

SUBTITLED ANIME VIDEOS FOR THE RECOGNITION AND INTERNALIZATION  
OF ENGLISH VOCABULARY IN A GROUP OF TEENAGERS FROM AN ENGLISH  
PROGRAM IN RIONEGRO

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## CONTENT

ABSTRACT	6
1. LITERATURE REVIEW	7
2. STATEMENT OF THE PROBLEM	11
3. JUSTIFICATION	13
4. RESEARCH QUESTION	15
5. OBJECTIVES	15
5.1 General objective	15
5.2 Specific objectives	15
6. CONCEPTUAL REFERENCES	16
6.1 Foreign Language Vocabulary	16
6.2 English Subtitled Anime Videos	16
6.3 Vocabulary Recognition	17
6.4 Vocabulary Internalization	18
6.5 Foreign language learning	18
7. METHODOLOGY	20
7.1 Case Study	20
7.2 Ethical Considerations	21
7.3 The procedures	21
7.4 The Participants	26
8. RESULTS	28
8.1 Categorical Group 1, Recognition and Internalization	29
8.2 Categorical Group 2, Motivation and Participation	31
8.3 Categorical Group 3, Ss' Opinions	33
9. DISCUSSION	35
10. CONCLUSIONS	37
11. BIBLIOGRAPHY	39
12. APPENDIXES	42

## TABLES INDEX

Table 1: Lesson plan example	23
Table 2: Course Outline	24
Table 3: Vocabulary Knowledge Scale proposed by Wesche and Paribakht (1996).	25
Table 4: Scoring categories of the VKS	25

## GRAPHICS INDEX

Graphic 1: References in all categories. Source Excel.	28
Graphic 2: Vocabulary recognition and internalization. Source NVivo.	29
Graphic 3: References for motivation and participation. Source NVivo.	31
Graphic 4: References for Opinions. Source NVivo.	33
Graphic 5: VKS Analysis. Source Graphic Generator.	34

## ABSTRACT

This paper aims to describe how subtitled anime videos could be used in educational contexts to help students in the recognition and internalization of English vocabulary in a foreign language learning context. Based on previous investigations conducted by several researchers in other contexts with the same purpose of teaching a foreign language through subtitled videos, a research question emerged: What is the role of using subtitled anime videos in the recognition and internalization of English vocabulary in a group of teenagers from an English program in Rionegro? And to answer such a question, a qualitative research approach was implemented with the help of a focus group. The population was a group of twelve teenagers from an English program with an A2 level (CEFR), which agreed in meeting once a week during seven class sessions in which there was always a non-participant observer. The use of this data gathering instruments allowed the recollection of information for the findings and for the making of the data analysis. Eventually, the participants and the researchers' perception on the use of subtitled anime videos as a strategy to recognize and internalize vocabulary was that it helped to increase recognition more than internalization of vocabulary.

**KEYWORDS:** Vocabulary Recognition, Vocabulary Internalization, English Subtitled Anime Videos, Foreign Language Vocabulary, Foreign language learning.

## 1. LITERATURE REVIEW

Several researches have been conducted to explain how educational subtitled videos can become beneficial for foreign language learners. This research sought to describe not exactly educational subtitled videos, but anime subtitled videos that can serve as educational strategies and how they help students recognize and internalize vocabulary. For this purpose, three research works have been chosen to be the pillars of the actual research project. They provide the reader with relevant information about various experiments using audiovisual content that some authors have carried out in the last five years, showing the methodologies and procedures they followed and the conclusions they arrived at. It was tried to find local research works for the sake of this study, but there was no luck in finding.

The first one is a research study carried out by Birulés-Muntané and Soto-Faraco (2016) called *Watching Subtitle Films Can Help Learning Foreign Languages*. The purpose of this study was to test the potential learning effects from watching subtitles media on a group of Spanish students of English as a foreign language.

Before starting with the experimental sessions, all participants took a twenty-minute “face2face written placement test” from Cambridge University which was meant to assess their English level objectively. This group of students was exposed to a series of sessions where all the participants watched the first episode of the 2010 British series ‘Downton Abbey’ with English subtitles or Spanish subtitles, or none of them. All participants took a listening and vocabulary test before and after watching the episode and a plot comprehension test only after the episode. Also, in the listening test, the participants were asked to fill in 24-word gaps interspersed within a 180-word text (the 180-word excerpts were taken from a dialogue from episode 2 of the same series), while they heard the same spoken fragment twice, including the words corresponding to the gaps. The test items were counterbalanced and measured through mixed-design ANOVAs.

Also, they ran a vocabulary test consisting of 15 definition-matching items that were meant to check if there had been passive acquisition of new words. Finally, in the post-test phase, additionally to the listening and the vocabulary test, the participants were asked to respond to 8 comprehension questions about the story they were watching in order to rate their level of attention and comprehension of the episode.

In the results they encountered, it was evidenced some improvement in listening scores of ESL speakers, after watching a TV episode in English, with English subtitles (17% increase vs. 7% for no-subtitles and 0% for Spanish subtitles condition). This supports that subtitles in the original language can be highly potential when trying to connect the speech sounds, so English learners can attune to English sounds in a more efficient way.

Moreover, the second study was conducted by Pisarenko (2017), the performer of the research attempted to investigate the effectiveness of audiovisual technology as a teaching method; and the degree of knowledge acquisition of the language content proposed to students.

The researcher based the work on the interdisciplinary approach, which focuses on the integration of knowledge and achievements of different sciences.

First of all, they had a preliminary work with the students, in which they were informed about the name of the film and asked to come up with some assumptions such as common phrases and possible characters that they might find in it. Then, the necessary lexical material for an adequate comprehension of the film was introduced to them by the demonstration of each part of the film, and special attention was given to phraseological units. Before starting to watch the film, the students could ask any questions they might have. After that, the students were asked to answer a series of multiple-choice questions, arrange phrases according to the film plot, associate real-life events to the ones in the film, choose one correct option out of the phrase continuation, etc. Once they were done with this, the



teacher began the discussion, trying the best to get the students familiar with the concepts seen in the film and relating them to their real context.

As a result, a significant improvement was observed in the acquired knowledge of a foreign language and Audiovisual Technologies (AT) were perceived to be effective in teaching foreign languages. AT were perceived to facilitate students' knowledge acquisition and stimulate active learning. Moreover, foreign language training based on AT influence students' performance and should play a leading role in the communicative competence formation and development.

Eventually, the third study was conducted by Yee-Han Chan, Ngan-Ling Wong and Lee-Luan Ng (2017) in a Japanese foreign language classroom at a Malaysian university, where it was offered a ten-week Japanese as Foreign Language (JFL) course in which anime was the main tool for teaching Japanese. They cited Manion (2005), who found that students' motivation was bigger mostly in the youngest because they associated learning Japanese with understanding anime.

The researchers took the approaches suggested by Robinson (2007) to carry their ten-week course named "Learning Japanese Language and Culture through Anime" that was designed to use anime as the main tool to teach the language. However, the class was not just watching anime, but also analyzing it with special emphasis on phonological and lexical components of language in order to reinforce the awareness of students in those linguistic aspects, as well as to be able to practice them. By this way, the teacher had an intention for each episode they watched, and the student became an active viewer. For instance, in one of the lessons they learned about workplace conversations; in this topic it was included the formal language and some vocabulary such as professions. They also had a review lesson every two classes for practicing the language learned in the two previous lessons by repeating

some scenes and doing some exercises such as repeating words or sentences. Additionally, in this lesson they had follow-up discussions to talk about the process and students' progress.

