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Understanding EFL students' learning through classroom research: Experiences of teacher-researchers

Sandy T. Soto
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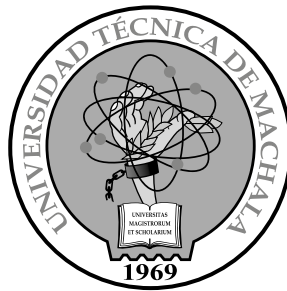
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Dedication

To those EFL teachers who, day by day, give the best of their own
for helping their students construct their knowledge and learn
English in meaningful and effective ways.

Sandy T. Soto

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Introduction

What should foreign language teachers do to help their students improve their linguistic skills? Many are the ways how teachers can support their students' learning process. There are a variety of methods, strategies, techniques, as well as materials and resources we can rely on in order for our students to succeed in the development of their skills.

Teachers can get ideas on what to do from published research, presentations at academic events, informal conversations with colleagues, online resources, and their own language learning experience. It is just a matter trying these ideas out and evaluate the extent to which they favor the enhancement of students' linguistic competences in the target language.

In line with these ideas, this book is intended to inform pre-service and in-service EFL teachers about the result of investigations conducted by English as foreign language teachers. The book is composed of five chapters which demonstrate how these teachers have taken a step further by taking the role of teacher-researchers to understand and boost their students' performance.

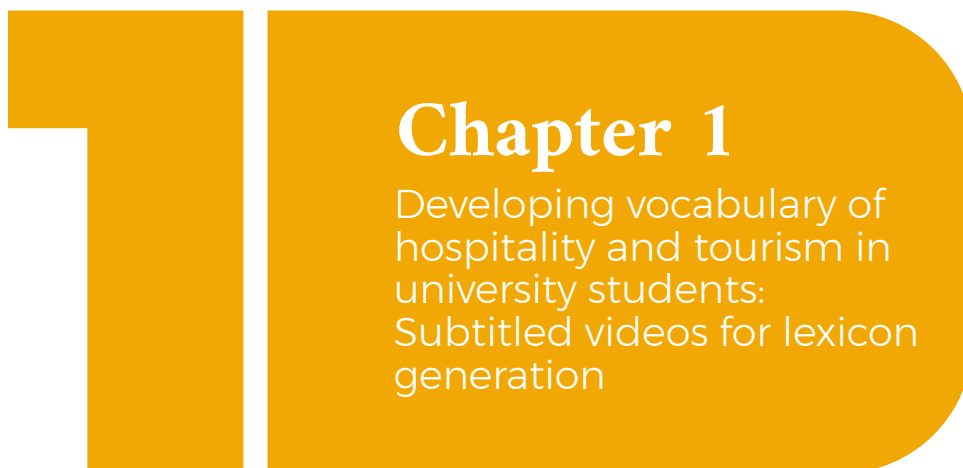
The first chapter of this book reports on a study conducted at the university level where students majoring in Hospitality and Tourism participated as principal users of videos to develop vocabulary of their field. The study aimed to find out the opinions of students about the use of English subtitled videos or movies to develop tourism vocabulary and to explore the benefits of using English subtitled videos in a context where there is no practice of the target language outside the classroom.

The second chapter of this book focuses on the development of listening skills through the use of podcasts as a strategy and resource in EFL classes. The aim of the study was to discuss the importance of podcasts for teaching English as a foreign language and to analyze the results of using them to improve listening comprehension in university students.

The third chapter digs into the writing skill. It is based on an interuniversity investigation in which the authors identified the most common errors made by EFL beginning level college students in their written discourse. The identification of these errors can guide EFL teachers to make methodological decisions to improve their students' writing performance.

The fourth chapter also addresses writing. In this case, this chapter discusses how a group of college students developed their writing skills through the writing of paragraphs and peer correction. Students wrote e-mails, blogs, reviews and posts and used rubrics to evaluate their performance with the help of their peers.

Finally, chapter seven examines the use of cell phone games within English classes. The chapter seeks to introduce these games as a valuable resource to encourage the practice of English through mobile phones in and out of the classroom. Concepts of mobile games and the reasons to use them in EFL classes are addressed. The chapter also provides some suggestions of game applications developed to support the learning of EFL.



Chapter 1

Developing vocabulary of
hospitality and tourism in
university students:
Subtitled videos for lexicon
generation

Developing vocabulary of hospitality and tourism in university students: Subtitled videos for lexicon generation

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Developing vocabulary of hospitality and tourism in university students: Subtitled videos for lexicon generation

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Abstract

The present study was conducted in an Ecuadorian state University, with students majoring in Hospitality and Tourism. One subject that students must take in this major is English for Specific Purposes (ESP). It is well noted that students do not have frequent opportunities to listen to English in professional contexts outside of class. Most of them have a low level of English proficiency since they are only required to pass two levels of English at any language institute. Consequently, this study aims to find the perceptions of students about the use of English subtitled videos or movies to develop tourism vocabulary and to explore the benefits of using these videos in a context where there is no practice of the target language outside the classroom. Furthermore, the study analyzes the aspects to be improved and other suggestions about using these types of videos. To reach this goal, 29 students participated in the study to answer an online survey with multiple-choice questions along with an open-ended question to explain why they chose a particular option. The results showed that most of the participants feel comfortable watching videos subtitled in English because they present the vocabulary as it is used in a real situation, they are related to their major, and they improve pronunciation. Even though some of them mentioned that videos make comprehension difficult, previous studies revealed effective ways to overcome this struggle. Finally, later studies are suggested to analyze speaking skills development through the use of subtitled videos or films.

