

**CAPTIONING AS A TOOL FOR LEARNING ENGLISH VOCABULARY IN  
NINTH GRADE STUDENTS.**

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**SAN JUAN DE PASTO**

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“Las ideas y conclusiones aportadas en el Trabajo de Grado son responsabilidad exclusiva del autor.”

Artículo 1° del Acuerdo 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

NOTA DE ACEPTACION

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San Juan de Pasto, agosto de 2018

## **Dedicatory**

### **Camilo's dedicatory**

"It takes time to arrive, and in the end, there is a reward."

G.C.

To my parents for being the fundamental pillar in everything I am, in all my education and as an example of life and effort, for their unconditional support and patience perfectly maintained through time. All this work has been possible thanks to them. To my daughter and her mother, whom I love so much. This is for you.

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## **Resumen**

El vocabulario se ha considerado siempre como una parte importante en el proceso de aprendizaje de un idioma extranjero. Sin embargo, en las instituciones educativas colombianas, los estudiantes tienen pocas posibilidades de estar expuestos a la segunda lengua más allá del salón de clases. La calidad de la información que los estudiantes reciben de sus materiales y maestros es muy limitada. Además, el tiempo podría no ser suficiente para adquirir una buena cantidad de vocabulario en Inglés. El objetivo de este proyecto de investigación es comprender los efectos que los videos subtítulos podrían causar a los estudiantes de colegio de noveno grado cuando están expuestos a estos videos en el salón de clases. Este tipo de videos ofrece una combinación de video, sonido y subtítulos los cuales los estudiantes pueden usar fácilmente para aprender vocabulario. Además, en este proyecto se mencionan la importancia del vocabulario, el origen de los videos subtítulos, la importancia que tienen dichos videos en la adquisición de vocabulario de una segunda lengua, los tipos de vocabulario que existen, los resultados y las experiencias de algunos proyectos de investigación relacionados, en diferentes contextos.

### **Abstract**

Vocabulary has been always considered as an important part in the process of learning a foreign language. However, in Colombian educational institutions, students have limited chances of being exposed to the target language beyond the classroom. The quality of input that the students receive from their materials and teachers are very limited. Moreover, the time could not be enough to acquire a good amount of vocabulary in English. This research project is intended to understand the effects that closed-captioned videos could cause on students of ninth grade in high school when they are exposed to these videos in the classroom. These kinds of videos offer a mix of video, sound and subtitles which students could easily use to learn vocabulary. Also, In this project are mentioned the importance of vocabulary, the origin of closed captioned videos, the importance that they have in the acquisition of vocabulary in a second language, the types of vocabulary that exist, the results and experiences of some related research projects in several contexts.



## TABLE OF CONTENTS

TECHNICAL AND SCIENTIFIC ASPECT .....	12
The research problem.....	12
Description of the problematic situation.....	12
Problem statement.....	13
Plan objectives. ....	13
General objective.....	13
Specific objectives.....	13
Justification .....	13
THEORETICAL FRAMEWORK .....	14
Contextual Framework. ....	14
Vocabulary learning.....	15
The importance of vocabulary. ....	16
Types of vocabulary.....	18
Passive vocabulary.....	18
Active vocabulary. ....	18
Vocabulary and the foreign language skills.....	18
Audio visual aids.....	19
Importance of audio visual aids in the teaching and learning process.....	19
Types of Audio Visual Aids. ....	20
Audio aids.....	20
Projected Visual Aids. ....	20
Non-Projected Aids.....	20
Audio Visual Aids. ....	21
Videos .....	21
The Closed Caption.....	21
The Closed Caption in the language learning process.....	22
Related Research.....	23
METHODOLOGICAL ASPECT .....	27
Research paradigm.....	27
Type of research.....	27
Data gathering techniques.....	28

Population, sample and setting.....	30
Data Analysis.....	30
ADMINISTRATIVE ASPECTS .....	31
Timetable .....	31
Budget.....	32
REFERENCES.....	33
ANNEX.....	39

## **INTRODUCTION**

Vocabulary has been always considered as an important part in the process of learning a foreign language, but in Colombian educational institutions, students have limited chance of being exposed to the target language beyond the classroom. Besides, the quality of input that the students receive from their materials and teachers in a very limited class time could not be enough to acquire a good amount of vocabulary in English. Therefore, teachers of English should provide authentic and innovative input to their students in order to encourage them to learn and study. So, this research project is intended to understand the effects that closed-captioned videos can bring to the classroom in order to acquire vocabulary in English. The closed-captioned videos can offer a mix of video, sound and subtitles which students could easily associate, and subsequently learn from them.

