VOCABULARY ACQUISITION THROUGH VIDEOS IN THE CLASSROOM: A LITERATURE REVIEW

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Abstract: This bibliographical study investigates the effectiveness of videos to increase English students' vocabulary knowledge. For that, researches which examined the use of videos (movies, TV series, and YouTube videos, amongst others) as tools to support vocabulary acquisition will be presented and discussed. Neuman and Koskinen (1992), Vidal (2003), Baltova (1999), Assichier's (2014), Wang (2012), Gomes (2006), Jung and Lee (2013), amongst others are some authors used to provide this theoretical analysis . The outcome clearly points out to the use of video as an effective approach in enhancing L2students' vocabulary, considering it can significantly facilitate the lexicon acquisition among learners due to visual elements in association with audio and other resources, as subtitles.
Keywords: Video. Vocabulary Acquisition. Second Language Acquisition.

AQUISIÇÃO DE VOCABULÁRIO POR MEIO DE VÍDEOS NA SALA DE AULA: UMA REVISÃO DA LITERATURA

Resumo: Este estudo bibliográfico investiga a eficácia do uso de vídeos para a promoção do conhecimento do vocabulário do aprendiz de Inglês. Para isso, serão apresentadas e discutidas pesquisas que examinaram o uso de vídeos (filmes, séries de TV e vídeos do *YouTube*, dentre outros) como ferramentas de apoio à aquisição vocabular no aprendizado de língua inglesa. Neuman and Koskinen's (1992), Vidal (2003), Baltova (1999), Assichier's (2014) Wang, (2012), Gomes (2006), Jung and Lee (2013), dentre outros, são alguns dos autores comentados nesta análise teórica. O resultado da investigação aponta claramente para o uso de vídeos como uma abordagem eficaz para o desenvolvimento do vocabulário de estudantes de L2, considerando que ela pode facilitar significativamente a aquisição do léxico entre aprendizes devido a associação entre elementos visuais, sonoros, legendas, dentre outros recursos.
Palavras-Chave: Vídeo. Aquisição de Vocabulário. Aquisição de Segunda Língua.

ADQUISICIÓN DE VOCABULARIO POR MEDIOS DE VIDEOS EN EL AULA:

UNA REVISIÓN DE LA LITERATURA

Resumen: Este estudio bibliográfico investiga la eficacia del uso de videos para propocionar el conocimiento del vocabulario de inglés como segunda lengua. Para esto, serán presentados y discutidos investigaciones que examinaran el uso de vídeos (películas, programas de televisión y vídeos de YouTube, entre otros) como herramientas para apoyar la adquisición de vocabulario en el aprendizaje del idioma Inglés. Neuman y Koskinen (1992), Vidal (2003), Baltova (1999), Assichier's (2014) Wang, (2012), Gomes (2006), Jung y Lee (2013), entre otros, son algunos de los autores analizados en este análisis teórico. Los resultados de la investigación apuntan claramente a la utilización del video como un método eficaz para el desarrollo del vocabulario de los estudiantes de L2, teniendo en cuenta que puede facilitar en gran medida la adquisición del léxico entre los estudiantes debido a la asociación entre los elementos visuales, de sonido, subtítulos, entre otros recursos.
Palabras-Clave: Video. Adquisición de vocabulario. Adquisición del segundo idioma.

INTRODUCTION

Technology has always played an essential role in the learning process of a foreign language. However, over the past few decades the progress of new technological tools, such as the TV, the projector, the laptop, the DVD player and video materials into the classrooms have become more common. Nowadays, in a time where the whole world has become more reliant on technology, using audio-visuals material as educational devices in the classroom can be extremely useful to assist teachers as a way to facilitate the target language aquisition, and to stimulate students. (DAMINELLI, 2010 p.11)

The 21st century generation has been raised surrounded by television and videos in technological artifacts as computers and portable devices as cell phones and tablets, amongst others, in such a way that those resources are a big part of people's everyday lives and routines. According to a survey conducted by Motorola Mobility[1] in 2013, Brazil ranked third amongst countries that mostly had watched TV in the world. As reported by the survey, the majority of Brazilians spend on average about 20 hours per week watching TV.

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[1] Available at: <http://targethd.net/brasil-entre-os-tres-que-mais-assistem-tv-no-mundo-diz-pesquisa-da-motorola-mobilityinformção>; Accessed on October, 29 ,2014.

