would have invested doing traditional activities?	6	12	14	7	1	1
	14,6%	29,3%	34,1%	17,1%	2,4%	2,4%

Table 100. CG Q52, descriptive statistics. Case study.

	1 Much more	2 More	3 Slightly more	4 Slightly less	5 Less	6 Much less
Q52 Do you think the time invested during the tasks is more than the one you would invest in doing non-traditional activities based on dubbing and subtitling?	0	8	19	14	3	2
	0,0%	17,4%	41,3%	30,4%	6,5%	4,3%

Students in both groups (34.1% in the EG and 41.3% in the CG) thought they worked “slightly more”; in other words, they considered having worked harder than if they were using a different methodology. The second and third majority answers, which are in the same line, corroborated this idea. However, as already seen, it was EG students who believed that they worked more.

To compare groups, the Likert scale questions have been transformed into their means, followed by a normality test (Table 101 and Table 102) and a P-P plot test (Figure 141 and Figure 142).

Table 101 reflects a not normal distribution in the EG as $0.004 < 0.05$ ($p < 0.05$), which means that the answers are statistically significant. Similarly, Table 102 shows how the significance is less than 0.05 ($0.000 < 0.05$), being statistically significant and not bell-shaped distributed.

Table 101. EG Q58, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Q58mean	,180	41	,002	,913	41	,004

a. Lilliefors Significance Correction

Table 102. CG Q52, normality test. Case study.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Q52mean	,239	46	,000	,879	46	,000

a. Lilliefors Significance Correction

In Figure 141 and Figure 142, the data points deviate from the diagonal in the P-P plot tests, indicating that the data are not normally distributed, and, consequently, a non-parametric test should be used for the comparison of the questions.



Figure 141. EG Q58 P-P plot test. Case study.

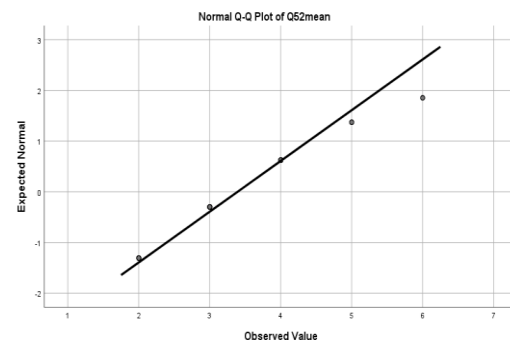
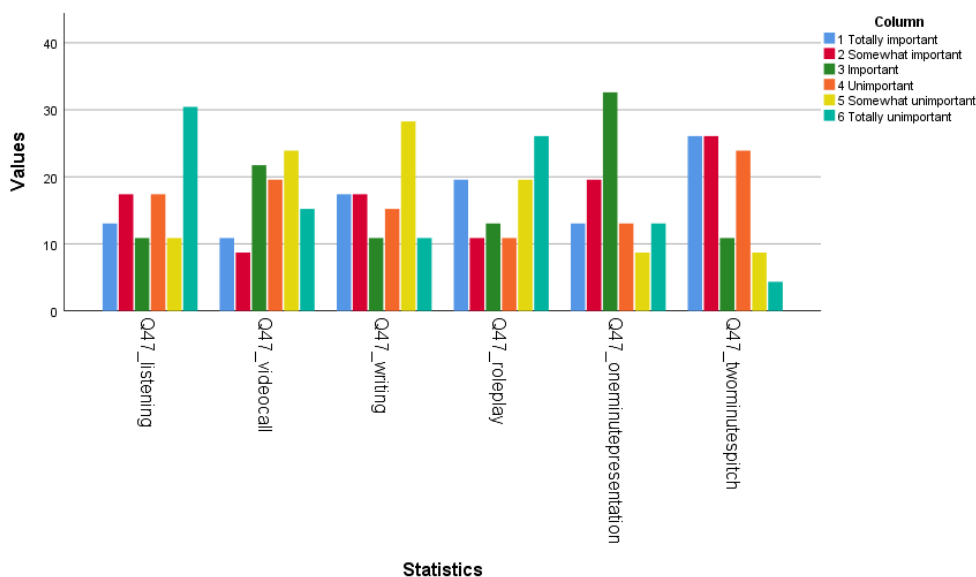


Figure 142. CG Q52 P-P plot test. Case study.

The non-parametric test used to compare EG Q58 ($Mdn = 36.09$) and CG Q52 ($Mdn = 51.05$) is Mann-Whitney U test for independent samples. The test results showed statistically significant differences between the two groups, $U = 1267.500$, $z = 2.879$, $p < .0004$. Thus, the hypothesis that claims that the distribution of the time spent in didactics AVT activities is more than in traditional activities is the same should be rejected, being the EG students the ones who considered needing more time and confirming the same results obtained in the descriptive statistics analysis.

The CG had an additional question that asked which post-tasks students found more useful (Q47). The descriptive statistics analysis of the answers is found in Figure 143.

Figure 143. CG Q47 descriptive statistics. Case study.



Q47 answers were evenly distributed, although it seems that oral skills occupy a pre-eminent position. Qualitative analysis will shed light on the students' opinions of the most useful post-task in the LPs by classifying the tasks and students' comments into speaking, listening or writing.

As far as students' methodological preferences (Q56 for the EG and Q50 for the CG) are concerned, more than half of the EG students (65.9%) stated that they would repeat the experience and preferred it to traditional approaches (Figure 144). By contrast, in the CG (Figure 145), the majority of students admitted not being interested in trying a new methodology, which contradicts their previous answers where they said that AVT activities take less time to be completed. The reasons for wanting to try a new methodology will be studied in section 6.2.1.2.

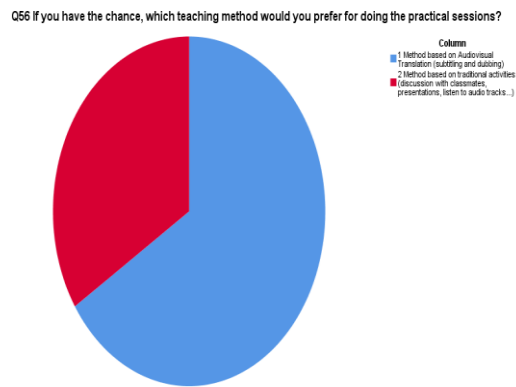


Figure 144. EG Q56 pie chart. Case study.

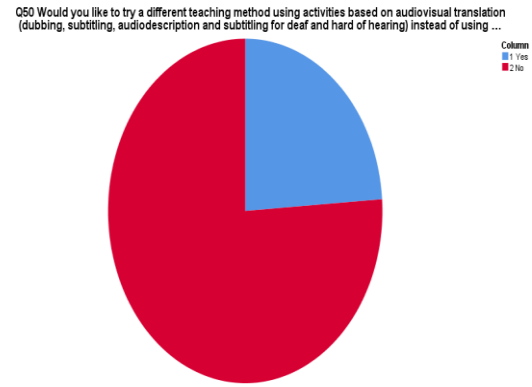


Figure 145. CG Q50 pie chart. Case study.

The preference dimension finishes with ranking questions, in which students were asked to rate the practical sessions as a whole. The EG (Figure 146) agreed that the LPs were well-designed, and only two students (4.9%) disagreed. The majority of students gave the practical sessions a grade higher than 6, and most of them thought the LPs deserved an 8 out of 10 (34.1%). Figure 147 illustrated similar results in the CG, with two students disapproving of the practical lessons and the majority giving a score of 8 (50%). It should be highlighted that EG students gave more scores of 9 out of 10 than CG students; however, it was the CG that had some students who thought the LPs deserved 10 (6.5%).

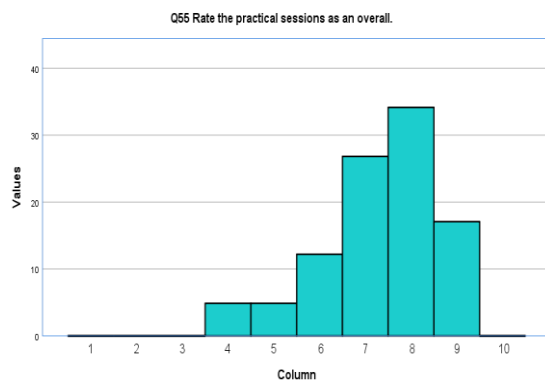


Figure 146. EG Q55 descriptive statistics. Case study.

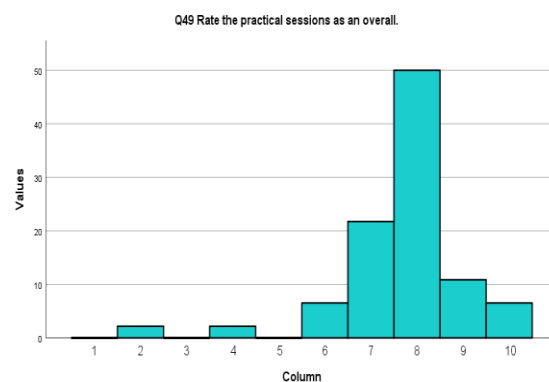


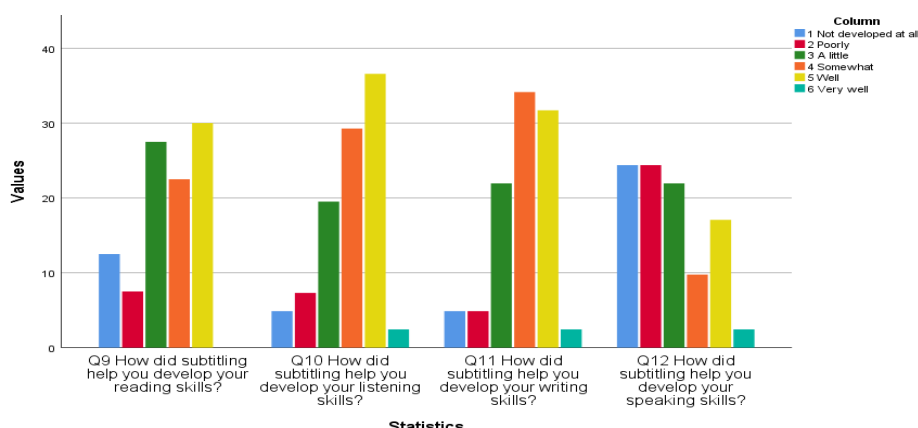
Figure 147. CG Q49 descriptive statistics. Case study.

6.1.2.3 EG dimensions: subtitling and dubbing

The post-questionnaire of the EG included two additional dimensions: subtitling and dubbing, which were the AVT modalities they were used in the practical sessions, with the aim to see how they helped them to develop the different skills (Figure 148 and Figure 149).

The analysis of the impact of subtitling on the development of the different skills (Figure 148) reveals that students felt that listening and writing were the most developed. The great majority marked listening to be developed either "well" (36.6%) or "somewhat" (29.3%), with a low percentage of students (4.9%) answering "not developed at all". These results seem to confirm the development of listening thanks to subtitling. All the activities proposed were accompanied by a viewing activity in which students had to work with the clip they were going to subtitle, so that students' listening was enhanced during and after the lesson. In addition, students also condensed and paraphrased information through subtitling tasks, thus, developing the skills of writing. The least improved skill, according to the students' opinion, was speaking, with 24.4% of students marking "not developed at all" or "poorly", which is normal as the improvement of speaking skills in the subtitling lessons was secondary and only used for in-class conversation.

Figure 148. Descriptive statistics in subtitling dimension. Case study.

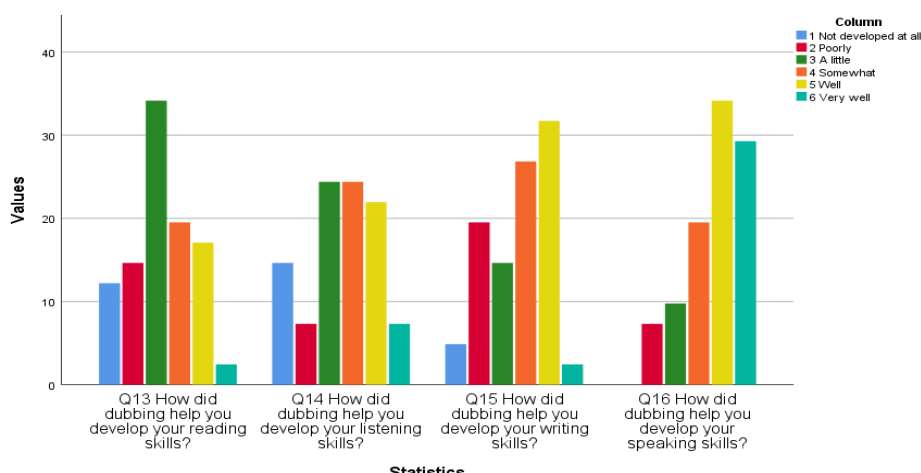


Regarding how dubbing contributed to the development of students' skills (Figure 149), speaking was the most developed skill, with 29.3% of "very well" answers and 34.1% of "well" answers. The results confirm the validity of the main tasks in dubbing of reproducing a script and fit it within the lip movement of the characters in the clip as a means to improve this skill. Moreover, no one answered "not develop at all", and there was a low percentage of students who marked "poorly" (7.3%). The highest percentage of "not developed at all" answers was for listening (14.9%), something to bear in mind because, although the rest of the students marked

it as "a little developed" and "well developed", listening still occupied the last position. In addition, students actively worked on listening in the pre-viewing and viewing activities of the LPs as well as in some of the post-tasks.

Finally, it has to be pointed out that the dubbing dimension presented interesting answers about the development of the four skills as a whole. The percentages in the option "well" were the highest percentage or the second highest in all the skills, which means that students realised that dubbing activities were very useful for the development of all their skills. Thus, dubbing activities can be said to be used to enhance more than one skill and be an effective resource in the English classroom.

Figure 149. Descriptive statistics in dubbing dimension. Case study.



Overall, students' perceptions that subtitling is related to the improvement of oral reception skills and that dubbing is related to oral production skills are thus in line with the initial hypotheses. Moreover, students noticed that dubbing was useful in the development of all the skills, which opens the door to using it not only in the case of speaking improvement. However, these perceptions of oral improvements will need to be checked against the results of the oral tests and the final marks.

6.1.3 Oral reception test

6.1.3.1 Symmetric distribution in the EG

A symmetric distribution test is included below to measure the proximity of the data to the centre of the distribution. This will tell us whether the data are symmetrically distributed or deviate from normality and therefore which test should be applied to analyse the data and

compare the groups. Table 103 shows the descriptive statistics results of the Initial and Final Oral Reception Test (IORT and FORT) in the EG.

Table 103. Descriptive statistics. Oral reception tests in the EG.

Statistics		IORT	FORT
N	Valid	43	46
	Missing	6	3
Mean		7,5116	5,7826
Median		8,0000	6,0000
Std. Deviation		1,83059	2,34675
Skewness		-,569	,360
Std. Error of Skewness		,361	,350
Kurtosis		-,355	-,644
Std. Error of Kurtosis		,709	,688
Percentiles	25	6,0000	4,0000
	50	8,0000	6,0000
	75	9,0000	8,0000

On average, listening scores were 7.51 out of 10 in IORT but went down to 5.78 in FORT. Negative skewness values in the initial and final listening tests indicate a pile up of scores on the right of the distribution. This means that most of the data are on the left-hand side of the histogram, and the median is larger than the mean. Furthermore, negative kurtosis value indicates a light-tailed distribution, that is, a deviation of the data in both listening tests, but it is not sharp and therefore difficult to perceive. To confirm these results, it is advisable to take a closer look at the histograms and P-P plot tests.

The population number was 43 students in the IORT; the other 6 students in the group did not take this exam, as it did not affect their final grade. Although most participants had assessed their listening skills as intermediate in the pre-questionnaire, the mean of the population was 7.51, high for an initial test. This could suggest that students tend to underestimate their skills in foreign languages, and perhaps their English was better than they thought. The histogram (Figure 150) of IORT depicts a left-skewed distribution, as the tail is slightly on the left of the histogram. This implies that the most frequent scores are at the end, the tail point towards the lower or negative scores and, consequently, the skewness value is

lower than zero. The P-P plot test (Figure 151) reaches the same conclusions as the data points deviate away from the diagonal, which means that the distribution is not normal and non-parametric tests should be used to analyse and compare the data.

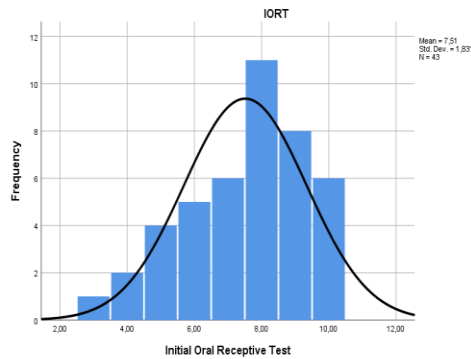


Figure 150. Normality test. IORT EG.

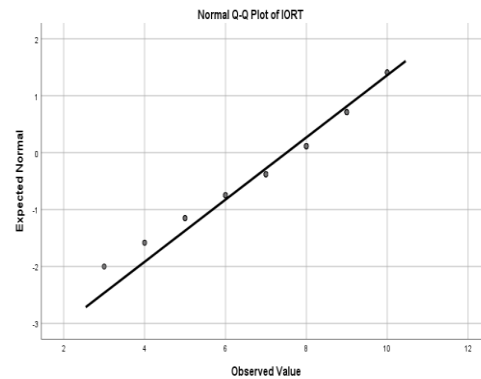


Figure 151. Normal P-P plot test. IORT EG.

In the FORT of the EG, the population was 46 students, as the test was obligatory and part of their final marks. There were 3 students who decided not to take the listening test waiving part of the final mark or completely dropping the subject. The mean was 5.78, which can be considered as no improvement compared to the IORT. The histogram (Figure 152) shows a close symmetric bell-shaped distribution. However, after contrasting the results with the P-P plot test in FORT (Figure 153), it can be observed that the data points deviate away from the diagonal. This means that the distribution is not normal, having a light-tailed distribution on the left, in other words, although the data may seem normally distributed, it is skewed, and a non-parametric test must be performed.

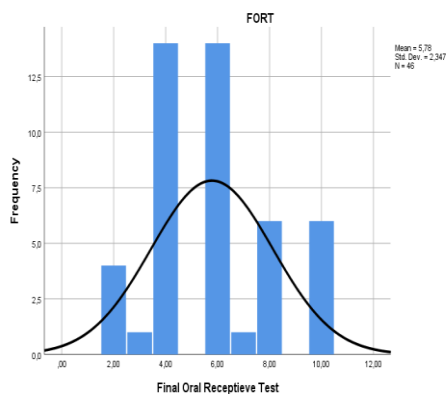


Figure 152. Normality test. FORT EG.

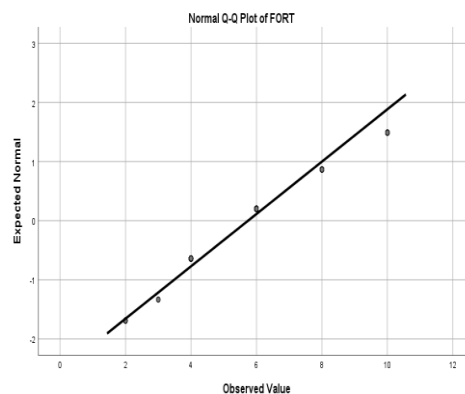


Figure 153. Normal P-P plot test. FORT EG.

6.1.3.2 Wilcoxon test in the EG

The oral reception tests are compared below using a non-parametric Wilcoxon test for related samples, as the normality test showed deviation. The FORT was done at the end of the semester, after completing of the LPs, and was used to see whether or not the students' listening skills improved after following the AVT didactic approach.

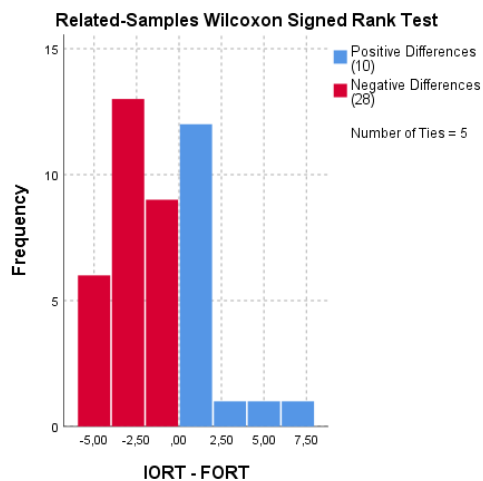
Once the comparison was made between the marks obtained by the 43 students in IORT and FORT, the marks in the IORT of the EG ($Mdn = 7.512$) did differ significantly from the FORT marks ($Mdn = 5.783$), $T = 119.500$, $p = 0.000$ (Table 104). This means that the null hypothesis, which states that there are no differences between the two tests, should be rejected, in other words, students did not improve their oral reception skills after the completion of the LPs.

Table 104. Related-samples Wilcoxon signed-rank test summary. IORT and FORT in the EG.

Related-samples Wilcoxon signed-rank test Summary

Total N	43
Test Statistic	119,500
Standard Error	68,551
Standardized Test Statistic	-3,662
Asymptotic Sig.(2-sided test)	,000

Moreover, Figure 154 presents negative differences in 28 students (red bars), with more than 10 students lowering their marks by 2.5 points and 6 students by 5 points. The marks of 10 students improved and 5 students neither improved nor worsened. The highest improvement was that of a student who increased his/her mark by more than 7.5 points, and another by 5 points, both of which are notable improvements. However, this histogram shows that something did not work through the LPs because, although students' perception in the post-questionnaire was that they had improved their listening skills through the course to some extent, the data showed a total regression in their marks.

Figure 154. IORT and FORT in the EG differences.

6.1.3.3 Symmetric distribution in the CG

A symmetric distribution analysis is presented with the aim of studying the proximity of the data to the centre of the distribution in the oral reception tests of the CG. This will help to decide what type of test should be applied to analyse the data results and compare the initial and final tests. The analysis of the two variables in the CG is shown in Table 105.

Table 105. Descriptive statistics. Oral reception tests in the CG.

Statistics		IORT	FORT
N	Valid	47	48
	Missing	2	1
Mean		7,4255	5,4167
Median		8,0000	6,0000
Mode		9,00	6,00
Std. Deviation		1,86203	2,33232
Skewness		-,722	,110
Std. Error of Skewness		,347	,343
Kurtosis		-,399	-,751
Std. Error of Kurtosis		,681	,674
Percentiles	25	6,0000	4,0000
	50	8,0000	6,0000
	75	9,0000	7,7500

The average of IORT marks (mean) in the CG was 7.43 out of 10, but it went down to 5.42 in the FORT. Negative values of the skewness of the IORT marks show a clustering of marks on the right-hand side of the distribution, which means that most of the data will be on the left-hand side of the histogram, showing a median larger than the mean. FORT scores present a positive value of skewness. A pile up of marks on the left of the distribution, contrary to the IORT results, and most of the data on the right-hand side of the histogram, imply the mean is larger than the median. Kurtosis positive values of IORT and FORT show a heavy-tailed distribution where the data heavily deviates from the diagonal. Thus, data histograms and a P-P plot test are needed to confirm the results.

The histogram in Figure 155 represents a bell-shaped distribution of the data, the marks are in the middle and the tails are almost equal. However, the data are on the left-hand side of the histogram, which is confirmed by the P-P plot test in Figure 156. The data deviated significantly from the diagonal, piling up on the left-hand side and, consequently, presenting a non-normal distribution. The mean is 7.43, which can be considered high, although, has to be taken into consideration that the majority of students said in the initial questionnaire that their listening skills were upper-intermediate.

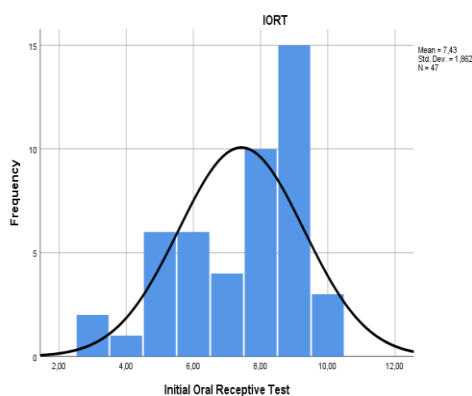


Figure 155. Normality test. IORT CG.

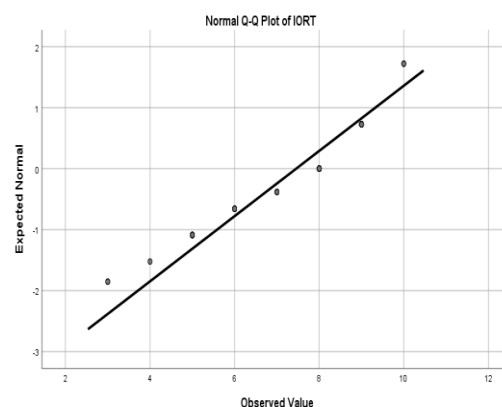


Figure 156. Normal P-P plot test. IORT CG.

The histogram of FORT (Figure 157) presents similar results as the data are close to a normal distribution, although it can be seen how they gathered on the right-hand side of the histogram. The P-P plot test in Figure 158 corroborates it as the data deviate away from the diagonal, indicating that the distribution is not normal. There is also one more student than in the IORT ($N=47$), which shows that the dropout in the non-obligatory test was minimum. The mean was 5.42, lower than in the initial test and this should be compared and carefully examined with a non-parametric test.

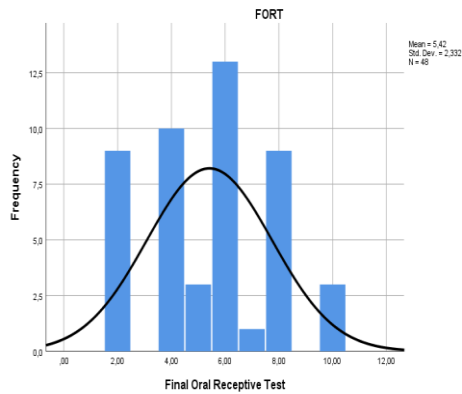


Figure 157. Normality test. FORT CG.

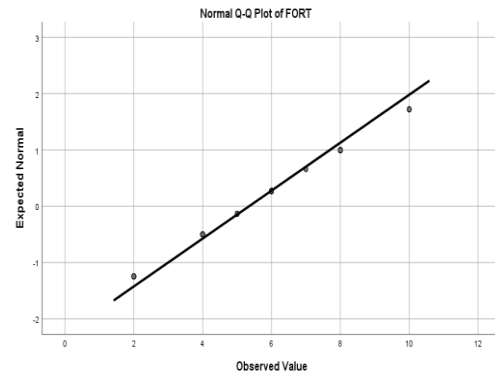


Figure 158. Normal P-P plot test. FORT CG.

6.1.3.4 Wilcoxon test in the CG

After observing the results separately, a comparison between IORT and FORT, taken after the implementation and completion of the LPs, is necessary in order to deep into the results. Since the normality tests presented a certain deviation from the data, an analysis based on non-parametric tests, the Wilcoxon signed-rank test, is required to discuss the differences among the tests.

The comparison made between the marks obtained by the 46 students in IORT and FORT (Table 106) revealed that the marks in the EG IORT ($Mdn=8$) did significantly differ from FORT marks ($Mdn=6$), $T = 141.500$, $p = 0.000$. This means that the null hypothesis, which claims that there are no differences between the results in the two tests, should be rejected, in other words, students decreased their oral reception skills, lowering the median by two points.

Table 106. Related-samples Wilcoxon signed-rank test summary. IORT and FORT in the CG.

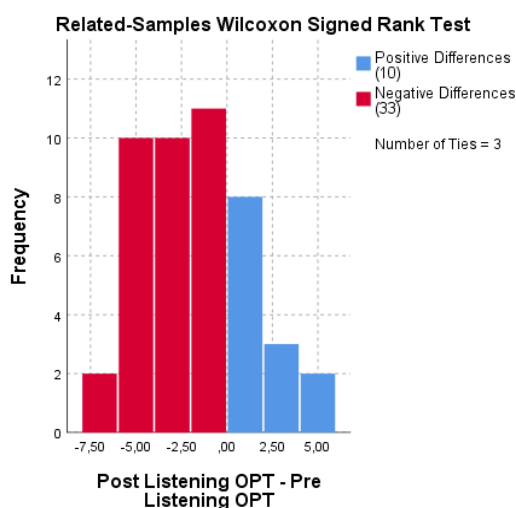
Related-samples Wilcoxon signed-rank test Summary

Total N	46
Test Statistic	141,500
Standard Error	82,506
Standardized Test Statistic	-4,018
Asymptotic Sig.(2-sided test)	,000

The histogram above (Figure 159) shows the degree of lowering of the marks (red bars) of 33 students, with 11 decreasing their grades between 0 and 2.5 points and 20 students

decreasing them between 2.5 points and 5 points. Two students decreased their marks by more than 5 points, which is outstanding. The histogram also shows the positive differences (blue bars) of 10 students, from whom 5 increased their marks between 0 and 2.5 points, 3 between 2.5 points and 5 points, and 2 for more than 5 points. The positive results, although lower than the negative ones, show a minimum improvement of students in the CG.

Figure 159. IORT and FORT in the CG differences.



6.1.3.5 Mann-Whitney U test. Comparison between EG and CG

As seen above, the results of EG and the CG in the FORT differed but not as expected. In order to see if the difference is significant and as the data collected are no-symmetric, the Mann-Whitney U test, a non-parametric test for independent samples, is done.

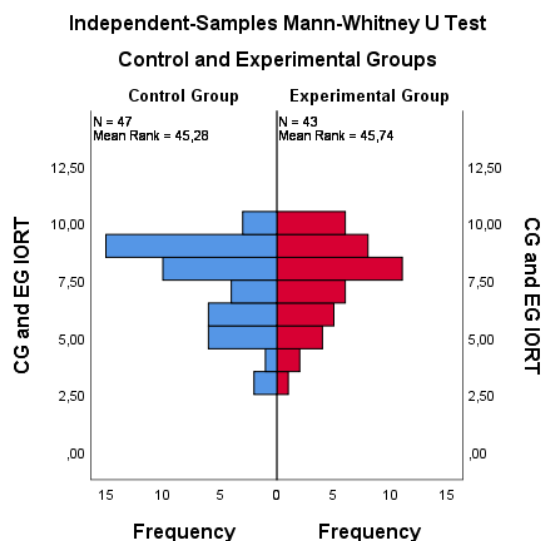
The test concludes that the null hypothesis, which states that the distribution in IORT across categories of both groups is the same, should be maintained as it is higher than 0.05. Thus, the average marks in the IORT of the EG ($Mdn=8$) did not significantly differ from the CG ($Mdn=8$), $U = 1021.000$, $z = 0.086$, $p < .931$ (Table 107). As the medians of the EG and the CG were the same at the beginning of the semester, no substantial differences were observed.

Table 107. Mann-Whitney U test summary. EG and CG IORT.

Independent-samples Mann-Whitney U Test Summary

Total N	90
Mann-Whitney U	1021,000
Wilcoxon W	1967,000
Test Statistic	1021,000
Standard Error	121,617
Standardized Test Statistic	,086
Asymptotic Sig.(2-sided test)	,931

Figure 160 corroborates that the differences in the marks of the EG and the CG were similar: with marks varying from 2.5 points to 10 points. The biggest difference between groups can be observed in the 8-9 marks range, where the GC has 5 more students with these scores than EG.

Figure 160. Independent-samples Mann-Whitney U test. CG and EG IORT.

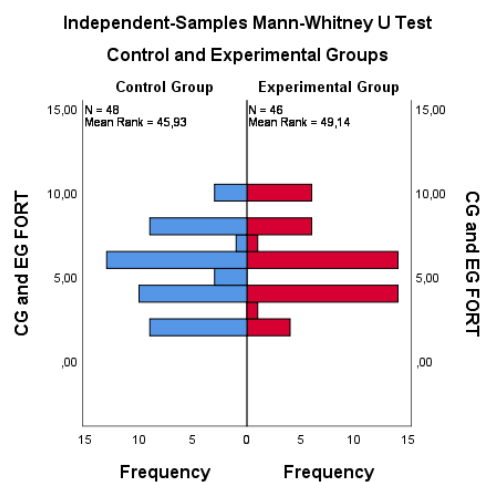
The marks of the EG ($Mdn=6$) in the IORT did not significantly differ from those of the CG ($Mdn=6$), $U = 1179,5$, $z = -0,585$, $p < 0,558$ (Table 108). In other words, the null hypothesis, that says that the distribution in the FORT across categories of both groups is the same, should be maintained, as the asymptomatic significance is higher than 0.05.

Table 108. Mann-Whitney U test summary. EG and CG FORT.

Independent-samples Mann-Whitney U Test Summary

Total N	94
Mann-Whitney U	1179,500
Wilcoxon W	2260,500
Test Statistic	1179,500
Standard Error	129,009
Standardized Test Statistic	,585
Asymptotic Sig.(2-sided test)	,558

The histogram in Figure 161 shows similar results in the EG and the CG as there is no significant difference between their medians. However, in the CG there were 10 students with a mark less than 2.5 points, whereas in the EG there were only 5 with that mark. It is also worth noting that the number of students with a mark between 5 and 6 was similar in both groups, while there was a higher number of students achieving the maximum mark (10 out of 10) in the EG.

Figure 161. Independent-samples Mann-Whitney U test. CG and EG FORT.

The drop in marks from IORT to FORT was the same in both the EG and CG and was only two points at the median. In the light of these results, we can conclude that either the level of the FORT was considerably higher or that it made students feel anxious as it was an official exam. The former could be discarded as the tests were prepared following a B1.2 level, the videos had

the same duration, and the type of questions was similar. Thus, in future studies, it would be advisable to set two exams that count as final marks or relieve students of stress by introducing the tests as independent of their final mark.

6.1.4 Oral production test

6.1.4.1 Symmetric distribution in the EG

The proximity of the data to the centre of the distribution in the oral production tests of the EG is measured with a symmetric distribution test and a normality and P-P plot tests. The population number in the IOPT was 43 students, with 6 of them not taking the exam since this test did not affect their final marks. The descriptive statistics results of the IOPT and the FOPT in the EG (Table 109) show that the mean in speaking was 2.79 out of 5 in the IOPT and went up to 3.51 in the FOPT. The negative skewness values in both tests indicate a pile up of the scores on the right-hand side of the distribution, which means that most of the data will be on the left-hand side of the histogram, the median being larger than the mean. Likewise, the positive kurtosis value in the IOPT indicates a heavy-tailed distribution, while the negative kurtosis value in the FOPT indicates a light-tailed distribution, which implies that data in the IOPT deviate considerably and it is not so much in the FOPT. In order to confirm these results, data histograms and a P-P plot tests will be included.

Table 109. Descriptive statistics. Oral production tests in the EG.

Statistics		IOPT	FOPT
N	Valid	43	46
	Missing	6	3
Mean		2,7907	3,5109
Median		3,0000	3,5000
Mode		3,00	3,50
Std. Deviation		,86073	,58204
Skewness		-1,510	-,309
Std. Error of Skewness		,361	,350
Kurtosis		3,452	-,187
Std. Error of Kurtosis		,709	,688

Percentiles	25	2,5000	3,0000
	50	3,0000	3,5000
	75	3,5000	4,0000

The histogram in Figure 162 shows that the results in the IOPT do not have a symmetric distribution, and the data deviate significantly to the left, having a left-skewed distribution. The most frequent marks are found at the end, which makes the tail point towards the lower or negative marks. The P-P plot test (Figure 163) supports these conclusions as the data deviate away from the diagonal, suggesting that the distribution is not normal and non-parametric tests should be used to analyse the data.

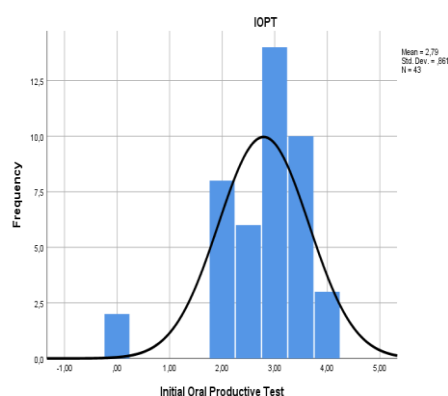


Figure 162. Normality test. IOPT EG.

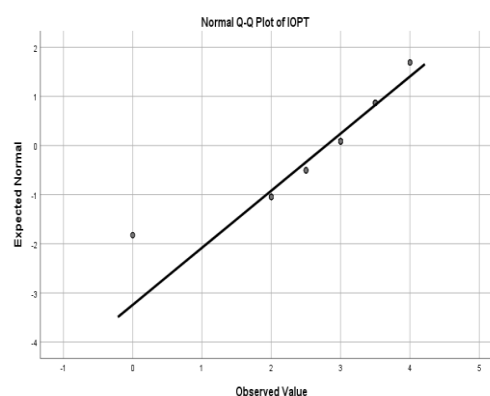


Figure 163. Normal P-P plot test. IOPT EG.

In the FOPT of the EG, the population was 46 students. Contrary to the FORT where listening skills were assessed, the results of the FOPT (speaking skills) were not part of their final marks. However, students took it at the same time as the FORT and this could justify the fact that there were three more students than in the initial test, and the three missing students who coincided with the drop-outs from the subject. The mean was 3.51, an improvement over the IOPT marks.

The histogram in Figure 164 represents a close bell-shaped distribution of the data with a light-tailed on the left; in other words, although it may look normal, it is left-skewed. The P-P plot test (Figure 165) in the FORT confirms it as the data deviate from the diagonal and consequently a non-parametric test must be run to compare it with the FOPT results.

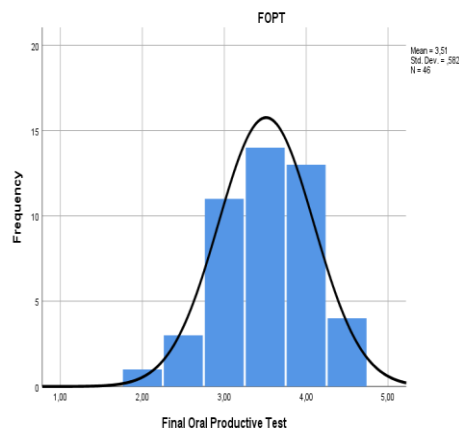


Figure 164. Normality test. FOPT EG.

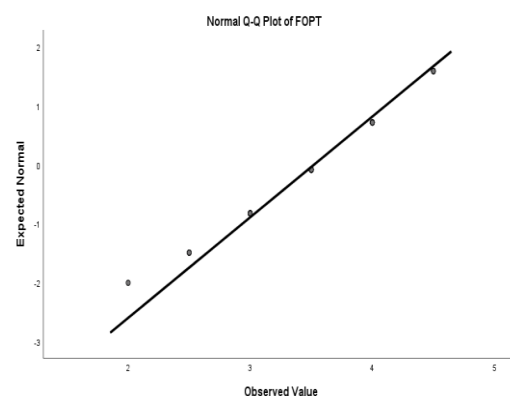


Figure 165. Normal P-P plot test. FOPT EG.

6.1.4.2 Wilcoxon test in the EG

The following is a comparison of the EG oral production tests using the Wilcoxon test, a non-parametric test for related samples since the normality tests performed previously showed a skewness in the data. It aims to shed light on whether the students' oral production skills improved after doing the six LPs.

The comparison, which includes the 43 students who completed both tests, proves that the marks of the EG in the IOPT ($Mdn=3.00$) significantly differ from those in the FOPT ($Mdn=3.50$), $T = 559.000$, $p = 0.000$ (Table 110). This means that the null hypothesis that the median of differences between IOPT and FOPT equals 0 should be rejected, in other words, students improved their oral production skills after doing the LPs.

Table 110. Related-samples Wilcoxon signed-rank test summary. IOPT and FOPT in the EG.

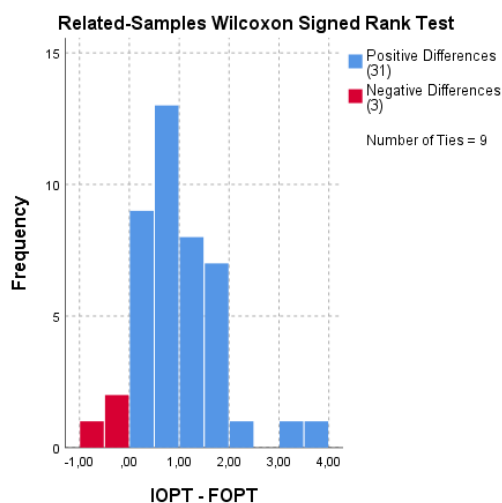
Related-samples Wilcoxon signed-rank test Summary

Total N	43
Test Statistic	559,000
Standard Error	57,700
Standardized Test Statistic	4,532
Asymptotic Sig.(2-sided test)	,000

Moreover, Figure 166 shows the degree of improvement in the marks of 31 students: 13 rose 0.5 points, 8 improved by 1 point, and 7 by 1.5 points. At the same time, 3 students

improved their marks by 2 to 3.5 points. The graph also shows that 9 students neither improved nor lower their marks, and that 3 other students lowered their marks by 0.5 to 1 point. On account of this results, we can conclude that, after completing the course, EG students improved their oral production skills and, consequently, their perceptions in the post-questionnaire were correct, with speaking being the skill that improved the most.

Figure 166. IOPT and FOPT in the EG differences.



6.1.4.3 Symmetric distribution in the CG

The symmetric distribution analysis of the IOPT and FOPT in the CG is shown in Table 111 with the aim of studying the proximity of the data to the centre of the distribution; and decide which test should be conducted to analyse the data results in the initial and final tests.

Table 111. Descriptive statistics. Oral production tests in the CG.

Statistics		IOPT	FOPT
N	Valid	47	49
	Missing	2	0
Mean		2,9362	3,4286
Median		3,0000	3,5000
Mode		3,50	3,00 ^a
Std. Deviation		,68855	,54006

Skewness		-,074	,295
Std. Error of Skewness		,347	,340
Kurtosis		-1,366	-,493
Std. Error of Kurtosis		,681	,668
Percentiles	25	2,5000	3,0000
	50	3,0000	3,5000
	75	3,5000	4,0000

a. Multiple modes exist. The smallest value is shown

The mean of the IOPT was 2.94 out of 5 and went up to 3.43 in the FOPT. A negative value of skewness can be observed in the IOPT marks which represents a bunching of marks on the right-hand side of the distribution, meaning that most of the data will be on the left-hand side of the histogram, and, consequently, that the median is larger than the mean. FOPT, in turn, shows a positive value of skewness, which implies a clustering of the data on the left-hand side of the distribution, with most of the data on the right-hand side of the histogram, with the mean being larger than the media. At the same time, the negative Kurtosis values in the IOPT and the FOPT show a light-tailed distribution, which implies that the data lightly deviate from the diagonal. In order to confirm these results, histograms and the P-P plot test are included below.

The mean of the marks in the IORT was 2.94, which could be considered a good initial result. It is important to remember that CG students, according to their answers in the pre-questionnaire, were confident in their oral production skills, most of them claiming to have a B2 level.

The histogram in Figure 167 represents a close bell-shaped distribution of the data, where most of the marks appear in the centre of the histogram, and the tails look the same. However, the P-P plot test (Figure 168) contradicts the normal distribution, as the data deviate from the diagonal, meaning that they pile up on the left-hand side of the histogram and, consequently, the distribution is not normal, as confirmed by the initial data, so a non-parametric test should be used.

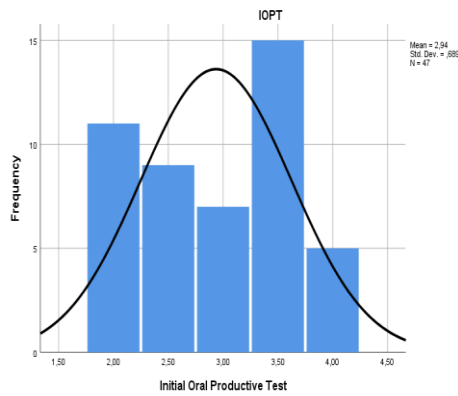


Figure 167. Normality test. IOPT CG.

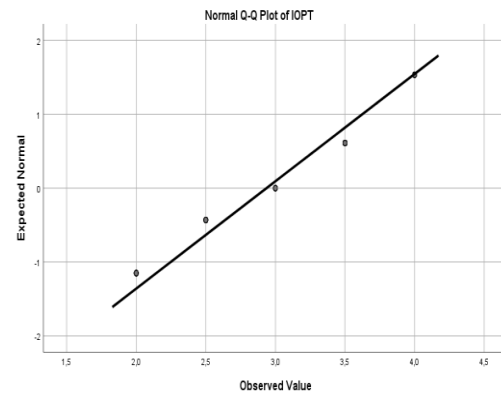


Figure 168. Normal P-P plot test. IOPT CG.

The mean of the FOPT in the CG was 3.43, which presents an improvement over the initial test (IOPT). The histogram in Figure 169 portrays a close bell-shaped distribution, as the data are clustered in the centre of the histogram. However, the P-P plot test (Figure 170) contradicts this, as the marks deviate from the diagonal, implying that the data are not normally distributed and non-parametric tests should therefore be run to compare and discuss the CG data in the FOPT.

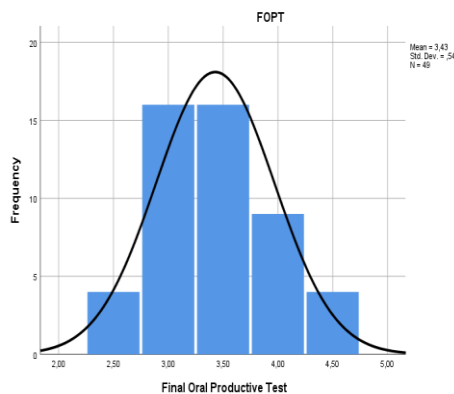


Figure 169. Normality test. FOPT CG.

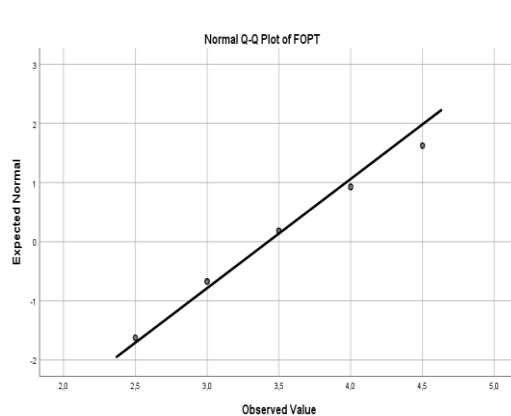


Figure 170. Normal P-P plot test. FOPT CG.

6.1.4.4 Wilcoxon test in the CG

A comparison between the IOPT and the FOPT of the CG was needed in order to see if the results significantly differ from the beginning to the end of the semester. Since the symmetric distribution showed some skewness of the data, an analysis based on non-parametric tests is necessary to analyse the differences between the results in the initial and final tests; so, the Wilcoxon-signed rank test for related samples is run to compare them.

Once the comparison was made between the marks obtained by the 47 students in IOPT and FOPT (Table 112), the marks in the EG IOPT ($Mdn = 3.00$) did significantly differ from FOPT marks ($Mdn=3.50$), $T = 553.000$, $p = 0.000$. This means that the null hypothesis, which claims there are no differences between the results in the IOPT and FOPT, should be rejected, implying that, according to the mean, students' oral production skill increased over time.

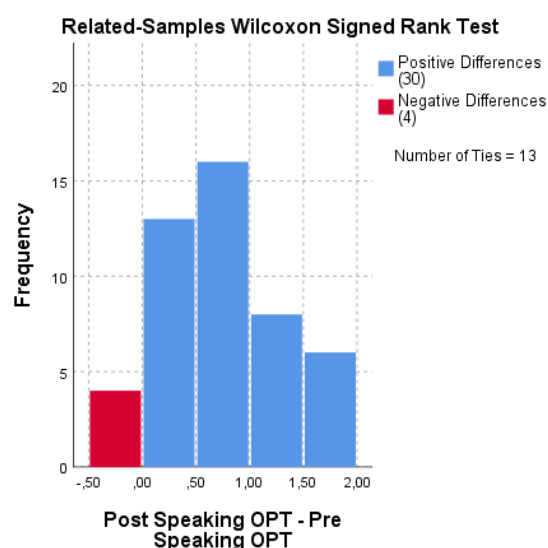
Table 112. Related-samples Wilcoxon signed-rank test summary. IOPT and FOPT in the CG.

Related-samples Wilcoxon signed-rank test Summary

Total N	47
Test Statistic	553,000
Standard Error	56,922
Standardized Test Statistic	4,489
Asymptotic Sig.(2-sided test)	,000

The histogram in Figure 171 shows the degree of improvement in the marks of 30 students, many of them (16 students) increased their marks by 0.5 points, and the rest increased their marks by 1 point (8 students) or 1.5 points (6 students). It can also be observed that 13 students neither increased nor decreased their marks, and 4 students decreased their marks by 0.5 points. The data, therefore, confirm the previous results that there was an improvement in the students' oral production skill during the course.

Figure 171. IOPT and FOPT in the CG differences.



6.1.4.5 Mann-Whitney U test. Comparison between EG and CG

The data collected presented a significant difference in the EG and the CG. Both groups improved their marks in their FOPT. However, a comparison between the results of the EG and the CG is needed in order to see if the hypothesis, that claims that didactic AVT improved oral production skills slightly more, is sustained. Thus, the Mann-Whitney U test, a non-parametric test for independent samples, is performed.

Table 113 shows that the marks of the EG in the IOPT ($Mdn = 3$) did not significantly differ from those of the CG ($Mdn = 3$), $U = 944.500$, $z = -0.547$, $p < .585$. According to this, the null hypothesis, which states that the distribution in the IOPT across categories of groups is the same, should be maintained as it is higher than 0.05. This means that both groups started with a similar level in oral production at the beginning of the semester and there was no significant difference between the median of the EG and the CG.

Table 113. Mann-Whitney U test summary. EG and CG IOPT.

Independent-samples Mann-Whitney U Test Summary	
Total N	90
Mann-Whitney U	944,500
Wilcoxon W	1890,500
Test Statistic	944,500
Standard Error	120,741
Standardized Test Statistic	-,547
Asymptotic Sig.(2-sided test)	,585

Moreover, Figure 172 shows the differences in the marks of both groups. The distribution of the marks in IOPT is quite similar in both groups; however, those of the CG are a little bit higher than those of the EG, with the latter group having the lowest mark, a zero. Thus, although both groups started the semester with a similar speaking level, the CG students' marks were somehow higher than those of the EG students.

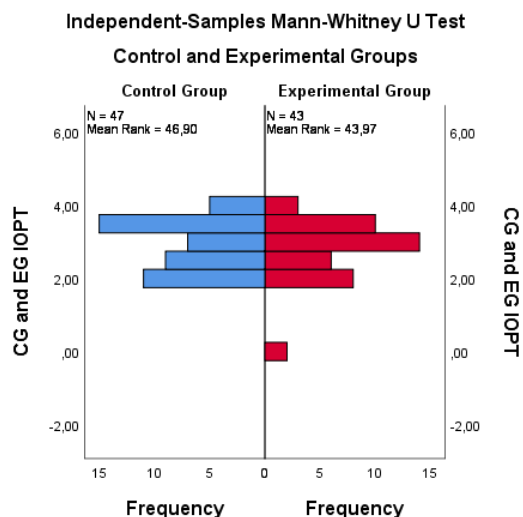
Figure 172. Independent-samples Mann-Whitney U test. CG and EG IOPT.

Table 114 includes the marks of EG in the FOPT ($Mdn = 3.5$) did not significantly differ from the CG ($Mdn = 3.5$), $U = 1244.500$ $z = 0.906$, $p < .365$. This leads to the conclusion that the null hypothesis that the distribution across categories of groups in the FOPT is the same should be maintained, as the asymptomatic significance is higher than 0.05. Therefore, at the end of the course, both groups similarly improved their oral production skills, so there were no considerable differences among them.

Table 114. Mann-Whitney U test summary. EG and CG FOPT.

