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USE OF CLOSED CAPTION AS A TECHNOLOGICAL TOOL IN ORDER TO ENHANCE THE ENGLISH LISTENING SKILL

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"A la libertad por la Universidad"

Dedication

This has been a long difficult process for that reason we want to dedicate our research to God who gives us health, strength, wisdom, and patient to finish it.

Secondly, we want to thank our parents and families.

Thirdly, we thank our teachers their dedication but in special to Mr. Alemán.

Contents

Abstract

The use of technology is important today for the teaching of English as a second language, but especially in the development of listening skills. That is why, the objective of this research is to demonstrate how closed caption, a modern audiovisual tool, f a v o r s the development of listening skills in eleventh grade students at the Benjamin Zeledòn Institute - Catarina.

Listening skill is one of the important factors in the process of acquiring a new language. This is the reason why an observational analysis was carried out in the 11th grade classroom of the Institute; a survey was applied to the students and an interview with the teacher of the discipline. After observing other classes with subtitled videos that allowed establishing comparisons with the use of this new pedagogical strategy. The results demonstrated the effectiveness of closed caption in the development of listening skills and offered the teacher a new strategy to motivate his students to learn English.

1. Research cope

Introduction

The following research shows the analysis of the implementation of closed caption as a technological tool to the improvement of the English listening skill of eleventh graders of the Benjamin Zeledòn – Catarina, Masaya. The main objective is to analyze the factors that are affecting the listening learning process of the students in the English class and suggest a way to help them in order to improve the closed caption tool as a strategy.

The Closed caption before being an innovative tool is an audiovisual element that produces and promotes the possibility of understanding and reaching a better level of apprehension of English as a foreign language in students. Live programs, shows, news, movies, documentaries are motivating and showing how people speak, including audiovisual texts show how those words or sentences are written and can teach behaviors, body language and culture of the language being learned; making the student aware of the ways to organize a dialogue. This facility the understanding of behaviors and communicative aspects of the society, involving the students in the language to be acquired and facilitating thus receiving information and stimulating the students' knowledge to face real oral and written texts alone.

Nowadays, it is widely accepted that audiovisual material, with its rich context, is a useful training tool, because it has an impact on the motivation, attention and affectivity of viewers, which facilitates the auditory process in turn. The use of subtitled audiovisual material has different advantages:

- Simultaneous exposure to spoken language, printed texts, and visual information, all of this come together on the same message.

- Improved the content of learning and vocabulary even with large class of beginners.

- Role of subtitles as a factor that link the gaps between reading and oral comprehension.

Problem statement

Teaching English at Benjamin Zeledón school has been a challenge since new trends are concentrating in developing new techniques, methods and strategies, Therefore, by using the ICT (TIC, in Spanish) is now a new opportunity to teach English by concentrating in videos and providing learners close captions to read, and mostly understand about what they hear during they video lessons. Close captions then, become a useful teaching tool to overcome those barriers that stop learning at Benjamin Zeledòn school in Catarina, Masaya.

Rationale

Teaching English as a foreign language requires strategies and resources. Moreover, it requires a strong communication among students inside and outside the center that benefits the teaching-learning process and the present language as a useful and necessary tool to succeed. That is why this research focuses on improving the students listening skill English Class from Eleventh grade at Benjamin Zeledón Catarina, Masaya achieving a better result in the level of teaching and learning this will reflect if the teacher as a model in this process implements the necessary tool to teach making the students academically and obtain a successful outcome.

Captions began appearing on televisión show in 1970 (with their earliest appearances on ABC mood squad and PB´SS the frenchchef; Withrow 1994) In the 1980 a handful of television show began displaying caption in real time (e.g launch of the space shuttle Columbia and the acceptance speeches at the Academic Awards; block okrand, 1983) by the 1990 caption on TV show were mandated by the US law.

This research aims to analyze the implementation of Closed Caption as a technological tool for the improvement of the English listening skill of the students from eleventh grade at Benjamin Zeledón Catarina, Masaya. This innovative tool that produces and promotes the possibility of understanding and reaching better of English as a Second Language in the students.

The following research will bring benefits to the teaching field for instance, improving strategies and relevant instrument to contribute and allow to the teacher to guide students in the development communication through listening. In addition, it will improve the learning strategies to enhance listening skill.

Objectives

General Objective

To evaluate the implementation of closed caption as a technological tool to improve listening comprehension of the students from eleventh grade of Benjamin Zeledòn, Catarina - Masaya.

Specific objectives

1. To mention the benefits of the closed caption intervention in the development of skill receptive listening in students.

2. To implement the closed caption system as a pedagogical resource for strengthening students' listening comprehension.

3. To analyze the results obtained through activities implemented in English class using the CC system.

4. To suggest activities that involves the use of videos with Closed Caption.

RESEARCH QUESTIONS

How would the Closed Caption interaction benefit the development of listening in eleventh grade at the Benjamin Zeledón Institute?

How does Closed Caption intervene in the development of the receptive skill of listening to the Foreign Language in students?

2. Theoretical framework

English language overview

English is a Germanic language family Indo- European, it is the tongue most widely diffused worldwide and is on its way to becoming the universal language. English is the dominant language in international communications, science, business, in general in all the aspect of globalization (Guerrero, 2002). This mentioned the great importance of learning and develop a good communication of the English language to integrate in the areas of globalization and obtain better job opportunities, commercial, scientific, among other.

English, despite the mix of vocabulary, has a large number of foreign words in different languages, is primarily in its grammatical structure a Germanic language, derived from the language of Low German dialect of the lowlands of Germany north. It is the second most spoken language in the world, it is now the third most widely used by the world language as their mother tongue or first language. Some 800 million people use daily the various dialects of English. Around 377 million people use English as their mother tongue, and a similar number is used (Bauth & Cable, 1993)

One of the main concerns of business regarding college students involved in professional internship programs is the general lack of English language skills. And it is precisely this new social, economic and cultural reality, where the phenomenon of globalization invades all fields, global companies and professionals demand. This refers needed to teach English incriminating manner to form professional acting and are able to develop the language before professionals demand. Future professionals should be clear that the real possibilities of employment are determined not only by the knowledge, skills, abilities and skills acquired in their training, but also for the correct handling of the English language.