## **TECHNICAL AND SCIENTIFIC ASPECT**

### **The research problem.**

#### **Description of the problematic situation.**

The problem observed among the 9th grade students of Luis Delfín Insuasty Rodríguez High School (INEM) is that they can hardly learn vocabulary in English by the traditional ways that teachers use such as: the memorization of vocabulary lists, or the repetition of words.

They feel overwhelmed and unwilling to learn; therefore, failure at English vocabulary tests is more common every day.

The possible causes for this problem could be that students don't like the traditional ways that teachers use to teach vocabulary, and they don't tell the teacher they don't like it. Moreover, English teachers assume that the learners assimilated the vocabulary given on the papers, so they always do the same.

The most possible consequences of this problem could be that: first, the lack of vocabulary generates a failure in communicative interaction, because when the student does not understand the message of the speaker, it may cause misunderstanding in contexts where EFL is used. Second, the lack of vocabulary in the students may cause the inability to create coherent spoken and written sentences in English, which generates frustration in students when they learn this language as a foreign language. Third, it could generate shyness, insecurity, frustration, boredom to matter and everything related to the conversation and sentence formation in English.

According to the characteristics of this problem, one possible solution could be the implementation of closed captioned videos. By this way, the English teachers could take into account the media (closed caption videos) as an important tool to teach vocabulary to their

students; so, the classes will become more dynamic, more interesting and more appealing for the students.

**Problem statement.**

What is the effectiveness of using Closed Captioned videos in the acquisition of English vocabulary in 9th grade students of Luis Delfín Insuasty Rodríguez high school?

**Plan objectives.**

**General objective.**

To examine the effectiveness of English Closed-Captioned videos in the process of learning vocabulary in 9th grade students of Luis Delfín Insuasty Rodriguez High School.

**Specific objectives.**

- To measure the vocabulary knowledge in 9th grade students of Luis Delfín Insuasty Rodriguez High School in accordance to their level English, by means of a pretest.
- To determine whether the participants have learnt vocabulary by being in touch with the closed-captioned videos.

**Justification.**

The main reason behind this study is to try to solve a problem. The lack of vocabulary which does not allow the creation of written and verbal coherent sentences. With this proposal, English teachers could improve the classroom environment for students to learn new vocabulary. Additionally, students will acquire new and more vocabulary through the ludic, strengthening their personal security and self-confidence when speaking. The institution also wins because they can use this strategy in their classrooms, because it fits their learning environment, and improves the results in “SABER” test. It is expected that the results of this study contribute to the teaching practice of other teachers who teach English as a Foreign Language, and the educational institution where the work is performed.

## **THEORETICAL FRAMEWORK**

Closed-captioned videos were firstly created with the purpose of helping people with listening disabilities, The DCMP (2011). However, this technique was later implemented in L2 learning process as The National Captioning Institute states. This technique is seen as a potential way for learning English vocabulary in 9th graders of INEM high school who belong to a low and medium socioeconomic status. Accordingly, in this chapter it is considered the importance of reviewing the literature regarding the use of videos with captioning and English vocabulary. So, it will begin with the contextual framework, a definition of "Learning vocabulary". Likewise, the importance of learning vocabulary in English, and its relationship with foreign language skills will be described. The videos and the Closed Caption system are also part of this chapter, where you will see its influence on learning English by some authors. Finally, some previous studies described on this theme will relate the importance of captioning in the teaching and learning of English. All this in order to contextualize and give an idea of what this work is about.

### **Contextual Framework.**

This investigation will be carried out with 9th graders; specifically, 9-1 and 9-2 from INEM high school who belong to a low- medium socioeconomic status. Most of the students live near the institution, in the neighborhoods of Sumatambo, Panorámico, Caicedo, which are very dangerous places. The INEM high school is a public institution located on Avenida Panamericana con Carrera 24 in Pasto, department of Nariño, Colombia, South America. To study in this institution, an admission exam is required. The institution offers four types of baccalaureate in association with SENA; academic baccalaureate, industrial baccalaureate, health promotion baccalaureate and electronic baccalaureate. In addition, the INEM high school has many resources to make EFL learning more comfortable to students such as

computer labs, video beams, DVD players, English books, etc. This institution offers to all students three hours of English as a subject per week and supports events in which EFL is used. The groups for each grade in this high school are divided in 12 different groups.