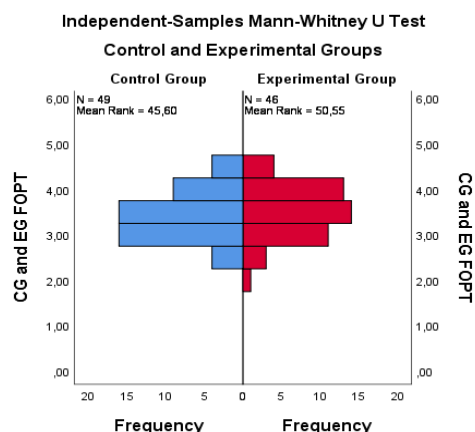
Independent-samples Mann-Whitney U Test Summary

Total N	95
Mann-Whitney U	1244,500
Wilcoxon W	2325,500
Test Statistic	1244,500
Standard Error	129,654
Standardized Test Statistic	,906
Asymptotic Sig.(2-sided test)	,365

There were no significant differences between the median of the EG and the CG at the end of the course; however, Figure 173 shows that the EG has a higher number of students with a mark between 3.5 and 4.5, whereas the most frequent marks in the CG were between 2.5 and 3.5. Likewise, the EG presents the minimum mark (1 student with a mark of 2), which was the

same student who in the initial test scored a zero. Even in this case, there is, still a good improvement.

Figure 173. Independent-samples Mann-Whitney U test. CG and EG FOPT.



It can be concluded that the improvement of the marks was the same in both groups, as they did not significantly differ from the IOPT to the FOPT, but their median raised showing an improvement in their results at the end of the course. Furthermore, when comparing their individual grades (sections 6.1.4.2 and 6.1.4.4), there is a slightly higher improvement in the marks of the EG. This group had a higher number of students who raised their marks by 1 to 2 points. This can be seen as evidence of the value of didactic AVT in improving oral production skills more than traditional activities.

6.1.5 General English analysis

As it happened in the pilot study, at the end of the semester, students had to take a final exam, which consisted of reading, use of English and listening (FOPT) tests. This section analyses the results of the reading and use of English tests, as well as students' final marks, comparing CG and EG to see to what extent traditional methodologies and AVT didactics contribute to developing other language skills.

At the beginning of each subsection, a symmetric distribution analysis is included, with the aim of studying the proximity of the data to the centre of the distribution. This will help to select the most appropriate test to compare the marks of both groups.

6.1.5.1 Reading

The average of the reading marks in the EG was 11.04 out of 15 (Table 115) and the negative value of skewness in the reading test indicates a pile up of scores on the right of the distribution with most of the data on the left-hand side of the histogram, which implies that the median is larger than the mean. At the same time, the positive Kurtosis value indicates a heavy-tailed distribution, as the data heavily deviate from what it is expected, showing that the distribution is not normal. In order to confirm these data, a histogram and a P-P plot test are run.

Table 115. Descriptive statistics. Reading test in the EG. Case study.

Statistics		
Reading Reading marks		
N	Valid	46
	Missing	0
Mean		11,0435
Median		12,0000
Mode		12,00
Std. Deviation		1,38173
Skewness		-1,138
Std. Error of Skewness		,350
Kurtosis		,046
Std. Error of Kurtosis		,688
Percentiles	25	10,0000
	50	12,0000
	75	12,0000

The population number was 46 students, and the mean was 11.04, a high mean that reflects students' progression through the course and the acquisition of reading skills. The histogram (Figure 174) confirms that the reading marks of the EG do not have a symmetric distribution as the data pile up on the left-hand side, which makes the value of skewness lower than zero, as the majority of marks are found at the end and the tail points to the lower marks. The P-P plot test (Figure 175) confirms it; the data deviate away from the diagonal, suggesting that the distribution is not normal and a non-parametric test should be used.

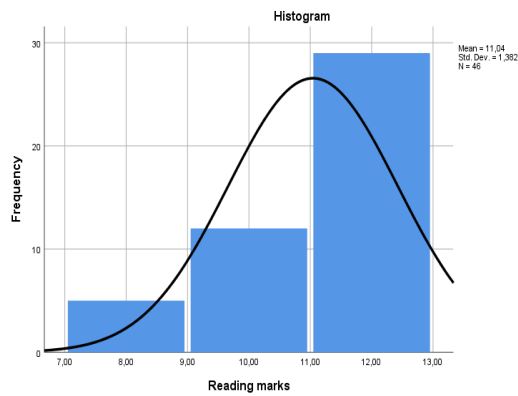


Figure 174. Normality test. Reading in the EG case study.

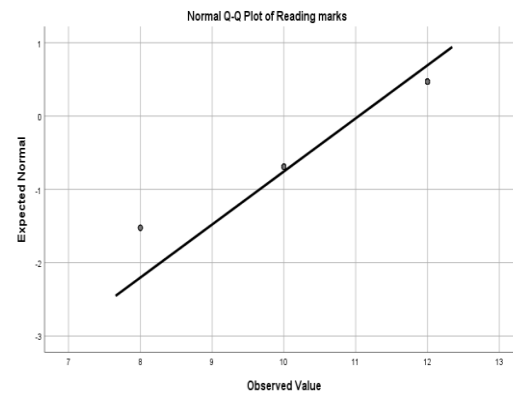


Figure 175. Normal P-P plots. Reading in the EG case study.

In the CG, the population was 48 students, and the mean was 10.75 out of 15. Table 116 shows a negative value of skewness in the reading test with the marks clustered on the right-hand side of the distribution, presenting a median higher than the mean and the majority of the data on the left-hand side of the histogram. The negative Kurtosis value indicates that the CG data have a heavy-tailed distribution, so they are not normally distributed.

Table 116. Descriptive statistics. Reading test in the CG. Case study.

Statistics

Reading Reading marks

N	Valid	48
	Missing	1
Mean		10,7500
Median		11,0000
Mode		12,00
Std. Deviation		1,40667
Skewness		-,682
Std. Error of Skewness		,343
Kurtosis		-,686
Std. Error of Kurtosis		,674
Percentiles	25	10,0000
	50	11,0000
	75	12,0000

All these data have to be corroborated with a histogram and a P-P plot test. Thus, the histogram in Figure 176 confirms the non-symmetrical distribution in the CG reading results, as the tail on the left-hand side heavily deviates. The histogram depicts most of the marks at the end, having a value lower than zero. The same conclusions are drawn with the P-P plot test (Figure 177) were the data deviate away from the diagonal, suggesting that the data are not normally distributed and, consequently, a non-parametric test should be run.

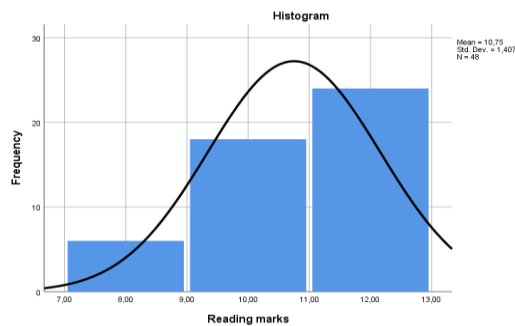


Figure 176. Normality test. Reading in the CG case study.

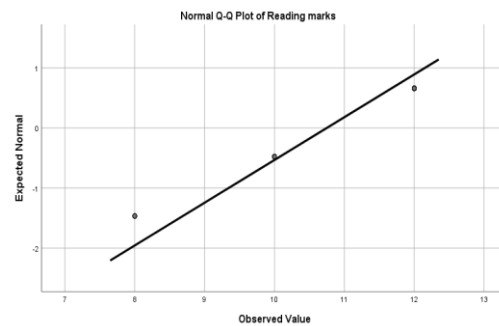


Figure 177. Normal P-P plots. Reading in the CG case study.

As the data collected are not symmetric, the non-parametric Mann-Whitney U test for independent samples was used to compare the EG and the CG. The marks of the EG in the reading test ($Mdn = 12$) did not significantly differ from those of the CG ($Mdn = 11$), $U = 1239.000$, $z = 1.151$, $p < .250$ (Table 117). According to this, the null hypothesis, which states that the distribution in the reading test across categories of groups is the same, should be maintained as the asymptotic significance is higher than 0.05.

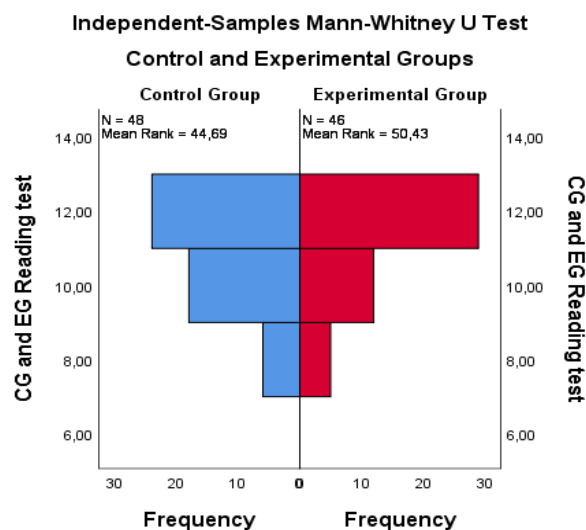
Table 117. Mann-Whitney U test summary. EG and CG reading test. Case study.

Independent-samples Mann-Whitney U Test Summary

Total N	94
Mann-Whitney U	1239,000
Wilcoxon W	2320,000
Test Statistic	1239,000
Standard Error	117,270
Standardized Test Statistic	1,151
Asymptotic Sig.(2-sided test)	,250

The means of the EG and the CG are higher than 10 out of 15 and no student failed the reading test and, consequently, one can infer the positive effect of the LPs in the development of the written reception skills in both groups. Although, the Mann-Whitney U test proved there were not significant differences between the median of the EG and the CG, Figure 178 shows that there were more than 20 students with marks between 11 and 13 points in the CG, whereas the number of students with these marks was almost 30 in the EG. Thus, although the medians are similar, it is the EG that is associated with higher marks.

Figure 178. Independent-samples Mann-Whitney U test. CG and EG reading test, case study.



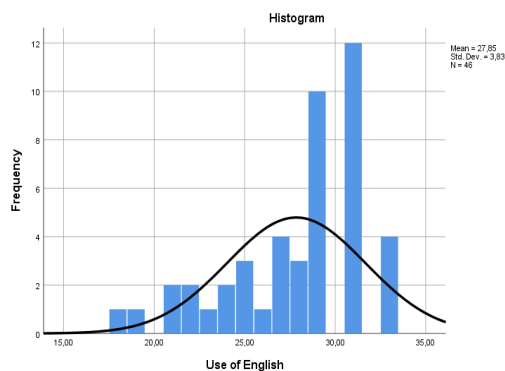
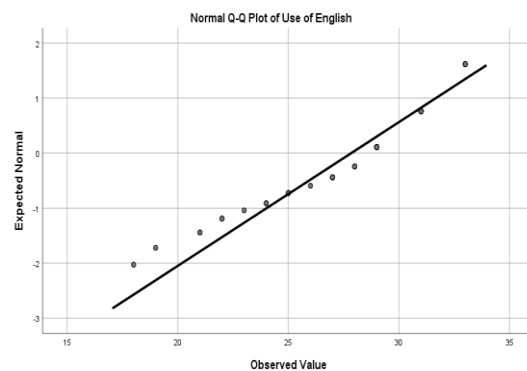
6.1.5.2 Use of English

The mean of the EG in the use of English test is 27.85 out of 35 (Table 118). The negative value of skewness indicates a pile up of the marks on the right-hand side of the distribution, with the median being larger than the mean. Also, the positive Kurtosis value shows a heavy-tailed distribution. The EG results in the use of English test heavily deviate from what it is expected, and the distribution is non-symmetrical, which means that these results need to be confirmed by means of a histogram and a P-P plot tests.

Table 118. Descriptive statistics. Use of English test in the EG. Case study.

Statistics		
UOF Use of English		
N	Valid	46
	Missing	0
Mean		27,8478
Median		29,0000
Mode		31,00
Std. Deviation		3,82952
Skewness		-,851
Std. Error of Skewness		,350
Kurtosis		,035
Std. Error of Kurtosis		,688
Percentiles	25	25,0000
	50	29,0000
	75	31,0000

The population number in the EG was 46 students, and their mean was 27.85, reflecting an improvement in English grammar and vocabulary. The marks heavily deviate in the histogram (Figure 179) with the graph being left-skewed. The results from the P-P plot test (Figure 180) are in the same line, presenting a strong deviation from the diagonal and suggesting that the distribution is not normal and that a non-parametric test should be run.

**Figure 179. Normality test. Use of English in the EG case study.****Figure 180. Normal P-P plots. Use of English in the EG case study.**

The mean of the CG in the use of English was 26.88 out of 35 (Table 119). There is a negative value of skewness that presents a pile up of marks on the left-hand side of the distribution and a median larger than the mean. The positive Kurtosis value depicts a heavy-tailed distribution that indicates that the data are not normally distributed and in order to confirm these results, a histogram and a P-P plot tests need to be used.

Table 119. Descriptive statistics. Use of English test in the CG. Case study.

Statistics

UOF Use of English

N	Valid	48
	Missing	1
Mean		26,8750
Median		28,0000
Mode		29,00
Std. Deviation		4,35463
Skewness		-1,155
Std. Error of Skewness		,343
Kurtosis		,616
Std. Error of Kurtosis		,674
Percentiles	25	26,0000
	50	28,0000
	75	29,7500

A non-symmetric distribution left-skewed is observed in the histogram (Figure 181) with a heavy-tailed distribution. Similar results are obtained in the P-P plot test (Figure 182) where the data deviate from the diagonal, which means the results are not symmetrically distributed and, consequently, the use of a non-parametric test should be recommended. The number of students was 48 in the CG, and their mean at the end of the semester was 26.88, which is a good mark.

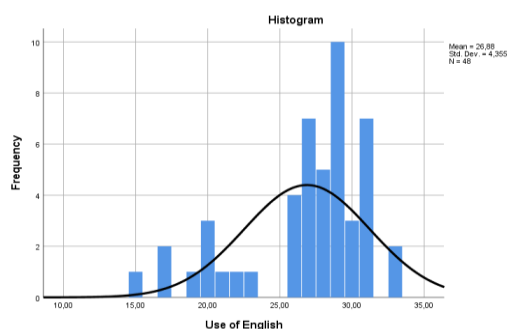


Figure 181. Normality test. Use of English in the CG case study.

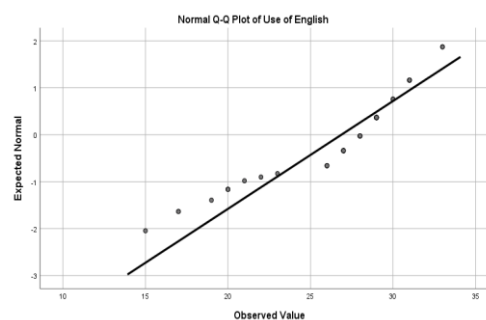


Figure 182. Normal P-P plots. Use of English in the CG case study.

The normality tests proved the data collected were not symmetric and, therefore, a non-parametric test should be used in order to compare CG and EG. The Mann-Whitney U test reveals that the marks of the EG in the use of English test ($Mdn = 29$) did not significantly differ from those of the CG ($Mdn = 28$), $U = 1258.500$, $z = 1.181$, $p < .238$ (Table 120). The asymptomatic significance is higher than 0.05 and, as a result of this, the null hypothesis that states that the distribution in the use of English tests across categories of groups is the same should be maintained.

Table 120. Mann-Whitney U test summary. EG and CG use of English tests. Case study.

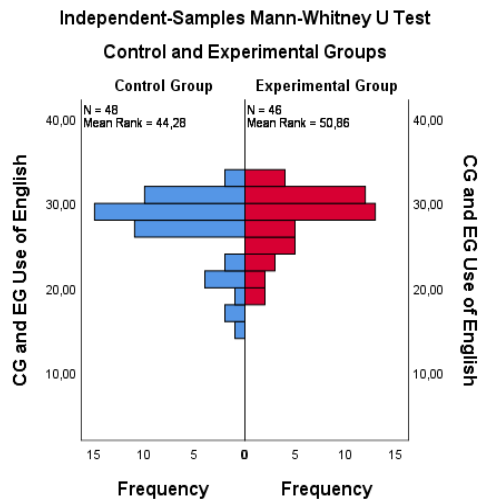
Independent-samples Mann-Whitney U Test Summary

Total N	94
Mann-Whitney U	1258,500
Wilcoxon W	2339,500
Test Statistic	1258,500
Standard Error	130,842
Standardized Test Statistic	1,181
Asymptotic Sig.(2-sided test)	,238

Therefore, there is not a significant difference between the median of the EG and the CG. However, Figure 183 shows that the students with the lowest marks, below 20 points out of 30, are found in the CG, while five students from the EG obtained the highest marks. The graph also reflects similar results in both groups, with the highest marks ranging from 25 to 30 points. In sum, the means of the EG and the CG in the use of English test are remarkable at the end of the semester. Both groups did great in this final test, demonstrating that they have improved

their grammar and acquire new vocabulary. It is also notable that although there were only 3 students that failed the test in the CG, there were none in the EG where the results were slightly higher.

Figure 183. Independent-samples Mann-Whitney U test. CG and EG use of English tests, case study.



6.1.5.3 Final marks

Table 121 illustrates the final marks of EG students, with an average of 77.76 out of 100. The negative skewness value indicates a pile up of the scores on the right-hand side of the distribution, which implies that the median is larger than the mean. Likewise, the negative Kurtosis value indicate a light-tailed distribution that may remind of a bell-shaped one. Thus, in order to confirm all this, a histogram and a P-P plot test are applied.

Table 121. Descriptive statistics. Final marks in the EG. Case study.

Statistics

Final marks

N	Valid	46
	Missing	0
Mean		77,7609
Median		79,0000
Mode		70,00 ^a
Std. Deviation		7,50166
Skewness		-,357

Std. Error of Skewness		,350
Kurtosis		-,391
Std. Error of Kurtosis		,688
Percentiles	25	71,5000
	50	79,0000
	75	84,0000

a. Multiple modes exist. The smallest value is shown

The population number in the final test of the EG was 46 students, that is, the total number of students enrolled in the subject; and their mean was 77.76. The histogram (Figure 184) presents a close bell-shaped distribution; however, there is a certain deviation on the left-hand side with a pile up of marks in the tail. The P-P plot test (Figure 185) confirms this result as the data points deviate from the diagonal at the beginning, in the middle and at the end, which implies that the distribution is not symmetrical but left-skewed.

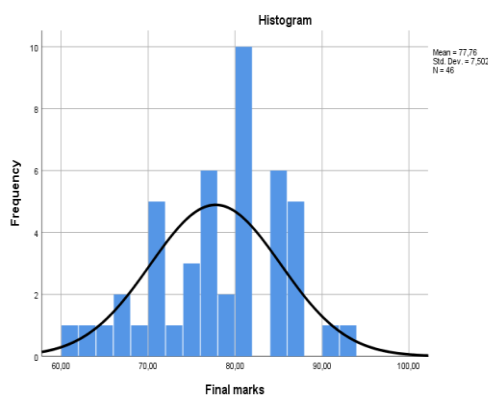


Figure 184. Normality test. Final marks in the EG case study.

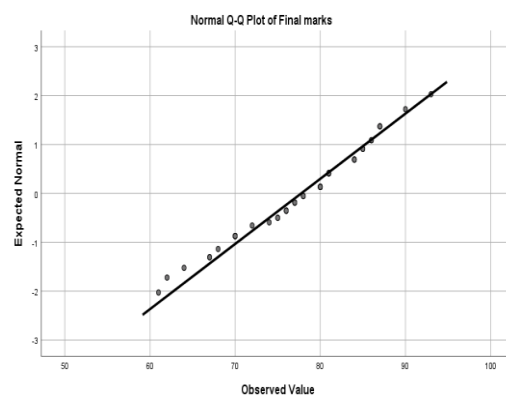


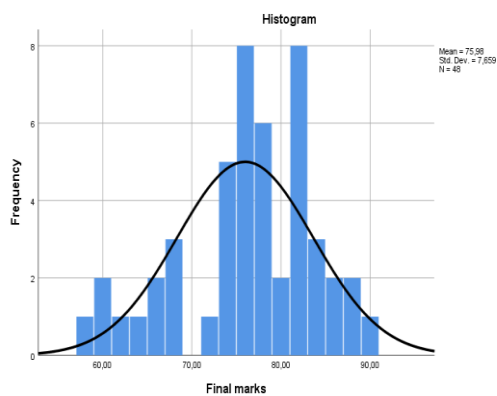
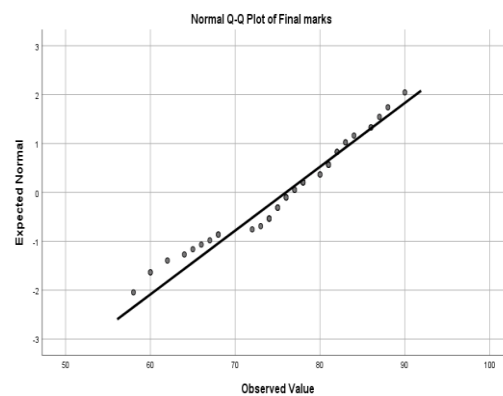
Figure 185. Normal P-P plots. Final marks in the EG case study.

The number of students in the CG was 48, and their mean in the final test was 75.98 (Table 122). The negative value of skewness indicates a pile up of marks on the right-hand side of the distribution, which implies that the median is larger than the mean. At the same time, the negative Kurtosis values indicate a light-tailed distribution where the deviation is not prominent. In order to validate these results a histogram and a P-P plot test are run.

Table 122. Descriptive statistics. Final marks in the CG. Case study.

Statistics		
Final Final marks		
N	Valid	48
	Missing	1
Mean		75,9792
Median		76,5000
Mode		81,00
Std. Deviation		7,65892
Skewness		-,598
Std. Error of Skewness		,343
Kurtosis		-,080
Std. Error of Kurtosis		,674
Percentiles	25	73,2500
	50	76,5000
	75	81,0000

The histogram (Figure 186) portrays a close bell-shaped distribution in which the left and right tails seem to be the same. However, there is certain deviation on the left-hand side with a pile up of the marks in the tail. Furthermore, the P-P plot test (Figure 187) endorses these results, as the data points deviate from the diagonal, and the distribution is not symmetrical but right-skewed.

**Figure 186. Normality test. Final marks in the CG case study.****Figure 187. Normal P-P plots. Final marks in the CG case study.**

The normality tests showed that the data were not normal, and suggested the need of using a non-parametric Mann-Whitney U test to see if there was a significant difference between

the marks of the EG and CG in the final test. The final marks in the EG ($Mdn = 79$) did not significantly differ from the CG ($Mdn = 76.5$), $U = 1246.00$, $z = 1.076$, $p < .282$ (Table 123), so that the null hypothesis, which states that the distribution in the final marks across categories of groups is the same, should be maintained as the significance is higher than 0.05.

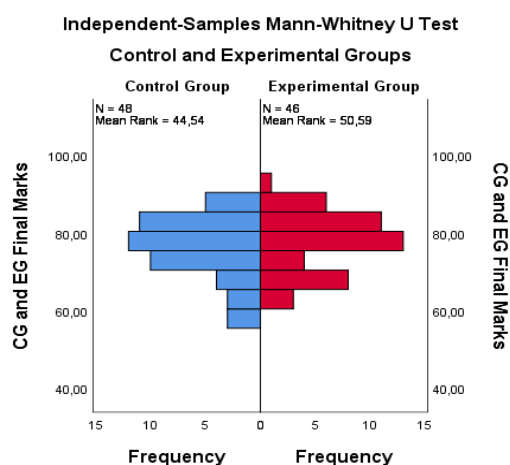
Table 123. Mann-Whitney U test summary. EG and CG final marks, case study.

Independent-samples Mann-Whitney U Test Summary

Total N	94
Mann-Whitney U	1246,000
Wilcoxon W	2327,000
Test Statistic	1246,000
Standard Error	131,989
Standardized Test Statistic	1,076
Asymptotic Sig.(2-sided test)	,282

Although there are no significant differences between the median of EG and CG, the analysis in Figure 188 allows to check if there is a slight difference between the marks students obtained in their final tests or not. The fact that the highest mark is found in the EG with 2 students scoring over 90 points and that no student got a mark under 60 in this group stands out. Only 1 student obtained 58 points and it was in the CG. The lower results in the CG seem to corroborate that those students who followed a didactic AVT approach improved further in their total marks.

Figure 188. Independent-samples Mann-Whitney U test. CG and EG final marks, case study.



6.2 Qualitative analysis

The qualitative data on students' perceptions of the course in the case study emerge from the open questions in the post-questionnaire. Since the case study follows a mixed-method research approach, qualitative data are intended to complement the quantitative data.

Therefore, Section 6.2.1 displays qualitative data obtained from students' responses to the open questions in the post-questionnaire. QDA Miner Lite was used to code the answers, assigning them informative labels (descriptive codes) clustered into broader categories (Annex 7 and Annex 8).

6.2.1 Post-questionnaire open questions

The case study post-questionnaire qualitative data derived from 15 open-answer questions in the EG and 16 in the CG. In some cases, these questions included a yes/no question that was analysed alongside the qualitative data. The questions revolve around the LPs (dimension 4 in the EG and dimension 2 in the CG) and the students' preferences (dimension 5 in the EG and dimension 3 in the CG).

6.2.1.1 Lesson Plans

Students' comments in this dimension were divided into two categories: responses related to their experience and those related to the problems they encountered in the LPs. Regarding students' experience, each LP was assigned descriptive codes and classified as positive, negative, and neutral. In order to analyse the problems, a quantitative analysis of the related questions was performed, followed by a qualitative analysis of pertinent cases.

6.2.1.1.1 EG

In LP1 answers about experience were coded as follows:

- Positive codes: topic, useful, speaking skills, interesting, good introduction and vocabulary acquisition;
- negative codes: first time subtitling, not clear, stressful, challenge, too long; and
- neutral code: no further comments.

Most of the students' answers were positive comments (Figure 189), the most frequent answer being that the LP was a positive introduction to the practical sessions and to subtitling (21.2%), which confirms that changing the post-task and making the level more gradual made students felt more confident while facing the AVT methodology. It is also noteworthy that some of the negative responses highlighted, at the same time, that the LP was a challenge (7.7%). However, negative comments were not the second most frequent ones, as neutral answers occupied this position (21.2%).

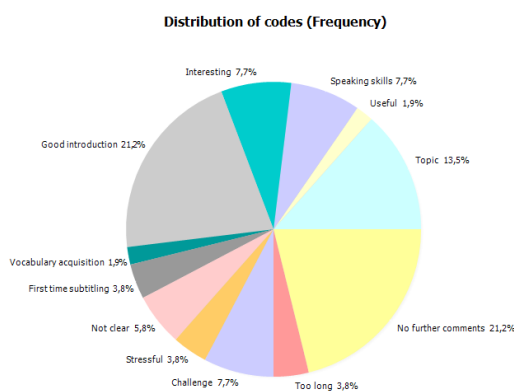


Figure 189. EG Q20 codes frequency. Case study.

LP2 answers about experience used the following codes:

- Positive codes: useful, dubbing, enjoyable, interesting, writing, well-structured, topic and making progress;
- negative codes: embarrassing, not useful, difficult, too long and not clear; and
- neutral code: no further comments.

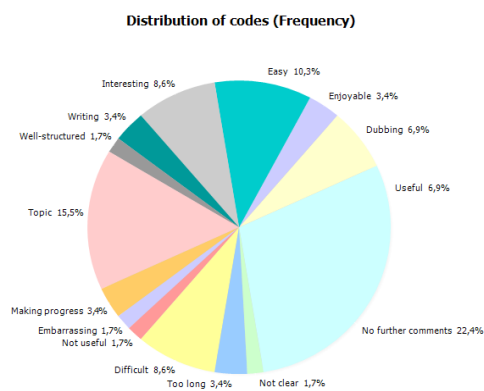


Figure 190. EG Q26 codes frequency. Case study.

Figure 190 shows how, although there were some negative comments (17.1%), the most frequent ones were positive responses (60.1%), especially about dubbing, how easy the LP was and the topic. This may imply that changing the LPs order was a good idea as students' comments were now more related to how useful, interesting and well-structured the LP and the dubbing task were, which is something positive as it was the second LP and the first one with dubbing. Moreover, some students also highlighted how they felt they were making progress, which may imply that the level was gradual.

The answers about experience were coded in LP3 as follows:

- Positive codes: topic, creative subtitling, useful, presentation structure, enjoyable and making progress;
- negative codes: difficult, long, worse than previous, not clear and disliked; and
- neutral code: no further comments.

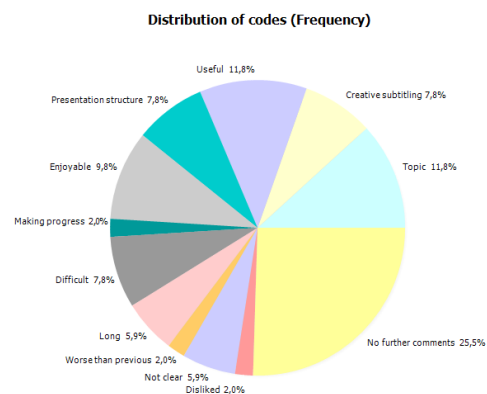


Figure 191. EG Q32 codes frequency. Case study.

Once more, positive and neutral comments (51% and 25.5%, respectively) surpassed negative comments (22.6%) in this LP (Figure 191). The most frequent comments dealt with the usefulness of the topic for their future careers, the enjoyability of the LP and the subtitling part. It is also noteworthy that some students highlighted the creativity part of the LP as a positive thing, and one student commented about the progress she/he was making through the practical sessions.

The answers about experience were coded in LP4 as follows:

- Positive codes: topic, speaking skills, enjoyable, making progress and useful;
- negative codes: difficult, not useful, boring, too long and frustrating; and
- neutral code: no further comments.

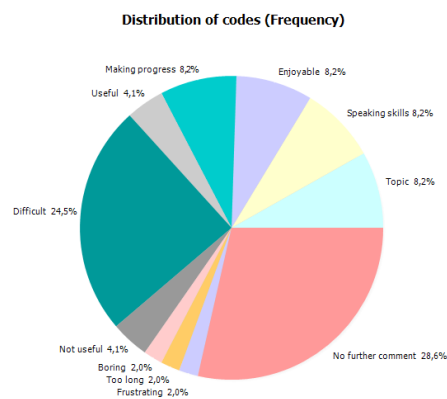


Figure 192. EG Q38 codes frequency. Case study.

In this LP, positive (36.9%) and negative (34.6%) comments results were similar (Figure 192). Students thought that the LP had some positive aspects, such as the topic, their speaking skills enhancement and the enjoyability of the activities. Moreover, some responses alluded to the progress students had noticed since LP1. However, one of the most recurrent answers to this question was the difficulty of the video, as this time, students had to do an intralingual dubbing, and they found it even frustrating in some cases.

The answers about experience were coded in LP5 as follows:

- Positive codes: enjoyable, topic, writing, interesting and easy;
- negative codes: frustrating, video, difficult, too long and not clear; and
- neutral code: no further comments.

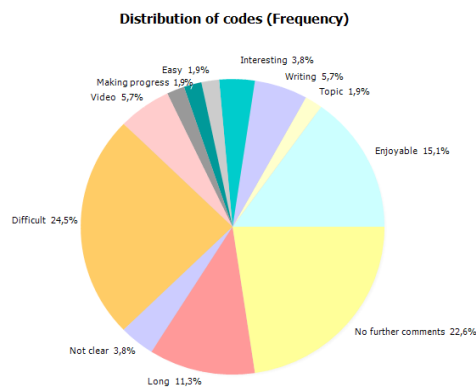


Figure 193. EG Q44 codes frequency. Case study.

Figure 193 shows how in this LP, the tendency changes, and there is a higher frequency of negative comments (47.2%). This lesson moved to be the last dubbing as, in the pilot study, some students complained about its difficulty. In the case study, students still complained about the hardship of the task, but some also remarked that although it was hard, they had fun completing it. There were also several comments about the length of the post-task. However, as proved in section 6.1.2.1, most of them claimed to have spent between 1 and 2 hours doing the post-tasks, which was the allotted time. On a more positive note, students found the LP enjoyable and thought the creative writing helped them develop this skill.

In LP6 answers about experience were coded as follows:

- Positive codes: practical topic, useful, enjoyable, easy, interesting, oral skills and subtitling skills;
- neutral code: no further comments.

The last LP was a completely new one. It is noteworthy that the LP did not receive any negative comments, which may imply that it was well-planned and students found it clear and easy to follow. Among the positive responses, the most frequent one was that the LP was short (Figure 194), something planned as it was the last one, which students embraced eagerly. Several comments highlight vocabulary acquisition, especially through the use of interlingual subtitling.

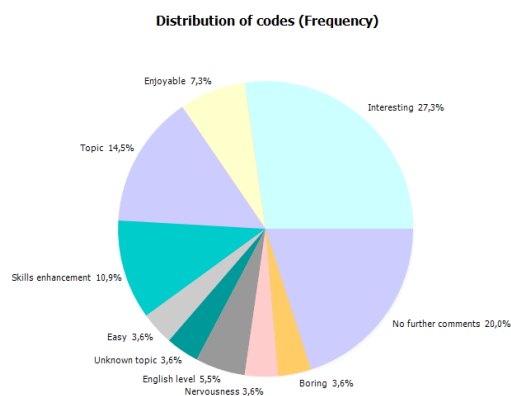


Figure 194. EG Q50 codes frequency. Case study.

Regarding the second question in lesson plans, students seem not to find problems during the LPs, as the response rate was low in all of them. There were some comments in certain LPs, such as the CPS in LP1, the dubbing speed in LP4 or being creative in some of the tasks. However, the low rate was not suitable for qualitative analysis.

6.2.1.1.2 CG

In LP1 answers about experience were coded as follows:

- Positive codes: interesting, enjoyable, topic, skills enhancement and easy;
- negative codes: unknown topic, English level, nervousness and boring; and
- neutral code: no further comments.

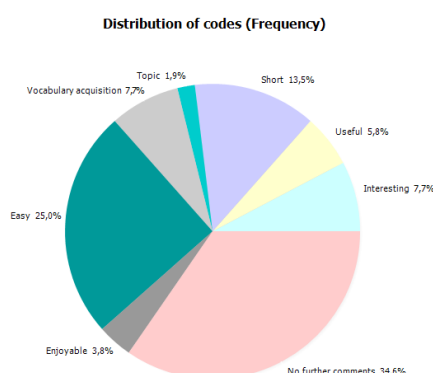


Figure 195. CG Q12 codes frequency. Case study.

Positive comments outstand the negative ones in LP1 (Figure 195), the most frequent how interesting the LP was, with a large number of students mentioning the topic attractiveness. By contrast, a smaller number of students thought that the topic was unknown to them, which, on some occasions, made them feel nervous. However, the most frequent negative comment was about students' English level at the beginning of the semester, as some had not studied English for many years, which was the reason for their discomfort.

The answers about experience were code in LP2 as follows:

- Positive codes: enjoyable, challenging, useful, interesting, topic, interactive and public speaking;
- negative codes: English level, long, nervousness and technical problems; and
- neutral code: no further comments.

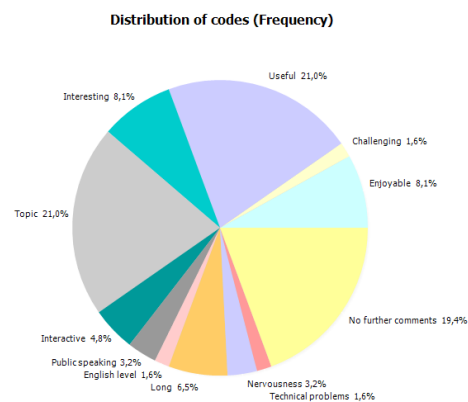


Figure 196. CG Q18 codes frequency. Case study.

Similarly to LP1, the most frequent comments in this second LP were positive (Figure 196). Students remarked on its usefulness, taking special consideration to the topic and everything they learned for their future careers. They also commented on the interactive part, highlighting that it was nice to role-play with their classmates. On a negative note, some students complained about the LP length, implying that it was too long and took them more time than it was supposed to take.

In LP3 answers about experience were coded as follows:

- Positive codes: interesting topic, vocabulary acquisition, presentation skills, adequate workload, free theme, skills enhancement, useful and enjoyable;

- negative codes: difficult, challenging, strange, boring and long; and
- neutral code: no further comments.

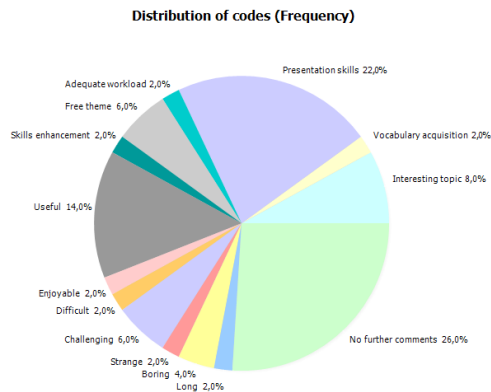


Figure 197. CG Q24 codes frequency. Case study.

Figure 197 shows how the positive comments in LP3 rule over negative ones. Most students agreed that the choice of topic was good for them as they had the freedom to choose a theme that drew their attention. By contrast, there were 3 students to whom this increased their anxiety level, as they found it challenging to find a topic that interested and suited them. Students also positively commented on the acquisition of presentation skills that will be fundamental for their future careers.

In LP4 the answers about experience (Figure 198) were coded as follows:

- Positive codes: topic, interesting, creative, useful and enjoyable;
- negative codes: challenging, difficult listening, confusing, not interesting, disliked the activities and too long; and
- neutral code: no further comments.

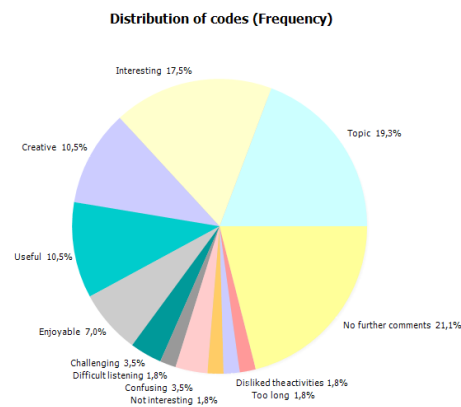


Figure 198. CG Q30 codes frequency. Case study.

LP4 was the first one to have more descriptive codes in the negative comments than in the positive ones. However, the total frequency of codes still surpasses in the positive side, which means that most students thought the topic was interesting and the creative part was useful. On a negative note, a low rate of students thought the LP was challenging, and some of the activities were confusing and not interesting. It is noteworthy that contrary to the pilot study, only one student pointed out the listening difficulty. In other words, the problem was not the video, as it was the same, but the warm-up activities that needed to be reinforced.

The answers about experience were coded in LP5 as follows:

- Positive codes: enjoyable, progress, vocabulary acquisition, interesting, topic, easy, useful, collaborative work and communication skills;
- negative codes: hard, not useful, long and strange; and
- neutral code: no further comments.

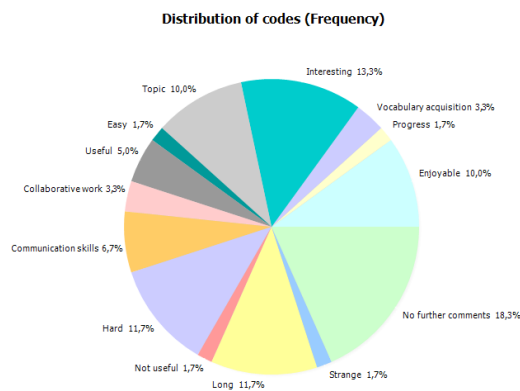


Figure 199. CG Q36 codes frequency. Case study.

In LP5, the positive comments stand over the negative ones (Figure 199). Some of the most recurrent answers to students' experiences were how interesting and enjoyable the LP was and the usefulness of the topic for their future career, with even one student pointing out that she/he had already put some of what she/he had learned into practice. By contrast, a high number of students pleaded to find the LP hard and long, with some even suggesting that it was the most difficult LP so far.

In LP6 answers about experience were coded as follows:

- Positive codes: short, useful, progress, interesting, topic, technical vocabulary, easy and enjoyable;
- negative codes: hard, links, unclear and boring and
- neutral code: no further comments.

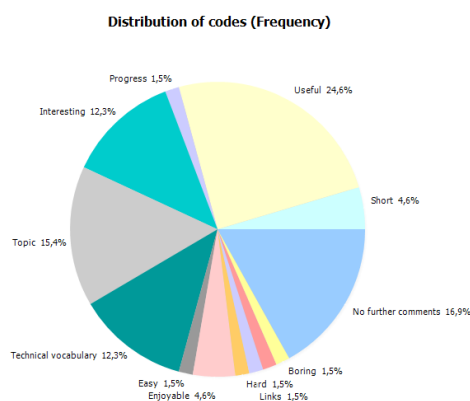


Figure 200. CG Q42 codes frequency. Case study.

Figure 200 shows how the rate of negative comments was extremely low in LP6 (6%), with only 4 students complaining about the difficulty, unclearness, boredom or links problems that the LP presented. The rest were positive comments in which students highlighted the usefulness of the topic and technical vocabulary learnt through the lesson or how interesting it was for their future careers.

As far as the second question in lesson plans is concerned, a low response rate in all the LPs demonstrates that no more than 3 students in any lesson found problems during the practical sessions. These students' comments were mainly based on the students' experience with their English level, in other words, they had no problems during the LPs, but all of them were related to their speaking skills or lack of vocabulary when facing a writing task.

6.2.1.2 Preferences

The dimension "preferences" included three common questions for both groups on the integration of LPs in the course of *Technical English*, aspects that could be improved, and the methodology they would choose in the future. Simultaneously, CG students were asked to evaluate traditional activities. Each question was assigned descriptive codes and classified into broader categories.

6.2.1.2.1 EG

As far as the integration of the LPs in the subject is concerned, descriptive codes were assigned to the students' comments and classified as follows (Figure 201):

- Positive codes: different, enjoyable, interesting, topic, skills enhancement, well-planned and vocabulary;
- negative codes: timings, limited vocabulary, too much time, unbalanced, not useful; and
- neutral code: no further comments.

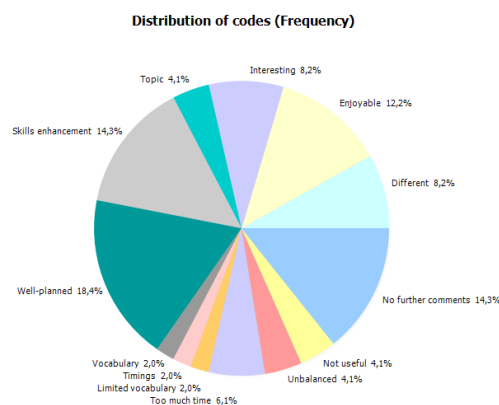


Figure 201. EG Q53 codes frequency. Case study.

Most EG answers were positive (67.4%), as students perceived that the LPs were well-planned and perfectly integrated within the *Technical English* course (18.4%). They also emphasized the different skills enhancement (14.3%), especially production skills. Students also highlighted how different the LPs were, compared to traditional methods and how interesting and enjoyable they were. In contrast, most of the negative comments were related to the time invested in the LPs (6.1%), and a low number of students did not find them useful to learn English; however, their complaints are not sustained as most of them contradict themselves.

Regarding the aspects that could be improved in the practical sessions, two categories emerged from students' comments: changes and no changes (Figure 202 and Figure 203, respectively). The first category, changes, included everything students thought could be improved in the practical sessions, while no changes, the second category, covered everything they thought should be kept. These categories were coded as follows:

- Changes: videos, manageable, software, less speaking, too long, more detailed, LP in advance, technical field, dubbing, tasks and combine methods; and
- no changes: interesting, useful, good software, resources and no further comments.

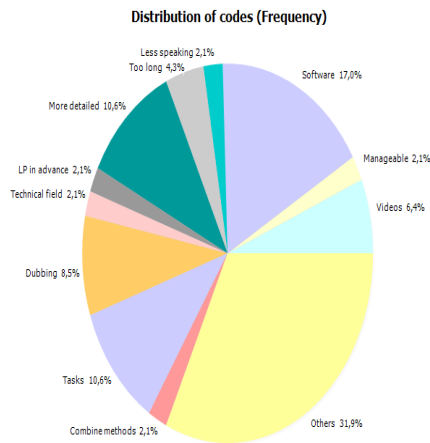


Figure 202. EG Q54 distribution of codes changes category. Case study.

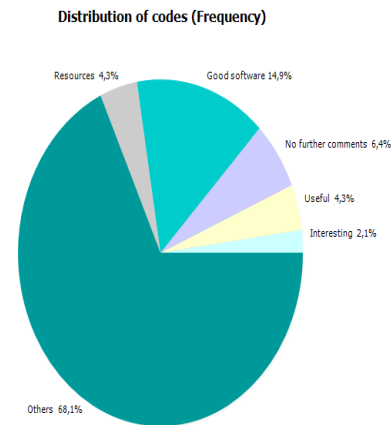


Figure 203. EG Q54 distribution of codes no changes category. Case study.

A large number of students felt that the software should be improved; however, they did not specify what software and the majority said that it was too time-consuming to use computers for learning English. In contrast, some students made positive comments about the recommended software, many pointing out the dubbing programme, which is a good change from the pilot study. Students also highlighted the activities made in class and the usefulness of the practical lessons. Some of them pointed out that the LP should be more detailed and the instructions for the task should be more specific, which was already changed from the pilot study but should be taken into account in future research.

Finally, as detailed in section 6.1.2.2, the majority of EG students preferred the AVT based method (65.9%). The students were asked to elaborate on their answers and to give their reasons for choosing each methodology. Descriptive codes were assigned to students' comments on this question and classified as follows:

- AVT method codes: more work, dynamic, enjoyable, practical, different, useful, new and individual;
- traditional method codes: real conversation, more natural, useful for the future, dubbing, no time-consuming, subtitling and software; and
- combination of the two methods code: discussions.

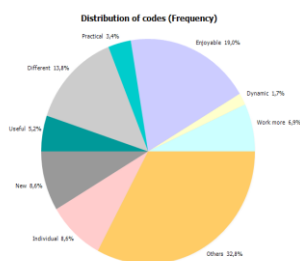


Figure 204. EG Q57 distribution of codes. AVT method category. Case study.

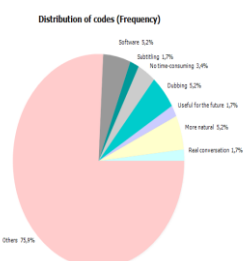


Figure 205. CG Q57 distribution of codes. Traditional method category. Case study.

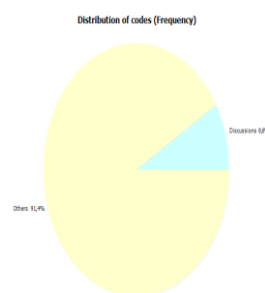


Figure 206. CG Q57 distribution of codes. Combination of the two methods category. Case study.

Figure 204 presents the most frequent responses of the students who preferred an AVT method. A large number of students highlighted that the method was enjoyable, emphasising how they find traditional methods boring in comparison. They also commented that it was different and new and that the change from a traditional perspective was useful and implied more work, which students thought was positive. It is also noteworthy that one of the most frequent answers was individual work and how this method prevents shyness and gives them confidence while speaking. In contrast, students who chose a more traditional approach (Figure 205) felt these kinds of activities were more natural and made them spend more time on the computer than learning English, which they felt was time-consuming. Figure 206 presents the responses of five students who proposed a combination of both methods, as they implied that discussions with classmates enhance their speaking skills.

6.2.1.2.2 CG

Regarding CG students' opinion on the integration of the LPs in the subject of *Technical English*, students' responses were gathered into three categories and descriptive codes (Figure 207) were assigned as follows:

- Positive codes: perfect, useful, interesting, dynamic, necessary, communicative skills, complementary, enjoyable, continuous work, topics and teachers;
- negative codes: unnecessary and theory; and
- neutral code: no further comments.

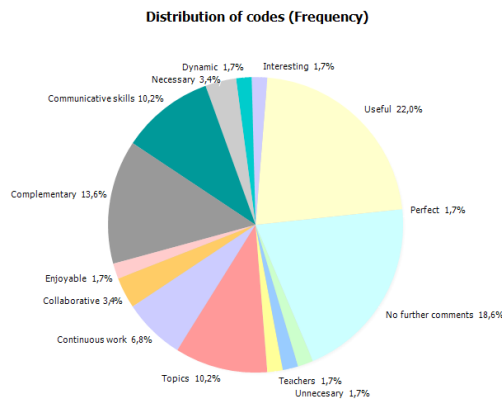


Figure 207. CG Q45 codes frequency. Case study.

There were only two negative comments to Q45, one saying that the LPs were unnecessary and another highlighting that the theory lessons were more useful. All the rest were positive or neutral comments, the most frequent ones useful and interesting, especially in relation to their future careers. Students also found the LPs' collaborative work as a crucial asset and claimed that they had helped them keep a continuous workload through the semester that they would not be able to achieve without them. There was also a comment about the teachers' work through the lessons, which I found relevant as the student found us helpful.

When asked what improvements should be made in the practical sessions, two categories emerged and the following descriptive codes were assigned:

- Changes codes: more discussing, writing, vocabulary, reading in class, shorter post-task, post-task in class, pair activities, LP1 topic, other activities, grammar and materials; and
- no changes codes: no further comments, post-tasks, good material, structure.

Students gave a lot of positive feedback, at the same time as they made tons of suggestions to improve the LPs (Figure 208), and although some of them were unrelated, such as the introduction of grammar as it is part of the theory lessons and not the practical ones, there were some valuable suggestions. For instance, students' felt that having more discussions in class will benefit their communicative skills, and they also missed more writing activities and reading activities to be done in class to improved their pronunciation. Some of them also highlighted that other activities should be used during the warm-up, that the material could be improved and that some of the post-tasks were too long. By contrast, the comments that suggested no changes (Figure 209) stressed the structure of the LPs as well as the materials used and the post-task in relation to their future careers.

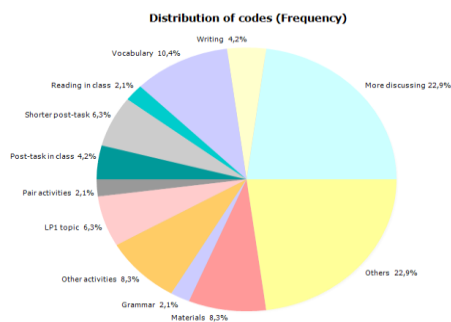


Figure 208. CG Q46 distribution of codes changes category. Case study.

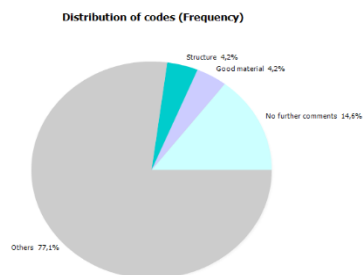


Figure 209. CG Q46 distribution of codes no changes category. Case study.

Students assessed the post-tasks and, as seen in section 6.1.2.2 Preferences, in their opinion, two-minute pitch, role play and writing were the most useful activities. Meanwhile, listening was regarded as the least important, shockingly followed by role-playing. Students were asked to justify their ratings, and their thoughts were collected and entered into QDA Miner Lite. As the activities could be gathered into three categories, speaking, listening and writing activities, descriptive codes were assigned to these categories as follows:

- Speaking activities codes: not being used to, communicative skills, improvisation, pronunciation, feebleness, interactive, enjoyable, difficult, individual, helpful, dislike;
- listening activities codes: skill enhancement, weaknesses, boring, teacher, important and like listening; and
- writing activities codes: vocabulary and grammar, monotonous, useful and least practice.

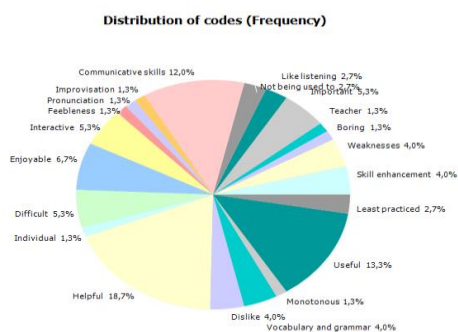


Figure 210. CG Q48 codes frequency. Case study.

Students' responses varied (Figure 210); some justified their top ratings, while others explained their bottom options. When talking about listening, some students pleaded that it was their weakness and that they were genuinely bad at it, and, therefore, they put it at the bottom. By contrast, some also said that it was an important skill and they liked it. Regarding the speaking

activities, the answers were unclear as some rated role-play at the top, which implies that they enjoyed these activities, while others rated it at the bottom, arguing about having problems with them. They also highlighted that they ranked these activities high because they were not used to practising them in class, and they helped them to improve their communication and pronunciation skills. Finally, regarding writing, the most frequent comment was that it was useful for their future in engineering and it helped them to enhance their vocabulary and grammar. Some students also mentioned that this skill was the least practised and the most monotonous one.