Definition of Listening

Listening comprehension is a key initial step in communication and the learning of the English language. The higher the student's ability to understand the language, the better their ability to communicate and as a result, they may develop more easily the rest of the linguistic skills. (Mejilla, 2014). Therefore, the activities like listening to a paragraph that is read aloud and summarize in your own words or listen to a song and try to explain the content of the same are important activities that are part of learning.

Importance of listening comprehension

It is important not only in the initial stages of learning a foreign language, but also in the more advanced stages of the process. Learning a foreign language involves the development of four important skills: writing, speaking, reading, and listening.

The last two as passive skills. However, this concept has changed mainly at the level of listening comprehension, since it is now considered a linguistic skill that students can actively develop, avoiding the mistake of hearing instead of listening. (Portocarrero, 2013). In other words, it consists of developing an interpreting activity, which has its own techniques and strategies.

From the point of view of James (1984), listening comprehension "is not only a skill, but a set of skills marked by the fact that it involves auditory perception of spoken signs. A person can hear something, but not be listening... it is absolutely necessary for any other work that is done with language, especially to be able to speak and even to be able to write".

On the other hand, Dunkel (1991) believes that the teaching of listening comprehension should be the primary focus in the classroom because:

1. The rules of the language are more easily and accurately acquired by means of 1. language rules are more easily and accurately acquired through inference.

2. Language acquisition is primarily an implicit and unconscious process on the part of the learner. by the learner.

3. oral proficiency develops when there is sufficient training aimed at comprehension.

Listening skills

Students need to be able to listen to a variety of things in different ways. First, they need to be able to recognize paralinguistic cues such as intonation in order to understand mood and meaning. They also have to be able to listen for specific information. (Wipf, 1984)

Types of listening

Extensive listening

Materials for extensive listening can be obtained from a number of sources. Many readers are now published with an audio or cassette or CD version. These provide an ideal source of listening material. Many students will enjoy reading and listening at the same time, using the reader both in book form and on an audio track. Students can also have their own copies of textbook CDs or tapes or recordings that accompany other books written especially at their level. They can download podcasts from a variety of sources. (The Practice of English Language Teaching.pdf, 2013)

Intensive listening: use of audio material.

Many teachers use audio material on tape or CD when they want their students to practice listening skills; this has a number of advantages. Recorded material allows students to hear a variety of different voices, other than just their own teacher. different voices, which gives them the opportunity to "get to know" a number of different a number of different characters, especially where "real" people are speaking.

But even when the recordings contain dialogues or excerpts from written plays, which offer a wide variety of situations and voices.

CINEMA AND VIDEO

There are many good reasons to encourage students to watch while listening. First, they get to see "language in use." This allows them to see a lot of paralinguistic behaviors. For example, you get to see how intonation matches facial expressions and gestures that accompany certain phrases. Sometimes we may have students watch an entire program, but at other times they will only watch a short two - or three - minute sequence. Since students are used to watching movies at home and therefore may associate it with relaxation, we need to be sure that we give them good audience tasks so that they lend their full attention to the program. hearing so that they give their full attention to what they are hearing and seeing.

Technology

Information and Communication Technologies (ICTs) is the name given to the set of technologies that allow the acquisition, production, storage, treatment, communication, recording and presentation of information, in the form of voice, images and data contained in signals of acoustic, optical or electromagnetic nature. ICTs include the electronics as a base technology that supports the development of telecommunications, the computer science and audiovisual. One of its characteristics is its interactivity. The ICTs encourage continuous intellectual activity and develop creativity and learning cooperative. (Lopez & Aguaded Gòmez, 2004). They also improve expression and creativity skills and develop information search and selection skills. They are also an easy access channel to a lot of information of all kinds.

(Escamilla Santana, 2010) The use of the tics in the educational process, with a good foundation and criticality, develops the capacities, competitions and opportunities within a virtual world, where the illiteracy is measured from the use and knowledge of the new technologies. It is important to highlight the important role that the members of the educational community play in facilitating the use of these new technologies, so that the student develops his curiosity and autonomy in the use of these new

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technologies.

It is considered that information is basically transmitted through two senses, the visual and the auditory. The sense of sight perceives the text and the image and the auditory sense perceives words, music, noises or silence.

Technological tools

Technology tools are programs and applications (software) that can be used in various functions easily, are available to students and the community to meet a need. They are designed to facilitate work and allow resources to be applied efficiently by exchanging information.

The society through its scientific and technological evolution, demands more from the profiles of the actors involved in education, mainly from teachers, demanding a greater capacity to be able to use these tools in benefit of education, that is to say, teachers are credited, the good use of the technological tools when teaching their class, managing to capture the attention of the student and mainly that the analysis and the criticism of the exposed topic is given with greater fluency.

The education that is given in the classrooms, has a much more extensive list of technological didactic resources starting from an interactive blackboard, special blackboard markers, interactive libraries, projectors among others, remembering the computer and the Internet, there are also 47 software that can be used for a didactic purpose such as Word, Excel, Power Point, Writer, Calc, Impress, among others, besides platforms like moodle and dokeos to mention some. (Vega Zambrano, 2016). The technological tools, provide the teacher and the student a greater facility of the domain of the topic. That is to say, the teacher will use the didactic tool that he or she considers best to teach a certain topic and from them to get the student involved in the class by contributing their own ideas, which will enrich the topic exposed. In the case of using computer systems they must perform the following three basic tasks:

Input: information gathering

Process: information processing

Output: transmission of results.

Multimedia Tools

Multimedia: Is any combination of text graphic art, sound, animation, and video that comes to us by computer or other electronic means.