The chosen sample for this investigation are two courses of 40 teenagers each one, who are beginner learners of English. All the students are in age ranges between 13 - 16 years old. In the first course, there are 25 men and 15 women, and in the second course there are 20 men and 20 women.

### **Vocabulary learning.**

Brown (2007, p.435) refers vocabulary as “the thousands of lexical building blocks that are available to the average user of a language”. Besides, Brown (2007, p.436) affirms, “The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse” which closed-captioned videos provide on EFL learners. Nandy (as cited in Hong, 2013), when it refers to a person’s vocabulary, it means the words that a person knows and is capable for using. It is generally accepted that vocabulary is the heart of language learning

McCarthy (1990, p.3) affirms that “when we speak of vocabulary of a language we are speaking primarily, but not exclusively, of the words of that language.

Moreover, Taylor (1992, p.30) affirms, “Vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practised”.

Thornbury (2002) explains that vocabulary did not have an important role for teaching and learning. Students and teachers did not realize the communicative advantages of learning and teaching vocabulary. However, with the arrival of the communicative approach. People reconsidered the idea of learning and teaching vocabulary.

Brown (2007) Explains that vocabulary has had controversies about how must to be taught because it has not been considered as a skill along the years, and old ways of teaching vocabulary such as written drills, flash cards, lists of definitions, and oral drills were initially created when learning and teaching EFL were underrated. Therefore, McCarthy (1990, p.120) explains that “methods like the keyword and rote learning of lists presuppose the decontextualization of words, but it may be argued that the best way of assuring that a word is remembered and assimilated is by meeting it in some meaningful context. Therefore, we consider closed-captioned videos could be an alternative way for learning English vocabulary.

According to Thornbury (2002) internalizing words as vocabulary in L2 does not only demand “labelling” as children do in first language learning, it is also needed the creation of a “network building” in which learners will differentiate and connect words according to the use they want to give them. Also, Thornbury (2002, p.18) explains EFL learners have differences

*The most obvious difference is the fact that, by definition, second language learners already have a first language. And not only do they have the words of their first language, but they have the conceptual system that these words encode, and the complex network of associations that link these words one with another.*

### **The importance of vocabulary.**

According to McCarthy (1990) Vocabulary is one of the enormous elements of any language. It does not matter if students learn very well grammar, or EFL sounds. Not having words to express communication cannot appear in any significant way.

Moreover, Thornbury, (2002) affirms grammar is an important part in English without it people can communicate very little things. However, without vocabulary nothing can be



communicated. In addition, if people spend most of their time studying grammar they will not improve their English level as much they would do it practicing vocabulary.

Likewise, Nation (as cited in Siriwan, 2007) affirms that learners also see vocabulary as a very important part, if not the most, important element in language learning. Most of learners feel that many of their difficulties, in their receptive and productive language skills, as result from the lack of vocabulary knowledge.

Hunt & Beglar (as cited in Takashi, 2011, p.37) mentioned, "One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language".

Siriwan (2007) explains that words are the instruments that learners use for thinking, expressing their ideas and feelings, also to explore the world that surrounds them. A lack of vocabulary is an obstacle that inhibit students to express themselves. Instead, a wide vocabulary could give them the right words to use in a specific moment. "The more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in" Nandy (as cited in Siriwan, 2007, p.20). Moreover, in communication, it is apparent that vocabulary is the basis in the process of communicating effectively an idea while listening, speaking, reading, and writing. Lewis (as cited in Siriwan, 2007) finds the importance of vocabulary in daily communication. He sustains that if language learners cannot understand the significance of the key words in a conversation they could not participate in it even if they know the morphology and syntax. Moreover, Richards' preface in Schmitt's, 2000 "Vocabulary in Language Teaching" (as cited in Siriwan, 2007) explains that vocabulary is the center of the acquisition of a second language and communicative competence. The lexical codes and vocabulary are the heart of learning and communication. No product of grammatical or any type of linguistic knowledge

could be used in discourse or communication without the contemplation of vocabulary because it is more than knowing of single words.