Consequently, many educators in Brazil and around the world have been investigating videos as a tool to learn/teach a foreign/second language. According to Massi and Merino (1996) for example, videos are effective educational tools in helping English learners in the classroom, as well as in self-study activities. Gomes (2006) argues that captioned videos provide major engaging opportunities to students as a complement in the learning process. They can be used to help ESL students in all types of specific language skills, for instance, in learning activities such as listening, oral practicing, reading, and writing skills development. Videos can also bring students into meaningful contact with the target language, which can be acquired naturally, and more pleasantly. In addition, they motivate, stimulate, and catch the learners' attention.

Using subtitled videos for teaching can also help develop aspects of vocabulary in the classroom. Diaz Cintas (as cited in GOMES 2006, p.13) tells us that video resources are very important to the English language learning as a teaching aid and as a motivating factor in the acquisition of vocabulary. According to the author:

> Without a doubt, seeing and hearing films with subtitles cannot only contribute to the development of language skills, but also to the learning of cultural elements in a very playful mood. The image allows observing actual elements of communication, such as the relationship between language and gestures. The audible information contributes to both the intonation and the pronunciation of words, which are important in languages like English. "(DIAS CINTAS, as cited in GOMES 2006, p. 13)[2]

In relation to vocabulary, Lewis (as cited in MERCADO, 2002, p 99) points out that "lexis is the basis for language as a whole". Thus, learning vocabulary is essential if learners want to master the four English skills such as listening, speaking, reading or writing.

Gattolin (2005) discusses on the different conceptions the term vocabulary can have, according to the different fields of research within language studies. It can vary from being

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[2] Sin lugar a dudas, ele ver y oír películas subtituladas puede contribuir sobremanera al desarrollo de destrezas no sólo lingüístico sino también a la aprehensión de elementos y matices culturales, y todo ello de un modo bastante lúdico. La imagen permite observar realidades como la imbricación entre lengua y comportamientos gestuales. La pista sonora es fuente de riqueza informativa en lo referente tanto a la entonación como la pronunciación de palabras, tan exasperante en idiomas como el inglés. Los subtitulados, por su parte, redundan en la dimensión semántica y ayudan a ampliar el vocabulario del aprendiz. (DIAS CINTAS apud, GOMES 2006, p. 13) (Our translation).

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bound to the typographic limits of the word, as in Scotts' definition of "constituents separated in the written text, on both sides, by blank spaces"[3] (Scott, 1990, apud Gattolin, 2006) to Laufer's view of vocabulary item as composed by different words that belong to the same family, both morphologically and semantically.

Mercado (2002) says that video is a great way for students to learn new vocabulary. According to him, given the important role of vocabulary in language learning, L2 learners who have limited vocabulary knowledge are less likely to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language.

Considering Mercado's affirmation, video resources can be tools to assist those students who have problems with vocabulary. Çakir (2006) conducted a research about using videos in the classroom and pointed out that video helps language learners with lexical problems. One of Çakir's study's goal was to provide reasons why FLT (Foreign Language Teachers) should use videos in the classroom. Another objective was to give practical advice on how to use videos in the FL classroom. According to him, video is a tool to help in different aspects of language learning, including in the lexical aspect.

This paper describes a qualitative, explanatory and bibliographical study that focused on a literature review aiming at identifying research on the impact and outcomes of using subtitled videos as an educational tool on second language vocabulary acquisition. The corpus is composed by papers and reports published in national and international sources (journals, books, Internet) over the last 20 years. We consider that this study can provide a better understanding of vocabulary acquisition strategies, by providing teachers, students, and researchers with a review of different points of view that focus on the use of videos for language acquisition and learning.

This article is divided into 4 sections. Firstly, it will discuss some researches that deal with videos being used for language learning, and how they can help in that process. Secondly, it will bring an overview of the role and the importance of vocabulary in learning a second

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[3] Qualquer constituinte que seja separado, no texto escrito, dos dois lados, por um conjunto de separadores, ou seja, um espaço em branco. (SCOTT, 1990, apud GATTOLIN, 2005. p.. 25) (Our tranlation)

language. Thirdly, it will focus on the studies that deal with the effect of subtitled videos on second language vocabulary acquisition, showing the outcomes and implications from them. Lastly, suggestions for further research will be provided.