Multimedia tools are designed to manage multimedia elements individually and allow interaction with users, offer ease of creating and editing text and images, and have extensions to control video disc players, video and other related peripherals. It is an information center so powerful, expressive and natural that it stimulates the senses, making the student much more alert and receptive. All this is because it allows interaction with sounds, this is because it allows interaction with sounds, images, colors and action (Vega Zambrano, 2016)

Since the integration of ICTs into classes with students, large impacts when using or enjoying technological means in schools by these. The application of these means with respect to educational environments has become instruments increasingly indispensable to perform multiple functions as it has many materials that serve as didactic means. Others generate new training scenarios, there are also those who serve as a playful medium and those who help the development cognitive.

Video as a learning tool

Over the years, video has become part of people's daily lives through media such as social networks, television, the Internet and cell phones, where people are easily attracted thanks to the varied content they offer, as mentioned by Lopez & Aguaded Gòmez (2004) who say that "we consume images and television indiscriminately, fascinated by the power of the image and the attraction of the audiovisual. They are moving images ready to entertain and inform an audience that is attracted by these media thanks to the diverse resources it has.

According to Ramos (1996), a Spanish teacher, an educational video can be defined as one that

fulfills a previously formulated didactic objective. This definition is so open that any video can be considered within this category.

Video is a fundamental teaching aid and can add a new dimension - that of sight and sound to a teacher's existing repertoire of aids and materials. Video also gives prominence to all the non-verbal elements or "paralinguistic" characteristics of communication between people, for example: gestures, posture, eye contact and facial expression, which are easier to understand than recordings, since they give additional information of that context where the communicative act takes place.

The video presents the culture behind the language, especially if the students have had little or no contact with English-speaking countries. Students can see, as well as hear, what is being said as the recording is much closer to "real life". The visual element is an asset and gives a more natural context for the practice of listening skills (Reyes, 2004)

The video is a very useful resource in the teaching process at all levels, since it is an innovative idea that captures the attention of the audience, that is, it works as an attention strategy, since it manages to captivate the attention in order to reach a total state of concentration.

Currently, the use of video is seen as a modern way of educating and learning because it facilitates the understanding and exemplification of the topics, helping students to retain knowledge in an easier way (Brame, 2015). However, teachers who implement video as a learning resource must take into account some aspects such as: the adaptation of the video for the purpose of teaching, relationship with the learners and the curricular correspondence, aspects that are necessary so that the teaching process does not lose its purpose and that were valued at the time of making the applications of this study.

Closed Caption

Unlike the common subtitle system, which is generally used to allow the viewer to understand the audio in another language, with subtitles in their language, the Closed Caption system is produced in the same language as the audio, trying to reproduce the sound as faithfully as possible with text and the

subtitles are displayed in the image throughout the video or film display.

According to Cabero (2017) the definition of Closed Caption is: "a technological-assisted system designed to provide access to information for audio impaired people, which is transmitted through a signal coded and decoded by The TV is a medium which is displayed in the form of subtitles on the TV screen.

Closed Captioning allows people to have a higher level of updated and direct information as it does not need intermediaries and this is very essential for their autonomy. It is an audiovisual element that produces and exploits the possibility of understanding and achieving a better level in the end reach a better level of listening skills, thus facilitating the reception of information and stimulating the knowledge of the students. and stimulating the students' knowledge to cope on their own with real oral and written texts. written texts on their own. (Vega Zambrano, 2016)

Closed Caption is a technological breakthrough with a clear social impact, since people can identify other cultures, moods people can identify other cultures, moods, dialogues, and this system is useful for any member of the educational community, as well as for any members of the educational community, as well as including the hearing impaired, who would also benefit from it.

Closed caption videos in the classroom

Closed captions were originally developed to help the hearing impaired. In addition, closed captioned videos were also widely used to benefit English as second language learners. Prior research found that closed caption improves English language learners' listening and reading comprehension skills (Markham & Peter, 2003). Students' attention and motivation, and reduces students' anxiety (Vanderplank, 1988). Language learners performed significantly better in objective vocabulary testing when they watched closed caption videos versus no caption videos and reported that they were able to integrate previous knowledge and process presented information much more effectively with closed caption videos (Winke, Gass, & Sydorenko, 2010). Various empirical research studies reveal that closed

captions also benefits children, college students, and adults who don't have hearing impairment or limited English skills in their comprehension and memorization of video contents via increased attention (Gernsbacher, 2015). The studies showed that closed caption improved research participants' ability to recall brand information about television advertisements (Brasel & Gips, 2014) and film dialogue (Hinkin & Miranda 2014), and enhanced their reading comprehension. Eye tracking studies find that participants attended to closed captions and were able to read closed captions with ease (d'Ydewalle, Praet, Verfaillie, & van Rensbergen, 1991; d'Ydewalle & de Bruycker, 2007). Many believe that close caption videos are intended to help the hearing impaired or non-native English speakers, but the extant research demonstrates that closed captioned videos also benefit literate capable adults with no hearing impairment (Gernsbarcher, 2015). This study proposes that the use of closed caption videos in college classes can enhance students' learning experience.

Elements of Closed Caption Quality

Without a doubt, Closed Caption is a multifunctional tool, used primarily to give people with disabilities the opportunity to access television information. According to Stark (2011) it is also used as a pedagogical tool in the teaching of foreign languages, it is the case in this work. In this sense, the Closed Caption tool must comply with a series of quality elements:

- Precise: The objective of each production is to achieve an error-free transcription.

- Consistent: Uniformity in the style and presentation of characteristics, such as alignment, color, and shape of the Closed Caption letters is crucial for the viewer to understand the information.

- Clear: A complete representation of the textual audio, including speaker identification and extralingual information, provides clarity.

- Easy to read: This is possible when the text blocks appear for an appropriate amount of time on the screen, are synchronized with the audio, and are not clouded, nor do they interfere with the visual content.

- Equivalent: It is necessary that the meaning and intention of the production discourse is maintained in its

entirety.