Keywords: cognitive load theory, cognitive theory of multimedia learning, subtitled videos, authentic videos, English for specific purposes.

Introduction

It is observed that learners who are majoring in Hospitality and Tourism at the Ecuadorian university where the study was conducted have a deficient level of English proficiency. The reason why they present a poor English development is that they are only required to complete two levels of English at any language institute and they do not have opportunities to listen to the target language in professional contexts outside of class. Most students do not come from bilingual schools, so their English is limited. The authors of the study propose to increase students' occasions to listen to foreign language dialogues using videos with authentic or didactic purposes to familiarize learners with the words and expressions related to Hotel and Tourism situations.

The study, which is a systematic review, examines the cognitive load theory proposed by Sweller (2011), who analyzes human cognitive architecture to build

novel instructional procedures. According to this theory, knowledge is divided into biologically primary knowledge that humans develop to obtain biologically secondary knowledge.

Additionally, the chapter analyzes the Theory of Multimedia Learning promoted by Richard Mayer from two studies, Mayer (2012) and Mayer & Moreno (2002), which explain that Multimedia messages are designs based on how the human mind works to enhance meaningful learning and the function of animation in multimedia learning.

The authors investigated studies related to the use of subtitled videos in English to expand knowledge of words and expressions related to the students' field of study. One of the researches that were found related to technological sources for English development was written by Lin, Cantoni, and Murphy (2018) on the design of Massive Open Online Courses (MOOC) for tourism and hospitality. The authors indicated that the 18 MOOCs used videos instead of textbooks that became the primary teaching tool of MOOCs.

Another study was conducted by Kozhevnikova (2014), who considered the use of authentic videos that show what happens in a situation that is not ELT. Through authentic videos, students use the target language realistically in contexts that motivate them to acquire cultural knowledge.

Exposure to the target language through videos is fundamental when students are not exposed to it regularly. The main task of the teachers is to select cultural information and authentic material for an extensive collection of cultural and linguistic data. In this sense, students improve their intercultural communication (Kozhevnikova, 2014).

For the present study, the teacher who is also the primary author of the research used Internet videos subtitled in English related to Hospitality and Tourism topics. Some videos were didactic and others authentic. It is observed that a large number of participants in this study have a favorable opinion about the use of videos because they present the vocabulary as it is used in a real situation. Likewise, further studies on the development of speaking skills with the use of subtitled videos are necessary.

General Objective:

To find out the participants' perceptions regarding the use of subtitled videos in the target language to develop vocabulary related to Hospitality and Tourism.

Specific Objectives:

To identify the benefits of using English subtitled videos in a context where there is no practice of the target language outside the classroom.

To determine the aspects to be improved and other suggestions about using English subtitled videos to develop vocabulary related to hospitality and tourism.

For the literature review, the authors considered updated scientific articles from recognized databases ranked by the ScImago Journal. The topics that were regarded for the literature review are linked to the cognitive theory of multimedia learning, the cognitive load theory and the use of videos as a teaching resource to develop vocabulary.

Cognitive Load Theory

The Cognitive Load Theory, according to Sweller (2011), analyzes human cognitive architecture to build novel instructional procedures. According to this theory, knowledge is divided into biologically primary knowledge that humans develop to obtain biologically secondary knowledge. Secondary knowledge governs teaching. It is processed similarly to the way biological evolution treats knowledge. Secondary knowledge requires that human cognition uses a considerable information store, which is obtained from different information stores. New information is built by a random generate and test procedure containing a scarce volume of new information that can be processed at any time.

On the contrary, a significant volume of information in the information store can be processed to produce complex action. The resulting architecture produces instructional procedures. The cognitive load effect is the basis for cognitive load theory. However, they should not be considered independently. Human cognitive architecture and the categories of cognitive load need to be considered together. Instruction aims to increase knowledge contained in the long-term memory through the principle of the information store. This knowledge enables working memory to function effectively allowing humans to perform activities that under other conditions would be highly complex or unthinkable. For this reason, it is essential to consider human cognitive architecture when designing instruction (Sweller, 2011).

A different study conducted by Diao, Chandler, and Sweller (2007) based on cognitive load theory, analyzed the influence of simultaneously written presentations on English as a foreign language speaking. Three instructional formats were used to compare students' language comprehension: listening with auditory materials only, listening with a full, written script, and listening with simultaneous subtitled text. It was found that listening with a script resulted in improved understanding of the scripted and subtitled extract but lack of performance on auditory

passage than listening solely with the auditory materials. The results demonstrated that using scripts had negative influences on the development of listening comprehension schemas.

Even though students perform effectively with auditory and written representations of listening comprehension materials, it is unknown whether they have positively improved their listening comprehension schemas. The study also reveals that listening comprehension instructional procedures that combine simultaneous subtitles with auditory listening materials result in an excessive cognitive load that affects learning. On the other hand, showing listening comprehension material in auditory form only is possibly more productive in improving learners' listening comprehension. Written presentations did not influence positively Schema construction connected to listening comprehension and did not allow students to comprehend similar material without visual texts. On the other hand, including written material linked with spoken material enhances comprehension and information recall. In this respect, the findings confirm that when the purpose of a task is comprehension and recall, spoken and written text needs to be available (Diao, Chandler, and Sweller 2007).

