Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
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En Titled

The Effect of Caption Videos on EFL Learners' Vocabulary

The Case Study of First Year EFL Students at Biskra

University.

Dissertation Submitted to the Department of English as Partial Fulfillment of the

Requirements for the Degree of Master in Sciences of Language

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Academic Year: 2021-2022

DEDICATION

I dedicate this dissertation to

The light of my life and the dearest persons to my heart: my parents thank you for all your support throughout my life, and above all your love and strength to chase my dreams.

The flowers of my family sisters: Nedjoua, Rayane, Imane, and little sister Hanane; my brothers: Mohammed, and Yousef

To my auntie dearest Faiza and ankles who deserve my whole hearted thanks too.

My relatives and my friends with whom I am sharing my life with its lights and shadows.

Thank you for your encouragement and support. Your friendship made a wonderful journey of my life: Narjas, Khadija, Nihale, Fatma and Haizia

you are always in my mind, To whom I give the candle that lit my path, and for them I am very grateful.

To all those who love me.

ACKNOWLEDGMENTS

Abstract

Learning vocabulary is a difficult task for EFL learners who always try to make it as much as possible easier to facilitate it for their learners. One of the techniques that can be used is integrating language caption videos in order to make it easier to be learnt. In this study, we hypothesize that the use of caption videos will improve students' vocabulary. So, the goal of this research is to check the effectiveness of using language caption videos in facilitating learning as well as improving students' vocabulary. Moreover, this study aims at exploring the relation between using caption videos and vocabulary development for first year EFL learners at Mohammed Khider Biskra. To achieve the mentioned objectives a descriptive study is conducted; it is based on the analysis of data gathered from a questionnaire administered to nine teachers, and another one to forty EFL learners. Moreover, the questionnaire explores teachers' and learners' attitudes towards the usefulness of caption videos as a technique for teaching vocabulary. Again, the students' questionnaire added questions about learners' vocabulary acquisition from their sessions and their background knowledge. In general, this study describes the effectiveness of using language caption videos and how learners may benefit from them. The findings obtained from the present research show the effectiveness of using caption videos in teaching vocabulary integrating them into the lesson which can help students to improve their vocabulary. However, they need to be used with a condition such as being appropriate to the students' level, the lesson objectives, and the time allowance.

List of Abbreviation and Acronyms

AVMs: Audio-Visual Material

BCR: Between-Channel Redundancy Theory

CC: Close Captions

DM: Direct Method

EFL: English as Foreign Language

ESBVs: Educational Standards-Based Video

ETV: Educational Television

ICT: Information and Communication Technology

ITV: Instructional Television

LMD: License, Master, Doctorate

LTM: Long Term Memory

MTS: Machine translation Systems

TPR: Total Physical Response

VLS: Vocabulary Learning Strategies

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General Introduction

GENERAL INTRODUCTION

Introduction

Vocabulary is a vital role in any language since without having enough vocabulary students will not be able to understand and communicate using the target language. Therefore, developing students' vocabulary skills has been the main concern of many teachers and students at the same time, since the mastery of vocabulary skill is a crucial part of learning EFL, and it is believed to be a priority for many foreign students. Hence, videos play a significant role in the process of learning FL since they engage and motivate all the students and provide them with chances to exchange their ideas in a real communication setting. Watching videos has many advantages; it creates a friendly atmosphere for learning to take place, and it encourages students to communicate in the target language freely without hesitation, or fear.

The present study mainly focuses on the importance of vocabulary and the importance of caption videos as a learning strategy in enhancing learners' vocabulary. Thus, the present study examines teachers' and students' attitudes toward the role of caption videos in enhancing students' vocabulary skills.

1. Statement of the Problem

The study attempts to shed light on an important issue which in improving the learning of vocabulary through the use of English caption videos. Students must be aware of the fact that listening to and reading the text of English videos caption will bring them closer to the target language they are learning. This awareness, however, should not be that of students alone. Teachers also are part of the issue and are expected to make the first steps towards a real change in their strategies of better teaching and learning strategies. Students should be encouraged to comprehend language even when

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they cannot understand the whole text. Using English caption videos , in our case is likely to provide students with motivation and an interesting atmosphere; where learning can take a chance to study audio-visual strategies with the text version of spoken audio in a video that may facilitate learning new vocabularies.

2. Aim of the Study

The aim of the present study is to enhance and enrich EFL students' background in the vocabulary of English through the use of caption videos. The use of sound, image, and writing in the video assists the purposeful readers to visualize the reading text. Moreover, this kind of activity may encourage learners to do more effort when dealing with certain activities and to demonstrate applying the technique for learning new vocabulary items.

3. Research Questions

Research questions that answered to guide this study are:

1-What are the attitudes of both teachers and EFL learners towards using caption videos to enhance students' vocabulary?

2-To what extents do caption videos improve students' vocabulary?

3-Do teachers use caption videos in their reading and oral expression sessions?

-If yes? How do their students learn from them?

-If no? What are the reasons for not being able to use them?

4. Research Hypotheses

On of the basis of research questions formulate before, we hypothesized that:

1-The use of English caption video for EFL first-year EFL students at Biskra University will influence positively the teaching and learning of vocabulary.

2-The use of English caption videos will influence positively both teachers' and students' attitudes towards the method of teaching and learning.

5. Research Methodology

1. The Choice of the Methodology

The nature of the study determines the appropriate method that should be used. The nature of our study is to investigate the issues of the effect of caption videos on enhancing EFL students' vocabulary for the English department calls for a descriptive method. The obtained data from questionnaires will be investigated after providing them with a short closed captions (CC) video and then a questionnaire.

2. The participants

2.1.The population

The researcher will use the teachers of reading comprehension sessions and oral expressions of the first year EFL students of the Mohamed Khider University during the academic year of 2021/2022.

2.2.The sampling

A random sample of first-year EFL students at Biskra University; consists of 40 students and 09 teachers who teach reading comprehension and oral expression sessions, and this could be reliable to gather the important requirements.

2.3.Data collection tools

Teachers' questionnaires to gather data and access the respondents' attitudes and opinions come to be the most useful and effective technique. The researcher use an instrument to collect the data for this research: provide a sample of students' caption videos and then a questionnaire. The questionnaire be used to obtain the data of teachers on reading sessions and oral expressions; the questionnaire of students is used to collect the data on closed captions video attitude.

6. Data analysis

The researcher will use descriptive method to provide basic information about variables in data sets and highlight potential relationships among those variables; which are the video with a closed caption and vocabulary.

7. Limitation of the study

This research is conducted on Enhancing learning vocabulary through the use of caption videos is going to use a qualitative method as it is going to rely more on numbers and statistics

This study was carried by first-year students of the English department and teachers of reading comprehension and oral Expression sessions. Thus, the instrument to gather data will be a questionnaire. The study aims to find out what strategy that may contribute in the students' development of a vocabulary of a superficial level of comprehension of language. Moreover, the students also aim to figure out the attitude of using caption videos in order to enhance students' vocabulary. Like any kind of we limited the study only to first-year learners for the academic year 2021/2022 of university Biskra and their teachers.

8. Structure of the Dissertation

This research is divided into three chapters related to the topic discussed which is the use of caption videos as an effective strategy to improve learners' vocabulary.

The first chapter presents the literature review of learning and teaching of vocabulary in EFL classes, it involves outlining and discussing the issues that are relevant to knowing a word, type of vocabulary, description, teaching vocabulary, vocabulary learning strategies, and vocabulary learning goals.

The second chapter comprises the literature review of caption videos. It is concerned with definitions of caption and video, their types and technique, activities of the use of video in the classroom, difficulties that hinder the implementation of audio-visual aids, and advantages of using videos in the classroom.

The third chapter deals with the practical part that presents the main findings. The researcher starts by exploring students' and teachers' attitudes towards caption videos. In order to, make sure about the validity and reliability of the research, researchers also design a questionnaire for the teachers and students as an important part of the research, and then data analysis by the end of the chapter. The researcher confirm or reject the assumptions stated earlier in the hypothesis and confirms most of the key points that be conducted throughout this work.

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Chapter One

Learning and Teaching

Vocabulary in EFL Context

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Chapter One: Learning and Teaching Vocabulary in EFL Context

<div align="center">**Chapter one**</div>

<div align="center">**Learning and Teaching Vocabulary in EFL Context**</div>

Introduction

In learning vocabulary, recently many studies have been carried out about the effective techniques and strategies that can be used to create appropriate as well as motivating situations to learn. Because of the technological facilities available these days, learners can learn vocabulary inside the classroom and outside it. The purpose of this chapter is to outline and discuss the issues relevant to knowing a word, type of vocabulary, description, teaching vocabulary, vocabulary learning strategies, and vocabulary learning goals.

1. Definitions of Vocabulary

The most important aspect of language acquisition is vocabulary. It is critical because it is the foundation of communicative skills and target language acquisition. As a result, each language has a unique vocabulary that distinguishes it from other languages and allows language users to communicate.

The term vocabulary is defined in different ways. Vocabulary can be defined as words that have meanings. Knowing a language requires knowing its vocabulary which is defined in Oxford Advanced Learner's Dictionary (2011) as "All the words that a person knows or uses, or all the words in a particular language"

According to Thornbury (1997:177), the terms vocabulary and lexis are commonly used interchangeably in English. Many definitions of the term "vocabulary" have been offered; nevertheless, they are still restricted and require more explanation.

Todd (1987: 49) contended that there is no ultimate meaning to the term "Vocabulary". He proposed that the word has orthographic, morphological, lexical, and semantic aspects.

An orthographic word represents a series of letters that may include a hyphen and an apostrophe, and which can be separated from another word either by leaving a space or by putting a punctuation mark, while a morphological one, on the other hand, is simply concerned with form and not with meaning. Then, a lexical word is concerned with the numerous forms of objects that are closely connected by meaning; and finally, a semantic word is concerned with the distinction between words that are morphologically the same and different in meaning (Todd,1987: 50).

Moreover, vocabulary can be defined as words that have meanings. According to Ur (1996:60) "Vocabulary can be defined roughly, as the words teachers teach in the foreign language."

In addition to this, vocabulary as stated in Schmitt (2000:4) "[…] Vocabulary continues to be learned throughout one's lifetime. This is because the grammar of a language is made up of a limited set of rules, but a person is unlikely to run out of words to learn."

Apart from that, the process of acquiring vocabulary is a difficult activity that needs extra effort to establish and expand appropriate lexical knowledge. It is a lengthy process that will last the rest of the person's life.

According to all previous meanings, Vocabulary can be defined as a word that has a definition and is used in a particular language and restricted by different aspects.

1.1. Knowing a Word

The words of a language, which is perhaps how most people think of vocabulary, are correct because a vocabulary does deal with words. Yet vocabulary is much more than just single words (Lessard,M ,2013:01).

Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English "refers to all the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt, 2011, 571: 583).

"Linguists and psycholinguists who study lexis are in a unique position because they focus on the place in linguistic analysis and language processing where form (phonological or otherwise) meets meaning at the most basic level" (Barcroft, Sunderman, & Schmitt, 2011:572).

According to Barcroft, Sunderman, & Schmitt said that "Much like a dictionary entry, the mental representation of a word contains information about the spelling, pronunciation, grammatical category, and meaning of the word" (2011: 572). They state that the mental lexicon is the storage for words and the information we know about those words of spelling, pronunciation, grammatical category, and meaning of the word.

Thus, an example of a word builder is the word or morpheme that has at least three meaningful parts to the word and morpheme. The free morpheme build (a verb) is then combined with the derivational bound morpheme *-er*, resulting in the noun builder. After that, the inflectional plural morpheme *(-s)* is added. Finally arrive at the builders, although (-s) is added orthographically, phonologically the sound is /z/, which is an allomorph of the plural morpheme (-s). At the most basic level, we know that Builders are people who construct things. (Ibid.)

So, it will probably not surprise you to learn that vocabulary also includes lexical chunks, phrases of two or more words, such as (*Good morning)* and (*Nice to meet you)*, which research suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences, they are central English vocabulary learning and therefore worth teachers' attention as they teach vocabulary(Alali& Schmitt,2012: 153-180).

Otherwise, a basic characteristic of vocabulary is that meaning and form do not always have a one-form as an example:

- die

- expire

- pass away

- bite the dust

- kick the bucket.

- give up the ghost

All of the above six examples are lexemes with similar meanings 'to die'. However, several of the items contain more than one word. So, meanings can be represented by multiple words operating as single units (Barcroft, Sunderman, & Schmitt, 2011: 572-573).

Furthermore, vocabulary can be defined 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. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

The notion of a word may be defined in a variety of ways, but three important elements that instructors must be aware of and focus on are form, meaning, and use. Nation (2001: 24-26) defines a word's form as its pronunciation (spoken form), spelling (written form), and any word parts that make up this specific item (such as prefix, root, and suffix). An example of a word component is underdeveloped, where the prefix *under-, -develop-* the root word, and the suffix - *ed*. In this context, all parts relate to its meaning.

According to Nation (2001:26), meaning comprises the way form and meaning interact, in other words, the notion and the things it refers to, as well as the connections that come to mind when individuals think about a certain term or expression. Nation (2001:26) additionally, defined use as "the grammatical functions of the word or phrase, the collocations that usually accompany it, and finally any constraints on its use, in terms of frequency, level, and so on.

The teacher should be able to estimate the learning burden of words for each of the aspects of what is involved in knowing a word so that they can direct their teaching toward aspects that will need attention and towards aspects that will reveal underlying patterns so that later learning is easier (Nation, 2001: 24).

This is indicated by Michael Lessard (2013: 03) who states that teachers teach vocabulary to students to increase their understanding of words and phrases, helping them learn any of these diverse components to help them improve their English vocabulary knowledge and usage, we can distinguish students in specific English strengths and shortcomings in terms of these three dimensions of vocabulary knowledge, which are the form, meaning, and usage.

Nation (2001: 26) said that there is a receptive and a productive component to form, meaning, and usage, therefore understanding these three characteristics for each word or phrase takes 18 different forms of lexical knowledge.

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency..)	Where, when, and how often would people expect to meetthis word?	Where, when, and how often can people use this word?