The role of closed caption in education

One of the first authors to defend the use of Closed Caption was Professor Robert Vanderplank (1988) with his research on the use of CC as an element for learning foreign languages, who supported its use as a beneficial tool, far from being a distraction that slows down language learning. From his research, he concluded that the use of CC in videos helps students to observe the speech heard, since without this help it would be more difficult to understand it in its entirety. Likewise, the author, based on several experiments, maintains that the levels of anxiety and insecurity increase in the students of basic and intermediate levels when they are exposed to audio-visual material, but these are significantly reduced immediately with the incorporation of the subtitles. The student feels more confident and, with the continuity of this exercise, his anxiety levels will decrease, helping to have more confidence in his oral comprehension competence in relation to future videos that do not have this resource. Therefore, the subtitling of videos helps to make listening comprehension more efficient and less complicated.

Paul & Peter (2003), on the other hand, states that the use of audiovisual material for language learning leads the student to different scenarios, and brings the language to life. In this way, the use of subtitle in audiovisual materials also increases the motivation of students, and helps them to become familiar with it, and to strengthen their listening comprehension and retention of a foreign language.

Within the analysis that has been given to the use of Closed Caption is an instrument to favor the learning of a foreign language, not only is there research, but also theories have been developed that justify the use of subtitles in language teaching.

The cognitive theory of multimedia learning speaks of the limited capacity that human beings have to receive information through a single channel. In average English classes, oral texts are presented through recordings that use only the auditory channel. If another component such as the visual channel is added to this exposure to the foreign language, it is very likely that a greater amount of information will

be received and the ability to understand the foreign language orally will begin to expand (Brame, 2015). By integrating a third channel, which in this case will be the textual channel, which for the purposes of this research we will call Closed Caption (CC), According to Gernsbacher MA (2015), It makes the student have more possibilities to access the information which favors the activation of different mental operations like the relationship between the new information and their previous knowledge, and the processing of the new information since they will be receiving the information through several channels helping.

General Objective

To evaluate the implementation of closed caption as a technological tool to improve listening comprehension of the students from eleventh grade of Benjamin Zeledon, Catarina - Masaya.

Objetives	Variables	Subvariables	Indicators	Sources	Instruments
To implement the closed caption system as pedagogical resource for strength students listening comprehension	Resources technological help to students to increase listening comprehension	Implementation of the closed caption as a pedagogical instrument.	Strength listening comprehension using closed caption system	Students Teacher	• Classroom observations guide • Student questionnaires • Teacher interview
To analyze the results obtained through activities implemented in English class usin the Closed Caption System	Activities using closed caption system in the classroom	Videos subtitled Dialogue Songs Reading	Increase the listening comprehension through the activities using the closed caption technique	Students Teacher	• Classroom observations guide • Student questionnaires • Teacher interview
To mention the benefit of the closed caption intervention in the development of skill receptive listening in students.	Recognize the advantange that acquire the students using Closed Caption	Emotional benefits Cognitive benefits	Evaluate the results obtained through use Closed Caption in the student.	Students Teacher	• Classroom observations guide • Student questionnaires • Teacher interview
To suggest activities that involves the use of videos with closed caption	Use the technological tool (TIC/ Classroom)	Subtitled videos	Propose pedagogical activities that increase students listening comprehension.	Students Teacher	• Classroom observations guide • Student questionnaires • Teacher interview

3. Methodological Design

3.1 Type of Research

The approach used to develop this research was a mixed approach since it involves not only qualitative data but quantitative as well. The quantitative approach helps to collect and analyze data to give a response to the research questions relying this research on statistics from data collection to establish accurately behaviors from the population and the sample, on the other hand the qualitative approach was employed to provide a better understanding of the statics and to also involve some aspects the quantitative approach does not cover.

3.2 Population and sample

In order to analyze the data collected for this research the definition of every single element that was taken into account it consists on a universe of all the students from Benjamin Zeledón High School– Catarina, with a population of 65 students from eleventh grade, obtaining a representative sample of 33 students.

3.3 Data Colletion Methods

In order to collect enough data to provide a conclusion to this research, some instruments were designed, an interview to the teacher to collect the teacher's perspective about the types of strategies that he uses to teach by means of listening to the L2. A survey was applied to the students to give us an understanding of the learning strategies and their perspective of the teaching strategies.

3.4 Tools / instruments

This study focuses on a mixed method research. In many studies using a mixed methods approach provides the best opportunity for addressing research questions. A mixed method is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (survey) and qualitative (interview).
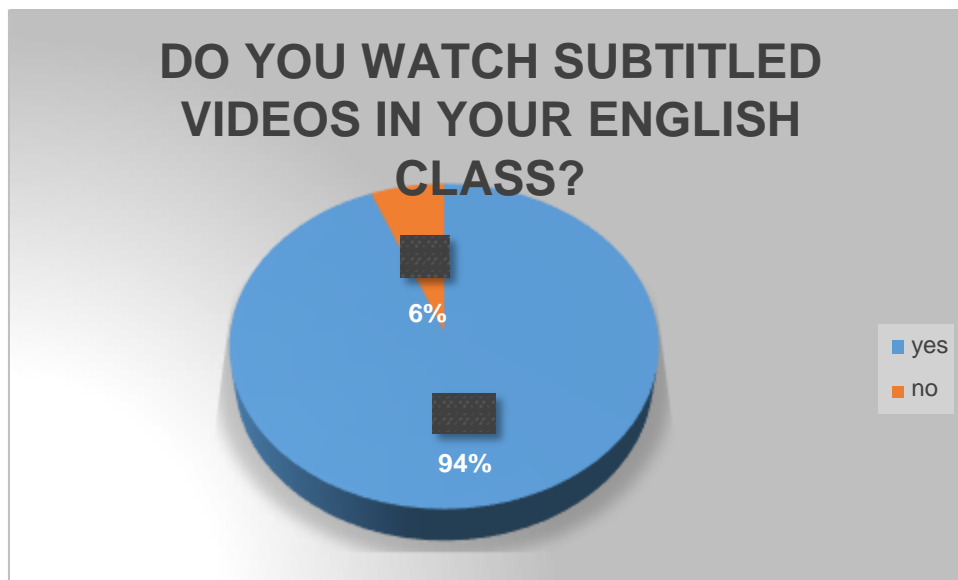
3.5 Validation

The jury expert for this validation was the Msc. Francisco Sánchez from English Department of UNAN – MANAGUA.