As for the methodology they preferred for doing the practical sessions, most CG students stated that they would choose to continue with the traditional method (section 6.1.2.2 Preference); however, there were 11 students that would be willing to try a new AVT-base method. Their responses were collected and the following descriptive codes were assigned (Figure 211):

- New methodology: more speaking, real situations, dubbing, less boring, grammar, pronunciation, new things and interesting; and
- combine methodologies: add AVT activities and read subtitles.

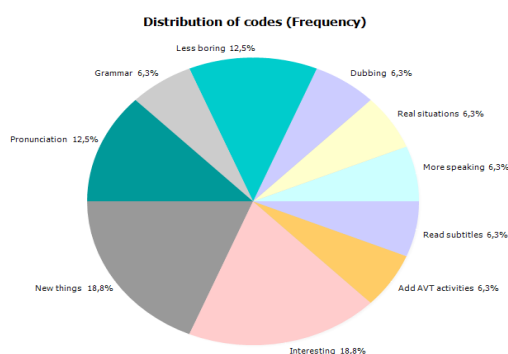


Figure 211. CG Q48 codes frequency. Case study.

As some students commented in the open-answer questions described above, they lacked more speaking activities, which was one of the reasons why they would like to try a new methodology. Students thought that didactics AVT, especially dubbing, would help them improve their pronunciation and put them in real-life situations. Some also highlighted that this methodology sounded less boring than a traditional one and that they would be interested in trying new things. Two students suggested a combination of both methodologies by adding these to the LPs for these kinds of activities.

7. CONCLUSIONS AND FURTHER RESEARCH

The last chapter of this doctoral thesis sought to draw a conclusion on the effects of didactic AVT on ESP learning, while suggesting future lines of research. On this basis, the study aimed to answer the four research questions and to demonstrate the validity of the three hypotheses formulated in the methodology. The hypotheses argued that AVT and non-AVT didactic contexts result in the incidental acquisition of oral and general language skills in ESP, but the AVT context leads to a slightly more significant improvement. At the same time, this thesis aims to demonstrate that new and innovative methodologies carry out greater learner engagement contributing to emotional learning.

Table 124 and Table 125 show the mean of the marks obtained by the EG and the CG respectively in each of the tests of the case study:

Table 124. EG tests mean marks. Case study.

EG						
Speaking		Listening		Reading	Use of English	Final mark
IOPT	FOPT	IORT	FORT	Final	Final	Final
2.79	3.51	7.51	5.78	11.04	27.85	77.76

Table 125. CG tests mean marks. Case study.

CG						
Speaking		Listening		Reading	Use of English	Final mark
IOPT	FOPT	IORT	FORT	Final	Final	Final
2.94	3.43	7.42	5.41	10.75	26.88	75.98

a) Oral production (Speaking skills)

With regard to the results in speaking skills, although the initial and final results in both the CG and the EG were very similar, it is possible to appreciate a slight difference in their means. At the beginning of the course, the students' mean in the CG was slightly higher than in the EG. However, at the end of the semester, the data were reversed, and the EG students ended up with a higher mean. This improvement of the EG over the CG was confirmed by the statistical study shown in Figure 173. The histogram shows that the EG had a higher number of students with marks between 3.5 and 4.5 points in the FOPT, while the marks of the CG were mostly between 2.5 and 3.5 points. Thus, it is possible to conclude that the group that followed an AVT didactic approach obtained slightly higher results in the development of speaking skills.

Therefore, if the main goal is to enhance students' oral production skills, adopting voicing methodologies like dubbing or voice-over, would be a positive recommendation.

b) Oral reception (Listening skills)

In contrast, listening was the only skill in which students experienced a decreased in their final marks. The results of the Mann-Whitney U test revealed no significant differences in the medians of the EG and the CG. In spite of the fact that the results in the assessment of listening skills were lower in both groups, the data of the histogram in Figure 161 showed that the highest marks were in the EG and the lowest were in the CG. Thus, if the focus of the comparison between the EG and CG is on the results in the final test, there is a slight positive difference in the EG that could be attributed to the use of didactic subtitling. In addition, it has to be pointed out that, as already mentioned in the statistical analysis, the fact that the FOPT was part of the final mark could have raised the students' anxiety levels contaminating the results, to some extent. Therefore, in future studies it would be advisable to propose a post-test independent of the students' final test in order to get more reliable results.

On account of all this, **hypothesis 1**, which states that both AVT and non-AVT didactic contexts result in incidental acquisition of oral skills in ESP students although AVT didactic context leads to a slightly more significant improvement, must be confirmed in the case of production, as EG students improved their speaking skills slightly more than CG students. However, the case of listening is more complex. The drop in the final marks clearly shows weaknesses in the course or in the design of the final exam. As both the EG and the CG, suffered that drop in order to see which group had better results, the final mark was taken into account; and according to those results, it is possible to conclude that although there were some weaknesses or limitations, the EG got slightly higher marks, demonstrating that the use of didactic AVT leads to a relatively more significant incidental acquisition of listening in ESP.

c) Didactic AVT improving general language skills

Hypothesis 2, stating that a didactic AVT context leads to a slightly more significant improvement of general language skills in ESP students, was tested by means of the students' final marks. The marks of the final exam were analysed at the end of the course to see the differences between the EG and CG in terms of the development of general English. When

looking at the three final marks (reading, use of English and final mark), we can see that, in all three cases, the EG obtained a slightly higher mark than the CG.

As far as reading skills are concerned, SPSS revealed no statistical differences between the median of EG and CG. The results showed a general improvement as no one in either the CG or the EG failed the reading test in the final exam. Nevertheless, a closer look at the individual marks in each group (Figure 178), indicates that EG students obtained higher marks than the CG students; almost 30 EG students got between 11 and 13 points out of 15 compared to 20 in the CG. Thus, further research on the impact of the didactic use of AVT on the development of reading skills in the case of ESP would be recommended in order to corroborate these results.

Likewise, the statistical analysis carried out in this doctoral thesis does not show significant differences between the EG and the CG in the improvement of the UOE. The high medians of both groups in the UOE in the final exam demonstrated that students did enhance their grammar and vocabulary. Moreover, most students passed the UOE exam, and only 3 CG students from the CG failed; and the marks in the EG were slightly better than in the CG, which suggest that following a didactic AVT method leads to better results. Although there are already specific studies focusing on vocabulary acquisition and didactics AVT, it would be interesting to carry out future research on the benefits of didactic AVT in the acquisition of vocabulary and grammar in ESP.

Lastly, the non-parametric Mann-Whitney U test for independent samples performed concluded that there were no statistical differences between the EG and the CG in the final exam at the end of the course. Although no student failed, the median of the EG was higher, which could imply that the EG did better, and the highest mark (more than 90 points out of 100) was obtained by an EG student, while the lowest mark (58) belonged to a CG student.

d) Didactic AVT and motivation

Hypothesis 3 was tested by means of the answers of the students in the post-questionnaire. In particular, the qualitative data help me to understand what the students thought of the didactic AVT methodology and their level of engagement. The comments about the LPs made it clear that the improvements introduced in the case study were positive in both groups. Both groups, the EG and the CG provided positive feedback about the LPs. Students underlined that they liked the topics of the LPs and they considered them interesting and enjoyable. It is also worth noting that, although both groups rated the practical sessions positively, the EG students gave more scores of 9 out of 10 than the CG students, thus indicating a methodological preference for

didactic AVT. The inclination towards didactic AVT was verified by 65.9% of the EG students who said they would repeat the experience and they would like to do another course applying didactic AVT methodology. From the analysis we can also conclude that those who rejected the use of this methodology were in most cases because of the time they thought it was necessary to invest. However, the answers about the time needed to do the post-tasks revealed that each group considered their methodology to be the most time-consuming, so their complaint cannot be taken into account. In addition, the CG students who showed admitted using didactic AVT could have some benefits considered dubbing a useful tool for enhancing their pronunciation, and facing real-life language and situations. With all of this, we can conclude that hypothesis 3 must be confirmed, as new innovative methodologies engage students and make them work more.

Suggestions for the future

Although increasingly common and necessary, ESP courses are still elective subjects, taught in just one semester of the four years of higher education. It is in this context that the study was conducted with limited time available to implement the methodology. Future studies should be carried out over longer periods of time to see if this improvement in learning is greater over time.

Didactics AVT in ESP is still an underexplored field, which makes its research possibilities limitless. The present study has provided empirical evidence of its benefits in oral skills, but further studies should investigate the following:

A line of research could be opened to enhance reading skills through didactic AVT in ESP, as the vast majority of activities based on this methodology involve training reading to some extent. Didactic AVT would provide a more motivational approach, as students found traditional reading exercises boring and unappealing.

Likewise, the UOE and, in particular, grammar and technical vocabulary acquisition are essential in ESP and should therefore be analysed within the framework of didactic AVT. In this line, the selection of topics in the LPs should be studied thoroughly. A needs analysis of the topics that students will use in their working life would be crucial to design new and practical LPs for students. In this regard, it would be interesting to differentiate between topics common to any field of work and those specific to the different branches such as architecture, chemical engineering, industrial engineering, mechanical engineering, etc.

Future lines of research should continue working on listening, as this study revealed that although students felt that their listening skills improved at the end of the course, the results of the final tests were not so positive. Therefore, the approach to listening skills needs to be rethought, either by allocating more time to it, by introducing activities that work on listening from more AVT modalities or, as stated above, by reducing students' stress by freeing them from an exam-based final mark and restricting the mark to the results obtained in the continuous assessment.

Finally, the very positive results obtained both objectively in the tests and subjectively in the students' perceptions of speaking development encourage further research into the potential of didactic AVT in ESP. This study has shown that dubbing is a rich source for the improvement of oral skills in ESP students, so future courses should put more emphasis on its use for the development of the skill. They could also introduce other modalities of AVT such as audio description through voicing tasks in which speaking is combined with the other skills.

CONCLUSIONES

El último capítulo de esta tesis doctoral pretende extraer conclusiones sobre los efectos de la traducción audiovisual (TAV) didáctica en el aprendizaje de Inglés para Fines Específicos (IFE), a la vez que sugiere futuras líneas de investigación. Así, el estudio aspiraba a responder a cuatro preguntas de investigación para demostrar la validez de las tres hipótesis formuladas en la metodología. Las hipótesis sostienen que tanto los contextos didácticos de TAV como contextos más tradicionales dan lugar a la adquisición incidental de destrezas lingüísticas orales y generales en IFE; si bien el contexto TAV conduce a una ligera mejora de dichas destrezas. Al mismo tiempo, esta tesis doctoral pretende demostrar que nuevas e innovadoras metodologías conllevan un mayor compromiso por parte del alumnado, lo que contribuye a su aprendizaje afectivo.

Las tablas 124 y 125 (*Table 124* y *Table 125* en inglés) incluidas en las conclusiones (*Chapter 7*) muestran las notas obtenidas por los estudiantes del grupo experimental (GE) y del grupo de control (CG) en cada uno de las pruebas del estudio de caso (*case study*).

a) Expresión oral (habilidades comunicativas)

En lo referente a las habilidades comunicativas, a pesar de que los resultados iniciales y finales tanto en el GC como en el GE fueron muy similares, es posible apreciar una ligera diferencia en

sus medias. Al principio del curso, la media de los estudiantes en el GC era ligeramente superior a la del GE. Sin embargo, al final del semestre, los datos se invirtieron y los alumnos del GE terminaron con una media más alta. Esta mejora por parte del GE con respecto al GC se vio confirmada por el estudio estadístico que se muestra en la figura 173 (*Figure 173*). El histograma muestra que el GE tenía un mayor número de alumnos con notas entre los 3,5 y 4,5 puntos en el examen final de expresión oral (FOPT por sus siglas en inglés), mientras que las notas del GC se situaban mayoritariamente entre 2,5 y 3,5 puntos. Así pues, es posible concluir que el grupo que siguió un enfoque de TAV didáctica obtuvo resultados ligeramente superiores en el desarrollo de las destrezas orales. Por lo tanto, si el objetivo principal es mejorar las destrezas de expresión oral de los alumnos, una buena propuesta sería la implementación de metodologías de lo que se denomina *revoicing* (la traducción o reformulación de un texto meta por vía oral), como el doblaje o las voces superpuestas (*voice-over*).

b) Comprensión auditiva (habilidades de escucha)

La comprensión auditiva fue la única destreza en la que los alumnos experimentaron un retroceso en sus calificaciones finales. Los resultados en la prueba de Mann-Whitney no revelaron diferencias significativas en las medianas del GE y el GC. Sin embargo, a pesar de que en los resultados finales en las pruebas de comprensión auditiva en ambos grupos las notas fueron inferiores a las de la prueba inicial, los datos del histograma de la figura 161 (*Figure 161*) muestran cómo las notas más altas corresponden al GE y las más bajas al GC. Así pues, si la comparación entre el GE y el GC se centra en los resultados de la prueba final, es posible observar una ligera diferencia positiva en el GE que podría atribuirse al uso de subtítulos de manera activa en el aula. Además, hay que señalar que, como ya se ha mencionado en el análisis estadístico, el hecho de que el FOPT formara parte de la nota final podría haber elevado los niveles de ansiedad del alumnado; esto podría haber contaminado, en cierta medida, los resultados. Por lo tanto, en futuros estudios sería aconsejable proponer una prueba independiente a la prueba final de los alumnos para obtener resultados más fiables.

Por todo ello, en referencia a la **hipótesis 1** – que afirma que, tanto en los contextos didácticos en los que se usa la TAV como en los no relacionados con esta metodología, se advierte una adquisición incidental de destrezas orales en los alumnos de IFE, aunque la metodología de TAV didáctica conduce a una mejora ligeramente más significativa, lo que se confirma en el caso de la expresión oral, ya que los alumnos del GE mejoraron sus habilidades comunicativas ligeramente más que los del GC. Sin embargo, el caso de la comprensión auditiva es más complejo. El descenso en las notas finales muestra deficiencias en el curso o en el diseño

del examen final. Sin embargo, como ambos grupos (GE y GC) sufrieron ese descenso, para comprobar qué grupo obtuvo mejores resultados se tuvo en cuenta exclusivamente la nota final. De acuerdo a estos resultados, es posible concluir que, aunque hubo algunas debilidades o limitaciones, el GE obtuvo notas ligeramente superiores; demostrando así que el uso de la TAV didáctica conduce a una adquisición incidental relativamente más significativa de la comprensión auditiva en alumnado IFE.

c) La TAV didáctica para la mejora de las competencias lingüísticas generales

La **hipótesis 2** (según la cual un contexto didáctico de TAV conduce a una mejora ligeramente más significativa de las destrezas lingüísticas generales del alumnado de IFE) se comprobó a través de las notas finales del alumnado. Así pues, se analizaron las notas del examen final cuando finalizó el curso para ver las diferencias entre el GE y el GC en cuanto al desarrollo del nivel del inglés general del alumnado. Al analizar las tres notas finales (comprensión lectora, gramática y vocabulario y nota final) se observa que, en los tres casos, el GE obtuvo una nota levemente superior al GC.

En lo que respecta a la comprensión lectora, el programa SPSS no reveló diferencias estadísticamente significativas entre la mediana del GE y la del GC. Los resultados muestran una mejora general, ya que ningún alumno, en ninguno de los dos grupos evaluados, suspendió la prueba de lectura en el examen final. No obstante, un análisis más detallado de las notas individuales de cada grupo (*Figure 178*) indica que los alumnos del GE obtuvieron notas más altas que los del GC, ya que casi 30 alumnos del GE obtuvieron entre 11 y 13 puntos sobre 15, frente a los 20 del GC. Así pues, para corroborar estos resultados, sería recomendable realizar más investigaciones sobre el impacto del uso de TAV didáctica en el desarrollo de la comprensión lectora en el caso de estudiantes de IFE.

Del mismo modo, el análisis estadístico realizado en el estudio de caso de esta tesis doctoral no muestra diferencias significativas entre el GE y el GC en la adquisición de gramática y vocabulario. Sin embargo, las medianas de ambos grupos en esta parte del examen final muestran que el alumnado mejoró su gramática y vocabulario. Además, la mayoría de los estudiantes en el GE fueron ligeramente mejores que en el GC, lo que sugiere que seguir un método didáctico de TAV deriva en mejores resultados. Así pues, y a pesar de que ya existen estudios específicos centrados en la adquisición de vocabulario a través de la TAV didáctica, sería interesante llevar a cabo futuras investigaciones sobre los beneficios de esta metodología en la adquisición de gramática y vocabulario en estudiantes IFE.

En último lugar, es importante destacar también que la prueba no paramétrica de Mann-Whitney para muestras independientes realizada con las notas finales del alumnado concluyó que no había diferencias estadísticamente significativas entre el GE y el GC. Aunque ningún estudiante suspendió, la mediana del GE fue superior, lo que podría implicar que el GE lo hizo mejor. Además, la nota más alta (90 puntos sobre 100) la obtuvo un estudiante del GE, mientras que la nota más baja (58 puntos) corresponde a un estudiante del GC.

d) La TAV didáctica y la motivación

La **hipótesis 3** se contrastó a través de las respuestas del alumnado en el postcuestionario. En concreto, los datos cualitativos extraídos del postcuestionario posibilitaron conocer los pensamientos del alumnado sobre la metodología de la TAV didáctica, así como su nivel de compromiso. Por un lado, los comentarios sobre las unidades didácticas dejaron claro que las mejoras introducidas en el estudio de caso arrojaron resultados positivos, ya que en ambos grupos tanto los estudiantes del GE como los del GC hicieron comentarios positivos sobre las unidades didácticas. En sus comentarios, los estudiantes destacaron los temas tratados en las unidades y mencionaron considerarlos interesantes y amenos. Por otro lado, cabe destacar que, aunque ambos grupos valoraron positivamente las sesiones prácticas, los alumnos del GE otorgaron más puntuaciones de 9 sobre 10 a las mismas que los del GC, lo que indica una preferencia metodológica por la TAV didáctica. La inclinación por esta metodología fue constatada por el 65.9% de los alumnos del GE, que afirmaron que repetirían la experiencia y que les gustaría realizar otro curso de inglés en el que se aplicase TAV didáctica. Del análisis también podemos extraer que quienes rechazaron el uso de esta metodología lo hicieron, en la mayoría de los casos, por el tiempo que consideraban necesario invertir. Sin embargo, las respuestas sobre el tiempo necesario para realizar las tareas de trabajo autónomo revelaron que cada grupo consideraba que su metodología era la que más tiempo requería, por lo que su queja puede ser desestimada. Además, los estudiantes del GC que mostraron curiosidad por la implementación de la TAV didáctica en sus estudios lo hicieron al considerar que esta metodología podía reportar algunos beneficios, tales como el uso del doblaje como herramienta para mejorar su pronunciación y enfrentarse a situaciones y a un discurso más acorde a la vida real. Con todo ello, podemos concluir que la hipótesis 3 se confirma, ya que las nuevas metodologías innovadoras implican a los estudiantes y les motivan a trabajar más.

Sugerencias para el futuro

A pesar de que los cursos de IFE son cada día más comunes, siguen siendo asignaturas optativas que se imparten en un solo semestre de los cuatro años de la enseñanza superior. Es por esto que el tiempo disponible para la realización de los estudios de esta tesis doctoral ha sido limitado para poder aplicar la metodología. Es por esto que futuros estudios deberían llevarse a cabo durante periodos más largos para comprobar si esta mejora del aprendizaje es mayor a lo largo del tiempo.

La TAV didáctica en IFE sigue siendo un campo poco explorado, lo que hace que sus posibilidades de investigación sean ilimitadas. El presente estudio ha aportado evidencias empíricas de sus beneficios en el desarrollo de las destrezas orales, y es por ello que futuros estudios podrían centrar sus investigaciones en una amplia variedad de aspectos aún por explorar detenidamente, como los que se exponen a continuación:

Iniciar una línea de investigación para potenciar la comprensión lectora a través de la TAV didáctica en IFE, debido a que la gran mayoría de actividades basadas en esta metodología implican un cierto fomento de la lectura. La TAV didáctica proporcionaría un enfoque más motivador, ya que los alumnos suelen encontrar aburridos y poco atractivos los ejercicios de comprensión lectora tradicionales.

Asimismo, la adquisición de la gramática y el vocabulario técnico son esenciales en los cursos de IFE y es por ello que deberían ser analizados desde una perspectiva del uso de la TAV didáctica. En esta línea, se deberían estudiar a fondo la selección de temas en las unidades didácticas, por lo que un análisis de necesidades sobre los temas que el alumnado utilizará en su vida laboral sería crucial para el diseño de nuevas unidades didácticas. Del mismo modo, sería interesante diferenciar entre los temas comunes a cualquier campo de trabajo y los específicos de las distintas ramas como la arquitectura, la ingeniería química, la ingeniería mecánica o la ingeniería industrial, entre otras.

También, en futuras líneas de investigación se debería seguir incidiendo en la comprensión auditiva porque, tal y como este estudio revela, aunque el alumnado consideraba que su comprensión auditiva había mejorado a final del curso, los resultados de las pruebas finales no fueron tan positivos. Por lo tanto, es necesario replantear el enfoque de esta destreza, ya sea asignándole más tiempo, introduciendo actividades que trabajen la comprensión auditiva desde más modalidades de la TAV o, como se ha dicho anteriormente, reduciendo el estrés de los estudiantes liberándoles de una nota final basada en el examen y restringiendo la nota a los resultados obtenidos a través de una evaluación continua.

Finalmente, los resultados positivos de la expresión oral (obtenidos tanto de manera objetiva en las pruebas realizadas a lo largo del curso como de manera subjetiva través de las percepciones de los alumnos) favorecen nuevas investigaciones sobre el potencial de la TAV didáctica en los cursos de IFE. Este estudio ha demostrado que el doblaje es una valiosa herramienta para la mejora de las habilidades comunicativas de los estudiantes de IFE, por lo que, en el futuro, estos cursos deberían hacer más hincapié en su uso para el desarrollo de esta destreza. Además, se podrían introducir otras modalidades de TAV tales como la audiodescripción, a través de tareas de *voicing* en las que se combine la habilidad comunicativa junto con las demás destrezas.

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Videos in Lesson Plans

A Video Conference Call in Real Life

https://www.youtube.com/watch?app=desktop&v=JMOOG7rWTPg&feature=youtu.be&ab_channel=TrippandTyler

Business of English Episode 08 - Graphs and trends

https://www.youtube.com/watch?v=lnXZW7Ta01k&ab_channel=TeacherJorgeTV

Good Presentation VS Bad Presentation

<https://youtu.be/V8eLdbKXGzk>

Job Interview

https://www.youtube.com/watch?v=ExJZAegsOis&ab_channel=ProjectIDEA

'OUR PRICES HAVE NEVER BEEN LOWER!' - The Office US

https://www.youtube.com/watch?v=1QQBB3cwNM0&ab_channel=TheOffice

Polar Bear Pitching 2017 - Proximi.io

<https://youtu.be/cRkmTYOt-vU>

Polar Bear Pitching 2018 - Thank You!

https://www.youtube.com/watch?v=PcKZ4IDS_XA&ab_channel=PolarBearPitching

Space Elevator – Science Fiction or the Future of Mankind?

https://www.youtube.com/watch?v=qPQQwqGWktE&ab_channel=Kurzgesagt%E2%80%93InaNutshell

Tradilex LPS1 B1

https://www.youtube.com/watch?v=IMypWCvM44g&ab_channel=TRADILEX

What If We Built an Elevator to Space?

https://www.youtube.com/watch?v=oeZxTb6LgPU&t=3s&ab_channel=WhatIf

Annex 1. EG LPs pilot study

LESSON PLAN 1

CEFR Level	B1 – B2
Session number	LP1S
Materials	Space Elevator: Science fiction or the future of mankind?" (https://youtu.be/qPQQwgGWktE)
Topic	Space Elevator: How it works
Didactic AVT Mode	Subtitling (EN-SP)
Objectives	Students will be able to talk about advantages and disadvantages describe processes use sequence connectors express opinions

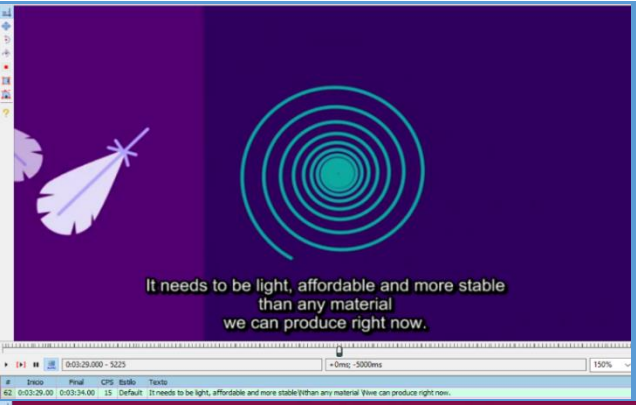
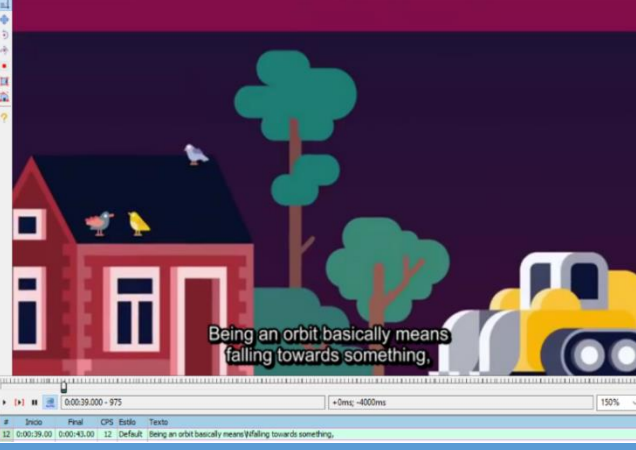
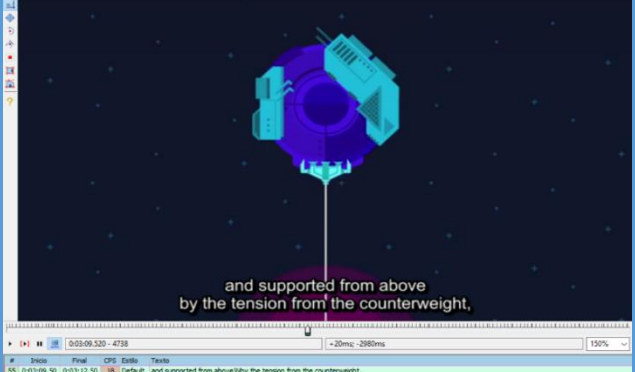
PRE-VIEWING

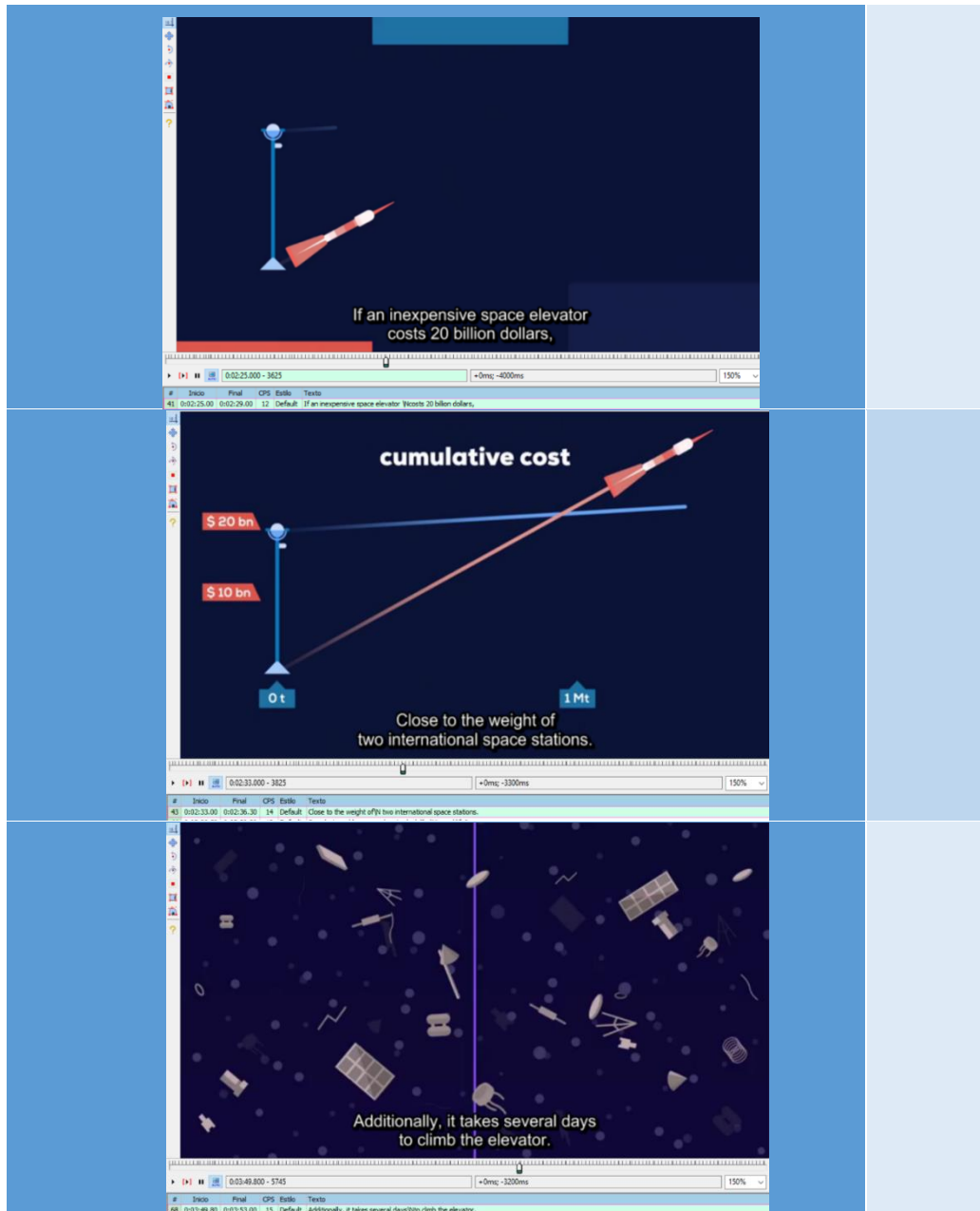
Guidelines for subtitling

- Each subtitle should be written in 1 or 2 lines (never more).
- Subtitles should be short and concise. For long sentences, it is better to create several short subtitles.
- The number of CPS (Character per seconds) must be under 17.
- CPL (Character per line): must be under 41 characters per line.
- End subtitles lines at natural linguistic breaks. Do not break a line (/) between: auxiliary verbs and main verbs, articles and their nouns, conjunctions and relative pronouns must begin the second line in case of having to split the subtitle into two lines.
- Respect the general language rules, in other words, use commas and stops, when necessary, use capital letters in proper names or after a stop.
- Numbers are written using numerals in cases of figures up to eleven, but in some specific cases, numeric expressions should be written using letters (for example, if a sentence starts with a number or from eleven on).

VIDEO-VIEWING

1. Watch the video (<https://youtu.be/qPQQwqGWktE>) with English subtitles, you can put the captions directly in YouTube. Pay attention to both, the audio and the subtitles.
2. Look at the six examples below, which are good practices and which are wrong? In case only being wrong, justify it.

Subtitle	x/v
	
	
	



3. Watch the video (<https://acortar.link/F3mDc>) again, this time with no subtitles. Try to fill in the blank spaces of the following text. You can play it twice.

It's hard to get to space. _____ (1) we all wish there were an easy, and affordable way to see our planet floating in the dark. Right now, the only way is to become an astronaut or a billionaire. But there is a concept that might make it possible _____ (2) as the starting point for the exploration of the universe- The Space Elevator.

Being in orbit _____ (3) means falling towards something, but moving fast enough to miss. If you throw a ball on earth it makes an arch through the air, and then hits the ground. In space, gravity makes you move much the same way, but if you move sideways fast enough the curvature of the earth makes the ground fall away beneath you as fast as gravity pulls you towards it.

_____ (4), a space elevator taps into energy from Earth's rotation to get the cargo going fast. Imagine a child spinning a toy on a rope with an ant on the child's hand. As the ant climbs out along the rope it starts to move faster and faster as it ascends.

But the space elevator would, _____ (5), be the single largest and most expensive structure ever built by humans.

So, is it worth it? It all comes down to costs. Rockets burn a huge amount of rocket fuel just to get a small amount of cargo into space. _____ (6) prices, it costs about \$20,000 to put one kilogram of payload into space, that's \$1.3 million dollars for the average human, \$40 million dollars for your car, billions for an international space station.

This immense cost is one of the major limitations of human spaceflight. _____ (7) advancing technology, this cost isn't likely to be comparable with the price of an airline ticket anytime soon. A space elevator would solve this problem. _____ (8) construction, a space elevator is projected to reduce the cost one hundredfold to \$200 per kilogram. If an inexpensive space elevator costs 20 billion dollars, _____ (9) we'll recoup our losses after launching only one million tons. Close to the weight of two international space stations.

_____ (10), what would a space elevator look like in real life?

A space elevator has four major components: the tether, anchor, counterweight and climber. The elevator part of the space elevator is the tether and the climber. _____ (11) would be an anchor pinning the tether to the Earth along with a port for climbers. _____ (12) is the counterweight which holds up the tether. The tether is held tight like a rope and supported from above by the tension from the

SUBTITLING PRACTICE

Task 1

1. Download the video from “Space Elevator: Science fiction or the future of mankind?” (<https://acortar.link/F3mDc>) and its subtitles file (<https://n9.cl/gxlqj>), which includes the script in English with the timing.
2. Open the subtitling editor.
Upload the subtitles file (.ass) and the video; and subtitle the clip into Spanish.

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

3. Exchange your .ass file with a classmate and grade his/her work using the rubric below, being 1 = objective not achieved and 10 = objective fully achieved.

Main Category	Sub-categories	Grade (1-10)
Language Transfer	Convey the message, condensation of information, successful use of omission. (Consider the following questions: All the important information is included, the information omitted is not relevant, etc.)	
Linguistic competence	Vocabulary, grammar, punctuation	
Discourse competence	Coherence and Cohesion (ex. Use of discourse markers)	
Technical Skills	Space (CPL) – 5points	
	Time (CPS) – 5 points	
Final Mark		/ 40

POST-VIEWING

Task 2

1. Watch the following video (<https://n9.cl/9yx5c>) and choose the right answer, please use this Google Form (<https://forms.gle/GseJtWn4qDmJHexx7>) to introduce your answers:

a. What concept might make travelling to space possible? • Be an astronaut • Use a Space Elevator • Use a rocket b. What does “being in orbit” mean? • fall towards something and move fast • fall toward something and move slow • fall towards something and don't move c. What makes the ground falls away beneath you? • Earth's water resources • Atmosphere • Earth's curvature d. How much does it cost to put a kilogram of payload into space? • 1.3M \$ • 20.000\$ • 40M \$ e. How much is projected to reduce costs a Space Elevator? • 20.000\$ - 200\$ • 20.000\$ - 12.000\$ • 20.000\$ - 2000\$	f. Which one is NOT a major Space Elevator component? • Tether • Counterweight • Offshore base g. What can we place at the counterweight? • Offshore base • Space Station • Cargo h. What would the tether have to resist? • Other spaceships • Atmospheric corrosion • Atmosphere i. Where do experts want to build a Space Elevator first? • Moon • Mars • Near Earth j. What material could be used to raise an elevator to the moon? • Graphene • Nanothreads • Kevlar k. Which component is the most difficult to build with the current technology? • Tether • Counterweight • Climber • Anchor

LESSON PLAN 2

CEFR Level	B2
Session number	LP2D
Materials	Reading text. Adaptation from “The do’s and don’ts of video conferencing” Video: “A video conference call in real life” https://www.youtube.com/watch?app=desktop&v=JMOOG7rWTPg&feature=youtu.be Video: <i>Our prices have never been lower!</i> – “The Office” US https://youtu.be/1QQBB3cwNM0
Topic	Phone and video calls
Didactic AVT Mode	Dubbing (EN-EN)
Objectives	Students will be able to... have a phone conversation express fluently use sequence expressions used in conversations ask and answer questions

PRE-VIEWING

1. Put in order the following jumbled sentences (add any punctuation mark that you may find necessary):

a. Morning/ this/ Google/ speak/ I/ good/ from/ Mike/ to/ is/ could

b. Sorry/ repeat/ I/ that/ am/ you/ please/ could

c. Good / thanks/ help/ have/ for/ day/ a/ your

d. Help/ Mike/ Google/ is/ you/ may/ Company/ how/ this/ I

e. Have/ please/ I/ your/ may/ name

f. You/ I/ there/ do/ is/ can/ for/ anything/ else

2. Match the following sentences (1-10) with its relative situation from a to j.

a. Taking a break	f. Checking what someone means
b. Dealing with names	g. Checking who said something
c. Trying to interrupt someone	h. Talking about the sound
d. Making sure everyone has a chance to speak	i. Talking about the image
e. Talking about documents	j. Leaving the room

1. "The one with the heading Personnel in bold" "Do you all have it (on the screen) in front of you now?"
2. "Sorry. Alex. I'd like to come in here if I may." "Sorry, could I just jump in for a second?"
3. "Who was it who said...?" "Was that you, John?"
4. "Any reactions?" "I think maybe Dan has something to add."
5. "Sorry, could I just confirm something?" "Sorry, I didn't catch the last / first part."
6. "There's a bit of a delay/ echo." "Can you move the microphone?"
7. "You're out of focus" "You're quite jerky"
8. "Let's take five, shall we?" "Shall we take a comfort break?"
9. "Let's first check who is with us." "There are two Akiras, so please call me Aki and him Akira."
10. "Richard has just come back in." "Don't hang up, I'll be just a second."

3. Read the following text and answer true or false.

Meetings are moving entirely online, which means that we're attending a lot of video conference calls. If you don't have a lot of experience with video conferencing, it may take some getting used to. Here's a guide to the do's and don'ts of video conferencing.

SET UP YOUR SPACE: If you can, find a private place to take the call. If not, use headphones to minimize background noise. If you have roommates, partners, or family members who are also working from home (or just stuck at home), let them know beforehand that you'll be in a meeting to minimize interruptions. Set up your device or camera so that it has a clear, unobstructed view of you. Don't sit too far from (or too close to) the camera. If you're using a separate camera, place it near your screen — it's best to put the camera at eye level, so that when you're looking at the screen, it appears as if you're looking at the person you're talking to.

STARTING THE CALL: It's a good idea to test your video conferencing software before the call, especially if you've never used it before. Also, make sure you have a strong Wi-Fi connection and that your device is either plugged in or fully charged. Give yourself a few extra minutes before the call to set up and if possible, log onto the call a little early, especially if you're unfamiliar with the software that your host is using. Once the call has started, check to see if everyone can hear and see each other. A good way to do this is by having everyone either check in or introduce themselves.

KNOW WHEN TO TURN OFF YOUR AUDIO AND VIDEO: Mute your side of the call if you're not speaking. Your microphone can pick up a lot of background noise, so muting allows others on the call to easily hear who's speaking. Also, if you need to get up or move around or do something else during the call (or if your toddler suddenly makes an appearance), it's a good idea to switch off your video to avoid causing any distractions.

SIGNAL WHEN YOU WANT TO TALK: During in-person meetings, you can pick up on visual cues to help find the right time to speak. It's a lot easier to accidentally interrupt on a video call. Wait for a few moments of silence before speaking up in case there's a sound delay. If your company or team is going to have regular online meetings, it's a good idea to decide on a system for asking questions, such as raising your hand or using chat to ask a question. If you're running the meeting, it's also helpful to call on people by name. Speak clearly and watch how fast you speak (and don't forget to unmute yourself!). But speak at your normal volume — there's no need to shout, and if you do, your co-workers may lower their volume and then miss something else.

SHARING YOUR SCREEN: If you do need to share your screen during a video call, take a few seconds to prepare before you hit that share button. Clear your desktop of any extra tabs or programs you may have open and make sure any private or sensitive information is hidden.

(Adapted from "The do's and don'ts of video conferencing" by Aliya Chaudhry, 2020).

- a. You don't need a lot of experience to know how to make a video call.
- b. It is a good option to use headphones to minimize background noise.
- c. If you are using an external camera, place it next to the laptop on the table.
- d. Introducing yourself is a good way of checking your sound.
- e. Check that your microphone is off to avoid any distractions.
- f. Do not switch off your video. It will cause a great distraction.
- g. A good idea not to interrupt people when you have a question is to use the chat.
- h. You don't need to close any tabs while sharing your screen. People will focus only on what you are referring to.

VIDEO-VIEWING

1. Watch the following video (<https://youtu.be/JMOOG7rWTPg>) and discuss the problems we can face while having a video call. Identify the 9 problems.

Problem 1:	Problem 2:
Problem 3:	Problem 4:
Problem 5:	Problem 6:
Problem 7:	Problem 8:
Problem 9:	

2. Answer the following questions related to the video:

- a. Why is Tyler's image distorted?

1. He doesn't want people to see him.
2. He looks like that.
3. He is using a hotel Wi-Fi.

- b. Why is there so much echo?

- c. Complete the sentence:

Sorry, it's John here. I had to _____ I'm stuck in traffic.

- d. At the end, he stands up and what happens next?

3. Watch the following video <https://youtu.be/1QQBB3cwNM0>. According to Mike, the protagonist, which three things should one avoid in a phone conversation?

a.

b.

c.

PRACTICAL TASK**Task 1**

1. Imagine that the three characters from the previous video are participating in a video-call. Write a completely different script (**300-400 words**) for the same video (<https://tinyurl.com/y95t9f7a>). Remember to maintain synchrony between the duration of each voice recording, the duration of the original actor's and the images displayed on-screen.

(2.5 points)

Context:

A company-seller calls a potential customer to buy specific materials. According to the needs you may have in your future job, choose something you may need to buy – construction materials, computers, etc.

The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

Due to technical problems, the boss has to intervene in the call, and s/he has to finish the deal. At the end, the boss asks the customer about details such as his/her name, address and delivery instructions.

Character 1: Customer

Character 2: Seller

Character 3: Boss

Remember:

- This is a video call; technical problems may occur. You **MUST** include: at least two problems and problem-solving with video conferences, and selling strategies.
- Try to be creative.

DUBBING PRACTICE

Task 2

1. Once you have your conversation, voice the clip (<https://youtu.be/1QQBB3cwNM0>). For voicing the clip, you will have to mute the three voices. In order to do it, you can use Screencastify (<https://www.screencastify.com>), if you don't know how to do it, watch this brief tutorial (<https://tinyurl.com/y795rv8t>).

(5 points)

Steps to follow:

- a. Download the video from *Our prices have never been lower! "The Office US"* (<https://tinyurl.com/y95t9f7a>).
- b. Open a video editor, you can use Screencastify or any other video-editing software of your choice. If you don't know how to use it watch this short tutorial (<https://tinyurl.com/y795rv8t>).
- c. Start dubbing the video (use your written script and don't forget about synchrony).
- d. Once you finish dubbing, save your video file and name it using LP2D_ and your two surnames and name (ex. LP2D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with the script you wrote.

Watch out: You have to send the script and the dubbed video clip.

Deadline:

- Group A: March, 16th before 14.00
- Group B: March, 23th before 14.00

POST-VIEWING

Task 3

1. You will receive a dubbed video from one of your classmates (17th March –Group A / 24th March –Group B). Watch it and assess it. Use the rubric below and introduce the marks in this Google Forms (<https://forms.gle/cCSBDY2kPxkyMoGj9>). The lecturer will check your assessment.

(2.5 points)

Deadline:

- Group A: March, 19th before 14.00
- Group B: March, 26th before 14.00

Accuracy	Synchrony	Pronunciation	Intonation	Performance	MARKS
Accuracy and variety of grammatical structures used.	Excellent synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is excellent, good effort at accent	Natural intonation, volume is excellent.	Smooth and fluid speech few to no hesitations.	5
Some errors in grammatical structures, possibly caused by attempt to include a variety.	Good synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is good, good effort at accent	Natural intonation but inaudible word or two.	Smooth and fluid speech, few hesitations: an inaudible word or two inaudible words.	4
Frequent grammatical errors that do not obscure meaning.	Synchrony between the duration of each voice recording, and the images display on-screen is okay.	Pronunciation is good, some effort at accent, but is definitely non-native	Good intonation but volume wavers.	Speech is relatively smooth but is characterised by some hesitations.	3
Frequent grammatical errors even in simple structures.	Bad synchrony between the duration of each voice recording, and the images display on-screen.	Pronunciation is okay: No effort towards a Spanish accent	Intonation is okay, but volume is very soft.	Speech is frequently hesitant and jerky, some sentences left incomplete.	2
Frequent grammatical errors even in simple structures: meaning is obscure.	No synchrony at all between the duration of each voice recording, and the images display on-screen.	Pronunciation is lacking and hard to understand: No effort towards a Spanish accent.	Bad intonation, inaudible.	Speech is slow but exceedingly hesitant and strained except from some memorized phrases.	1
					Total Overall / 25

LESSON PLAN 3

CEFR Level	B1
Session number	LP3S
Material	Video: "The worst that could happen" https://www.youtube.com/watch?v=hIS39XATcww
Topic	Invitations and requests
Didactic AVT Mode	Subtitling (intralingual keyword subtitling)
Objectives	Students will be able to... practice requests and invitations

PRE-VIEWING

1. Write down at least two ways to ask somebody out for lunch.
2. Read the following sayings and quotes about dating and find an equivalent in your language for two of them (you don't need to translate them word by word, just look for a phrase that could mean the same):

Example: Real magic in relationships means an absence of judgement from others.

La verdadera magia de una relación reside en la ausencia de juicios externos.

ENGLISH		SPANISH
A)	You are my happy place.	
B)	Never let a fool kiss you or a kiss fool you.	
C)	Love is like a virus. It can happen to anyone at any time.	
D)	I've been in so many blind dates, that I should get a free dog.	
E)	Dating has taught me what I want and don't want, who I am and who I want to be.	
F)	If you truly want to be respected by people you love, you must prove to them that you can survive without them.	

VIDEO-VIEWING

1. Watch the video (<https://www.youtube.com/watch?v=hIS39XATcww>) with Spanish subtitles at least twice. Try to pay attention to the difference between the original and the subtitles. Do you find any information missing in the subtitles?

- a. Yes
- b. No
- c. I'm not sure

2. What differences did you find if any? Provide from 1 to 3 examples of the original and the subtitles (ex. 'so that must mean' - 'así que tú eres').

Difference 1 EN:

ES:

Difference 2 EN:

ES:

Difference 3 EN:

ES:

SUBTITLING PRACTICE

Task 1

1. Download this clip from “The worst that could happen” (<https://tinyurl.com/y929tewl>) and its subtitles file (<https://tinyurl.com/y8a8rokj>). You will have an .mp4 file and an srt. file. If you don’t know how, watch this short tutorial: <https://youtu.be/PIHXjZeg-58>.
2. Open a subtitling editor (you may download AEGISUB for Mac and Windows (<https://aegisub.en.softonic.com/>)). Then upload the subtitles file and the video and complete the missing words (delete the gaps and substitute them by the word or words you think are missing). If you don’t know how, watch this short tutorial: <https://youtu.be/Ohzv2NEc2F8>.

Once you finish, save your subtitles file, and name it using LP3S_ and your two surnames and name (ex. LP3S_BuilBeltranPaula) and send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es). In the subject of the e-mail, please write: Group 91-LP3 and your surnames.

(5 points)

Deadline:

- Group A: March, 30th before 14.00
- Group B: April, 20th before 14.00

POST-VIEWING

Task 2

1. At home, write a short dialogue exchange (80-100 words) where you invite someone for dinner.

(5 points)

Steps to follow:

- a. Start greeting the other person.
- b. Suggest going out somewhere.
- c. The other may not feel like going out.
- d. Try to convince him/her.
- e. Offer interesting activities you two may like.
- f. Agree on day, time, place and other arrangements like what you are going to do.

Send the tasks both to pbuil@unizar.es and to pilargv@unizar.es before:

- Group A: March, 30th before 14.00

- Group B: April, 20th before 14.00

LESSON PLAN 4

CEFR Level	B2
Session number	LP4D
Material	Worksheets: Job interviews Video: Job Interview (https://youtu.be/ExJZAegsOis)
Topic	Interviews
Didactic AVT Mode	Dubbing (EN-EN creative)
Objectives	Students will be able to... develop vocabulary related to jobs interviews and professional contexts answer questions during an interview

PRE-VIEWING

1. Conversation at a job interview. Write the words in the correct order to make sentences which could appear in a job interview.

- a. nice/ Good afternoon,/ to/ you./ meet/
- b. in touch./ Thank you/ We'll be/ for coming today.
- c. got/ any questions?/ Have you
- d. your/ tell us/ you/ previous work experience, /Can/ about/ please?
- e. in a team?/ you/ Do / work well
- f. start?/ could/ When / you
- g. this job?/ you want/ Why/ do
- h. a few questions./ would/ to ask/ We/ you/ like
- i. have you got/ help you/ What skills/ that/ in this job?/ would
- j. £10.50 per hour/ Sundays. / and work / Wednesdays to / You'll get

2. Complete the job interview conversation. Use the interviewer's questions from exercise 1 in the correct places.

Interviewer: Good afternoon, nice to meet you.

Interviewee: Hello. Nice to meet you, too.

a. Interviewer: _____

Interviewee: Ok, great. I'll do my best to answer them.

b. Interviewer: _____

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a software company. I worked there for 18 months. Before that, I worked as an intern at a different company.

c. Interviewer: _____

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I am great at solving problems.

d. Interviewer: _____

Interviewee: I would like the job because this is a good company to work for. I like meeting people and talking to customers. Also, the hours are good for me.

e. Interviewer: _____

Interviewee: Yes. I like working together with other people.

f. Interviewer: _____

Interviewee: Straight away!

g. Interviewer: _____

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

h. Interviewer: _____

Interviewee: Thank you very much. I look forward to hearing from you.

i. Interviewer: _____

VIDEO-VIEWING

1. Watch the video (<https://n9.cl/6ne9>). Write down the INTERVIEWER and INTERVIEWEE/APPLICANT questions to the following answers.

a. Interviewer

Question 1: _____

Answer: Well, I grew up in China and studied accounting, then I worked at an accounting firm there for two years before coming to the States. I work well with others, and I like to challenge myself to constantly improve my skills.

Question 2: _____

Answer: My biggest strength is my attention to detail. That has helped me a lot in this line of work. Also, I work well under pressure.

Question 3: _____

Answer: One of my biggest weaknesses is asking for help when I need it. I'd like to do better at that.

Question 4: _____

Answer: My primary goal is to gain more work experience, so a position like this would help me meet that goal. I'd also like to learn about the different aspects of banking.

Question 5: _____

Answer: I would be hoping to start somewhere between \$35,000 and \$38,000 a year which is based on my experience and education.

b. Interviewee/applicant

Question 1: _____

Answer: We'd like whoever fills the position to work nine to five each weekday. There may be some occasional overtime.

Question 2: _____

Answer: We'll give you a call within a week and let you know. Do you have any other questions?

DUBBING PRACTICE

Task 1

1. Answer to the INTERVIEWER questions in the video you have just seen thinking about yourself.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

- 2. Answer to the INTERVIEWEE/APPLICANT questions in the video you have just seen using creative and appropriate answers.**

Question 1:

Question 2:

- 3. Take a look at the times the interviewer and the interviewee/applicant take for answering each question in the video. Adapt your answers from exercises 1 and 2 to the slots of time hereby provided.**

Interviewer

Q1	Q2	Q3	Q4	Q5
00:00:15 – 00:00:25	00:00:36 – 00:00:44	00:00:49 – 00:00:54	00:01:00 – 00:01:10	00:01:17 – 00:01:25

Interviewee/applicant

Q1	Q2
00:01:34 – 00:01:39	00:01:44 – 00:01:47

4. Once you have your answers, voice the clip (<https://n9.cl/dpqkm>). The voices have already been muted. In order to do it, you can use Screencastify (<https://www.screencastify.com>), if you don't know how to do it, watch this brief tutorial (<https://tinyurl.com/y795rv8t>).

(5 points)

Steps to follow:

- a. Download the video with muted voices from *Job Interview* (<https://n9.cl/dpqkm>).
- b. Open a video editor, you can use Screencastify or any other video-editing software of your choice, like Filmora (<https://filmora.wondershare.es/>) or Lightworks (<https://www.lwks.com/>). If you don't know how to use it watch this short tutorial (<https://tinyurl.com/y795rv8t>).
- c. Start dubbing the video (use your written script, from exercise 1 and 2 – dubbing practice – and don't forget synchrony).
- d. Once you finish dubbing, save your video file and name it using LP4D_ and your two surnames and name (ex. LP4D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

Watch out: You have to send 1) the script and 2) the dubbed video clip.