Table 1. Knowing a Word (Nation, 2001: 27)

As stated by Michael Lessard (2013:05), some teachers are good at grammatical functions of particular words or phrases, while others are well-perfect in English word parts. So, students have to begin with their strengths, because every person has some vocabulary knowledge that is useful to English, even if it comes from their original language. The aim is to build on learners' strengths while simultaneously identifying distinct deficiencies; besides, students learning English as a foreign language are sometimes less competent at recognizing specific elements of vocabulary usage. However, if teachers are aware of their students' English vocabulary strengths and shortcomings, they may begin to extend students' knowledge and reinforce weaker areas. Students could be bad at recognizing these words or expressions when they hear them spoken.

2. Types of Vocabulary

According to I.S.P. Nation, Teaching and Learning Language (1990: 29), vocabulary is classified as follows:

- *Receptive vocabulary*:   knowing a word involves being able to recognize it. Lerner hear it or see it, i.e. distinguishing it from other words that appear similar in writing or speaking. Bogaards and Laufer (2004: 79-87) both agree that receptive vocabulary refers to understanding the meaning of a term, i.e. translating it from L2 to L1.

- *Productive vocabulary*: knowing a word entails knowing how to pronounce it, write it, spell it correctly, and even use it in grammatical patterns. It also involves knowing when, and where to use these words i.e. using them in suitable situations. (Ibid.)

Bogaards&Laufer claim that productive vocabulary refers to learning to express a concept through an L2 i.e. Learners can translate a word from L1 to L2. In another way, Jo Ann Aeborsold and Mary Lee Field (1977: 139) said that vocabulary should be classified differently. It is separated into two terms, according to them, which are:

- *Active vocabulary***:** refers to items that a speaker can use when writing or speaking, to use vocabulary actively means that learners understand how to pronounce it and how to pair it with correct grammar in the target language.

- *Passive vocabulary***:** This refers to items that can be comprehended in a certain situation, such as while speaking or reading. It includes the words that we obtain by reading or speaking.

Furthermore, the term vocabulary is classified into four categories, according to Wikipedia, the free encyclopedia:

- *Reading vocabulary***:** these are words that students learn while reading. Because it includes the other types, it seems to be the biggest type.

- *Listening* **vocabulary:** whatever we can identify through speech is referred to as listening vocabulary.

- *Speaking vocabulary***:** all words/items that learners can use correctly and without making errors.

- *Writing vocabulary***:** refers to the terms that are widely used in various written forms.

- *Final vocabulary***:** a set of words that they employ to justify their actions beliefs, hopes, and lives.

3. Vocabulary Lexicography

Two major branches emerged to study vocabulary in all of its various forms, meanings, and uses. There are two of them: lexicography and lexicology.

3.1. Lexicography, according to Jackson, H., and E. Zé Amvella(2000:185), is the activity of creating dictionaries that perform several functions. They are a useful source of knowledge and may be used to help students learn. The list of lexical elements of a language may be found in dictionaries presented in alphabetical order with information concerning spelling, pronunciation, use, and meaning. In general, students examine dictionaries to verify spelling and seek up the meaning of words. The meanings of strange words confirm the meanings of unexpected terms.

Barcroft, J., Sunderman, G.,& Schmitt, N (2011:53) they quoted that "Lexicography is an area of applied linguistics that focuses on the compilation of dictionaries (practical lexicography) as well as on the description of the various types of relations found in the lexicon (theoretical lexicography)".

Jackson, H., and E. Zé Amvella (2000:08) state that lexicography interest in lexicological studies is lexicography, as a special technique, the writing, and competition of dictionaries. Moreover, lexicography refers to the principles that underlie the process of compiling and editing dictionaries, in this sense that lexicography can be regarded as *'applied lexicography'*. However, it should be pointed out that lexicology is not the only branch of linguistics that provides an input to lexicography. Morphology, syntax, phonology, and socio-linguistics. This contributes to the study and selection of the language variety to be used and the inclusion of information on style and register.

It can be said the benefit of using a dictionary is that it aids with comprehension of meaning, spelling, and pronunciation; therefore, it gives the actual usage of a term as well as enhances its meaning and interrelationships between words with the same meaning.

3.2. Lexicology

This field of linguistics is concerned with the examination of vocabulary items, or more specifically with the three aspects specified: word class, word formation, and word meaning.

3.2.1. Word Class

It is a vocabulary classification that describes words that are related to the same elements of speech. Harmer (2007: 150) believed that the English language is divided into eight (8) parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction; the noun is a word that names a person, a place, an idea...etc, a pronoun is a word that replaces a noun/ noun phrase, an adjective is a word that describes person/ thing, the verb is a word that describes an action/state of being, an adverb is a word that describes verbs, prepositions is a word that comes before nouns or pronouns, determiners is a word that qualifies a noun and can be divided into many categories: indefinite article (an /a), definite article (the), possessives (my, his...etc), demonstratives (this, that...etc), quantifiers (some, few...etc), and conjunctions is a word that connects sentences, phrases, or clauses.

3.2.2. Word formation

The word building or the word-formation has three forms which are: affixation, compounding, and conversion.

- **Affixation**: Bauer (1983) defines it as "the process of adding a letter or a group of letters to the base." Affixes are classified as prefixes, which are placed before a base (as in dislike, where dis – is a prefix), and suffixes, which are connected after a base (as in freedom, where freedom is a suffix). as well as in fixes, which are linked within a base.

- **Compounding**: It is the process of joining two or more words to produce a single word, either directly or by the use of a dash, as in the weekend.

- **Conversion**: The concept that certain word classes may be employed without affecting the word form – for example, the word "book" can be a noun "a book" or a verb "to book" – is known as zero affixation. In certain circumstances of conversion, the words have the same form but distinct pronunciation, such as "present" / 'preznt/ (noun or adjective) and "present" /pri'zent/ (noun or adjective) (verbs).Many include pronunciation and spelling variations, such as"advise"/advais/ and "advise"/advaiz/.

3.2.3. Word Meaning

The meaning of a word is differentiated by semantic value. The semantic relationships are expressed through the use of synonymy, antonymy, polysemy, and hyponymy.

- **Synonymy:** a word can be replaced by another word or expression that has nearly or the same meaning (Hatch, Evelyn, and Cheryl Brown,1995:17).

- **Antonym:** a word that has the opposite meaning of another word or words.

- **Hyponymy:** the case of word meaning can be determined by its family.

    (Palmer, F. R.1976: 96)

- **Polysemy:** The case that the same word may have a set of different meanings that differs according to the context used. It may lead to word ambiguity in linguistics of two interpretations or more. That has three kinds of ambiguity:

- **Scope ambiguity:**

- Everyone in Algeria is supporting one football team.

-there is one football team that everyone in Algeria is supporting.

-everyone in Algeria is supporting one team or another.

- **Syntactic ambiguity:**

- Successful boys and girls are all rewarded.

-[(Successful boys) and girls] are all rewarded.

-[Successful (boys and girls)] are all rewarded.

- **Lexical and syntactic ambiguity:**

-Mary claims that John saw her duck.

-John claims that Mary saw his/him duck.

4. Vocabulary Teaching and Vocabulary Learning

Foreign language has two factors influence: teaching and learning. To achieve communicative competence in a second language, it is necessary to improve vocabulary learning and teaching at the same time. These two aspects should be discussed and interpreted to avoid negative effects during the teaching and learning process.

4.1. Vocabulary Teaching

Some teachers believe that teaching vocabulary comes naturally, but this is incorrect because students will be misled when the teacher does not direct them to the most useful and effective vocabulary (Nation,1990:01). Additionally, Marika Marttinen (2008:17) assumes that Aalto(1994) points out that vocabulary nowadays is neglected totally in language learning/ teaching, although vocabulary is considered to be the cornerstone of communication.

Nation claims that we should encourage students responsible and control their learning. For Example, those students who know what to learn, and how to learn, and this motivates them to put their knowledge to use. As a result, the teachers' actions and language teaching have a significant impact on their approaches to learning (Nation, 2006:468).

 Here are some principles of teaching/ learning given by Nation:

● The learning sequence should start with high-frequency vocabulary and should have attention during the process of teaching-learning of vocabulary"meaning-focused input", "meaning-focused output" "language-focused learning, "and" fluency development".

● Teachers should focus on guessing strategies (word from context, learning word cards, using word parts, and using a dictionary, to avoid low-frequency vocabulary.

● The learning activities have to be designed to encourage a process of vocabulary through retrieval, and generative use (Nation,2006:468).

Cook argues with Nation's view on vocabulary learning /teaching and declares that words that are most used by students should be thought of first (Cook,2001: 58). Referring to Nation, indirect vocabulary learning should take huge time in language education while direct vocabulary learning does not (Nation,1990: 03).

4.2. Vocabulary Learning

The main purpose of learning is to develop communicative competence. Vocabulary is regarded as an essential part of language learning and teaching. There is an agreement that learning vocabulary is simple, and they do not believe that students have difficulty learning vocabulary that allows them to speak fluently (Marika, 2008: 17).

As humans, we are not able to master vocabulary fully with what they may mean, for example, the Collins Cobuild English Dictionary for advanced learners contains over 110 000 words, phrases, and definitions, indicating that even native speakers do not know all of their mother tongue's words or how to use them appropriately (ibid.). Can be said that the vocabulary used for oral communication and that used for written communication differs.

As Nation (1990:02) said, we should distinguish between direct and indirect vocabulary learning. Students are asked to do exercises such as word building and vocabulary games in the first one. Indirect vocabulary learning, on the other hand,

focuses on the message being conveyed, He also mentions that if the number of unknown words is low, we can say that there is vocabulary learning.

Various factors influence vocabulary learning; however, Carter and McCarthy argue that effective vocabulary learning is mainly related to both. As a result of the teachers' understanding and learners' perception of difficult words, the teachers' role in vocabulary learning is essential (Carter & McCarthy, 1988:13).

Various factors influence learning in general and vocabulary learning in particular. Nation identifies three factors that influence vocabulary learning, the first one is learners' prior experience and the effect of the mother tongue on learning other languages through borrowing and interference from first language (L1) and second language (L2) vocabulary, which makes it difficult to understand words because their meanings may not have the same meaning.

The way words are taught/learned is the second factor that contributes to difficulties in learning vocabulary in a second language. In fact, in a learning situation, spontaneous organization leads to difficulties. He also assumes that "un teaching" refers to what was discussed. As a result, teaching might have a positive, negative, or neutral effect. We begin with a positive effect, which leads to greater mastery of words; second, a neutral effect, in which there is no learning, implying that we have the same knowledge; and third, a negative effect, which occurs but has a negative on previous knowledge and even what will be taught in the future. Making connections with other words, he claims that making a connection with another word can also cause difficulties in teaching new words (Nation, 1990:45).

Nation (1990:47) further said that the more similar items are, the more likely they are to be closely associated with each other. For example, the two words long and short

are adjectives, nouns, and antonyms, which can confuse the classroom because students may be mixed the meanings of these two words because they are related.

4.3. Ways to Make Learning/Teaching Vocabulary Effective

Unlike grammar, which is based on rules, learning vocabulary is a matter of recall (Thornbury, 2002:13). As a result, to provide the most effective teaching/learning experience possible, we must understand how words are remembered in the minds of students. Vocabulary is stored in the human mind in a more complex system known as the "mental lexicon," where information in general and words, in particular, are stored and categorized in different ways based on characteristics such as meaning, form, collocation, syntactic proprieties, and cultural background. As a result, when we look up words, we do so in a variety of different ways, each of which is thought to be efficient in terms of the time required (Thornbury,2002:13); (Gairns & Redman,1986:86).

Can be said that teachers play an important role in the process of learning and teaching vocabulary. This role can be summarized as assisting students in making a good connection between the new information conveyed by the teacher and his previously stored information in the system. They must also be able to keep information for as long as possible (Thornbury,2002:93). They must also be able to store information for as long as possible.

There are several techniques to follow, according to Thornbury, to make vocabulary learning as effective as possible. The first is repetition, which is defined as the "repetition of encounters with words" (Thornbury, 2002: 24). Reading is an example of repetition. He also discusses the importance of retrieval and use of new words, as well as the need for learners to make decisions about words when practicing. Furthermore, personalizing vocabulary practice was shown to help in remembering over

time. For example, when presenting new vocabulary, it is divided into sequences that are repeated later with periods longer between them. This is done gradually, for example, from one session to the next and week after week (Thornbury,2002:24). Another factor to be considered is motivation. As Thornbury (2002:25) claims, "a very high degree of attention (called arousal) seems to correlate with improved recall". In light of this, we should consider the emotional values of words, i.e. what does it mean to students and how affect them. Finally, Thornbury proposed that we establish a link between abstract words and mental images, claiming that drawn pictures by students are the most representative. Other learning methods, aside from imaging, include making clues from associations with similar words and their meaning in other languages.

Gairns and Redman emphasized the importance of meaningful activities inside the classroom. They argue that we should examine tasks in significant detail to retain information in Long Term Memory (LTM). They agree with Thornbury that personalization, imaging, and retrieval have a positive impact. They also provide a good organization of written vocabulary storage to reinforce retention, as well as mentioning the use of "Words Diagrams," which they believe is useful for "Lexicon Storage."

4.4.Techniques in Vocabulary Teaching

Learners acquire vocabulary in a variety of ways. During the lesson, students are exposed to a variety of vocabulary, whether from the teacher, the textbook, or other materials (Harmer,159: 1993).

According to Thornbury (2002:75) said that there are "pre-planned lesson stages in which learners are taught pre-selected vocabulary items," McCarthy claims that pre-teaching activities can help "to activate existing knowledge to make the encounter with

words more meaningful" before presenting new words. Therefore, McCarthy (1992:108) said that these activities focus on students' attention and allow them to detail topics.

Thornbury (2002: 76) and McCarthy (1992:110) suggest two different ways to present vocabulary. The teacher first explains the meaning of words before introducing their forms or the opposite. These activities are referred to as "discovery techniques" (Harmer, 1993:160)

There are numerous ways to explain the meaning of words. One typical "direct method" (DM) technique, as Thornbury defines it, is "using real objects (called relia) or pictures or mime" (2002: 78). He also claims that these ways are beneficial for teaching elementary levels because they use a lot of concrete objects. These types of presentations are handled using TPR (Total Physical Response), a technique in which the teacher issues commands and the students carry them out. "The attention in TPR is to replicate the experience of learning one's mother tongue," says the author (Thornbury, 2002: 79). According to Harmer (1993:161-621) define that direct translation of words, and certain relations, may function as yet another tool for clarifying meaning.