The collection of the data was done using two methods, the first one was collecting the students' learning diaries and the other was a group interview with the participants in which they were asked about the course and the effectiveness of the use of anime to learn JFL, their motivation, the sense of prejudice, etc.

They concluded that giving a place for anime in the Japanese language classroom means to open a new door for educators to connect with the students and deepen understanding about the students' learning experiences by using anime as a language and culture learning tool.

There have been some researchers that have investigated about this topic, but until today, there are just some studies developed that can state the usefulness of anime or audiovisual media at the moment of teaching or learning a foreign language in terms of vocabulary recognition and internalization. Hence, this study aims to analyze how recognizing and internalizing vocabulary may be influenced by the use of anime as a strategic exercise for learners of English language in public institutions.

## 2. STATEMENT OF THE PROBLEM

Nowadays, the importance of recognizing and internalizing vocabulary has become a priority for foreign language learners since it allows the fluency of all the linguistic components in language use. The importance of it can be reflected in Richards's words who says, "No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary" Richards (2000). In this sense, vocabulary is set as an essential tool for the understanding of the multiple expressions of language and the creation of the same, since without this, it is not possible to give any meaning to the language.

Currently, there is a bilingual program in the municipality of Rionegro called Rionegro Bilingüe. This plan seeks to transform and strengthen the management of a foreign language (English) in students and teachers in this municipality. This program, where the current study was implemented, has a core goal; educating people who learn and who teach English for specific purposes. The language level demanded for students is measured by the Common European Framework (CEFR), the educational policies of the municipality and the leveling suggested by the guidebooks with which they work within each group depending on their own language level. For diagnosis, they have references such as: results of tests SABER 3°, 5°, 9° (2015), and 11° (2015), results of performance evaluation 2015, analysis of Institutional Improvement Plans 2015, and diagnosis made directly by the municipality.

The accelerated changes brought about by postmodernity forced us to rethink what kind of subject is required at schools, but not without first thinking about what kind of teacher that subject requires, since schools face students who are increasingly more informed, critical, innovative, creative, dynamic, and connected to the world. For this reason, strategies such as videos, games and another kind of ICT content in the classroom are gaining ground in the classroom as fast as their benefits are known by academic public. For instance, some

teachers, and even students consider that the fact of attending a class or using ICT in the classroom for better learning process are the key to learning a language successfully.

Based on the aforementioned, this research project focused on vocabulary recognition and internalization when learning a foreign language in a group of students.

The participants are teenagers, and to achieve this study's goals, an audiovisual strategy called Subtitled Anime Videos was proposed, implemented and analyzed. The guiding question is: What is the role of using subtitled anime videos in the recognition and internalization of English vocabulary in a group of teenagers from an English Program in Rionegro?

This project was carried out with a group of teenagers who were attending an extracurricular English class. Indeed, all these students came from different public institutions of the municipality of Rionegro, Antioquia; in both rural and urban areas. Most of these students were benefited by a scholarship given by the municipality to a certain number of students. All of the students were teenagers from thirteen to fifteen years old. The group was composed by eight female and four male students.

The attendance to class was only on Saturdays from 8:00 AM to 12:00 M in a public institution of Rionegro. Furthermore, the curriculum implemented was the one suggested by the course in which they have been implementing the National Geographic series of textbooks called Impact 2, including a student book, a workbook and an online platform for all the students.

### 3. JUSTIFICATION

The results obtained through this project will be highly useful to several educational contexts and will certainly contribute to the improvement of three main aspects of great relevance in the Colombian teaching field; such as the context in which the research will be held, our teaching methods as future EFL teachers and the field of teaching and learning of foreign languages in Colombia.

The findings of the project Subtitled Anime Videos in English for the Recognition and Internalization of English Vocabulary directly benefited a group of students of a bilingual program, where the study was conducted due to the following reasons: first, through this study, it was contributed to the English vocabulary level and allowed a diagnosis in which both, teachers and students, were aware of the improvement regarding the English vocabulary level in the classroom. Second, this strategy to teach English was implemented to allow students to recognize and internalize English vocabulary in their particular point of view, which allowed their autonomy to foster their own learning process. Besides, they had an approach to several world cultures.

In addition, thanks to this project, the English teachers were able to rethink critically about their teaching strategies to strengthen and transform the standard schemes in the English area in relation to recognizing and internalizing vocabulary. This strategy was a bilingual proposal from didactics and pedagogy to motivate young people to study the language in a fun way that could suit students' tastes and that allows teachers to reflect on their own teaching practices.

On the other hand, this project was beneficial for us as pre-service EFL teachers, and researchers because, at first, the researchers could verify if the implementation of the strategy they used at the university to improve their own vocabulary English level works with a group of teenagers, as well as ventured into a research area that not only combines the teaching of

English through audiovisual tools, but has the power to promote global cultural awareness in young minds. This is how throughout this research we had the chance to think critically about our future teaching practice to innovate and improve every day, bearing in mind that the population where teachers will teach can vary from age and social context, and new teachers better be prepared for this.

In this sense, this project gives a broader perspective on the recognition of vocabulary and the importance of giving students tools for their autonomous learning process and how to enable them to improve their English skills.

Eventually, the findings in this research contributed to the field of teaching and learning foreign languages with valuable inputs as it combines cultural elements with teaching strategies for the sake of young English language learners. Also, during the documentary search done, it could be realized that few studies had been conducted about the use of anime for the improvement or recognition of vocabulary in the area of English, and for this reason as well, it is wanted to leave a report that serves as a reflection on this strategy for teaching English in educational institutions compared to traditional methodology, thus this study can be useful for future researchers who want to focus their interests into this subject.

#### 4. RESEARCH QUESTION

What is the role of using subtitled anime videos in the recognition and internalization of English vocabulary in a group of teenagers from an English program in Rionegro?

#### 5. OBJECTIVES

##### 5.1 General objective

To describe the role of using subtitled anime videos to allow recognition and internalization of English vocabulary in a group of teenagers from an English program in Rionegro.

##### 5.2 Specific objectives

To identify subtitled anime videos that can allow the recognition and internalization of vocabulary.

To analyze the subtitled anime video strategy for recognizing and internalizing English vocabulary.

## 6. CONCEPTUAL REFERENCES

In order to give a context to the purpose of this study carried out, it was decided to use the following terms: English Subtitled Anime Videos, Foreign Language Vocabulary, Foreign Language Learning, Vocabulary Recognition and Internalization. These terms are going to be exposed below.

### 6.1 Foreign Language Vocabulary

The process of learning a foreign language has many aspects that have to be considered by the foreign language learner. For example, when a learner is trying to communicate using the target language, orally or written, one may want to have well-structured phrases and sentences, acceptable grammar and understandable pronunciation. However, there is one thing that all these aspects have in common; vocabulary. Vocabulary is defined by Lessard-Clouston “as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning the way individual words do” (2013, p. 2). Also, Ching-yi Lin says that “vocabulary is primarily understood as a body of words used in a particular language, or in a particular sphere, or at a particular point of time” (Lin, 2009, p.7). Moreover, Cambridge Dictionary (2019) claims that vocabulary means: all the words used by a particular person, or all the words that exist in a particular language or subject. Basically, language cannot function without vocabulary, and the mere purpose of vocabulary is to give life to the language in all its forms.