1. VIDEOS FOR LANGUAGE LEARNING

Second language teaching and learning processes have always been challenging. However, due to the effectiveness of technological advances, everyday something new is invented to support teachers and learners in those tasks. Even though subtitled video is not something new, it is an example of a technological device, which in Stevenson's (2012, p 3) point of view is seen "as a fundamental agent in the process of education transformation that facilitates collaboration, accommodates for different learning styles, increases engagement and excitement among students, helps maximize school and university resources, and improves learning outcomes".

Cruise (2006) argues that video as a device for teaching is not a new concept. She tells us that the use of audio–visual material in the classroom began during World War II with filmstrips being applied as a training tool to teach soldiers who were going to war. Technology, including audiovisual materials, has improved since that time, and audiovisual materials have also developed as well. Recently a report authored by Stevenson (2012), which shows the worldwide evolution of the use of video in the classroom from the 1980s until today, tells us that:

> Beginning in the 1980s several new forms of video came along: Laser Discs and the VHS videotape were popular methods of enriching the classroom with content, whatever the subject matter. Additionally, satellite delivery - which had already been available — became a more common method of delivering instruction in distance education networks. Camcorders made it possible for educators and students to begin to create their own analog content, although the means for broadly distributing that content did not yet exist.* In the first decade of the 21st century, classrooms became connected to the Internet sufficiently that digital content could more easily be distributed globally. Within a few short years, YouTube came to dominate the notion of how to bring video into the classroom for enrichment—and how to empower learners to create their own content. Devices like webcams and smartphones also came of age around the same time. Podcasts have

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brought the ability to create discrete audio files that could be delivered for educational purposes—and enhanced podcasts added video to the equation. DVDs brought the ability to build upon use of VHS resources, enabling greater depth of material because of the ability to add content digitally (STEVESON, 2012 ,p.11)

Regarding the Brazilian historical context, Dornelles, Braga, and Zanon (2009) highlight that TV arrived in Brazil in 1939, and for a long time Television was seen only as an entertainment and information tool. They also say that things changed when programs like *Sistema Avançado de Comunicações Indisciplinares*[4], were launched by the SACI Project, whose purpose was to install a national Tele-education system. Then, TV started to be recognized also as an educational resource.

According to Weasenforth (1994), Television has found its place in ESL Classrooms as a tool to promote acquisition. Consequently, a number of studies inside and outside Brazil have begun to investigate the benefits of the use of videos in classrooms in several language aspects. Researchers (FISHER and FREY, 2011; GUMMESON, 2010; QUINTANILHA; GOMES, 2006; CANNING WILSON and WALLACE, 2000; HARVEY, 2009) claim that the use of this type of teaching assistance tool in the classroom can be a way to motivate and to help learners of a second language due to the exposure to the target language. According to Chan and Herrero (2010, p.13), for example:

> The use of film with the support of structured materials (like the study guides created for specific films) can help students develop all four communicative skills (speaking, reading, writing and listening). Audiovisual material enables them to develop a critical understanding, encouraging them to use language in a creative way. Learning languages through film can increase language learners' intercultural understanding, as well as helping them to become aware of the similarities and differences between cultures, such as everyday life, education, traditions, social customs, religious beliefs, and events of national importance (CHAN & HERRERO, 2010, p.13).

In addition, video can also bring several aspects of real life into the classroom. Besides, it gives students the opportunity to explore topics of their interest. In relation to that, Gomes (2006, p.13) highlights another positive aspect as he claims that:

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[4]Advanced System of Interdisciplinary Communications. (Our translation)

> The use of TV and movies in VHS and DVD in the classroom offers excellent opportunities for the use of more authentic material than texts, CDs and cassette tapes which are generally used in ESL classes. Because they have a wide variety of visual elements in association with hearing elements such as oral language, the films in ESL classroom can promote students' motivation and more authentic oral practice[5] (GOMES, 2006, p.13).

Jurich (1999) is another author who mentions the value of videos in classrooms. According to her, "video technology also helps to bridge the gap between the school's artificial environment and the outside world, bringing "reality" into the classroom". That is, video gives L2 learns the opportunity to see the world without much effort and without leaving the classroom.

Another relevant point is mentioned by Gomes (2014). The author claims that themes that are often part of the world outside the classroom (such as cultural differences and social conflicts) can be brought for discussion in class with the aid of movies, documentaries, and news reports, since movies have no intentions of spreading political correctness and that documentaries and news reports which are taken from the news usually try to show real events and problems of the real world.