4. Finding

4.1 Interpretation survey students

<p style="text-align: center; color: #2E75B6;">Graphs Interpretation</p>

Graphic #1.

This graph represents the number of students who participated in the Closed Caption strategy. The 94% considered that it´s very easy the class, also they can hear the speech and the other members the class don´t watch videos because they had difficulties the understand the vocabulary. Once the problem was identified in the observation phase and the teacher was suggested to use the technological tool. Improves comprehension, attention and memory for the video.

Graphic # 2
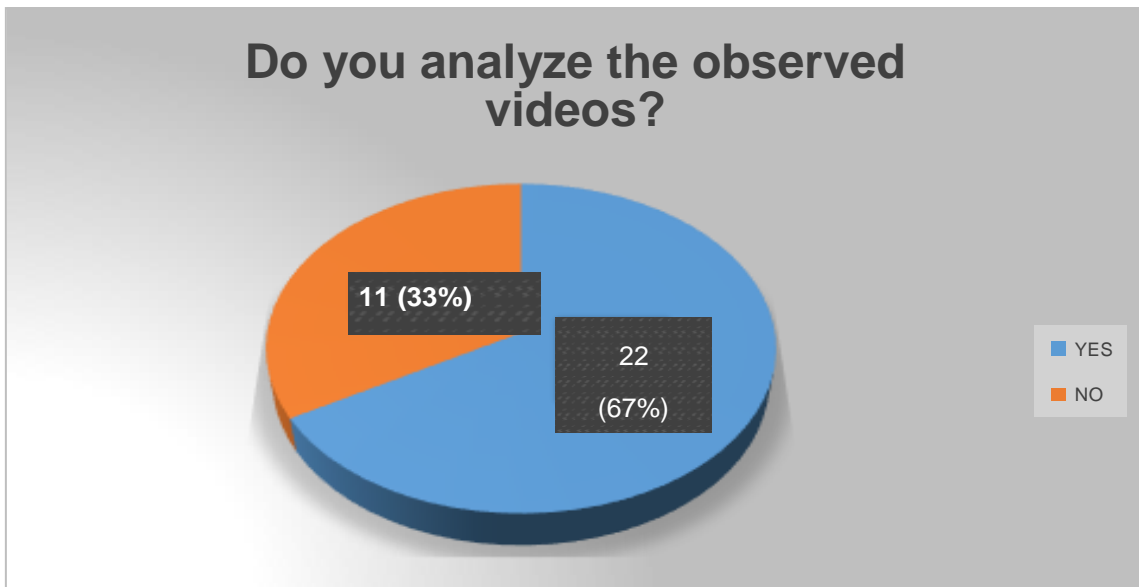
This graph reflects that 67% of the students can analyze subtitled videos, which facilitates the implementation of closed captioning in the process of learning the English language and favors the development of listening skill. They development the vocabulary improve auditive comprehension.

Graphic # 3
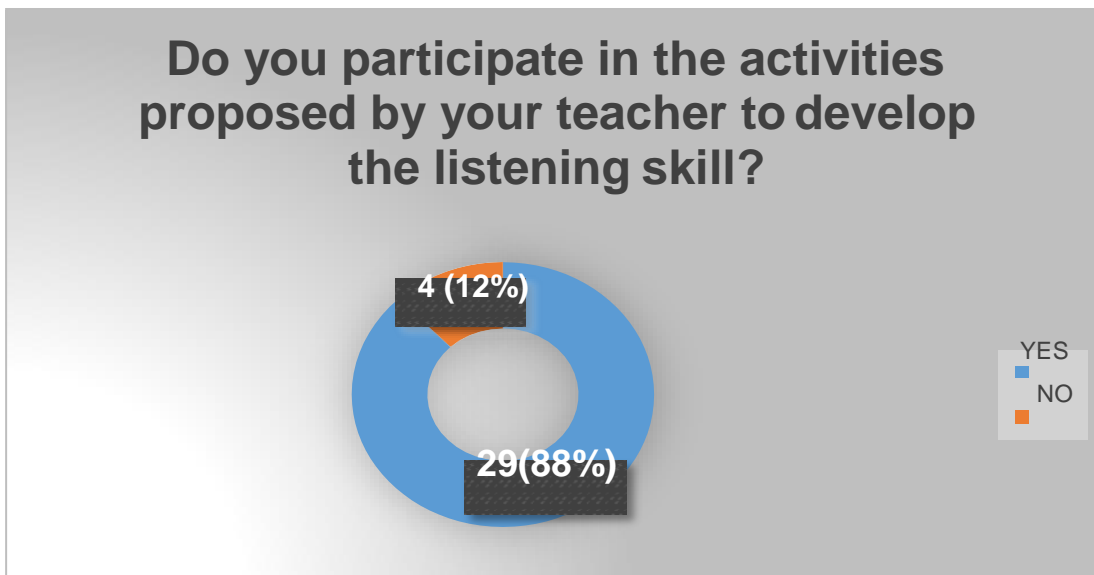
This graph shows that the majority of students (88%) participate in the listening activities proposed by the teacher while the number of students who are not motivated to participate is minimal. This facilitates the application of new teaching- learning strategies.