Deadline

- Group A: April, 27th before 14.00
- Group B: May, 11th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP4D

POST-VIEWING

Task 2

1. You are in an interview and the interviewer asks you the following questions. Indicate first the job position you are applying for and write your answers as an interviewee/applicant for that post:

(5 points)

- Job post:
 - Tell me about yourself. (150 words)
 - What are your strengths and weaknesses? (taking into consideration the job post you are applying for). (150 words)

Send the task to pbuil@unizar.es and pilargv@unizar.es before:

- Group A: April, 27th before 14.00
- Group B: May, 11th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP4D

LESSON PLAN 5

CEFR Level	B2
Session number	LP5S
Material	Oral presentation worksheets Video: Good presentation vs bad presentation "https://youtu.be/V8eLdbKXGzk"
Topic	Oral Presentation
Didactic AVT Mode	Subtitling (Intralingual EN-EN)
Objectives	Students will be able to... deliver a good presentation acquire sequence connectors for presentations

PRE-VIEWING

1. Match the following sentences (1-10) with its relative situation from a to g.

a. Thank the audience for coming	e. Give structure
b. Introduce yourself	f. Ask for questions
c. Give your job title	g. Start your presentation
d. Give the title of your presentation	

1. So, first of all, let's take a look at ...
2. The presentation will be divided into 3 parts. First, I will talk about... Then, I will move on to...
3. I'm very grateful that you could all come here today
4. If there's anything you would like to ask me, please feel free to interrupt me.
5. I'm (quality manager/purchasing manager/media officer/project officer/engineering manager/IT manager/safety manager/production manager/plant manager/head of research/)
6. Welcome to my presentation. My name is...
7. The subject of my presentation today is...

2. Take a look at the following presentation expressions and classify them as follows.

- a. Introduction/ Body of the presentation
 - b. Conclusion
- I would like to start talking about....
 - To sum up...
 - Now, let's move on to the second part of this presentation.
 - The next point I want to make is...
 - In spite of this, the results showed that...
 - The aim of this presentation was to...
 - My intention was to show that... and the results confirmed that...
 - An example of this was when...

- On the other hand, it is also true that...
- I'd like to conclude by summing up and making recommendations.
- With regard to this, ...

3. Unscramble the sentences in the box, matching elements from columns 1, 2 and 3 in order to get sentences, that show ways of getting the audience's attention when starting a presentation. Then, match the sentences with the categories they represent from a to g.

a. Rhetorical question	b. Question	c. Quote	d. Interesting fact
e. Telling a story	f. A provocative statement	g. A problem to think about	

1	2	3
We are effectively wasting	why you're going to fail	on top of a bunk bed...
Imagine that companies which	we were playing	have seen a 13% increase in ROI within just 3 years.
Reportedly, Albert Einstein said	it's possible to control someone's attention	we go beyond them.
Can we really	invested in speech recognition	Of course, we can!
When I was seven years old and my sister was just five years old,	that once we accept our limits	no one will ever purchase.
I want to discuss with you this afternoon	over \$1.2 billion per year on producing clothes	to have a great career.
Do you think	compete with the Chinese?	and predict human behaviour?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

4. Read the following short paragraphs on how to get people excited about your ideas and match them with the appropriate title.

a. Start with a problem	d. Strengthen memories by telling a story
b. Link your message to the listeners' own experience	e. Amaze or inspire your listeners
c. Use a FAB analysis	f. Exploit the precious moments at the start and end

1. Start by identifying the special features of your product. Next, recognise what advantages those features offer to the users. Finally, and most important, understand what personal benefits the advantages will bring to users.

2. We know from our childhood how we can become completely absorbed in a story. The narrative of a good story carries us with it, and our minds are active trying to anticipate what will happen next. But even more, stories can make us feel as well as think! Memories based on feelings can be long-lasting, which means that the listeners are unlikely to forget your message very soon. So, if you can build your presentation around a story, this can be very compelling.

3. Human beings love problems! If a speaker presents the audience with a problem, their brains will shift into gear and start thinking. Once the speaker has activated their minds, they will be a captive audience, anticipating a solution to the problem and receptive to what the speaker wants to say.

4. There seems to be some evidence that the pieces of information that people hear first and most recently are those that they remember best. This means that you can benefit from the knowledge that your audience is more likely to remember the beginning and end of your presentation. Since what you say to the listeners at those points is likely to be memorable, make sure your opening and closing words are truly worth the attention of the audience.

5. You can capture your listeners' imagination in other ways too. If you can introduce some astonishing, stirring, fascinating or even shocking detail, you have a good chance of getting the audience on your hook. You can do this in many ways, for example, by quoting some remarkable statistics, pointing to a time in the past or future when life is different than at present, or providing an inspiring quotation. Like stories, details like these can be very memorable, so that the audience remembers your message well after the presentation has ended.

6. If you are able to make your message personally meaningful to your listeners, they will certainly take a greater interest in what you have to say. Can you link your ideas to their lives and interests?

VIDEO-VIEWING

1. Watch the video (<https://n9.cl/f6b57>), and complete the following text.

- a. He needs to speak _____ and _____ the audience.
- b. He was reading from his _____, so it didn't feel like he was really _____ to us.
- c. It's important to make _____ with someone in the audience.
- d. Anything else that Rayid could do to appear more _____?
- e. Make sure your phone is _____.
- f. I do have one more _____ to connect with listeners.
- g. Next week _____ the causes and effects of stress.

2. Name, at least, four differences between the first and the second presentation in the clip.

Difference 1	
Difference 2	
Difference 3	
Difference 4	

3. Find equivalents in Spanish for the following terms and expressions related to presentations that appear in the video. Try not to translate literally or word by word.

- a. I would ask everyone to give him their full attention.
- b. It's very hard to give a presentation in front of the entire class.
- c. Would anyone like to offer constructive feedback about this presentation?
- d. We look forward to listening to it!

SUBTITLING PRACTICE

Task 1

1. Download this short extract from the video you have just seen from “Good presentation vs bad presentations” (<https://n9.cl/eyja8>) and its subtitles file (<https://n9.cl/w0hvpv>), which includes the timing.

2. Open the subtitling editor.

Upload the subtitles file (.ass) and the video; and subtitle the clip into English.

3. Once you finish the subtitling, save your subtitles file (.ass) and name it using LP5S_ and your two surnames and name (ex. LP5S_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es.

(5 points)

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

Deadline

- Group A: May, 18th before 14.00
- Group B: May, 25th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP5S

POST-VIEWING

Task 2

1. Think of a topic related to your future job or to engineering/architecture and start a presentation about it.

- Record yourself speaking for 1 minute using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to

- Thank people for coming
- Introduce yourself
- Give your job title
- Give the title of your presentation
- Give the structure of your presentation
- Ask for questions
- Start the first part.

Deadline

- **Group A: May, 18th before 14.00**
- **Group B: May, 25th before 14.00**

Remember to include in the subject of the email: **Group 91A/B-LP5S**

LESSON PLAN 6

CEFR Level	B2
Session number	LP6S
Material	Pitch Decks reading Video: Polar Bear Pitching 2017 " https://youtu.be/cRkmTYOt-vU "
Topic	Pitch Presentation
Didactic AVT Mode	Subtitling (Intralingual key word subtitling)
Objectives	Students will be able to... present an idea to a specific audience in two minutes sell a product by engaging the audience

PRE-VIEWING**1. Read the following text and answer true or false. If the answer is false, explain why.****WHAT IS A PITCH?**

The primary aim of a pitch is to convince stakeholders that you have a product that is worth their investment. Your main goal is to attract interest from people who will use your product, work with you, invest their money in the development of your product or otherwise help you realise your vision.

To persuade them of the value of your product, you have to keep in mind the perspective of the potential investors: what is important to them, what ideas will push their buttons, and how you can communicate your message in a way that is meaningful and personal for them. You will lose your audience quickly if you spend too much time trying to “sell” the technical features of the product or service. Although stakeholders do need some kind of technical information, they need to know most of all how the product or service will make their lives better.

In your pitch, you need to introduce yourselves and your innovative product very briefly, and then move from the product idea to a concrete, credible plan for developing and realising the product.

Potential investors are, of course, interested in the possibility of making money. They want to know that you have a good business plan, understand your target market and its opportunities, have a capable and committed team, have an awareness of the costs involved in producing your product or service, and can forecast when your product will start making a profit. You should also demonstrate an awareness of realistic pricing, know who your competitors are, and have a strategy for marketing and selling your product or service.

- a. The main goal of a pitch is to sell your product.
- b. It is important to take into account the potential investors.
- c. It is important to give as many technical details as possible.
- d. One of the main goals of investors is to make profit from your product.
- e. You don't have to compete with others if your product is good enough.

2. Look at the following pictures and associate them with the different parts that include a pitch deck presentation.

- a. Introduction b. Problem c. Solution d. Market size and opportunity e. Product
- f. Traction g. Team h. Competition i. Financials j. Investment and use of funds

1.

Price is an important concern for customers booking travel online.

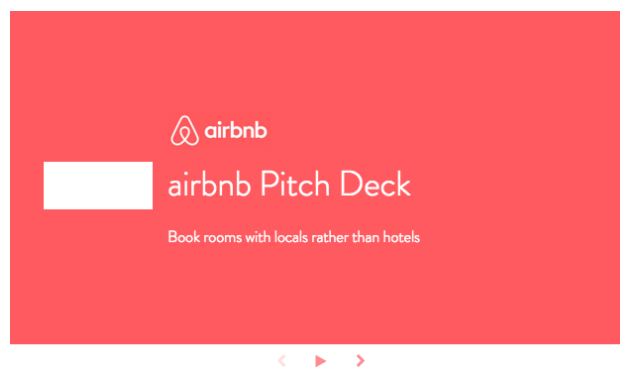
Hotels leave you disconnected from the city and its culture.

No easy way exists to book a room with a local or become a host.

2.



3.



4.



5.

what we're looking for

- * \$600k convertible note
- * 18 months of runway to work on:
 - product-market fit
 - customer dev
 - early marketing efforts
 - profitability
- * Plan to raise further round in 12-18 months to turn up heat on marketing

6.



7.

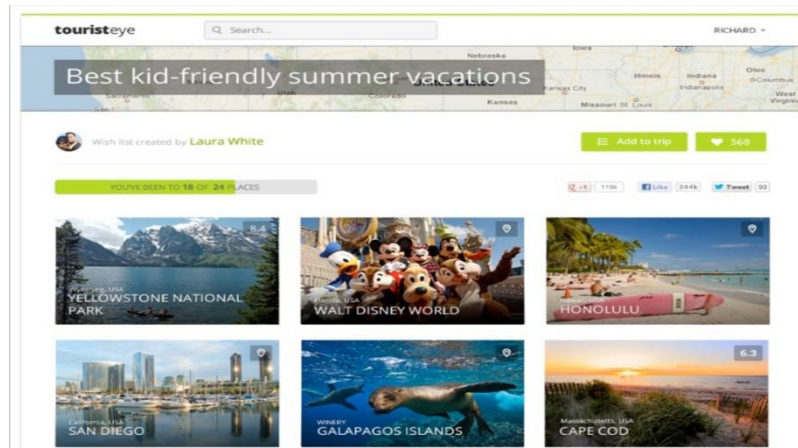
A web platform where users can rent out their space to host travelers to:

SAVE MONEY when traveling	MAKE MONEY when hosting	SHARE CULTURE local connection to the city

8.



9.



10.



3. Classify the following statements as Dos and Don'ts of pitch presentations.

- Overwhelm your audience with a lot of text.
- Use large font sizes, lots of visuals and a readable colour scheme.
- Include your contact information at the end of your presentation to let your audience know who to reach out to for queries.
- Add as many team members as you can.
- Make sure you present your audience with an engaging narrative that allows them to feel why your business is tackling the problem it is and how this will affect them.
- Focus on only the stats without a bigger picture dealing with the why of your business.
- Tailor your presentation to keep your audience engaged and never just recite what is written on your slides.

VIDEO-VIEWING

1. Watch the following video about Polar Bear Pitching (<https://n9.cl/i38tx>) and answer true or false. If the answer is false, explain why.
 - a. To talk about your idea, you have to go into an ice hole.
 - b. People don't have any chance to make connections during the event.
 - c. There are no extra activities during the event, only the competition of pitches.
 - d. The main goal of the event is to support start-ups.
2. Watch the video (<https://n9.cl/042m>), and answer the following questions with your own words.
 - a. What is the main goal of her company?
 - b. What is their business model based on?
 - c. When did they launch the app and how many register developers they have now?
 - d. What was the estimated growth by 2021?
 - e. How many team members do they have?

SUBTITLING PRACTICE

1. Download this short extract from the video you have just seen from “Polar Bear Pitching 2017 - Proximi.io” (<https://n9.cl/042m>) and its subtitles file (<https://n9.cl/r5odv>), which includes the timing with blank spaces.
2. Open the subtitling editor.
Upload the subtitles file (.ass) and the video; and
Complete the blank spaces with English subtitles.
3. Once you finish the subtitling, save your subtitles file (.ass) and name it using LP6S_ and your two surnames and name (ex. LP6S_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es.

Remember to include in the subject of the email: Group 91A/B-LP6S

POST-VIEWING

Task 1

1. Think of an innovative idea in engineering/architecture (e.g. An electric toaster with tactile functions and other extra features) and do a pitch presentation about it.

- Record yourself speaking for 2 minutes using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Name it using your two surnames and name and LP6S (ex. BuilBeltranPaula_LP6S)
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to talk about

- 1) yourself (introduction)
- 2) an existing problem
- 3) a solution
- 4) the market size and opportunity
- 5) the product
- 6) traction (the numbers of sales you've made, the major goals you've achieved till now and the next steps)
- 7) your team
- 8) your competitors
- 9) financials and,
- 10) investment and use of funds

Deadline

- Group A: May, 25th before 14.00

- Group B: May, 26th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP6S

Annex 2. CG LPs pilot study

LESSON PLAN 1

CEFR Level	B1 – B2
Materials	Cambridge English for Engineering by Ibboston (2008) Video: https://n9.cl/9yx5c
Topic	Space Elevator: How it works
Type of activities	Class discussion Listening comprehension tasks
Objectives	Students will be able to talk about advantages and disadvantages describe processes use sequence connectors express opinions

WARM-UP

1. In groups of 4-5, discuss the following:



Space Elevator

How do you think a space elevator
would work?

What could it be used for?

What technical challenges
would it face?

MAIN ACTIVITIES

1. Listen to the following audio excerpt (<https://n9.cl/8h8c>) about an engineer talking about Space Elevators, and complete the text with blank spaces. You can listen to it twice.

Space Elevators

- Challenge of (1) connecting a satellite to earth by cable is significant.
- To (2) _____ its own weight, and be securely (3) _____ at each end, cable would need phenomenal strength-to-weight ratio.
- How could vehicles be (4) _____ into space, up cable?
- Self-contained energy source problematic, due to weight (heavy fuel or batteries required to (5) _____ vehicle).
- Two possible ways round problem:
 - 1 Transmit electricity wirelessly. But technique only at research stage.
 - 2 Solar power. But would only allow vehicle to (6) _____ slowly. Not necessarily a problem, as car could be controlled remotely, allowing it to (7) _____ payloads unmanned.

(Cambridge English for Engineering, p. 8)

2. What kinds of words are missing from the notes? Compare the notes and the original script:

James:

The engineering challenge of connecting a satellite to Earth using a cable is, obviously, significant. In order to support its own weight and be securely attach at each end, the cable will require a phenomenal strength-to-weight ratio. Carbo nanotube materials may one day be up to the job, and I'll talk about those in detail later on. How could vehicles be raced into space up the cable? Well, using a self-contained energy source will be problematic due to the weight of fuel or batteries require to power the vehicle. There are two possible ways round this problem: transmitting electricity wirelessly or using solar power. The first technique is only on the early stages of research, the second will allow the vehicle to ascend only very slowly. Now, this wouldn't be necessarily be a problem as the car could be control remotely, allowing it to transport payloads as an unmanned vehicle.

3. Download the Pictionary (<https://n9.cl/zzqlz>), and match the different pictures with their corresponding nouns and look a definition of each up in a dictionary.

NOTE: You can add as many words as you consider important with their corresponding pictures and definitions in the spaces provided.

4. Listen to the second part of the audio excerpt (<https://n9.cl/xaoeb>) and complete the following questions. You can listen to it twice.

- a. How would an offshore base station be supported?

- b. What would the function of its anchors be?

- c. How would payloads reach the base station?

- d. What problem would a mobile base station help to prevent?

- e. What would the procedure be if there was an alert?

POST-TASKS

1. Compare your answers with a classmate and correct them with the script.

TRANSCRIPTION

Check your answers.

The offshore base station will be supported by a floating structure, which could be attached to the seabed by anchors. Payloads could be carried from the shore to the station by ships before being lifted into orbit. The main advantage of a floating mobile station, rather than a fixed base on land, would be to help reduce the risk of a collision between the cable and one of the many lumps of space debris, such as redundant satellites, that litter orbital space. Based on careful monitoring of debris movements, in the case of an alert the station's anchors could be raised and the station could be moved, driven by propellers, to a new location out of harm's way.

2. Take a look at the first questions posed (warm-up exercise 1). Would you change anything from your previous answers? Discuss it with your classmates.

PRACTICAL-TASK

1. Watch the following video (<https://n9.cl/9yx5c>) and choose the right answer, please use this Google Form (<https://forms.gle/CbgAE59XuyFyB3BY7>) to introduce your answers:

a. What concept might make travelling to space possible? • Be an astronaut • Use a Space Elevator • Use a rocket b. What does “being in orbit” mean? • fall towards something and move fast • fall toward something and move slow • fall towards something and don't move c. What makes the ground falls away beneath you? • Earth's water resources • Atmosphere • Earth's curvature d. How much does it cost to put a kilogram of payload into space? • 1.3M \$ • 20.000\$ • 40M \$ e. How much is projected to reduce costs a Space Elevator? • 20.000\$ - 200\$ • 20.000\$ - 12.000\$ • 20.000\$ - 2000\$	f. Which one is NOT a major Space Elevator component? • Tether • Counterweight • Offshore base g. What can we place at the counterweight? • Offshore base • Space Station • Cargo h. What would the tether have to resist? • Other spaceships • Atmospheric corrosion • Atmosphere i. Where do experts want to build a Space Elevator first? • Moon • Mars • Near Earth j. What material could be used to raise an elevator to the moon? • Graphene • Nanothreads • Kevlar k. Which component is the most difficult to build with the current technology? • Tether • Counterweight • Climber • Anchor

LESSON PLAN 2

CEFR Level	B1 – B2
Session number	LP2
Materials	Reading text. Adaptation from “The do’s and don’ts of video conferencing” Worksheets. Phone call conversations Worksheets. Video-call conversations Technical English 2 by David Bonamy
Topic	Phone and video calls
Type of activities	Oral communication tasks Listening comprehension tasks Vocabulary acquisition
Objectives	Students will be able to... have a phone conversation express yourself fluently use sequence expressions used in conversations ask and answer questions

WARM-UP

1. Put the following dialogue in order:

- a. Thank you.
- b. Hello, this is Ms Sunshine. How can I help you?
- c. Yes, the position is still open. Could I have your name and number, please?
- d. Hold the line a moment, I'll check if she is in the office.
- e. Certainly, my name is...
- f. Yes, Ms. Sunshine is in. I'll put you through.
- g. Hello, this is Ray. May I speak to Ms. Sunshine, please?
- h. Hello, my name is Ray, and I'm calling to inquire about the position advertised on JobSearch.com

2. Take a look at the following expressions and decide which ones are correct and which are wrong. Correct the wrong ones.

- Could you speak down, please?
- I didn't understand what you just say.
- Please speak more slowly.
- Can you please repeat that?
- I'm sorry, I don't speak ...
- Do you speak English?
- Can you hear me clear?
- Could you spell that, please?
- Please say each number separately.
- Who is speaking, please?
- Who would you like to speak with?
- What number did you dial?
- Oh sorry, I think I've dial the wrong number.
- Can I speak to Mr. X's assistant, please?
- I would like to speak to somebody about...
- The call is very urgently.
- Could you ask Mr. X to call me back?
- Could you call me back again tomorrow morning?
- What is your phone number?
- Just a moment, please!
- Hold the line, please!

3. Classify the expressions above as follows:

- Beginning of the conversation **(B)**
- Middle of the conversation **(M)**
- End of the conversation **(E)**

4. Look at all the cards below. They depict situations you may face while doing a business videoconference. Brainstorm suitable expressions or sentences to solve those situations and share them with the rest of the class.

1. The video has some problems.	2. You have problems hearing.	3. You can't identify who is speaking.	4. You don't understand something.
5. You need something repeated three times before you understand it.	6. You need to temporarily hang up.	7. Someone needs to step outside.	8. You want to talk about something among just your side.
9. There is an interruption your side.	10. Use a word that you are sure the other side won't understand.	11. Get a contribution from someone who hasn't spoken (for a while or at all).	12. You need to adjust your equipment.
13. Someone takes a long time coming back from their break.	14. Tell the other side they need to adjust their equipment.	15. You need to email a document.	16. Talk about a particular part of a document you all have copies of.
17. You have a technical problem that takes you three attempts to solve.	18. Someone leaves from your side and someone new comes in to take their place.	19. Insist that people use their own names every time they speak.	20. Interrupt someone.
21. Go off topic.	22. Take the conversation back to a previous topic.	23. Suggest a break.	24. Strongly but politely disagree.

5. Take a look at the following suggested answers and match them with the situations from the table above.

A. "Just a second, I'll move it." "If I just change this, hopefully..."	B. "Can you give us a moment?" "We need to discuss this, if you don't mind. I'll just turn off our mic for a second."	C. "Sorry. Can people identify themselves before they speak?" "It might be easier if people said their names each time they speak."	D. "I'm afraid I can't agree with you there."
E. "I'm afraid John hasn't come back yet. I'm sure he'll be back soon, but shall we start without him?"	F. "Shall we take a breather?" "Does anyone else need a fag break?"	G. "Just a second, I'm going to turn the volume up." "Can you try moving the microphone?"	H. "I can't see people at the edge of the room." "Your image has frozen." "The image and sound are out of synch."
I. "John has to go to another meeting, so Jill will take his place." "John had to rush off, but Jill has come in instead."	J. "John, did you want to comment on this?" "We haven't heard what Jill has to say yet."	K. "Can we speak a little bit more about...?" "This brings us back to..."	L. "The camera seems to be pointing in the wrong direction." "Can you try moving/adjusting...?"
M. "I didn't catch..."	N. "Was that John?" "Sorry. Who was that just now?"	O. "By the way,..." "That reminds me,..."	P. "I have to take this, if you don't mind." "I'll just go and get the documents. I'll be back in a second."
Q. "Can you explain what... means?" "I haven't come across the term... before."	R. "Let me try one last time." "There is one more thing we could try." "Third time lucky, I hope."	S. "Sorry, I still don't get it." "Could you just say that one last time?"	T. "I'll send it to you now." "Just a second, I'll find the document on my laptop and email it to you now."
U. "In the first section/ paragraph/ sentence/ bullet point..."	W. "Can I come in here?" "Sorry to butt in, but..."	X. "Sorry, someone has just come in." "Sorry, there's a lot of noise outside. Someone will go out and see what it is."	Y. "Maybe if we hang up and try again it will sort out the problem." "Sorry, I need to speak to this person for just two minutes. I'll connect you again when I finish."

6. Read the following text and answer true or false.

Meetings are moving entirely online, which means that we're attending a lot of video conference calls. If you don't have a lot of experience with video conferencing, it may take some getting used to. Here's a guide to the do's and don'ts of video conferencing.

SET UP YOUR SPACE: If you can, find a private place to take the call. If not, use headphones to minimize background noise. If you have roommates, partners, or family members who are also working from home (or just stuck at home), let them know beforehand that you'll be in a meeting to minimize interruptions. Set up your device or camera so that it has a clear, unobstructed view of you. Don't sit too far from (or too close to) the camera. If you're using a separate camera, place it near your screen — it's best to put the camera at eye level, so that when you're looking at the screen, it appears as if you're looking at the person you're talking to.

STARTING THE CALL: It's a good idea to test your video conferencing software before the call, especially if you've never used it before. Also, make sure you have a strong Wi-Fi connection and that your device is either plugged in or fully charged. Give yourself a few extra minutes before the call to set up and if possible, log onto the call a little early, especially if you're unfamiliar with the software that your host is using. Once the call has started, check to see if everyone can hear and see each other. A good way to do this is by having everyone either check in or introduce themselves.

KNOW WHEN TO TURN OFF YOUR AUDIO AND VIDEO: Mute your side of the call if you're not speaking. Your microphone can pick up a lot of background noise, so muting allows others on the call to easily hear who's speaking. Also, if you need to get up or move around or do something else during the call (or if your toddler suddenly makes an appearance), it's a good idea to switch off your video to avoid causing any distractions.

SIGNAL WHEN YOU WANT TO TALK: During in-person meetings, you can pick up on visual cues to help find the right time to speak. It's a lot easier to accidentally interrupt on a video call. Wait for a few moments of silence before speaking up in case there's a sound delay. If your company or team is going to have regular online meetings, it's a good idea to decide on a system for asking questions, such as raising your hand or using chat to ask a question. If you're running the meeting, it's also helpful to call on people by name. Speak clearly and watch how fast you speak (and don't forget to unmute yourself!). But speak at your normal volume — there's no need to shout, and if you do, your co-workers may lower their volume and then miss something else.

SHARING YOUR SCREEN: If you do need to share your screen during a video call, take a few seconds to prepare before you hit that share button. Clear your desktop of any extra tabs or programs you may have open and make sure any private or sensitive information is hidden.

(Adapted from *The do's and don'ts of video conferencing* by Aliya Chaudhry, 2020).

- a. You don't need a lot of experience to know how to make a video call.
- b. It is a good option to use headphones to minimize background noise.
- c. If you are using an external camera, place it next to the laptop on the table.
- d. Introducing yourself is a good way of checking your sound.
- e. Check that your microphone is off to avoid any distractions.
- f. Do not switch off your video. It will cause a great distraction.
- g. A good idea not to interrupt people when you have a question is to use the chat.
- h. You don't need to close any tabs while sharing your screen. People will focus only on what you are referring to.

MAIN ACTIVITIES

1. Listen to the following audio excerpt (<https://tinyurl.com/yacpatak>) about customer calls records, and complete the sentences. You can listen to it twice.

- a. Sorry, _____ you repeat that, please? (Phone call 1)
- b. _____ I have your name, please? (Phone call 2)
- c. I _____ like to cancel an order, please. (Phone call 3)
- d. _____ you think you _____ tell me the model number, please? (Phone call 3)
- e. I _____ like some information about the ePhone, please. (Phone call 4)
- f. _____ you like me _____ send you a specification table? (Phone call 4)
- g. _____ I put you through the service department? (Phone call 5)
- h. _____ you mind _____ me what the problem is? (Phone call 6)

2. Match the sentences from the previous exercise with these language functions.

1. Saying what you want.
2. Offering to do something.
3. Asking someone to do something.
4. Checking information.

3. Work in pairs. Reproduce the following phone conversation between a customer and service staff. Highlight all the sentences you may find useful and practice the six dialogues imitating the intonation and stress patterns you can hear in exercise 1.

<u>Phone call 1</u> (J = Julia; MW = Mr Willard) J: Delta Electronics. This is Costumer Service. Julia speaking. How can I help you? MW: Oh, hello. Do you sell ePhones? J. Yes, we do. Would you like a catalogue? MW: Yes. I would. Thanks! J: Fine. I'll send you one right away. What's your name? MW: Willard. J: Sorry, could you repeat that. please? MW: Willard.	<u>Phone call 4</u> (J = Julia. MM = Ms Martinez) J: Delta Electronics. This is Costumer Service. Julia speaking. How can I help you? MM: Er, hello. I'd like some information about the ePhone, please. J: Certainly. What would you like to know? MM: Well, first of all, what's the screen size? J: Let's see. Yes, it's 88.9 millimetres. MM: Oh, right. It's quite large. J: Yes. Would you like me to send you a specification table?

J: How do you spell that? MW: W-I-L-L-A-R-D J: And could I have your phone number. please? MW: 013348655	MM: Yes, I would. Thanks. J: Could I have your name, please? MM: Yes, my name is Martinez. J Sorry. did you say Martins? MM: No. Martinez J. And could I have your phone number. please? MM: Yes. it's 9604 33887.
<u>Phone call 2</u> (J= Julia: MJ = Ms Jensen) J: Delta Electronics. This is Customer Service, Julia Speaking. How can I help you? MJ: Hello. I'd like to order an ePhone, please. J: Certainly. Which model would you like to order? MJ: The classic one, please. The 12GB model. J: Fine. Could I have your name, please? MJ: Jensen. J: Did you say Johnson? MJ: No, Jensen, J-E-N-S-E-N. J: And could you give me your phone number, please? MJ: 0288 34500	<u>Phone call 5</u> [J = Julia: MB = Mr Brandt] J: Delta Electronics. This is Costumer Service. Julia speaking. How can I help you? MB: Oh. hello. Yes. I bought a classic ePhone last week, and it doesn't work. J Oh, I'm sorry to hear that. What is the problem, exactly? MB: I can 't hear any sound. J: Right. Shall I put you through to the service department? MB: Yes, please. J: OK, hold on. Could you give me your name, please? MB: It's Brandt. J: Could you say that again, please? MB: Brandt. J: Thanks. And would you mind giving me your phone number, please? MB: Sure. It's 9977 00885.
<u>Phone call3</u> [J = Julia; MW = Mr Walters] J: Delta Electronics. This is Costumer Service. Julia speaking. How can I help you? MW: Hello. I'd like to cancel an order, please. J: I see. Do you think you could tell me the model number, please? MW: It was a classic ePhone, 12GB. I ordered it by phone yesterday. J: Right. So, do you want me to cancel it? MW: Yes, please. J: OK. And what's your name, please? MW: It's Walters. J: Could you repeat that, please? MW: Walters. J: Thank you. And would you mind giving me your phone number, please? MW: It's 0987 38206	<u>Phone call 6</u> [J = Julia; MG = Ms Gray] J: Delta Electronics. This is Customer Service, Julia speaking. How can I help you? MG: Good morning. I wish to complain about a phone I bought from you. J: Certainly. Would you mind telling me what the problem is? MG: The phone doesn't work. I can't make any phone calls. J: I'm sorry to hear that. Could you give me your name, please? MG: Yes, my name is Gray. 1: Is that AY or EY? MG: It's GRAY.

POST-TASK

1. How would you continue the conversation from the first exercise (warm-up)? Give an ending to the dialogue.
2. Share your conversation dialogue with a classmate, choose his/hers or yours and practice it orally.

3. Take a look at this table to know what to take into account while practising your speaking.

Use of vocabulary and expressions typical in video calls.	Use of English (grammar)	Fluency	Pronunciation	Mark
Talk about the suggested topic. Provide new ideas and promote the participation of the other. Proper and extensive use of the vocabulary about video calls.	Grammar is consistently accurate and appropriate for the level.	Thoughts expressed completely with no pauses or hesitations.	Pronunciation is excellent; good effort at accent.	1.25
Speaking about the topic without providing new ideas. Use of a variety of expressions and vocabulary about video calls almost always right.	Grammar is mostly accurate and appropriate for the level.	Thoughts expressed completely with one or two pauses or hesitation.	Pronunciation is very good; good effort at accent.	0.87
Wrong or very limited use of some of the expressions or the vocabulary about video calls.	Grammar is sometimes accurate and/or not appropriate for the level.	Some hesitations but manages to continue and complete thoughts.	Pronunciation is good; Some effort at accent, but some words are mispronounced.	0.67
Vocabulary not related or wrong used.	Grammar is rarely accurate or appropriate for the level.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Many words are mispronounced; and no effort towards a native accent.	0.37
The student doesn't meet the criteria to be evaluated.	Grammar is almost never or never accurate or appropriate for the current level.	Speech halting and uneven with long pauses or incomplete thoughts.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	0
				Overall grade / 5

PRACTICAL TASKS

1. Call a classmate (using Google Meets or any other video call platform that you may know) and have a 3-minute business phone conversation. Record it and send it to the lecturer (pbuil@unizar.es, pilargv@unizar.es).

(5 points)

Context:

A company-seller calls a potential customer to buy specific materials. According to the needs in your future job, choose something you may need to buy – construction materials, computers, etc. The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

At the end, the seller asks the customer about details such as his/her name, address and delivery instructions.

Character 1: Customer

Character 2: Seller

Remember:

- This is a video call; technical problems may occur. You **MUST** include: at least two problems and problem-solving with video conferences, and selling strategies.
- Try to be creative.

Watch out: You can have some notes but try not to read it all as if it were a written text, otherwise you will be penalised, try to be as natural as possible.

2. Listen to the conversation and write down everything that you have said. Probably, you will find some mistakes in your recording, correct them and write which should be the final corrected script (300-400 words).

Send the tasks both to pbuil@unizar.es and to pilargv@unizar.es before:

- Group A: March, 16th before 14.00
- Group B: March, 23th before 14.00

(5 points)

Watch out: Each pair must send **ONE video call** and **TWO different scripts** (one per member).

LESSON PLAN 3

CEFR Level	B1
Session number	LP3
Materials	Worksheets: Requests and invitations
Topic	Invitations and requests
Type of activities	Oral communication tasks Listening comprehension tasks Vocabulary acquisition
Objectives	Students will be able to... practice requests and invitations

WARM-UP

1. Take a look at the following sentences and decide which are not appropriate.

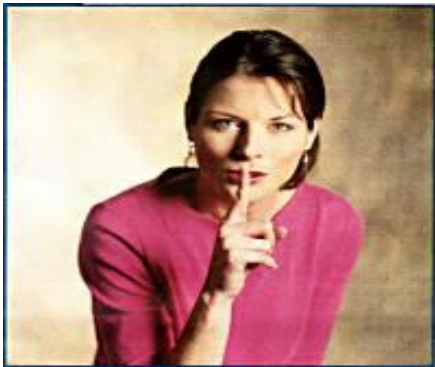
a. S1: Wanna come over for dinner tonight? S2: _____ a. Sure. What time? b. Why not? When should I be there? c. Why?	b. S1: Would you care to join us for dinner tonight? S2: _____ a. Yes, I would. b. Thank you. I'd love to. c. I'm sorry but I already have plans tonight.
c. S1: Want to come over for a quick meal tonight? S2: _____ a. No. b. I'd love to, but I have an appointment. c. I'm busy tonight. Can I take a raincheck?	d. S1: Tonight is no good. Can I take a raincheck? S2: _____ a. OK. No problem. b. Sure. Let's do it some other time. c. No, you can't.
e. S1: My husband and I were wondering if you'd like to come over for dinner this Saturday. S2: _____ a. Thank you very much! I'd be delighted to. b. I'd love to, but I'm afraid I'm busy this Saturday. c. I don't go out on Saturdays.	f. S1: Do you want me to bring something? S2: _____ a. No, just bring yourself. b. Why? You don't like my cooking? c. OK, bring some dessert if you want.

2. Look at the following structures:

- Can you...?
- Could you...?
- Will you...?
- Would you mind...?
- Do you mind...?

Watch out: “Would you mind...” and “do you mind” are followed by a gerund (verb+ing).

3. Make example requests for the five pictures below using the structures above. You can use more than one structure.



a.



b.



c.



d.



e.

MAIN ACTIVITIES**1. Listen to these four short dialogues (<https://tinyurl.com/y7och26g>) in which there are invitations and fill in the gaps.**

- a. A: _____ you something to drink?
B: Yes, please. A coffee _____ nice.
- b. A: _____ lunch now?
B: No thanks, I'm _____.
- c. A: _____ one of those biscuits over there? They look very tasty.
B: Yes, of course. _____.
- d. A: _____ my e-mail from your computer? I'm expecting an important message.
B: _____ the Internet isn't working at the moment.

2. What would you say in the situations described below?

- a. You need to take a short break from your work. Ask your boss for permission. Be polite.
- b. You are organising a party. Invite your friend Ross.
- c. You are at a clothes shop. You see a shirt that you really like. Ask the shop assistant to show it to you.
- d. You see an old lady trying to carry some heavy bags. Offer to help her.
- e. You have arranged to have lunch with a friend at 2pm. Ask her if she can meet you at 1pm, instead.
- f. A stranger asks for permission to smoke in your building. You refuse.

PRACTICAL TASK

Task 1

1. **Role play. Read the following situations and perform the role play in pairs.**

Context:

Student A

You are an employee at an important company in England. You are preparing a team building activity next weekend. At the beginning of the work day, you see a new employee. You want that person to feel welcome so you approach him/her, introduce yourself and invite him/her to participate in the activity.

Student B

You are a new employee in an important company in England. It's your first day at work and you do not know anyone. A person approaches you and invites you to participate in a team building activity next weekend. Accept the invitation, ask about the details and offer your help to organize it.

Character A : Old employee

Character B : New employee

2. **After practicing, record your role play in pairs. It should last 3 minutes approximately and remember your faces must be seen in the recording. Save your video file and name it using your two surnames and names in alphabetical order (ex. BuilBeltranPaula_GonzalezVeraPilar), and send it to the lecturer (pbuil@unizar.es and pilargv@unizar.es). In the subject of the e-mail, please write: Group 90-LP3 and your surnames.**

(5 points)

POST-TASK

Task 2

1. At home, write a short dialogue exchange (80-100 words) where you invite someone to go out.

(5 points)

Steps to follow:

- a. Start greeting the other person.
- b. Suggest going out somewhere.
- c. The other may not feel like going out.
- d. Try to convince him/her.
- e. Offer interesting activities you two may like.
- f. Agree on day, time, place and other arrangements like what you are going to do.

Send Tasks 1 and 2 both to pbuil@unizar.es and to pilargv@unizar.es before:

- Group A: March, 30th before 14.00
- Group B: April, 20th before 14.00

LESSON PLAN 5

CEFR Level	B2
Session number	LP5
Material	Oral presentation worksheets Video: Good presentation vs bad presentation “ https://youtu.be/V8eLdbKXGzk ”
Topic	Oral Presentation
Objectives	Students will be able to... deliver a good presentation acquire sequence connectors for presentations

WARM-UP

1. Match the following sentences (1-7) with its relative situation from a to g.

a. Thank the audience for coming	e. Give structure
b. Introduce yourself	f. Ask for questions
c. Give your job title	g. Start your presentation
d. Give the title of your presentation	

1. So, first of all, let's take a look at ...
2. The presentation will be divided into 3 parts. First, I will talk about... Then, I will move on to...
3. I'm very grateful that you could all come here today
4. If there's anything you would like to ask me, please feel free to interrupt me.
5. I'm (quality manager/purchasing manager/media officer/project officer/engineering manager/IT manager/safety manager/production manager/plant manager/head of research/)
6. Welcome to my presentation. My name is...
7. The subject of my presentation today is...

2. Take a look at the following presentation expressions and classify them as follows.

- a. Introduction/ Body of the presentation
- b. Conclusion

- I would like to start talking about....
- To sum up...
- Now, let's move on to the second part of this presentation.
- The next point I want to make is...
- In spite of this, the results showed that...
- The aim of this presentation was to...
- My intention was to show that... and the results confirmed that...
- An example of this was when...
- On the other hand, it is also true that...
- I'd like to conclude by summing up and making recommendations.
- With regard to this, ...

3. Unscramble the sentences in the box, matching elements from columns 1, 2 and 3 in order to get sentences, that show ways of getting the audience's attention when starting a presentation. Then, match the sentences with the categories they represent from a to g.

a. Rhetorical question	b. Question	c. Quote	d. Interesting fact
e. Telling a story	f. A provocative statement	g. A problem to think about	

1	2	3
We are effectively wasting	why you're going to fail	on top of a bunk bed...
Imagine that companies which	we were playing	have seen a 13% increase in ROI within just 3 years.
Reportedly, Albert Einstein said	it's possible to control someone's attention	we go beyond them.
Can we really	invested in speech recognition	Of course, we can!
When I was seven years old and my sister was just five years old,	that once we accept our limits	no one will ever purchase.
I want to discuss with you this afternoon	over \$1.2 billion per year on producing clothes	to have a great career.
Do you think	compete with the Chinese?	and predict human behaviour?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

4. Read the following short paragraphs on how to get people excited about your ideas and match them with the appropriate title.

a. start with a problem	d. Strengthen memories by telling a story
b. Link your message to the listeners' own experience	e. Amaze or inspire your listeners
c. Use a FAB analysis	f. Exploit the precious moments at the start and end

1. Start by identifying the special features of your product. Next, recognise what advantages those features offer to the users. Finally, and most important, understand what personal benefits the advantages will bring to users.

2. We know from our childhood how we can become completely absorbed in a story. The narrative of a good story carries us with it, and our minds are active trying to anticipate what will happen next. But even more, stories can make us feel as well as think! Memories based on feelings can be long-lasting, which means that the listeners are unlikely to forget your message very soon. So, if you can build your presentation around a story, this can be very compelling.

3. Human beings love problems! If a speaker presents the audience with a problem, their brains will shift into gear and start thinking. Once the speaker has activated their minds, they will be a captive audience, anticipating a solution to the problem and receptive to what the speaker wants to say.

4. There seems to be some evidence that the pieces of information that people hear first and most recently are those that they remember best. This means that you can benefit from the knowledge that your audience is more likely to remember the beginning and end of your presentation. Since what you say to the listeners at those points is likely to be memorable, make sure your opening and closing words are truly worth the attention of the audience.

5. You can capture your listeners' imagination in other ways too. If you can introduce some astonishing, stirring, fascinating or even shocking detail, you have a good chance of getting the audience on your hook. You can do this in many ways, for example, by quoting some remarkable statistics, pointing to a time in the past or future when life is different than at present, or providing an inspiring quotation. Like stories, details like these can be very memorable, so that the audience remembers your message well after the presentation has ended.

6. If you are able to make your message personally meaningful to your listeners, they will certainly take a greater interest in what you have to say. Can you link your ideas to their lives and interests?

MAIN ACTIVITIES

1. Watch the video (<https://n9.cl/f6b57>), and complete the following text.

- a. He needs to speak _____ and _____ the audience.
- b. He was reading from his _____, so it didn't feel like he was really _____ to us.
- c. It's important to make _____ with someone in the audience.
- d. Anything else that Rayid could do to appear more _____?
- e. Make sure your phone is _____.
- f. I do have one more _____ to connect with listeners.
- g. Next week _____ the causes and effects of stress.

2. Name, at least, four differences between the first and the second presentation in the clip.

Difference 1	
Difference 2	
Difference 3	
Difference 4	

3. Answer true or false. If the answer is false, explain why.

- a. At the beginning, the speaker uses a good intonation while speaking.
- b. People find the speaker's phone interruption in his speech annoying .
- c. At first, the speaker avoids eye-contact with the audience.
- d. The speaker listens to the constructive comments and improves his presentation skills.
- e. The audience is not pleased with the speaker's second presentation.

POST-VIEWING

Tasks 1 - 2

1. Think of a topic related to your future job or to engineering/architecture and start a presentation about it.

- Record yourself speaking for 1 minute using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Name it using your two surnames and name and LP5 (ex. BuilBeltranPaula_LP5)
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to

- Thank people for coming
- Introduce yourself
- Give your job title
- Give the title of your presentation
- Give the structure of your presentation
- Ask for questions
- Start the first part.

Deadline

- **Group A: May, 18th before 14.00**
- **Group B: May, 25th before 14.00**

Remember to include in the subject of the email: Group 90A/B-LP5

2. Give a closing to your presentation. Write a conclusion to your presentation (200 words).

(5 points)

Deadline

- Group A: May, 18th before 14.00
- Group B: May, 25th before 14.00

Remember to send the task to both pbuil@unizar.es and pilargv@unizar.es and include in the subject of the email: Group 90A/B-LP5

LESSON PLAN 6

CEFR Level	B2
Session number	LP6
Material	Pitch Decks reading Video: Polar Bear Pitching 2017 " https://youtu.be/cRkmTYOt-vU "
Topic	Pitch Presentations
Objectives	Students will be able to... present an idea to a specific audience in two minutes sell a product by engaging the audience

WARM-UP**1. Read the following text and answer true or false. If the answer is false, explain why.****WHAT IS A PITCH?**

The primary aim of a pitch is to convince stakeholders that you have a product that is worth their investment. Your main goal is to attract interest from people who will use your product, work with you, invest their money in the development of your product or otherwise help you realise your vision.

To persuade them of the value of your product, you have to keep in mind the perspective of the potential investors: what is important to them, what ideas will push their buttons, and how you can communicate your message in a way that is meaningful and personal for them. You will lose your audience quickly if you spend too much time trying to “sell” the technical features of the product or service. Although stakeholders do need some kind of technical information, they need to know most of all how the product or service will make their lives better.

In your pitch, you need to introduce yourselves and your innovative product very briefly, and then move from the product idea to a concrete, credible plan for developing and realising the product.

Potential investors are, of course, interested in the possibility of making money. They want to know that you have a good business plan, understand your target market and its opportunities, have a capable and committed team, have an awareness of the costs involved in producing your product or service, and can forecast when your product will start making a profit. You should also demonstrate an awareness of realistic pricing, know who your competitors are, and have a strategy for marketing and selling your product or service.

- a. The main goal of a pitch is to sell your product.
- b. It is important to take into account the potential investors.
- c. It is important to give as many technical details as possible.
- d. One of the main goals of investors is to make profit from your product.
- e. You don't have to compete with others if your product is good enough.

2. Look at the following pictures and associate them with the different parts that include a pitch deck presentation.

- a. Introduction b. Problem c. Solution d. Market size and opportunity e. Product
- f. Traction g. Team h. Competition i. Financials j. Investment and use of funds

1.

Price is an important concern for customers booking travel online.

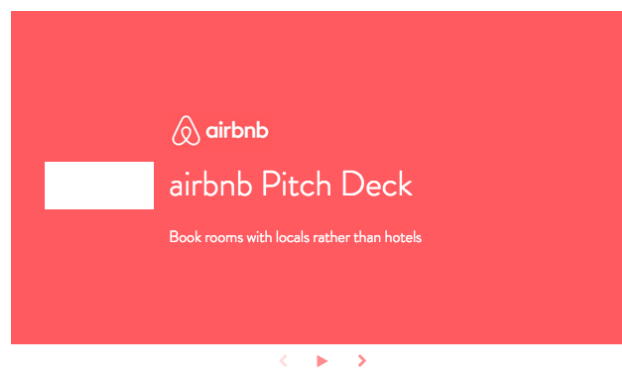
Hotels leave you disconnected from the city and its culture.

No easy way exists to book a room with a local or become a host.

2.



3.



4.



5.

what we're looking for

- * \$600k convertible note
- * 18 months of runway to work on:
 - product-market fit
 - customer dev
 - early marketing efforts
 - profitability
- * Plan to raise further round in 12-18 months to turn up heat on marketing

6.



7.

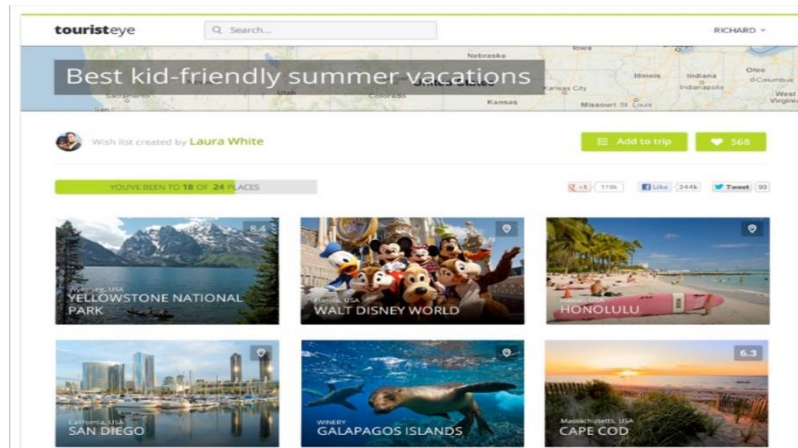
A web platform where users can rent out their space to host travelers to:

SAVE MONEY when traveling	MAKE MONEY when hosting	SHARE CULTURE local connection to the city

8.



9.



10.



3. Classify the following statements as Dos and Don'ts of pitch presentations.

- Overwhelm your audience with a lot of text.
- Use large font sizes, lots of visuals and a readable colour scheme.
- Include your contact information at the end of your presentation to let your audience know who to reach out to for queries.
- Add as many team members as you can.
- Make sure you present your audience with an engaging narrative that allows them to feel why your business is tackling the problem it is and how this will affect them.
- Focus on only the stats without a bigger picture dealing with the why of your business.
- Tailor your presentation to keep your audience engaged and never just recite what is written on your slides.

MAIN ACTIVITIES

1. Watch the following video about Polar Bear Pitching (<https://n9.cl/j38tx>) and answer true or false. If the answer is false, explain why.

- a. To talk about your idea, you have to go into an ice hole.
- b. People don't have any chance to make connections during the event.
- c. There are no extra activities during the event, only the competition of pitches.
- d. The main goal of the event is to support start-ups.

2. Watch the video (<https://n9.cl/042m>), and answer the following questions with your own words.

- a. What is the main goal of her company?
- b. What is their business model based on?
- c. When did they launch the app and how many register developers they have now?
- d. What was the estimated growth by 2021?
- e. How many team members do they have?

3. Watch the video again (<https://n9.cl/042m>) and complete the following sentences. Introduce your answers in the following Google Form:

<https://forms.gle/5f8EqwTZPh171suv8>

- a. Proximi.io is the unified _____.
- b. It gives developers access to any of these through _____.
- c. We provide this library for _____, so they get _____ to all the technologies.
- d. They can easily use it for geofencing, building different social mobile and external actions on top of that, and for _____.
- e. There is a company in Vietnam that has built a _____, that allows you to see who is _____ you.
- f. We were also selected as one of the most promising _____ in Europe.
- g. We are now raising a _____, so I will be happy to talk about that and our platform.

POST-VIEWING

Tasks 1

1. Think of an innovative idea in engineering/architecture (e.g. An electric toaster with tactile functions and other extra features) and do a pitch presentation about it.

- Record yourself speaking for 2 minutes using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Name it using your two surnames and name and LP6 (ex. BuilBeltranPaula_LP6)
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to talk about

- 1) yourself (introduction)
- 2) an existing problem
- 3) a solution
- 4) the market size and opportunity
- 5) the product
- 6) traction (the numbers of sales you've made, the major goals you've achieved till now and the next steps)
- 7) your team
- 8) your competitors
- 9) financials and,
- 10) investment and use of funds

Deadline

- Group A: May, 25th before 14.00

- Group B: May, 26th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP6

Annex 3. EG LPs case study

LESSON PLAN 1

CEFR Level	B1 – B2
Session number	LP1S
Materials	Space Elevator: Science fiction or the future of mankind?" (https://youtu.be/qPQQwqGWktE)
Topic	Space Elevator: How it works
Didactic AVT Mode	Subtitling (EN-EN)
Objectives	Students will be able to talk about advantages and disadvantages describe processes use sequence connectors express opinions

PRE-VIEWING

1. In groups of 4-5, discuss the following:



Space Elevator

How do you think a space elevator
would work?