Thornbury also discusses these possibilities, including the concept of clarifying meaning through examples such as "providing an example situation" or "providing several example sentences" (Thornbury, 2002: 81). These techniques may be more or less useful in specific situations, but in many cases, combining them is the best option.

It is also important to pay attention to forms because words are one factor that influences how the mental lexicon is organized.

Thornbury (2002: 84) argues that This can be accomplished through a variety of drilling activities, such as songs and chants, which are appropriate for drills because they provide rhythm and a sense of fun. According to Thornbury, there should not be a long gap of time between the presentation of the written form and the pronunciation of words.

Following that, students should be allowed to practice their new words after they have learned them. This can be accomplished through various forms of practice. The first is mechanical practices that are used "in form of some kind of repetition" (Thornbury, 2002: 93).

4.5. Vocabulary Learning Strategies

After extensive research on the matter throughout recent years, there is still no clear definition of vocabulary learning strategies (VLS). Researchers define them simply based on the definition of learning strategies. Nation (2001:217) claims that "Vocabulary Learning Strategies are a part of language learning strategies". In another Schmitt (1997: 203) defined learning as "the process by which data is collected, stored, retrieved, and used As a result, vocabulary development in any strategy that has an impact on this broadly defined process is acceptable".

According to Sökmen (1997: 237-257), VLS are essentially actions taken by the learner to assist them in comprehending the meaning of a word, learning it, and remembering it.

According to Intaraprasert (2004:09) defines vocabulary learning strategies as for any set of techniques for learning behaviors, which language learners reported using techniques torn the definition of a new word using to discover the meaning of a new word, to maintain newly learned word knowledge, and to expand their vocabulary

knowledge. Vocabulary learning strategies are the most specific techniques used by learners in the process of learning vocabulary in the target language.

5. The Vocabulary Learning Goals

Teachers should establish explicit vocabulary learning objectives for their learners. Increasing vocabulary size has a significant impact on learners' ability to use and understand language. Explicit learning approaches are quick and effective. In comparison, incidental learning gains are tiny and dependent on input; words are learned gradually via repeated encounters. Students must be aware of the vocabulary learning objectives.

Teachers may anticipate a specific number of words to be taught each week and throughout the length of a course. Making learners aware of their vocabulary size and the vocabulary acquisition objectives inside the course might help them realize the importance of working toward both the course and the threshold goals (Webb, S, Nation2013: 02).

6. The Importance of Vocabulary

Vocabulary is fundamental in English language teaching because without it learners cannot comprehend others or communicate with their thoughts.

In the history of modern linguistics, since approximately the middle of the twentieth century, the treatment of lexis has evolved substantially by acknowledging to a greater degree the important and central role of words and lexicalized phrases in the mental representation of linguistic knowledge and linguistic processing. (Barcroft, Sunderman, & Schmitt, 2011:571)

Wilkins (1972:111–112) wrote that. "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This explains that in different

languages; even without grammar, with certain useful words and phrases, learners can often manage to communicate since they face serious difficulties in conveying the meaning.

According to Thornberry (2002:13) learners often decide to communicate in English using their own words and most of the time they can convey meaning without necessarily having acquired grammar from native speakers, and this may be done by using words rather than grammatical rules. This demonstrates that grammar alone is insufficient for learning a language, and that vocabulary should be valued.

In addition, Rubin, J. (1987:129) cited Hatch"s (1983: 74) the importance of words " in terms of handling basic communication, lexicon is important when we have inadequate knowledge of a new language – the words probably make the communication possible"

Lewis (1993:89) went further to argue that "lexis is the core or heart of language". It is essential for students to gain more productive vocabulary knowledge and to develop their own particular vocabulary learning strategies as they improve their English fluency and expression. Students often instinctively recognize the importance of vocabulary to their language learning.

As Schmitt (2010:04) noted, "Learners carry around dictionaries and not grammar books". Teaching vocabulary helps students to comprehend and communicate in English with others, Also he stated "Language is very difficult to put into words". Although he assumes most English language students would accept, learning vocabulary also helps students to master English language.

Conclusion

To conclude, teaching/learning vocabulary is one of the most crucial and difficult tasks in the field of foreign language teaching/learning. Teaching vocabulary is to provide learners with a number of words, but it is a more complicated process. Moreover, the teacher needs to change learners' perspectives on vocabulary learning and make them aware of different strategies that can help them realize their goal which is being knowledgeable about language vocabulary. Therefore, learners have to look for techniques and strategies that may encourage them and create for them the desire to learn better. The teachers have to try to provide the learners with clear hints about what they need in order to learn any word, and how they can enrich their word knowledge.

Chapter Two

Teaching English Vocabulary

through Caption Videos

Contents

Chapter Two: Teaching English Vocabulary through Captions Videos

Chapter 02

Teaching English Vocabulary through Caption Videos

Introduction

Teachers of English foreign language are trying to find the best way to teach their language to their students. They are using use different types of material to improve their students' skills. Therefore, videos can play an essential role in providing an interesting learning environment for their students. They have found that captioning is one of the ways that can improve the use of videos in the classroom which propose videos including text; they will provide better input for students to learn vocabulary with comprehensive skills.

1. Overview of Educational Video

According to Emily (2006:1-2), the use of Audio-Visual Materials (AVMs) in the classroom is nothing new. They were first used during World War II as a training tool for soldiers in film strips. Teachers have recognized the power of AVMs to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of AVMs in classrooms. Content has developed from Instructional Television (ITV) of the 1950s and 1960s, which allowed the replay of taped lectures, through Educational Television (ETV), intended to complement classroom instruction rather than compete with it. The Educational Standards-based Videos (ESBVs) are designed specifically as supplemental classroom tools. Today, the advent of digital technology in the field is evolving to newer and ever-greater potentials

of adaptability

2. Audio-Visual Material

This involves those that learners can listen to and see such as Videos and TV shows are the most important; therefore TV shows provide pictures and notions that add other meanings and give the exact intended meaning. It helps for more concentration and the development of body language. Using audiovisual materials in the teaching process enhances the speaking skill since it offers different topics in real ways; it is a good source for both extensive and intensive practices.

According to Cakir (2006:67), to teach students different types of language skills, language teachers use many audiovisual authentic materials in the class. In listening class, the use of audiovisual materials makes the class interesting and enjoyable for learners. Cakir added that when teachers use any audio-visual material in class, learners are motivated by that and they pay more attention in class. Hattori (1987 as cited in Ghani,2013:26) explained that the target language learners use audio-visual information for learning a language, this helps them to understand the language better. In addition, audiovisual materials make the learning process more active, which is helpful for learners to learn fast. Therefore it can be said that using audio-visual materials in listening class makes the class more enjoyable and interesting for learners as they can watch and learn at the same time.

2.1. Definition of Video

Harmer (2001: 282) states that video is the best tool that enables learners not only to listen to the language but to see it, too. Furthermore, Jim Scrivener (2005: 351) said that "Video is simply another classroom tool." It can be noted that videos provide visual hints such as gestures and expressions that are considered a guide for learners to go

beyond what they are listening to infer the video's content and general information. So, it supports and helps the students with more comprehension.

2.2.Definitions of Captions

Closed captions are text that is incorporated with the vast majority of North American television programs and all major release videos. This domain has two unique characteristics which differentiate it from other more typical translation tasks, such as the translation of technical documents.

First, captions represent speech and have quite different properties from other textual input to Machine Translation Systems (MTS). Second, the operational characteristics of the domain differ from most other translation domains: the user has other information sources available and, in addition, the user has limited time to comprehend the translation since captions only appear on the screen for a few seconds.

According to Renedya and Richards (2002:364) "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language "videos are an important material which help students to learn the foreign language through both hearing and viewing.

Sherman (2003:02) thinks that "video is a window on English-language culture. Apart from giving access to global cultural products like feature films, it also shows how people live and think and behave". Furthermore, Roell (2010:03) believes that even though watching movies is not as actually contacting a member of other cultures, they can help those encounters by encouraging understanding and enhancing sensibility.

3. Captioned Videos and Learning English

Studies concentrate on videos as more effective; these studies are based on previous work such as Between-channel Redundancy (BCR) theory (Hartman, 1961:24). This theory discusses the enhancement of comprehension because of the existence of multiple channels (at least two channels: audio and visual). According to Hartman (1961,24-43), redundant information is the same as uniting information that is presented by two or more sources at the same time, for example, captions and dialogue. He explains that redundancy has four levels redundant, related, unrelated, and contradictory. When information is contradictory or unrelated, the channels compete with one another for attention, so interference is produced. On the other hand, when information is redundant or related, the channels complement one another to improve learning (Hanson, 1992).

When learners received the input through two channels (print, and audio) their learning is more effective than when they are just presented by one channel alone (Hartman, 1961; Hsia, 1971). Multiple-channel input provides an environment for the learners to reduce their error, their information loss, and increase the rate of recall of information; this is because learners receive the information through two channels (Hsia & Jester, 1968).

Generally, audio and video channels are used in television or videos. When watchers see a situation and hear the dialogues related to that at the same time on television or videos, the visual images could be pictures, captions, and subtitles that provide additional input, which aids watchers to learn better. The other benefit of captions is lowering the cognitive load, based on the Cognitive Load Theory. (A load upon working memory that is produced when a specific

task is processed in the cognitive system is called cognitive load.) When students watch video/media, pictures and images can help them to reduce their level of cognitive load; when cognitive load is at a higher level it will interfere with learning processes (Sweller, Van Merriënboer, & Paas, 1998).

As Sweller, et al., (1998) mention, according to Cognitive Load Theory (CLT), the capacity of our working memory is limited in comparison to the unlimited capacity of our long-term memory. Thus, anything that can decrease the cognitive load in our minds can help us. Therefore, students who received the image and text (double mode) had a lower cognitive load in comparison to the students that received single-mode input (Chang, Tseng, & Tseng, 2011).

To sum up, BCR theory discusses the enhancement of comprehension because of the existence of multiple channels. When information is contradictory or unrelated, the channels compete with one another for attention. On the other hand, when information is redundant or related, they complement one another to improve learning and reduce error.

4. Types of Instructional Videos Used in Classroom

When it comes to the teaching process, teachers should have great care in selecting topics and materials used in. So, they also should be more careful in selecting the appropriate videos used in classes because it is not that each video is a good video and some videos can distract and decrease the learning development, especially because of the wide range of instructional video categories. Teachers should use the instructional video which is appropriate to the topic of the lecture because this video should be a positive factor and a strong assistant to the lecture.

The main appropriate types for teaching/learning vocabulary (Emily, 2006:11).

4.1. Enhanced text Video

It is a type of instructional video that deals with the written form and spoken form at the same time; it means the learners are shown a video containing the spelling of the word and its pronunciation at once. According to Emily, there are more things that you can do with words and pictures than with words alone (Emily,2006: 11).

4.2. Multicultural content video

This type focuses on learning from context by bringing foreign cultures to classes which is more effective than learning about them in books. They also let us be in the lives of everyday people all over the world. Videos demonstrate communicative language within a language environment and cultural contexts. They provide a social context for English language learners; they can be played either with the sound on, so that students hear the language being spoken, or with the sound off so that learners can use their language skills to provide the dialog or narrative (Emily,2006:11).

5. Benefits of Using Audio-Visual Aids in EFL Classrooms

According to Malik and Pandith (2011: 20) provide a different point of view of scholars concerning the meaning of the audio-visual aids:

Carter Y. Good "audio-visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification, and stimulation."

- Edger Dale "audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and trying situations is helped. These are also termed multisensory material."

- Burton "audio-visual aids are those sensory objects and images in which initiate or stimulate and reinforce learning."

- Mcknown and Roberts "audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel keeps to clarify, establish, and correlate concepts, interpretations, and appreciations."

- S.P. Ahluwalia "audio-visual aids reinforce the spoken and written words with concrete images and provide rich perceptual experiences which are the basis of learning. Those materials make learning less non -verbalizes and reduce the boredom of mere verbalism."

In other words, audio-visual aids are sensory devices that are used to reinforce the process of learning. Additionally, they help the teachers to clarify and establish concepts and interpretations which make the learning process more interesting.

According to Malik and Pandith (2011:21) audio-visual aids are classified in different ways according to different approaches, stated as the following:

5.1. Technical approach: in which audio-visual aids are categorized into audio aids and visual aids.

5.1.1..Audio aids: the aids which include the hearing sense such as radio, tape record, record player etc.

5.1.2. Visual aids: the aids which include the vision sense such as: models, pictures, maps, bulletin boards, slides, epidiascope, overhead projector etc.

5.2. According to a second approach, audio-visual aids are categorized into projector aids and non-projector aids.

5.2.1.Projector aids: teaching aids that aid with their projection on the screen are known as projected aids such as: film strips, slides, film projector, overhead projector, epidiascope etc.

5.2.. Non-projector aids: teaching aids that do not aid with their projection in the screen are known as non-projector aids such as: chalk board, charts, actual objects, models, tap-record, radio etc.

Audio visual aids have great benefits in improving the process of learning a new language. Malik and Pandith (2011:21) outlined the following advantages of audio visual aids in learning and teaching:

- Audio visual aids help in the use of the sense organs fully in both the learning and teaching process.

- The use of the different audio-visual aids helps to make the interaction in the classroom active and interesting.

- Audio visual aids help to identify the individual needs and differences of the learner.

- Audio visual aids help to turn abstract thoughts into concrete ones which make learning more effective and comprehensible.

- It provides concrete tools like charts and maps which help to decrease the amount of verbalism.

- It provides the student with a new experience of discovering real objects that the teacher cannot bring to the classroom such as: lions, elephants etc.

- They help to make both the teacher and the teaching process easier since it will decrease the time and the effort for the teacher.

- It helps to improve the sense of creativity of the learner since it includes all the faculties that help to create new things.

- Audio visual aids help to overbear the shortage of resources.

- It helps to enhance the scientific behavior of learners.

6. Learning values of using videos in the Teaching/Learning process

Videos can be used in the classroom in different situations but they have shared outcomes which, according to Berk (2009:22), are:

- Attract students' attention.