### **Types of vocabulary.**

There are two common types of vocabulary that teachers must distinguish to teach vocabulary; the passive (receptive) and the active (productive).

### **Passive vocabulary.**

According to Hedge (as cited in Merdas, 2015) passive vocabulary is the words which can be recognized when encountered in listening or reading. Also, Alkhuli (as cited in Merdas, 2015) states that passive vocabulary is any kind of words taught to be only recognized and understood by the students upon hearing or reading.

### **Active vocabulary.**

Hedge (as cited in Merdas, 2015) affirms that active vocabulary refers to vocabularies which the learner cannot easily produce it in speech or writing. Alkhuli (as cited in Merdas, 2015) gives another definition: active vocabulary is any kind of words taught to be produced in the students whenever it is needed in speaking or writing.

### **Vocabulary and the foreign language skills.**

Pikulski and Templeton (as cited in Siriwan, 2007) showed a graphic about the understanding of vocabulary and its relation to foreign language skills which will be explained in this study. The understanding of vocabulary items is related to the foreign language skills. So, it would be good to clarify that these factors work as a group. First, in oral communication, listening and speaking can be associated. Usually some foreign learners focus their interest in them. Reading and writing are the skills necessary in written communication, so they can be grouped together which also can be motivational for learners. Second, they can be broken

down as productive skills (Speaking and Writing) and receptive skills (listening and reading) which are used to understand the produce of language by foreign learner speakers.

Otherwise, for Pikulski, and Templeton (as cited in Siriwan, 2007) also explains that vocabulary can be divided into four categories according to the type of vocabulary; listening, speaking, reading, and writing vocabulary. Listening vocabulary is referred to the understanding of the words that learners hear. The words that learners use to communicate their ideas is known as a speaking vocabulary. Reading vocabulary involves words that learners recognize in reading understanding. Writing vocabulary involves words the learners used in writing production.

### **Audio visual aids.**

According to Singh (as cited in Merdas, 2015) audio visual is a combination of two words; audio is what we can hear, and visual is what we can see. It refers to any device that increases the individuals' experience in classroom by sight or sound. Also, Malik and Pandith (as cited in Merdas, 2015) affirm that audio-visual aids are tools that make learning and teaching more interesting, stimulating and effective.

For the development of this study, a deeper explanation about videos as audio visual aids is needed.

### **Importance of audio visual aids in the teaching and learning process.**

Hovland, Lumsdaine & Sheffield (as cited in Sihem, 2012) explain that the use of audio visual materials in the classroom is not something new. It is used since the World War II with the filmstrips which were used for training soldiers to the war. However, Teachers have realized the importance of audio-visual materials to catch students' attention, increase their motivation, and increase their learning experience.

Canning Wilson ( as cited in Çakir, 2006) explain a survey where they say that students like the usage of videos in the language learning process. One of the outcomes of this survey indicates that learners like entertainment and action films instead of language films or documentaries in the schoolroom. Even if these films give the impression to hold the attention of the learner, she affirms and believes that it could be inferred that the comprehension of the video made by the student could happen thanks to the visual signs instead of the hearing components.

### **Types of Audio Visual Aids.**

There are three types of audio visual aids: audio aids, projected and non-projected visual aids and audio-visual aids.

#### **Audio aids.**

According to Park (as cited in Merdas, 2015) audio aids are audible materials that communicate thoughts and ideas through the ears to the mind; it includes the spoken words, recognizable sound, songs and music. Audio aids are useful tools that teachers can use in the EFL/ESL classrooms with the purpose of stimulating the attention of the learners and practice the target language. The following equipments can be used in a EFL class: Tape recorders, Radio and Language Laboratory.

#### **Projected Visual Aids.**

Malik & Pandith (as cited in Merdas, 2015) state that projected visual aids are those teaching aids which help in their projection on the screen. The following are the main equipments can be used in EFL classes: Over Head Projector OHP, Slides and Transparencies, Film Strips.

#### **Non-Projected Aids.**

In accordance with Malik and Pandith ( as cited in Merdas, 2015) There is another classification of teaching aids which do not help in their projection on the screen such as

chalkboard, charts, and models and so on. Some tools are: Pictures and images, Graphics, Realia, Models, Cuisenaire Rods and Board Display.