Following the same reasoning, Williams and Lutes (2006) mention some contributions that video can bring into the classroom. According to them:

> Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension. Video materials in the ESL classroom have the potential to maximize students' natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on

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[5]"O uso da TV e de filmes em VHS e em DVD na sala de aula oferece excelentes oportunidades para o uso de material mais autêntico que os textos, CDs e fitas cassete que geralmente são usados nas aulas de LE. Por apresentarem uma grande variedade de elementos visuais em associação com elementos auditivos como a linguagem oral, os filmes na sala de aula de LE podem promover a motivação dos alunos e a prática oral mais autêntica". (Our translation)

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the role of the educator through active learning techniques utilizing video materials. (WILLIAMS; LUTES, 2006, p.5)

Gumesson (2010) also supports the use of videos in classrooms. According to him, using videos in a classroom can give the teacher the opportunity to approach several cross-cutting themes, which can provide an autonomous environment that leads to discussions, in which students can debate and give their opinions about topics related to several subjects in school or the socio-cultural context in which they live.

2. THE IMPORTANCE OF VOCABULARY IN SECOND LANGUAGE LEARNING

Meara (1980) carried out a research to summarize the studies that had been done on vocabulary acquisition in the 80's. He reached the conclusion that vocabulary acquisition was a neglected area at that time. According to him, in the 80's, vocabulary acquisition was a part of the psychology of second language learning that had received short shrift from applied linguistics, and had been very largely neglected by developments in research done throughout that decade.

Throughout the history of language teaching, the focus given to language skills during the several methods has varied (KELLY, 1969). Richard and Rogers (1998) affirm that it has ranged according to what "kind of proficiency learners needed, such as a move toward oral proficiency rather than reading comprehension as the goal of language study", consequently vocabulary teaching was also affected throughout the different methods of foreign language teaching.

Gattolin (2004), in her doctoral thesis, presented a review of the vocabulary role within every method, which goes from the Grammar-translation to the communicative approaches. The review done by the author clearly showed that vocabulary teaching and vocabulary research was not considered an important aspect in the L2 learning process. Espinoza (2003) also analyzed how vocabulary was viewed throughout the different methods. She summarized the role of vocabulary in the table below:

TABLE 1: Role of Vocabulary within language teaching

PERIOD OF TIME	TEACHING METHOD	VOCABULARY ROLE
From 18thc. to 1920s.	Grammar Translation	Vocabulary is central. Obsolete vocabulary taken from literary samples and selected according to its ability to illustrate grammatical rules. Use of bilingual vocabulary lists as instructional materials
From 1880s	Reform Movement	Phonetics and transcription are given a more prominent role than vocabulary. Simple and useful words are taught at different levels. Words are learnt within a context and isolated words lists are not provided, but when a thorough study of them within a context has been undertaken.
End 19th c.	Direct Method	Everyday vocabulary was taught with no translation. Concrete, simple and familiar vocabulary was explained with the demonstration of objects and pictures. Abstract vocabulary was taught through association of ideas.
1920s 1930s	Reading Method Situation Language Teaching	Vocabulary considered to be one of the most important aspects of language learning. Advice to use word-frequency lists.
1940s	Audio Lingual	Simple and familiar vocabulary taught to avoid students' distraction from target structures. Vocabulary is seen as a set of items which should fill in the slots of the different sentence frames in order to make the drills possible. Good language habits and exposure to the language itself can lead to vocabulary increase. Vocabulary role is downgraded and consequently the role of grammar is overemphasized.
1970s	Communicative Language Teaching	Vocabulary is not a primary concern. It was assumed that vocabulary would be acquired in an L2 in the same way it happens in the process of L1 acquisition. .

SOURCE: Espinosa (2003)

Through her review, Espinosa (2003, p. 104) suggests that vocabulary, despite of its importance for language acquisition, was not an area emphasized in language learning throughout the different methods once other language aspects had always been more highlighted. In addition, she also suggests that when vocabulary was taught it was done in ways that didn't allow its use in a fully contextualizing manner. She also states there was very little research conducted in the field of ESL vocabulary.