### 6.2 English Subtitled Anime Videos

Anime is often correlated and compared to the concept of cartoon, but it certainly is much more different than it is thought. According to Napier, “Anime works include everything that Western audiences are accustomed to seeing in live-action films, romance, comedy, tragedy, adventure, even physiological, probing of a kind of seldom attempted in



recent mass-culture Western films or television.” (2005, p. 6) The anime has no specific context due to its variety of topics, so the content can be used in any context, finding the right genre and people's preference. Subtitled anime videos as support become an advantageous element when acquiring vocabulary since they integrate two elements in the codification of senses in our brain. One is the image and the other is the word, likewise, the combination of these elements give context and meaning to the new words that are internalized. For Danan,

The audiovisual materials help improve important skills that means that audiovisual materials enhanced with captions or subtitles may function as a powerful educational tool in many ways. For example, (1) they improve the listening comprehension skills of second/foreign language learners; (2) facilitate language learning by helping students visualize what they hear and (3) increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing (2004, p. 67).

In this way, in many occasions when relating the sound and meaning of a word to an image, greater remembrance is created and whoever learns this new word tends to remember it by evoking the images that gave it context. It is for this reason that subtitles are powerful instructional tools in learning vocabulary with an objective learning public. Meanwhile, it is really important for the teaching practice and the learned meaningful vocabulary, which can be ambiguous when they are isolated. That is how “subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone” (Bava, Charles, & Kamal, 2010, p. 2) and therefore viewers are able to keep messages more easily in their long-term memory throughout this process, becoming familiarized with the encountered words.

### 6.3 Vocabulary Recognition

Taking into consideration that vocabulary plays a vital role in language since through it, students can pose sentences with meaning that can be understood. It can be said that in the

process of production and interpretation of language, recognition of vocabulary is a key instrument for more effective use of all the elements of language; this is how recognition of vocabulary becomes a key part of this study as it forms the fundamental basis of its meaning. The process of vocabulary recognition begins with the identification of a specific term and ends with the use of it.

Vocabulary recognition consists of two important parts, which are expressed by Marslen-Wilson (n.d.), the input process at the moment of recognition and the context in which a specific word is immersed. In this way, vocabulary recognition facilitates two important processes; firstly, it improves the ability of reading and listening strategies, and secondly, it helps to recognize the specific context in which certain words can be used.

#### 6.4 Vocabulary Internalization

Internalization, stated by the British Council in their web page for teachers, Teaching-English, Internalization “is the process of learning something so that it can be used as the basis for production. Once language is internalized, it can then be retained and retrieved when needed for communication” (British Council, n.d.). For instance, a student is learning some vocabulary related to a topic, he or she knows that the vocabulary that he or she is learning is important to communicate a message to someone. Then, the student performs some activities in order to internalize and retain the vocabulary, and at the moment of producing, he or she is going to retrieve that vocabulary and use it effectively to share words with somebody.

#### 6.5 Foreign language learning

According to Evans, the foreign language learning impact on the era of digital revolution has strong potential of the medium for school learners of languages through Computer-Mediated Communication (CMC).

The potential of this medium for school learners of languages is the strongest in the extent to which it provides contexts and perspectives of learning which represent alternatives to the conventional classroom framework of teacher + class that prevails in most schools (2009, p. 117).

Furthermore, the researchers conceive this impact as the greatest possibility of learning foreign languages in times when one can walk in the street and see almost all people around using their smartphones, laptops and technological devices. Moreover, based on our teaching and learning experiences, students tend to have their phones handy all the time, then, teachers have to use that phone power for their benefit and their students.

## 7. METHODOLOGY

This section describes how this study was carried out. It explains the type of research implemented and the participants involved in the process. Also, it reports the data gathering methods and how information collected was analyzed as well as the ethical considerations taken into account in the process.

This study followed a qualitative research approach as it investigates a phenomenon of how a group of students, for whom the English subject is mandatory in their schools, attempts to learn English by attending an extracurricular English class in an English program that was promoted by the mayor's office of their municipality. This research seeks to expose a wider understanding of the main problematic through exploration of the strategy of anime subtitled videos. The research team decided to use this type of content taking into account their mutual interest, making of it a simply and attractive way of approaching students.

In addition, Creswell (2012) claims that qualitative research is the development of an elaborate understanding of a main problematic through its exploration. Additionally, Bodgan and Biklen (2005) affirm that in qualitative studies; "the data collected take the form of words or pictures rather than numbers" (p.5). Taking into consideration the aforementioned, it was decided that the most accurate method for achieving the objectives of the study is the descriptive case study, since it allows the researchers to go deeper in their proposal of using anime subtitled videos in the classroom to facilitate vocabulary recognition and internalization. The following paragraphs present a description of case study and the procedures.

### 7.1 Case Study

A case study is one of several means of conducting social science research (Yin, 2003). In other author's words, "the case study method is a kind of research that concentrates on one thing, looking at it in detail, not seeking to generalize from it" (Thomas, 2011). The

case study method was chosen because the objective is to broaden and generalize the theoretical proposals of learning a foreign language by researching the use of anime in a high school context. The research strategy of the case study provides a methodological framework for conducting research studies of mixed methods in the social sciences (Merriam, 1998; Yin, 2003). In this particular study, a context with a group of teenagers, along with the implementation of videos, is hypothesized to impact the experiences of both instructor and students. The case study method offers an integrated and structured approach for a more holistic and descriptive outcome. Case study research can be based on any mix of quantitative and qualitative approaches. Typically, it uses multiple data sources including two or more of: direct detailed observations, interviews, and documents, and they can involve single or multiple cases (Rowley, J. 2002). As a research method, this approach supports the collection and analysis of qualitative data from documents, classroom observations, open and structured group interview mode meeting with students (a focus group) helping to describe the perceived impact of the use of this educational strategy (anime) on instructors and students.

## 7.2 Ethical Considerations

Regarding ethical issues in this study, participants and their parents were informed about the implementation in which they were going to be, and having the consent form signed by their parents, the implementation could begin. Also, the researchers took into consideration the protection of the participants' identity by using nicknames and numbers when reporting the data collected (see appendixes 1 & 2). Participation was always volunteer, never mandatory.

## 7.3 The procedures

The class agreed in meeting 1 time per week until 7 sessions were completed in two months, using different anime series and activities at three stages that will be described below:

*Pre-watching stage:* A warmer activity that prepared students for the following activities by evoking previous knowledge.

*While-stage and Active viewing:* To watch a specific scene or episode of an anime paying extra attention to the target vocabulary proposed in the pre-stage, as well as extracting as many sentences that contained the target vocabulary in order to socialize them later.

*After-stage:* This stage had several kinds of activities such as: *Writing exercise:* An exercise in which students had to write something on their own related to the vocabulary they just saw in the anime scene (a paragraph, summary, sentence, fill in the gaps, brainstorming and discussion, etc.). *Roleplays:* where students acted based on situations taken out from the episode seen. *Kahoot Game:* where students teamed up and answered to series of questions regarding the topic and target vocabulary worked through their phones.