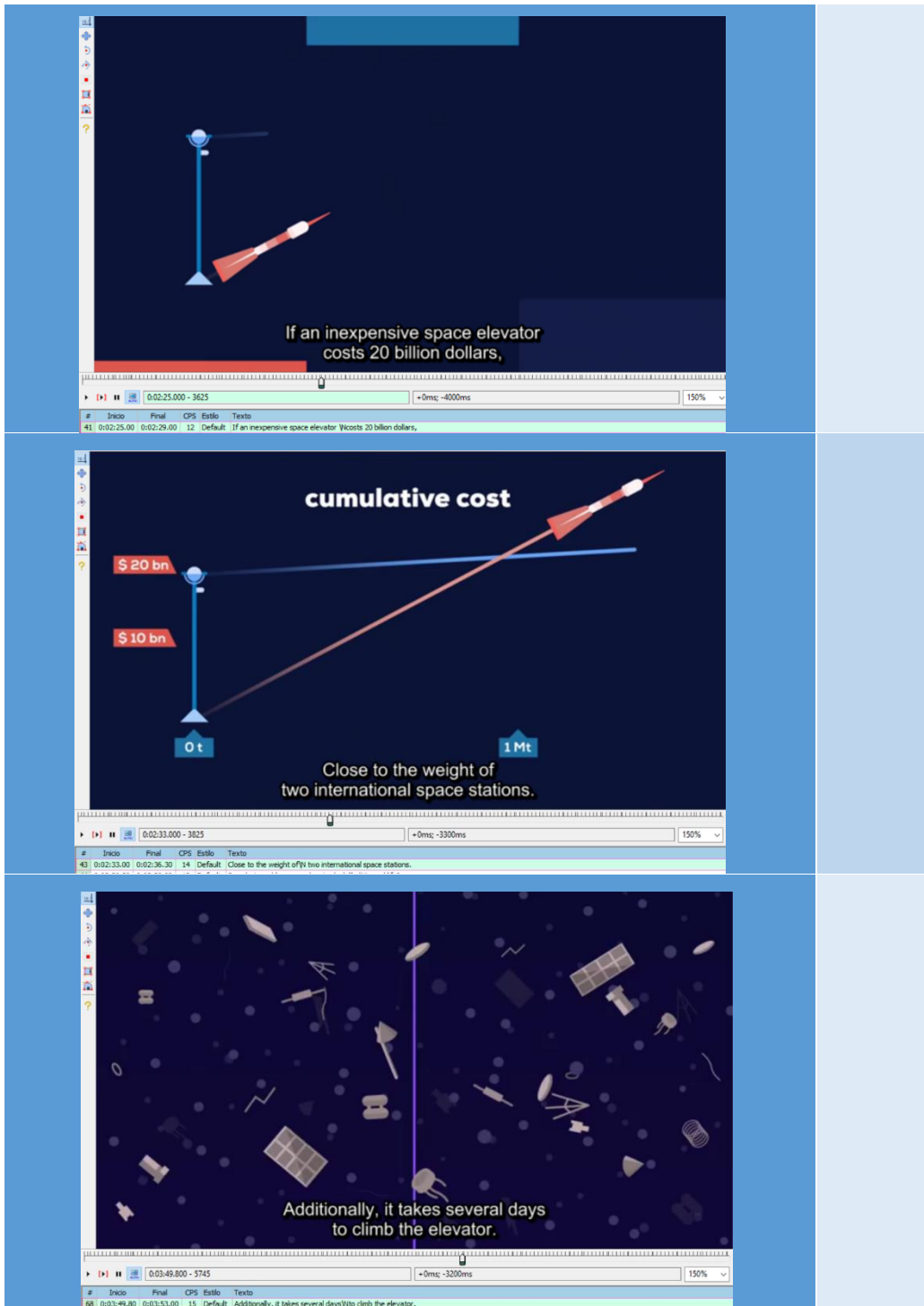
What could it be used for?

What technical challenges
would it face?

VIDEO VIEWING

1. Watch the video (shorturl.at/gjnM4) with Spanish subtitles. Pay attention to both, the audio and the subtitles.
2. Look at the six examples below, which are good practices and which are wrong? In case only being wrong, justify it.

Subtitle	x/v



- 3. Watch the video (<https://acortar.link/F3mDc>) again, and answer to the following questions.** You can play it twice.
- a. What concept might make travelling to space possible?
 - b. What does “being in orbit” mean?
 - c. How much does it cost to put a kilogram of payload into space?
 - d. Where do experts want to build a Space Elevator first?
 - e. What material could be used to raise an elevator to the moon?

SUBTITLING PRACTICE

Task 1

1. Download the 2-minute video extract from “Space Elevator: Science fiction or the future of mankind?” (<https://n9.cl/heuvn>) and its subtitles file (<https://onx.la/fb751>), which includes half subtitles with blank spaces to fill in and half subtitles with the spotting done.
2. Open the subtitling editor.

Upload the subtitles file (.ass) and the video; and subtitle the clip into English.
3. Once you finish subtitling, save your video file and name it using LP1S_ and your two surnames and name (ex. LP1S_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

(5 points)

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

Deadline

- Group A: March, 1st before 14.00

- Group B: March, 8th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP1S

POST-VIEWING

Task 2

1. Read the following text about Space Elevators extracted from https://sf-encyclopedia.com/entry/space_elevator :

An increasingly popular item of sf Transportation hardware since its introduction to the genre by the near-simultaneous appearance of Arthur C Clarke's *The Fountains of Paradise* (1979) and Charles Sheffield's *The Web Between the Worlds* (1979; exp 1989). The space elevator's basic concept is simply that of a tethered "skyhook" cable – fixed at one end to a base on or near Earth's equator, rising to geostationary orbit some 22,000 miles (36,000km) above sea level, and continuing to a counterweight in a higher orbit chosen so that the effective centrifugal force holds up the entire length of cable. An "elevator car" could then climb (or descend) the cable at a steady speed without the enormous fuel wastage required for a Rocket to boost even a small payload into orbit. The device is often called a Beanstalk.

The general notion was anticipated in an 1895 Thought Experiment by Konstantin Tsiolkovsky, whose imagined rigid Tower of Babel structure was an engineering impossibility. Unfortunately this is also true – so far – of the tensioned-cable alternative proposed in 1959 by Russian scientist Yuri N Artsutanov (1929-2019) and adapted for both Clarke's and Sheffield's novels. An at present impossibly strong material seems necessary for the cable to support even its own weight; sf authors blithely assume that such materials will be supplied by molecular engineering or Nanotechnology, a favourite option being Monomolecular Wire (which see). Meanwhile, workable space elevators could (ignoring travel and supply difficulties) be constructed with present-day technology on the Moon or on Mars, owing to those bodies' lesser Gravity wells. A Martian elevator is built in Kim Stanley Robinson's *Red Mars* (1992), only to be destroyed in a subsequent war. Another off-Earth space elevator, in Alastair Reynolds's *Chasm City* (2001), is spectacularly sabotaged by nuclear weaponry even as the protagonist ascends. Earth's two space elevators are destroyed – echoing both Samson's suicidal coup in the Bible, and the fall of the Twin Towers – in Ken MacLeod's *The Night Sessions* (2008).

Although the fanciful cobwebs linking Earth and Moon in Brian W Aldiss's *The Long Afternoon of Earth* (February-December 1961 F&SF; fixup 1962; exp vt Hothouse 1962) can hardly be regarded as precursors, space elevators have appeared in many other sf novels since Clarke's and Sheffield's. These include Robert A Heinlein's *Friday* (1982), as the "Nairobi Beanstalk"; Iain M Banks's *Feersum Endjinn* (1994); the long title story of Larry Niven's *Rainbow Mars* (coll 1999); Terry Pratchett's, Ian Stewart's and Jack Cohen's *The Science of Discworld* (2000), whose fictional strand culminates in a far-future vision of an empty Earth evacuated via its still-remaining multiple space elevators; and John Scalzi's *Old Man's War* (2005), where it is indicated that the elevator makes use of super-Technology unavailable on Earth. Further into the future, a Macrostructure shaped like a gigantic castle in Iain Banks's *Feersum Endjinn* (1994) proves to be (as has been forgotten) the base of a Tower of Babel space elevator. An amusing *reductio ad absurdum* in Ken MacLeod's *Learning the World* (2005) sees a tiny one-man "elevator car" lowered from orbit on a dangling cable to an alien world's surface, failing to impress the natives. However improbable or unfeasible its construction on Earth, the space elevator has become a beloved sf device.

2. Record yourself using vocaroo (vocaroo.com) giving your opinion about space elevators for two minutes. You may use this guideline to help you:

- What do you think about spaces elevators?
- Is it possible to build one?
- Pros and cons about them
- Final opinion

Once you finish your recording, save your audio file and name it using LPS1voc_ and your two surnames and name (ex. LPS1voc_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

LESSON PLAN 2

CEFR Level	B2
Session number	LP2D
Material	Worksheets: Job interviews Video: Job Interview (https://youtu.be/ExJZAegsOis)
Topic	Interviews
Didactic AVT Mode	Dubbing (EN-EN)
Objectives	Students will be able to... develop vocabulary related to jobs interviews and professional contexts answer questions during an interview

PRE-VIEWING

1. Conversation at a job interview. Write the words in the correct order to make sentences which could appear in a job interview.

- a. nice/ Good afternoon,/ to/ you./ meet/
- b. in touch./ Thank you/ We'll be/ for coming today.
- c. got/ any questions?/ Have you
- d. your/ tell us/ you/ previous work experience, /Can/ about/ please?
- e. in a team?/ you/ Do / work well
- f. start?/ could/ When / you
- g. this job?/ you want/ Why/ do
- h. a few questions./ would/ to ask/ We/ you/ like
- i. have you got/ help you/ What skills/ that/ in this job?/ would
- j. £10.50 per hour/ Sundays. / and work / Wednesdays to / You'll get

2. Complete the job interview conversation. Use the interviewer's questions from exercise 1 in the correct places.

Interviewer: Good afternoon, nice to meet you.

Interviewee: Hello. Nice to meet you, too.

a. Interviewer: _____

Interviewee: Ok, great. I'll do my best to answer them.

b. Interviewer: _____

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked as a cleaner at a school.

c. Interviewer: _____

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

d. Interviewer: _____

Interviewee: I would like the job because this is a good organisation to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

e. Interviewer: _____

Interviewee: Yes. I like working together with other people.

f. Interviewer: _____

Interviewee: Straight away!

g. Interviewer: _____

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

h. Interviewer: _____

Interviewee: Thank you very much. I look forward to hearing from you.

i. Interviewer: _____

VIDEO-VIEWING

1. Watch the video (<https://tinyurl.com/yctyhtq4>). Write down the INTERVIEWER and INTERVIEWEE/APPLICANT questions to the following answers.

a. Interviewer

Question 1: _____

Answer: Well, I grew up in China and studied accounting, then I worked at an accounting firm there for two years before coming to the States. I work well with others, and I like to challenge myself to constantly improve my skills.

Question 2: _____

Answer: My biggest strength is my attention to detail. That has helped me a lot in this line of work. Also, I work well under pressure.

Question 3: _____

Answer: One of my biggest weaknesses is asking for help when I need it. I'd like to do better at that.

Question 4: _____

Answer: My primary goal is to gain more work experience, so a position like this would help me meet that goal. I'd also like to learn about the different aspects of banking.

Question 5: _____

Answer: I would be hoping to start somewhere between \$35,000 and \$38,000 a year which is based on my experience and education.

b. Interviewee/applicant

Question 1: _____

Answer: We'd like whoever fills the position to work nine to five each weekday. There may be some occasional overtime.

Question 2: _____

Answer: We'll give you a call within a week and let you know. Do you have any other questions?

DUBBING PRACTICE

Task 1

1. Answer to the INTERVIEWER questions in the video you have just seen thinking about yourself.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

- 2. Answer to the INTERVIEWEE/APPLICANT questions in the video you have just seen using creative and appropriate answers.**

Question 1:

Question 2:

- 3. Take a look at the times the interviewer and the interviewee/applicant take for answering each question in the video. Adapt your answers from exercises 1 and 2 to the slots of time hereby provided.**

Interviewer

Q1	Q2	Q3	Q4	Q5
00:00:15 – 00:00:25	00:00:36 – 00:00:44	00:00:49 – 00:00:54	00:01:00 – 00:01:10	00:01:17 – 00:01:25

Interviewee/applicant

Q1	Q2
00:01:34 – 00:01:39	00:01:44 – 00:01:47

4. Once you have your answers, voice the clip (<https://tinyurl.com/ybbo6p8y>). The voices have already been muted. In order to do it, you can use Screencastify (<https://www.screencastify.com>), if you don't know how to do it, watch this brief tutorial (<https://tinyurl.com/y795rv8t>).

(5 points)

Steps to follow:

- e. Download the video with muted voices from *Job Interview* (<https://tinyurl.com/ybbo6p8y>).
- f. Open a video editor, you can use Screencastify or any other video-editing software of your choice, like Filmora (<https://filmora.wondershare.es/>) or Lightworks (<https://www.lwks.com/>). If you don't know how to use it watch this short tutorial (<https://tinyurl.com/y795rv8t>).
- g. Start dubbing the video (use your written script, from exercise 1 and 2 – dubbing practice – and don't forget synchrony).
- h. Once you finish dubbing, save your video file and name it using LP2D_ and your two surnames and name (ex. LP2D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

Watch out: You have to send 1) the script and 2) the dubbed video clip.

Deadline

- Group A: March, 15th before 14.00

- Group B: March, 29th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP2D

Task 2

(5 points)

- Send the task to pbuil@unizar.es and pilargv@unizar.es before:

- Group A: March, 15th before 14.00
- Group B: March, 29th before 14.00

Remember

LESSON PLAN 3

CEFR Level	B2
Session number	LP3S
Material	Oral presentation worksheets Video: Good presentation vs bad presentation "https://youtu.be/V8eLdbKXGzk"
Topic	Oral Presentation
Didactic AVT Mode	Subtitling (Creative EN-EN)
Objectives	Students will be able to... deliver a good presentation acquire sequence connectors for presentations

PRE-VIEWING

1. Match the following sentences (1-7) with its relative situation from a to g.

a. Thank the audience for coming	e. Give structure
b. Introduce yourself	f. Ask for questions
c. Give your job title	g. Start your presentation
d. Give the title of your presentation	

1. So, first of all, let's take a look at ...
2. The presentation will be divided into 3 parts. First, I will talk about... Then, I will move on to...
3. I'm very grateful that you could all come here today.
4. If there's anything you would like to ask me, please feel free to interrupt me.
5. I'm (quality manager/purchasing manager/media officer/project officer/engineering manager/IT manager/safety manager/production manager/plant manager/head of research/)
6. Welcome to my presentation. My name is...
7. The subject of my presentation today is...

2. Take a look at the following presentation expressions and classify them as follows.

- a. Introduction/ Body of the presentation
 - b. Conclusion
- I would like to start talking about....
 - To sum up...
 - Now, let's move on to the second part of this presentation.
 - The next point I want to make is...
 - In spite of this, the results showed that...
 - The aim of this presentation was to...
 - My intention was to show that... and the results confirmed that...
 - An example of this was when...
 - On the other hand, it is also true that...
 - I'd like to conclude by summing up and making recommendations.
 - With regard to this, ...

3. Unscramble the sentences in the box, matching elements from columns 1, 2 and 3 in order to get sentences, that show ways of getting the audience's attention when starting a presentation. Then, match the sentences with the categories they represent from a to g.

a. Rhetorical question	b. Question	c. Quote	d. Interesting fact
e. Telling a story	f. A provocative statement	g. A problem to think about	

1	2	3
We are effectively wasting	why you're going to fail	on top of a bunk bed...
Imagine that companies which	we were playing	have seen a 13% increase in ROI within just 3 years.
Reportedly, Albert Einstein said	it's possible to control someone's attention	we go beyond them.
Can we really	invested in speech recognition	Of course, we can!
When I was seven years old and my sister was just five years old,	that once we accept our limits	no one will ever purchase.
I want to discuss with you this afternoon	over \$1.2 billion per year on producing clothes	to have a great career.
Do you think	compete with the Chinese?	and predict human behaviour?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

4. Read the following short paragraphs on how to get people excited about your ideas and match them with the appropriate title.

a. Start with a problem	d. Strengthen memories by telling a story
b. Link your message to the listeners' own experience	e. Amaze or inspire your listeners
c. Use a FAB analysis	f. Exploit the precious moments at the start and end

1. Start by identifying the special features of your product. Next, recognise what advantages those features offer to the users. Finally, and most important, understand what personal benefits the advantages will bring to users.

2. We know from our childhood how we can become completely absorbed in a story. The narrative of a good story carries us with it, and our minds are active trying to anticipate what will happen next. But even more, stories can make us feel as well as think! Memories based on feelings can be long-lasting, which means that the listeners are unlikely to forget your message very soon. So, if you can build your presentation around a story, this can be very compelling.

3. Human beings love problems! If a speaker presents the audience with a problem, their brains will shift into gear and start thinking. Once the speaker has activated their minds, they will be a captive audience, anticipating a solution to the problem and receptive to what the speaker wants to say.

4. There seems to be some evidence that the pieces of information that people hear first and most recently are those that they remember best. This means that you can benefit from the knowledge that your audience is more likely to remember the beginning and end of your presentation. Since what you say to the listeners at those points is likely to be memorable, make sure your opening and closing words are truly worth the attention of the audience.

5. You can capture your listeners' imagination in other ways too. If you can introduce some astonishing, stirring, fascinating or even shocking detail, you have a good chance of getting the audience on your hook. You can do this in many ways, for example, by quoting some remarkable statistics, pointing to a time in the past or future when life is different than at present, or providing an inspiring quotation. Like stories, details like these can be very memorable, so that the audience remembers your message well after the presentation has ended.

6. If you are able to make your message personally meaningful to your listeners, they will certainly take a greater interest in what you have to say. Can you link your ideas to their lives and interests?

VIDEO-VIEWING

1. Watch the video (<https://tinyurl.com/y88nhaaa>), and complete the following text.

- a. He needs to speak _____ and _____ the audience.
- b. He was reading from his _____, so it didn't feel like he was really _____ to us.
- c. It's important to make _____ with someone in the audience.
- d. Anything else that Rayid could do to appear more _____?
- e. Make sure your phone is _____.
- f. I do have one more _____ to connect with listeners.
- g. Next week _____ the causes and effects of stress.

2. Name, at least, four differences between the first and the second presentation in the clip.

Difference 1	
Difference 2	
Difference 3	
Difference 4	

3. Find equivalents in Spanish for the following terms and expressions related to presentations that appear in the video. Try not to translate literally or word by word.

- a. I would ask everyone to give him their full attention.
- b. It's very hard to give a presentation in front of the entire class.
- c. Would anyone like to offer constructive feedback about this presentation?
- d. We look forward to listening to it!

SUBTITLING PRACTICE

Task 1

1. Download this short extract from the video you have just seen from “Good presentation vs bad presentations” (<https://tinyurl.com/y8qtbyrg>) and its subtitles file (<https://tinyurl.com/ycmlmr2c>), which includes the timing.
2. Choose a topic related to your future job or to engineering/architecture and start a presentation about it.

Remember to

- Thank people for coming.
- Introduce yourself.
- Give your job title.
- Give the title of your presentation.
- Give the structure of your presentation.
- Ask for questions.
- Start the first part.

3. Open the subtitling editor.

Upload the subtitles file (.ass) and the video; and subtitle the clip into English.

4. Once you finish the subtitling, save your subtitles file (.ass) and name it using LP3S_ and your two surnames and name (ex. LP3S_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es.

(5 points)

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

Deadline

- Group A: April, 5th before 14.00
- Group B: April, 12th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP3S

POST-VIEWING

Task 2

1. Give a closing to your presentation. Write a conclusion to your presentation (200 words) and record yourself.

Remember to

- Summarize the key points.
 - Echo the core message.
 - Use a powerful quote.
 - Ask for questions.
 - Tell a related story.
 - Say thank you to the audience.
-
- Record yourself speaking for 1 minute using the platform Vocaroo (<https://vocaroo.com/>)
 - Download your recording
 - Send your writing and the recording to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Deadline

- Group A: April, 5th before 14.00
- Group B: April, 12th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP3S

LESSON PLAN 4

CEFR Level	B2
Session number	LP4D
Material	Pitch Decks reading Video: Polar Bear Pitching 2017 " https://youtu.be/cRkmTYOt-vU "
Topic	Pitch Presentation
Didactic AVT Mode	Dubbing (EN-EN)
Objectives	Students will be able to... present an idea to a specific audience in two minutes sell a product by engaging the audience

PRE-VIEWING

- 1. Read the following text and answer true or false. If the answer is false, explain why.**

WHAT IS A PITCH?

The primary aim of a pitch is to convince stakeholders that you have a product that is worth their investment. Your main goal is to attract interest from people who will use your product, work with you, invest their money in the development of your product or otherwise help you realise your vision.

To persuade them of the value of your product, you have to keep in mind the perspective of the potential investors: what is important to them, what ideas will push their buttons, and how you can communicate your message in a way that is meaningful and personal for them. You will lose your audience quickly if you spend too much time trying to “sell” the technical features of the product or service. Although stakeholders do need some kind of technical information, they need to know most of all how the product or service will make their lives better.

In your pitch, you need to introduce yourselves and your innovative product very briefly, and then move from the product idea to a concrete, credible plan for developing and realising the product.

Potential investors are, of course, interested in the possibility of making money. They want to know that you have a good business plan, understand your target market and its opportunities, have a capable and committed team, have an awareness of the costs involved in producing your product or service, and can forecast when your product will start making a profit. You should also demonstrate an awareness of realistic pricing, know who your competitors are, and have a strategy for marketing and selling your product or service.

- a. The main goal of a pitch is to sell your product.
- b. It is important to take into account the potential investors.
- c. It is important to give as many technical details as possible.
- d. One of the main goals of investors is to make profit from your product.
- e. You don't have to compete with others if your product is good enough.

2. Look at the following pictures and associate them with the different parts that include a pitch deck presentation.

- a. Introduction b. Problem c. Solution d. Market size e. Product and opportunity
- f. Traction g. Team h. Competition i. Financials j. Investment and use of funds

Price is an important concern for customers booking travel online. Hotels leave you disconnected from the city and its culture. No easy way exists to book a room with a local or become a host.	AFFORDABLE OFFLINE TRANSACTION ONLINE TRANSACTION EXPENSIVE																																																																		
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49 Million People 22 to 35 age range ➔ 31 Million Prospective <i>Mint</i> Users 64% of target demographic use online banking Referrals (CPA) \$8 RPU per year w/ 14% CAGR Advertising (CPC) \$4.50 RPU per year w/ 22% CAGR <table><thead><tr><th>Conversion</th><th>CPA</th><th>Referral</th><th>Data to Leverage</th></tr></thead><tbody><tr><td>0.75%</td><td>\$50.00</td><td>Savings Accounts</td><td>Zip Code (feasibility: School or Workplace)</td></tr><tr><td>1.00%</td><td>\$75.00</td><td>Internet</td><td>Age (feasibility: Gender)</td></tr><tr><td>0.50%</td><td>\$75.00</td><td>Credit Cards</td><td>Income (propensity to spend)</td></tr><tr><td>0.25%</td><td>\$50.00</td><td>Cell Phone</td><td>Where and when you shop</td></tr><tr><td>0.10%</td><td>\$200.00</td><td>Bank Accounts</td><td>What brands you buy</td></tr></tbody></table> \$388 Million Total Addressable Market Opportunity w/ 16% CAGR	Conversion	CPA	Referral	Data to Leverage	0.75%	\$50.00	Savings Accounts	Zip Code (feasibility: School or Workplace)	1.00%	\$75.00	Internet	Age (feasibility: Gender)	0.50%	\$75.00	Credit Cards	Income (propensity to spend)	0.25%	\$50.00	Cell Phone	Where and when you shop	0.10%	\$200.00	Bank Accounts	What brands you buy	A web platform where users can rent out their space to host travelers to: SAVE MONEY when traveling MAKE MONEY when hosting SHARE CULTURE local connection to the city																																										
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airbnb Pitch Deck Book rooms with locals rather than hotels	Our income statement projection <table><thead><tr><th></th><th>2015</th><th>2016*</th><th>2017*</th><th>2018*</th><th>2019*</th></tr></thead><tbody><tr><td>Revenue</td><td>300,000</td><td>1,200,000</td><td>5,200,000</td><td>10,000,000</td><td>25,000,000</td></tr><tr><td>Expenses</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Labor</td><td>100,000</td><td>200,000</td><td>400,000</td><td>1,000,000</td><td>2,000,000</td></tr><tr><td>Marketing</td><td>100,000</td><td>400,000</td><td>1,000,000</td><td>2,000,000</td><td>5,000,000</td></tr><tr><td>Hardware and IT</td><td>2,000</td><td>10,000</td><td>50,000</td><td>200,000</td><td>900,000</td></tr><tr><td>Office Space</td><td>12,000</td><td>12,000</td><td>24,000</td><td>50,000</td><td>100,000</td></tr><tr><td>Total Expenses</td><td>214,000</td><td>622,000</td><td>1,474,000</td><td>3,250,000</td><td>7,900,000</td></tr><tr><td>Earning Before Taxes</td><td>86,000</td><td>578,000</td><td>3,726,000</td><td>6,750,000</td><td>17,400,000</td></tr><tr><td>Taxes</td><td>7,740</td><td>52,020</td><td>336,340</td><td>607,500</td><td>1,566,000</td></tr><tr><td>Net Profit</td><td>78,260</td><td>525,980</td><td>3,389,660</td><td>6,142,500</td><td>15,834,000</td></tr></tbody></table> *projections		2015	2016*	2017*	2018*	2019*	Revenue	300,000	1,200,000	5,200,000	10,000,000	25,000,000	Expenses						Labor	100,000	200,000	400,000	1,000,000	2,000,000	Marketing	100,000	400,000	1,000,000	2,000,000	5,000,000	Hardware and IT	2,000	10,000	50,000	200,000	900,000	Office Space	12,000	12,000	24,000	50,000	100,000	Total Expenses	214,000	622,000	1,474,000	3,250,000	7,900,000	Earning Before Taxes	86,000	578,000	3,726,000	6,750,000	17,400,000	Taxes	7,740	52,020	336,340	607,500	1,566,000	Net Profit	78,260	525,980	3,389,660	6,142,500	15,834,000
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 • 800 Paying Users • \$150,000 annual revenue run rate • 97% margins • 55,000 users, growing 40% per month • 1.5 million updates Buffered	
4	9
<i>what we're looking for</i> * \$600k convertible note * 18 months of runway to work on: — product-market fit — customer dev — early marketing efforts — profitability * Plan to raise further round in 12-18 months to turn up heat on marketing	
5	10

3. Classify the following statements as Dos and Don'ts of pitch presentations.

- Overwhelm your audience with a lot of text.
- Use large font sizes, lots of visuals and a readable colour scheme.
- Include your contact information at the end of your presentation to let your audience know who to reach out to for queries.
- Add as many team members as you can.
- Make sure you present your audience with an engaging narrative that allows them to feel why your business is tackling the problem it is and how this will affect them.
- Focus on only the stats without a bigger picture dealing with the why of your business.
- Tailor your presentation to keep your audience engaged and never just recite what is written on your slides.

VIDEO-VIEWING

1. Watch the following video about Polar Bear Pitching (<https://tinyurl.com/ybunjry7>) and answer true or false. If the answer is false, explain why.
 - a. To talk about your idea, you have to go into an ice hole.
 - b. People don't have any chance to make connections during the event.
 - c. There are no extra activities during the event, only the competition of pitches.
 - d. The main goal of the event is to support start-ups.
2. Watch the video (<https://tinyurl.com/y8d6ylfm>), and answer the following questions with your own words.
 - a. What is the main goal of her company?
 - b. What is their business model based on?
 - c. When did they launch the app and how many register developers they have now?
 - d. What was the estimated growth by 2021?
 - e. How many team members do they have?

DUBBING PRACTICE

Task 1

1. Download this short extract from the video you have just seen from “Polar Bear Pitching 2017 - Proximi.io” (<https://tinyurl.com/ybw3dpyy>) and its script (<https://tinyurl.com/ya8ej75n>). The voices have already been muted. In order to do it, you can use Screencastify (<https://www.screencastify.com>), if you don't know how to do it, watch this brief tutorial (<https://tinyurl.com/y795rv8t>).

(5 points)

Steps to follow:

- a. Download the video with muted voices from “Polar Bear Pitching 2017 – Proximi.io” (<https://tinyurl.com/ybw3dpyy>).
- b. Open a video editor, you can use Screencastify or any other video-editing software of your choice, like Filmora (<https://filmora.wondershare.es/>) or Lightworks (<https://www.lwks.com/>). If you don't know how to use it watch this short tutorial (<https://tinyurl.com/y795rv8t>).
- c. Start dubbing the video (use the written script and don't forget synchrony).
- d. Once you finish dubbing, save your video file and name it using LP4D_ and your two surnames and name (ex. LP4D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

Deadline

- Group A: April, 18th before 14.00
- Group B: May, 2nd before 14.00

Remember to include in the subject of the email: Group 91A/B-LP4D

POST-VIEWING

Task 2

1. Think of an innovative idea in engineering/architecture (e.g. An electric toaster with tactile functions and other extra features) and do a pitch presentation about it.

- Record yourself speaking for 2 minutes using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Name it using your two surnames and name and LP4D (ex. BuilBeltranPaula_LP4D)
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to talk about

- 1) yourself (introduction)
- 2) an existing problem
- 3) a solution
- 4) the market size and opportunity
- 5) the product
- 6) traction (the numbers of sales you've made, the major goals you've achieved till now and the next steps)
- 7) your team
- 8) your competitors
- 9) financials and,
- 10) investment and use of funds

Deadline

- **Group A: April, 18th before 14.00**
- **Group B: May, 2nd before 14.00**

Remember to include in the subject of the email: Group 91A/B-LP4D

LESSON PLAN 5

CEFR Level	B2
Session number	LP5D
Materials	Reading text. Adaptation from “The do’s and don’ts of video conferencing” Video: “A video conference call in real life” https://www.youtube.com/watch?app=desktop&v=JMOOG7rWTPg&feature=youtu.be Video: <i>Our prices have never been lower!</i> – “The Office” US https://youtu.be/1QQBB3cwNMQ
Topic	Phone and video calls
Didactic AVT Mode	Dubbing (EN-EN)
Objectives	Students will be able to... have a phone conversation express fluently use sequence expressions used in conversations ask and answer questions

PRE-VIEWING

- 1. Put the following jumbled sentences in order. Add any punctuation mark that you may find necessary.**

a. Morning/ this/ Google/ speak/ I/ good/ from/ Mike/ to/ is/ could

b. Sorry/ repeat/ I/ that/ am/ you/ please/ could

c. Good / thanks/ help/ have/ for/ day/ a/ your

d. Help/ Mike/ Google/ is/ you/ may/ Company/ how/ this/ I

e. Have/ please/ I/ your/ may/ name

f. You/ I/ there/ do/ is/ can/ for/ anything/ else

2. Match the following sentences (1-10) with its relative situation from a to j.

a. Taking a break	f. Checking what someone means
b. Dealing with names	g. Checking who said something
c. Trying to interrupt someone	h. Talking about the sound
d. Making sure everyone has a chance to speak	i. Talking about the image
e. Talking about documents	j. Leaving the room

1. "The one with the heading Personnel in bold" "Do you all have it (on the screen) in front of you now?"
2. "Sorry. Alex. I'd like to come in here if I may." "Sorry, could I just jump in for a second?"
3. "Who was it who said...?" "Was that you, John?"
4. "Any reactions?" "I think maybe Dan has something to add."
5. "Sorry, could I just confirm something?" "Sorry, I didn't catch the last / first part."
6. "There's a bit of a delay/ echo." "Can you move the microphone?"
7. "You're out of focus" "You're quite jerky"
8. "Let's take five, shall we?" "Shall we take a comfort break?"
9. "Let's first check who is with us." "There are two Akiras, so please call me Aki and him Akira."
10. "Richard has just come back in." "Don't hang up, I'll be just a second."

3. Read the following text and answer true or false.

Meetings are moving entirely online, which means that we're attending a lot of video conference calls. If you don't have a lot of experience with video conferencing, it may take some getting used to. Here's a guide to the do's and don'ts of video conferencing.

SET UP YOUR SPACE: If you can, find a private place to take the call. If not, use headphones to minimize background noise. If you have roommates, partners, or family members who are also working from home (or just stuck at home), let them know beforehand that you'll be in a meeting to minimize interruptions. Set up your device or camera so that it has a clear, unobstructed view of you. Don't sit too far from (or too close to) the camera. If you're using a separate camera, place it near your screen — it's best to put the camera at eye level, so that when you're looking at the screen, it appears as if you're looking at the person you're talking to.

STARTING THE CALL: It's a good idea to test your video conferencing software before the call, especially if you've never used it before. Also, make sure you have a strong Wi-Fi connection and that your device is either plugged in or fully charged. Give yourself a few extra minutes before the call to set up and if possible, log onto the call a little early, especially if you're unfamiliar with the software that your host is using. Once the call has started, check to see if everyone can hear and see each other. A good way to do this is by having everyone either check in or introduce themselves.

KNOW WHEN TO TURN OFF YOUR AUDIO AND VIDEO: Mute your side of the call if you're not speaking. Your microphone can pick up a lot of background noise, so muting allows others on the call to easily hear who's speaking. Also, if you need to get up or move around or do something else during the call (or if your toddler suddenly makes an appearance), it's a good idea to switch off your video to avoid causing any distractions.

SIGNAL WHEN YOU WANT TO TALK: During in-person meetings, you can pick up on visual cues to help find the right time to speak. It's a lot easier to accidentally interrupt on a video call. Wait for a few moments of silence before speaking up in case there's a sound delay. If your company or team is going to have regular online meetings, it's a good idea to decide on a system for asking questions, such as raising your hand or using chat to ask a question. If you're running the meeting, it's also helpful to call on people by name. Speak clearly and watch how fast you speak (and don't forget to unmute yourself!). But speak at your normal volume — there's no need to shout, and if you do, your co-workers may lower their volume and then miss something else.

SHARING YOUR SCREEN: If you do need to share your screen during a video call, take a few seconds to prepare before you hit that share button. Clear your desktop of any extra tabs or programs you may have open and make sure any private or sensitive information is hidden.

(Adapted from "The do's and don'ts of video conferencing" by Aliya Chaudhry, 2020).

- a. You don't need a lot of experience to know how to make a video call.
- b. It is a good option to use headphones to minimize background noise.
- c. If you are using an external camera, place it next to the laptop on the table.
- d. Introducing yourself is a good way of checking your sound.
- e. Check that your microphone is off to avoid any distractions.
- f. Do not switch off your video. It will cause a great distraction.
- g. A good idea not to interrupt people when you have a question is to use the chat.
- h. You don't need to close any tabs while sharing your screen. People will focus only on what you are referring to.

VIDEO-VIEWING

1. Watch the following video (<https://tinyurl.com/y8rpe8zz>) and discuss the problems we can face while having a video call. Identify the 9 problems.

Problem 1:	Problem 2:
Problem 3:	Problem 4:
Problem 5:	Problem 6:
Problem 7:	Problem 8:
Problem 9:	

2. Answer the following questions related to the video:

- a. Why is Tyler's image distorted?

1. He doesn't want people to see him.
2. He looks like that.
3. He is using a hotel Wi-Fi.

- b. Why is there so much echo?

- c. Complete the sentence:

Sorry, it's John here. I had to _____ I'm stuck in traffic.

d. At the end, he stands up and what happens next?

3. Watch the following video <https://youtu.be/1QQBB3cwNM0>. According to Mike, the protagonist, which three things should one avoid in a phone conversation?

a.

b.

c.

PRACTICAL-TASK

Task 1

1. Imagine that the three characters from the previous video are participating in a video-call. Write a completely different script (**300 words**) for the same video that has been edited (<https://tinyurl.com/y79c4xb3>). Remember to maintain synchrony between the duration of each voice recording, the duration of the original actor's and the images displayed on-screen.

(5 points)

Context:

A company-seller calls a potential customer to buy specific materials. According to the needs you may have in your future job, choose something you may need to buy – construction materials, computers, etc.

The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

Due to technical problems, the boss has to intervene in the call, and s/he has to finish the deal. At the end, the boss asks the customer about details such as his/her name, address and delivery instructions.

Character 1: Customer

Character 2: Seller

Character 3: Boss

Remember:

- This is a video call; technical problems may occur. You **MUST** include: at least two problems and problem-solving with video conferences, and selling strategies.
- Try to be creative.

DUBBING PRACTICE

Task 2

1. Once you have your conversation, voice the clip (<https://tinyurl.com/yadxxxym>). The voices have already been muted.

(5 points)

Steps to follow:

- a. Download the video with muted voices from *Our prices have never been lower!* "The Office US" (<https://tinyurl.com/yadxxxym>).
- b. Open a video editor. You can use Screencastify or any other video-editing software of your choice, like Filmora (<https://filmora.wondershare.es/>) or Lightworks (<https://www.lwks.com/>). If you don't know how to use it watch this short tutorial (<https://tinyurl.com/y795rv8t>).
- c. Start dubbing the video (use the written script and don't forget synchrony).
- d. Once you finish dubbing, save your video file and name it using LP5D_ and your two surnames and name (ex. LP5D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with the script you wrote.

Watch out: You have to send the script and the dubbed video clip.

Deadline:

- Group A: May, 3rd before 14.00
- Group B: May, 24th before 14.00

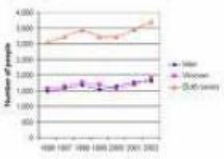
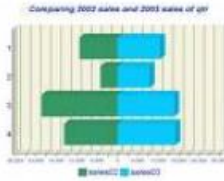
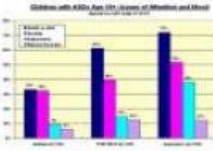
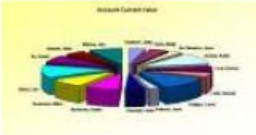
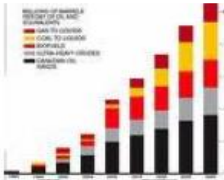
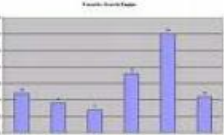
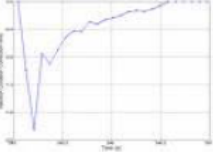
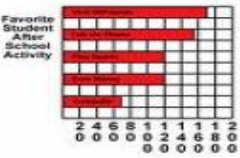
LESSON PLAN 6

CEFR Level	B2
Session number	LP6S
Materials	Reading text. Worksheet materials Video: "Presenting business information using charts and graphs" (https://tinyurl.com/y247zufz)
Topic	Graphs
Didactic AVT Mode	Subtitling (EN-SP)
Objectives	Students will be able to... Understand different graphs and charts Present the results obtained with specific vocabulary

PRE-VIEWING

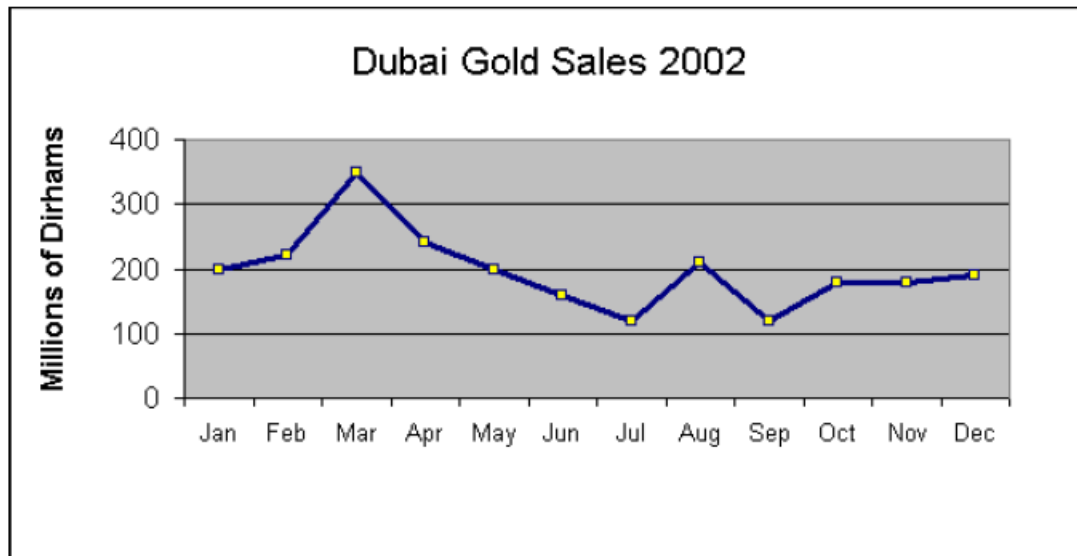
1. Match the different types of charts, graphs and diagrams with each picture.

a. Diagram	g. Single line graph
b. Paired bar chart	h. Population chart
c. Stacked bar chart	i. Multiple line graph
d. Flow chart	j. Bar graph
e. Bubble diagram	k. Percentage bar chart
f. Pie chart	

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.
		
10.	11.	12.

2. Look at the graph and fill in the blank spaces with the correct words (a-l).

a. A low point	f. Remained
b. Declined	g. Rising sharply
c. From	h. Sudden
d. Increased slightly	i. Decrease
e. Recovered	j. Were
	k. doubled



In January, gold sales _____ about 200 million dirhams per month. In February they _____ to Dhs 220 million, _____ to a peak of 350 million dirhams in March. Over the next four months, sales _____ steadily, reaching _____ of 120 million dirhams in July.

In August, there was a _____ increase. Sales almost _____, rising _____ Dhs 120 million in July to Dhs 210 million in August. This was followed by a _____ in September to Dhs 120 million.

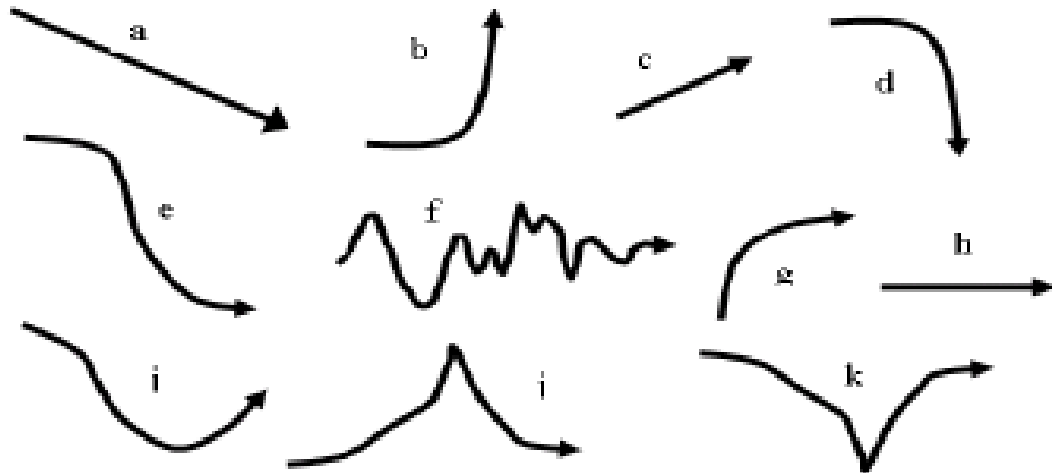
From September to October, sales _____ from Dhs 120 million to Dhs 180 million. In October and November, sales _____ steady, and there was a small increase in December.

3. How to write about two trends graphs? Read the following paragraphs and classify them as follows:

- a. Introduction
- b. Paragraph 1 – Trend 1
- c. Paragraph 2 – Trend 2
- d. Conclusion

1. This gives the trend or trends. You can put two trends in this sentence or only one - you could keep the other one for the conclusion. Start "Overall, ..."
2. Start with a sentence with no number. "City size increased sharply over the period."
3. Start with a sentence with no number. "City size increased sharply over the period." "The most obvious trend in the graph is that women are having fewer babies." "Oil production has increased slightly in all the countries in the graph"
4. Don't give an opinion.
5. Describe the graph. You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start "The graph shows"
6. Give an example (sentence with number) and perhaps another example
7. Don't have any numbers at the end (you could use words like "most", "the majority" "a minority", "a small number").
8. Follow this sentence with an example (sentence with number) and perhaps another example (another sentence with number). Keep alternating.
9. Finish by repeating the main trends, or identify a second trend. Use different vocabulary.

4. Take a look at the different graphs below (a-k) and match them with the appropriate sentence describing the movement illustrated in the graphs:



1. The market is showing some signs of growth. _____
2. The market is extremely volatile. _____
3. The Swiss franc is staging a recovery. _____
4. The yen lost ground slightly. _____
5. There's been a dramatic downturn in the market. _____
6. There's been an upsurge of interest in gold. _____
7. The share price bottomed out at 11 cents. _____
8. Gold peaked at €300 an ounce. _____
9. Profits will level off at around €10,000. _____
10. Sales hit an all-time low. _____
11. There hasn't been much movement in the price of tin _____

VIDEO-VIEWING

1. **Watch the following video (<https://tinyurl.com/y25acl39>) and answer true or false. If false explain why.**
 - a. The dramatic drop came after a levelled off of the sales in August.
 - b. Air conditioning sales drop steadily from January to July.
 - c. All appliances are steady through the year.
 - d. Exporting to America and Europe will solve the company problems.

2. **Answer the following questions related to the video (<https://tinyurl.com/y25acl39>) using your own words:**
 - a. When was the sales peak?
 - b. What was the reason for the sudden drop in July?
 - c. What do the two lines represent in the line graph?
 - d. How does total sales vary?

3. **Translate into Spanish the following expressions that appear in the video you just have seen:**
 - a. Marked increased
 - b. Dramatic drop
 - c. Bottoming out
 - d. Sharp increase

SUBTITLING PRACTICE

Task 1

1. Download the 1-minute video extract from “Presenting business information using charts and graphs” (<https://tinyurl.com/y247zufz>) and its subtitles file (<https://tinyurl.com/y2xwytff>), which includes HALF subtitles with the spotting done AND half subtitles to complete from scratch.

2. Open the subtitling editor.

Upload the subtitles file (.ass) and the video; and subtitle the clip into SPANISH.

3. Once you finish subtitling, save your video file and name it using LP6S_ and your two surnames and name (ex. LP6S_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

NOTE: You may download a more complete guide (for example: <https://bbc.github.io/subtitle-guidelines/> or <https://www.joffrey-umbdenstock.com/wp-content/uploads/2020/04/SubtitlingGuidelinesCaptiz.pdf>) in order to understand the basics.

Deadline

- Group A: May, 17th before 14.00
- Group B: May, 24th before 14.00

Remember to include in the subject of the email: Group 91A/B-LP6S

Annex 4. CG LPs case study

LESSON PLAN 1

CEFR Level	B1 – B2
Session number	LP1
Materials	Cambridge English for Engineering by Mark Ibboston Space Elevator: Science fiction or the future of mankind?" (https://youtu.be/qPQQwgGWktE)
Topic	Space Elevator: How it works
Objectives	Students will be able to talk about advantages and disadvantages describe processes use sequence connectors express opinions

WARM-UP

1. In groups of 4-5, discuss the following:



Space Elevator

How do you think a space elevator
would work?

What could it be used for?

What technical challenges
would it face?

MAIN ACTIVITIES

1. Listen to the following audio excerpt (<https://n9.cl/8h8c>) about an engineer talking about Space Elevators, and complete the text with blank spaces. You can listen to it twice.

Space Elevators

- Challenge of (1) connecting a satellite to earth by cable is significant.
- To (2) _____ its own weight, and be securely (3) _____ at each end, cable would need phenomenal strength-to-weight ratio.
- How could vehicles be (4) _____ into space, up cable?
- Self-contained energy source problematic, due to weight (heavy fuel or batteries required to (5) _____ vehicle).
- Two possible ways round problem:
 - 1 Transmit electricity wirelessly. But technique only at research stage.
 - 2 Solar power. But would only allow vehicle to (6) _____ slowly. Not necessarily a problem, as car could be controlled remotely, allowing it to (7) _____ payloads unmanned.

(Cambridge English for Engineering, p. 8)

2. What kinds of words are missing from the notes? Compare the notes and the original script:

James:

The engineering challenge of connecting a satellite to Earth using a cable is, obviously, significant. In order to support its own weight and be securely attach at each end, the cable will require a phenomenal strength-to-weight ratio. Carbo nanotube materials may one day be up to the job, and I'll talk about those in detail later on. How could vehicles be raced into space up the cable? Well, using a self-contained energy source will be problematic due to the weight of fuel or batteries require to power the vehicle. There are two possible ways round this problem: transmitting electricity wirelessly or using solar power. The first technique is only on the early stages of research, the second will allow the vehicle to ascend only very slowly. Now, this wouldn't be necessarily be a problem as the car could be control remotely, allowing it to transport payloads as an unmanned vehicle.

3. Download the Pictionary (<https://n9.cl/zzqlz>), and match the different pictures with their corresponding nouns and look a definition of each up in a dictionary.

NOTE: You can add as many words as you consider important with their corresponding pictures and definitions in the spaces provided.

4. Listen to the second part of the audio excerpt (<https://n9.cl/xaoeb>) and complete the following questions. You can listen to it twice.

- a. How would an offshore base station be supported?

- b. What would the function of its anchors be?

- c. How would payloads reach the base station?

- d. What problem would a mobile base station help to prevent?

- e. What would the procedure be if there was an alert?

POST-TASK

Task 1

1. Watch the following video (<https://acortar.link/IMNVUY>) and choose the right answer, please use this Google Form (<https://forms.gle/Afeuv3dabZkCm9Z19>) to introduce your answers.

(5 points)

Deadline

- Group A: March, 1st before 14.00
- Group B: March, 8th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP1

POST-TASK

Task 2

1. Read the following text about Space Elevators extracted from https://sf-encyclopedia.com/entry/space_elevator :

An increasingly popular item of sf Transportation hardware since its introduction to the genre by the near-simultaneous appearance of Arthur C Clarke's *The Fountains of Paradise* (1979) and Charles Sheffield's *The Web Between the Worlds* (1979; exp 1989). The space elevator's basic concept is simply that of a tethered "skyhook" cable – fixed at one end to a base on or near Earth's equator, rising to geostationary orbit some 22,000 miles (36,000km) above sea level, and continuing to a counterweight in a higher orbit chosen so that the effective centrifugal force holds up the entire length of cable. An "elevator car" could then climb (or descend) the cable at a steady speed without the enormous fuel wastage required for a Rocket to boost even a small payload into orbit. The device is often called a Beanstalk.

The general notion was anticipated in an 1895 Thought Experiment by Konstantin Tsiolkovsky, whose imagined rigid Tower of Babel structure was an engineering impossibility. Unfortunately this is also true – so far – of the tensioned-cable alternative proposed in 1959 by Russian scientist Yuri N Artsutanov (1929-2019) and adapted for both Clarke's and Sheffield's novels. An at present impossibly strong material seems necessary for the cable to support even its own weight; sf authors blithely assume that such materials will be supplied by molecular engineering or Nanotechnology, a favourite option being Monomolecular Wire (which see). Meanwhile, workable space elevators could (ignoring travel and supply difficulties) be constructed with present-day technology on the Moon or on Mars, owing to those bodies' lesser Gravity wells. A Martian elevator is built in Kim Stanley Robinson's *Red Mars* (1992), only to be destroyed in a subsequent war. Another off-Earth space elevator, in Alastair Reynolds's *Chasm City* (2001), is spectacularly sabotaged by nuclear weaponry even as the protagonist ascends. Earth's two space elevators are destroyed – echoing both Samson's suicidal coup in the Bible, and the fall of the Twin Towers – in Ken MacLeod's *The Night Sessions* (2008).

Although the fanciful cobwebs linking Earth and Moon in Brian W Aldiss's *The Long Afternoon of Earth* (February-December 1961 F&SF; fixup 1962; exp vt Hothouse 1962) can hardly be regarded as precursors, space elevators have appeared in many other sf novels since Clarke's and Sheffield's. These include Robert A Heinlein's *Friday* (1982), as the "Nairobi Beanstalk"; Iain M Banks's *Feersum Endjinn* (1994); the long title story of Larry Niven's *Rainbow Mars* (coll 1999); Terry Pratchett's, Ian Stewart's and Jack Cohen's *The Science of Discworld* (2000), whose fictional strand culminates in a far-future vision of an empty Earth evacuated via its still-remaining multiple space elevators; and John Scalzi's *Old Man's War* (2005), where it is indicated that the elevator makes use of super-Technology unavailable on Earth. Further into the future, a Macrostructure shaped like a gigantic castle in Iain Banks's *Feersum Endjinn* (1994) proves to be (as has been forgotten) the base of a Tower of Babel space elevator. An amusing reductio ad absurdum in Ken MacLeod's *Learning the World* (2005) sees a tiny one-man "elevator car" lowered from orbit on a dangling cable to an alien world's surface, failing to impress the natives. However improbable or unfeasible its construction on Earth, the space elevator has become a beloved sf device.

2. Record yourself using vocaroo (vocaroo.com) giving your opinion about space elevators for two minutes. You may use this guideline to help you:

- What do you think about spaces elevators?
- Is it possible to build one?
- Pros and cons about them
- Final opinion

Once you finish recording, save your audio file and name it using LP1voc_ and your two surnames and name (ex. LP1voc_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

LESSON PLAN 2

CEFR Level	B2
Session number	LP2
Materials	Worksheets: Job Interview Listening exercises
Topic	Job Interviews
Type of activities	Oral communication tasks Listening comprehension tasks Vocabulary acquisition tasks
Objectives	Students will be able to... develop vocabulary related to job interviews and professional contexts answer questions during an interview

WARM-UP

1. Conversation at a job interview. Write the words in the correct order to make sentences which could appear in a job interview.