A study regarding animation with subtitles, conducted by Ng, Kalyuga, and Sweller (2013) considers animation more advantageous than static graphics in the presentation of dynamic content since it facilitates a more accurate and authentic display. However, animated information is perceptually transient. The research which was a quasi-experimental study, applied the cognitive load theory to analyze the degree to which animation's transience could be improved using a pause/play feature that allows information to be visually available on the screen. The study used continuous animation, animation with pause/play, and their equivalent static graphics. Each animation was designed with either a trace or no trace, to teach 228 post-secondary technical education students about electrical circuit works. The results revealed that animation with a pause/play format proved to be the most efficient in the tracing condition.

The transient features result in previous information to disappear once new information appears. For new information to be associated with previous information, it is required to be processed along with previous information to be understood. For this purpose, students need to maintain active previous information in their minds for a long time while attempting to process the new information simultaneously until the two information can be linked and assimilated meaningfully. According to Peterson and Peterson findings (as cited in Diao, Chandler, and Sweller, 2007), this complex process overwhelms the working memory that can keep information for a few seconds. An overwhelmed working memory can lead students to miss previous information resulting in ineffective learning. Static graphic has little or inexistent transience issues since information are always available. This persistent information can be seen again and again, which enhance memory support and requires students less need to keep information in the working memory compared with the transient information elements connected with animation.

If previous information is essential for processing existing information, that information must be either kept in working memory or continue to be accessible during the presentation. For this reason, the animation is valid as long as transience is ameliorated. In the study, a learner controlled, pause/play mechanism, and a tracing mechanism is suggested to ameliorate animation transience (Ng, Kalyuga, and Sweller, 2013).

Theory of Multimedia Learning

Multimedia communication needs to be designed to promote multimedia learning processes. When Multimedia messages are structured based on how the human mind works, they are more likely to enhance meaningful learning (Mayer, 2012).

Another study conducted by Mayer and Moreno (2002) analyzes the function of animation in multimedia learning. The research also presents the cognitive theory of multimedia learning and seven principles for the use of animation in multimedia instruction, described in the following lines:

1. The multimedia principle shows animation and narration
2. Spatial contiguity principle presents on-screen text near from corresponding animation.
3. Temporal contiguity principle presents corresponding animation and narration simultaneously.
4. Coherence principle dismisses irrelevant terms, sounds and video.
5. Modality principle shows only animation and narration instead of animation and on-screen text.
6. Redundancy principle shows animation and narration instead of animation, narration, and on-screen text.
7. Personalization principle shows words in daily conversational styles. Animation enhances learner's comprehension when it is consistent with the cognitive theory of multimedia learning.

The narration gets into the ears for the learner to choose some of the terms to promote processing in the verbal channel, systematizes the words into a cause and effect chain, and combines it with the concrete material and experience. Animation gets into the eyes, for the learner to choose some of the images to enhance processing in the visual channel, systematizes the images into cause and effect chain, combines it with the verbal material and experience. This theory shows that the cognitive process takes place more efficiently when the student has an image and verbal portrayal in working memory simultaneously. As a result, instruction that fosters these processes leads to meaningful learning (Mayer and Moreno, 2002).

Subtitled videos or movies for vocabulary development

A study conducted by Bal-Gezegin (2014) showed that videos are one of the most frequently used tools and became extensively accessible as a teaching resource in the 1970s and 1980s. A video can be described according to Bal-Gezegin as carrying messages in an audio-visual environment. Besides being used as an aid for teaching a specific linguistic structure, it can also be the only material of a course in which students are asked to do recordings of them, to prepare different activities on the videos and to provide comments for these videos. This study shows that the use of video might lead to better vocabulary learning in classrooms than using audio material only.

Movies with subtitles have proved to be a useful source of listening comprehension. In this regard, Shamsaddini, Ghanbari, and Nematizadeh (2014) maintain that students who watch movies with subtitles do much better than the ones who watch movies without subtitles. Consequently, watching movies with subtitles are beneficial to develop listening comprehension.

The use of videos or movies to develop vocabulary

Language development through employing multimedia has innovated the process of learning a language. In the same vein, another study has centered on the benefits of English subtitled videos to develop learners' English as a Foreign Language (EFL) vocabulary. The participants of this study were given two types of instructions, one with instructional video episodes with subtitles and the other without subtitles. The findings showed that participants who watched the videos with subtitles obtained a higher mean score of vocabulary tests than those who watched the videos without subtitles. The outcomes show the effectiveness of subtitles on EFL learners for better vocabulary learning (Bava Harji, Woods, Alavi, 2010).

A broader perspective has been adopted by Lin, Cantoni & Murphy (2018) about the design of MOOCs courses for Tourism and Hospitality, which show that practices and research in tourism and hospitality MOOCs are still emerging. In this regard, the authors indicated that the 18 MOOCs used videos instead of textbooks, which became the MOOCs' primary educational tool. Furthermore, All MOOCs used English as the target language and videos with English subtitles to assist students in understanding video content. One of the focuses of the study is the significance of multilingual support, such as subtitles in the MOOCs course.

According to Trinder (2017), it is recommended that business students use online news sites and journals to develop ESP vocabulary. Specifically, television series, films, and videos are even more popular among these students.

Another study conducted by Buil-Beltrán (2018) aims to demonstrate an interlingual subtitling task in a class of ESP students to develop their listening and reading skills. The study explored the use of Task-Based Learning in ESP classes and proposed implementation in a university class of English for the degree of architecture. It discusses the benefits and influences of the learning and development of these skills.