*Target Vocabulary:* By this term, the researchers meant the vocabulary proposed in the pre-stage, which was always taken out from the chosen anime episode and presented at such stage. It was basically a set of ten to twelve (10-12) words that were related to the topic of the class. An example of all this is:

Class & Session: Adolescentes V - Session 7 Date: November 2 Teacher: Jhonatan Marulanda Morales Estimated Time: 1 hour Topic: Simple past - regular and irregular verbs Objectives: ⇒ To analyze the subtitled anime video strategy for recognizing and internalizing English vocabulary. ⇒ To reinforce the recognition of vocabulary related to “regular and irregular verbs in simple past” in written and oral language.		
PHASE	ACTIVITIES	RESOURCES
Before: 20 minutes	Warm-up: Ss will be in a circle. One of them will have a regular verb (in past) assigned. Then we will play a game. One Ss will have a ball and will throw it to the air while saying the verb (in past). Then, the possessor of the called verb will try to catch the ball.	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Laptop</li> <li>● Downloaded anime videos.</li> </ul>

	If they don't catch it in the air, they will have a penalization: Do 10 push-ups or spell a difficult verb in past: strengthened, standardized, revolutionized, besought... (beseech).	Anime: Assassination Classroom II: Episode 15: 12:35 to 23:00 & episode 16: from 00:00:00 to 15:35:00
While: 25 minutes	Active viewing: While watching Ss will take notes (in form of sentences that contain the target vocabulary) of the vocabulary they're working on, apart from actively watching.	
After: 25-30 minutes	Kahoot game: Ss will play this Kahoot game in order to summarize everything regarding the topic worked: <a href="https://create.kahoot.it/share/simple-past-regular-and-irregular-verbs/82e8cc84-00a2-4a2d-a41c-8f1fb6481590">https://create.kahoot.it/share/simple-past-regular-and-irregular-verbs/82e8cc84-00a2-4a2d-a41c-8f1fb6481590</a>	
Target Vocabulary	Enticed, developed, supervised, unnecessary, shine, entirely, almost, stylish, engaged, manage, cursed, when, solely.	

*Table 1: Lesson plan example*

The following table shows the content of the implementation.

<b>Number of Week</b>	<b>Anime</b>	<b>Topics</b>	<b>Classroom activities</b>
<b>Week 1 (Lesson 1)</b>	Summer Wars	Modal Verbs	- Quick introduction of the strategy - Matching exercise - Short writing
<b>Week 2 (Lesson 2)</b>	Ace Attorney. Episode 1	Facts & Opinions	Roleplay
<b>Week 3 (Lesson R2)</b>	Assassination Classroom. Season 2, Episodes 17 (complete) and 18; 00:00:00 - 00:17:46	Facts & Opinions Review	Group Debate
<b>Week 4 (Lesson 3)</b>	Naruto Shippuden: Episode 175	Used to and would	Write a short-story about what you used to do in the past and you no longer do?
<b>Week 5 (Lesson R3)</b>	Anohana: The Flower We Saw That Day: Episode 8	Used to and would Review	- Open questions at the beginning - What is your most precious childhood experience? Describe it in a short text
<b>Week 6 (Lesson 4)</b>	One Piece: Episode 35	Simple past - regular verbs	- Warm-up: connect the words - Kahoot game
<b>Week 7 (Lesson R4)</b>	Assassination Classroom II: Episode 15: 12:35 to 23:00 & episode 16:	Simple past - regular verbs Review	- Matching exercise - Kahoot game
<b>Week 8</b>	Focus Group		- Focus Group - Vocabulary Knowledge Scale Application

*Table 2: Course Outline*



For the achievement of the research purpose, the researchers decided to employ an adapted version of the Vocabulary Knowledge Scale (VKS) proposed by Wesche and Paribakht (1996). It was implemented at the end of the implementation sessions in order to have an approach on how much vocabulary the participants recognized and internalized during the process. According to Wesche and Paribakht (1996), the VKS is a generic instrument, in the sense that it can be used to measure any set of words. The scale is composed by five statements, each of them has an assigned number as shown in the following chart.

Valor	Descripción del valor
1	No recuerdo haber visto esta palabra antes.
2	He visto esta palabra antes, pero no sé lo que significa.
3	He visto esta palabra antes y creo que significa _____ (sinónimo o traducción).
4	Conozco esta palabra. Significa _____ (sinónimo o traducción).
5	Puedo usar esta palabra en una frase. Ejemplo: _____ (si haces esta sección, por favor haz también el punto 4).

*Table 3: Vocabulary Knowledge Scale proposed by Wesche and Paribakht (1996).*

This scale has its own scoring criteria also proposed by the authors. See the adjoining chart.

Self-report categories	Possible scores	Meaning of scores
I. →	1	The word is not familiar at all.
II. →	2	The word is familiar but the meaning is not known.
III. →	3	A correct synonym or translation is given.
IV. →	4	The word is used with semantic appropriateness in a sentence.
V. →	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

*Table 4: Scoring categories of the VKS*

Furthermore, in order to collect data, this study used two other instruments to collect data: they were, Teacher's Journal and Non-participant Observation. For both instruments, five previous categories were chosen to analyze the data; recognition of vocabulary, internalization of vocabulary, participation, motivation and opinions.

The first instrument was the teacher's journal, which served the researchers to record participants' behaviors, attitudes, motivation, and level of recognition and internalization of vocabulary during the implementation. Teacher's journal is defined by Belinda Ho and Jack C. Richards as

A common practice in teacher education programs, that is often used to promote critical reflectivity; the main goal of the journal writing is therefore to engage teachers in a deeper level of awareness and response to teaching than they would obtain by merely discussing teaching in terms of teaching procedures and lesson plans, by analyzing data, therefore, it is necessary to distinguish between levels of reflectivity in the teachers' journal entries." (1993).

The second instrument was a non-participant observation that helped the researchers identify the participants' behaviors, motivation, attitude, level of recognition and internalization of vocabulary and other external factors that were present at the implementations.

Under this kind of method, one watches or observes a phenomenon in which he is not taking part in the action. He contends further that "this method of data collection is generally employed when the researcher does not want to be seen to observe or interview for fear of probably changing the behavior of the persons he is trying to study (Cocodia, 2010, p. 3).