- a. nice/ Good afternoon,/ to/ you./ meet/
- b. in touch./ Thank you/ We'll be/ for coming today.
- c. got/ any questions?/ Have you
- d. your/ tell us/ you/ previous work experience, /Can/ about/ please?
- e. in a team?/ you/ Do / work well
- f. start?/ could/ When / you
- g. this job?/ you want/ Why/ do
- h. a few questions./ would/ to ask/ We/ you/ like
- i. have you got/ help you/ What skills/ that/ in this job?/ would
- j. £10.50 per hour/ Sundays. / and work / Tuesdays to / You'll get

2. Complete the job interview conversation. Use the interviewer's questions from exercise 1.

Interviewer: Good afternoon, nice to meet you.

Interviewee/applicant: Hello. Nice to meet you, too.

a. Interviewer: _____

Interviewee: Ok, great. I'll do my best to answer them.

b. Interviewer: _____

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a software company. I worked there for 18 months. Before that, I worked as an intern at a different company.

c. Interviewer: _____

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I am great at solving problems.

d. Interviewer: _____

Interviewee: I would like the job because this is a good company to work for. I like meeting people and talking to customers. Also, the hours are good for me.

e. Interviewer: _____

Interviewee: Yes. I like working together with other people.

f. Interviewer: _____

Interviewee: Straight away!

g. Interviewer: _____

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

h. Interviewer: _____

Interviewee: Thank you very much. I look forward to hearing from you.

i. Interviewer: _____

MAIN ACTIVITIES

1. Watch the video (<https://tinyurl.com/ycl3czvl>) and answer true or false. If the answer is false explain why. You can listen to it twice.
 - a. It is recommended to say “hello” when you first meet the hiring manager.
 - b. You should make eye contact with each person in the room.
 - c. The employer wants to know about your personal life, motivation and experience.
 - d. To create a good conversation dynamic, you should give long and powerful answers.
 - e. The applicant can also ask questions.

2. Listen to the audio (<https://tinyurl.com/ycl3czvl>) again and complete the following sentences:

a. By asking questions about your background and experience the employer tries to get a _____ of you.
b. What kind of person are you and what _____ do you have?
c. Why does this position _____ to you?
d. The employer wants to know if you have the _____ and _____ that are needed for the job.
e. The interviewer can then ask _____ questions where necessary.
f. When you can give a thoughtful answer to each question, you know that you are _____.

3. Think about five different things you are good at and five different things you are bad at and write them down.

a. I am good at...

b. I am bad at...

4. In pairs, look at the following scenario, decide who is going to be the interviewer and the interviewee, and role play with no script.

SCENARIO	
Interviewee	Interviewer
<u>Previous work experience:</u> • Project's designer <u>Skills:</u> • organised and hardworking, • high technical control <u>Other information:</u> • needs transport (no car); flexible hours	<u>You need a:</u> Hardware engineer <u>Important skills:</u> • knowledge of analog and digital electronics • experience with embedded system programming <u>Other:</u> • teleworking <u>Hours:</u> 10pm – 6am Monday – Friday <u>Salary:</u> £12 per hour (£15 per hour for overtime)

POST-TASKS

Task 1

POST-TASKS

Task 1

1. Imagine you are at an interview. Look for a job proposal that you may find appealing at a job search webpage, like *LinkedIn* or *Infojobs*. Indicate first the job post you are applying for by pasting a screenshot of your search selection, and then write your answers to the following questions proposed by the interviewer:

(5 points)

- **Job post (screenshot):**
- **Tell me about yourself. (150 words)**
- **What are your strengths and weaknesses? (taking into consideration the job post you are applying for). (150 words)**

Send the task to pbuil@unizar.es and pilargv@unizar.es before:

- Group A: March, 15th before 14.00
- Group B: March, 29th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP2

PRACTICAL TASK

Task 2

1. In pairs, complete the following situation thinking of a future job interview that you may have and follow the steps described below:

(5 points)

Interviewee	Interviewer
Previous work experience:	You need a:
Skills:	Important skills:
Other information:	Other:
	Hours:
	Salary:

STEPS:

- Choose your roles
- Write a script
- Make a video call in which you reproduce an interview.
- Practice it several times
- Record the final interview in which you two must be on screen

Watch out: The script is for helping you, but during the recording you should sound natural. Don't read it.

Send the task to pbuil@unizar.es and pilargv@unizar.es before:

- Group A: March, 15th before 14.00
- Group B: March, 29th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP2

LESSON PLAN 3

CEFR Level	B2
Session number	LP3
Material	Oral presentation worksheets Video: Good presentation vs bad presentation “ https://youtu.be/V8eLdbKXGzk ”
Topic	Oral Presentation
Objectives	Students will be able to... deliver a good presentation acquire sequence connectors for presentations

WARM-UP

1. Match the following sentences (1-10) with its relative situation from a to g.

a. Thank the audience for coming	e. Give structure
b. Introduce yourself	f. Ask for questions
c. Give your job title	g. Start your presentation
d. Give the title of your presentation	

1. So, first of all, let's take a look at ...
2. The presentation will be divided into 3 parts. First, I will talk about... Then, I will move on to...
3. I'm very grateful that you could all come here today
4. If there's anything you would like to ask me, please feel free to interrupt me.
5. I'm (quality manager/purchasing manager/media officer/project officer/engineering manager/IT manager/safety manager/production manager/plant manager/head of research/)
6. Welcome to my presentation. My name is...
7. The subject of my presentation today is...

2. Take a look at the following presentation expressions and classify them as follows.

- a. Introduction/ Body of the presentation
 - b. Conclusion
- I would like to start talking about....
 - To sum up...
 - Now, let's move on to the second part of this presentation.
 - The next point I want to make is...
 - In spite of this, the results showed that...
 - The aim of this presentation was to...
 - My intention was to show that... and the results confirmed that...
 - An example of this was when...
 - On the other hand, it is also true that...
 - I'd like to conclude by summing up and making recommendations.
 - With regard to this, ...

3. Unscramble the sentences in the box, matching elements from columns 1, 2 and 3 in order to get sentences, that show ways of getting the audience's attention when starting a presentation. Then, match the sentences with the categories they represent from a to g.

a. Rhetorical question	b. Question	c. Quote	d. Interesting fact
e. Telling a story	f. A provocative statement	g. A problem to think about	

1	2	3
We are effectively wasting	why you're going to fail	on top of a bunk bed...
Imagine that companies which	we were playing	have seen a 13% increase in ROI within just 3 years.
Reportedly, Albert Einstein said	it's possible to control someone's attention	we go beyond them.
Can we really	invested in speech recognition	Of course, we can!
When I was seven years old and my sister was just five years old,	that once we accept our limits	no one will ever purchase.
I want to discuss with you this afternoon	over \$1.2 billion per year on producing clothes	to have a great career.
Do you think	compete with the Chinese?	and predict human behaviour?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

4. Read the following short paragraphs on how to get people excited about your ideas and match them with the appropriate title.

a. start with a problem	d. Strengthen memories by telling a story
b. Link your message to the listeners' own experience	e. Amaze or inspire your listeners
c. Use a FAB analysis	f. Exploit the precious moments at the start and end

1. Start by identifying the special features of your product. Next, recognise what advantages those features offer to the users. Finally, and most important, understand what personal benefits the advantages will bring to users.

2. We know from our childhood how we can become completely absorbed in a story. The narrative of a good story carries us with it, and our minds are active trying to anticipate what will happen next. But even more, stories can make us feel as well as think! Memories based on feelings can be long-lasting, which means that the listeners are unlikely to forget your message very soon. So, if you can build your presentation around a story, this can be very compelling.

3. Human beings love problems! If a speaker presents the audience with a problem, their brains will shift into gear and start thinking. Once the speaker has activated their minds, they will be a captive audience, anticipating a solution to the problem and receptive to what the speaker wants to say.

4. There seems to be some evidence that the pieces of information that people hear first and most recently are those that they remember best. This means that you can benefit from the knowledge that your audience is more likely to remember the beginning and end of your presentation. Since what you say to the listeners at those points is likely to be memorable, make sure your opening and closing words are truly worth the attention of the audience.

5. You can capture your listeners' imagination in other ways too. If you can introduce some astonishing, stirring, fascinating or even shocking detail, you have a good chance of getting the audience on your hook. You can do this in many ways, for example, by quoting some remarkable statistics, pointing to a time in the past or future when life is different than at present, or providing an inspiring quotation. Like stories, details like these can be very memorable, so that the audience remembers your message well after the presentation has ended.

6. If you are able to make your message personally meaningful to your listeners, they will certainly take a greater interest in what you have to say. Can you link your ideas to their lives and interests?

MAIN ACTIVITIES

1. Watch the video (<https://tinyurl.com/y88nhaaa>), and complete the following text.

- a. He needs to speak _____ and _____ the audience.
- b. He was reading from his _____, so it didn't feel like he was really _____ to us.
- c. It's important to make _____ with someone in the audience.
- d. Anything else that Rayid could do to appear more _____?
- e. Make sure your phone is _____.
- f. I do have one more _____ to connect with listeners.
- g. Next week _____ the causes and effects of stress.

2. Name, at least, four differences between the first and the second presentation in the clip.

Difference 1	
Difference 2	
Difference 3	
Difference 4	

3. Answer true or false. If the answer is false, explain why.

- a. At the beginning, the speaker uses a good intonation while speaking.
- b. People find the speaker's phone interruption in his speech annoying .
- c. At first, the speaker avoids eye-contact with the audience.
- d. The speaker listens to the constructive comments and improves his presentation skills.
- e. The audience is not pleased with the speaker's second presentation.

POST-VIEWING

Tasks 1 - 2

1. Watch this short extract from the video you have just seen from “Good presentation vs bad presentations” (<https://tinyurl.com/y8qtbyrg>). Then, think of a topic related to your future job or to engineering/architecture and start a presentation about it.

- Record yourself speaking for 1 minute using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Name it using your two surnames and name and LP3 (ex. BuilBeltranPaula_LP3)
- Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to

- Thank people for coming
- Introduce yourself
- Give your job title
- Give the title of your presentation
- Give the structure of your presentation
- Ask for questions
- Start the first part.

- Record yourself speaking for 1 minute using the platform Vocaroo (<https://vocaroo.com/>)
- Download your recording
- Send your writing and the recording to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

Deadline

- Group A: April, 5th before 14.00
- Group B: April, 12th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP3

2. Give a closing to your presentation. Write a conclusion to your presentation (200 words) and record yourself.

(5 points)

Remember to

- Summarize the key points.
- Echo the core message.
- Use a powerful quote.
- Ask for questions.
- Tell a related story.
- Say thank you to the audience.

Deadline

- Group A: April, 5th before 14.00
- Group B: April, 12th before 14.00

Remember to send the task to both pbuil@unizar.es and pilargv@unizar.es and include in the subject of the email: Group 90A/B-LP3

LESSON PLAN 4

CEFR Level	B2
Session number	LP4
Material	Pitch Decks reading Video: Polar Bear Pitching 2017 " https://youtu.be/cRkmTYOt-vU "
Topic	Pitch Presentations
Objectives	Students will be able to... present an idea to a specific audience in two minutes sell a product by engaging the audience

WARM-UP**1. Read the following text and answer true or false. If the answer is false, explain why.****WHAT IS A PITCH?**

The primary aim of a pitch is to convince stakeholders that you have a product that is worth their investment. Your main goal is to attract interest from people who will use your product, work with you, invest their money in the development of your product or otherwise help you realise your vision.

To persuade them of the value of your product, you have to keep in mind the perspective of the potential investors: what is important to them, what ideas will push their buttons, and how you can communicate your message in a way that is meaningful and personal for them. You will lose your audience quickly if you spend too much time trying to “sell” the technical features of the product or service. Although stakeholders do need some kind of technical information, they need to know most of all how the product or service will make their lives better.

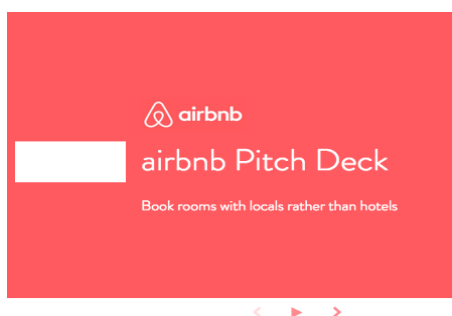
In your pitch, you need to introduce yourselves and your innovative product very briefly, and then move from the product idea to a concrete, credible plan for developing and realising the product.

Potential investors are, of course, interested in the possibility of making money. They want to know that you have a good business plan, understand your target market and its opportunities, have a capable and committed team, have an awareness of the costs involved in producing your product or service, and can forecast when your product will start making a profit. You should also demonstrate an awareness of realistic pricing, know who your competitors are, and have a strategy for marketing and selling your product or service.

- a. The main goal of a pitch is to sell your product.
- b. It is important to take into account the potential investors.
- c. It is important to give as many technical details as possible.
- d. One of the main goals of investors is to make profit from your product.
- e. You don't have to compete with others if your product is good enough.

2. Look at the following pictures and associate them with the different parts that include a pitch deck presentation.

- a. Introduction b. Problem c. Solution d. Market size and opportunity e. Product
- f. Traction g. Team h. Competition i. Financials j. Investment and use of funds

Price is an important concern for customers booking travel online. Hotels leave you disconnected from the city and its culture. No easy way exists to book a room with a local or become a host.																																																																			
1	6																																																																		
49 Million People 22 to 35 age range 31 Million Prospective Mint Users 64% of target demographic use online banking <table><thead><tr><th colspan="2">Referrals (CPA)</th><th colspan="2">Advertising (CPC)</th></tr><tr><th colspan="2">\$8 RPU per year w/ 14% CAGR</th><th colspan="2">\$4.50 RPU per year w/ 22% CAGR</th></tr><tr><th>Conversion</th><th>CPA</th><th>Referral</th><th>Data to Leverage</th></tr></thead><tbody><tr><td>0.75%</td><td>\$50.00</td><td>Savings Accounts</td><td>Zip Code (Residency, School or Workplace)</td></tr><tr><td>1.00%</td><td>\$75.00</td><td>Internet</td><td>Age (Residency, Gender)</td></tr><tr><td>0.50%</td><td>\$75.00</td><td>Credit Cards</td><td>Income (propensity to spend)</td></tr><tr><td>0.25%</td><td>\$50.00</td><td>Cell Phone</td><td>Where and when you shop</td></tr><tr><td>0.10%</td><td>\$200.00</td><td>Bank Accounts</td><td>What brands you buy</td></tr></tbody></table> \$388 Million Total Addressable Market Opportunity w/ 16% CAGR	Referrals (CPA)		Advertising (CPC)		\$8 RPU per year w/ 14% CAGR		\$4.50 RPU per year w/ 22% CAGR		Conversion	CPA	Referral	Data to Leverage	0.75%	\$50.00	Savings Accounts	Zip Code (Residency, School or Workplace)	1.00%	\$75.00	Internet	Age (Residency, Gender)	0.50%	\$75.00	Credit Cards	Income (propensity to spend)	0.25%	\$50.00	Cell Phone	Where and when you shop	0.10%	\$200.00	Bank Accounts	What brands you buy	A web platform where users can rent out their space to host travelers to: SAVE MONEY when traveling MAKE MONEY when hosting SHARE CULTURE local connection to the city																																		
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	Our income statement projection <table><thead><tr><th></th><th>2015</th><th>2016*</th><th>2017*</th><th>2018*</th><th>2019*</th></tr></thead><tbody><tr><td>Revenue</td><td>300,000</td><td>1,200,000</td><td>5,200,000</td><td>10,000,000</td><td>25,000,000</td></tr><tr><td>Expenses</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Labor</td><td>100,000</td><td>200,000</td><td>400,000</td><td>1,000,000</td><td>2,000,000</td></tr><tr><td>Marketing</td><td>100,000</td><td>400,000</td><td>1,000,000</td><td>2,000,000</td><td>5,000,000</td></tr><tr><td>Hardware and IT</td><td>2,000</td><td>10,000</td><td>50,000</td><td>200,000</td><td>500,000</td></tr><tr><td>Office Space</td><td>12,000</td><td>12,000</td><td>24,000</td><td>50,000</td><td>100,000</td></tr><tr><td>Total Expenses</td><td>214,000</td><td>622,000</td><td>1,474,000</td><td>3,250,000</td><td>7,600,000</td></tr><tr><td>Earning Before Taxes</td><td>86,000</td><td>578,000</td><td>3,726,000</td><td>6,750,000</td><td>17,400,000</td></tr><tr><td>Taxes</td><td>7,740</td><td>52,020</td><td>335,340</td><td>607,500</td><td>1,566,000</td></tr><tr><td>Net Profit</td><td>78,260</td><td>525,980</td><td>3,390,660</td><td>6,142,500</td><td>15,834,000</td></tr></tbody></table> *projections		2015	2016*	2017*	2018*	2019*	Revenue	300,000	1,200,000	5,200,000	10,000,000	25,000,000	Expenses						Labor	100,000	200,000	400,000	1,000,000	2,000,000	Marketing	100,000	400,000	1,000,000	2,000,000	5,000,000	Hardware and IT	2,000	10,000	50,000	200,000	500,000	Office Space	12,000	12,000	24,000	50,000	100,000	Total Expenses	214,000	622,000	1,474,000	3,250,000	7,600,000	Earning Before Taxes	86,000	578,000	3,726,000	6,750,000	17,400,000	Taxes	7,740	52,020	335,340	607,500	1,566,000	Net Profit	78,260	525,980	3,390,660	6,142,500	15,834,000
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<i>what we're looking for</i> * \$600k convertible note * 18 months of runway to work on: — product-market fit — customer dev — early marketing efforts — profitability * Plan to raise further round in 12-18 months to turn up heat on marketing	
5	10

3. Classify the following statements as Dos and Don'ts of pitch presentations.

- Overwhelm your audience with a lot of text.
- Use large font sizes, lots of visuals and a readable colour scheme.
- Include your contact information at the end of your presentation to let your audience know who to reach out to for queries.
- Add as many team members as you can.
- Make sure you present your audience with an engaging narrative that allows them to feel why your business is tackling the problem it is and how this will affect them.
- Focus on only the stats without a bigger picture dealing with the why of your business.
- Tailor your presentation to keep your audience engaged and never just recite what is written on your slides.

MAIN ACTIVITIES

1. Watch the following video about Polar Bear Pitching (<https://tinyurl.com/ybunjry7>) and answer true or false. If the answer is false, explain why.
 - a. To talk about your idea, you have to go into an ice hole.
 - b. People don't have any chance to make connections during the event.
 - c. There are no extra activities during the event, only the competition of pitches.
 - d. The main goal of the event is to support start-ups.
2. Read the testimonials of testers from previous years about the experience and discuss their experiences in groups.

WHAT'S IT LIKE TO PITCH AT POLAR BEAR PITCHING?

Polar Bear Pitching put us on the map and opened many doors to great opportunities. We were even featured in The Huffington Post!

— Sandra Pétursdóttir, [First Bond Wearables](#)

This start-up event is super awesome! Our business improved tenfold. We were noticed by Estonian media and our sales skyrocketed.

— Siim Saat, [SATU Laboratory](#)

Polar Bear Pitching was THE experience. It was something unique every start-up should definitely try. Pitching in a live stream in front of a jury is one thing, but doing it while submerged in frozen sea water... that is insane and hard-core business – and that is why I loved it. It was a true challenge and I enjoyed every second of visiting Oulu and PBP. Smiling volunteers, vivid atmosphere and lovely organizers made this easily one of the best pitching events in Finland. As one of the finalists, we got very good media coverage, not to mention many very promising follow-ups. If you are wondering should you do it – hell yeah!

— Timo Kettunen, Founder & CEO [Diske LTD](#)

Investors who ended up investing in us were sitting in the audience. Plunging into the freezing water and talking face-to-face with them, showed the investors how serious we were.

— Annina Koskiola, [Proximi.io](#)

Standing in the ice hole in front of the excited audience was an amazing once in a lifetime experience. The atmosphere at the event was inspiring as dozens of start-ups buzzed around in excitement. Personally, the pitch was the hardest one ever. But it got easier after we couldn't feel our legs anymore. And the fiery feeling after getting out – something we'll never forget!

— Olli Kananen, [Virta Ltd.](#)

(Extracted from <https://polarbearpitching.com/testimonials/>)

You can use these questions for your discussion:

- a) What are the advantages of Polar Bear Pitching?
- b) What is the most exciting thing about this format?
- c) What is the main goal of a start-up when they do their pitching?

POST-VIEWING

Tasks 1

1. Watch the video about a real Polar Bear Pitching that you will find in <https://forms.gle/egSWfdFE8Mo4YNUz6>, and answer the following questions about the contestant pitch with your own words. Please, introduce your answers in the same Google Form (<https://forms.gle/egSWfdFE8Mo4YNUz6>).

(5 points)

Deadline

- Group A: April, 18th before 14.00
- Group B: May, 2nd before 14.00

POST-VIEWING

Tasks 2

1. Think of an innovative idea in engineering/architecture (e.g. An electric toaster with tactile functions and other extra features) and do a pitch presentation about it.
 - Record yourself speaking for 2 minutes using the platform Vocaroo (<https://vocaroo.com/>)
 - Download your recording
 - Name it using your two surnames and name and LP4 (ex. BuilBeltranPaula_LP4)
 - Send it to the lecturers (pbuil@unizar.es and pilargv@unizar.es)

(5 points)

Remember to talk about

- 11) yourself (introduction)
- 12) an existing problem
- 13) a solution
- 14) the market size and opportunity
- 15) the product
- 16) traction (the numbers of sales you've made, the major goals you've achieved till now and the next steps)
- 17) your team
- 18) your competitors
- 19) financials and,
- 20) investment and use of funds

Deadline

- Group A: April, 18th before 14.00
- Group B: May, 2nd before 14.00

Remember to include in the subject of the email: Group 90A/B-LP4

LESSON PLAN 5

CEFR Level	B2
Session number	LP5
Materials	Reading text. Adaptation from “The do’s and don’ts of video conferencing” Worksheets. Phone call conversations Worksheets. Video-call conversations Technical English 2 by David Bonamy
Topic	Phone and video calls
Type of activities	Oral communication tasks Listening comprehension tasks Vocabulary acquisition
Objectives	Students will be able to... have a phone conversation express yourself fluently use sequence expressions used in conversations ask and answer questions

WARM-UP

1. Put the following dialogue in order:

- a. Thank you.
- b. Hello, this is Ms Sunshine. How can I help you?
- c. Yes, the position is still open. Could I have your name and number, please?
- d. Hold the line a moment, I'll check if she is in the office.
- e. Certainly, my name is...
- f. Yes, Ms. Sunshine is in. I'll put you through.
- g. Hello, this is Ray. May I speak to Ms. Sunshine, please?
- h. Hello, my name is Ray, and I'm calling to inquire about the position advertised on JobSearch.com

2. Take a look at the following expressions and classify them as follows:

- Beginning of the conversation **(B)**
 - Middle of the conversation **(M)**
 - End of the conversation **(E)**
- a. Could you speak up, please?
 - b. I didn't understand what you just said.
 - c. Please speak more slowly.
 - d. Could you please repeat that?
 - e. I'm sorry, I don't speak ...
 - f. Do you speak English?
 - g. Can you hear me clearly?
 - h. Could you spell that, please?
 - i. Please say each number separately.
 - j. Who is speaking, please?
 - k. Who would you like to speak to?
 - l. What number did you dial?
 - m. Oh sorry, I think I've dialled the wrong number.
 - n. Can I speak to Mr. X's assistant, please?
 - o. I would like to speak to somebody about...
 - p. The call is very urgent.
 - q. Could you ask Mr. X to call me back?
 - r. Could you call me back again tomorrow morning?
 - s. What is your phone number?
 - t. Just a moment, please!
 - u. Hold the line, please!

3. Look at all the cards below. They depict situations you may face while doing a business videoconference. Brainstorm suitable expressions or sentences to solve those situations and share them with the rest of the class.

1. The video has some problems.	2. You have problems hearing.	3. You can't identify who is speaking.	4. You don't understand something.
5. You need something repeated three times before you understand it.	6. You need to temporarily hang up.	7. Someone needs to step outside.	8. You want to talk about something among just your side.
9. There is an interruption your side.	10. Use a word that you are sure the other side won't understand.	11. Get a contribution from someone who hasn't spoken (for a while or at all).	12. You need to adjust your equipment.
13. Someone takes a long time coming back from their break.	14. Tell the other side they need to adjust their equipment.	15. You need to email a document.	16. Talk about a particular part or a document you all have copies of.
17. You have a technical problem that takes you three attempts to solve.	18. Someone leaves from your side and someone new comes in to take their place.	19. Insist that people use their own names every time they speak.	20. Interrupt someone.
21. Go off topic.	22. Take the conversation back to a previous topic.	23. Suggest a break.	24. Strongly but politely disagree.

4. Take a look at the following suggested answers and match them with the situations from the table above.

A. "Just a second, I'll move it." "If I just change this, hopefully..."	B. "Can you give us a moment?" "We need to discuss this, if you don't mind. I'll just turn off our mic for a second."	C. "Sorry. Can people identify themselves before they speak?" "It might be easier if people said their names each time they speak."	D. "I'm afraid I can't agree with you there."
E. "I'm afraid John hasn't come back yet. I'm sure he'll be back soon, but shall we start without him?"	F. "Shall we take a breather?" "Does anyone else need a fag break?"	G. "Just a second, I'm going to turn the volume up." "Can you try moving the microphone?"	H. "I can't see people at the edge of the room." "Your image has frozen." "The image and sound are out of synch."
I. "John has to go to another meeting, so Jill will take his place." "John had to rush off, but Jill has come in instead."	J. "John, did you want to comment on this?" "We haven't heard what Jill has to say yet."	K. "Can we speak a little bit more about...?" "This brings us back to..."	L. "The camera seems to be pointing in the wrong direction." "Can you try moving/adjusting...?"
M. "I didn't catch..."	N. "Was that John?" "Sorry. Who was that just now?"	O. "By the way,..." "That reminds me,..."	P. "I have to take this, if you don't mind." "I'll just go and get the documents. I'll be back in a second."
Q. "Can you explain what... means?" "I haven't come across the term... before."	R. "Let me try one last time." "There is one more thing we could try." "Third time lucky, I hope."	S. "Sorry, I still don't get it." "Could you just say that one last time?"	T. "I'll send it to you now." "Just a second, I'll find the document on my laptop and email it to you now."
U. "In the first section/ paragraph/ sentence/ bullet point..."	W. "Can I come in here?" "Sorry to butt in, but..."	X. "Sorry, someone has just come in." "Sorry, there's a lot of noise outside. Someone will go out and see what it is."	Y. "Maybe if we hang up and try again it will sort out the problem." "Sorry, I need to speak to this person for just two minutes. I'll connect you again when I finish."

5. Read the following text and answer true or false.

Meetings are moving entirely online, which means that we're attending a lot of video conference calls. If you don't have a lot of experience with video conferencing, it may take some getting used to. Here's a guide to the do's and don'ts of video conferencing.

SET UP YOUR SPACE: If you can, find a private place to take the call. If not, use headphones to minimize background noise. If you have roommates, partners, or family members who are also working from home (or just stuck at home), let them know beforehand that you'll be in a meeting to minimize interruptions. Set up your device or camera so that it has a clear, unobstructed view of you. Don't sit too far from (or too close to) the camera. If you're using a separate camera, place it near your screen — it's best to put the camera at eye level, so that when you're looking at the screen, it appears as if you're looking at the person you're talking to.

STARTING THE CALL: It's a good idea to test your video conferencing software before the call, especially if you've never used it before. Also, make sure you have a strong Wi-Fi connection and that your device is either plugged in or fully charged. Give yourself a few extra minutes before the call to set up and if possible, log onto the call a little early, especially if you're unfamiliar with the software that your host is using. Once the call has started, check to see if everyone can hear and see each other. A good way to do this is by having everyone either check in or introduce themselves.

KNOW WHEN TO TURN OFF YOUR AUDIO AND VIDEO: Mute your side of the call if you're not speaking. Your microphone can pick up a lot of background noise, so muting allows others on the call to easily hear who's speaking. Also, if you need to get up or move around or do something else during the call (or if your toddler suddenly makes an appearance), it's a good idea to switch off your video to avoid causing any distractions.

SIGNAL WHEN YOU WANT TO TALK: During in-person meetings, you can pick up on visual cues to help find the right time to speak. It's a lot easier to accidentally interrupt on a video call. Wait for a few moments of silence before speaking up in case there's a sound delay. If your company or team is going to have regular online meetings, it's a good idea to decide on a system for asking questions, such as raising your hand or using chat to ask a question. If you're running the meeting, it's also helpful to call on people by name. Speak clearly and watch how fast you speak (and don't forget to unmute yourself!). But speak at your normal volume — there's no need to shout, and if you do, your co-workers may lower their volume and then miss something else.

SHARING YOUR SCREEN: If you do need to share your screen during a video call, take a few seconds to prepare before you hit that share button. Clear your desktop of any extra tabs or programs you may have open and make sure any private or sensitive information is hidden.

(Adapted from *The do's and don'ts of video conferencing* by Aliya Chaudhry, 2020).

- a. You don't need a lot of experience to know how to make a video call.
- b. It is a good option to use headphones to minimize background noise.
- c. If you are using an external camera, place it next to the laptop on the table.
- d. Introducing yourself is a good way of checking your sound.
- e. Check that your microphone is off to avoid any distractions.
- f. Do not switch off your video. It will cause a great distraction.
- g. A good idea not to interrupt people when you have a question is to use the chat.
- h. You don't need to close any tabs while sharing your screen. People will focus only on what you are referring to.

MAIN ACTIVITIES

1. Listen to the following audio excerpt (<https://tinyurl.com/y7cqkmhe>) about customer calls and complete the sentences. You can listen to it twice.
 - a. Sorry, _____ you repeat that, please? (Phone call 1)
 - b. _____ I have your name, please? (Phone call 2)
 - c. I _____ like to cancel an order, please. (Phone call 3)
 - d. _____ you think you _____ tell me the model number, please? (Phone call 3)
 - e. I _____ like some information about the ePhone, please. (Phone call 4)
 - f. _____ you like me _____ send you a specification table? (Phone call 4)
 - g. _____ I put you through the service department? (Phone call 5)
 - h. _____ you mind _____ me what the problem is? (Phone call 6)

2. Match the sentences from the previous exercise with these language functions.
 1. Saying what you want.
 2. Offering to do something.
 3. Asking someone to do something.
 4. Checking information.

3. Work in pairs. Reproduce the following phone conversation between a customer and service staff. Highlight all the sentences you may find useful and practice the six dialogues imitating the intonation and stress patterns you can hear in exercise 1.

Phone call 1

(J = Julia; MW = Mr Willard)

J: Delta Electronics. This is Customer Service.
 Julia speaking. How can I help you?
 MW: Oh, hello. Do you sell ePhones?
 J: Yes, we do. Would you like a catalogue?
 MW: Yes. I would. Thanks!
 J: Fine. I'll send you one right away. What's your name?
 MW: Willard.
 J: Sorry, could you repeat that. please?
 MW: Willard.

Phone call 4

(J = Julia. MM = Ms Martinez)

J: Delta Electronics. This is Customer Service.
 Julia speaking. How can I help you?
 MM: Er, hello. I'd like some information about the ePhone, please.
 J: Certainly. What would you like to know?
 MM: Well, first of all, what's the screen size?
 J: Let's see. Yes, it's 88.9 millimetres.
 MM: Oh, right. It's quite large.
 J: Yes. Would you like me to send you a specification table?

J: How do you spell that? MW: W-I-L-L-A-R-D J: And could I have your phone number. please? MW: 013348655	MM: Yes, I would. Thanks. J: Could I have your name, please? MM: Yes, my name is Martinez. J Sorry. did you say Martins? MM: No. Martinez J. And could I have your phone number. please? MM: Yes. it's 9604 33887.
<u>Phone call 2</u> (J= Julia: MJ = Ms Jensen) J: Delta Electronics. This is Customer Service, Julia Speaking. How can I help you? MJ: Hello. I'd like to order an ePhone, please. J: Certainly. Which model would you like to order? MJ: The classic one, please. The 12GB model. J: Fine. Could I have your name, please? MJ: Jensen. J: Did you say Johnson? MJ: No, Jensen, J-E-N-S-E-N. J: And could you give me your phone number, please? MJ: 0288 34500	<u>Phone call 5</u> [J = Julia: MB = Mr Brandt] J: Delta Electronics. This is Customer Service. Julia speaking. How can I help you? MB: Oh. hello. Yes. I bought a classic ePhone last week, and it doesn't work. J Oh, I'm sorry to hear that. What is the problem, exactly? MB: I can 't hear any sound. J: Right. Shall I put you through to the service department? MB: Yes, please. J: OK, hold on. Could you give me your name, please? MB: It's Brandt. J: Could you say that again, please? MB: Brandt. J: Thanks. And would you mind giving me your phone number, please? MB: Sure. It's 9977 00885.
<u>Phone call3</u> [J = Julia; MW = Mr Walters] J: Delta Electronics. This is Customer Service. Julia speaking. How can I help you? MW: Hello. I'd like to cancel an order, please. J: I see. Do you think you could tell me the model number, please? MW: It was a classic ePhone, 12GB. I ordered it by phone yesterday. J: Right. So, do you want me to cancel it? MW: Yes, please. J: OK. And what's your name, please? MW: It's Walters. J: Could you repeat that, please? MW: Walters. J: Thank you. And would you mind giving me your phone number, please? MW: It's 0987 38206	<u>Phone call 6</u> [J = Julia; MG = Ms Gray] J: Delta Electronics. This is Customer Service, Julia speaking. How can I help you? MG: Good morning. I wish to complain about a phone I bought from you. J: Certainly. Would you mind telling me what the problem is? MG: The phone doesn't work. I can't make any phone calls. J: I'm sorry to hear that. Could you give me your name, please? MG: Yes, my name is Gray. 1: Is that AY or EY? MG: It's GRAY.

3. Watch the following video (<https://tinyurl.com/y8rpe8zz>) and discuss the problems we can face while having a video call. Identify the 9 problems.

Problem 1:	Problem 2:
Problem 3:	Problem 4:
Problem 5:	Problem 6:
Problem 7:	Problem 8:
Problem 9:	

4. Answer the following questions related to the video:

- a. Why is Tyler's image distorted?

1. He doesn't want people to see him.
2. He looks like that.
3. He is using a hotel Wi-Fi.

- b. Why is there so much echo?

- c. Complete the sentence:

Sorry, it's John here. I had to _____ I'm stuck in traffic.

- d. At the end, he stands up and what happens next?

POST-TASK

Task 1

1. How would you continue the conversation from the first exercise (warm-up)? Give an ending to the dialogue. (200-250 words).

(5 points)

Send your writing to pbuil@unizar.es and pilargv@unizar.es

Deadline

- Group A: May, 3rd before 14.00
- Group B: May, 24th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP5

POST-TASK

Task 2

1. Call a classmate (using Google Meets or any other video call platform that you may know) and have a 3-minute business phone conversation. Record it and send it to the lecturer (pbuil@unizar.es, pilargv@unizar.es).

(5 points)

Context:

A company-seller calls a potential customer to buy specific materials. According to the needs in your future job, choose something you may need to buy – construction materials, computers, etc. The seller tells the customer about the different products they have in stock while the customer asks questions about details and specifications (dimensions, features, prices, etc.).

At the end, the seller asks the customer about details such as his/her name, address and delivery instructions.

Character 1: Customer

Character 2: Seller

Remember:

- This is a video call; technical problems may occur. You **MUST** include: at least two problems and problem-solving with video conferences, and selling strategies.
- Try to be creative.

Watch out: You can have some notes but try not to read it all as if it were a written text, otherwise you will be penalised, try to be as natural as possible.

Send the tasks both to pbuil@unizar.es and to pilargv@unizar.es before:

Deadline

- Group A: May, 3rd before 14.00
- Group B: May, 24th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP5

Note. You can take a look at this table to know what and how is assessed in your speaking task.

Use of vocabulary and expressions typical in video calls.	Use of English (grammar)	Fluency	Pronunciation	Mark
Talk about the suggested topic. Provide new ideas and promote the participation of the other. Proper and extensive use of the vocabulary about video calls.	Grammar is consistently accurate and appropriate for the level.	Thoughts expressed completely with no pauses or hesitations.	Pronunciation is excellent; good effort at accent.	1.25
Speaking about the topic without providing new ideas. Use of a variety of expressions and vocabulary about video calls almost always right.	Grammar is mostly accurate and appropriate for the level.	Thoughts expressed completely with one or two pauses or hesitation.	Pronunciation is very good; good effort at accent.	0.87
Wrong or very limited use of some of the expressions or the vocabulary about video calls.	Grammar is sometimes accurate and/or not appropriate for the level.	Some hesitations but manages to continue and complete thoughts.	Pronunciation is good; Some effort at accent, but some words are mispronounced.	0.67
Vocabulary not related or wrong used.	Grammar is rarely accurate or appropriate for the level.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Many words are mispronounced; and no effort towards a native accent.	0.37
The student doesn't meet the criteria to be evaluated.	Grammar is almost never or never accurate or appropriate for the current level.	Speech halting and uneven with long pauses or incomplete thoughts.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	0
				Overall grade / 5

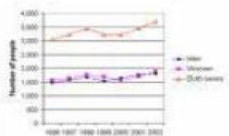
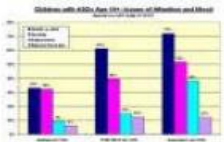
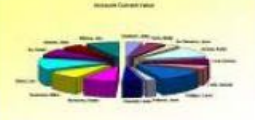
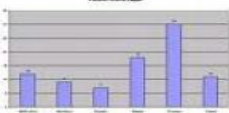
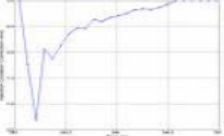
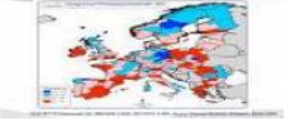
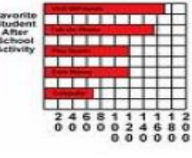
LESSON PLAN 6

CEFR Level	B2
Session number	LP6
Materials	Reading text. Worksheet materials Video: "Presenting business information using charts and graphs" (https://tinyurl.com/y247zufz)
Topic	Graph
Type of activities	Oral communication tasks Listening comprehension tasks Vocabulary acquisition
Objectives	Students will be able to... Understand different graphs and charts Present the results obtained with specific vocabulary

WARM-UP

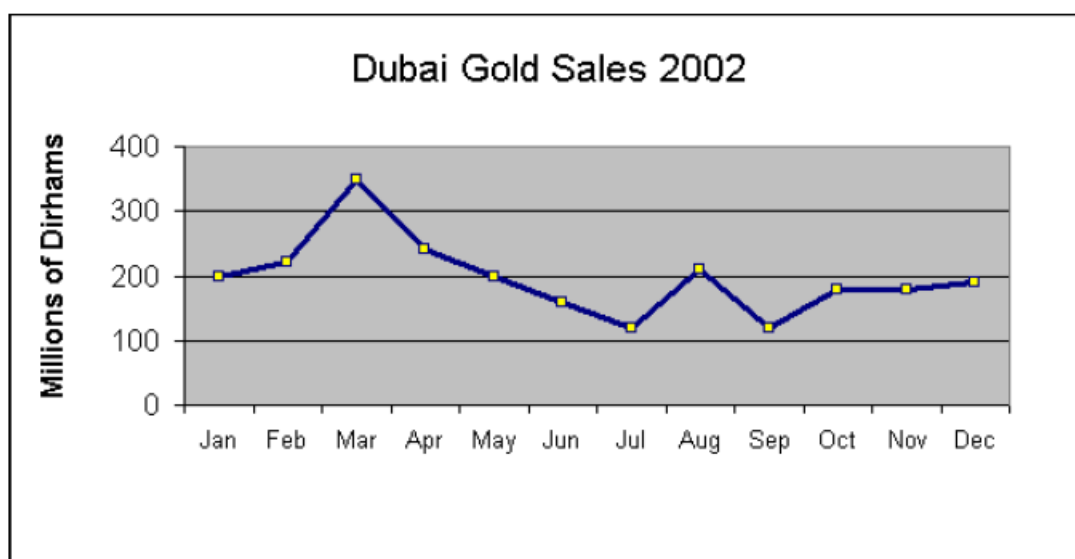
1. Match the different types of charts, graphs and diagrams with each picture.

a. Diagram	g. Single line graph
b. Paired bar chart	h. Population chart
c. Stacked bar chart	i. Multiple line graph
d. Flow chart	j. Bar graph
e. Bubble diagram	k. Percentage bar chart
f. Pie chart	

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.
		
10.	11.	12.

2. Look at the graph and fill in the blank spaces with the correct words (a-l).

a. A low point	f. Remained
b. Declined	g. Rising sharply
c. From	h. Sudden
d. Increased slightly	i. Decrease
e. Recovered	j. Were
	k. Doubled



In January, gold sales _____ about 200 million dirhams per month. In February they _____ to Dhs 220 million, _____ to a peak of 350 million dirhams in March. Over the next four months, sales _____ steadily, reaching _____ of 120 million dirhams in July.

In August, there was a _____ increase. Sales almost _____, rising _____ Dhs 120 million in July to Dhs 210 million in August. This was followed by a _____ in September to Dhs 120 million.

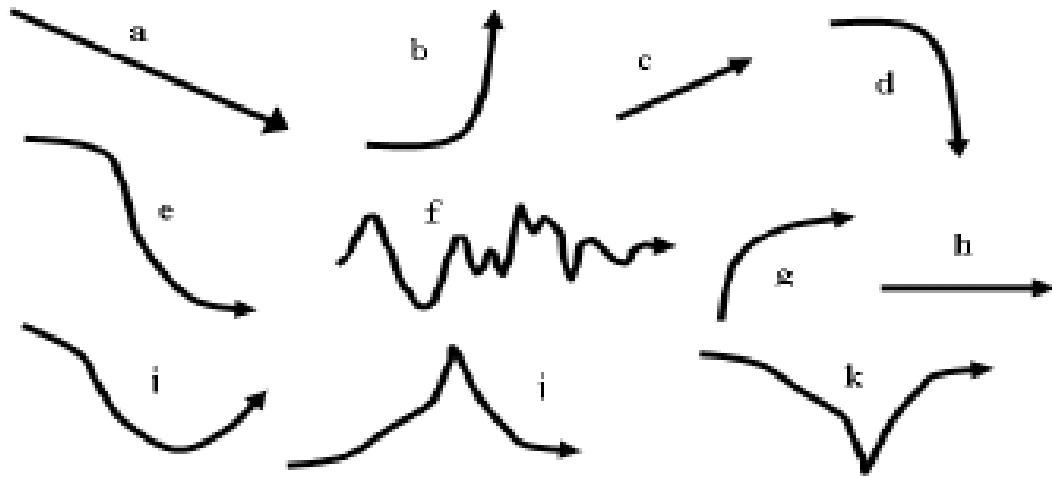
From September to October, sales _____ from Dhs 120 million to Dhs 180 million. In October and November, sales _____ steady, and there was a small increase in December.

3. How to write about two trends graphs? Read the following paragraphs and classify them as follows:

- a. Introduction
- b. Paragraph 1 – Trend 1
- c. Paragraph 2 – Trend 2
- d. Conclusion

1. This gives the trend or trends. You can put two trends in this sentence or only one - you could keep the other one for the conclusion. Start "Overall, ..."
2. Start with a sentence with no number. "City size increased sharply over the period."
3. Start with a sentence with no number. "City size increased sharply over the period." "The most obvious trend in the graph is that women are having fewer babies." "Oil production has increased slightly in all the countries in the graph"
4. Don't give an opinion.
5. Describe the graph. You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start "The graph shows"
6. Give an example (sentence with number) and perhaps another example
7. Don't have any numbers at the end (you could use words like "most", "the majority" "a minority", "a small number").
8. Follow this sentence with an example (sentence with number) and perhaps another example (another sentence with number). Keep alternating.
9. Finish by repeating the main trends, or identify a second trend. Use different vocabulary.

4. Take a look at the different graphs below (a-k) and match them with the appropriate sentence describing the movement illustrated in the graphs:



1. The market is showing some signs of growth. _____
2. The market is extremely volatile. _____
3. The Swiss franc is staging a recovery. _____
4. The yen lost ground slightly. _____
5. There's been a dramatic downturn in the market. _____
6. There's been an upsurge of interest in gold. _____
7. The share price bottomed out at 11 cents. _____
8. Gold peaked at €300 an ounce. _____
9. Profits will level off at around €10,000. _____
10. Sales hit an all-time low. _____
11. There hasn't been much movement in the price of tin _____

MAIN ACTIVITIES

1. Watch the following video (<https://tinyurl.com/y25acl39>) and answer true or false. If false explain why.
 - a. The dramatic drop came after a levelled off of the sales in August.
 - b. Air conditioning sales drop steadily from January to July.
 - c. All appliances are steady through the year.
 - d. Exporting to America and Europe will solve the company problems.

2. Answer the following questions related to the video (<https://tinyurl.com/y25acl39>) using your own words:
 - a. When was the sales peak?
 - b. What was the reason for the sudden drop in July?
 - c. What do the two lines represent in the line graph?
 - d. How does total sales vary?

3. Translate into Spanish the following expressions that appear in the video you just have seen:
 - a. Marked increased
 - b. Dramatic drop
 - c. Bottoming out
 - d. Sharp increase

POST-TASK

Task 1

1. Watch the video “Presenting business information using charts and graphs” above (<https://tinyurl.com/y25acl39>). Choose a topic (or think of your own topic) about your degree and draw your own graph. Then, write about your graph (150 words).