### **Audio Visual Aids.**

Çakir (as cited in Merdas, 2015) states that languages are not static, they constantly change, so are the media; Internet, computer, television, radio and newspaper which are extraordinarily rich sources of language in use. Audio visual aids are the tools involving the both audible and vision senses. These tools could be: Computer and Internet, Television, Videos and Movies.

For the development of this study, a deeper explanation about videos as audio visual aids is needed.

### **Videos.**

Videos can offer material that could help learners acquire language quicker. The videos in a foreign language provide authentic dialects and situations. In accordance with Harmer (as cited in Merdas, 2015). Videos have a bigger influence on learners who can learn simultaneously by the ways of seeing and listening. A video brings moving pictures with sound. So, learners enjoy the actions of the dialogs, and could imitate the movements of the speakers while they practice their pronunciation. One of the main benefits of using videos for students is the chance of displaying what they have learned and gets feedback on from classmates and teacher. Bringing videos to an EFL classroom have great advantages such as the increasing of learner's motivation with real life language input.

### **The Closed Caption.**

Captions are referred to the subtitles or translations of an original audio track of a video. Captions were initially created for hearing impaired viewers, or other languages speakers, who could follow along with the dialog of a film. Captions are shown by inserting codes into

a regular television signal, which is later transformed to on-screen text that the viewer is able to read, generally appearing in the low part of the screen. These subtitles are frequently white text against a black background, The DCMP (2011).

The First time that closed caption appeared was at the end of the decade of 50s. It was created by The Captioned Films for the Deaf which was the DCMP predecessor.

Subtitles allow people with hearing capabilities to understand what is said in programs or videos. But the benefits extend to those who have specific learning problems. For example, children who are learning to read can improve their reading skills. Moreover, people who are learning other languages can improve their language and vocabulary. Spanos and Smith (as cited in Fonseca, 2009) mention that the captioning has been proposed as a tool for literacy and language learning by different institutions such as: The National Captioning Institute in Falls Church, USA and the Caption Center in Boston, USA, who have commissioned studies to investigate the potential uses of captioning in teaching reading in a normal listening community.

According to Fonseca (2009) the National Institute of subtitles in the United States and other similar entities have found that both children and adults with various learning styles; visual, auditory, etc., can improve their reading skills, listening, writing and reading through captioned television. Subtitled videos and programs create a learning environment in which students hear the words, see words like subtitles, and at the same time experience the meaning of the same thanks to the image they are seeing on the screen.

### **The Closed Caption in the language learning process.**

Paivio (as cited in Raine, 2012) established a theory of dual coding linking images with language to describe comprehension. Also, Clark and Paivio (as cited in Raine, 2012) explain that in this theory verbal and non-verbal information is separate, handled and memorized by the brain. Spoken and written words are referenced as verbal information. Otherwise, Image,

actions, and sensations are non- verbal information. These two systems are associated by “referential connections” and they create a “complex associative network” Clark & Paivio (as cited in Raine, 2012, p 15).

Another, study done by Sadowsky et al, (as cited in Alkhatnai, 2012.) maintained the dual coding theory in the first language context and enlarged it to bilingual contexts. These researches gave strong evidence concerning the significance of subtitles in making easy the second language comprehension of the students, and concluded that captions increased the reading ability, also enriched vocabulary. According to Krashen (as cited in Neuman & Koskinen,1992) children can develop a second language by focusing on word meanings, not on the form or grammar, of the message. So, they acquire the second or foreign language by understanding message or receiving “comprehensible input”. According to Koskinen (as cited in Alavi, Bavaharji & Letchumanan, 2014) expostulates that captioned videos which combine video actions with spoken dialogues and printed words, are effective tools “promising approach for improving students reading comprehension, vocabulary and motivation”. Also, Koskinen (as cited in Alavi, Bavaharji & Letchumanan, 2014) states that captioned videos, in which the combination of the video actions with spoken dialogues and printed words is presented, is an influential tool and a “promising approach for improving students’ reading comprehension, vocabulary and motivation”.

### **Related Research.**

The following are previous studies about the captioning in the process of learning and teaching. This background is important because it has a close relationship with the subject discussed in this study. In addition, these studies serve as a basis of solid arguments for the construction of the methodology.