Graphic # 4

**Wich are the factors the make subtitles difficult to understand?**
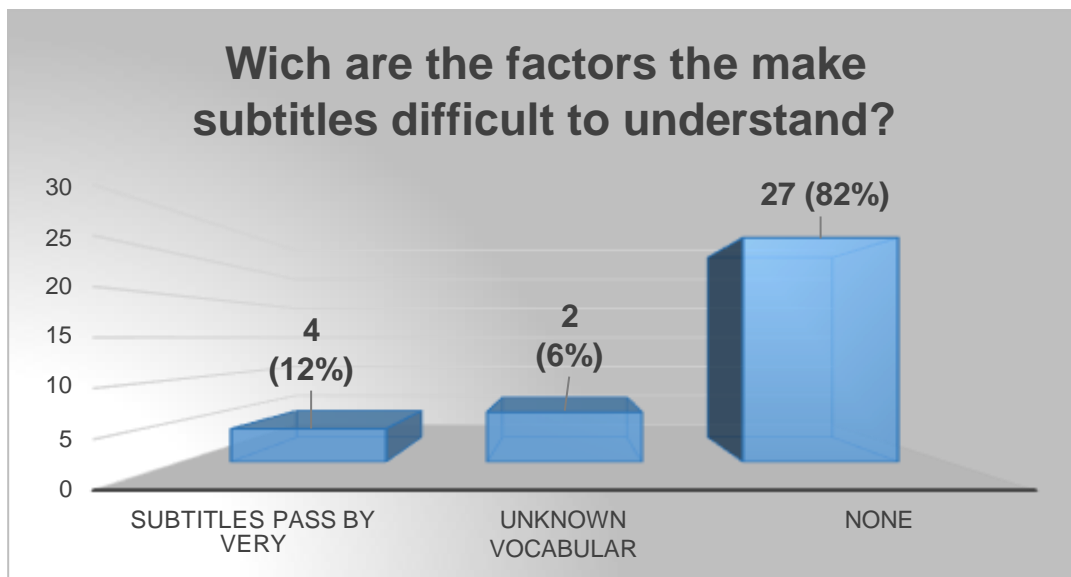
This graph reflects that most of the students do not have difficulties when analyzing subtitled videos, which indicates that the Closed Caption strategy favors oral and auditory comprehension in such a way that it is a very important technological resource to develop English classes.

Graphic # 5
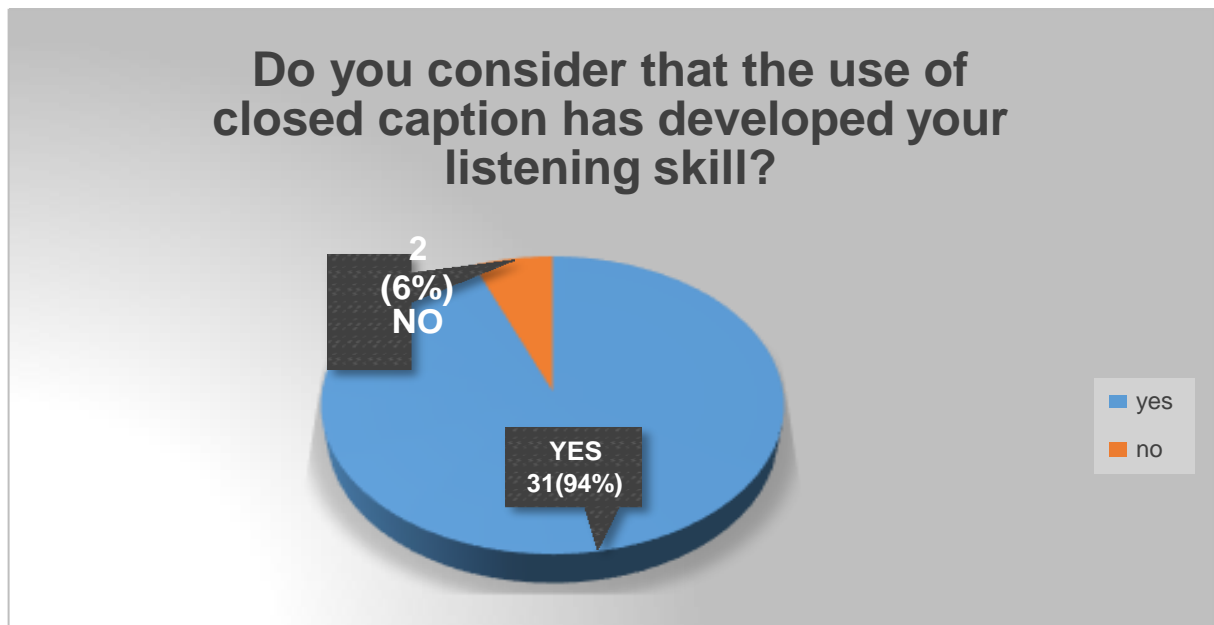
The present graph demonstrates the effectiveness of closed caption because 94% recognize that they have improved their hearing and reception of the English language because this strategy awakens their motivation and improves their emotional state, they said that they enjoyed the class when develop activities that involve the use of audiovisual material.

Graphic # 6

Do you identify the benefits of using closed caption?

3(10%)

30(90%)

YES

NO
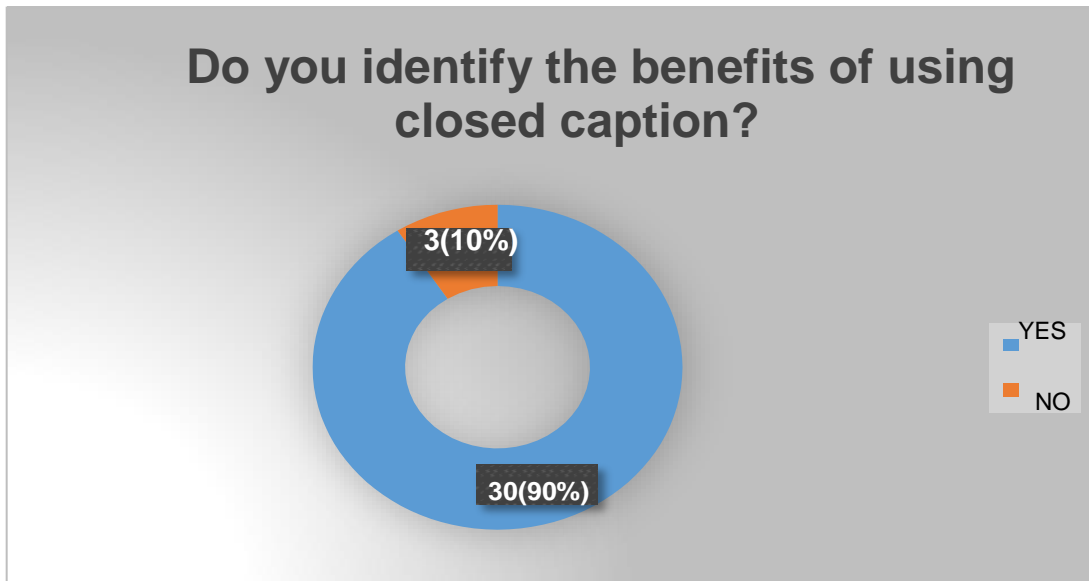
This graph shows that most students recognize the effectiveness of Closed Caption and that it has allowed them to improve their listening, reading and speaking skills, because they are more motivated when applying strategies that involve audiovisual media.