The results of multiple studies have revealed that the use of subtitled videos is an essential passive and active tool that may help L2 students to develop better communication skills. The author combines Task-Based Learning (TBL) with a subtitling task in English for Specific Purposes (ESP) class (Buil-Beltrán, 2018). To determine the effects of videos in ESP classes, Violeta and Darja (2015) found out that most teachers realize the advantages of using video materials for the improvement of English skills. Specifically, they centered on the development of the productive skills of writing, speaking, and vocabulary improvement. These authors maintain that little research has been done on the use of authentic video in conventional and virtual language environments (VLEs).

Similarly, Naghizadeh & Darabi (2015) considered that since films interconnect the verbal and imagery systems, students based on dual coding theory can process and recall better because of image and translation effects.

In this respect, Suparmi, Cahyono & Latief (2017) analyzed the consequences of watching subtitled and un-subtitled videos to develop writing skills. It was found that the students who watched subtitled videos performed at a much higher level than those who viewed un-subtitled videos and those who did not see any video. Additionally, learners who watched un-subtitled videos performed better than those who did not view any video.

A different research carried out by Naghizadeh and Darabi (2015) reflected on the use of videos to build vocabulary in Iranian EFL students and the influence of bimodal, Persian, and no subtitle films on vocabulary learning among Iranian EFL learners. The participants for this study were randomly selected to three groups, namely: Bimodal group, Persian group, and no subtitle group. They were asked to watch a movie with three modes of subtitles: 1) Bimodal subtitle, 2) Persian subtitle and 3) no subtitle. They were all required to take a pre-test containing a new term from the movie. Later, a post-test was administered. The results from the tests showed that participants from the bimodal subtitling group learned new terms effectively. Participants in the Persian subtitling and no subtitle groups had comparable performance, but they were less effective than bimodal subtitling.

Bonsignori (2018) conducted another investigation related to the use of films and TV series to develop the target language, in which among the benefits, they include the exposition to English native speakers and the use of words in specific situations.

Furthermore, Giampieri (2018) maintains that movies are a source of teaching materials for foreign learners. Dialogues in movies are natural and authentic,

which is considered the pillar of L2 teaching. Viewing subtitled film help students observe and learn spoken language characteristics such as enjoying and being involved in the lesson and understanding the spoken language elements.

Authentic videos or movies with subtitles

Another topic acknowledged by Kozhevnikova (2014) is the use of authentic videos, which shows what happens in a non-ELT situation which is designed for entertainment rather than for language teaching. Through Authentic video, learners use the target language realistically in contexts that motivate them to gain cultural knowledge after watching videos from the target culture in the classroom.

The teachers' main task is to select cultural information and authentic material from an extensive collection of cultural and linguistic data. In this regard, students need to know the different meanings of words linked to the customs and traditions of people from the target culture to improve their intercultural communication (Kozhevnikova, 2014).

Films with subtitles boost learning the language faster. In this respect, a study explores the consequences of contextualizing vocabulary items in the form of subtitled situations and compares with teaching vocabulary without subtitles. When the students attempt to understand the written and spoken dialogues, the vocabulary items are used as the core component. The finding of this research demonstrated that this strategy influenced vocabulary learning positively (Heidari & Abbasnasab, 2016).

As vocabulary is concerned, Washang (2014) recognized that it is the basis for acquiring reading skills. Therefore, they need to focus on vocabulary aspects. The aim of this author's study is to propose subtitled videos for vocabulary acquisition and its influence on the level of word retention in ESP language students. The results of the study showed that a class that used texts and exercises with the addition of selected videos did better in a test than the one that was treated with only books and practices.

Videos are a great tool to enhance learners' pronunciation, stress, and intonation patterns, which can help students learn words more efficiently. Videos enable learners to use their background knowledge, which facilitates them to analyze the situation. Videos with scripts make learners better listeners, participants, and intelligent guessers of the missed words (Washang, 2014).

Working with videos to develop the target language in EFL students through different activities leads to combining technology in a TBL environment. As a consequence of the positive aspects of using videos, another study conducted by Tsai (2014) integrates a course related to international trade fairs into ESP instruction at a technical university in Taiwan. It also combines an Information and Communication Technology (ICT) approach with TBL. Besides providing authentic ma-

materials for ESP in real-life situations, the courseware offered activities with quick self-evaluation. The findings revealed that students enrolled in the courseware had the same or better progress than those choosing the teacher-centered instruction while completing the tasks of problem-solving and higher-order thinking.

Additionally, films are also used to teach a foreign language because it motivates learners and decreases fear. Films facilitate instructors to teach using real-life situations from movies. Respect to this, students can be involved in discussions in which they combine their own experiences based on movie content (Naghizadeh & Darabi, 2015).

According to Ismaili (2013) because of the different technological resources, traditional ways of learning do not motivate students. As a consequence, teachers look for more motivating teaching sources. On the contrary, textbooks and CDs are unauthentic teaching sources that do not engage students. The use of movies makes the classroom more fun for learners. The study findings concluded that videos call students 'attention and present language authentically. Furthermore, "since movies show real-life situations, watching them may be interesting for teaching listening comprehension and help motivate students to study in the English language" (Safran, 2014, p. 170).

Regarding the development of English abilities, Tuncay (2014) maintains that movies are beneficial for the following aspects:

- Develop language competence;
- Understand authentic language and culture;
- Increase fluency and writing abilities;
- Practice English for different situations;
- Acquire new terms and genuine expressions;
- Differentiate between artificial and natural use of language,
- Ability to use language in social interactions.