The study of Nufsfjord (2013) had the objective of obtaining a better understanding of how the subtitles influence the second language acquisition in Norwegian students of English. The

tools used for this study were: a video of the cartoon Family Guy, four questionnaires based on the video clip shown, and three different transcripts of the video. 65 upper-secondary students participated; 34 girls and 31 boys (16 years average). These students are VG1 level, the lowest level in the system of upper secondary education in Norway.

The procedure of this study was divided into two visits. For the first visit, written background questionnaires were made. Then, vocabulary and grammar tests were conducted on computers. After this, the chosen video was screened. The students were never asked for something in particular while watching the video. After the video, it was immediately conducted a comprehension questionnaire. The participants could not talk among themselves. They were then asked to return within four weeks.

For the second visit, no video was screened to the students. The participants had to answer two tests simultaneously. These tests were a word definition task and a lexical decision task.

As results, the study showed that the use of subtitles helped to understand the plot of the video shown, which was evaluated immediately after the screening. The vocabulary test performed proved to be an important factor in the general understanding.

Po Shan (2010) made a similar study on the effectiveness of the using of captions in this case using television news with and without English subtitles. The tools used were; three videos of television news, a pre-test, a post-test, and a questionnaire. The participants of this study were 34 students from a school in Hong Kong. They are all Cantonese-speaking students who learn English as a second language.

For the procedure, the 34 students were divided into two groups of 17 students each. They were shown 4 TV news videos. After this, 3 TV news videos were shown with English subtitles to group A, while Group B students watched the same videos without subtitles.

Vocabulary tests with keywords were carried out before and after the experiment. Most of the words included in the tests are repeated more than once in the videos. Furthermore, a last



questionnaire was applied to students to know the attitude of students towards learning English and the habit of watching TV programs in English.

The results of this study showed that motivation of students who watched the videos with subtitles was higher than the motivation of the students who watched the videos without subtitles. Similarly, the subtitles helped to a better learning vocabulary through television news. Thanks to the results of the questionnaires, we could see that students show a positive attitude towards the use of multimedia in learning English. All this confirmed that subtitles were an effective tool in learning English.

Also, Rodgers (2013) carried out an investigation based on using full subtitled television episodes, which has a close relationship with this study because it studied closed caption as a potential source in the acquisition of English vocabulary for foreign learners.

The procedure of this study is divided into five parts; first, the author examines the vocabulary knowledge acquired and comprehension that learners have with ten episodes from first to tenth episode. Second, the author investigates the effects of watching seven hours of TV in the process of incidental vocabulary learning. Third, this investigation studies, if lexical coverage leads to increased comprehension of TV and vocabulary. Fourth, two surveys examine learners' attitude. Fifth, investigates how the presence of captions affect the aspects of language learning on students.

282 men and 133 women participated as volunteers. They were in first and second year of their university. The volunteers have studied English for minimum seven years. So, they were in pre-intermediate or intermediate level of English.

Rodgers used a television program, a DVD player, a questionnaire of multiple choices, a vocabulary test before and after watching the episodes, an episode attitude survey to assess to see the progress after watching television for ten weeks.

The results were satisfactory; along the 10 episodes the volunteers increased dramatically the comprehension of the videos and were usually positive about language learning viewing English – Language television. They found this method pretty enjoyable and useful. 50.8% of the participants believed that their English vocabulary knowledge increased or improved. However, the study of Paul Raine (2013) did not have positive results. He focused his study in low- intermediate level Japanese students of English. In this investigation, vocabulary was considered as one of the most important parts in language, because it is impossible to do anything in a foreign language without vocabulary.

The used materials were a DVD subtitled in 4 different modes, a modified version of the Vocabulary Knowledge Scale from Wesche & Paribakht which helps to assess the depth of students' foreign language vocabulary knowledge, and a multiple-choice opinion survey. Thirty-nine female Japanese college students with a pre-intermediate level of English participated in that investigation. They were broken down into four groups according to the type of the video; C1Ns (C1 no subtitles), C2DS (C2 dual subtitles), D1Js (D1 Japanese subtitles), and D2ES (D2 English subtitles). The students were tested with a questionnaire which was divided in three parts in order to identify if the students have habits watching English videos, the kind of subtitles the students prefer when watching English language videos, and if students learned the vocabulary seen in the video and the subtitles were easy to read.