Send your writing and your graph to pbuil@unizar.es and pilargv@unizar.es

Deadline

- Group A: May, 17th before 14.00
- Group B: May, 24th before 14.00

Remember to include in the subject of the email: Group 90A/B-LP5

Annex 5. LPs pilot study. QDA Miner Lite

EG LP1 Q20: Describe your experience with lesson 1	Codes
entretenida	Enjoyable
novedosa	Innovative
Everything is ok	No further comments
Diferente	Different
Very Good	No further comments
Lleva más tiempo del que esperaba	Time
vocabulario	Vocabulary acquisition
competencias audiovisuales	Audiovisual skills
different	Different
Buena	No further comments
Good	No further comments
video fue muy interesante	Interesting clip
entretenida	Enjoyable
Nice	No further comments
It was good!	No further comments
bit extensive	Length
innovative	Innovative
bit too long	Time Length
Enjoyable	Enjoyable
I liked it	No further comments
Too many sentences	Length
very new for me	Innovative
demasiado extensa de traducir	Length
un video muy largo para nuestra primera subtitulación	Length
un poco pesada	Length
PARA UTILIZAR UN PROGRAMA NUEVO	Audiovisual skills
Good	No further comments
Enjoyable	Enjoyable
poco largo y repetitivo	Length
Entertaining	Enjoyable
Interesting topic.	Interesting clip
fue amena	Enjoyable
bit longer than I thought it would be	Length

EG LP2 Q26: Describe your experience with lesson 2	Codes
Larga y algo tediosa, opino que la actividad de doblaje de la conversaciones es un trabajo muy grande para una sola persona.	Long task Tedious
everything is ok	No further comments
Se me hizo costosa la parte de doblar el video, ya que me costo bastante cuadrar el dialogo con los gestos de los personajes del video.	Tedious Difficult synchronization
It was okey	No further comments
Esta fue la práctica más larga y quizás demasiado complicada en el sentido audiovisual. Invertí mucho tiempo en cuadrar los diálogos, bastante más que en pensar el guión grabarlo.	Long task Difficult Difficult synchronization
I didn't enjoy it as much as the others because i had some problems with the software	Software problems
Mala	Tedious
long	Long task
Trabarse al final de la grabación para frustrante y consumía mucho volver a grabar	Difficult synchronization Long task
acorde a nuestra carrera	Topic
A little bit long	Long task
I didn't enjoy it at all.	Unenjoyable
Dubbing the video with three different voices was difficult. This task take me more time I expected	Voices speed Long task
It was good!	No further comments
Good	No further comments
El doblaje era demasiado rápido para poner las voces a varios personajes que hablan a la vez o muy seguido.	Voices speed
Fue divertido grabar las voces, mas complicado cuadrarlas con el video.	Enjoyable Difficult synchronization
It was very good but it took me a long time to do the dubbing. It was difficult to match the voice with the image.	Enjoyable Long task Difficult synchronization
A bit too long. Adequate.	Long task
impossible to make 3 different voices	Voices speed
I was my first time doubling, I found it very difficult and very long	Difficult Long task
Fue una experiencia diferente, ya que nunca habia doblado y encajar el texto creado por mi con el video, no me resulto del todo fácil.	Interesting Difficult synchronization
it was a little tedious.	Tedious
I liked The Office theme	Topic
to much work for home	Long task
La elección del video que teniamos que doblar daba mucho juego y eso facilitaba las cosas, había que trabajar mas en esta práctica ya que la voz se tenía que corresponder con el vídeo y con los tiempos. Una práctica bastante entretenida.	Topic Long task Difficult synchronization Enjoyable

Me costó mucho cuadrar las voces para hacerlo del tirón en la 4 fue mejor porque nos disteis los tiempos de cada intervención eso ayudó bastante	Difficult synchronization
Esta bien, pero sin haber doblado un video antes lo pasas un poco mal a la hora de cuadrar tu voz con la imagen.	Difficult synchronization
Fue divertido hacer el doblaje aunque bastante costoso de cuadrar todo bien.	Enjoyable Difficult synchronization
Entretenida	Enjoyable
repeat the dialogue many times because it was very difficult to adjust	Difficult synchronization
TUVO MS TRABAJO DE LO HABITUAL	Long task
I enjoyed it	Enjoyable
difficult but interesting	Difficult Interesting
Tuve problemas con la grabación el doblaje y tardé mucho rato en completarlo	Difficult synchronization
Too long to be a practice	Long task
Too long.	Long task
It was interesting and I liked dub the video	Interesting
el doblaje fue la practica mas tediosa y la que mas tiempo me llevo	Tedious Long task
Can't remember	No further comments

EG LP3 Q32: Describe your experience with lesson 3	Codes
A bit too long. Adequate.	Too long
Bastante bien en general	No further comments
Bien	No further comments
Can't remember	No further comments
Creo que esta práctica me vino muy bien para tener mas soltura con el subtitulado así como un refuerzo para el writing	Helpful
Easy and enjoyable	Easy
Es importante saber la diferencia y cuando usar determinados verbos.	Helpful
Esta lesson plan fue bien ya que hacer el dialogo no me resulto dificil.	Easy
Esta práctica fue mas rápida de realizar y hacer una parte por parejas fue un punto positivo, ya que la hizo más entretenida.	Easy
Fue bastante explicativa y por ello, fácil de seguir y realizar las tareas.	Easy
Good	No further comments
I was funny and quick to finish.	Enjoyable Quick

Interesting	Interesting
It was entertaining	Interesting
It was entertaining and I also think it was useful for Listening's skills.	Enjoyable Helpful
It was funny and easy	Enjoyable Easy
It was good	No further comments
It was interesting and it was productive	Interesting
It was nice	No further comments
It was okay	No further comments
It was the funnier	Enjoyable
Me gustó bastante y noté que mi nivel iba aumentando respecto a las Lessons anteriores.	Helpful
Me resulto entretenida la parte de subtitular.	Enjoyable
Moreless easy	Easy
Normal	No further comments
Sencilla y rapida	Easy Quick
This task was short. I liked because we could complete the first part in class	Short
Todo bien	No further comments
WELL	No further comments
ayuda a practicar una conversación fluida	Helpful
bien	No further comments
easy to understand and quick to do	Easy Quick
entretenida	Enjoyable
entretenida y divertida	Enjoyable
everything is ok	No further comments
funny, educational, enjoyable	Enjoyable Helpful
i liked it	No further comments
interesting	Interesting

EG LP4 Q38: Describe your experience with lesson 4	Codes
Más sencilla que la anterior actividad de doblaje, bastante útil al hablar sobre uno mismo	Easier dubbing Useful
everything is ok	No further comments

Me a parecido una de las practicas más valiosas, por el hecho de ser útil en la vida laboral, se aprende como hacer una entrevista en inglés. En esta práctica ya me costo menos cuadrar el doblaje con el personaje del video.	Practical topic Easier dubbing
Good	No further comments
Me gustó mucho esta práctica, ya que me parece muy interesante aprender vocabulario, expresiones y consejos para entrevistas de cara al futuro.	Interesting Practical topic
It was better that lesson 2	Easier dubbing
Buena	No further comments
I think is well	No further comments
La tarea de doblaje fue mas sencilla que la anterior al no ser una conversación tan rápida, aun así es lo que más tiempo me ha tomado.	Easier dubbing Long
un poco dura pero al final, de mucha utilidad	Tedious Practical topic
Something new	Innovative
I don't like dubbing assignments	Disliked dubbing
I liked the part where I wrote something about job interviews	Practical topic
Me pareció más larga que las anteriores pero estuvo bien igualmente. La considero interesante porque me sirve para aprender más sobre las entrevistas de trabajo.	Long Practical topic
Este doblaje fue bastante másagradable de hacer que el anterior y podia ajustar mas la voz al video porque no estaba tan preocupado por correr.	Easier dubbing
Hoy en día es facil que nos hagan una entrevista de trabajo en ingles, o al menos una parte de ella, esta muy bien el ponernos en situacion.	Practical topic
it was easier to double than the second lesson plan	Easier dubbing
A bit too long. Adequate	Long
useful for my future	Practical topic
The dubbing task was better than lesson 2, so I liked it and it improves my speaking skills	Easier dubbing Useful
The dubbing task was better than lesson 2,so I liked it and it improves my speaking skills	Useful
Esta practica me gusto bastante ya que encuentre muy práctico el simular una entrevista de trabajo. Respecto de los writing que habia que hacer, también me parecieron útiles, ya que me hizo pensar sobre mis habilidades y debilidades y fue bastante util.	Practical topic Useful
It's easier to generate a script than practice 2	Easier dubbing
I think it was the most difficult	Tedious
long but very useful	Long Useful

Esta práctica me pareció muy acertada ya que las entrevistas de trabajo de hoy en día muchas de ellas son a veces en inglés y se nos facilitó vocabulario y expresiones muy útiles para las mismas	Practical topic Useful
Bastante mejor de doblar que la de las videollamadas como he dicho anteriormente	Easier dubbing
Bien, como la segunda	No further comments
Fue interesante simular la entrevista y a realizar autocritica acerca de los puntos débiles y fuertes de uno mismo.	Practical topic Interesting
entretenida	Enjoyable
funny	Enjoyable
`LA PARTE DE EDICION DE VIDEO FUE MS CORTA QUE LA PRIMERA	Easier dubbing
It was enjoyable	Enjoyable
entertaining and rewarding	Enjoyable
It was better than previous ones.	Easier dubbing
Better than LP2	Easier dubbing
Fast and interesting	Interesting
I learned some topics about job interview	Practical topic
mas sencilla y amena que la lesson 3	Easier dubbing
Can't remember	No further comments

EG LP5 Q44: Describe your experience with lesson 5	Codes
Muy útil para la exposición de trabajos. Consejos útiles tanto para presentaciones en ingles o en cualquier otro idioma	Practical topic
everything is ok	No further comments
Resulta útil para tener en cuenta el como estructurar una presentación, el que hacer y el que no hacer frente al publico a la hora de exponer.	Practical topic Useful
Good	No further comments
Ayudaba a estructurar el inicio de una presentación, cosa que pasamos por alto muchas veces y además se aprenden consejos sobre presentaciones en sí.	Practical topic
It was very useful for my future, because I'm studying a degree that requires a lot of presentations and pitches	Practical topic Useful
Buena	No further comments
Good	No further comments
Grabarse hablando es mas sencillo que doblar una conversación no lleva tanto tiempo. En esta práctica lo que más tiempo cuesta es escribir los subtítulos.	Long
lo mismo que las demás bastante entretenida y de utilidad	Enjoyable Useful

Ideas to have a better presentation	Practical topic
It was easy to finish and its goal of preparing pitches is quite useful	Subtitling skills Practical topic
It was useful preparing a presentation. The subtitling part was interesting	Subtitling skills Interesting Practical topic
It was good!	No further comments
El subtitulado me sirvió para practicar y hacer más oído de cara al examen del Listening, mientras que la Task2 me pareció interesante de cara a hacer presentaciones y saber como estructurarlas	Oral skills Practical topic Useful
Good	No further comments
Bastante bien en general	No further comments
Es facil que tengamos que hacer alguna exposicion en ingles, asi que ir practicando no esta mal.	Practical topic
It was good to know how to make a good presentation	Practical topic
Adequate.	No further comments
I was reminded how to make a perfect presentation	Practical topic
Subtitling the video was interesting to improve listening and Voocaro app was very useful to record the voice	Oral skills Subtitling skills
Fue buena experiencia. Además creo que he mejorado en la subtitulación con respecto a la primera práctiica	Subtitling skills
I liked it	No further comments
It was the most useful.	Useful
different and useful	Useful
Una práctica entretenida y útil de cara a las exposiciones orales y a la vez un aprendizaje sobre los pasos a la hora de realizar una.	Useful Enjoyable Practical topic
Bastante bien	No further comments
Bien	No further comments
Aun tengo que terminar la tarea 2. Diría que la carga de trabajo si que es bastante superior al resto de prácticas.	Long
entretenida	Enjoyable
good	No further comments
LA PARTE DE SUBTITULOS BASTANTE FÁCIL EL SPEAKING CUESTA MS	Subtitling skills
It was useful	Useful
Funny	Enjoyable
It was okey	No further comments
Normal	No further comments
Different practice	Interesting

Is a highly recommended video for students.	Practical topic
se agradece una practica mas corta sobretodo a final de curso	Easy
It was fun to do	Enjoyable

EG LP6 Q50: Describe your experience with lesson 6	Codes
Como la actividad anterior, muy educativa para preparar una presentación. Un poco mas tediosa por tener que encontrar un tema sobre el que hablar y tener que buscar datos sobre el tema.	Practical topic Useful Tedious
everything is ok	No further comments
Pues a sido una practica en la que debido a tener que grabar la voz presentando, en mi caso me he fijado que le daba más importancia al como se pronuncian determinadas palabras, que a lo mejor en un Reading no tienes tanto en cuenta de como se pronuncian.	Oral skills
Good	No further comments
También me ha parecido muy interesante, he aprendido mucho sobre presentaciones dinámicas y es algo que de cara a mi trabajo puede beneficiarme mucho.	Practical topic Interesting
Same as lesson 5	No further comments
Mala	No useful
Well	No further comments
Bien para practicar el speaking. Después de toda la asignatura quizás es la que menos cuesta grabar.	Oral skills Short
More complex to understand the video to subtitle	Subtitling skills
I do not think I have learnt so much doing these lessons	No useful
I had never done a pitch before. The subtitling part was easy	Subtitling skills
It was good	No further comments
El entregar la Task 1 en el momento me ha servido de práctica de cara al examen del Listening para ver mi nivel y con la Task 2 he aprendido a hacer Pitches, que no sabía hacer	Oral skills Practical topic
Good	No further comments
Bastante bien en general	No further comments
Intentar vender un producto o idea a posibles compradores de otros países es algo que hay que practicar.	Practical topic
was very interesting and helped me to learn more about concepts	Useful Interesting
It was informative and it gave me a general idea about pitches	Practical topic
I think it has been a very complete practice to finish since it combined dubbing and subtitling	Complete LP
Me resulto una practica muy util, ya que tuvimos que hacer por primera vez una presentación de tipo pitch. Y es una forma de	Practical topic Useful

presentar que seguro nos toca hacer durante nuestra carrera profesional.	
Difficult listening	Complex video
useful and fast	Short Useful
Una práctica un poco más corta que las anteriores pero útil de cara a las presentaciones de trabajos/ proyectos.	Short Practical topic Useful
Todo bien	No further comments
La acabamos de hacer, pero bien, aunque es un video un poco difícil de entender para mi gusto	Complex video
Aun tengo que realizar la tarea, pero intuyo que será algo costoso de preparar, aunque será interesante.	Tedious Interesting
Original	Interesting
interesting	Interesting
LA PARTE DEL SPEAKING CUESTA MAS, AUNQUE POR SUETE LA PRIMERA PARTE SE HACE EN LA PRCTICA	Tedious
It helped with the listening	Oral skills
Technical	Practical topic
It was okey	No further comments
Normal	No further comments
Fast and educational.	Short Useful
The topic of the lesson was very interesting	Practical topic Interesting
me ha parecido mas larga que la practica 5 en cuanto a tarea sobre todo teniendo en cuenta q hay menos tiempo	Long
A bit longer but also fun	Long Enjoyable

EG LP2 Q28: If yes, explain the problems found.	Codes
Me costó hacerme con el programa para juntar el audio y el video además de cuadrar los diálogos, pero al final le coges el tranquillo.	Software problems Difficult synchronization Learn to use the software
Screenastify didn't work and I had to use another software in order to complete the tasks. That other software was a bit more difficult to use, and that made me invest much more time on the task	Software problems Change software Long task
Muy complicada	Tedious task
Intenté hacer las voces de los 3 personajes a la vez y no me salió muy bien por las prisas de intentar cambiar de tono tan rápido. Cuando hice después la Lesson Plan 4 me di cuenta que podía	Difficult synchronization Learn to use the software Gradual LPs

grabar primero la voz de uno y después de otro y así marcar más la diferencia de tonos de voz en función del personaje.	
I think it was too complicated to be lesson 2, it could have been more gradual	Tedious task Gradual LPs
It wasn't easy to make a script because they talked at the same time	Difficult synchronization
The dubbing post-task was too long	Long task
I spent lot of time	Long task
el principal problema fue hacer coincidir la voz con el video	Difficult synchronization

CG LP1 Q12: Describe your experience with lesson 1.	Codes
It was an interesting topic with a very cool video	Interesting Topic choice
It was a little rare because It was the first time that I wrote in english	Rare Rusty English
Entertainment.	Enjoyable
First was difficult because I had a rusty English and the vocabulary was specific. But in the end I am happy with the result	Rusty English Difficult topic
the topic was weird, but overall it was fine	Rare Difficult topic
It was interesting	Interesting
Al principio estaba un poco perdido porque hacía mucho que no hablaba en inglés y oía documentales en inglés, esta lección vino bien para ver cuanto había olvidado desde bachiller	Rusty English Prove the English level
Interesting	Interesting
GOOD	No further comments
-	No further comments
It was okay talking with our classmates, but conversations were a bit slow due to the level of some of them	Prove the English level Rusty English
Al ser la primera práctica, y al no haber practicado inglés en un tiempo, fue un poco duro seguirlo	Rusty English
Me resulto complicada al principio, ya que hacia tiempo que no practicaba inglés.	Rusty English
Fue una clase de hablar mucho entre nosotros. Creo que no está mal pero para una primera Lesson se me hizo complicado ya que hacía mucho tiempo que no estudiaba inglés	Prove the English level Productive Rusty English
Era la primera toma de contacto con las prácticas y me parecio un orden extraño de las cosas, ya que hablabamos de un tema que no sabiamos, y nos separamos en grupos de 5 para un debate en el que la participacion era escasa, luego realmente se veia las cosas que teniamos que haber hablado, y finalmente repetiamos una "discusion" de la que ya se habia exprimido sino durante el debate,	Rare

durante la explicacion y el listening. Por ello fue una primera experiencia que definiria como extraña.	
Manera interactiva adecuada de estudiar vocabulario temático y practicar el habla oral.	Interesting Productive Prove the English level
I found the listening a bit complicated to be the first	Difficult
good	No further comments
It was good, was the first so everybody was nervous, but was interesting.	Rusty English Interesting
It was okey compared with other subjects	No further comments
Una buena manera y diferente de conocer un tema.	Topic choice Topic choice Interesting
It has been a nice and pleasant experience, enjoyable considering it is a class.	Interesting Enjoyable
satisfactoria	No further comments
At the beginning I was a little bit lost, because I didn't have any idea about space elevators.	Difficult topic
Great	No further comments
Me parecio que meets entre grupos de pocas personas es una buena manera de practiar el speaking al principio	Productive Prove the English level
I think it was the most didactic lesson that we have done	Interesting Topic choice
Satisfied	No further comments
El speaking fue un poco desconcertante porque la temática era un poco extraña era la primera vez que trabajabamos en grupos partidos dentro de la asignatura	Rare Difficult topic
i think it is a ineteresting theme that can help me to open my mind	Topic choice
Fue la primera práctica, estuvo bien para adaptarse al sistema de trabajo.	Productive
Useful	No further comments
Being the first lesson I think it was a complicated subject, which I would not know how to speak in Spanish, therefore in English....	Difficult topic
Too much time between the 2 hours of the lesson and another 2 or more completing the assessment	Too long
costo empezar pero bien	Difficult
Easy	No further comments
Good, but some people didnt talk and could have been a bit more interactive	Rusty English
Fue una primera toma de contacto con la asignatura y sirvió para ir soltándonos un poco	Prove the English level
Understand listening was difficult for me	Rusty English

CG LP2 Q18: Describe your experience with lesson 2.	Codes
Since I've already done some interviews in English I didn't find it very useful, but I can see the value for less experienced students.	Bad topic Educative
I like it because I think that it will useful in my life	Educative Topic
Good.	No further comments
This part was more comfortable for me because it is more related to my career.	Topic
overall it was good	No further comments
It was interesting and educative	Interesting Educative
Escribir el dialogo me costo bastante debido a que hacía tiempo que no escribía redacciones o conversaciones en inglés Tanto el preparar el guión como hacer el dialogo me vino bien para recordar y recuperar algo de fluidez que tenía en bachiller.	Hard Fluency
Interesting	Interesting
GOOD	No further comments
-	No further comments
It was funny to role play for the task	Enjoyable
Es una práctica que ayuda a aprender como es la forma de comunicarse por teléfono	Topic Educative
Me sirvió bastante para comenzar a desenvolverme	Fluency
Me pareció más entretenida que la primera y me parece que estaba muy bien hecha.	Enjoyable Structure
En esta práctica, lo primero que me sorprendió fue lo radicalmente distinta que era con respecto a la primera, en esta practica, junto con las futuras, se establece un orden, a mi parecer más lógico, de ver las cosas, en la que se ve el material correspondiente a la práctica, y después se nos deja la tarea de acuerdo a lo que hemos visto. Por lo que me pareció una práctica mejor, aunque el tema a tratar, los problemas en videollamadas, creo que era un tema demasiado específico.	Structure Bad topic
Contiene tablas e ideas interesantes para afrontar con éxito conversaciones que se pueden dar en el día a día.	Educative Topic
I liked having conversations about topics that we are going to meet soon, such as a job interview	Topic
Good	No further comments
It was good, the subject of the lesson (business conversation) was interesting. Everything was clear, a simple lesson but very productive.	Topic Interesting Structure
it was nice	No further comments

productive experience, where oral communication improves	Fluency
Creo que sería mejor realizarla en el tiempo de clase, así como la grabación para que fuera más espontánea.	Online learning
Interesting, but the interaction is better face-to-face instead of a video. However, with the Covid situation, it is good.	Online learning
buena	No further comments
My partner and me didn't know if we had to do two scripts or one.	Not clear
interesting	Interesting
Temática útil para el futuro en el entorno laboral.	Topic
it was a participatory planning	Structure
I have learned how to correctly say the different expressions of a conversation	Fluency
La lección fue más clara que la anterior, pero creo que no se explicó suficientemente claro lo que había que enviar para el post-task	Structure Not clear
it is useful because i have learned to speak better in a speak and i can different sentence with problems or solve it.	Fluency
Primera práctica con post-task. Me llevo algo más de tiempo que la primera. Buena práctica para mejorar speaking.	Fluency Hard
Useful	Educative
In this lesson you begin to understand better and everything is more structured	Structure Educative
It takes too much time	Hard
a	No further comments
Good	No further comments
Good	No further comments
La parte Warm-up me costó más. El ejercicio de casar las 24 situaciones me pareció un poco lioso; pero la parte final de la práctica estuvo entretenida con los diálogos	Not clear Enjoyable
muy educativa en cuanto al vocabulario aprendido	Educative
I improved my listening and speaking	Fluency

CG LP3 Q24: Describe your experience with lesson 3.	Codes
I loved it, I had fun trying to make the speech quick and to the point, which it's something my speech usually lacks	Enjoyable Oral fluency
It was interesting, I am sure that when I work I realize phone calls	Interesting Useful
The interview was a really useful thing to do.	Useful
Same as lesson plan 2	No further comments
overall it was good	No further comments

It was interesting and educative	Interesting Useful
En esta práctica estuve más cómodo al realizar el dialogo y al realizar la parte individual.	Oral fluency
Interesting	Interesting
Good	No further comments
-	No further comments
Again, it was kind of funny to role play	Enjoyable
Práctica mas sencilla en la que repasamos el will be able to	Easy
Aprendí expresiones bastante útiles para situaciones futuras	Useful
Me ha parecido una práctica útil.	Useful
Esta práctica la dimos en la mitad de tiempo que la otra y tuvimos la otra mitad para practicar con nuestra pareja mientras que la profesora pasaba a corregir distintos aspectos. Lo que a mi parecer es todo un acierto, al menos para mí el objetivo de este curso es poder expresarme con mayor fluidez y soltura en otro idioma, y es por ello que valoro mucho más este tipo de prácticas, ya que para poder hablar correctamente, se necesita habilidades tanto de listening y writing para comunicarte	Group work Oral fluency
Al mismo hilo que la L2	No further comments
I liked it	No further comments
Is good	No further comments
Everything was clear, but i think this is a typical lesson not such especific as the others, which I found it more interesting.	Interesting
they are entertaining	Enjoyable
productive experience, where oral communication improves	Oral fluency Useful
productive experience, where oral communication improves	Useful
Me gustó la idea de esta práctica.	Enjoyable
Similar to the lesson 2, enjoyable but the interaction by video can be improved onside.	Enjoyable Online teaching
buena	No further comments
Alright	No further comments
Amazed	No further comments
Tematica util no solo para el entorno laboral.	Useful
it was a participatory planning	Group work
I see important to learn the different ways to request or ask for things because if I translated it directly from Spanish, I would say it in another way that is not correct	Useful Oral fluency
La práctica transcurrió con normalidad	No further comments

lesson 3 helped me to improve my speaking level when i have to meet somebody new	Oral fluency
Parecida a la 2. Ayuda a mejorar speaking y writing.	Oral fluency
Useful	Useful
From here I prepared the practices previously reading calmly the texts etc. and got the most out of the sessions	Planning skill
Same thing, too long.	Too long
a	No further comments
It was nice to write a script	Enjoyable
Good	No further comments
Estuvo bastante bien e interactiva	Group work
El tema de la practica es practico y util	Useful
I felt I was improving	Oral fluency

CG LP4 Q30: Describe your experience with lesson 4.	Codes
I loved the utility of this lesson. It'll help me in my day to day work since I usually have to propose ideas to a team and the vocabulary present is pretty helpful	Useful Topic
At first, I did not understand the purpose of it but then I liked it	Weird Interesting
Very useful vocabulary.	Vocabulary
It was interesting to learn about interviews	Topic
overall it was good	No further comments
It was interesting and educative	Interesting Useful
Esta práctica fue rara de realizar porque al ser tres en el grupo tuvimos que hacer una entrevista rara.	Weird
Interesting	Interesting
GOOD	No further comments
-	No further comments
-	No further comments
Me parece una práctica importante ya que nos ayuda a preparar una posible entrevista de trabajo en el futuro	Topic Useful
Me ayudo bastante a saber como hablar de mi en una posible entrevista de trabajo	Topic Useful
Me gustó ya que creo que es importante saber como enfrentarte en una entrevista de trabajo.	Topic
Esta práctica es imprescindible, el tema tratado es básico para abrir puertas a distintas oportunidades. Por lo que considero esta práctica como imprescindible	Topic Useful

Tablas muy útiles para encarar entrevistas de trabajo.	Topic Useful
Good	No further comments
Good experience	No further comments
I think this was the most interesting lesson, because I found it very interesting for our future, if we have an english interview	Topic Useful
great	No further comments
productive experience, where oral communication and writing skills improves	Skills improvement
Al igual que con la práctica 2, creo que sería mejor hacerlo en el tiempo de clase.	Autonomous work
The interview is one of the most profitable ones as it can be very useful to our working experience.	Topic Useful
buena	No further comments
Alright	No further comments
good	No further comments
Muy util para un futuro muy cercano en el que tengamos que enfrentarnos a entrevistas de trabajo.	Topic Useful
it was a participatory planning	Group work
it's okay to learn how to speak in a job interview	Skills improvement Topic
La práctica transcurrió con normalidad	No further comments
I think lesson 4 is very important because it helps us to realize a great interview for our future works	Topic Useful
Mejora al final de la práctica en listening y speaking.	Skills improvement
Useful	Useful
-	No further comments
Too long	Too long
a	No further comments
Good	No further comments
Good	No further comments
Entretenido, ameno y la clase fue bastante interactiva	Group work Interesting
La practica mas útil de cara a mi futuro laboral, segn mi opinión.	Useful Topic

CG LP5 Q36: Describe your experience with lesson 5.	Codes
I didn't find this one as usefull as the previous ones due to the excessive focus on "pinging" sentences related to problems in the comm channel.	Not useful

It is becoming more and more common to make video calls, and this lesson helps us to realize them good	Topic
The do's and don't's is a must i did not know, very useful.	Useful
nowadays it is really useful	Useful
overall it was good	No further comments
It was interesting and educative	Useful
Para esta práctica ha sido difícil pensar y organizar la conclusión porque no sabía que poner sin hablar de cosas de que van en el cuerpo de la charla	Difficult
Interesting	Interesting
GOOD	No further comments
-	No further comments
Es otra de las prácticas que me parecen de las más interesantes ya que da pautas de como hacer una presentación.	Interesting Topic
Aprendí expresiones útiles y me resulto interesante	Useful Interesting
Me gustó como está diseñada esta práctica	Well designed
En esta práctica y en la siguiente se deja de lado las conversaciones entre pareja, para grabar un minuto o dos, lo que considero poco tiempo, ya que prefiero explicar el tema y darle un porque mientras lo hago. Es por ello que me resultó raro el tener que hacer una introducción dando las pinceladas de forma grabada, para luego continuarla con una redacción.	Too short
Manera sencilla de encarar exposiciones que quizá tendremos que hacer el día de mañana en nuestra vida laboral.	Topic Useful Well designed
Good experience	No further comments
Good	No further comments
i found it a little bit boring, because it was individual, I think cooperative lesson was more interesting and productive.	Individual work
okay	No further comments
productive experience, where oral communication and writing skills improves.	Skills improvement
En mi opinión era mejor en parejas, pero está bien.	Individual work
It is important to know about doing presentations, but making a conclusion without having the complete information can be hard. Nonetheless, it can be very useful. In my case, I will have to do an English presentation of a topic related to my dissertation, so it was quite profitable.	Topic Useful Difficult
buena	No further comments
Alright	No further comments
Interesting	Interesting

Tambien muy util para un futuro muy cercano. Presentacion e introduccion de algun tema relacionado con la carrera.	Topic Useful
it was a participatory planning	Well designed
i have learn how to organize my presentations and how to divide them that i think is so important for my future	Useful Topic
La clase transcurrió con normalidad, pero no se explicó suficientemente bien como hacer el audio del post-task (Quizá porque era un nuevo formato de tarea)	Not clear
the lesson 5 is great because there are a lot of people like me who have problems speaking in public and this lesson can help me.	Useful Topic
Mejora speaking y hacer presentaciones de cara al futuro	Topic Skills improvement
Useful	Useful
-	No further comments
Same thing, too much time.	Too long
a	No further comments
It was a little bit tricky to think a good theme to talk about	Difficult
Good	No further comments
Estuvo bien la parte del listening para quedarnos con el vocabulario	Well designed
el aprender a realizar una presentación oral es fundamental para cualquier trabajo.	Useful Topic
I learned to make presentations in English	Useful

CG LP6 Q42: Describe your experience with lesson 6.	Codes
The instructions about what is required of the post task were not very clear, so it was all done improvising a theme and outcome.	Not clear
It was very short, but I learned new words for explaining charts and graphs	Short Topic
Very useful in order to give an speech based on a chart.	Useful Topic
Really useful for my work	Useful
overall it was good	No further comments
It was interesting and educative	Interesting
Esta práctica fue la más corta de realizar y creo que de las más necesarias. Pienso que se debería centrar más el resto de prácticas en presentaciones ya que como ingenieros tenemos que saber exponer nuestras ideas con soltura.	Short
Interesting	Interesting
GOOD	No further comments
-	No further comments

Junto a las dos anteriores es otra de las prácticas interesantes ya que como en la anterior nos enseña las pautas de como hacer algo, en este caso de como vender un producto.	Interesting Topic
Me resulto sencilla e interesante	Interesting
Creo que debería haber otro tipo de ejercicios en esta práctica que te ayuden a saber elaborar un Pitch. Además el listening de esta práctica me pareció complicado.	Difficult Not clear
Esta práctica fue más corta que las anteriores, debido al tiempo antes de la entrega, la cual, (fallo mío) tenía interiorizado que sería dentro de dos semanas, y es una práctica que realmente complementa a la anterior ya que ambas tratan de lo mismo, dar una presentación sin embargo esta esta un poco más especializada hacia start ups, aunque creo que se podrían haber juntado ambas prácticas en una sola debido a que no hay demasiadas diferencia entre esta practica y la anterior	Unnecesary Short
Interesante manera de introducir el concepto del pitch y como trabajar alrededor de él de manera adecuada.	Interesting Topic
Good experience	No further comments
Is a good experience	No further comments
I found it interesting, but the same like lesson 5, boring because is individual.	Interesting Individual work
I found it interesting, but the same like lesson 5, boring because is individual.	Individual work
Usefull	Useful
productive experience, where oral communication and writing skills improves	Skills improvement Useful
Un poco difícil comentar todos esos temas al igual que pensar un objeto innovador.	Difficult
It is nice to know what pitches are, its application and how to develop one.	Topic
Bien	No further comments
Alright	No further comments
Interesting	Interesting
Pude notar mejoría tanto en speaking como en listening con respecto al principio del curso	Skills improvement
It is noticeable that I have improved in listening, since in this lesson the videos that we had to listen to, like the girl being in the frozen water, the pronunciation was more difficult	Skills improvement
Creo que las imágenes del ejercicio 2 podían dar lugar a confusión en alguna de las respuestas. El resto de la clase se sucedió con normalidad.	Not clear
it helped me to improve my listening level	Skills improvement
Mejora las presentaciones	Topic

Useful	Useful
-	No further comments
Too long	Too long
A	No further comments
Interesting and useful for the future	Interesting Useful
Good	No further comments
La parte del listening no me gusto porque no se entendía bien y algún vídeo no lo pude reproducir.	Difficult Not clear
Me ha costado bastante entender el video de "polar bear pitching" en algunas partes	Difficult

EG LP6 Q44: If yes, explain the problems found.	Codes
Lack of a clear objective	Unclearness
El listening me pareció bastante complicado	Listening difficulty
la dificultad	Listening difficulty
Me costo entender los listening ice hole. Al estar dentro del ice hole hablaba mas rapido de lo que podia entender	Listening difficulty
entender bien todo lo que dicen	Listening difficulty
Creo que las imágenes del ejercicio 2 podían dar lugar a confusión en alguna de las respuestas. El resto de la clase se sucedió con normalidad	Unclearness
Listening difícil de comprender	Listening difficulty
a la hora de entender de lo que trataba la empresa de la chica del video, era muy técnico y me costo mucho entender lo que decia	Listening difficulty

Annex 6. Preferences pilot study. QDA Miner Lite

EG Q53. What do you think about the integration of the Lesson Plans (practical sessions) withing the English course you have taken?	Codes
Bastante interesantes la mayoría de las actividades, y muy didácticas	Interesting Didactic
everything is ok	No further comments
Me a parecido bien al ser una forma diferente de practicar inglés.	Different
I agree with that	No further comments
Me parece bien que haya una forma de evaluación continua y que los aspectos de speaking y writing se evalúen de esta forma, con trabajo continuo y no solo con un examen final.	Continuous work
It's been pretty useful	Useful
Bien	No further comments
They are good	No further comments
Muy útiles de cara a la vida laboral y en mi caso también para refrescar el inglés	Useful Skills enhancement
de mucha utilidad, porque hemos visto de todo un poco, y aunque el doblaje fue lo que más tiempo me llevó y lo más duro, al final fue de lo más importante para reforzar el inglés, en mi opinión	Useful Skills enhancement Dubbing
They are good enough to do the speaking and listening part	Skills enhancement
I didn't like these Lesson Plans. I hope once we can come back to normal life and no online class they will be changed. Nevertheless I am aware that It is extremely difficult to teach in such a big class with really different levels of English and I know that according to how college works there is no alternative.	Disliked
I think they are ok. We worked some speaking, listening and writing skills in lesson plans, and in class we studied more vocabulary and grammar. Well organized	Skills enhancement Well organized
It was good in order to perform our english habilities	Skills enhancement
Me parece que ha sido una manera divertida y diferente para mejorar mis habilidades. Gracias a ellas creo que he mejorado tanto en Speaking como en Listening sobre todo.	Entertaining Skills enhancement
Makes it more entertaining	Entertaining
Creo que encaja bastante bien. Aunque algun ejercicio como los de doblaje habría que hacerlos más sencillos porque, personalmente, me cuesta encajar el texto a las voces del video incluso en español. por lo que dar pausas adecuadas ayuda mucho.	Well organized Dubbing
Es util y sirve para utilizar vocabulario o expresiones que hemos dado durante las clases.	Useful

I have noticed an improvement in speaking, writing and reading. I was a bit nervous during the lesson plan hours about speaking in English but overall very good.	Skills enhancement
Practical lessons and English course are not well coordinated	Not well organized
They integrate very well	Well organized
I think they are useful but some lessons have been difficult for me	Useful Difficult
Considero que están muy bien relacionadas	Well organized
The only practice I didn't like has been practice 2	Dubbing
Something different that I had never done before.	Different
It seems like a good idea to me since this way we can improve our level and not depend on a single exam.	Skills enhancement Continuous work
Creo que ha sido un acierto y una forma muy buena de abarcar aspectos útiles de cara a nuestro futuro a la vez que se trabaja el idioma. Así mismo, a nivel personal puedo decir que tanto la parte del reading, listening, writing and speaking se ven bastante reforzadas gracias a estas sesiones.	Didactic Useful Skills enhancement
Buena manera de ver poner en práctica la asignatura , hacerla más participativa y entretenida	Entertaining Useful
Las veo bastante bien porque practicas muchos aspectos del inglés y de una manera diferente	Skills enhancement Different
Lo veo necesario para practicar de cara a nuestra carrera profesional	Useful
Good integration	Well organized
i think that I have improved my listening and reading habilities but not my speaking habilities	Skills enhancement Speaking
POSITIVA	No further comments
I think it's a good idea because it makes you get more involved in the language	Useful
I have learned English didactically	Didactic
Different compared to what I have done in other english lessons	Different
Good idea but they should be shorter, LP2 at least	Dubbing
Some practices are too much tedious.	Difficult
Is a fantastic idea	Interesting
creo que ha sido una buena experiencia en general, es una forma diferente de trabajar	Different
It made the classes more interesting than traditional english classes	Interesting

EG Q54. Comment on the different aspects you think that can be improved (software, pre-viewing activities, tasks...).	Codes
El software de doblaje no me termino de parecer optimo, aunque entiendo que será difícil que haya uno mejor de forma gratuita	Dubbing software
.	No further comments
Acerca de los software, recomendaría otro tipo de herramienta para realizar los doblajes, que facilitara el que cuadre tu voz con los personajes de los videos.	Dubbing software Software options
The software recommended	Software options
Como he comentado antes, la práctica de doblaje del capítulo era excesivamente larga. Había que invertir mucho tiempo en montar los audios y que cuadrara todo. Quizás soy muy perfeccionista, pero para mi fue complicado que todo quedase clavado	Long dubbing
I really think that it would be better to have the long link and not the shortened one. That way you'd avoid a lot of issues	Avoid URL shortened
Bien	No further comments
The task are practical, por example,for me the interview is very practical, the softwares are interesting too.	Good topics Good software
Quizás se preste demasiada atención en actividades no relacionadas con la ingeniería como el subtitulaje, aunque es original y refuerza el listening, es muy laborioso . El software propuesto es muy cómodo y fácil de usar.	Good software More specific topics
me ha gustado la planificación, porque hicimos de todo un poco	Good planning
Maybe dubbing software could be better	Dubbing software
I would remove the pre-viewing activities.	Pre-viewing/Post-viewing
I think lesson 2 (The Office dubbing) was a hard task. Maybe too long.	Long dubbing
Better give PDF files instead of DOCX files (compatibility issues)	PDF files
La verdad que estoy bastante contento con todo, no encuentro ninguna pega destacable.	No further comments
Sometimes the pre-viewing activities are very long	Pre-viewing/Post-viewing
creo que las herramientas estan bastante bien	Good software
Pese al problema de la practica 5 con Aegisub, el software me gusta y nos permite hacer algo que no hemos hecho nunca en otras clases de Ingles. El grabar nuestras voces o audios para videos no solo ayuda a que nos soltemos un poco mas, sino que asi podeis evaluarnos sin que esten delante otros compañeros.	Good software
All good	No further comments
Most of the software used in the first practices is only available in Windows OS. If lessos are designed to engineering students it would be a good idea to give Linux software too (or names).	Software options

maybe we could, after we finish watching a video and doing the related activity, rewatch the video with subtitles to fully understand everything	Pre-viewing/Post-viewing
Distribute the amount of homework better	Autonomous work
Cambiaría el software para hacer doblajes.	Dubbing software
I think the activities of dubbing and writing your dialogue / interview are useful. I would change the activity of translating into Spanish, because I think it is the least useful.	Good topics No L1 translation
maybe some post-tasks will be a little shorter to do at home	Autonomous work
Creo que se podría incluir alguna actividad más en parejas, pero entre la subtitulación y el doblaje las actividades son mucho más amenas que simplemente trabajar delante de una hoja o un programa de texto. Además se daba bastante margen de tiempo para preparar las task.	Group work Good planning
La verdad que para las condiciones de la asignatura online, la veo muy bien impartida	Good planning
-	No further comments
No veo realmente nada notable que mejorar.	No further comments
The links of the videos can be improve.	Avoid URL shortened
i improved with softwares because we used many different computer programmes during the lessons	Good software
MÁS LISTENING Y COSAS DE ESCUCHAR AUNQUE ESTÁ PERFECTO QUE INTENTEIS TODA LA CLASE EN INGLÉS PORQUE ASI VAS AFINANDO EL OIDO QUE DEPUÉS DE BASTANTE TIEMPO SE NECESITA	More listening
I would like to talk more with mates	Group work
I think the lessons have been correct.	No further comments
Vocaroo is just great but ScreenCastify does not work as well as I would like	Dubbing software Good software
Simply and efficient	No further comments
Thats ok	No further comments
Sometimes video links dont work	Avoid URL shortened
creo que los programas que se utilizan son sencillos y no necesitan descarga lo que si se agradece , lo unico que mejoraria es dar un poco mas de tiempo para hacer las actividades tanto las de la practica como las posteriores	Autonomous work Good software
It's good like that. Maybe give time to review the Lesson Plans in class	Pre-viewing/Post-viewing

EG Q57. Why would you choose that methodology?	Codes
Las actividades de subtitulado y doblaje son bastante entretenidas, y se alejan de las típicas actividades de elaboración de redacción y presentación ante los compañeros.	Entertaining
Porque es una forma diferente de enseñanza, ya que la mayoría de los cursos entre el instituto y el bachillerato son iguales, digamos que son repetitivos.	Different
It is more entertaining	Entertaining
Porque en el futuro, cuando tenga que enfrentarme a una situación en la que tenga que comunicarme en otro idioma será o bien de forma oral o escrita. Creo que practicar conversaciones y presentaciones es más útil que subtitular o doblar, de cara a mi futuro profesional. Aunque hacerlo alguna vez en la vida, por probarlo, tampoco está mal.	More useful
Realmente veo bien la integración de ambos a la vez, ya que subtitular y doblar me parece algo bastante novedoso que puede ayudar a mejorar los skills, pero sí que es verdad que las actividades de doblaje las he visto un poco pesadas, vería más ameno hablar con los compañeros	Speaking practice
Porque no me gustó nada las tareas de doblaje	Dislike dubbing
Because is more comfortable than traditional activities, and nowadays is Method based on Audiovisual are more interesting than the other methods	Comfortable Interesting
Creo que lo ideal es combinar ambos métodos, elijo el tradicional porque me habría gustado hablar más en inglés con las profesoras mas allá de los propios ejercicios	Speaking practice
porque al final, aprendes mucho más haciendo las cosas por ti mismo, y estando en una carrera universitaria, no veo bien los métodos tradicionales	Individual learning
It is more interesting and funny	Entertaining Interesting
Because this activities are necessary to pass the level certification exams and you do not invest time on learning software that you may will not use again.	More useful No time-consuming
I think dubbing can be useful for speaking skills, but it takes time. Talking with classmates for example, is useful too and easier	Speaking practice
Experiences I have had during task was really good	Entertaining
Me parece más sencillo y agradable de hacer si el nivel no es muy alto (aunque entiendo que se puede complicar todo lo que se quiera). Las actividades tradicionales me parecen más difíciles de primeras, así que hasta que no se tiene una base suficiente me parece mucho más acertado los métodos basados en Audiovisual Translation.	Comfortable
Resulta más entretenido hacer doblaje y subtitulación que las actividades tradicionales	Entertaining

Porque las otras actividades las llevamos haciendo desde el colegio, y aunque realmente no están mal, el hacer algo distinto creo que lo hace mas ameno.	Entertaining Different
Me parece mas innovador, aunque si que es cierto que el hablar con compañeros tambien puede ser util, como en la practica 1, cuando nos pusisteis por parejas para ayudarnos unos a otros.	Innovative Speaking practice
Because it's been different, and I feel I've learned more this way	More helpful Different
Subtitling and dubbing require more time. The first related activities were time-consuming.	No time-consuming
It is fun and in my opinion it is a great way to catch the attention of the students	Innovative Entertaining
He elegido ese método porque creo que subtitulando y doblando se mejoran las habilidades más importantes de manera más divertida y entretenida.	More helpful Entertaining
Porque son cosas, a las que yo por lo menos, no estaba acostumbrado a hacer y me parece que es bueno para nosotros emplear otras formas de aprender ingles.	Different Innovative
Es original respecto a otros metodos y mas en tiempos de covid	Innovative
I think that for online classes it is better subtitling and dubbing and for face-to-face lessons traditional activities.	Class environment
Because you are working day by day and you do not depend on a complete final exam	Individual learning
Desde luego las actividades son mucho más amenas y a la vez más interactivas. Realmente durante todos los años de educación obligatoria me han dado clase con el método tradicional y realmente llega a ser aburrido, sin embargo el doblaje y la subtitulación hace que prestes más atención y te fijas más en los detalles.	Entertaining Different More helpful
Porque veo una aplicación más entretenida y una manera distinta de enseñanza a la que estamos acostumbrados	Different Entertaining
Es una buena manera y diferente de practicar el inglés, además, son entretenidas	More helpful Entertaining Different
Me parece más entretenido	Entertaining
Personalmente creo que ayuda más a mejorar mi inglés	More useful
because it is more individual and you can do it when you have enough time to do it properly	Individual learning
PORQUE LO QUE MÁS ME CUESTA ES EL OÍDO ASI QUE LA SUBTITULACIÓN Y DOBLAJE AYUDAN	More helpful
Because it's different	Different
It is an interesting method and you learn English quickly	Interesting More helpful

A pesar de no ser un método tan original como el otro, siento que se aprende más y no requiere que se realicen tareas después del horario de prácticas.	More useful No time-consuming
Es mas novedoso y diferente, aunque el doblaje debe ser más como la practica 4. En la 2 entre crear los diálogos de los 3 personajes, que esos dialogos cuadren en el tiempo y además doblar los 3 fue demasiado larga para ser una practica.	Innovative
I think subtitling doesnt give me enough knowledge.	More useful
Learning using new technologies is motivating and makes me more aware in class and more interested in the subject.	Interesting
es una forma de hacer mas amenas las actividades y creo que en situacion de estar no presencial ayuda a hacer a ejercitar las distintas areas	Entertaining More helpful
It's much more interesting and fun, but also different than the usual	Entertaining Different

CG Q45. What do you think about the integration of the Lesson Plans (practical sessions) within the English course you have taken.	Codes
I find the integration pretty well done, with a good ratio between homework and classes.	Good integration
they are interesting and they help the students to study english every two week	Interesting Practical/useful
En todas las sesiones he apredndido algo nuevo, sobre todo voacbulario. Aun teniendo un buen nivel de inglés es un asignatura que te ayuda a mejorar, sobre todo en temas técnicos que nunca, por lo menos yo, había prestado el interés suficiente.	Vocabulary acquisition Technical topics
I think they are related and well focused	Good integration
i like it	No further comments
Their organization is well thought to follow the theoric classes	Good integration
Creo que para poder recordar y retomar el inglés vienen muy bien.	Skills enhancement
Is a good idea	No further comments
Practical	Practical/useful
-	No further comments
It is a good idea to introduce practical tasks because students learn better when they apply the principles they are given in theory lessons.	Practical/useful Good integration
Me parece que son unas prácticas interesantes y necesarias para impartir la asignatura	Interesting
Creo que como las practicas son independientes la una de la otra e independientes del curso ayudan a que se traten bastantes temas interesantes	Technical topics Interesting

Bien a excepción de la primera práctica.	Lesson Plan 1
He ido respondiendo a esta pregunta al describir mi experiencia unicamente teniendo en cuenta los LP, pero aplicado con el curso está bien integrado ya que ambos cursos tienen distintos objetivos, y ambos se complementan, por lo que creo que se integra perfectamente	Good integration
Creo que es como debe hacerse, el inglés se aprende principalmente con práctica, práctica y más práctica. Puede que consuman tiempo, pero es lo que tiene si se quiere aprender como es debido una lengua.	Practical/useful
I think that is enough hours but work in speakings and listenings are good.	Skills enhancement
Is a correct Lesson Plans but hava a lot of work at home	Good integration Autonomous work
it was very good to practice the theoric lesson.	Practical/useful Good integration
They are usefull and make learning english a bit more entertaining	Practical/useful Interesting
the lesson plans have been very good, well organized and structured.	Good integration
Es una buena manera de hacer los 'speakings'.	Skills enhancement
The majority of topics can be useful to our working experience, and they improved interaction and writing skills, which was harder to do during online classes.	Technical topics Skills enhancement
satisfactoria	No further comments
I think it is a good integration, because we worked writings and speakings at the LP	Good integration Skills enhancement
Its great, you exercise more your inglish with practical experience	Skills enhancement Practical/useful
Valoro positivamente. Nos "obliga" a hablar delante de otras personas, perdiendo el miedo.	Skills enhancement Group work
I think they are the result of the agenda that we give	Good integration
I think it was a wise choice, since in this way you practice listening and speaking every 15 days, which makes you improve	Skills enhancement
Creo que los post tasks vienen muy bien para coger práctica para escribir en inglés. También vienen bien los listening.	Technical topics Skills enhancement
practical lessons are good but i think that they could integrate more specific exercise	More specific exercises
Ayuda a implementar muchos aspectos del inglés como el reading, listening, speaking y writing	Skills enhancement
It follows the topics this signature is about, so it help us to undertand them.	Good integration Technical topics

I think they are adequate to practice all the skills, although with previous work at home I might get more	Skills enhancement Autonomous work
There are either too many tasks or they take too long, the subject is 4 ECTS	Autonomous work
creo que es importante para ir avanzando	Good integration
Essential	No further comments
They are a good addition, would have liked a little bit more of interaction but that also depends on students	Good integration More interaction
Es imprescindible ya que suponen un refuerzo para todo el vocabulario explicado en clase	Good integration Vocabulary acquisition
Las lecciones practicas estan bastante integradas con el resto del curso, siguen unos mismos temas y el vocabulario dado en las practicas apoya el dado en las clases	Good integration Vocabulary acquisition
I could to learn to speak and write in different situations	Skills enhancement

CG Q46. Comment on the different aspects you think can be improved (pre-viewing activities, post-tasks, material used...)	Codes
I'd love to do more pair focused work, having someone to do the work with makes it more enjoyable	Students' interaction
I do not like the videos that I have to film	Role-play
Yo creo que toda la asignatura está muy bien planteada ya, no hay cosas que me chirríe o no me gusten.	No further comments
I think they are fine	No further comments
I think it is fine, except lesson 1.	Lesson Plan 1
Activities during the lesson	Warm-up/post-tasks
Creo que se debería incluir más presentaciones de proyectos o de preparar presentaciones exponiendo datos o características.	Presentations
Post tasks	Warm-up/post-tasks
I don't know	No further comments
-	No further comments
I think the better way to improve is taking students level gap into account, some of the students already have a good level but others are worse than i thought at english and that made the students that were goot at it get bored or nervous while listening to some of the insane answers that their classmates were giving to the different questions.	Students' level
Yo creo que están bien programadas las prácticas tal y como están, quizás aumentar un poco los listenings o el speaking	Oral tasks
Quiza estaria bien añadir algo mas de listening	Oral tasks
Creo que se podría mejorar el tema de los listening. A mi parecer se hacen pocos y es algo que si no se realizan bastantes es imposible de poder controlar	Oral tasks

Creo que siempre se puede mejorar, pero creo que es egoista por mi parte, ya que yo venía a este curso con un certificado de B2 de hace 3 años, y este curso principalmente era para volver a coger forma y fluidez en aspectos como speaking, pero existen personas que no tienen ese nivel. Lo que ha ralentizado el ritmo de la clase y limitado las cosas que podíamos haber visto. En cuanto a las actividades y material usado creo que es el adecuado.	Students' level
Es difícil, no soy imaginativo para estas cosas. Quizás hacer más inciso en fuentes a consultar para mejorar oído -documentales de la BBC, podcast para todos los públicos...- pero eso ya entraría en la propia asignatura, no en las practicas en sí.	Oral tasks
I cant think anything to improve	No further comments
I think is corrct material, but very technical	Topics
I think post-task could be more interactive or more activities. And the material could be better with mor listenings or videos.	Warm-up/post-tasks Oral tasks
I think that a bit more about use of english	Use of English
the material used could be a bit more extensive, but generally all good.	Warm-up/post-tasks No further comments
Post-tasks y el material usado creo que ha sido lo mejor. Las clases podrían ser más interactivas, pero entiendo que a distancia es difícil.	Topics Students' interaction
In general terms, they were good. However, some post-tasks were a bit long and they depend a lot on who is your partner and his English level. Maybe try to make pairs according to the English level of each person instead of being completely random.	Warm-up/post-tasks Students' level
do more speakings	Oral tasks
I think we could have subtitling LP like the other group.	Subtitling
Reading thecnical articles. More talking	Reading Oral tasks
Podria practicarse mas el speaking, en grupos mas pequeños.	Oral tasks Students' interaction
the lessons all seemed correct to me but I think there was little time in the first part of the exam	No further comments
I really think it is very complete and that the lessons have touched on important issues for our work lives	Topics
A veces no queda claro lo que hay que enviar en los post-tasks	Warm-up/post-tasks
i think that any video or listening is so difficult and the quality is not enough	Oral tasks
Pienso que son adecuadas	No further comments
The way the signature is taught is good in my opinion. However, i belive that more time to make the exam is needed, as 6 mins weren't enough.	No further comments

Maybe send more exercises and in the session only comments, make emphasis in the pronunciation ...	Feedback Warm-up/post-tasks Oral tasks
If there are so many tasks, we could improve from them if we had some feedback from them during the course, as it is they are just for evaluating	Feedback
mas ejercicios de escuchar	Oral tasks
It would be also a good idea to add more post-taks about reading and listening	Oral tasks Reading
Creo que he mejorado en la redacción al conocer un poco mejor los conectores y también el oído se me ha adaptado un poco mejor a los listenings de clase a diferencia del último listening que me pareció complicado	Skills improvement
tal vez en algun video algo mas complejo en cuanto a vocabulario, tras realizar la actividad y corregirla, podriamos ver el video de nuevo subtulado al ingles	Oral tasks Subtitling
In listening activities little time is given to complete them	Oral tasks

CG Q48. Explain why did you choose that rating.	Codes
I tend to struggle with writings, even in Spanish, and I loved the 2 people activities due to the fun interactions that happen there.	Struggle
I do not like speak in english because I am shy. In addition, There are different topics that it took me a lot of effort to talk for two minutes	Difficult Shyness
Lo he elegido así porque lo que más he descuidado quizás sea el speaking y el writing y, gracias a estas actividades, lo he vuelto a retomar con creces.	Useful Helpful
I felt more comfortable with the activities and I think I learned more with them.	Topics
I think they are all good, although I liked the pitch the most.	Topics
I think listening and speaking activities will be fundamental in our future jobs	Important Crucial
La parte que más floja se suele llevar es el speaking porque no se suele poder practicar con otra persona y detectar errores. La parte escrita es algo que si se puede practicar de forma individual pero no es algo que haga. Mientras que con las series y las películas practico con facilidad porque lo tomo como un hobby por eso creo que es más relevante el resto de actividades	No outside input Boring Outside input
For me listening is the most important skill	Crucial
Because those were the most difficult for me.	Difficult
I enjoyed speaking english again, as i already have a B2 and i could get a bit more fluent, so the speaking tasks were better. Speaking is also the most useful skill, as you can not use the internet to help you while speaking.	No outside input Useful

Creo que lo que mas he hecho a la hora de realizar las prácticas ha sido escribir, después las presentaciones a la hora de hablar para intentar hacer una mejor pronunciación sobre todo en la presentacion y en el pitch, en menor medida en el roleplay ya que la improvisacion me parece más complicada.	Helpful More effort Important
Creo que en las actividades en las que debemos interactuar aprendemos unos de otros por eso he puesto la ultima la actividad de la practica 6	Students' interaction
Creo que se practica mucho speaking y está bien, y en cuanto a writing creo que las tareas que se mandan están bien también. Sin embargo creo que sería necesario hacer mas actividades de listening y menos de speaking	More activities needed
Principalmente las actividades de speaking son las que más me interesaban desde un principio, así que ellas van primero. El roleplay es el primero porque además de ser el más valioso creo que es el más entretenido de todas las actividades, mientras que el listening realmente ya se integraba al hacer un speaking con otra persona, y el writing es algo que por lo general no me cuesta en exceso, por lo que lo he visto como una cosa más que hacer.	Useful Enjoyable Outside input Boring
Básicamente listening y writing van las últimas porque es algo que uno puede hacer por su cuenta. El resto no, las he ordenado en función de lo que he disfrutado haciéndolas, es difícil decidir si una es más útil que otra.	Do on your own Outside input No outside input
I have already commented that I liked the conversations that can be real	Topics
i think talk in public is very importat	Topics
I find video call, very productive beacuse your teammate and you help each other with the mistakes. Roleplay is good for create a conversation more easy. Listening activities is nice to improve you skills and could be interesting. 3. and 4. was good because you improve your writing and speaking. And i found very boring and i little bit useful writing activities.	Students' interaction Easy Crucial Boring
I think we empashize more on listening and speaking	Crucial Important
the 2-minute presentation and the videoconferences is where I have dedicated the most work.	More effort
Creo que la videollamada es lo más entretenido de hacer y, por el contrario, los writings lo que más tiempo cuesta.	Struggle Enjoyable
I liked more those which I consider can be useful to our working or life experience, rather than just speaking because of an exercise	Useful Helpful
En los videos en parejas interactuas más con los compañeros hablando ingles	Students' interaction
I think that the speaking activities with a partner are really useful because it's more real than recording yourself alone.	Students' interaction

Because I have improved my english slightly	Useful Helpful
Valoro postivamente las actividades relacionadas con la carrera (entrevistas de trabajo, juego de roles,), puesto que es una tematica que no hemos tocado anteriormente en las clases de ingles de la educacion basica. Muy util de cara a un futuro muy cercano	Topics
I think it is more important to practice the language with another person	Students' interaction
Creo que lo más difícil son los writings y los listening. Los audios están bien, pero creo que no aportan mucho al estudiante, ya que el speaking se puede practicar durante la duración de la clase.	No outside input Outside input
por que el orden de las actividades me hicieron esforzarme más frente a lo difícil que me parecía realizarlas	Difficult More effort
Para mí ha sido más útil las actividades de listening y writing	Useful Helpful
Acting is not student's strenght, however speaking helps a lot to improve our skills. The writing and listening activities are also good.	More effort Important Helpful Crucial
What is most difficult for me is to speak in English and having to do it with another person has made me feel a bit embarrassed	Shyness
They take less time to prepare	Easy
veo mas interesante las actividades que podian tener un uso real a la hora de tener una conversacion	Topics
Because I am used to do a lot of pitch so I think it is something very important to learn	Topics
Roleplay + video call related to a written script was actually a good combination for working on pairs (correcting each other and working on the same idea). The 3 left would be on the same spot, but since they are done much less they are shadowed by the 3 firsts.	Students' interaction Helpful Useful
Me parecen buenas para seguir llevando un continuo aprendizaje de la asignatura y no dejar de lado la materia	Continuous work
dependiendo de lo que creo que me será mas útil a futuro	Topics
In video call I can improve listening and speaking at the same time and my classmate and I help each other	Students' interaction Crucial Important