Frumuselua, De Maeyer, Donche, and Gutiérrez (2015) findings reveal that the use of subtitled videos in a foreign language classroom is beneficial for the development of new terms and expressions. The study explored everyday conversations through the use of subtitled TV series. For this purpose, 40 Spanish/Catalan, Dutch, German, Russian, Romanian and Moldavian university students were assigned randomly either to interlingual mode (English sound + Spanish subtitles) or to intralingual mode (English sound + English subtitles). They were exposed to 13 subtitled episodes from the series 'Friends' during seven weeks. A multiple-choice and open-ended questions pre-test and a post-test were applied to analyze the outcome of the two kinds of subtitles. The results showed that students performed better under the EE (intralingual) than under the ES (interlingual) mode. The experiment in this study had led participants to be involved in the learning process through subtitled videos by encouraging them to watch the videos habitually outside the classroom.

The results of another study conducted by Vulchanova, Aurstad, Kvitness, and Es-huis (2015) revealed that the presence of subtitles improves learners' comprehension of the plot and content of the movie. In this study, the age range of the participants was 49 17-year-old students and 65 16-year-old students who were native speakers of Norwegian, learning English in high school. Both groups were divided into three Conditions, one group watched an episode of an American cartoon with Norwegian subtitles, one group with English subtitles, and one group watched the episode with no subtitles. Immediately after watching the episode, both groups of students responded to a comprehension questionnaire that reflected positive short-term effects of both native language (L1) and target language (L2). Four weeks later, the students responded to a word definition and a word recall activity to search potential long-term impacts of the subtitles. It was found that native language subtitles influenced negatively on performance on the comprehension activity.

Another study investigated how video caption type influenced vocabulary learning and listening comprehension of low-intermediate Chinese learners of English. Each video was presented two times with one of the five caption types: (1) no caption (NC), (2) full caption with no audio (FCNA), (3) full caption (FC), (4) full caption with highlighted target-word (FCHTW), and (5) full caption with highlighted target-word and L1 gloss (FCL1). The results revealed that full caption with highlighted target-word and L1 gloss (FCL1) improved vocabulary learning since promotes consideration to formal and semantic characteristics of a word and strengthen form-meaning links (Hsieh, 2019).

Under the same perspective, a different study supported the use of subtitles since the learners were of a lower-intermediate level and were considerably frustrated "by the quick delivery rate of the speakers on the news broadcast videos, especially since they could only hear them once" (p. 368). For this reason, learners strongly preferred subtitles to overcome the lack of comprehension.

Ways and tools that facilitate developing vocabulary through subtitle videos or movies

To learn vocabulary from subtitled films, students must watch them quite frequently. In this regard, subtitled movies are useful in vocabulary development if learners watch films repeatedly. Viewing the video, again and again, enable students to learn new terms, expressions, and idioms (Etemadi, 2012).

A recent study investigated the influence of the number of two- and three-line subtitles "on the cognitive processing, comprehension, enjoyment, and preferences of viewers with different linguistic backgrounds" (Szarkowska & Gerber-Morón, 2019, p. 158). In this study, we showed participants one video with two-line subtitles and one with three-line subtitles. We measured the impact of the number of lines on subtitle processing using eye-tracking as well as comprehension, cognitive

load, enjoyment, and preferences. We conducted two experiments with different types of viewers: hearing native speakers of English, Polish and Spanish as well as British hard of hearing and deaf viewers. Three-line subtitles induced a higher cognitive load than two-line subtitles. The number of lines did not affect comprehension. Viewers generally preferred two-line over three-line subtitles. The results provide empirical evidence on the processing of two- and three-line subtitles and can be used to inform current subtitling practices. A significant finding of this study is that three-line subtitles caused in higher cognitive capacity than two-line subtitles, according to self-report and the longer time spent in the subtitle area. It was also found that Cognitive effort was higher in the three-line subtitles videos regardless of the participants' linguistic background (Szarkowska & Gerber-Morón, 2019). A significant study related to vocabulary development was conducted by Culbertson, Shen, and Andersen (2017), in which an assessment with 27 participants, demonstrated that participants used the voice-driven system more often than a comparison text-based system. Additionally, in a field study of 130 learners, it was demonstrated the potential for community-driven resource collection. They maintain that authentic foreign language videos are beneficial "to meanings expressed by the tone and word choice, and the ability to effectively express these meanings" (p.1431). Videos allow students to learn the language in different situations; however, learning a foreign language with videos is very complicated. The option is the design of tools that will allow students to be more involved in learning from video sources. The findings show that the use of voice is a natural and effective way for learners to engage with videos, and repeating words and phrases from videos can cause learners to engage more with text-based video activities (Culbertson, Shen, Jung, and Andersen, 2017, p.1439).

The literature review of the present study starts by analyzing the cognitive load theory proposed by Sweller (2011), which focuses on the human cognitive architecture to build novel instructional procedures. This section also examines the Theory of Multimedia Learning promoted by Richard Mayer, who maintains that multimedia messages are designed based on how the human mind works and the function of animation in multimedia learning to boost meaningful learning.

After the examination of these two theories, the researchers considered relevant to revised previous studies connected to the use of subtitled videos in English to develop knowledge of terms and phrases related to the students' field of study (Cantoni & Murphy, 2018; Kozhevnikova, 2014; Trinder, 2017; Violeta & Darja, 2015) among others. Most of the previous researches for the present study were associated with the principles of the cognitive theory of multimedia learning and the theory of cognitive load.

The revised studies were conducted in universities from the United States, Europe, Asia, and the Middle East, where international students take ESP courses. The studies analyzed the influence of English subtitled videos or films, in various

forms, for the development of English language skills. Some of the articles followed a quasi-experimental or experimental research design.