4.2 Teacher interview interpretation

An interview with an 11th grade foreign language teacher was conducted in order to obtain information about the strategies that the teacher uses to develop listening skills in students.

The results obtained in this interview are as follows:

The teacher was asked if he has used modern technological tools to develop the listening skills of his students and he stated that he has only done so on a few occasions, as he commonly uses songs and repetition of statements when working with this skill. This indicates that the teacher employs a traditional methodology which affects the lack of motivation reflected in the surveys applied to the students.

When asked if he identified any benefits or advantages of using technological instruments, he answered yes, because he considers that audio-visual media arouses students' interest. However, it is interesting to note that although he recognizes this important benefit, he does not use it more frequently in his listening classes.

He was later asked if he applied learning activities using closed caption and responded that he only did so when this team made that suggestion after the preliminary observation phase and that he noticed a positive difference in the students' attitude, since they were more motivated and actively participated in the class. From that moment on, he applied simple oral question activities that showed an improvement in pronunciation and other written activities in which he observed the assimilation of new words.

He was then asked if he identified the difficulties students have in listening and he responded that the biggest deficiencies he observed were in identifying the pronunciation of English phrases, perceiving

the internal coherence, order and relationship in the message the speaker is sending, understanding the message of a dialogue in English. Identifying the speakers, the link between them and the context in which the conversation takes place.

Finally, it was asked what skills the students have developed when using the closed caption application it is to provide real language and cultural formation, which in fact is due to the fact that the video can be stopped, the images frozen, repeated to a group of students, so its instrumental utility is very wide, allowing the students to analyze in oral and written form the body language of the characters and the implicit metalinguistic elements, while they listen to the pronunciation, intonation, accent and rhythm of the language in a genuine way.

5. Conclusion

Throughout this research it was observed the different factors that influence the listening learning process of students of the eleventh grade at Benjamin Zeledon School in Catarina-Masaya in the second semester demonstrating that it is necessary to know the different strategies or methods that the teacher uses to obtain a better result in the listening learning process of students. Moreover, it has to mention that teacher should be prepared with professional skills which include pedagogical and technical skills because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement the use of closed caption in the classroom. Here, the students can be benefited using technology based on activities provided by the teacher, taking into account that these activities are relevant to their needs and interests.

Closed captioning captures the attention of students as they are motivated to watch audio-visual media which facilitates understanding and pronunciation of vocabulary. The integration of texts, sounds and images favors the process of teaching and learning. Through this tool, the student loses the fear of actively participating in class because the reading of the subtitles helps him/her to integrate vocabulary, improve pronunciation and answer questions more freely. On the other hand, on the emotional side, the integration with other classmates helps them to socialize and work in teams, so that they can interact in different communicative contexts; since this tool can be used inside and outside the classroom.

On the other hand, for data collection, techniques and methods that helped in the writing of this research were taken into account, as well as the teacher´s opinions or suggestions. Instruments such as an interview and a survey were also developed and then applied to students and the teacher to verify the problems observed.

Recommendations

In so many students should take into account the following recommendations

- Watch close caption videos online.

- Watch more TV programs from real contexts.

- Avoid translating into Spanish the words they hear.

- Get deeper about the lesson they attend.

Recommendation for the teacher

- The selection of videos should be in accordance with the level, age and syllabus of the group you are going to work with.

- Implement the closed caption as a pedagogical resource to strengthen the listening skills of the students.

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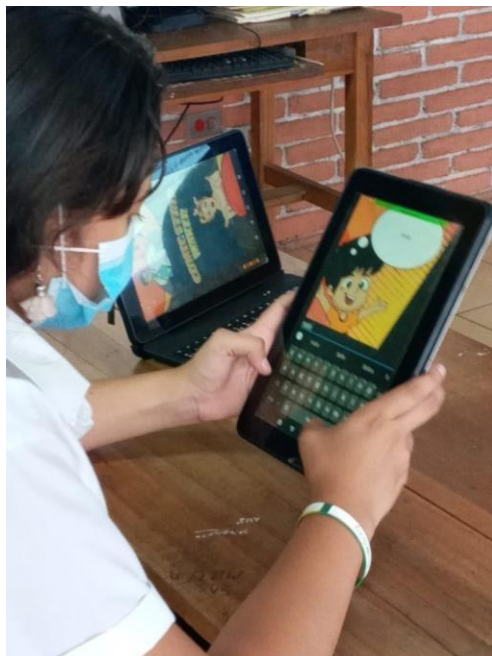Vanderplank, R. (1988). *The value of teletext sub-titles in language learning.*

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6. Attachments

UNIVERSIDAD
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AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

TEACHER'S INTERVIEW.

Implementation of closed caption as a technologic tool to the improvement of the English listening skill of the students from eleventh grade at Benjamin Zeledon High School – Catarina.

The objective of this interview is to get information about the strategies the teacher uses to improve the students´ communication skill.

Instructions: Read each item carefully and answer according to your criteria.