- Fix students' concentration

- Generate interest in the class.

- Create a sense of expectation.

- Support relaxes students for a learning exercise

- Draw on students' imagination.

- Improve attitudes toward content and learning.

- Create interaction with other students and teachers.

- Increase understanding and memorization.

- Encourage creativity.

- Motivate the flow of ideas.

- Emphasize deeper learning.

- Provide the opportunity to express freely.

- Make learning a funny task.

- Set an appropriate mood or tone.

- Lowering anxiety.

- Create memorization through visual images.

7. The Effect of Using Videos in learning English as a Foreign Language

Sherman (2003) states in his article on using video in the language classroom, that the most valued is the range of uses of authentic video in language teaching. The use of videos in English is very helpful for learners and teachers. On the other hand, it helps teachers to facilitate teaching, involves students, to makes students knowledgeable through the message provided.

Besides, videos help learners in learning because this pushes them to be motivated, to speak, and express themselves to enrich their vocabulary and enhance their pronunciation through speaking. The effectiveness of videos is unlimited because it is beneficial for both students and teachers.

Videos can be used for debate, for writing homework, as input for projects, or for learning other subjects. The film included in the book is most useful in the study of literature and work-based scenarios and teaching films are useful in particular objectives of language teaching.

## 7.1.	Activities of the employment of video in the classroom

The teacher uses and provides the video to introduce different activities in order to improve students' communicative skills. According to Scrivener (2005:351), video playback activities that teachers rely on are divided into three general types. They are preview, viewing, and follow-up activities. Each lesson working with video incorporates those activities.

7.1.1. Preview Activity

They deal with what the students do before they watch the video. It is the phase that precedes each video used by the teacher in order to assess students' knowledge and interest. Therefore Emily (2006:21) said that "Previewing video is the sum of activities that are done before watching a video which helps prompt students' schemata and background knowledge."

There are four distinctive preview activities according to Scrivener (2005:351):

- Students take a look at the worksheets that they will use during watching the video.

- Students have to guess what will come from the given information or images.

- Students will discuss the topic dealt with in the video.

- The language focuses on vocabulary, function, and grammar that is mentioned in the video's content.

7.1.2. Viewing Activities

It is involved with what students do while watching a video either by stopping the video or not. They are activities practiced during viewing the recording. They have many forms:

- Activities can be listening, looking, or interpreting.

- The instruction of the activities might be oral or on a worksheet.

- Activities may focus specifically on grammar, vocabulary, pronunciation, or functions that allow observation through focusing on gestures, facial expressions, and body language of the native speakers (Scrivener, 2005:351).

7.1.2. *Follow up Activities:*

It is concerned with what the students do after watching the video. The teacher has plenty of choices of activities that can be done after viewing activities. For example:

- Ask the students to write a letter from one character –from the video to another (they develop their writing skill).

- Play a scene of a video or even continuo. Students become creators through their imagination and they are responsible for their learning. In addition, they develop their speaking skill.

- Through discussion and interpretation, the teacher makes a connection between the video's content and students' real life and experiences.

- Study is the new language introduced in the video.

- Both the teacher and students discuss and decide what should be done in the next session.

Whatever the kind of activities chosen by the teacher, he has to work hard in order to make the students think, and increase their desire for challenge. Indeed he lets them work together either in pairs, in groups, or whole class through communicative activities. With these types of activities, teachers can motivate students and help them to improve their communicative skills, especially speaking (Scrivener, 2005:351).

Therefore, Emily(2006: 21) agrees with what Scrivener notes. Emily said "During post-viewing video and after watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role-play, or complete exercises."

It can be noted that the videos have benefits to the teacher and students, in order to let them be more involved with lessons in different activities such as preview, viewing, and follow up, or can be called post-viewing activities. In another hand, using a video may enhance students' language forms and communicative skills.

7.2. The Role of the Teachers in Using Videos in the EFL Class

The Role of the teacher is continuously changing from the past till now, as leader and facilitator processes. According to Stempleski as cited in Richards & Renandya, (2002:364), incorporating videos in teaching English may become mystifying for many learners since it includes a visual element, audio experience, and spoken language. Teachers, of course, occupy a great role in determining whether a video's use in the classroom has affected positively or negatively students' enhancement in the language classroom.

It can be noted that teachers should take into consideration that the use of the video would be done with specific conditions, in order to improve the chances of realizing the aim of motivating students.

7.3. Video-Based Teaching Technique

This teaching technique is not a new one but it is rarely used, educational research on the use of digital video in teaching and learning is based on the use of ICT's and moving images in literacy learning English.

7.3.1. Multimedia Learning Theory

The multimedia learning theory is a theory that focuses on the implementation of media in teaching and its effects on learning. Mayer (2001) said that multimedia typically refers to the presentation of materials in two forms: auditory/verbal and

visual/pictorial employing PowerPoint, games, and computer-assisted video learning in various content areas (cited in Berk,2009:04)

7.3.2. Steps for Using a Video in the Teaching Process

Using a video in teaching is not an arbitrary task because it needs careful and organized choice. According to Berk (2009:04) the employment of videos within lectures should follow the steps:

- Pick a particular video to provide the content or illustrate a concept or principle.

- Prepare specific guidelines for students or discussion questions to direct them on what to see, hear, and look for. What's the center point of the video and make it clear to the students

- Introduce the video briefly to emphasize its purpose.

- Play the video.

- Pause the video at any point that needs clarification or replays the video for a specific in-class exercise.

- Set a time for reflection on what was seen.

- Give active learning activities to interact with specific questions, issues, or concepts in the video.

- Organize a discussion about those questions in a small or large group (Berk,2009: 30).

7.4. How Videos are Necessary to Learn Vocabulary

Instructional videos are a common medium that can be used effectively as a motivational tool to learn English vocabulary because videos and other visuals can be shown to a whole class in which the difficult vocabulary items that are impossible to illustrate can be shown easily through those videos. Duncan's 2000 (as cited in Nancy,2003:05), introduced an assessment of a live instructional Spanish television program in Massachusetts that illustrated how language teachers' time can be maximized if they introduce videos to many classes at once, and then follow up with regular instructional visits to all of the classrooms and making reports about those classes and how these videos affect the learning process. (Cited in Nancy,2003:05).

"The content and context of the video are both crucial elements for engaging students as active learners and content should be age and skill-appropriate"(Emely, 2006:03).

"Visual imagery may enhance student learning and video clips, in particular, be superior to still pictures or word definitions alone for vocabulary acquisition." (Morris, 2000. as cited in Nancy, 2003:02).

8. Difficulties that Hinder the Implementation of Audio-Visual Aids

Using audio-visual aids can help make teaching and learning easy and attractive, effective, and permanent, but certain challenges and disadvantages can affect negatively the process of teaching and learning.

According to Awasthi (2014), using audio-visual aids can be useful for making learning easy, effective, and permanent. But certain problems may hinder the use as:

- Teachers" inability to use Audio-Visual aids properly has emerged as the biggest hurdle in utilizing these materials to promote learning and teaching students. This

problem is because they lack the required dedication to learn new ideas of teaching. They are hesitant about bringing new experiments and innovations in their teaching and are far behind in making use of new technology.

- Financial hurdles: Luck of funds in providing money in arranging and maintaining the costly audio-visual aids. Where many schools are failed to manage and obtain appropriate materials.

- School management and teacher have a complete focus on marks obtained in an examination rather than on learning. Due to this attitude by consider investment in implementing audio visual aids a wastage of time and money.

- Need for training: inappropriate teacher trainer programs seem another problem preventing the use of technical assistance such as audio-visual aids. Those existing

teacher training programs are not framed properly to train them about how to use the teaching aids effectively in and outside the classroom.

- Time: Another drawback is that audio-visual aids are time-consuming in preparation; it takes time to produce one's own video or slides.

-Indifference of Students: The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose (JoomlArt.com, 2015).

9. Advantages of Using Videos in Classroom

Videos have numerous advantages; they make learning active and make all the students integrated with videos lessons by interacting and participating; which are Summarized according to Emely (2006:30) as follows: Videos can focus on information that cannot be readily presented in traditional classrooms because of many

constraints such as size, location and so on, they hold students' attention effectively if they are used as a part of an active learning strategy, videos are considered an effective delivery system because they contain a combination of visual and aural information, they also offer the occasion for students to test their comprehension in situations that they may meet and that cannot be otherwise realistically created in classes. Videos also can include a level of authenticity to what Students are learning by showing them many aspects of communication such as body language and gestures, and cultural symbols. Finally, the major impact of the employment of instructional videos is the creation of motivation especially when the students naturally lack motivation and their teacher is unable to motivate them.

Conclusion

In conclusion, it can be said that the importance of caption videos is determined by both learners and teachers. The learners' vocabulary skill is going to be developed through the use of different stages of activities videos. The chapter also discussed how teachers can use Educational videos to gain students' interest in learning the target language, and how that could be a useful resource for language teaching and learning support. At the end of the day, we conclude our chapter with the advantages of using videos in the classroom and the difficulties that hinder the implementation of audio visual aids. Then, teachers are recommended to encourage their students to learn with videos to make them involved with the target language and comprehensive language skills. Thus Videos are a powerful development, which has opened up new opportunities for teaching foreign languages in a simple, quick, and interesting way. So, they can be always interested and motivated in learning.

Chapter Three

Data Analysis and Findings

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Introduction:

This chapter focuses on the practical part of the study. Its purpose is to describe the results obtained from the data collected. Based on the analysis and discussion of the acquired data results, this work tends to shed light on the value of employing educational caption videos in improving EFL students' vocabulary. Moreover, the chapter will examine the hypotheses by analyzing the sample taken from first-year EFL students at the University Biskra 2021-2022, as well as a sample of teachers' oral expression and reading expression modules.

1. Research Objective

The main objective of this research is to gain a better understanding of the value of employing educational caption videos in EFL classes at Biskra University in Algeria. The objective of the students' and teachers' perception towards educational caption videos might help them improves students' vocabulary level.

2. Method

A descriptive methodology was used in this study. Through survey questionnaires, this study was conducted qualitatively. The first questionnaire was given to 09 EFL oral expression and reading expression teachers, while the second are were given to 40 first-year EFL students and Mohamed Khider University of Biskra who are aware of the difficulties encountered to enhance their vocabulary level. The goal is to provide a perspective on how to improve EFL vocabulary by using caption videos.

3. Population and Sampling

The research was conducted at the University of Biskra with first-year LMD English students (2021-2022). Forty (40) students were chosen randomly from a total population of roughly three hundred and ninety (390) students divided into fourteen (14) groups to represent the entire population because they all have the same probability of being picked. We chose nine (09) teachers of oral expression and reading expression randomly from the overall population of fifty-one (51) teachers for the sample teachers. They have all been chosen to respond to the study instruments that had been sent to them.

3.1. Students' Profile

The students who took part in the study were first-year LMD students in Biskra University's English Department. There were forty students (40), twenty-five (25) females, and fifteen (15) males. All of them are between the ages of seventeen (17) and twenty (20). They were chosen randomly to complete a questionnaire regarding their thoughts on the use of educational caption videos in developing their vocabulary level. We chose this level because first-year EFL students have been studying the oral expression and reading expression modules for one year and may have been exposed to different technology tools during their semesters. They also should be familiar with most of the vocabulary challenges in expressing themselves. Moreover; they study reading expressions from the first year in the university rather than at other levels.

3.2. Teachers' Profile

Nine (09) EFL Oral and Reading expression teachers were involved in this study at Biskra University's English department. They were males and females. Most of them are holding doctorate degrees. The choice of those teachers was because they have a long experience in teaching oral expression and they dealt with the use of some technological tools in their classes.

4. Data Gathering Tools

We used a qualitative research methodology, including survey questionnaires, to answer the research questions. There are two key reasons for using the survey questionnaire. First, this instrument is a prevalent tool used by researchers to provide data economically and obtain more accurate results in a form that is ideal for the goal of this study. Second, it enables researchers to collect data in less time and with less effort. There were both close-ended and open-ended questions on the survey questionnaires utilized in this study. We used two types of questions to collect data for research questions: factual questions about both students and teachers, and attitudinal questions to discover teachers' and students' perspectives of the subject matter.

5. Students' Questionnaire

The students" questionnaire is designed for first-year LMD students in the Department of English at Biskra University.

The questionnaire is composed of three sections of twenty-two questions. It consists of open-ended questions, which contain yes/ no questions and multiple-choice questions, and close-ended questions. The questionnaire's objective is to give

the chance to first-year English students to express their thoughts and views about teaching and learning vocabulary in general and caption videos in particular.

Section One: General Information (four Questions)

Section one contains four questions. It attempts to obtain personal information about participants such as their age, gender, and whether studying English at University was a personal choice or imposed, in addition to their stream in secondary school.

Section Two: Learning foreign language vocabulary (eleven Questions)

This section contains twelve questions. Its overall objective is to clarify how much vocabulary is important in the learning process. Moreover, which tools are used to understand a vocabulary, and what aspects do they focus on more. Besides this, it attempts to investigate the major difficult type of vocabulary that students face when learning vocabulary. In addition to checking whether they want to be assigned vocabulary with tasks or not.

Section Three: Vocabulary and Course Progress (five Questions)

This section attempts to ask the respondents about the various benefits and advantages of using particular strategies that help them build their vocabulary stock. In other words, the overall objective of this section is to investigate the learner's opinions concerning the strategies and techniques they use to improve their English vocabulary.

5.1. Administration of the students' questionnaire

This questionnaire was administered to first-year EFL students at Mohamed Khider University of Biskra. We randomly chose a sample of forty (40) students. The questionnaire was first posted on Facebook by a group of first-year students named *English Students of UMKB/PROMOTIONS 2021* on Saturday, May 14th, 2022. Therefore, the questionnaire was printed and handed out to students in two days, on Sunday, May 15th, 2022, and Monday, May 16th, 2022. They took nearly fifty minutes to complete it, by watching a short video an example of a captioned video before they answered the questionnaire. The questionnaire was administered smoothly without any problems or misunderstandings.

6. Teachers' Questionnaire

This questionnaire is devoted to oral expression and reading the expressions of teachers at BISKRA university. The main purpose of this questionnaire is to gather data about the importance of using caption videos in the classroom to improve students' vocabulary levels. It consists of twenty-two (22) questions in three sections.