Research regarding the use of videos to develop vocabulary is scarce in the state university where the study was conducted. For this reason, the investigation fills a scientific gap for the learning of new terms associated with the learners' field of study in contexts where the target language is not available outside class.

Methodology

Sample

There were 29 participants (20 women and nine men) from an Ecuadorian state university majoring in Hotel and Tourism Management; their age ranged from 22 to 24 years old. The 29 participants volunteered to take part in this research work. To participate in the study learners had to be officially registered as students in the public university where the study was conducted in 2018, to be present regularly in class, and to be willing to participate in the research. Before conducting the research, students were informed about the present project and signed a Consent Form for Participation in a Research Study.

The present research is an exploratory one, and the data gathering is qualitative to learn about the perception of learners regarding the use of subtitled videos.

Students participating in this research have watched English subtitled videos for one semester. After watching the videos, students were required to participate in role-plays using the phrases and expressions learned from the textbooks and the videos.

Instruments

The researchers used an electronic survey to identify learners' perceptions of the use of videos related to the tourism sector to develop vocabulary. The researchers designed this instrument ad hoc since participants have little previous experience using this strategy, and the researchers wanted to know what their points of view were. The survey included seven multiple-choice, closed-ended questions, and one open-ended question for each multiple-choice question. The questions were designed to learn about the participants' opinions on the use of videos. To check the content validity of the instruments, they were given to two research professors from the state university. Based on the experts' observations, the authors made improvement on the instruments. The survey was applied through a Google Apps Form.

To examine the results, the authors used both: a descriptive statistical analysis of the Likert scale questions, and the discourse analysis to examine participants' answers given in the open-ended question. It is worth mentioning that not all 29

students participating in the present study answered the open questions. The number of students who responded to the open-ended question in each item is shown in the following table:

Table 1: Students who responded to the open-ended questions

Number of Items	Statement	Number of responses
1	I like to watch English videos with English subtitles.	18
2	I feel frustrated when watching English videos.	17
3	Observing English videos with English subtitles motivates me to learn the language for my future profession.	15
4	In my opinion, watching English videos with English subtitles facilitates to learn vocabulary and expressions related to the career	18
5	English videos with English subtitles have helped me to communicate in the target language	17
6	The English videos increase my vocabulary knowledge that I need for my professional life	16
7	The videos presented vocabulary as it is used in a real context	13

The researchers used the Odd Likert scale to give the respondents the choice of answering neutrally. In this respect, for the present study, it was used the 5-Point Likert Scale that includes five answer options so that participants can select a neutral answer option instead of the extreme choices. The discourse analysis to examine the answers of the open-ended question centers on the way language was used in a social situation (Salkind, 2010).

Results

Table 2: Perceptions of students regarding the use of subtitled videos for developing vocabulary in ESP classes (Multiple-Choice Questions)

Items	Very agree		Agree		Neutral		Disagree		Disagree	
	N	%	N	%	N	%	N	%	N	%
1. I like watching subtitled videos.	10	34,5	14	48,3	4	13,8	1	3,4		
2. I am frustrated when I watch English videos.	4	13,8	7	24,1	5	17,2	11	37,9	2	6,9

3. Subtitled videos encourage me to learn the language for my profession.	13	46,4	13	46,4	3	7,1			
4. Subtitled videos make it more accessible to learn vocabulary and expressions related to my major.	13	48,8	16	55,2					
5. Subtitled videos have helped me to communicate in the target language.	8	27,6	13	48,8	6	20,7	2	6,9	
6. Subtitled videos increase my vocabulary knowledge that I need for my profession.	11	37,9	18	62,1					
7. The videos present the vocabulary authentically.	6	20,7	18	62,1	3	10,3	2	6,9	

The analysis of the data obtained from the students' answers of the open-ended questions resulted in three categories: positive aspects with six codes, aspects to be improved with three codes, and other considerations with two codes. It is worth mentioning that not all 29 participants answered the open-ended questions.

Table 3: Perceptions of students about the use of subtitled videos to develop vocabulary related to tourism (open-ended questions)

Category	1. Positive Aspects	Times mentioned	2. Aspects to be improved	Times mentioned	3. Other Considerations	Times mentioned
Codes	Better comprehension	4	Dislike watching subtitled videos	3	They are useful as long as they relate to tourism.	3
	Learn new words	16	Difficult to comprehend	6	English videos are not watched often.	4
	Improve pronunciation	22	It does not motivate	2		
	Videos related to the field of study	4				
	Learn how words are written	4				
	Resemble real-life situation	5				

Discussion

Regarding the results obtained from the multiple-choice close-ended questions (Table 2) applied to 29 participants from a state university, we observe the following outcomes:

Concerning the first item I like to observe English videos with English subtitles, most participants agreed with the statement, and only a minority disagreed. English videos with subtitles have not been often used in the state university where the study was conducted.

Consequently, this strategy deals with technological innovation that encourages learners to develop the language. In this respect, the study of Bava Harji, Woods, and Alvi (2010) demonstrated that subtitled videos are useful for developing vocabulary learning since they combine images, sound, and texts.

For the second item, I feel frustrated when I observe English videos, most students disagreed with this statement since they experience that through this strategy, they develop the target language gradually. Accordingly, the cognitive load theory is divided into biologically primary knowledge that humans develop to obtain biologically secondary knowledge. Secondary knowledge requires that human cognition uses a considerable information store, which is obtained from different information stores (Sweller, 2011). The principle of the cognitive load theory allows students to learn complex information gradually. Besides, Naghizadeh & Darabi (2015) considered that English subtitled videos help learners to keep information in their minds and apply them easier later.