CG Q51. If yes, explain why.	Codes
Yes, because they are more fun to make.	Enjoyable
I think I could learn more reading and listening	Reading skills Listening skills

Sí ya que creo que puede ser una alternativa para aprender ya que en mi caso, que me cuesta mucho aprender ingles y soy muy vergonzosa, podría ser una buena alternativa	Shyness
Creo que es un aproximamiento interesante, y tengo curiosidad por ver cómo sería	Interesting
Podría ser un enfoque interesante, traducir no sólo consiste en traducir palabras si no ideas; serviría para fomentar pensar en inglés y no trabajar con la mente programada en español.	Interactive
More video, listening activities and video calls. But the actual method was fantastic	Listening skills
Porque creo que es una nueva forma de aprendizaje, más interactiva y divertida.	Enjoyable Interactive
I will prefer a mix (traditional activities + different teaching methods)	Integrate new things
It seems a funny way to learn english	Enjoyable
doing more activities talking with other colleagues would help us gain confidence to speak the language	Speaking skills Interactive
Although for the course you have sent for the summer I said no, I think it would be good to learn in a different way, but that uncertainty of how it will be has backed me out	Interesting Interactive
A pesar de haber respondido no, me gustaría justificarlo. Creo que los vídeos que realizamos son buenos para tener una interacción y mejorar el speaking. Con las traducciones de audio se entrena más el listening, pero eso es algo que ya se entrena en todas las prácticas (más que el speaking, ya que en cada clase un alumno interactua unas 3-4 veces solo aproximadamente)	Speaking skills
I think it's more fun than filling in exercises	Enjoyable
creo que es un metodo novedoso y que obliga al estudiante a estar aun mas atento de lo normal	Interesting
The best form of pmpoving is practicing	Interactive

Annex 7. LPs case study. QDA Miner Lite

EG LP1 Q20: Describe your experience with lesson 1	Codes
It was my first contact with the subtitling, more worried about the program than the lesson itself.	Stressful
It's my first time subtitling	First time subtitling
Difficult to understand	Not clear
Great	No further comments
buena ya que era un tema curioso	Topic
I learn things that can help me in the future.	Useful
It was a good introduction to improve my speaking skills with the recording task.	Speaking skills Good introduction
Interesting topic	Topic
Es interesante escucharte hablar, te das cuenta de muchos fallos	Speaking skills Interesting
Good to introduce me in the field of subtitling	Good introduction
My experience is good	No further comments
good	No further comments
It was interesting because I didn't know about space elevators and it made me to pay more attention on it	Interesting Topic
I've never done subtitling before, and it was a new good way for improving on English skills	Good introduction
good to start	Good introduction
awesome	No further comments
Good to start subtitling	Good introduction
Después de muchos años sin dar ingles enfrentarme a la practica fue muy complicado, me supuso mucho estrés.	Stressful Challenge
It was a challenge the fact that I needed to speak 2 minutes about something I barely knew	Challenge
Demasiado largo	Too long
The subtitling task was the most time consuming part since it was the first time doing anything like that for me. The speaking task was very simple and easy overall.	Too long Speaking skills
Don't remember much about it, I suppose it was fine	No further comments
Me gusto el tema.	Topic
Good introduction to subtitling.	Good introduction
Practica sencilla, muy bien para empezar en el mundo de los subtítulos	Good introduction
Well. I spent time in learning the program	Challenge First time subtitling

The exercises are correct. The delivery instructions are confusing and it is not clear if they are sent separately, together, what is put in each email, etc.	Not clear
Good	No further comments
It was interesting due to the subtitling part	Interesting
Good	No further comments
It was interesting because I didn't hear about the space elevator.	Interesting Topic
No he tenido ningún problema y la he seguido perfectamente.	Good introduction
Una práctica cómoda para empzar, dónde te familiarizas con los subtítulos y además hablas con los compañeros.	Good introduction Speaking skills
Well	No further comments
No sabía muy bien lo que había que hacer, no he subtitulado nunca ni usado algún programa parecido. Además teniendo que ser sinónimos y con las condiciones de escritura puestas me costó.	Not clear Challenge
I liked it because the topic was interesting and it helped me to acquire new language.	Topic Vocabulary acquisition
was nice and easy, great for the first lesson	Good introduction
I liked it	No further comments
First contact	No further comments
Me resultó especialmente interesante como punto de entrada a la asignatura debido a la temática escogida	Good introduction Topic
Good	No further comments

EG LP2 Q26: Describe your experience with lesson 2	Codes
It was very embarrassing hearing myself in the video and i realized of my horrible accent.	Embarrassing
It's useful for future job interviews	Useful Topic
Interesting for my future career	Interesting Topic
Great	No further comments
buena, aprendimos sobre ejemplos de entrevistas de trabajo lo que es util	Useful Topic
Well	No further comments
I learned the importance of lip syncing when I had to dub the video	Dubbing
I don't find the sense of dubbing this kind of videos in technical English	Not useful
Empecé a notar lo complicado que es doblar	Difficult

More difficult than LP1	Difficult
My experience is good	No further comments
long	Too long
It was funny try to create a dialog to fit the muted spaces	Enjoyable
It was the first time with Screencastify, but it was easy to make the task.	Easy
interesting	Interesting
awesome	No further comments
Good lesson	No further comments
Fue un poco mejor que la anterior	Making progress
It was easy because I already did some interview in English	Easy Topic
Demasiado larga	Too long
It was very interesting to learn how to dubbing a video. I had to do a few takes to get all the pronunciation right. The writing part about the job interview was very easy and made me think about what to say about my technical skills in an interview.	Dubbing Interesting Writing Easy Topic
It was nice searching for jobs and finding some I liked. It also was easier than I thought writting 300 words about myself	Topic Interesting Easy
Me gusto.	No further comments
Good experience with writing.	Writing
Practica para empezar en el doblaje, bien estructurada y sencilla dentro de lo que es el doblaje que es mas complicado que la subtitulación.	Well-structured Easy Dubbing
Well	No further comments
Dubbing costs me a lot.	Difficult
Fine	No further comments
I liked the interview part but it was a little difficult dubbing the video.	Topic Difficult
Good	No further comments
It was my first experience dubbing and it was funny.	Enjoyable
Lo mismo que la lesson 1. Sin problema.	No further comments
Es interesante tratar el tema de las entrevistas, ya que es muy útil de cara al futuro	Useful Topic
Well	No further comments
Aun con dificultades pero ya un poco más suelto.	Making progress
It was the first time I dubbed a video, so it was quite interesting. It was also interesting to look for a job in InfoJobs.	Interesting Dubbing
not clear what was the excersise to send.	Not clear

I liked it	No further comments
Never dubbed before, so a bit uncomfortable at first.	Difficult
Me resultó útil especialmente porque en esas fechas tuve que preparar un currículum para un intership en UK y elaborarlo me resultó más sencillo	Topic Useful Easy
Good	No further comments

EG LP3 Q32: Describe your experience with lesson 3	Codes
The vocaroo part is the worse part for me. The rest of the practice is fine.	Difficult
I know better the proper presentation structure	Presentation structure
Nice	No further comments
Great	No further comments
buena, aprendimos la estructura para dar una presentacion	Presentation structure
Well	No further comments
I learned how to sync my own subtitles with a video where people were talking about other things.	Creative subtitling
Important topic for our formation	Topic
Buena	No further comments
good	No further comments
The subtitling was difficult	Difficult
long	Long
It was nice to make a presentation about a technology that I'm working with and I like	Topic
Worst than the first and second lesson	Worse than previous
useful	Useful
awesome	Enjoyable
Good lesson plan	No further comments
como no entendía muy bien que había que hacer hice mal el subtitulado	Not clear
It was a little confusing the task 1 because I didn't know quite right is the subtitles you asked for were the real ones or my presentation	Not clear
Demasiado larga	Long
The presentation was a bit hard for me because I didn't know what to talk about. But once I knew what to say, following the structure of the presentation given was quite easy.	Difficult Presentation structure
Not bad. It was fun trying out some pronouns on the subtitling	Enjoyable
No me gusto.	Disliked

Good experience with writing.	Useful
Practica entretenida, el subtitulado es mas sencillo que le doblaje	Enjoyable Creative subtitling
well	No further comments
Strange and long.	Long
Good	No further comments
creative, useful	Useful
Good	No further comments
It was useful for us because we have to make presentations	Useful Topic
La he seguido bien	No further comments
Está siempre bien tener claras ciertas pautas a la hora de realizar exposiciones, además el hecho de tener que escribir una conclusión ayuda a practicar el writing, y lo de doblar el listening ya que tienes que repetirlo varias veces.	Presentation structure
Well	No further comments
Mucho más suelto porque ya llevas varias hechas y más clases.	Making progress
I enjoyed writing and improvising about a topic I like. I also discovered I enjoyed subtitling.	Topic Creative subtitling Enjoyable
was boring, i understand the meaning of the lesson but was hard.	Difficult
I liked it	No further comments
Quite helpful. It's always nice to learn how to do technical presentations.	Topic Useful
Me resultó entretenido porque aproveche para adaptar la presentación que realizaba en la semana de Ingeniería de la escuela para realizar la práctica	Topic Useful Enjoyable
Good	No further comments

EG LP4 Q38: Describe your experience with lesson 4	Codes
This dubbing part is the worse for me. I used to subtitle the video and then make the dubbing by reading the subtitles in order to have some synchronism	Difficult
A pitch deck has to be short but give an overview	Topic
Really nice but so difficult at the same time	Enjoyable Difficult
Great	No further comment
buena, aprendimos a presentar un negocio	Topic
Well	No further comment

It helped me improve my speaking skills since both tasks required me to record myself	Speaking skills
I don't find the sense on dubbing this kind of videos	Not useful
Me costo mucho poder hablar al ritmo de la chica del video, me pareció demasiado rápido y tuve que repetirlo muchas veces,	Difficult
good	No further comment
My experience is good	No further comment
difficult	Difficult
I't was a bit boring, because I had to record my voice many times until I had a good record	Boring
Better than the third lesson	Making progress
very entertaining	Enjoyable
awesome	No further comment
I liked it	No further comment
Corria mucho al hablar por tanto creo que no sirvió para nada ya que no podía pronunciar bien	Difficult Not useful
It was a challenge to dub that video while trying to do all the pauses	Difficult
Demasiado larga	Too long
The dubbing was easier now that I had experience doing it. Also I noticed an improvement in my pronunciation from when I started to when I completed the task, because I could hear myself.	Making progress Speaking skills
It was hard matcing my voice to hers, it took me a lot of takes	Difficult
Chula.	No further comment
Good experience with dubbing.	Making progress Enjoyable
En mi experiencia la practicas mas dura, porque doblar un video tan largo es muy duro y en mi caso tuve que repetir muchisimas veces	Difficult
Well	No further comment
Hard. The video is so fast and dubbing it is complicated.	Difficult
Ok.	No further comment
A little frustrating in the dubbing part.	Frustrating
Good	No further comment
I liked so much "Polar Bear Pitching". I didn't know it and I think it is very interesting. You can meet people and companies in a different way.	Topic Enjoyable
He seguido bien la lección	No further comment

Está muy bien de cara a practicar el speaking en el doblaje, aunque lo de cuadrar los tiempos se hace algo pesado. La práctica en si es útil, de cara a saber como enfrentarse a discursos en publico.	Speaking skills Useful Topic
Well	No further comment
Esta me costó porque es muy difícil, o al menos para mí seguir el ritmo de la boca de la chica que habla en el vídeo del hielo. Tuve que repetirlo muchas veces.	Difficult
It was a bit difficult to fit the dialogues in time as the woman in the video spoke quite fast. I spent much more time in the dubbing task.	Difficult
Was difficult because the woman speaks so fast	Difficult
I liked it	No further comment
Bit more confident than in Lesson Plan 2.	Making progress
La actividad de dubbing me pareció tremendamente útil para practicar el speaking y creo que es aquella que mejor apoya esa habilidad	Useful Speaking skills
Good	No further comment

EG LP5 Q44: Describe your experience with lesson 5	Codes
It was not very fun, I found it very difficult to meet all the requirements that were requested. Synchrony, voice duration and on-screen images....It was frustrating.	Frustrating Difficult
The video is too short to give enough information about a product	Video
Funny and difficult to maintain synchrony	Enjoyable Difficult
Great	No further comments
buena, el tener que estudiar sobre como hablar por videoconferencia y sus problemas para después aplicarlo en un dialogo estuvo bien	Topic
Well	No further comments
The video restricted me when I had to write the script since I had to see the times when the characters talked. It was a good task	Writing
It's a bit confusing trying to follow the instructions by doing an argument that fits the instructions and the video context. after the 3 dubbing lessons, in my honest opinion I would rather change the kind of videos, maybe technical videos are more boring but are more related with the main idea of the subject.	Video
Para mi fue la mas complicada, inventarse una situación como la del video sin copiarla y que cuadren los tiempos con la situación inventada (en nuestro futuro ámbito laboral) me fue imposible	Difficult

tough to coordiante the transcription and speaking	Difficult
my experience is good	No further comments
long and confusing	Long Not clear
long and confusing	Not clear
It was fun to dud a clip of the office	Enjoyable
Good	No further comments
difficult	Difficult
awesome	No further comments
Difficult lesson plan	Difficult
Demasiado larga	Long
Long but interesting	Long Interesting
Muy larga	Long
Making the script for the scene was a bit confusing because I had to change how the characters were talking to each other. But it also helped me for the dubbing task.	Not clear Interesting Writing
This was the most horrible one of all the voice ones. Was it partly my fault for leaving it for last minute? Totally. But, man, it was really hard to match my voice with their's. I di end up giving up and just focused on trying to pronounce correctly.	Difficult
Difícil, mucho.	Difficult
Good experience with writing,	Writing
Practica parecida a la 4, el doblaje mas facil al ser frases cortas y que ya viene sde la practica 4 con eso aprendido	Easy Making progress
Well	No further comments
Fun but complex. A lot of voices to dub in one moment.	Enjoyable Difficult
Nice	No further comments
Fun	Enjoyable
Good	No further comments
It was funny but I needed more time. My friend told me that i should watch "The Office". Now, i want to start with the sitcom.	Enjoyable Long
Al igual que las anteriores, sin problema	No further comments
Si bien como todas las prácticas estan enfocadas en algo que va a ser útil en el mundo laboral. Esta práctica es la que menos disfrute, era muy complicado hacer un diálogo cumpliendo todo lo que se pedia y que cuadrara con los personajes del video.	Video
Well	No further comments
En el vídeo de the Office, hay mucho intercambio de monosílabos que es difícil hacerlo en el español. Van muy rápido	Difficult Enjoyable

y es difícil encajar las palabras para la boca. Pero aunque tuve que repetirlo muchas veces me gustó hacerlo.	
I think this lesson was too long, because the was a lot of dialogue and I continually had to rewrite phrases because the were too long or too short when I spoke. I think it also involved too much editing.	Long
i like it, was fun, but just a bit difficult, there werw 3 people speaking at the same time	Enjoyable Difficult
I liked it	No further comments
In this one, it was specifically difficult to lip synch audio with video.	Difficult
En general preparar el sketch me ha parecido divertido pero si que es verdad que hacerlo en una sola grabación parece extremadamente tedioso por la dinámica original del mismo	Enjoyable Difficult
Good	No further comments

EG LP6 Q50: Describe your experience with lesson 6	Codes
Loved it, i found it very interesting and usefull.	Interesting Useful
It's a short task	Short
Different	Interesting
Great	No further comments
buena, estudiamos los diferentes gráficos y hubo menos tareas que en el resto	Topic Short
Well	No further comments
It was a good lesson to learn the meanings of different adjectives and verbs	Vocabulary acquisition
Shorter than usual, but you told us you wanna do it like that because it was the last one, so no comments	Short
Buena	No further comments
good	No further comments
my experiences is good	No further comments
good	No further comments
Still not finished	No further comments
Better than the others, because we've done it in less time	Easy Short
easy	Easy
awesome	No further comments
Good lesson plan	No further comments
La practica mas corta y me ha servido para ver diferente maneras de traduccion	Useful Short

Easy	Easy
Muy ávida de realizar	Short
Subtitling from english to spanish was easier than english to english. I could think about more ways of saying something to fit the subtitles better.	Easy Vocabulary acquisition
Still haven't done the task, but the session was nice. Don't think I'll have much trouble with the subbing.	Easy Enjoyable
Esta bien.	No further comments
Good experience.	No further comments
Practicas sencilla para terminar, muy bien	Easy
Well	No further comments
Short but practical. I thought it was correct.	Short Useful
Good	No further comments
Interesting and fun	Interesting Enjoyable
Good	No further comments
It was easy. It is a good way to finish the practice lessons.	Easy
Sin problema	No further comments
Bastante sencilla, la parte de clase estaba direccionada a vocabulario útil, pero no muy complicado, y después traducir es siempre ameno.	Vocabulary acquisition Easy
Well	No further comments
Sencilla al ser español	Easy
It was much easier than the previous lesson. I enjoyed subtitling and translating into spanish.	Easy
was easy	Easy
None	No further comments
Bit easier than previous ones in my opinion. However, always interesting to learn technical language.	Vocabulary acquisition Easy Interesting
Al ser la última práctica y plantear la subtitulacion en español se hace más sencilla	Easy
Good	No further comments

CG LP1 Q12: Describe your experience with lesson 1.	Codes
It was hard to talk about something that i didn't know how it worked.	Unknown topic
pretty good	No further comments
I remember that it was interenting	Interesting

It took me a while to get the confidence to speak in front of my colleagues.	Nervousness
I hadn't studied English for years and as it was the first lesson I was a bit lost.	English level
nice first contact	Enjoyable
It was very interesting, because i din not heard about space elevators before.	Interesting Topic
entertaining and fun	Enjoyable
El speaking por parejas fue interesante	Interesting
Good, I learned different mechanical vocabulary	Skills enhancement
nervous about being the first lesson	Nervousness
GOOD	No further comments
Interesting topic	Topic
interesting	Interesting
Quite good, an interesting text about space elevators and for me a good topic for the future	Topic Interesting
It was interesting	Interesting
good practice to start	No further comments
Interesting topic and fun	Interesting Enjoyable Topic
.	No further comments
Interesting	Interesting
It was an interesting topic to learn about	Interesting Topic
It was difficult because my English was rusty.	English level
The lesson 1 was a little rare for me because I did not write in english for 3 years	English level
no se que es la lesson 1	No further comments
It was an interesting topic but not too challenging	Interesting Easy
good	No further comments
Interesting	Interesting
Nice to improve speaking.	Skills enhancement
Good way to improve my English skills	Skills enhancement
It was an interesting topic. I could be imaginative and I could learn and work about it.	Topic Interesting

Easy, but boring	Easy Boring
So many new words, interesting	Interesting
NICE TOPIC	Topic
educational	Skills enhancement
very strange vocabulary	Unknown topic
iENJOYED IT	Enjoyable
it dont call my attention	Boring
Estaba bien	No further comments
It was quite interesting. I learnt some specific vocabulary and some issues I did not know about space elevators.	Topic Interesting
Good to improve reading	Skills enhancement
Useful to remember some basic things	Skills enhancement
Good	No further comments
Adecuate	No further comments
Okay	No further comments
Interesting	Interesting
It was good	No further comments

CG LP2 Q18: Describe your experience with lesson 2.	Codes
It was funny and challenging	Enjoyable Challenging
useful	Useful
It was better than the first because i was less nervous	Public speaking
In this practice it was still difficult to talk to my partner but we were trying little by little.	English level Nervousness
In class I learned things about how to do an interview and doing one via Google Meet as a post work I was able to test what I learned.	Topic
interesting lesson	Interesting
I liked it because de post-tasks were very usefull for my future, i will use it in the my future job's interview	Useful Topic
Useful, for he future interviews	Useful Topic
Preparar el diálogo nos llevó más tiempo del que pensábamos	Long
Good, very useful for a future job interview	Useful Topic
comfortable due to choice of theme	Topic

GOOD	No further comments
Nice to interact with my teammate in the post-task	Interactive
great	No further comments
At first it was a bit strange for me because I have never had to prepare an interview before, but I think that was good for me, for the future when I have to face a real interview.	Nervousness Useful Topic
It was entertaining	Enjoyable
the tasks were very long	Long
Usefull topic for our future	Useful Topic
.	No further comments
Useful	Useful
I think how to do a job interview in English will be very useful for my future	Topic Useful
it was interesting	Interesting
I like this lesson because I think it is useful for my work life	Useful Topic
esta bastante bien	No further comments
It was a very entertaining task due to having to interact with a friend. It also helps to prepare for future interviews	Topic Enjoyable Interactive
good	No further comments
Useful	Useful
Funny	Enjoyable
so much work	Long
The first contact with job interviews in English was succesful.	Topic
It was fine	No further comments
Very useful for our life in the future	Useful Topic
INTERESTING	Interesting
useful	Useful
it was good	No further comments
I enjoyed it	Enjoyable
i like it, was good idea	No further comments
Estuvo bien	No further comments
It was complete. The speaking task was nice because it was in pairs and it simulated a job interview. The other task was also quite interesting.	Interactive Topic Interesting
Good to talk in public	Public speaking
Was interesting to have an online conversation	Interesting

Good	No further comments
Good	No further comments
Technical issues prolonged it	Long Technical problems
useful	Useful
It was good.	No further comments

CG LP3 Q24: Describe your experience with lesson 3.	Codes
It was nice to talk about something that you are interested in.	Free theme
very good	No further comments
It was difficult because i didn't know anything about the theme we talked	Difficult
I liked being able to talk about a topic that I find interesting.	Free theme
The video lesson explaining how to make a good presentation was quite clear and I learned phrases and text structure for a presentation	Vocabulary acquisition Presentation skills
interesting lesson	Interesting topic
It was interesting know more about how to do a presentation, but I already know these tips, i think i have done good presentations during my academic life	Interesting topic Boring
i learned how to express myself during a presentation	Presentation skills
Las tareas posteriores requerían un tiempo adecuado	Adequate workload
Good, useful for a future oral presentation	Presentation skills
the choice of the free theme makes you feel safe	Free theme
GOOD	No further comments
Interesting topci	Interesting topic
right	No further comments
This lesson was ok, but it was a bit hard for me and I didnt know what to say in the post task at all, I think I could have done better this lesson.	Challenging
It was useful	Useful
useful tasks	Useful
Usefull as well for oral presentations	Useful Presentation skills
-	No further comments
Useful	Useful
I learned the do's and don'ts of making a good presentation	Presentation skills
it is useful for my future presentations	Presentation skills Useful

I liked it because in the future I will have to do many presentations	Presentation skills
me costo mas pero en general bien	Challenging
I found challenging writing a "fun" presentation and deliver it in the tone that I wanted	Challenging
good	No further comments
First post task was a little bit strange	Strange
improved my writting skills	Skills enhancement
The lesson 3 was interesting because we practised presentations.	Interesting topic
It was fine	No further comments
Another very useful practice in order to be prepared for our future	Useful Presentation skills
NECESSARY	No further comments
instructive	Presentation skills
it was good	No further comments
I enjoyed it	Enjoyable
it was bored for me its my opinion	Boring
Bien	No further comments
I learnt how to structure well an oral presentation and also how to speak in public.	Presentation skills
Help me to organize my presentation	Presentation skills
A lot of the time it took me was searching for information	Long
Good	No further comments
Average	No further comments
Okay	No further comments
useful	Useful
It was good.	No further comments

CG LP4 Q30: Describe your experience with lesson 4.	Codes
It was challenging to come up with an innovative idea to talk about.	Challenging
great	No further comments
I remember the listening was more difficult than others	Difficult listening
I think this practice speaks to a very interesting topic.	Interesting Topic
I found this lesson creative, as we had to think and develop an innovative idea in engineering and I found the video and text about Polar Bear Pitching very interesting and curious.	Topic Creative Interesting

interesting lesson	Interesting
it was amazing because I had never seen these type of pitch.	Topic
quite useful. I learned vocabulary and how to communicate an idea to other people	Useful
Las tareas posteriores fueron entretenidas	Enjoyable
Good, useful for intervent in a pitch presentation or understand it	Useful Topic
confused as I didn't understand the topic at first but no problem in making the post.	Confusing
GOOD	No further comments
Nice to show my own ideas	Creative
I dont remember	No further comments
I think this was a enjoyable lesson because we had to think about an innovative idea and it was good	Creative Enjoyable
It was pleasent	Enjoyable
The images were not clear	Confusing
I didnt like so much this activities but i find some vocabulary usefull as well	Disliked the activities Useful
-	No further comments
Interesting	Interesting
The Polar Bear Pitching video was interesting	Interesting Topic
It was interesting, but I will never perform in an ice hole.	Interesting
It is the lesson that I liked the least because it was the least interesting topic in my opinion	Not interesting
its good	No further comments
I found the tast pretty helpful to improve my vocabulary, and I've already used some of the contents in my current job.	Useful Topic
good	No further comments
Interesting	Interesting
Interesting	Interesting
Great video	Topic
The lesson 4 was interesting because we learned about different types of presentations.	Topic
It was fine	No further comments
I discovered things they did not even exist such us the pitching	Topic
HARD	Challenging
creative	Creative
it was good	No further comments

I enjoyed it	Enjoyable
it was right for our career	Useful Topic
it was right for our career	Topic
Muy larga	Too long
It was interesting because I realised how pitch presentations are. Also the videos were quite easy to understand and their content was original.	Topic Interesting Creative
Help me to describe an idea	Useful
Had to use a lot of imagination to do the second task	Creative
Good	No further comments
Good	No further comments
Okay	No further comments
interesting	Interesting
It was good.	No further comments

CG LP5 Q36: Describe your experience with lesson 5.	Codes
It was fun to do but hard to do it right	Enjoyable Hard
very good	No further comments
The last class was the best because ,in that point, i have improved my english	Progress
I think it uses phrases and vocabularies that can be very useful and I found that I felt more comfortable doing it.	Vocabulary acquisition Useful
Lesson 5 was long but very interesting, as it's normal that in online meetings there are problems with the connection or external noises. I found the texts and the video very accurate and informative. And it was very entertaining tto think about and do a meeting in which incidents occurred.	Interesting Topic Enjoyable
interesting lesson	Interesting
It was easy, because i do every day phones and videocalls, but I have learned some new expresion	Easy Vocabulary acquisition
i didn't feel this activity was very useful to be honest	Not useful
La temática de la práctica es muy útil	Topic
Very good, and very useful for different laboral situations like: mails, calls, video calls, presentations...	Useful
as it took place with exams in between, it was the most difficult for me.	Hard
GOOD	No further comments
Useful stuff	Useful

Nice	No further comments
Was quite good to work in pairs with a classmate, I didnt do it in Lesson 2 because I didnt realice that time to advise someone to have a mate. I think it is interesting the conversation about a comercial and the client.	Collaborative work Communication skills
It was a bit tedious	Hard
The task 2 was long but i liked it	Long Enjoyable
Maybe a little too long to do all in one class	Long
-	No further comments
i think the tasks are very funny and creatives	Enjoyable Interesting
It was a little big long practice but I found it interesting	Long Interesting
it was good	No further comments
I like because it is a very interesting topic, I learned how to keep a phone call in English	Interesting Topic Communication skills
i had to ask for help to a friend	Hard
As with lesson 2, I find that having someone to hear you makes the lesson more useful that doing it by myself since I can check in real time if what I intended to say has been received.	Collaborative work
good	No further comments
Quite long	Long
The second post task was weird.	Strange
I was alone so i did double work	Long Hard
The lesson 5 improved our speaking skills in conversation.	Communication skills
Too long	Long
D's and don'ts was new for me, something special	Topic
NICE TOPIC	Topic
interesting	Interesting
it was good	No further comments
lenjoyed it	Enjoyable
expensive to study for me	Hard
Muy larga	Long
You could learn how to act in case you have problems in a videoconference. It was interesting. Also you had to record a phone conversation with a partner which improves your communication skills.	Interesting Topic Communication skills
firstly a little bit difficult to organize the phone call	Hard

I find that recording ourselves having a conversation is interesting, it also generates a lot of problems	Interesting
Good	No further comments
Good	No further comments
Okay	No further comments
entertaining	Enjoyable
It was good.	No further comments

CG LP6 Q42: Describe your experience with lesson 6.	Codes
It was hard to come up with an idea of what to do.	Hard
complete	No further comments
It was the shortest class and , as most people didn't come, i could speak a lot	Short
I have found this knowledge very useful for our career and I have seen that I have made progress in the subject.	Useful
I found lesson 6 interesting, as I consider it important to learn how to correctly explain the graphics and the vocabulary used.	Interesting Technical vocabulary Topic
interesting lesson	Interesting
It was interesting, i learned new specific vocabulary and how explain grafics in a professional way	Interesting Technical vocabulary
I found it useful to differentiate different charts and graphs	Technical vocabulary Topic Useful
Correcta	No further comments
Good, useful for different graphs comprehension and description	Useful Topic
It was a very technical, easy and interesting lesson.	Technical vocabulary Interesting Easy
In class, the exercises with the graphics werent very clear.	Unclear
Useful vocabulary	Useful Technical vocabulary
I liked it	Enjoyable
To be honest I havent done yet this LP6 post tasks, because I have issues with the video link, but i have just realize that the name of the video is there so i will search it on Google in order to complete the post task	Links
It was fast	Short
useful task to know how to describe a graph	Useful Topic

really usefull for presentations	Useful Topic
-	No further comments
Useful to my future	Useful
It is useful learn hoew to talk about graphs	Useful Topic
I think is good to know the vocabulary of lesson for future presentations	Technical vocabulary
It was interesting how to comment on graphs and tables in English because they had never taught me	Interesting Topic Technical vocabulary
like 5	No further comments
It's a pretty useful topic that I'm currently talking about a lot on my job, so for me it was a little bit dull, but I can see why it's needed	Useful
good	No further comments
The best one	Enjoyable
Interesting	Interesting
enriching	Useful
It helps to improve my analytics and graphs skills in English.	Technical vocabulary Useful
It was short, which is fine, but a little bit boring	Short Boring
Very useful in order to prepare an speech with graph	Useful Topic
INTERESTING	Interesting
helpful	Useful
it was good	No further comments
I enjoyed it	Enjoyable
helps you in daily life	Useful
Well	No further comments
I think it is constructive lesson because it is very useful for us, the engineers. We work a lot with graphs and charts and I think it is important to know how to describe its behaviour in english.	Useful Topic
Good to describe graphics	Topic
I Havent done it yet	No further comments
Good	No further comments
Worthy	Useful
Okay	No further comments
interesting	Interesting
It was good.	No further comments

Annex 8. Preferences case study. QDA Miner Lite

EG Q53. What do you think about the integration of the Lesson Plans (practical sessions) withing the English course you have taken?	Codes
What do you think about the integration of the Lesson Plans (practical lessons) within the English course you have taken? I havent been able of attending all the lessons in the classroom but in general i enjoyed the course.	Enjoyable
The Lesson Plans are interesting but the vocaburary taught in English course has been little used.	Interesting Limited vocabulary
It's an interesting idea but it takes many time for people that have never subtitle or dubbed	Interesting Too much time
Good	No further comments
vienen bien ya que en estas aprendemos cosas útiles como puede ser el afrontar una entrevista de trabajo, hacer una presentación, etc. También vienen bien para practicar el hablar y escribir	Topic Skills enhancement
They make me learnt in a different way.	Different
Doing the tasks of these sessions helped me improve in different aspects of the english language like the speaking, this one being an aspect that I needed to train.	Skills enhancement
I found the level a bit lower in the lessons compared to the level asked during the practices for a good mark. So a bit unbalance.	Unbalanced
Bien	No further comments
would be better if in the dubbing includes the blanks with the time each person speaks	Timings
The dubbing is good to improve my speaking	Skills enhancement
good	No further comments
Correct	No further comments
Very interesting, and i think that is very important	Interesting
i think it is a very different way of learning	Different
i think that its a good idea but in my opinion there are to many lessons	Too much time Enjoyable
I like the way lesson plans are made	Well-planned
Creo que la subtitulacion y el doblaje no es muy productivo ya que no creo que sea una forma correcta de aprender/mejorar ingles, ya que con el doblaje es ir corriendo sin llegar a poder decir bien las cosas y el subtitulaje no veo la necesidad de tener que acortar frases siendo que lo que interesa es entender	Not useful
It's great and it has helped me to improve some skills	Skills enhancement
El doblaje y la subtitulación proporción del aprendizaje de inglés y el trabajo de ordenador no está bien calibrado	Unbalanced

The lesson plans were a nice way to learn vocabulary and practice my speaking skills. I found this method of practicing my skills more enjoyable than doing exercises.	Enjoyable Skills enhancement
It's a really nice way to practice english, and the content is really helpful	Enjoyable Topic
Esta bien pero es mucho trabajo. Es una asignatura optativa y creo que se va mucho tiempo en cosas que no nos sirven (como sincronizar voces o ir averiguando donde habla quien y poner voces) y las cosas que nos sirven como vocabulario o gramatica no da opcion a tocarla casi. Estamos en una ingenieria no en arte dramatico. Las de subtitular estan bien, entretenido, aunque lo mismo, no quiero perder tiempo en pensar numero de caracteres, que se separa que no, etc.	Too much time Not useful
Good integration.	Well-planned
En las practicas podemos conversar y hacer listenings que ne clases igual no da tiempo	Well-planned
In general the LP have been good and have been usefull to learn the language	Vocabulary Well-planned
Good.	No further comments
Good	No further comments
I think is a good way to complement the theoretical part	Well-planned
It was good	No further comments
I like this kind of practical lessons because you do thing you have never done.	Different
Me ha parecido un acercamiento correcto a lo que se daba en las clases teóricas	Well-planned
Se han complementado, ambas cosas bien, enfocadas a buscar que nos fueran útiles, y no fuera solo algo teorico.	Well-planned
I think it's a good idea to improve our English skills	Skills enhancement
Al principio no muy cómodo, ya que no se muy bien cómo hacer lo de subtitular y doblar y al ser nuevo no me llamaba e incluso no me gustaba. Pero al oírte a ti mismo hablar te das cuenta de cosas que haces muy mal. A mi me ha sorprendido mucho y me ha ayudado.	Skills enhancement
I think they are necessary because it is much easier to learn a new language doing practical lessons.	Well-planned
was nice becouse it is diferent the way yo have class	Different
They are quite nice	Enjoyable
To be honest, dubbing or subtitling was something that I had never done before. This lesson plans have taught me how to do it in depth. Also, vocabulary and listening activities in the "normal" classes have helped a lot to be able to develop quite mature answers in this lesson plans. Integration is strong.	Well-planned
Me han parecido interesantes y mejores que planes que se podrían considerar más tradicionales	Interesting

Nice way of learning	Enjoyable

EG Q54. Comment on the different aspects you think that can be improved (software, pre-viewing activities, tasks...).	Codes
In my opinion the course is interesting and trains you a very good level of what you will need to communicate as engineer around the world.	Interesting Useful
The videos for dubbing are either too short or difficult to synchronize.	Videos Dubbing
Try to do something more handable	Manageable
I think its fine as it is	No further comments
Está bien como esta	No further comments
The use of the programs is a bit difficult at first.	Software
I cant think of anything in particular.	No further comments
Los programas de edición de video, para poder recortar o alargar tiempos	Software
using a dubbing, subtitling and in general video edition, speaking, focus in every word in the listening for then subtitling because sometimes you dont understand a word but you know the meaning by the context	Useful
the software is good	Good software
too many speaking task	Less speaking
I think the recommended sw works good and that the activities are correct	Good software Resources
In lessons plans or time class, it would be better to make a short break	Too long
there are some task that are very long	Too long
i think it would be easier if we download just one program to do the activities	Software
The softwares are very useful	Good software
No hacer practicas con programas de ordenador	Software
I'll like this to be more precise, putting all the tasks with more detailed steps	More detailed
El tiempo de doblaje era demasiado corto	Videos Dubbing
The resources you gave us to do the lesson plans were great but learning how to use the software for dubbing and subtitling was a bit confusing at first.	Good software
Maybe having the lesson plan a couple of days before the lesson would be nice	LP in advance

Lo mismo que he dicho antes. Centrarse en lo tecnico, se pueden hacer cosas orginiales sin necesidad de que sea una carga. O también se nos puede dar los huecos ya acotados con los segundos como en una práctica.	Technical field Tasks
Easier dubbing.	Dubbing
El software de subtitular esta muy bien, y en mi opinión los videos de doble mas cortos, por lo demas todas las actividades muy bien	Good software Videos
the softwares and activities have been correct	Good software Resources
Delivery instructions should be at the end of the document, clarifying the necessary content with each file and its name.	More detailed
I dont like dubbing at all	Dubbing
maybe the tasks	Tasks
Software	Software
Nothing. Maybe the practice lesson number 4. The company is difficult to understand even in Spanish.	Tasks
El software que se facilita para hacer las grabaciones es bastante malo. Sería mejor uno que te permitiese cortar videos y poder editar a algo más de nivel porque sino las tomas tienen que ser muy largas y puede haber fallos tontos que te hagan repetir todo el audio	Software
La nica mejora seria compaginar estos nuevos métodos de aprendizaje con los antiguos, he echado de menos algo de speaking con los compañeros	Combine methods
I think the dubbing software could be improved	Software
Mejor explicación de que hay que enviar para las prácticas y más mensajes o avisos por Moodle durante el cuatrimestre.	More detailed
In my opinion, some dubbing tasks require too much time because of the edition. Everything else is quite fine.	Software
Tasks are sometimes too specific, but that's ok anyway	Tasks
Vocaroo and ScreenCastify are effective and easy to use/learn.	Good software
Especialmente las actividades que se realizan durante la práctica en la clase creo que se pueden replantear en algunos aspectos ya que en ocasiones resultan confusas	Tasks More detailed
Consistent names for the files (sometimes not specified)	More detailed

EG Q57. Why would you choose that methodology?	Codes
Because the real conversation with german, french, bulgarian people talking in english is not the amazing and understandable english that you find in the videos.	Real conversation
It allows me to prepare and know better a subject	Work more
Because it's more dynamical and less bored	Dynamic Enjoyable

It makes you work harder and its how you learn more.	Work more
me parece mucho mas cómodo, además puedes revisar lo que has hecho antes de entregarlo y resulta mas entretenido. Me ha gustado este método de subtítular y doblar mas que los otros	Practical Enjoyable
Because it is different	Different
Because I feel is more natural, and also more related with the English we will use in the future. Even if the videos were more technical there are more chances of us having to do English presentations as future engineers than sub or dub	More natural Useful for the future
Porque la parte de doblaje la he llevado mal, los vocarooos me han parecido buena idea y subtítular también porque haces listening y writing	Dubbing
More useful and the fact of being new it makes it more amusing	Useful Enjoyable New
the dubbing is difficult because you invent a new history later dubbing its imposible	Dubbing
lleva menos tiempo y es menos complicado	No time-consuming
I didn't like the subtitling lesson plans because I feel that I spent more time trying to fit the subtitles than practicing english	Subtitling
Creo que a veces poner a la gente en situaciones nuevas y que estén fuera de su confort, puede ayudar a mejorar bastante más que otro tipo de técnicas que ya sepan y se sientan cómodos.	New Different
it is more fun	Enjoyable
because that metod doesnt need to download so many progams	Software
I like subtituling and dubbing and I think it's useful	Useful
Como he dicho anteriormente no considero que doblar se mejore, unas practica de conversación seria mejor	Discussions Dubbing
It's better and you don't depend on others to do it, so at the end is easier to finish it	Individual
Porque como he dicho antes, el doblaje y la subtitulación generan más trabajo en el ordenador que el propio aprendizaje de inglés, en mi opinión.	Software No time-consuming
I think it's more interesting, if I had to prepare a long list of exercises by myself instead of doing the tasks in the lesson plans I think it would be less engaging.	Enjoyable Practical
Mostly because of the conversations with other people. While I hate doing presentations in front of a bunch of people and I've gotten a bit more comfortable with taking to a device, what I struggle the most is with direct conversations, so having more of those would be nice	Discussions
El otro es muy aburrido.	Enjoyable
It is less boring.	Enjoyable

Por hacer algo diferente que siempre esta bien salir de la zona de confort	Different
I had never done it and I liked it	Enjoyable
Original, different and more entertaining. You also don't depend on someone else or public speaking.	Different Enjoyable Individual
Porque me cuesta realizar debates entre varias personas.	Individual
I think interacting with people can help improve more.	Discussions
Este tipo de actividades me parecen mucho más originales que los típicos ejercicios que llevamos años haciendo y que en realidad solo te sirven para aprobar un examen tipo. De esta forma hacemos cosas que realmente estamos utilizando en la vida, por ejemplo en videos y en películas. Ponerte en la piel de las personas que hacen el doblaje o los subtítulos me ha parecido innovador.	Different New Useful
Me parece que es más dinámico el hecho de ponernos a hablar	Discussions More natural
Por que aunque creo que se pueden compaginar ambos, este método te obliga a repetir las cosas y así se te quedan más.	Work more
I liked it	Enjoyable
Porque en el caso de no querer esforzarte vas a mejorar porque escuchándote a ti mismo a mí me parece que no quieres dar vergüenza ajena y lo vas a repetir. Y el que quiere aprender lo va a repetir muchas veces y va a mejorar y esforzar.	Individual Work more
I think speaking with other people is more useful than doing it alone. Doing oral presentations is also useful for other aspects.	Discussions
Is new and more "fresh", the way to normally learn english is bored	New Different Enjoyable
It's easier to me	More natural
Because, since I was a child, I have always been taught using the second method. It is always great to see something different and innovative.	Different New
Me parece que en el contexto que se desenvuelve la asignatura con muchas personas de muchos grados diferentes es mejor, ya que para explotar métodos grupales creo que es mejor tener grupos reducidos y con confianza entre sus integrantes	Individual
It's original and there is no bad experiences in public	Different

CG Q45. What do you think about the integration of the Lesson Plans (practical sessions) within the English course you have taken.	Codes
Its perfect.	Perfect
very useful to practice your skills in the classroom	Useful Communicative skills

I think these works good and they are interesting for engineers	Complementary Interesting
It seemed to me a more dynamic way of complementing	Dynamic Complementary
I find them very necessary, as they help us to keep the subject up to date and the posts allow us to practice what we have learned.	Continuous work Useful
necessary	Necessary
it is great, because you can talk with yours classmates and improve your speaking skills	Communicative skills
all good	No further comments
Están bien para complementar el vocabulario y la gramática que se da en clase, así como para practicar el speaking.	Complementary Communicative skills
Very useful and good to practise all what we learned	Useful Complementary
I think that being able to do practical lessons during the weeks makes studying more enjoyable and helps to make a daily effort.	Continuous work Enjoyable
GOOD	No further comments
It is very good, all of us are part of the class	Collaborative
Very well. They were very useful	Useful
I think they are good in our careers	Topics
They were very useful	Useful
good	No further comments
Really 515nglish515t515515 and usefull	Useful Complementary
I think they are a good way to reinforce the contents of each practical lesson.	Complementary
I think that the Lesson Plans, especially 2,5 and 6, allow us to work on very useful topics for the future and I have found them very interesting and educational	Useful Topics
I think the integration was good	No further comments
I think it is fine and is the same method like others subjects	Complementary
It help me to work every week in this course	Continuous work
no necessities	Unnecessary
They are well thought lessons that can deliver a lot of value in a professional environment	Useful Topics
good	No further comments
Well done	No further comments
I think they are the most important lessons because you can practice speaking or listening	Communicative skills
Good wat to make us work	Continuous work

I think the topics are 516nglish516t516 in our degrees and they help us to improve our technical English.	Topics
I think the theory classes are more usefull than the lesson plans	Theory
All of them have been really useful, sincerely, I am proud of having done this subject	Useful
In my opinion, it has a good variety of tasks.	Complementary
Lesson Plans were useful to practice speaking	Useful Communicative skills
It's ok	No further comments
its okey	No further comments
that it iw as a great idea and that it helped the participation of all	Collaborative
Bien	No further comments
I think they are well structured and they are useful for us.	Useful
it's very 516nglish516t to this subject	Necessary
I think it is well integrated, since I find very 516nglish516t when it comes to learn 516nglish to practice it a lot, so I find very helpful to be able to talk in 516nglish about different topics	Useful Topics
They improve the writing and speaking skills	Communicative skills
Quite accurate	No further comments
They're okay.	No further comments
It is useful and simulates real situations	Useful Topics

CG Q46. Comment on the different aspects you think can be improved (pre-viewing activities, post-tasks, material used...)	Codes
I think we should have had more dialogue between students in class	More discussing
maybe a little bit more writtings could be great, we need to be better in this skill	Writing
i think the class would be better if we could speak more between us	More discussing
I think that some topics in class could be debated to see different opinions.	More discussing
I would have liked to have the vocabulary of Block 1 and 2 separate from the exercises for study time. But the post-tasks seemed to me to be very correct to apply the knowledge explained in the lesson.	Vocabulary
more speaking	More discussing
Do more readings in class, to improve the pronunciation skills	Reading in class
I would have liked more technical vocabulary over all	Vocabulary
Algunas actividades posteriores son excesivamente largas de realizar	Shorter post-task
I see it correct as it is	No further comments
I would not be able to say any point to improve	No further comments

I think the material given was good. Very clear all the concepts with different types of useful vocabulary in engineering	Good material
I think that the class plan is really good	Structure
None	No further comments
I think I have gained in vocabulary	Good material
We could have done one task in class and the second one at home.	Post-task in class
That all post.task practices are similar in time	Shorter post-task
maybe more oral task during class and less write activities of filling the gaps	More discussing
Activities in pairs are fine, but they are a disadvantage when it depends on the organization of schedules.	Pair activities
The topic of lesson plan 1	LP1 topic
I think the post-task could be improved doing other types of activities.	Other activities
in my opinion the structure of the course is okay	Structure
I think that some topic, like lesson 1 topic, are uninteresting. The lesson 5 was too long	LP1 topic Shorter post-task
no idea	No further comments
I'd add more face to face conversations to the tasks, since it's what we are trying to improve	More discussing
grammatical	Grammar
Improve the audio from the listenings	Materials
As it is I think is enough to remember all we have studied years before.	No further comments
more speaking tasks	More discussing
It will be successful more speaking activities in class because it helps the students to improve their skills and their communication abilities.	More discussing
The topics are interesting, but the activities and post-tasks could be more enjoyable	Other activities
Maybe my speaking is not as good as other skills I have and, also, my vocabulary is pretty limited	More discussing Vocabulary
I think it would be more useful if there was more group speaking tasks, instead of the writing tasks	More discussing
More tasks involving writing	Writing
lesson one talk about something more useful	LP1 topic
material-used	Materials
I would improve perhaps expanding more technical vocabulary	Vocabulary
He repasado vocabulario porque hacía 5 años que no tocaba inglés	Vocabulary
Maybe material used. Watch more videos or speaking exercises instead of so much reading exercises.	Materials More discussing

Even tho is probably the best immediate solution, when it comes to conversation having to recor yourself generates a lot of problems, so it would be nice to have an alternative	Other activities
Post-task done in class	Post-task in class
More videos	Materials
I don't know how they could be upgraded	No further comments
Maybe activities could be more like games, to make sure every one participates and enjoy learning	Other activities
All thing is enough	No further comments

CG Q48. Explain why did you choose that rating.	Codes
I think speaking ones have been the most helpful to me because it's something i wasn't used to do.	Helpful Not being used to
I enjoy all of them but i put theese on the top 3, because i've never done something like that till this course.	Not being used to
because in the post-task we had to do like 2 writtings and i thing i improved it a lot	Useful Least practiced
I have found the most useful ones to be listenning because it helps to improve your listening skills with the language. The writting because it helps to use the vocabulary learned and to be able to express ourselves and finally the video calls helped to improve communication and improvisation.	Skill enhancement Vocabulary and grammar Communicative skills Improvisation
Because the presentations have been very useful for me to practice speaking and pronouncing correctly. And the writing to take into account the grammar and vocabulary learned when writing.	Helpful Pronunciation Vocabulary and grammar
because my weakness are listening and speaking	Weaknesses Feebleness
I like more activities thata are entertainment, and for me do a writing or listening is boring because you have to sit with a pen, but in the other ones you talk, interact with other people.	Monotonous Boring Interactive
The role-play was funny and the pitch was difficult to do. The other ones I don't mind the order, they were all ok.	Enjoyable Difficult
El writing me ha servido para ampliar mi vocabulario y las actividades como presentaciones, roleplays y videollamadas para poner en práctica el speaking.	Vocabulary and grammar Communicative skills
I think the top activities in my rating are more useful for our future work	Useful Helpful
due to the difficulty they had for me	Weaknesses Difficult
Role play was very entretained	Enjoyable
A lot of writting tasks, thats good for the writting skills	Useful
I like listening to the teacher, she speaks very well	Teacher

Because I think it is better to interact with a mate	Interactive
I prefer to do a speech on my own	Individual
I have put it in order of what i have learned the most from	Useful Helpful
I found usefull for me to practise the writting and the speaking	Useful Helpful
I believe that listening activities should be more important and more practiced.	Important
I wanted to improve my listening and speaking skills and I think these activities have been very useful for it. I have chosen that order taking into account which ones I had the most fun doing.	Skill enhancement Communicative skills
It is more useful for me the speaking part than the writing	Helpful
because I have learned more by doing them	Communicative skills
If I speak with other partner I have to improvise my conversation, and It help me to improve my english. And the pitch was boring because I didn't know what to say in English or Spanish.	Interactive Communicative skills Dislike
i dont like to videocall someone a barely know	Dislike
Talking in pairs is way more useful for me than writing something since I've to write in English for work already.	Helpful
because my listening is so bad...	Weaknesses
Sometimes speaking part can be a chore.	Dislike
Cause the roleplay is a good way to represent what could really happen	Helpful
Because I needed to improve my speaking skills and loosed the embarrassment of talking with other people in English, and also I had to improve my writting skills.	Helpful Communicative skills Useful
Because with the writing and speaking tasks I could practise the way I express myself, but the ones which were in pairs took too much time preparing them	Useful Helpful
Thanks to the first ones I have improved my speaking and performing skills, then, writing is always useful and, also, listening	Communicative skills Useful Skill enhancement
The most usefull for my future are speaking skills	Helpful
Activities in pairs are more educational; and we have not practiced writing as much as listening or speaking.	Interactive Least practiced
Overall, I think all of them are good, but I especially liked the pitch deck.	Enjoyable
I prefer writing and listening activities	Useful Like listening
Becouse for me the most dificult is the speaking	Difficult
Me gustaron los listening	Like listening

I think speaking activities were the most interesting and useful ones. The others are also constructive but not so much.	Helpful Enjoyable
To improve one language we practise it	Helpful Communicative skills
I find speaking very helpful, so I think those activities are the most useful. When it comes to video call, as I have said before, it generates a lot of problems.	Helpful Difficult
I think that listenings are really important	Important
Talking helps learning faster	Communicative skills
Speaking activities are more enjoyable to make	Enjoyable
Listening and writing are useful for us	Useful Important
Because listening is important.	Important

CG Q51. If yes, explain why.	Codes
as i said previously, i think we should learn more about how to talk in public	More speaking
It seems to me that the dubbing and subtitles could help us to practice more real situations and face a more realistic dialogue.	Real situations
I don't think that replacing the traditional activities is the most appropriate thing to do, but I would like to do some of the new activities proposed in the lessons.	Add AVT activities
Yo habria hecho doblaje de videos me parece algo con lo que se aprende bastante y mejoras la pronunciacion y las habilidades de escuchar otro idioma y entenderlo, ademas me parece menos aburrido que un listening convencional	Dubbing Pronunciation Less boring
Sometimes is good to ready subtitling to link the voice with the words	Read subtitles
I think that traslating and listening native english improve so much the gramma and pronunciation	Grammar Pronunciation
I like doing different things and I have never done subtitling or dubbing and I think could be interesting	New things Interesting
Because we are used to traditional activities and different methods would be interesting for us	New things Interesting
its is more entertaining to do these activities	Less boring
Creo que a algunos alumnos les podría resultar más atractivo ese tipo de actividades.	Interesting
I like to try new things	New things

Annex 9. Materials

The following link and QR directs to a Google Drive page where to find the materials use in the LPs in the pilot and case studies:

https://drive.google.com/drive/folders/12Ti19yk5TU7sffOYzJypEsbuU3URXzUg?usp=share_link