#### 7.4 The Participants

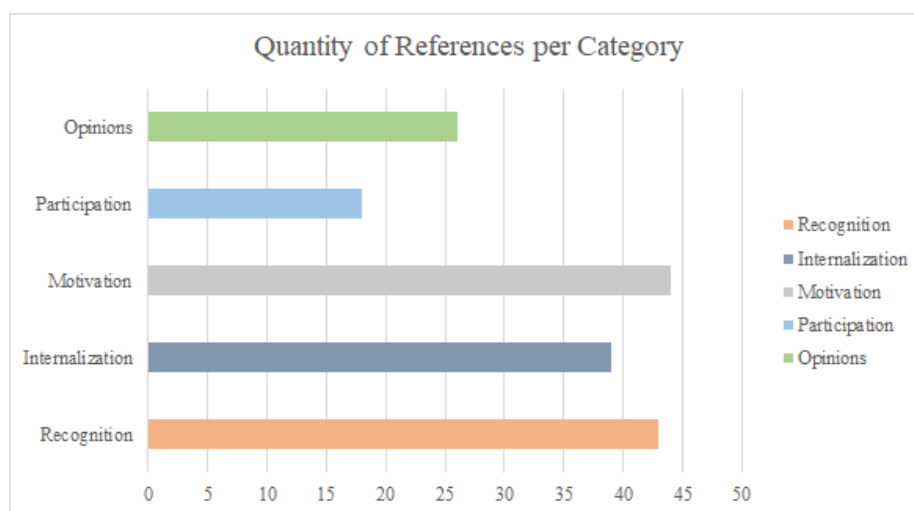
A group of high-school students from several public institutions that attend classes in an English program were taught English vocabulary using the subtitled anime videos strategy. In the group, there were 12 students that are around thirteen to fifteen years old, but

all of them are supposed to be in the same level. This bilingualism program welcomes students from all of the public institutions in the municipality; there are students from the urban and rural area, and the only requirements to enter this program are to be enrolled in a school and to be interested in learning English.

## 8. RESULTS

This section focuses on presenting the results of the data collected through the teacher's journal, the non-participant observations and the analysis of the VKS. This information is only about the process of using subtitled anime videos in a group of teenagers from an English program for the recognition and internalization of English vocabulary.

In order to proceed with the analysis of the data, some main previous categories were firstly established: Recognition, Internalization, Motivation, Attention and Participation. However, an extra category emerged during the analysis of the data: Opinions. The following graphic shows the quantity of references for each category. Notice that there is not graphic for "attention", since it was merged with the category "motivation".



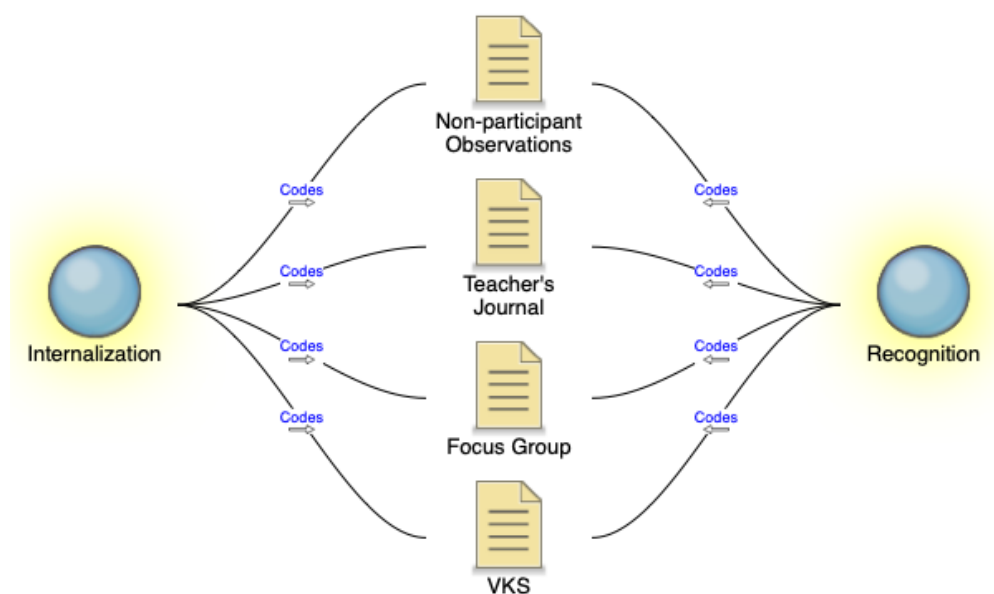
*Graphic 1: References in all categories. Source Excel.*

Graphic 1 shows the number of references obtained in each category from the implemented instruments and after the analysis with Nvivo 12.

Recognition and internalization were two of the largest categories. They were the only ones that got references from all the instruments (39 for internalization and 43 for recognition). The next largest category was motivation with forty-four (44) references. Participation and opinions were referenced in minor percentages. Participation took eighteen (18) references

obtained only from the teacher's journal and the non-participant observations, while opinions was only present in the focus group with twenty-six (26) references.

### 8.1 Categorical Group 1, Recognition and Internalization



*Graphic 2: Vocabulary recognition and internalization. Source NVivo.*

The graphic 2, shows the sources from which the information about recognition and internalization of vocabulary came. The category with the most quantity of references was recognition (as evidenced in graphic 1) with forty-three (43) total references, twenty-two (22) of them were taken from the focus group, seven (7) from the non-participant observations, nine (9) from the teacher's journal and the last one from the VKS analysis.

One of the factors evidenced was that students showed recognition of the vocabulary when they could use it to write short paragraphs and stories, also when they interacted among them; "They showed the recognition by writing a paragraph, most of them used the target vocabulary appropriately but there were three students that were stuck to write because they were not attentive during the stages" (Non-participant Observation Session 4, 2019).

Moreover, in the focus group it was evidenced that some participants expressed having recognized more vocabulary through the anime subtitled videos, as it was stated by

the student 3, “Considero que obviamente mejoró. En el anime, el vocabulario no es tan común y hay muchos términos desconocidos, por lo tanto, aprendes a expresarte mejor” (Focus Group, Student 3, 2019).

Additionally, the teacher reflected on some of the aspects he could analyze from his students and stated that “while the video and during the debate students showed recognition of the words seen by reacting and saying phrases related to the situations presented in the episode or scene: I disagree with killing, I agree with killing” (Teacher’s Journal Session 3, 2019).

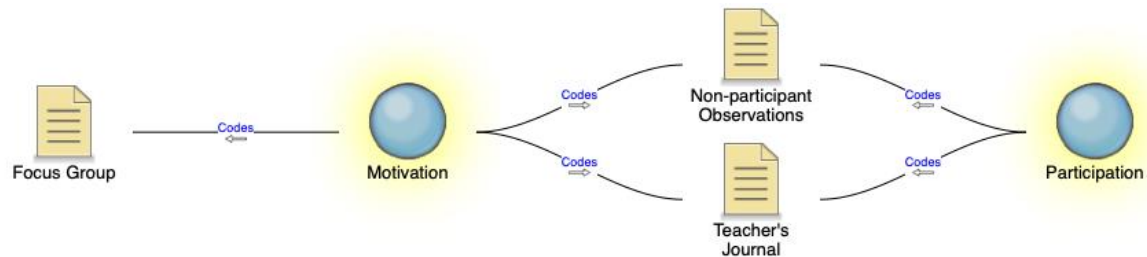
In contrast, the observer could detect that most of the participants recognized the proposed vocabulary, but there were three that did not, or as the observer stated, “most of the students used the target vocabulary appropriately but there were three students that were stuck to write because they were not attentive to the video” (Non-participant Observation Session 4, 2019).

In terms of internalization, the researchers could find thirty-nine (39) total references, ten (10) of them were taken from the focus group, seven (7) from the non-participant observations, twenty-one (21) from the teacher’s journal and one (1) from the VKS analysis. The most outstanding factor found about this issue was the statement of one of the students who said: “El hecho de que puedas entender un anime sin necesidad de subtítulos o traductor es genial, y te hace sentir autosuficiente e independiente, ya que no necesitas de otro para entender la caricatura que te guste” (Focus Group, Student 11, 2019).