For the third item, Observing English videos with English subtitles encourage me to learn the language for my future profession, most participants agreed with this statement and only very few disagreed. The involvement of the target language outside the class is quite limited, so learners need to listen to the videos often to learn expressions and terms used in the tourism sector. In this regard, a study conducted by Violeta and Darja (2015) reveals that the majority of ESP teachers see the effectiveness of using video for the development of English skills. Similarly, another study conducted by Buil-Beltrán (2018) demonstrates that subtitling tasks in ESP classes help students to develop their listening and reading skills. Additionally, the author maintains that subtitle videos enhance ESP students to improve the comprehension of documents and dialogues for their future professions. Incorporating written material connected with spoken material improves comprehension and information recall. When the aim of the activity is comprehension and recall, spoken and written text needs to be available (Diao, Chandler, and Sweller 2007).

The responses for the fourth item, in my opinion observing videos in English with subtitles, make more natural to learn vocabulary and expressions related to my career, reveal that most participants agreed with the statement. The exit profile of student majoring in Hotel and Tourism at this state university requires students to be able to communicate in a foreign language. In this case, learners need to be able

to function effectively using the target language in a tourism context. Concerning this item, a study conducted by Washang (2014) indicates that subtitle videos enhance reading skills, which also develops vocabulary. The aim of videos, according to this author, is to improve vocabulary acquisition in ESP language students.

Concerning the fifth item, English videos with English subtitles have helped me to communicate in the foreign language, most participants agreed, and only a minority disagreed. Many students have not had the opportunity to travel abroad or do not often listen to English music or videos; consequently, they do not have experience with the target language. In this respect, a study conducted by Kozhevnikova (2014) considers that the experience of English outside the classroom is essential when the opportunity to be exposed to the target language is little. For this reason, the role of the teacher is to choose cultural information and authentic material for learners to improve their intercultural communication. Moreover, the use of subtitled videos, help L2 students to improve their communication skills by combining Task-Based Learning (TBL) with a subtitling task in an ESP class.

Most participants agreed with the sixth item that states, the English videos increase my vocabulary knowledge that I need for my professional life. The teacher at this university presents to learners the vocabulary related to a tourism topic from the textbook, and then show them the real context in which they are used through watching a video. In this regard, according to Suparmi, Cahyono & Latief (2017), subtitle videos enable students to hear English authentically and to observe the spelling of English words. Thus, a study conducted by Bal-Gezegin (2014) reveals that the use of videos develops the learning of vocabulary instead of using only printed or audio material.

Finally, with regards to the last item that states, the videos present the vocabulary as they are used in a real situation, the majority of the students agreed with this affirmation since not only they are learning the vocabulary from didactic purpose resources, but also authentic means. About this last statement, Kozhevnikova (2014) maintains that authentic videos demonstrate what happens in a non-ELT situation. In this way, authentic videos show learners how to use the target language authentically.

According to the results obtained from the open-ended questions (Table 3), it is worth mentioning that not all the 29 participants answered these questions; however, the author considered some of the answers as particularly significant for the present study. In this regard, from these answers, three categories were originated. These categories correspond to positive aspects, aspects to be improved, and other considerations. The following lines discuss the most critical codes generated from each category.

Within the positive aspects, most participants considered that the use of subtitle videos enhance the learning of new words. In this respect, the narration gets into the ears for the learner to choose some of the terms to promote processing in the verbal channel, organizes the words into a cause and effect chain, and associates it

with the concrete material and experience. Animation gets into the eyes, for the learner to choose some of the images to improve processing in the visual channel, arranges the images into cause and effect chain, associates it with the verbal material and experience. The cognitive theory of multimedia learning demonstrates that the cognitive process takes place more efficiently when the student has an image and verbal depiction in working memory at the same time. As a result, instruction that promotes these processes leads to meaningful learning (Mayer and Moreno, 2002).

Nowadays, most teachers from this university use only textbooks or printed material to teach students new terms, making the learning process meaningless and mechanical. The results of a study conducted by Bava Harji, Woods, Alavi (2010) demonstrated that students who watched subtitled videos did better in vocabulary tests than the ones who watched the videos without subtitles. Another study considers subtitled videos as a useful technique to develop vocabulary in Iranian EFL students. The participants were divided into three groups: Bimodal, Persian, and no subtitle. The outcomes show that learners from the bimodal subtitling group increased the learning of new terms. Participants in the Persian subtitling and no subtitle groups were less active than bimodal subtitling (Naghizadeh & Darabi, 2015).

Another positive aspect that participants mentioned the most about the use of subtitle videos is the improvement of pronunciation. In this regard, most teachers from this university are not native speakers of English, so English subtitle videos are a good mean for students to listen to the real pronunciation of native speakers. Videos are a valid resource to develop pronunciation (Washang, 2014). Similarly, through subtitled videos, learners listen to foreign language authentically and learn the pronunciation of words as well as their meaning (Suparmi, Cahyono & Latief, 2017).

Within the aspects to be improved, six learners mentioned that subtitled videos make comprehension difficult. For this reason, previous information is significant for processing current information. This information must be kept either in working memory or continue to be accessible during the presentation. The animation is valid as long as transience is ameliorated. A learner controlled, pause/play mechanism, and a tracing mechanism is proposed to ameliorate animation transience (Ng, Kalyuga, and Sweller, 2013).