Section One: General Information (four questions)

This first section contains questions about the personal information of teachers' gender and their qualification as well as their experience in teaching English as a foreign language.

Section Two: Teaching/Learning Foreign Language Vocabulary (twelve questions)

This second section includes questions about the teachers' beliefs about vocabulary learning and how they consider vocabulary in the EFL context, as well as the students' needs for their module, moreover their difficulties in teaching vocabulary.

Section Tree: Course Progress through Using Caption Videos (eight questions)

This third section is devoted to teaching vocabulary, to investigating the teachers' opinions concerning the strategies and techniques they use to improve their English vocabulary, as well as the difficulties they face in using technologies and caption videos.

6. Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered to (09) teachers of the Oral Expression module by email after getting their permission.

7. Analysis of the Students' Questionnaire

Section One: Personal Information

Item 01: Age of the students

Age	Frequency	Percentage%
Between 17 and 19	31	77,5%
More than 19	9	22,5%

Table 02: Students' Age Distribution

According to the results shown in table two, we notice that most of first-year LMD students are aged between 17 and 19 years old because they are new baccalaureate holders. It reveals that 77.5% of fresh students, for this reason; learning English or any foreign language will be very simple and easy without age difficulties because age is a very crucial factor in studying languages. About 22.5% of the students are aged more than 19 years, this could be due either to their failure in the baccalaureate exam or it could be due to their job needs that require studying English or other unknown causes.

Item 02: Gender of the Students

Gender	Frequency	Percentage%
Male	15	62.5%
Female	25	37.5%

Table 03: Students' Gender Distribution

According to the results shows the participants" total number which is 40 students, 15 of them are males (37,5%); whereas, the number of females is 25 (62,5%). The fact that 62.5% of the participants are females is mainly due to the females'" interest in learning English and foreign languages, in addition to the teaching profession which is considered by people in our country to be a feminine job.

Item 03: Study English at university was:

Question three is designed to know whether the students' choice to learn English at University is a personal, imposed, or a suggested choice. This question has resulted in the following responses.

Responses	Frequency	Percentage%
A personal choice	33	82,5%
An imposed choice	1	2,5%
Suggested choice	6	15%

Table 04: Students' Choice to Learn English at University

According to the previous table, we noticed that 33 (82.5%) of the respondents have registered at the English Division at Biskra University voluntarily as a personal choice. This signifies their interest and willingness to learn English. Whereas, 6 (15%) of them learning English was a suggested choice by parents, other family members or friends. While 1(2.5%) of the students are obliged to study English at University because their parents have forced them to choose it for their careers.

Item 04: In secondary school, what is your stream?

Stream	Frequency	Percentage%
Latter	12	30%
Language	18	45%
sciences	10	25%

Table 05: Stream in the Secondary School

Concerning students stream in secondary school, the number of students who came from "the letter stream" in 12 (30%), while the number of those who were studying languages are 18 (45%). However, the last percentages 10 (25%) is of those who were in the science stream. It can be notice that EFL students came from multiple streams and this may lead to an excellent competition between students, and at the same time, they may complete help one another. Most streams in secondary school are languages of English division.

Section Two: Learning Foreign Vocabulary

Item 05: Which of the activities do you often do in your free time?

Activities	Number of students out of 40
Speak English with your friends as much as possible.	6
Read articles, text-books, magazines, and stories	6
Listen to English songs, debates, conversations, and/or attend conferences…	26
Watch TV, Face book videos, YouTube	27

Table 06: Activities Learners do in Free Time

The previous table reveals that 27 students out of 40 have chosen watching TV, Face book videos, and YouTube as the first activity they do during their free time. Then, listening to English songs, debates, conversations, and/or attending conferences comes the second activity with 26 students out of 40. Whereas speaking English with their friends as much as possible comes third with 6 students out of 40, and finally, the same number of students (6) has chosen to read articles, textbooks, magazines, and stories. The results shown above indicate that the students' focus is on watching and listening rather than on speaking and reading.

Item 06: Are your English sessions:

Responses	Frequency	Percentage%
An enjoyable inclination?	18	45%
a task done just when necessary?	14	35%
A hard and boring task?	8	20%

Table 07: The English Sessions

This table reveals that 18 participants (45%) say that they are an enjoyable inclination in their sessions. Whereas, 14 of the participants (35%) they have claimed that their sessions are tasks done just when necessary. Therefore; 8 of the participants (20%) think that their sessions are hard and boring tasks. It can be notice that more than half of the students are not facing difficulties and find their sessions enjoyable.

Item 07: Have you ever used any of the following tools and techniques below when learning vocabulary?

A tool used to learn vocabulary	Number of students out of 40	Percentage %
Dictionary	10	25%
Word Game	6	15%
Translation	24	60%

Table 08: Tools Used to Learn a Vocabulary

This table shows that most of the respondents prefer to use translation that reveals 24 (60%) of the total respondents use translation. Whereas 10 of them (25%) of the total respondents chose dictionaries, and no one has chosen Flashcards. However; the last is the word game 6 of participants (15%). The respondents prefer to use translation because they find it more helpful and useful than a dictionary; since it provides them with a clear explanation and simple with their low level in English.

Item 08: To become familiar with a vocabulary item, do you usually pay attention to:

An aspect of the Vocabulary	Frequency	Percentage%
the form	6	12,5%
the meaning	22	47,5%
the use	12	27,5%

Table 09: Respondent's Perceptions on Aspects of a Vocabulary

This table shows that 55% of the participants have focused more on the meaning of the vocabulary rather than on the use of vocabulary that rate 30%. However, the rest of the respondents are under the percentage of 15% of the number of participants having said they focus also on the form of vocabulary. The above table shows that the majority of our respondents appreciate the meaning of vocabulary as the most important aspect they think need to know.

Item 09: When you read a text which kind of vocabulary do you find challenging?

Kind of Vocabulary	Frequency	Percentage%
Listening	13	32.5%
Speaking	13	32.5%
Reading	4	10%
Writing	6	15%
Final	4	10%

Table 10: The Responses to the Most Challenging Vocabulary

The previous table shows that 13(32%) of the students states that they face challenges in both vocabulary listening and speaking. However; the percentage of students who said that they face difficulties in writing in rated to 6 students (15). Whereas, just 4 participants (10%) said that they find difficulties in reading and final vocabulary. The results determine that most of the difficulties vocabulary facing students are speaking and listening vocabulary in the same degree and then writing vocabulary at a medium rate, and the last two kinds which are reading and final vocabulary.

Addition of item 09: Could you say why?

In this item, students were asked to give the main difficulties which they encounter when facing a challenging vocabulary.

- Rapidly (repeated 14 times).

- Spelling (repeated 8times).

- Cannot remember (repeated 4times).

- New Vocabulary (repeated 3 times).

- Lake of listening skills (repeated 1times).

- Lack of writing skills (also 1 time).

The highest proportion 77.5% argues that the main difficulties they encounter when facing a challenging vocabulary. They said that the English language has difficulties concerning spelling, listening, and writing skills, in addition to the speed of speaking, hard to remember, and new vocabulary they have. So, those are facing difficulties in learning vocabulary in English. The rest have not answered this question.

Item 10: What skill(s) do you think has to be reinforced to help you better in enhancing your vocabulary?

Kind of vocabulary	Frequency	Percentage%
Listening	10	25%
Speaking	12	30%
Reading	14	35%
Writing	4	10%

Table 11: Responses to the Better Skills in Developing Vocabulary

The previous table reveals that 14 (35%) students chose reading as the first better skill to develop vocabulary. Then, speaking comes as the second skill. Whereas listening comes   the third skill with the number of 10 participants (25%), and finally writing was fourth with 4 of the participants (10%). The results shown above indicate that the students' perception of the skills that help to develop vocabulary focus is on reading, speaking, and listening rather than on writing.

Item 11: Do you prefer learning vocabulary assigned with tasks and activities?

Respondent	Frequency	percentage%
Yes	36	90%
No	4	10%

Table12: Responses of Assigning Vocabulary with Tasks or not

Thirty-six students (90%) chosen to learn English with tasks, but four (10%) students are not interested in learning English with tasks. Fortunately, the majority of the students like to learn the English language with tasks because they want to practices more in the learning process.

Item 12: When your teachers assign some spoken form to be read and prepared. Do you?

Respondent	Frequency	Percentage%
often understand them	24	60%
hardly understand them	15	37,5%
never understand them	1	2,5%

Table 13: Students' Perception of Spoken Form in Class

There are different views about assigning spoken forms to teachers in the classroom. The result shows that there are diverse views; they often, hardly, or never understand the spoken form. A high rate of students twenty-four (60%) often understand them and fifteen (37.5%) find them hard to understand. However; only one student (2.5%) has a negative view that he/she never understands at all. This reveals that most of the numbers of students are able to understand their teachers, but not all students can be able to understand the spoken form of the teacher.

Item 13: When you face a new vocabulary do you usually?

Respondent	Frequency	Percentage%
Try to know the word	34	85%
Neglect the word	6	15%

Table 14: Responses when Facing New Vocabulary

This table reveals that thirty four respondents 34(85%) assume that they try to know the word when facing a new vocabulary. However, six (15%) of participants are neglecting a new word. The result shows that most students of English when they face a new vocabulary they usually try to know it.

Item 14: When you read a passage or listen to a spoken form, do you try to

Respondent	Frequency	Percentage%
Understand each word	6	15%
Understand general ideas	29	72,5%
Understand the author's world	5	12,5%

Table 15: Respondents Try to do with a Written and Spoken Form

This table reveals that twenty nine respondents (72, 5%) assume that they focus on understanding general ideas of reading a passage or listening to a spoken form. However, six (42.10%) of participants try to understand each word in reading and listening form. Whereas, there are five (12.5%) of participants focus on interacting with the author's world. The result shows that most of the students of English focus on understanding general ideas of both written and spoken form rather than understanding each word and interacting with the author's world.

Item 15: When you do not understand a word in a literary text, do you?

Respondent	Frequency	Percentage%
look it in the dictionary	6	15%
try to guess its meaning from the context	23	57,5%
translate it into Arabic or French	11	27,5%

Table 16: Complication in Understanding a Word in Texts

The previous table shows that 23 of the students (57.5%) try to guess the meaning of vocabulary from the context, while 11 of them (27.5%) respond that they translate the word into Arabic or French, and the rest of the of the students (15%) depend on the use of the dictionary for grasping the meaning of a text. Thus, the question confirms that students are the most focus more on getting the meaning of a word from dictionary. Therefore, teachers should persuade their learners to rely on getting the meaning more from the context not on dictionaries, just for the difficult and the misused words that would struggle the understanding completely, because the overuse of dictionaries will leave out or destroy the reading's enjoyed.

Item 16: Do you learn other foreign languages besides English?

Respondent	Frequency	Percentage%
Yes	15	37,5%
I have tried	19	47,5%
No	6	15%

Table 17: Responses of Learn another Language

The responses of students reveal that nineteen (47.5%) they have tried to learn another foreign language besides English. Thus, fifteen (37.5%) of students are learning another language with English. Whereas, six (15%) of students are not learning any language besides English. Fortunately, the majority of the students like to learn other languages besides the English language.

Section three: Vocabulary and Course Progress

Item 17: After studying the previous semesters at university, are you?

Respondent	Frequency	Percentage%
Satisfied	22	55%
Dissatisfied	14	35%
Very Dissatisfied	4	10%

Table 18: Responses' Perceptions of the Previous Semester

The previous table showed that 22 of the students (55%) were satisfied with the progress of their vocabulary after studying the previous semesters at the university, While fourteen of them (35%) were dissatisfied with the progress in vocabulary and the rest four of the students (10%) are very dissatisfied with the their progress in the vocabulary of English. Thus, It can be notice that students are satisfied with their

level of progress vocabulary more than half (55%) nearly to the number of students (45%) who were dissatisfied and very dissatisfied with their progress in vocabulary.

Item 18: Do you think that vocabulary with caption videos helps you:

Respondent	Frequency	Percentage%
Improve your language capacities	22	55%
Enrich your knowledge of vocabulary	13	32,5%
Appreciate the beauty of language.	5	12,5%

Table 19: Responses Attitudes toward Vocabulary with Caption Videos

This table reveals that twenty two (55%) of the respondents think that vocabulary with caption videos can help them improve their language capacities. However, 14 (32.5%) of the participants believe that vocabulary with a caption can enrich their knowledge of English vocabulary items. Whereas, there are 5 (12.5) of participants who assumed that they appreciate the beauty of language. The results show that most the students of English indicate that learning vocabulary with the caption videos may improve their language capacity of the four skills the first, then enrich their knowledge about English vocabulary items as second, and finally makes them appreciate the beauty of the language.

Item 19: Do you prefer technologies and captions assigned with tasks and activities?

Respondent	Frequency	Percentage%
Yes	37	92,5%
No	3	7,5%

Table 20: Responses of Chosen Technologies

The responses of students reveal that thirty seven 37 (92.5%) have chosen to learn English with technologies and captions, but three (7.5%) of them are not interested in learning English with Technologies. The majority of the students like to learn the English language with technology because they are motivated to use it.

Item 20: Do you prefer to take English vocabulary in caption videos or not?

Respondent	Frequency	Percentage%
Yes, caption videos	36	90%
No, caption videos	4	10%

Table 21: Responses of Prefer Captions Videos

Responses of students revealed that 36 (90%) of them have chosen to learn English with caption videos, but four (10%) of them are not interested in learning English with caption videos. Fortunately, the majority of the students like to learn the English language with caption videos because they motivated them to learn with them.

Item 21: Most EFL learners will join the field of teaching English. Do you think that use of technology is :

Respondent	Frequency	Percentage %
Very important	14	35%
Important	24	60%
Not Important	2	5%

Table 22: Responses of their Attitude toward Technologies

This table shows that 24 of the students (60%) assume that using technologies is important in the field of teaching English. Therefore, 14 students (35%) argue that using technology is very important and 2 students (5%) of them said 'not important. Hence, the students support the use of technologies in the field of teaching English

Item 22: Do you have any suggestions to improve EFL students' vocabulary in Englis)hcourses?