Similarly, during the implementation it was noticed that the participants used the target vocabulary most of the time all along the post-stage. As presented by the teacher of the course, “at least ten out of eleven wrote well-structured arguments and said their answers out loud when the mediator allowed. There was even a student who decided not to take any side “kill or not to kill” (Teacher’s Journal Session 3, 2019).

Nevertheless, it can be voiced that not all the participants were totally engaged and using the target vocabulary. According to the observer, “almost all students were engaged (10 out of 12) and willing to work, most of them gave a clear description of the words that the teacher proposed in this stage” (Non-participant Observation Session 6, 2019).

## 8.2 Categorical Group 2, Motivation and Participation



*Graphic 3: References for motivation and participation. Source NVivo.*

Graphic 3 shows the contrast created by the categorial group composed of the categories Motivation and Participation. Two categories that were not main, but they had an important role in the study. Motivation received forty-four (44) references from the data collecting instruments: teacher’s journal (26), non-participant observation (16) and focus group (2). In this category the researchers perceived the factors that students had at the moment of the implementations such as; attention and disposition to be in the implementation in an active way. Therefore, a statement the researchers claimed in the data collected is that there was a good disposition and attention from the majority of participants, with only a few usual interruptions. In the observer’s voice:

Three of the students were not motivated at the beginning of the video, this because they did not understand, because of this they three began to take out their cellphones and to get distracted. The rest of the class was motivated and focused on the video; these ones were the ones that gave the best answers in the production task. These students were focused until the end of the video (Non-participant observation 1, 2019).

As the observer says, motivation depends on what the participants consider interesting and useful. It means that if the subtitled video is captivating or useful for them,

they are more likely to be focused on the active watching.

Nevertheless, there were times when motivation was indeed spotted in the whole class. The teacher says that “all participants showed great enthusiasm when the movie started. Some of them already knew and liked anime from previous experiences, some others had their first experience in anime” (Teacher’s Journal 1, 2019).

Participation was also a remarkable category in the data collected. It gathered eighteen (18) references in total: ten (10) from the teacher’s journal and eight (8) from the non-participant observation. In this category it was collected everything that related to the level of participation in the activities proposed for each session. In the Teacher’s words:

This fact was also well evidenced during this session since at least ten out of eleven (there was a student missing) wrote well-structured arguments and said their answers out loud when the mediator allowed. There was even a student, Student 11, who decided not to take any side “kill or not to kill”. She created her own category in which she was neutral, allowing her to create even more valid answers (Teacher’s Journal 3, 2019).

As the teacher mentioned, participation could be seen when student 10 says: “I would not kill them because I am not a murderer” or when student 11 voiced her position by saying that everybody commits errors and that those errors do not define if a person is good or bad” (Focus Group, 2019).

However, participation was reduced in some stages, especially when the subtitled anime video was not motivating to all the participants but to some only. As claimed by the observer,

In the pre and post-stages all students participated actively, their participation was significant, when they had a doubt it was meaningful for all of the classmates. The only moment in which there were four students distracted was in the while stage” (Non-participant observation 7, 2019).



### 8.3 Categorical Group 3, Ss' Opinions

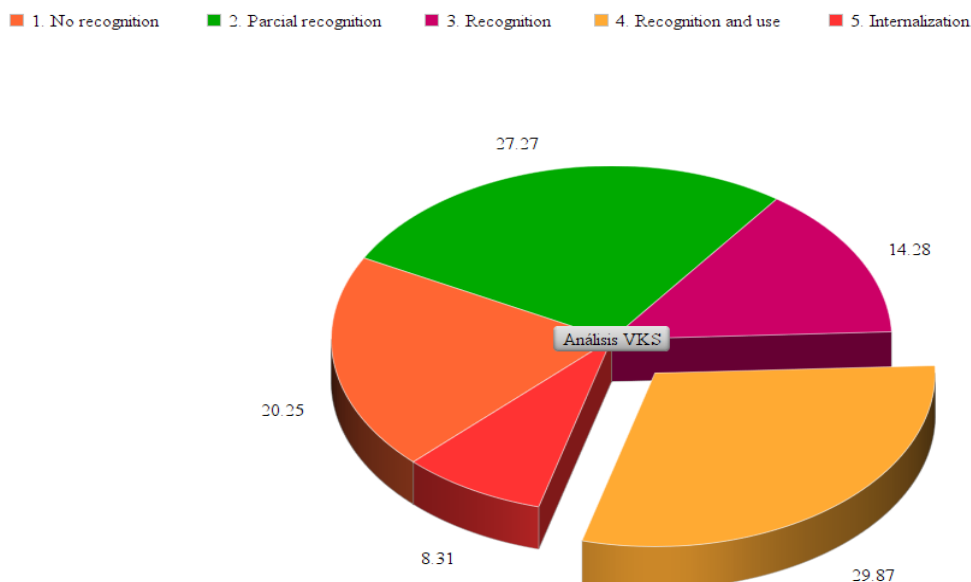


*Graphic 4: References for Opinions. Source NVivo.*

The previous graphic shows the sources that contained the references about students' opinions, the total amount of references on this category were 26 entries. The most remarkable one was one of the statements of the student 11, she says: “El anime es genial para aprender inglés, o un idioma... Al menos eso creo. Por ejemplo, si quieres aprender un poco de japonés y ya sabes inglés, es muy buena herramienta” (Focus group, student 11, 2019). In other words, this kind of content seems to be useful for this participant in terms of vocabulary recognizing and internalization.

Furthermore, when asking the participants about what they considered remarkable of the content, some of them agreed in liking some specific anime videos watched. In student 5's words: “Lo más representativo para mí fueron las historias tan cómicas, el vocabulario y el reading comprehension” (Focus Group, 2019).

On the other hand, some opinions showed a different perspective about the anime and its use for teaching a language, for example, student 5 stated “A mí no es que me guste mucho el anime, pero hay escenas en que me llaman la atención y las entiendo. Pero no me gusta casi” (Focus Group, 2019).



*Graphic 5: VKS Analysis, source Graphic Generator.*

The previous graphic evidences that students in 29.87% of cases were able to recognize the word but only in 8.31% of the words were internalized, being able to create through their use phrases with a correct use of the word.

Moreover, in 27.27% of the cases the students were able to remember a word but were not able to express its meaning. Likewise, in 14.28% of the cases the students had an approach to the meaning of a word and remembered having seen it and knowing its use.

Eventually, in 20.25% the words were not recognized by the students and they expressed that they had not seen them before.

Students do not demonstrate complete recognition of words, much less an internalization that allows them to use them in their context. This is expressed in their answers where some were erroneous when using a word in a sentence or incomplete because they were only classified under a number but were not assigned any example.

## 9. DISCUSSION

The main query in this research tried to answer what the role of using subtitled anime videos is in the recognition and internalization of English vocabulary in a group of teenagers from an English program in Rionegro. The findings demonstrated that the use of subtitled anime videos may be a motivating way to learn a language and recognize and internalize vocabulary, even if students do not like it completely.

The results of this study indicate that subtitled anime videos were perceived as an effective strategy for increasing the level of recognition and internalization in EFL learning, as well as for developing the personal vocabulary bank; Recognition was significantly higher compared to internalization, which was reflected in the post-video stages where the researchers noticed that the levels of motivation and participation were necessary to the implementation of the strategy. The use of anime videos in some cases promoted motivation to recognize and use new vocabulary in English.