Unfortunately, the results were not satisfactory since there was a minimal gain in the acquisition of the vocabulary target in the video. The possible reasons of the results are; first, the video was not at a level of students, so it could not be comprehensible for the students. Secondly, it is possible that the learners were limited to the target vocabulary while they were watching the video. Thirdly, students could not pay complete attention to the video because they were concentrated in particular words. Fourthly, it is possible that students picked up

other words from the video, which were not in the target vocabulary. Finally, it is probably that the students needed a longer exposure with more videos.

## **METHODOLOGICAL ASPECT**

This chapter refers to the research procedure and the tools that will be used to develop the project. Therefore, this chapter includes the research paradigm, the type of research, the setting, the sample, as well as the data gathering that will be used along the whole research process.

### **Research paradigm.**

To carry out this research project about examining the effectiveness of English Closed-Captioned videos in the process of learning vocabulary, the present research is guided by the positivist paradigm, seeking to obtain a relative knowledge of the study variables from the perception of observable reality using techniques to obtain data relevant to the research object, which in their quantification and analysis allow to determine the nature of the problem in order to generate valid answers, in order to respond, to the questions raised. Therefore, the present research is oriented according to the criteria of the quantitative study, when trying to determine the effect of Closed Caption as a tool to learn vocabulary in English.

Consequently, tests focused in the vocabulary as a component of the language will be applied individually to each participant in order to figure out what is the level of the students (talking about vocabulary in English) in order to fulfill the objectives of this research project. The pertinent analysis of the data will also be developed.

### **Type of research.**

The type of research for the development of this investigation is the “Quasi-experimental research”. Pedhazur and Schmelkin (1991) define the quasi-experiment as an investigation

which has all the elements of an experimental type of research, but the chosen volunteers cannot be assigned in groups at random. Therefore, the researcher has to identify and separate the effects of the treatments of the rest of factors that affect the dependent variable.

This research will be quasi-experimental because two variables will be analyzed. It tries to analyze the effect caused by one variable into another variable. One is the independent variable which is the Closed Caption, and the dependent variable is the learning of vocabulary. Once the variables are identified, we will take the two 9th grade courses, 9-1, 9-2 and then we will give two different roles: The 9-1 course will be the control group and the 9-2 course will be the treatment group. The two groups will be organized by the administrative of the high school.

This type of studies is effective because they use some testing before collecting any data to see if the techniques or the people that will participate are the correct for the development of the study. After doing this, the actual experiment is done from the results already given. The data collected from this pre-test will be useful to make some comparisons and explanations to the actual study.

### **Data gathering techniques.**

The techniques that will be used to collect the information will be two: A questionnaire and two tests. The definition and the objectives of the techniques already mentioned will be introduced.

A definition of questionnaire is made by James P. Key (as cited in Venkatesh, 2014, p. 209) “a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic”. In short, a questionnaire is a set of questions made to obtain some important information about the topic to develop. Using questionnaires will give

us information about the prior knowledge of students' vocabulary as well as the aspirations and attitudes that students have before and after applying the Closed Caption as a technique for the acquisition of vocabulary in English.

According to the Online Oxford Learners Dictionary (2014), a test is “an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to perform”. In other words, a test is a set of questions based on the activities designed. The purpose of a test is to be answered or performed by a respondent with the objective of measuring the knowledge of a specific topic.

The use of tests will allow us to accurately measure the knowledge gained during the implementation of Closed Caption as a tool to acquire vocabulary in the ninth-grade students. Both methods will be developed in the following procedure. The teacher and the students who will participate in this study will be informed about their participation, the importance and the purpose of this study. The first questionnaire in order to know the students' background about English, and their expectations about the procedure of this study will be applicated. The two courses will see the same videos. The 9-2 will watch the videos with the Closed Caption system, while the group 9-1 will watch the videos without any subtitling system. Furthermore, all the participants will take two vocabulary tests one at the beginning to determine their vocabulary knowledge and the other at the end to see their results. The tests will be the same for all the alumni. The results of the tests and the information given in the questionnaires will be first collected and then analyzed. A report including the results and the conclusions shown by this study will be given by the researchers to the students, teacher and director of the institution involved in this investigation. Finally, gratefulness will be expressed to the director of the institution, students and teacher who will participate in the study.