Folse (2004) also claims that vocabulary is one of the most important elements in learning a language. ESL learners cannot communicate properly, without vocabulary. Paiva (2004) also points out that vocabulary learning is essential for the acquisition of a new language. McCarthy (1990, as cited in WONG, 2010) goes even further by saying that "No matter how well a student learns grammar, no matter how successfully the sounds of L2 (second language learner) are mastered, without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way".

Considering that vocabulary is relevant and essential in the process of learning a language, and one of the components required for the development of the four skills to promote efficient communication, Mercado (2012, p.99), in his book "*English language Learning and TECHNOLOGY*" asserts that we cannot be successful at writing, reading, listening, and speaking without vocabulary. He states, however, that mastering this area is not easy.

Dale (1965, apud Gattolin, 2005. p.29) suggests that knowing words means that a speaker can perform four activities: a. to distinguish between words and non-words; b. To be able to put a word in a context; c. To know the meaning of the word; d. to be able to distinguish words related in meaning and/or form.

For some authors, building vocabulary is an extremely difficult task. According to Gatollin (2005), for example, vocabulary acquisition is considered one of the biggest challenges for both L2 learners and teachers of English. Moreover, she criticizes the use of lists as a way to teach vocabulary. Lists of words are classified by the author as non-contextualized activities since they isolate a word of any communicative meaningful context, despite of being deeply associated with the learning of lexicon:

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> According to the common sense, the concept of vocabulary is associated with an extensive list of single words together with their meanings, gathered in dictionaries. For this reason it is natural that when faced with an unknown word in a text, a student consult a bilingual dictionary. Therefore, learning vocabulary means memorizing long lists of words, and learning vocabulary means knowing the meanings of the words.[6] (GATTOLIN, 2005, p. 38)

Jones (2003), who investigated the use of multimedia annotation to enhance vocabulary acquisition, also disapproves on the use of lists of words. She claims that lists of words can be misleading and supports vocabulary acquisition through contextualized activities. Paiva (2004) also argues that vocabulary acquisition is more than individual word learning.

Based on that there seems to be a consensus that the effective acquisition of vocabulary can only happen when lexical items are found and used within a rich pragmatic context. With that being said, some authors such as Smith and Spanos (1990) and Wang and Liu (2011) suggest that video resources can be used as a meaningful context promoter to help students build their vocabulary acquisition. Smith and Spanos (1990), who investigated the use of closed captioned television for language learning, reached the conclusion that seeing and hearing words used repeatedly in the context of a coherent story with video cues made them appear more real for students. In addition, Wang and Liu (2011) instigate teachers to use video with captions in the classroom to increase students' vocabulary acquisition claiming that "watching English movies can help consolidate and improve English vocabulary and phrase memorization, comprehension, and deep connotation".

In the next section some researches that deal with the use of videos on vocabulary acquisition will be presented and discussed. These researches show the results of experiments conducted to verify the effects of video on vocabulary acquisition.

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[6] De acordo com o senso-comum, o conceito de vocabulário está associado a uma extensa lista de palavras isoladas, acompanhadas por seus significados, que se encontram compiladas em dicionários. Por isso, é natural que, ao se deparar com uma palavra desconhecida em um texto, o aluno recorra ao dicionário bilíngue. Consequentemente, aprender vocabulário, para esse aluno, significa memorizar longas listas de palavras e, conhecer vocabulário, significa conhecer os significados das palavras. (Our Translation)

3. VIDEO SUPPORTING VOCABULARY ACQUISITION

Neuman and Koskinen (1992) conducted a study whose objective was to compare the difference between learning vocabulary through TV with caption, vocabulary learning through TV only, vocabulary learning through reading and listening to a text, and vocabulary learning through reading and answering questions in a textbook. The subjects were 129 Southern Asian students, living in the USA. Students were placed in groups, and each group had different tasks. The captioned TV and TV without caption group had to watch a 5-8- minute video segment about science. The other group had to read a text in silence and after that read it aloud. The last group had to read and do the exercises in a textbook. The study considered vocabulary acquisition as being able to describe semantic units in the language, or in the authors' own words "concepts known and easily describable" by the students (NEUMAN and KOSKINEN, 1992. P. 18). The findings showed that students from the captioned television group learned more words than students from the other groups due to "the combination of visual (pictures) and auditory (speech and sound affects) stimuli" as well as the written word. However, they also claim that even students who watched the segment without subtitles acquired great amount of vocabulary knowledge from it.