In this item, students were asked to give some suggestions to improve EFL students' vocabulary in English courses.

- Watching (repeated 17 times).

- Listening (repeated 10 times).

- Reading (repeated 7 times).

- Practicing language (repeated 6 times).

- Using technologies (repeated 6 times).

- Using caption videos (repeated 3times).

- Talking to native speakers (repeated 1 time).

- Lack of writing skills (also1times).

The highest proportions 95% of students provide their suggestions to improve their vocabulary level in English courses. The main suggestions they indicate to enhance learning vocabulary as watching, listening, reading, and using technologies, in addition to caption videos, and practicing with language. So, those are their main suggestions to enhance EFL learning vocabulary that conforms to our study enhance vocabulary with caption videos that contain watching, listening, reading, and language practicing comprehensively.

8. *Analysis of the Teachers' Questionnaire*

Section One: Personal Information

Item 01: Gender of the Teachers

Gender	Frequency	Percentage%
Male	3	33%
Female	6	67 %

Table 23: Teachers' Gender Distribution

The table shows that the teachers' total number is nine teachers, 3 of them are males (33%); whereas, the number of females is 6 (67%). The fact that more than half the numbers of the participants are females is mainly due to the females' interest in teaching English and foreign languages, in addition to that females; tend to give answers to such research tools more than males.

Item 02: What are your qualifications?

Responses	Frequency	Percentages
BA	0	0%
MA	1	11,1%
PH D	7	77,8%
Magister	1	11,1%

Table 24: Teachers' Qualification

The table shows that the majority of teachers seven hold a Ph.D., while only one teacher holds a Magister degree, and no one with BA degree. So, most of the qualifications in the English Languages Division at the University of Mohamed Khider Biskra are Ph.D. The degree means that our teachers are very qualified and veterans.

Item 03: How long have you been teaching English?

The number of years	Frequency	Percentages
1 to 5	4	44,4%
6 to 10	3	33,3%
11 to 20	2	22,2%

Table 25: Teachers' Length of Experiences in Teaching English

This table shows that four teachers are teaching from one to five years with a percentage of 44.4 %, and those teaching from six to ten years are three teachers. Whereas, two teachers are teaching for more than eleven to twelve years. So, the larger numbers of teachers are from one year to five years, and the teachers in the English Languages Division at University Mohamed Khider Biskra are of different ages in teaching English.

Section Two: Teaching/Learning Foreign Language Vocabulary

Item 04: According to you, what are your learners' needs?

This question aims to consider the principal needs that prevent students from learning English. From the teachers' own experience, their answers are summarized as follows:

- Learners need to feel more involved and counted on in the class to develop more sense of integrity, learning responsibility, autonomy, and motivation.

- Learners need the use of teaching aids such as images, songs, videos…etc.

- The learners need a chance to practice the English language or listen to learn more English language.

- They need to learn more vocabulary and expose themselves to the target language.

- They need more listening tops, records, and videos to learn more about language.

Item 05: Are these needs put into practice within your sessions?

Respondent	Frequency	Percentage%
Yes	5	55,5%
No	4	44,4%

Table 26: Teachers' Practicing Needs

This table shows that five teachers with a percentage of 55.5% said that they put their students' needs into practice within their sessions. Whereas, the other four teachers with a percentage of 44.4% revealed that they are not including their needs in practice. Fortunately, the majorities of the teachers are aware of putting their

students' needs into practice in the sessions, while the minorities of teachers are not aware of their students' needs to put the needs into practice, this could be due to teachers' need more need analysis to their students or could be an insufficient time in teaching or the content of the course does not cover the needs of their students.

- **Justify your answer?**

About the reasons presented by the majority of the participants 55.56% were legitimate that are putting their needs into practice in their sessions. Thus, clarify that they engage their students through assigning some problem-solving activities or presentations to them and trying to getting to practice English within the class through a variety of learners' tasks such as instructed interviews, conversation, dialogues, discussions, and role play, thus 44.4 % of the participants justify their answers as follows:

- Weak linguistic background.

- Crowded classes.

- Lack of didactic and pedagogical materials, especially the audio-visual ones.

- The content of the program does not cope with their students' needs.

Therefore, some teachers did not justify their answers.

Item 06: Are your students motivated to learn English as a foreign language?

Respondent	Frequency	Percentage%
Yes	8	88,9
No	1	11,1

Table 27: Responses to Motivated Distribution

This table shows that eight teachers with a percentage of 88.9 % said that their students are motivated to learn English as a foreign language. Whereas, one teacher with a percentage of 11.1% revealed that his/her students are not motivated to learn English. Fortunately, the majority of the teachers are indicating that their students are motivated to learn English, while the minority of teachers mentioned that their students are not motivated.

-If not, what are the problems encountering them?

This question aims to consider the main problems preventing students from being motivated in learning English.   From the teachers' own experience, their answer is summarized as follows:

- Learners' anxiety, lack of learning goals or clear learning strategies, and more importantly

   lack of learning responsibility.

Item 07: Do your students face difficulties?
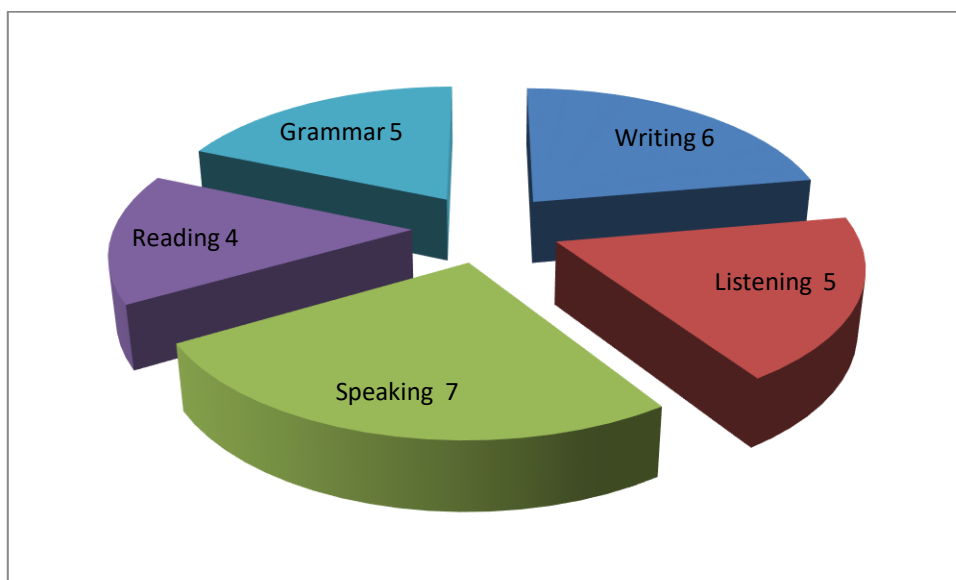
Graph 01: Students' Difficulties in Learning English

This table reveals that seven teachers agree that their students are facing difficulties in speaking skills, and six of them said that their students face difficulties in writing. Whereas, five teachers noticed difficulties in listening and grammar skills; and finally, four teachers mentioned difficulties in reading skills. Thus, the majority of students have more difficulties in speaking than in writing, then with the same difficulty according to the teachers in listening and grammar. While a minority of the teachers find that their students have difficulties in reading skills. Can be indicated that the variety of different difficulties in language skills due to the less practice in each skill of language or the need for a new strategy to enhance the students' language skills.

Item 08: Do they also have difficulties in learning vocabulary?

Respondent	Frequency	Percentage%
Yes	8	88,9%
No	1	11,1%

Table 28:Students' Vocabulary Difficulties

The table shows that eight teachers said that their students are facing difficulties with vocabulary with a percentage of 88.9%. Whereas, only one of the teachers reported that his/her students are not facing any difficulties with vocabulary with a percentage of 11.1%. Unfortunately, the majority of the teachers noticed that their students face difficulties in vocabulary because they cannot memorize new words by using traditional teaching techniques.

- If yes, how?

Their answers are summarized as follows:

- Once they learn a vocabulary they do not remember words.

- They lack the necessary vocabulary to express themselves in English.

- They cannot understand what they are reading or listening.

- They do not read or take notes or sum up the language.

- Learners most of the time learn new words without referring to them in context or even showing an image to relate the meaning and then memorize them so they find it difficult to recall these vocabularies when needed.

Item 09: As a teacher, how to solve these problems?

This question aims to oversee the suggestions of the teachers that prevent of being students from having difficulties in vocabulary. From the teachers' own experience, their answers are summarized as follows:

- Teach them some effective strategies.

- Finding interesting and more engaging ways to teach vocabulary.

- Encouraging them to practice them constantly in their way and pace.

- The use of effective materials (audio-visual materials).

- Using dictionaries and repetitions with using other ways like teaching vocabulary via

- Pictures or videos as the proverb says: a picture is worth a thousand words.

- Try also to explain some vocabulary to gather and students use dictionaries as well.

- Raisins' awareness of 'strategic learning of vocabulary' is important.

- Finding interesting and more engaging ways to teach vocabulary.

- Encourage them to read, listen and take notes.

- Learning words in context.

Item 10: How often do you assign precise vocabulary items for your students?

Respondent	Frequency	percentage%
Never	0	0%
Rarely	0	0%
Sometimes	5	55,6%
Frequently	4	44,4%
Always	0	0

Table 29: The Frequency of Assigning Vocabulary

The previous table shows that five teachers said that sometimes they are assigned precise vocabulary to their students with a percentage of 55.6%. However; four teachers reported that they frequently are assigned vocabulary in their sessions with a percentage of 44.4%. The results determine that majority of the teachers sometimes assign vocabulary during their sessions due to the awareness of teachers of the importance of vocabulary in EFL learners.

Item 11: What kind of activities do you usually opt for to achieve your goal?

The results show that five of the teachers responded that the kinds of activities used to achieve their goals were both activities focusing on "Textbooks" and "use videos". However; three teachers said that they used "repetition and memorization", and also used "pictures and flashcards". While only one of the teachers said that he/she use English songs in his/her sessions. Some teachers reported that frequently assign vocabulary in lessons with a percentage of 44.44%. The results determine that the majority of teachers use textbooks as a teaching technique for teaching

vocabulary because it is the most available material and some of them focus more on videos in their sessions and employment of audio-visuals as a vocabulary teaching technique, and the medium used with Repetition and memorization, as well as pictures and flashcards. Thus, a minority of teachers use English songs in their sessions.

Item 12: Which kind of strategy do you use?
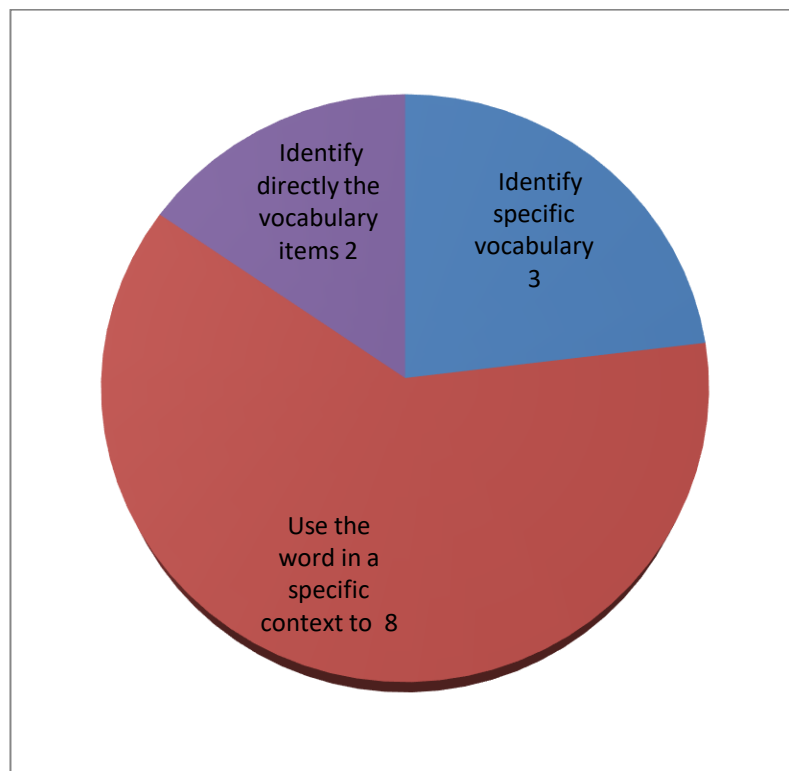
Graph 02: Kind of Strategies.

The Graph shows that teachers respond that the kind of strategy used to demonstrate the meaning of vocabulary is a word in a specific context in their sessions. However; three teachers said that they identify specific vocabulary, while two teachers identified directly the vocabulary items in their sessions. The results determine that the majority of teachers assign a word in a specific context to demonstrate the meaning of vocabulary. Thus, the minority of teachers identify

specific and direct vocabulary in their sessions.

- Would you please add others?

Teachers add other strategies that are used in their sessions:

● Draw pictures.

● Translate a word sometimes.

● Infer the meaning of certain new vocabulary from the context.

Item 13: How often do you use technologies in the sessions?

Respondent	Frequency	percentage%
Always	0	0%
Often	5	55,6%
Sometimes	4	44,4%
Rarely	0	0%
Never	0	0%

Table 30: The Frequency of Technologies' Use

The previous table shows that five teachers respond that often they assigned technologies in their sessions with a percentage of 55.6%. However; four teachers reported that sometimes assigned technologies in their sessions with a percentage of 44.4%. The results determine that all teachers assign technologies often and sometimes in their sessions, it could be the awareness of teachers in benefit of technologies in the learning process.