### **Population, sample and setting.**

All the students of Luis Delfín Insuasty Rodríguez High School will be included in the population for this study. The total number of the students in this high school is 3000, of which 1200 students are women and 1800 are men. The students are divided into 12 courses ranged from kinder garden to eleventh grade. The ages of the students vary from 5 to 21 years. The majority of the students belong to the low and medium socioeconomic status. The sample for this research will be 40 students of the ninth grade of the morning shift of Luis Delfín Insuasty Rodríguez High School. From the 40 students that will participate, 25 are women and 15 are men. The ages of the participants vary from 13 to 16 and most of them belong to the low or medium socioeconomic status.

This research will be elaborated in a public high school named Luis Delfín Insuasty Rodríguez (INEM), located on Avenida Panamericana con Carrera 24 in Pasto, department of Nariño, Colombia, South America. This high school is in front of EXITO mall and surrounded by Sumatambo and Mijitayo neighborhoods. Luis Delfín Insuasty Rodríguez High School has two shifts (morning and afternoon) and offers education from kinder garden level to eleventh grade level.

### **Data Analysis.**

The procedure to analyze the data will be descriptive statistic. Boslaugh, (2012) defines descriptive statistic as the way to show the facts of the studied data set by using graphics and statistical techniques. This type of procedure would let examine all the obtained data for each group as single variables. By this way, it will be known the effectiveness of using closed-captioned videos on the ninth-grade learners. Moreover, the data in the questionnaire and tests will be first carefully organized and meticulously analyzed in order to know whether the results of the data were positive or negative for this investigation. The way that will be used to show the representation of distributions in both groups will be histograms. This type of

graphic will let us show the results of implementing this alternative tool to the 9<sup>th</sup> graders of INEM high school. Also, they will be analyzed the mode, the mean, and median of the treated group and the non- treated group (group without subtitled videos).

### ADMINISTRATIVE ASPECTS

#### Timetable.

The timetable is presented with the list of events and activities arranged to happen in the expected time. This study is expected to be concluded within three months, August, September, and October of the year 2017 in which the respective permission will be asked to the language department, the video playing sessions will be set and also the questionnaires and tests will be applied, analyzed and interpreted, and eventually, results and conclusions will be released in a detailed academic article.

MONTHS	OCTOBER	NOVEMBER
ACTIVITIES		
Permission from the department	☺	
Paper development	☺	
Approval of the paper	☺	☺
Study presentation		☺

The project development will be achieved in the previous months of the study

- Permission to the language department will take place at the beginning of October
- Paper development will take place during October

- Approval of the paper will take place during October-November
- The study presentation will take place during the second week October.

### **Budget**

The budget needed to carry out the study will be about 250.000 Pesos, in order to buy or hire a tape recorder, print the questionnaires, tests, and, transportation (local buses).



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**ANNEX**

VOCABULARY TEST 9tH GRADE

- Choose the word that best completes each sentence.

- a. Cap      b. Guitar      c. Video games      d. Helmet      e. Trainers**  
**f. Comic Books      g. Handbag      h. Skateboard      i. Watch      j. Scarf**

1. I loved to read as a kid. Superman \_\_\_\_\_ were my favorite.
2. My \_\_\_\_\_ says that it is three o'clock.
3. The soldier put on his \_\_\_\_\_ and got into formation.
4. A guy on a \_\_\_\_\_ nearly knocked me over.
5. It was cold outside, so Helen put on a \_\_\_\_\_.
6. Maria had decided to start running, so she bought some \_\_\_\_\_.
7. The newsboy wore a warm \_\_\_\_\_ on his head.
8. My son loves to sit in front of the TV and play \_\_\_\_\_ with his friends.
9. She has a lot of things in her huge \_\_\_\_\_.
10. Josh learned to play the \_\_\_\_\_ when he was 14 years old.

- Choose the word that best completes the sentence.

11. You use a \_\_\_\_\_ to tell the time.  
a. Watch      b. Apple      c. Bicycle      d. Wheels
12. You wear a \_\_\_\_\_ when you ride a bicycle.  
a. Skirt      b. Tuxedo      c. Helmet      d. Bikini
13. You use a \_\_\_\_\_ when you want to take photos.  
a. T.V. set      b. Bed      c. Chair      d. Camera
14. You wear \_\_\_\_\_ to protect your hands from cold.  
a. Bikini      b. Gloves      c. Fire      d. Hat