Baltova (1999) was one of the first researchers to conduct a study to examine the effects of watching videos with subtitles. She investigated the role of subtitled videos for vocabulary acquisition in French with 93 students of French as Second Language. The outcome of the study showed that students retained more vocabulary watching subtitled authentic materials in L2, "even with relatively inexperienced students of the language". She also explained that due to the exposure "to text, sound and picture, students' ability to notice, comprehend, spell, and recall new L2 material improved."

Assichier's (2014) doctoral work compared the use of Television shows in L2 idiomatic expressions learning. The objective of the study was to examine which materials can help students improve their learning of idioms, which he describes as multi-word items frozen in their form, containing figurative meaning shared by the speakers of a language. 47 Swedish English learning subjects were divided in two groups (TV show context group, and written context group). The outcome of the study suggested that the TV shows better assisted the

students on acquiring idiomatic expressions compared to written context. The author suggested that video helped students due to the "visual and verbal cue" information.

Widiastuti's (2011) study examined the effects of using YouTube video to enhance L2 students' vocabulary. In her study, she considered vocabulary as "a set of words that are taught in foreign language. Vocabulary is also closely related to a list of words used to express the speakers' idea" (WIDIASTUTI, 2011. p. 7). She investigated 46 elementary school students from Indonesia who had problems in recognizing and remembering words, grasping meaning of words, pronouncing words, and writing them correctly. In this study, the author analyzed the use of subtitled YouTube cartoon video in the classroom. The results of the study showed that YouTube videos had helped students with their problems with vocabulary. She asserts that "the use of video made the students recognize and remember new vocabulary given to them. By watching video, the students could also grasp the meaning of words directly."

Wang, (2012) investigated the process of implementing authentic American TV short videos in the classroom. The study was conducted with 28 Taiwanese EFL adult learners. The goal of her research was to show the learners' perspectives on using videos as a way to enhance vocabulary, considered as the inventory of word of the F2 the students know. The findings showed that the 'the images, subtitles and repetition helped participants to "remember" the target words.' She also tells us that the learners realized that 'TV drama contained more "colloquial" and "daily life" vocabulary compared to written textbooks.' The author also highlights that when words appeared more than once in the videos students became familiar with the "definition" and "use" of the words.

Jung and Lee (2013) carried out a research on the effectiveness of using authentic video clips to develop students' vocabulary learning. For vocabulary the researchers considered both individual words and phrases. The study was conducted in Seoul, with 26 university students. For 3 months they were exposed, in every class, to a new video clip from Modern Family (a North American Television sitcom) along with 10 target words/phrases. To determine if the students improved their vocabulary knowledge, both authors ran pre and post vocabulary tests. The results showed that students increased their score on the second test compared to their first score. The authors claimed that 55% of the students identified the

meaning of the words/phrases because of the "visual, contextual, and verbal clues from the videos".

Raine (2013) carried out a study to investigate the effectiveness of subtitled TED videos as a way to increase the vocabulary knowledge, which he considered as being the "respondent's knowledge of the syntactic behavior of words and the respondent's knowledge of the meaning of the words" (RAINE, 2013. p. 493). 39 pre-intermediate college students from Japan were separated into 4 groups. Each group had to watch an authentic segment in different modes (with L1 subtitles, L2 subtitles, L1/L2 simultaneous subtitles, and no subtitles). After watching the video the subjects were handed out a list of words that appeared on the video (phenomenal, confession, sequins, overrated, donate, obsessed), to see if they had learned those words incidentally. The findings revealed that most participants failed to learn the definition of the target words. She says, however, that participants who watched the segments with L1 and L1/L2 simultaneous subtitles were able to improve their vocabulary from watching the video when compared to the other groups.

On the other hand, Hu and Huang (2013) investigated the effects of Chinese and English subtitles on English learners' mastery of word meaning. The subjects of the study were 32 sophomore English students from China who viewed three movie segments, in English. The students were grouped into two teams, one of them watched the movie with Chinese subtitles and the other with English subtitles. The result of the study showed that students from both groups had positive attitudes about watching the segments with subtitles. The authors reached the conclusion that the two kinds of subtitles helped students. English subtitles helped students identify "the word or expression from the stream of speech, and the context together with the pictures provided students with hints to infer its specific meaning", while Chinese subtitles helped students "find the translation to certain word or expression".

