WWC Review of the Report “Same-Language-Subtitling (SLS): Using Subtitled Music Video for Reading Growth”

What is this study about?
This randomized controlled trial examined the impacts of Same-Language-Subtitling (SLS), a karaoke-style subtitling intervention, on the reading comprehension skills of secondary school students in Kaneohe, Hawaii. Teachers in the intervention condition used SLS to encourage reading and increase reading proficiency over a 12-week period.

What did the study find?
The study did not report the statistical significance of the impact of the SLS intervention. However, WWC calculations indicate that students in the SLS intervention condition scored significantly higher than students in the comparison condition on the reading comprehension achievement posttests.

Citation