Additionally, motivation could be affected by the fact that some participants liked the anime and others did not, “most of the students seemed to be motivated, but Student 1, student 9 and student 12 did not show that much motivation, they were speaking among themselves, writing and doing other things that were not related to the activity” (Non-participant observation 3, 2019).

Moreover, in a similar study conducted by Birulés-Muntané and Soto-Faraco (2016), not only comprehending oral and written vocabulary in listening improved significantly from the starting point to the end of the implementation with the use of subtitled videos. In the authors' words, “We found that listening performance improved significantly after watching the film with English subtitles” (p. 5). In the same study, the authors ran a mixed-ANOVA in which they did not find much improvement in recognizing vocabulary in subtitles, but interaction was an outstanding part in it “Regarding the vocabulary task, the mixed-ANOVA

showed no overall pre-post improvement (...), but the interaction was significant” (p. 5). This means that the subtitled videos improved listening skill much more than the vocabulary, showing success in the authors’ proposal: on the other hand, this study’s proposal showed that subtitled anime videos were effective for the recognition and internalization of vocabulary, but much more in recognizing than internalizing. This can be supported by the findings on the VKS analysis that shows a higher percentage of recognition (29.87%) than internalization (8.31%).

On the other hand, Pisarenko (2017) found that the “use of audio-visual technologies in foreign language training leads to quantitative increase knowledge acquisition factor that is expressed in qualitative increase of level of students’ communicative competence in foreign language.” (Pisarenko, 2017, p. 15). In the same way, in this study, it was found that students could recognize and internalize a significant vocabulary bank; An example of this is what student 11 stated “en el anime, el vocabulario no es tan común y hay muchos términos desconocidos, por lo tanto, aprendes a expresarte mejor” (Student 11, Focus group, 2019). From this we can say that students felt that their expression abilities improved thanks to the implementation of this strategy. Additionally, it can be noticed in the results from the VKS analysis, where the vocabulary recognition was the biggest category with 44.15% of words recognized and a 29.87 of words that students were able to use in real contexts.

Yee-Han Chan, Ngan-Ling Wong and Lee-Luan Ng (2017) anime was the main tool for teaching Japanese. They cited Manion (2005), who found that students’ motivation was bigger mostly in the youngest because they associated learning Japanese with understanding anime.

All the participants agreed that they could learn more about Japanese linguistics features such as men and women’s languages, plain and polite forms, phrases, vocabulary, and intonation by paying more attention to the anime dialogues. Furthermore, by using anime in the classroom, it intensified the effectiveness of language and culture learning because through

classroom discussions, students would become more aware of the language and cultural details that appeared in the anime they watched. (p. 100).

As it was found in this project, some students showed arguments that were similar to what Yee-Han Chan, Ngan-Ling Wong and Lee-Luan Ng found, but in terms of vocabulary more than in other linguistic features. For instance, in the focus group the student 11 claimed that in anime one might find a lot of unknown words that are not too common that help learners express ideas better: “considero que (...) en el anime, el vocabulario no es tan común y hay muchos términos desconocidos, por lo tanto, aprendes a expresarte mejor (Focus Group, 2019). In the same focus group, the student 8 stated that “el hecho de que puedas entender un anime sin necesidad de subtítulos o traductor es genial, y te hace sentir autosuficiente e independiente, ya que no necesitas de otro para entender la caricatura que te guste.” Finally, as stated in one of the specific objectives, it was evidenced that some of the anime videos were more appreciated than others by the participants. Also, it could be perceived that these videos had an important role at the moment of recognizing and internalizing the target vocabulary since the participants showed recognition and internalization of the target vocabulary from these sessions in the VKS form.

## 10. CONCLUSIONS

Admittedly, one could hardly draw any basic conclusions about the effectiveness of videos to facilitate internalization and recognition from this brief, preliminary effort to use subtitled anime videos in an EFL context. One cannot prove absolutely that this impact happened any more rapidly, or at the same frequency, as with other instruction methods. But as researchers, one might conclude that the approach tended to meet the most immediate goal of encouraging students to use and increase their vocabulary in the target language. Since it was recognized that most of them were highly engaged and were able to follow the narratives and get familiar with some terms of the vocabulary presented

during the videos. Most specifically, the students were able to use their oral and written language vocabulary skills to recall plot elements, contribute to video discussions and prevailing theme. Eventually, it can be claimed that the role of using subtitled anime videos in the recognition and internalization of new vocabulary is mostly encountered in terms of motivation, as this process is able to initiate experiences, guide them and finally conclude them, but of course, in a language learning perspective.

For future studies, it would be an excellent topic to research using different types of research strategies. For instance, applying audio and subtitles altogether in the same target language to recognize and internalize vocabulary in controlled groups to study its effectiveness in Colombian context. In time, another research question that could follow could be: What are public institutions students' perspectives of using this content in the classroom? How intrinsic and extrinsic motivation could influence language learning through anime? And language teachers should approach this audiovisual content in their own teaching contexts? This fascinating content shall be explored more in deep with older populations and audiovisual content different from anime.

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## 12. APPENDIXES

### APPENDIX 1: Program Coordinator Consent form

Muy estimado Sr. Coordinador Técnico  
Rionegro Bilingüe

Cordial saludo

Le damos la bienvenida al proyecto “Subtitled Anime Videos for the Recognition and Internalization of English Vocabulary in a Group of Teenagers from a Bilingual Program in Rionegro” (*Videos de anime subtitulados para el reconocimiento y la interiorización de vocabulario inglés en un grupo de adolescentes de un programa de bilingüismo en Rionegro*), en el cual se describe el uso de “anime” con subtítulos para permitir el reconocimiento y la interiorización de vocabulario inglés.

Antes de confirmar la participación en este estudio, es necesario leer cuidadosamente la siguiente información, si comprende lo que aquí se explica puede aceptar, o no, la participación de un grupo de su institución en el mismo.

#### INFORMACIÓN GENERAL

Esta investigación está pensada para analizar el rol del uso de videos de anime subtitulados en el reconocimiento e interiorización de vocabulario en inglés en un grupo de adolescentes del programa Rionegro Bilingüe.

La investigación es conducida por Jhonatan Marulanda Morales, Nury Bibiana Castaño Gallego, Julián Estiven Gómez Ramírez y Anggie Carolina Oyola Yara, estudiantes de la Universidad Católica de Oriente, que cursan el octavo semestre de la licenciatura en lenguas extranjeras, programa adscrito a la Facultad de Ciencias de la Educación.

Este proyecto no representa ningún riesgo ni costo para el estudiante y se desarrolla dentro de los tiempos de la clase de inglés sin que las actividades alteren el proceso curricular de los estudiantes, puesto que están diseñadas a partir del currículo propuesto para el nivel en el que se encuentran, y ya que la participación es enteramente voluntaria, no recibirá ningún tipo de pago. Además, los estudiantes investigadores tampoco recibirán ningún tipo de beneficio económico a partir de esta investigación.

Recuerde que:

Todos los datos generados en la investigación son estrictamente confidenciales y serán analizados por los investigadores sólo con fines académicos, de igual forma no se revelará ningún nombre, ni de los estudiantes participantes ni de la institución. De nuevo, la participación en el desarrollo de este proceso investigativo es voluntaria, por lo tanto, si su decisión es negativa, esto no implicará ninguna repercusión en el proceso académico de los estudiantes.

