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

 [Download Review \(229 KB\)](#)

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

McCall, W. G., & Craig, C. (2009). Same-Language-Subtitling (SLS): Using subtitled music video for reading growth. In G. Siemens & C. Fulford (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2009* (pp. 3983–3992). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/32055>.

Report Details

Released: January 2013
 Grades: High School
 Examined:
 Topic: Children and Youth with Disabilities, Literacy
 Review Protocol: Single Study Reviews

WWC Rating

Meets WWC evidence standards without reservations

Handy Definitions

- ▼ *single study review*
- ▼ *study rating*
- ▼ *meets WWC evidence standards without reservations*
- ▼ *meets WWC evidence standards with reservations*
- ▼ *does not meet WWC evidence standards*

[See the full glossary](#) ▶