Another research was conducted with Iranian students by BavaHarji, Alavi and Letchumanan (2014). They designed a study to examine the effects of viewing English captioned videos on EFL learners' vocabulary acquisition, considering as the ability of the students to understand the meaning of the words presented in the videos. The research was conducted over a 5-week period in which the 92 participants who were in 2 different groups

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viewed a series of episodes. An experimental group watched 30 captioned episodes of *Connect with English (a soap opera),* while the other group watched it without captions. The outcome of the study showed that students who were exposed to subtitled video improved vocabulary. This happened because the "combination of visual, audio and print media attributes positively to language proficiency". The authors reached the conclusion that video helps students enhance vocabulary, and it is even more significant if the video is exhibited with subtitles.

In order to analyze the efficiency of subtitled animated cartoons over flash cards, Khodasheans, Farahani, and Alishahi (2014) performed a study with 44 pre-intermediate Iranian students. The students were separated in two groups. One group was taught through flashcards and the other with subtitled cartoons, during 10 sessions. The results demonstrated that the video "had significantly improved and facilitated learning vocabulary among learners" (KHODASHEANS, FARAHANI, and ALISHAHI, 2014. p. 296) compared to flashcards as it developed abilities to explore, store and use vocabulary items and create activities and tasks that helped students to build their vocabulary and develop strategies to learn the vocabulary on their own. According to the authors, that happened because video contains "verbal and non verbal presentations, exhibiting simultaneous images, narration and, on-screen text". For them, even though paper-printed materials provided learners with situations to encounter vocabulary repeatedly, subtitled video cartoons are more attractive for students as they provide picture-like dynamic images with sounds, texts and songs.

Another experiment was conducted by Yuksel and Tanriverdi (2012) on the effects of watching a closed-captioned movie on vocabulary learning. The purpose of their study was to investigate how a short movie with and without English captions would affect the vocabulary development of Turkish learners. The 104 ESL intermediate students who participated in the study were divided into two groups (captions, and non-captions) in which they had to watch a 9- minute-and-14 second segment twice. After the video, 10 words were given to the learners to measure the development of their vocabulary acquisition. At the end, the result of their study showed that "viewing the movie clip had helped the participants of the current study develop their vocabulary knowledge regardless of the absence or presence of captions".

Lastly, Nagira's (2011) research goal was to examine whether 48 Japanese university students could acquire vocabulary from viewing captioned videos. The outcome of her study has shown that captioned video is an effective vocabulary learning for Japanese learners considering that "visual inputs such as images or captions, visually provide the opportunity for the learner to confirm what actually is being said".

CONCLUSION

Videos in general not only provide learners of a second language with authentic language material, and real communication environment, but also have great value on other areas, such as vocabulary acquisition. This bibliographical research was designed to investigate, through a literature review, the role of the use of videos on vocabulary acquisition.

Based on the study findings, we can state that most of the analyzed researchers believe that video can be helpful to students' vocabulary acquisition, and evidently a tool to assist the teaching/learning process due to the combination of images, sound, subtitles, and a context which supports meaning for the lexical items. Besides integrating elements that facilitate comprehension, some studies also indicate that videos also provide elements for contextualizing vocabulary and culture, as well as facilitating memorization of vocabulary items and providing situations for meaningful use.

However, as states Gattolin (2005), there is a large difference between the concepts of vocabulary adopted in the different fields of language research. That was confirmed in this study as we tried to identify the concepts of language adopted in each analyzed paper. While for some the term vocabulary describes mainly word units, for others it describes phrases or meaningful semantic "chunks". The same holds true for the different perspectives on vocabulary acquisition adopted in the various papers reviewed.

We believe that research in the field still needs further development. Future research needs to examine more about the subject once the present study portraits only part of the researches conducted on the topic. We also suggested that a longitudinal experimental research to examine the efficiency of videos on vocabulary acquisition in the Brazilian context could offer a complementary insight on this issue. Finally, we hope that the result of this study

will assist further studies, either by clarifying doubts about videos and vocabulary acquisition or by stimulating discussions on the theme.

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Revista CAMINHOS EM LINGUÍSTICA APLICADA, Volume 15, Número 2, 2016.
Débora Elienai Gomes Vieira da ROCHA e Francisco Wellington Borges GOMES, VOCABULARY ACQUISITION THROUGH VIDEOS IN THE CLASSROOM: A LITERATURE REVIEW. p. 104-124.
Disponível em: www.unitau.br/caminhosla