Si tiene preguntas acerca de este estudio, o si desea presentar alguna queja, reclamo, inquietud o felicitación puede ponerse en contacto con los investigadores a través del correo

electrónico investigation.anime@gmail.com. De antemano, se le agradece por hacer parte de este estudio que pretende contribuir a mejorar las habilidades lingüísticas en inglés como lengua extranjera.

#### CONSENTIMIENTO INFORMADO

Rionegro (Antioquia)

Agosto 26/2019

Yo,..... (Nombre y apellidos), identificado con documento de identidad número..... manifiesto que autorizo la realización de la investigación denominada “Subtitled Anime Videos for the Recognition and Internalization of English Vocabulary in a Group of Teenagers from a Bilingual Program in Rionegro” en la entidad educativa que represento, esperando que la información suministrada sea tratada de manera confidencial y sólo con fines académicos.

.....

Firma

Confirmando que he explicado toda la información necesaria del proyecto de investigación

Nombre investigador: .....

Firma: .....

Fecha: .....

## Appendix 2: Student's Consent Form

Le damos la bienvenida al proyecto “Subtitled Anime Videos for the Recognition and Internalization of English Vocabulary in a Group of Teenagers from a Bilingual Program in Rionegro” (*Videos de anime subtitulados para el reconocimiento y la interiorización de vocabulario inglés en un grupo de adolescentes de un programa de bilingüismo en Rionegro*), en el cual se describe el uso de “anime” con subtítulos para permitir el reconocimiento y la interiorización de vocabulario inglés.

Antes de confirmar la participación en este estudio, es necesario leer cuidadosamente la siguiente información, si comprende lo que aquí se explica puede aceptar, o no, la participación en el mismo.

### INFORMACIÓN GENERAL

Esta investigación está pensada para analizar el rol del uso de videos de anime subtitulados en el reconocimiento e interiorización de vocabulario en inglés en un grupo de adolescentes del programa Rionegro Bilingüe.

La investigación es conducida por Jhonatan Marulanda Morales, Nury Bibiana Castaño Gallego, Julián Estiven Gómez Ramírez y Anggie Carolina Oyola Yara, estudiantes de la Universidad Católica de Oriente, que cursan el octavo semestre de la licenciatura en lenguas extranjeras.

Este proyecto no representa ningún riesgo ni costo para el estudiante y se desarrolla dentro de los tiempos de clase de inglés, y ya que la participación es enteramente voluntaria, tampoco recibirá ningún tipo de pago. Para el desarrollo de este estudio se pide el apoyo al proceso a través de la realización de:

1. Ocho sesiones de implementación de la estrategia en las cuales se le solicita participación activa.
2. También, se pide la participación activa en las sesiones de clase presencial y en el desarrollo de las actividades propuestas en las mismas. Como proceso final, se sugiere la participación en un grupo focal en el cual se discutirá acerca de lo relacionado al desarrollo de este estudio y de la capacidad para interiorizar y reconocer vocabulario en inglés.

Recuerde que:

Todos los datos generados en la investigación son estrictamente confidenciales y serán analizados por los investigadores sólo con fines académicos. De nuevo, la participación en el desarrollo de este proceso investigativo es voluntaria, por lo tanto, si su decisión es negativa, esto no implicará ninguna repercusión en el proceso académico de los estudiantes. De igual manera, usted podrá solicitar que se le retire a su hijo (a) del estudio en cualquier momento sin que pese ninguna sanción.

Si tiene preguntas acerca de este estudio, o si desea presentar alguna queja, reclamo, inquietud o felicitación puede ponerse en contacto con los investigadores a través del correo electrónico [investigation.anime@gmail.com](mailto:investigation.anime@gmail.com). De antemano, se le agradece por hacer parte de este estudio que pretende contribuir a mejorar las habilidades lingüísticas en inglés como lengua extranjera.

## CONSENTIMIENTO INFORMADO

Rionegro (Antioquia)

Agosto 31/2019

Yo,..... (Nombre y apellidos), identificado con documento de identidad número ..... Manifiesto que autorizo la participación de mi hijo o representado en la investigación denominada “Subtitled Anime Videos for the Recognition and Internalization of English Vocabulary in a Group of Teenagers from a Bilingual Program in Rionegro”, esperando que la información suministrada sea tratada de manera confidencial y sólo con fines académicos.

Autorizo que mi hijo o representado participe en esta investigación.

.....

Firma

Confirmando que he explicado toda la información necesaria del proyecto de investigación

Nombre investigador: .....

Firma: .....

Fecha: .....

## Appendix 3: Vocabulary Knowledge Scale

**Vocabulary Knowledge Scale**

De acuerdo con la siguiente tabla, escribe el número de la afirmación con la cual se siente más de acuerdo. Repita el proceso con cada palabra, por favor.

Valor	Descripción del valor
1	No recuerdo haber visto esta palabra antes.
2	He visto esta palabra antes, pero no sé lo que significa.
3	He visto esta palabra antes y creo que significa _____ (sinónimo o traducción).
4	Conozco esta palabra. Significa _____ (sinónimo o traducción).
5	Puedo usar esta palabra en una frase. Ejemplo: _____ (si haces esta sección, por favor haz también el punto 4).

**Words**

- |                      |                        |
|----------------------|------------------------|
| 1. Virtual: _____    | 19. Improve: _____     |
| 2. Business: _____   | 20. Would: _____       |
| 3. Protect: _____    | 21. Flat: _____        |
| 4. Avatar: _____     | 22. Save: _____        |
| 5. User: _____       | 23. Grant: _____       |
| 6. Attorney: _____   | 24. Fingerprint: _____ |
| 7. Raised: _____     | 25. Hero: _____        |
| 8. Job: _____        | 26. Wish: _____        |
| 9. Court: _____      | 27. Flag: _____        |
| 10. Witness: _____   | 28. Apologize: _____   |
| 11. Agreement: _____ | 29. Called: _____      |
| 12. Kill: _____      | 30. Blame: _____       |
| 13. Leave: _____     | 31. Wanted: _____      |
| 14. Relieved: _____  | 32. Showed: _____      |
| 15. Capture: _____   | 33. Painful: _____     |
| 16. Tired: _____     | 34. Sea chart: _____   |
| 17. Team: _____      | 35. Shine: _____       |
| 18. Grown-up: _____  |                        |

## Appendix 4: Course Outline - Anime Research

Class &amp; Session:

Date:

Teacher:

Estimated Time:

Topic:

Objectives:

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PHASE	ACTIVITIES	RESOURCES
<b>Before:</b> <b>15 minutes</b>		<b>Anime:</b>
<b>While:</b> <b>25-30 minutes</b>		
<b>After:</b> <b>25-30 minutes</b>		
<b>Target Vocabulary</b>		

## Appendix 5: Class Observation Format

Class observation format

Session:

Date:

Vocabulary Recognition	
Production based on the Vocabulary	
Motivation	
Participation	
Attention	
General Observations	



## Appendix 6: Teacher's Journal

Class observation format

Session:

Date:

Vocabulary Recognition	
Production	
Participation	
Motivation	
Attention	
General Observations	