Another way to improve the comprehension of subtitle videos is by watching them repeatedly to learn the meaning of words and expressions (Etemadi, 2012). Reading three-line subtitles is a different technique to enable comprehension of subtitled videos since it has been found that they produce a higher cognitive capacity of learning new terms (Szarkowska & Gerber-Morón, 2019). A tool that enhances comprehension of this type of videos is the use of voice which engages learners with videos naturally and effectively. According to the participants of a study, a voice enables learners to learn the correct pronunciation of words and the situations in which the phrases are used (Culbertson, Shen, Jung, and Andersen,

2017). Technological innovation to develop the foreign language poses a significant advanced that will enhance learner's comprehension in the long run especially if they had not had, in the majority of cases, the chances to be involved with the language authentically.

Regarding the aspect of other considerations, four students commented that English videos are not watched often. Consequently, learners should be exposed to the target language frequently if they do not have the opportunity to be involved with it regularly. The focus of instructors, in this respect, is to choose cultural information and authentic material to improve their intercultural communication (Kozhevnikova, 2014).

Another comment within other considerations is that 3 participants perceived that subtitled videos are valid if they relate to tourism. This perception implies that learners feel encouraged to learn a language when it appeals to their interests. Following this opinion, Kozhevnikova (2014) acknowledges the significance of authentic videos to show a situation that is not ELT. Through Authentic videos, learners use the target language in contexts that encourage them to increase cultural knowledge (Kozhevnikova, 2014).

Conclusion

The present study was an exploratory research that employed a qualitative method of study and a systematic literature review that determined two aspects. The first aspect is related to the benefits of using subtitled English videos in a context where there is no practice of the target language outside the classroom.

In this regard, within the category of other considerations generated from the open-ended questions, participants mentioned that English subtitled videos are valid as long as they relate to tourism. For this reason, Kozhevnikova (2014) contemplated that English subtitled videos are beneficial when there is little opportunity to be exposed to the target language outside the classroom. In this respect, the use of subtitle videos helps students in a non-ELT situation improve their communication skills by joining TBL with a subtitling task in an ESP class.

Concerning the close-ended multiple-choice questions, it is observed that for the third item that refers to Observing English videos with English subtitles encourage me to learn the language for my future profession, most participants agreed with this option. The cognitive theory of cognitive multimedia learning demonstrates that the cognitive process takes place more efficiently when the student has an image and verbal portrayal in working memory simultaneously. As a result, instruction that promotes these processes results in meaningful learning (Mayer and Moreno, 2002).

Accordingly, Violeta and Darja (2015) maintain that most of ESP teachers perceived the benefits of using subtitled video to improve English skills. Respecti-

vely, Buil-Beltrán (2018) acknowledged that subtitling tasks in ESP classes help students to develop their listening and reading skills. The author also considers that English subtitled videos improve ESP students to develop the comprehension of documents and dialogues for their future professions.

Another factor connected with the first aspect that was analyzed in the present study was that numerous participants perceived that subtitled videos improve pronunciation in a context where there is little opportunity to practice the target language. The findings of Washang (2014) maintain that videos are a practical resource to improve learners' pronunciation. Likewise, subtitled videos allow learners to listen to foreign language authentically and learn the pronunciation and meaning of words (Suparmi, Cahyono & Latief, 2017).

The effectiveness of using subtitled videos to increase vocabulary was also observed in the majority of participants who agreed with the fourth item, in my opinion observing videos in English with English subtitles make more accessible to learn vocabulary and expressions related to my career. Similarly, most participants agreed with the sixth item that states, English videos increase my vocabulary knowledge that I need for my professional life. In this regard, according to Suparmi, Cahyono & Latief (2017), subtitled videos enable students to listen to English authentically and to observe the spelling of English words. Thus, a study conducted by Bal-Gezegin (2014) reveals that the use of videos develops the learning of vocabulary instead of using only audio material.

In connection to the aspects to be improved from using subtitled videos, we observed that most participants mentioned in the open-ended questions that they make comprehension difficult. However, using a pause/play feature to allow information to be visually available on-screen (Ng, Kalyuga, and Sweller, 2013); watching subtitled videos repeatedly (Etemadi, 2012); reading three-line subtitles (Szarkowska & Gerber-Morón, 2019); and using voice (Culbertson, Shen, Jung, and Andersen, 2017) are recommended ways to develop comprehension.

Finally, another perception in connection to the second aspect analyzed in this study regarding other considerations from the use of subtitled videos; we observed that in the open-ended questions most participants commented that they are useful if they relate to tourism. In like manner, for the third item of the closed-ended question, most participants agreed with the statement Observing English videos with English subtitles encourage me to learn the language for my future profession. To support these perceptions, a study conducted by Buil-Beltrán (2018) reveals that subtitle videos enable ESP students to improve the comprehension of documents and dialogues for their future professions.

Another consideration that students mentioned in the open-ended question is that English videos are not often watched. In this respect, teachers should concentrate on choosing cultural information and authentic material to develop their intercultural communication (Kozhevnikova, 2014).

To conclude, the findings of this study demonstrated that most of the students are in favor of watching English subtitled videos because they present the vocabulary authentically, improve pronunciation, and learn new words. Even though some mentioned that they make comprehension difficult, previous studies revealed effective ways to improve it. The present study dealt with a topic not explored enough by the professors at the state university where the research was conducted, and it fulfilled a research gap to innovate ways to teach vocabulary in ESP students. Further research is recommended to analyze speaking skills development through tasks that follow the principles of cognitive load and multimedia learning theories.

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