Teacher interview

1. **What technological tools do you to develop listening skill?**

2. **What benefits and advantage do you identify of applying technological instruments?**

3. **Do you apply learning activities using closed caption?**

4. **Do you identify the difficulties students have in listening skills?**

5. **What skills have students developed when using the Closed Caption application?**

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument **STUDENT'S SURVEY** that is part of the research work entitled: **Use of Closed caption as a technological tool in order the enhance the English listening skill of eleventh grade at Benjamin Zeledon School Catarina –Masaya.**

The evaluation of the instruments is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE

_____

ACADEMIC TRAINING

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

TIME _____

CURRENT POSITION _____

STUDENT´S SURVEY

The objective of this survey is to gather information about the listening skill that the students from eleventh grade at Benjamin Zeledon High School – Catarina are developing.

Instructions: Read each item carefully and answer according to your criteria.

1. **Do you watch subtitled videos in your English class?**

   Yes_____   No_____

2. **Do you analyze the observed videos while reading the subtitles?**

   Yes_____   No_____

3. **Do you participate in the activities proposed by your teacher to develop the listening skill?**

   Yes_____   No_____

4. **Which are the factors that make subtitles difficult to understand?**

   Subtitles pass by very quickly_____   Vocabulary not known_____   None_____

5. **Do you consider that the use of closed caption has developed your listening skill?**

   Yes_____   No_____

6. **Do you identify the benefits of using closed caption?**

   Yes_____   No_____

Universidad Nacional Autónoma de Nicaragua.

UNAN-Managua.

Rubén Darío Campus.

Education and Languages Faculty.

English Department.

<u>**Instruments validation.**</u>

Use of Closed caption as a technological tool in order the enhance the English listening skill of eleventh grade at Benjamin Zeledon School Catarina –Masaya.

Topic: Research Questions**.**

Names: Nitza Edith Gallegos Sánchez.

Yoselyn Giomar Narváez Gómez.

<div align="center">**Expert Judgment**</div>

Respected judge:

You have been selected to evaluate the Instrument **TEACHER'S INTERVIEW** that is part of the research work entitled: **Use of Closed caption as a technological tool in order the enhance the English listening skill of eleventh grade at Benjamin Zeledon School Catarina –Masaya.**

The evaluation of the instruments is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE

_____

ACADEMIC TRAINING

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

TIME _____

CURRENT POSITION _____

Objective of the research:

To propose the implementation of a technological strategies that contributes to improve the English language listening comprehension of the students from fifth grade of Benjamin Zeledon, Catarina – Masaya.

Objective of expert judgment: Validate the content of this instrument

Objective of the questionnaire:

- To get information about the strategies the teacher uses to improve the students´ communication skill.

- To gather information about the listening skills that the students from fifth grade at Benjamin Zeledon High School – Catarina

TEACHER`S TOOL

Category	Classification	Indicator
Coherence The item is logically related to the dimension or indicator that is measuring.	1. Does not meet the criteria. 2. Low level. 3. Moderate level. 4. High level	The item has no logical connection with the dimension. The item has a tangential connection with the dimension. The item has a moderate connection with the dimension you are measuring. The item is completely related to the dimension you are measuring.
Clarity Degree to which the item is written clearly and precisely, facilitating its understanding by the subjects.	1. Does not meet the criteria. 2. Low level. 3. Moderate level. 4. High level.	The item is not clear. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or the ordering of them. A very specific modification of some of the terms of the item is required. The item is clear, has adequate semantics and syntax.

Relevance	1. Does not meet the criteria.	Does not meet the criteria.
Importance of the item with respect to the contribution it can provide for a better understanding of the characteristic or situation measured.	2. Low level.	The item can be removed without affecting the dimension measurement. The item has some relevance, but another item may be including what this one measures.
	3. Moderate level.	The item is essential or important, that is, it must be included.
	4. High level.	
Sufficiency	1. Does not meet the criteria.	Items are not enough to measure dimension.
The items that belong to the same dimension are enough to obtain the measurement of this.	2. Low level.	The items measure some aspect of the dimension but do not correspond to the total dimension.
	3. Moderate level.	Some items must be increased in order to fully evaluate the dimension.
	4. High level.	Items are enough.

Dimension	Source	Description	Items	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
Monitoreo Strategies	Brasel, S. & Gips, J. (2014).	Use the selected technological environment	1. What technological tools do you to develop listening skill?	4	4	4	4
	Gernsbarcher, M. (2015).	Identify the advantages of using Closed Caption	2. What benefits and advantage do you identify of applying technological instruments?	4	4	4	4
	Vargas, M. (2009).	Use Closed Caption in learning activities.	3. Do you apply learning activities using closed caption?	4	4	4	4

Dimension	Source	Description	Items	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
Planning Strategies	Monereo, C. (1998)	Observe difficulties	4. Do you identify the difficulties students have in listening skills?	4	4	4	4
	Weinstein, N. & Mayer, J. (1986).	Description skill students	5. What skills have students developed when using the Closed Caption application?	4	4	4	4

Dimension	Source	Description	Items	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
Monitoreo Strategies	Gamarra, K. (2013).	Watch subtitled videos	1. Do you watch subtitled videos in your English class?	4	4	4	4
	King. (2002).	Analyze the observed videos	2. Do you analyze the observed videos while reading the subtitles?	4	4	4	4
	Griffin. (1992).	Participate in the activities proposed by your teacher	3. Do you participate in the activities proposed by your teacher to develop the listening skill?	4	4	4	4

Dimension	Sounce	Description	Ítems	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
4Evaluation Strategies	Markham, G. & Peter, T. (2003).	Factors that make subtitles difficult to understand	4. Which are the factors that make subtitles difficult to understand?	4	4	4	4
	Vanderplank, R. (1988).	Recognize the importance of Closed Caption	5. Do you consider that the use of closed caption has developed your listening skill?	4	4	4	4
	Zamoon, S. (1996).	Identify the benefits of using closed caption	6. Do you identify the benefits of using closed caption?	4	4	4	4