Item 14: What kind of technologies do you usually use?
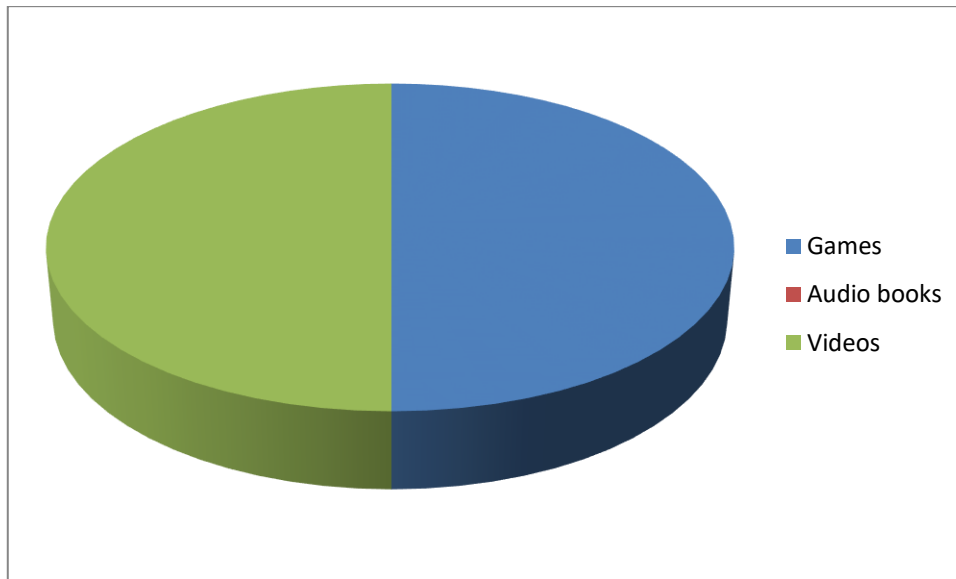
Graph 03: Kinds of Technologies Used by Teachers

The previous Graph shows that five teachers responded that the kind of technology used is games in their sessions. Moreover; five teachers said that they use videos in their sessions; therefore no one of the teachers chose audio-books. The results determine that the teachers use games and videos at the same time in their sessions. That could be due to the teachers' preference to use games and videos because they find it more helpful and motivating to facilitate the learning than traditional material.

- **Mention others?**

● The teacher reported that they also use pictures, storytelling, and role-play.

Item 15: In your opinion, this is the most efficient method for your students to learn vocabulary?

This result reveals that eight teachers agree that the most efficient method to learn vocabulary is to discuss the meaning of words with their students. Moreover, seven teachers said that the most efficient method is to use technologies like caption videos in their sessions. Whereas, three teachers noticed that the use of the dictionary while speaking and reading is an efficient method. So, the majority of teachers chose to discuss the meaning and then use technologies like caption videos. While a minority of the teachers fined that they use the dictionary while speaking and reading.

- **Why?**

The teachers justify their answers:

● Discussing meaning, contextualization, and using audio-visual material are very useful and lead students to remember new words longer. Therefore, research shows that the more information students have for a certain word, the longer they will remember it.

● Learning vocabulary in context means that you learn new words when you are reading or listening.

● Students learn a new word by seeing how it is used in a sentence of videos that are used in an accurate language and comprehensive.

● Using technologies such as the video may improve both listening and speaking skills and allows the learner to learn/acquire the needed vocabulary in a swift manner.

● Diversity is better in teaching and learning to encourage students in learning.

Section Three: Course Progress through Using Caption Videos

Item 16: Do you use caption videos in your sessions?

Respondents	Frequency	percentage%
Yes	8	88,9%
No	1	11,1%

Table 31: The Use' of Caption Videos

The table shows that eight teachers are using caption videos in their sessions with a percentage of 88.9%. Whereas, only one teacher reported that he/she does not use caption videos in the sessions with a percentage of 11.1%. Fortunately, the majority of the teachers use caption videos in their sessions. They state that the presence of audio visuals materials increase students' interest, motivation and feeling of enjoyment. Additionally, they declare that these tools help students to better remember and recall words.

- **If Yes. How often?**

Respondent	Frequency	percentage%
Regularly	0	0%
Sometimes	3	33,3%
Rarely	6	66,7%

Table 32: How often Used Caption Videos

The previous table shows that sex teachers responded that rarely they assign caption videos in their sessions with a percentage of 66.7%. However; three teachers reported that they sometimes assign technologies in their sessions with a percentage

of 33.3%. The results determine that all teachers assign caption videos regularly and sometimes in their sessions. The respondents prefer to use caption videos because they find them more attractive and useful than traditional materials; since it provides them with audio-visual material with clear and simple explanation with their low level of English.

Item 17: What are the reasons which hinder you from using caption video?

This question aims to consider the teachers' difficulties that hinder them from using caption videos. Their answers are summarized as follows:

- Lack of equipped room for learners and teachers.

- Lack of tools and digital devices of ICTs.

- Power (electricity) and time limitations.

- Lack of basic instruction.

Item 18: What do you think about using caption videos to enhance learning vocabulary?

The teachers justify their answers as follows:

- Caption video is effective and helpful to motivate students and learn fast.

- Caption videos are very beneficial; its use audio-visual materials and are not limited with time.

- Caption video may improve both listening and speaking skills and allows the learner to learn/acquire language comprehensively.

- Caption videos teach students a language in an accurate way and with comprehensive vocabulary within a context.

- Caption videos make learning easy and memorization better and technology

    attracts more students nowadays because they are influenced by more than the

    traditional teaching. So, they would learn better with a captioned video.

Item 19: What do you think of the feeling of your students when using caption

videos in Reading comprehension /Oral Expression sessions?

Respondent	Frequency	Percentage%
very motivated	6	66,7%
Motivated	2	22,2%
Slightly motivated	1	11,1%
Not motivated	0	0

Table 33: Teachers' Perception of the Use Caption Videos

This table reveals that six teachers assume that the use of caption videos led

students to feel very motivated in reading comprehension and oral expressions.

Moreover, two teachers believe that students will feel motivated to use technologies

like caption videos in their sessions. Whereas, only one teacher said that students will

be slightly motivated in the sessions. Thus, the majority of teachers chose very

motivated to use technologies like caption videos in their classes, this could be due to

their learners' need that requires study English through receptive skills listening and

the reading skills to learn more about language in order to produce the language

correctly.

-If not, would you please say why

No one of the teachers said not, all teachers believed that using caption videos let students completely motivated in reading comprehension sessions and oral expressions sessions.

Item 20: Is the necessary technological material available in the department of English?

Respondent	Frequency	Percentage%
Strongly disagree	3	33,3%
Disagree	3	33,3%
Neutral	0	0%
Agree	1	11,1%
Strongly agree	2	22,2%

Table 34: Respondents of Technology Material

This table reveals that three teachers strongly disagree with the necessary technological material available in the department of English with a percentage of 33.3%, as well as the same three other teachers completely disagree with the necessary technological material available in the department of English with a percentage of 33.3%. Moreover, two teachers reported that they strongly agree with the necessary technological material available in the department of English with a percentage of 22.2%. However, only one teacher agrees that the necessary technological material available in the department of English with a percentage is 11.1%. Thus, the majority of teachers strongly disagree with the availability of

technological material in the departments of English; it could be the limitation of technological material in the department of English or other unknown causes.

Item 21: According to you, how teaching English could be improved to help students enhance their vocabulary?
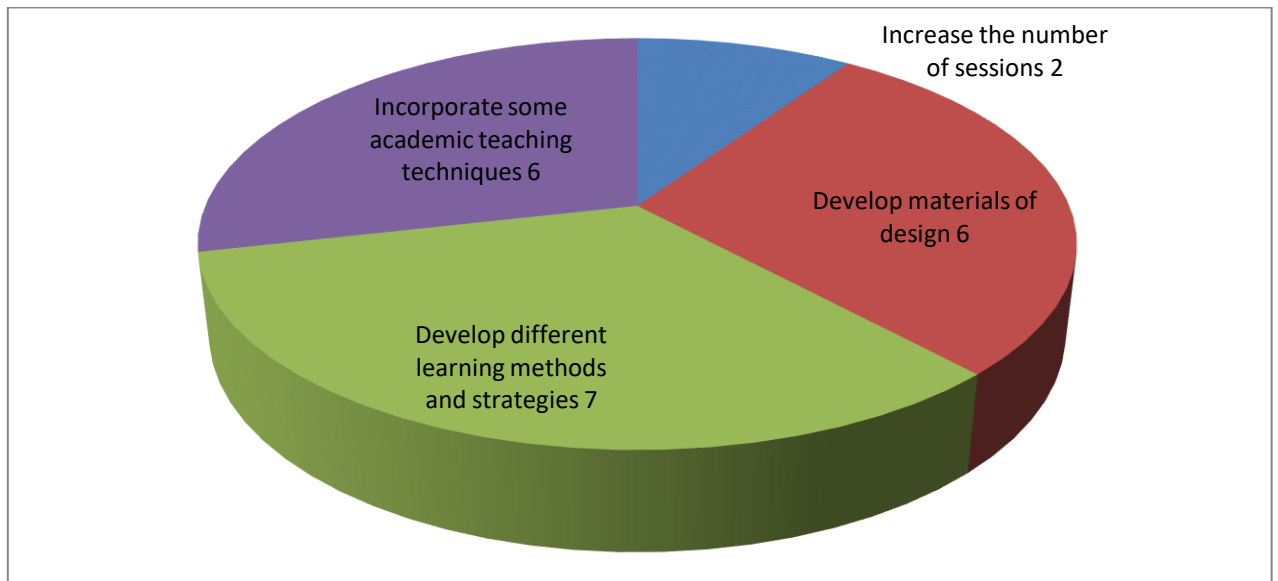
Graph 04: Improve Students' Vocabulary

This graph reveals that seven teachers agree that developing different learning methods and strategies could improve students' vocabulary. Moreover, sex teachers said that developing materials of design and incorporating some academic teaching techniques could improve students' vocabulary. Whereas, two teachers responded by increasing the number of sessions. Thus, the majority of teachers chose to develop different learning methods, strategies, and materials of design and incorporate some academic teaching techniques, it could be due to their belief that the use of new methods, strategies, and material can provide their students with a motivating situation to learn easier in the learning process.

Item 22: Would you please recommend others?

This question aims to oversee the suggestions of the teachers that prevent students from having difficulties in vocabulary. From teachers' " own experience", their answer is summarized as follows:

- Classroom management in a way that motivates students.

- Using material that motivates students to learn vocabulary is beneficial, in addition to the method used in video conferencing, Workshops, cultural activities, and cultural competitions.

- Reading and oral expression are important modules if they can equip a room that is specifically elevated for teaching, such as enhancing learners' level of learning vocabulary.

9. Discussion of the Findings

This research work is conducted to determine the effect of caption videos on enhancing EFL learners' vocabulary levels. Besides, the results obtained are very significant.

According to the results obtained from the students' questionnaire, most of the learners have claimed that they are suffering from a significant lack in their English vocabulary. Moreover, the results show that students focus on receptive skills such as watching and listening and used translations when facing difficult words. Therefore, they focus on the meaning of the word rather than the spelling of the word or how to use it in the context. The students responded that they are facing difficulties in speaking and listening, this can be interpreted by their poor background awareness toward remembering the word or recognizing the word in the spoken form because of the rapidity of the speaker with the lack of listening skills and spelling. Thus, these reasons

are taken into consideration in this research which proposes using caption videos for first year EFL learners. Therefore, again, the findings show that the respondents (90%) are motivated to use caption videos in their classes to enhance their vocabulary. This can be explained by the positive attitude that learners have developed toward using caption videos to enrich their vocabulary levels. In addition to this, students believe in the importance of using technologies in the field of teaching English for EFL learners with a rate of 95%, and also consider the technologies with caption videos in their learning process assigning tasks and activities with the rate of 92.5%. This indicates that students are more interested in the use of caption videos in developing their vocabulary.

The findings from the teachers' questionnaire show that the majority of oral expression and reading comprehension teachers were females. This may be because women are more interested in teaching oral expression and reading expression than men. Most of them hold a Ph.D. degree, this mainly can be interpreted that the module of oral expression is of more importance. Their age ranges experience from three years to twenty years, this variety will enrich the findings of this study and give it more credibility. Moreover, the teachers noticed that their students are facing difficulties in vocabulary which in turn affect their learning, especially their speaking and writing skills. Therefore, the results show that teachers sometimes assign the vocabulary items in their sessions and ask their students to identify the word through specific contexts with a focus on putting their students' needs into practice. This is due to the awareness of teachers of the important vocabulary and enriches the need of first year EFL learners.

Besides, the teachers demonstrate that they use a variety of materials such as textbooks and videos in their sessions. Therefore, the teachers reported that all the students were well-motivated in the use of caption videos in the sessions, which can

create a motivating situation and try to put the students into an actual situation to discuss orally the topic and understand the language comprehensively. Almost all of the teachers (66.6%) agree that they found difficulties when using technologies and caption videos in their oral expression and reading comprehension sessions. Because of many reasons such as those related to the materials, administration, and the classroom atmosphere. Teachers who use audiovisual aids think that caption videos are important for students' achievement. These results confirm the hypothesis that the use of caption videos can enhance the students' vocabulary. Furthermore, using videos improves students' participation which consecutively, helps them acquire new vocabulary and exchange ideas and information. As a result, students would be able to build new vocabulary and activate their knowledge simultaneously.

Conclusion

The third chapter was about the analysis of the gathered from the questionnaires of both teachers and students. After making a thorough and in-depth scrutiny in the answers, we found that the first hypothesis positively confirmed. Also, the second one which states that the attitudes of both teachers and EFL learners toward using caption videos enhance students' vocabulary was positively confirmed. Furthermore, the results obtained have also proven that even though most of the teachers rarely use caption videos in teaching vocabulary in oral expression and reading comprehension, they have shown an immense enthusiasm to adopt them further. Thus, the findings show that the teachers' are facing difficulties that hinder them from using caption videos such as the lack of these tools and other digital devices of ICTs in the workplace and time limitations. Despite that, it is proven that the use of caption videos in teaching lexical items, due to their importance as the results show, it is advised that caption videos should be used in the teaching process.

General Conclusion

General Conclusion

Vocabulary is one of the issues that face EFL learners, especially at university level, as it is essential in learning a language. Many researchers investigate the possible factors that may help in facilitating vocabulary learning. After, many studies found that the use of technologies such as videos can greatly contribute in enhancing the learning of vocabulary process. Moreover, one of the techniques that creates relaxing and the attractive situation is using caption videos.

The present study aims to prove that in order to enhance and enrich EFL students' background in the vocabulary of English we should use caption videos, that use of sound, image, and writing in the video assists the purposeful readers to visualize the reading text, that listening to and reading the text of English videos caption will bring them closer to the target language they are learning. Moreover, this kind of activity may encourage learners to do more effort when dealing with certain activities and to demonstrate applying the technique for learning new vocabulary items. For this aim, we set two hypotheses as follows: The first hypothesis is that the use of English caption videos for EFL first-year EFL students at Biskra University will influence positively the teaching and learning of vocabulary. Therefore, the second hypothesis states that the use of English caption videos influences positively both teachers' and students' attitudes towards the method of teaching and learning.

The first chapter deals with the literature review of learning and teaching vocabulary in EFL classes, it involves outlining and discussing the issues that are relevant to know a word, type of vocabulary, description, teaching vocabulary, vocabulary learning strategies, and vocabulary learning goals. Moreover, the second chapter comprises the literature review of caption videos. It is concerned with definitions of caption and videos, their types and technique, activities of the videos

used in the classroom, difficulties that hinder the implementation of audio-visual aids, and advantages of using videos in the classroom. The third chapter is the practical part of the work which is concerned with the data analysis of both teachers' and students' questionnaires with the discussion of the findings.

The research describes the importance of using caption videos to enhance students' vocabulary. The findings revealed that it is very useful to employ educational caption videos which can enhance the vocabulary levels in the sessions which can help first-year EFL students to enrich lexical items in language and help them understand the language, and express themselves using the appropriate words. Therefore, the results obtained from the study show the significance and the effectiveness of using caption videos; however, some weaknesses have been observed in the way they are used.

Furthermore, the results indicate that even if teachers appreciate using caption videos, they rarely use them because they face difficulties with these tools and this can create problems, especially with classroom management and discipline. Also, it maintains that learners enjoy learning through using caption videos, which are beneficial to improve learners' listening, reading, and speaking skills and allow the learners to bring them closer to the target language they are learning.

The analysis of the data concerning the questionnaires of teachers and students for improving vocabulary storage through caption videos, we can say that the two suggested hypotheses are confirmed. So, the obtained results assert that caption videos are really helpful and effective in learning vocabulary; however, they should be used as a principal tool besides other teaching/learning tools and strategies.

Recommendations

The research conducted throughout this research highlights the impact of using caption videos to promote EFL learners' vocabulary. At the end of this research, it can be said that in order to be able to integrate that material in the process of teaching and learning English as foreign language, some recommendations that need to be addressed:

- Designing adequate programme that integration of caption videos in the field of education.

- The administration must provide teachers with supplements (PCs, CD, data show) to facilitate the use of caption videos in classroom.

- Teachers should guide their students in order to develop vocabulary through raising their awareness of different learning strategies.

- Teachers must be attentive when selecting the type of videos, so that they can be compatible with the educational program.

- Teachers should be well-prepared for oral expression sessions and classrooms must be well-equipped for the use of technologies and caption videos.

- Teachers must vary their techniques to make learning more motivating.

- Teachers must direct their learners' attention to caption videos as a learning tool, instead of just using it for entertainment.

- Students should be encouraged to be autonomous learners. That can be done through advising them to watch videos even out of the classroom.

- Also students should be more interested in such a strategy because it helps them in learning English language with new technologies.

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Appendices

Appendix 01

STUDENTS QUESTIONNAIRE

THE OVERALL OBJECTIVE OF THE QUESTIONNAIRE:

The present study attempts to shed light on an important issue of improving the learning of vocabulary through the use of English caption video. Its major aim is to provide us with insights into the efficiency of vocabulary and strategies in English courses and progress. This questionnaire of our study is divided into three sections. The first is general information; the second is teaching/learning foreign language vocabulary, and the third-course progress through using caption videos. Thank you in advance for your collaboration.

NB: Throughout the questionnaire more than one choice for each item ispossible

Section one: General information

1. Age: ☐

2. Gender: male ☐   female ☐

3. Studying English at university was:

       A personal choice ☐

       An imposed choice ☐

       Suggested choice ☐

4. In secondary school, what was your stream?

- Letters ☐
- Languages ☐
- Sciences ☐
- Mathematics ☐

Others…..

SECTION TWO: LEARNING FOREIGN LANGUAGE VOCABULARY

5. Which of the following activities do you often do in your free time?

- **Please grade them in terms of frequency from 1 to 4**

1- Speak English with your friends as much as possible. ☐

2- Read articles, textbooks, magazines, stories… ☐

☐

3- Listen to English songs, debates, conversations, and/or attend ☐

conferences…

4- watch TV, Facebook videos, YouTube ☐

6. Are your English sessions

a- an enjoyable inclination? ☐

b- is a task done just when necessary? ☐

c- a hard and boring task? ☐

7. Have you ever used any of the following tools and techniques below

when learning vocabulary?

a- Dictionary ☐

b- Word Game ☐

c- Flash-Card ☐

d- translation ☐

8. To become familiar with a vocabulary item, do you usually pay attention to :

a- The form? ☐

b- The meaning? ☐

c- The use? ☐

9. When you read a text which kind of vocabulary do you find challenging?

a- Listening vocabulary ☐

b- speaking vocabulary ☐

c- reading vocabulary ☐

☐

d- writing vocabulary

☐

e- Final vocabulary(express

feeling, action, hopes, beliefs…

- **Could you say why?**

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

10. What skill(s) do you think has to be reinforced to help you better in enhancing your vocabulary?

a- listening ☐

b- speaking ☐

c- reading ☐

d- writing ☐

11. Do you prefer learning vocabulary assigned with tasks and activities?

a- yes ☐

b- no ☐

12. When your teachers assign some spoken form to be read and prepared. Do you?

a- often understand them? ☐

b- Hardly understand them? ☐

d-never understand them? ☐

13. When you face a new vocabulary do you usually?

a. Try to know the word ☐

b. Neglect the word ☐

14. When you read a passage or listen to a spoken form, do you try to

    a- understand each word? ☐

    b- understand general ideas? ☐

    c- interact with the author's world? ☐

15. When you do not understand a word in a literary text, do you?

    a- look it up in the dictionary ☐

    b- try to guess its meaning from the context ☐

    c- translate it into Arabic or French ☐

16. Do you learn other foreign languages besides English?

    a- yes ☐

    b- I have tried ☐

    c- No ☐

SECTION FIVE: VOCABULARY AND COURSE PROGRESS

17. After studying the previous semesters at university, are you?

    a- Satisfied with the progress in vocabulary? ☐

    b- Dissatisfied   //   ? ☐

    c- Very dissatisfied   //   ? ☐

18. Do you think that vocabulary with caption videos helps you:

    a- improve your language capacities ☐

    b- enrich your knowledge about English vocabulary items ☐

    c- Appreciate the beauty of language. ☐

19. Do you prefer technologies and captions assigned with tasks and

activities?

a- yes ☐

b- no ☐

20. Do you prefer to take English vocabulary in caption videos or not?

a- Yes, caption videos ☐

b- No, caption videos ☐

21. Most EFL learners will join the field of teaching English. Do you

think that the use of technology is :

a- very important? ☐

b- important? ☐

c- not important? ☐

22. Do you have any suggestions to improve EFL students' vocabulary in

English courses?

a……………………………………………………………………………………….

b……………………………………………………………………………………….

c………………………………………………………………………………………

Appendix 2

TEACHERS' QUESTIONNAIRE

The objective of the questionnaire

The present study attempts to shed light on an important issue of the effect of learning vocabulary through the use of English caption videos. Its major aim is to provide us with insights into the efficiency of vocabulary and strategies in the English course and progress. The questionnaire of our study is divided into three sections. This questionnaire of our study that divided into three sections. The first is general information, the second is teaching/learning foreign language vocabulary, and the third-course progress through using caption videos. Thank you in advance for your collaboration.

NB: FOR EACH QUESTION, THE CHOICE OF MORE THAN ONE ITEM IS POSSIBLE

SECTION ONE: GENERAL INFORMATION

1. Gender   Male   ☐   Female   ☐

2. What are your qualifications?

   a- BA   ☐

   b- MA   ☐

   c- Ph D   ☐

3. How long have you been teaching English?

   The number of years: ☐

4. According to you, what are your learner's needs?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
……………………………………………………………………..

5. Are these needs put into practice within your sessions?

Yes ☐   No ☐

- **justify?**

………………………………………………………………………………….
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………

6. Are your students motivated to learn English as a foreign language?

Yes ☐   NO ☐

-If not, what are some of the problems encountering them?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………..

7. Do your learners face difficulties?

- Writing   ☐

- Listening   ☐

- Speaking   ☐

- Reading   ☐

- Grammar   ☐

8. Do they also have difficulties in learning vocabulary?

-Yes   ☐   **-No**   ☐

- If yes, how?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

9. As a teacher, how to solve these problems?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

11. How often do you assign precise vocabulary items for your students?

a) never ☐

b) rarely ☐

c) sometimes ☐

d) Frequently ☐

e) Always ☐

12 . What kind of activities do you usually opt for to achieve your goal?

☐

- Focusing on textbooks.

☐

- Using English songs.

☐

- Repetition and memorization.

☐

- Using videos.

- Using pictures and flashcards ☐

13. Which kind of strategy do you use?

a- Identify specific vocabulary ☐

b- Use the word in a specific context to demonstrate meaning ☐

c- Identify directly the vocabulary items ☐

- **Would you please add others?**

a- ……………………………….   c-…………………………….

b- ………………………………..   d-…………………………….

14. How often do you use technologies in the sessions?

a- always   ☐

b- Sometimes   ☐

                      ☐

c- rarely

d- never   ☐

15. What kind of technologies, do you usually use?

    a. Games   ☐

    b. Audio books ☐

    c. videos   ☐

Others……………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………..

16 . In your opinion, which is the most efficient method for your students

to learn vocabulary?

a- Use the dictionary while speaking and reading   ☐

b- Discuss the meaning   ☐

c- Use technology like caption videos   ☐

Why? ……………………………………………………………………….

……………………………………………………………………………

<u>SECTION THREE: COURSE PROGRESS THROUGH USING CAPTION VIDEOS</u>

17. Do you use caption videos in your sessions?

Yes ☐

No ☐

-a) If Yes. How often?

- Regularly ☐

-Sometimes ☐

- Rarely ☐

18. What are the reasons which hinder you from using caption video?

……………………………………………………………………………

……………………………………………………………………………

…………………………………………………………………………..

19. What do you think about using caption videos to enhance learning vocabulary?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

20. What do you think of the feeling of your students when using caption video in reading comprehension /oral Exp sessions?

a- very motivated ☐

b- motivated ☐

c- slightly motivated ☐

d- not motivated ☐

- **If not, would you please say why?**

a-…………………………………….

b-……………………………………

c-……………………………………

21. Is the necessary technological material available in the department of English?

    a- Strongly disagree   ☐

    b- Disagree   ☐

    c- Neutral   ☐

    d- Agree   ☐

    e- Strongly agree   ☐

22. According to you, How teaching English could be improved to help students enhance their vocabulary?

    a- Increase the number of sessions.   ☐

    b- Develop materials of design.   ☐

    c- Develop different learning methods and strategies.   ☐

    d -Incorporate some academic teaching techniques.   ☐

23. Would you please recommend others?

    a-……………………………………

    b-……………………………………

    c-……………………………………

    d-……………………………………

الملخص

تــم القيــام بهــذا البحــث مــن أجــل دراســة تــأثير مقــاطع فيــديو المترجمــة بــنفس اللغــة المتحدثــة والتــي بصــددها الإنجليزيــة، وذلــك مــن أجــل إثــراء الرصــيد   المعرفـي للمفــردات والتحسـين اللغــوي كمــا يهـدف إلــى تجــاوز بعـض مشــاكل المتعلمــين فـي التعبيـر عـن أنفسـهم والتـي تعـد مـن أهـم أسـبابها نقـص المفـردات المناسـبة، لـذلك افترضــنا أن التركيــز علــى تعلــيم المفـردات كجـزء مهـم مـن الثـروة اللغويـة بواسـطة " مقـاطع فيـديو مترجمـة بـنفس اللغـة "   قـد يسـاعد الطلبــة فــي توسـيع المخــزون اللغــوي وذلــك باكتسـابهم لعـدد أكبـر مـن مفـردات التـي تسـمح بتعلمهـا و اسـتعمالها فـي نفـس سـياق الحـوار، تنقسـم هـذه الدراسـة إلـى ثلاثـة فصـول:إذ يعتبـر الفصــل الأول لمحــة عامــة علــى المفـردات فـي تعلـم و التعلـيم اللغـة الأجنبيـة، أمـا الفصـل الثــاني فيهـتم بالمقــاطع الفيـديو المترجمــة بــنفس اللغـة، وقـد خصـص الفصـل الأخيـر للعمـل التطبيقـي لهـذا البحـث، حيـث قمنـا بدراسـة وصـفية تعتمـد أساسـا علـى فرضـيتين ونـوعين مـن الإسـتبيان الأول مخصـص لتسـعة أسـاتذة والثـاني لأربعـين متعلمـا فـي اللغـة الإنجليزيـة كلغـة أجنبيــة، وتحليـل البيانـات التـي تـم جمعهـا مـن اسـتبيانات، بهـدف الفـرض الأول بـإبراز وجهـة نظـر لكـل مـن الطلبـة والأسـاتذة تجـاه هـذا النـوع مـن مقـاطع الفيـديو التـي تسـتخدم كتابـة حرفيـة للكـلام المتحـدث، أمـا الثـاني فقـد تـم القيـام بـه مـن أجـل إثبـات أو رفـض فرضيات هـذا البحـث حـول تـأثير مقـاطع الفيـديو المترجمـة بـنفس اللغـة علـى مسـتوى الرصـيد اللغـوي للطلبـة اللغـة الإنجليزيـة كلغـة أجنبيـة فـي السـنة الأولـى فـي جامعـة محمـد خيضـر ببسـكرة. كمـا سـلط الاسـتبيان الخـاص بالأسـاتذة لضـوء علـى مـدى إدراكهـم لضـعف اسـتعمال الطلبـة للمفـردات الضـرورية للتحـدث وإلـى أي مـدى يعتبـر اسـتعمالها مفيـدا. ولقـد أكـدت النتـائج تعلـم المفـردات باسـتخدام مقـاطع الفيـديوهات المخصصـة بـنفس اللغـة والتـي تسـهل فهمهـا واكتسـابها وحيـث تدفع الطلبة إلى مزيد من التحفيز للتعلم.