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The Influence of Using Captioned Clips in Improving EFL learners' Vocabulary Knowledge

A case study of first-year EFL students at the University of Biskra

A dissertation submitted to Mohamed Khider University of Biskra in partial fulfilment of the requirements for the degree of Master (2) in (Sciences of Language).

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Declaration

I, Mohamed Abderaouf Yagoub, declare that this dissertation titled “**The Influence of Using Captioned Clips in Improving EFL Learners’ Vocabulary Knowledge**” is my work and has not been submitted before to any other university for a degree.

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Dedication

*In the Name of God, Most Gracious, Most Merciful, All the Praise is due to God alone, the
Sustainer of the world.*

Firstly and foremost, I thank Allah, who gave me the strength to finish this modest work.

I dedicate this work to:

To my dear parents who always supported me in every step I did in my life

*To my fantastic and magnificent brothers '**Brahim, Ismail, Souhaib, and my sister Ferial**'*

To all my close friends and relatives

To all colleagues whom I spent the university life

Abdou, Raouf

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I want to express my gratitude to all the students who cooperated in answering the questionnaire.

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Finally, special thanks to all the exceptional teachers who taught from primary school till the university.

Abstract

This research work attempted to examine the effectiveness of using captioned clips in improving EFL learners' vocabulary knowledge for first-year LMD at Biskra University. It aimed at finding out whether this technique help students to acquire new words. To achieve this goal, we relied on two means of research: a questionnaire and a teachers' interview. The questionnaire was posted online on Facebook via Google Forms to collect the students' opinions about videos with captions and how effective they are on vocabulary development. Moreover, due to the Covid-19 pandemic and the health procedures followed by the educational institutions, the interview took a Google Form and sent it via Gmail to (5) teachers to obtain valuable data concerning videos with captions and their role on learners' vocabulary. The results obtained from this investigation confirmed our hypotheses and explained that students indeed show improvement when they were exposed to the mentioned technique. This method has established some usefulness to attract and motivate students for learning vocabulary and discover a foreign language culture. Finally, we have suggested some pedagogical recommendations for EFL learners, teachers, and administration about teaching vocabulary with short movies and clips contain captions. We proved that modern technological materials provide more comprehensible language and create a relaxed atmosphere inside the classroom.

Key Terms: vocabulary, acquisition, improvement, development, captions, clips, movies.

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List of Abbreviations and Symbols

DCT: Dual Code Theory

EFL: English as a Foreign Language

ICT: Information & Communication Technologies

LMD: Licence Master Doctorate

FL: Foreign Language

L1: Mother tongue/ Native Language

AI: Artificial Intelligence

Q: Question

&: And

%: Percent

≈ : Approximately

N° : Number

Vs : Versus

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General Introduction

In the world that we currently live in, technology is a very vital factor. With each passing day, new software or gadget is being brought into the daily requirement that improves our lives in one way or another, makes it much easier, and discovers new ways of technology use. However, it is essential to note that even though technology plays a significant role in making our lives easier, it is not the only role.

Technology is increasingly growing its importance in the education field. The more technology advances, the more benefits it provides for students at every education level. The technology used in the classroom is very beneficial in helping the students understand and acquire what they are being taught. For instance, since several students are visual learners, projection screens connected to computers could be put in classrooms to let them see their notes instead of simply sitting down and listening to the instructor teach. Technology assembled much special software, such as YouTube, Facebook, Twitter, Instagram, and many other platforms that can be used to supplement the class curriculum and help to acquire new knowledge.

Captioned movies/clips, as an example, exist almost in all the mentioned platforms above, which are subtitles shown on the screen during specific speech or words in general that follow what the native says; it gives the audio-visual experience for the viewer. The captioned movies as a tool of education can help EFL learners' Vocabulary to be developed; this method of teaching is likely to be used in the classroom or outside. Teachers can use clips as vocabulary lessons or practices for students, not forget to mention that many learners can be exposed to captioned clips on their own, at work, school, home, or even at a non-schooling place such as a restaurant using a mobile phone.

Therefore, this study aims to focus on the effectiveness of captioned clips in enhancing EFL learners' vocabulary knowledge within the area of academia or outside.

1. Statement of the Problem

The mastery of the English language has become a crucial need in a world where it is the dominant one. Teaching English as a foreign language is based on making learners able to produce and comprehend this language. Vocabulary is an essential skill in foreign language acquisition, and it is considered a priority for foreign language learners to master. Foreign language teaching has shifted from using traditional methods, where the teacher is the primary source of knowledge in the classroom, to the use of visual tools and aids such as captioned clips to enhance the learners' vocabulary knowledge.

Using captions or subtitles to facilitate the comprehension of video materials is taken for granted by many teachers and researchers. Moreover, many educators believe that television programs with captions provide a rich context for foreign language acquisition. It is also argued that viewers are, generally, quite motivated to understand what is shown and said on television when the captions are provided (Danan, 2004). Besides, learning from native movies can affect both speaking and listening skills to become better than before.

Lack of vocabulary knowledge can occur when the EFL learners lose the ability to speak more often due to the absence of participating and exposure to pure English, even though they are learning this language for years. Students need to experience new ways of learning that improve Vocabulary significantly, which may help them develop their speaking proficiency in a classroom under the teachers' responsibility or outside academia.

2. The Research Questions

Through the current study, the researcher aims to answer the following questions:

RQ1: What are the main strategies that EFL learners use to develop their vocabulary knowledge?

RQ2: What are the advantages of watching captioned movies for EFL learners?

RQ3: Do captioned movies/clips develop EFL learners' Vocabulary?

3. Research Hypothesis

We hypothesize that: if EFL learners are exposed to the English language through captioned movies, their vocabulary knowledge will be improved.

4. Research Aims

This study aims to :

- Identify the main strategies that EFL learners use to develop their vocabulary knowledge.
- Explore the benefits of captioned movies for EFL learners.
- To Investigate whether EFL learners' vocabulary knowledge can be developed via captioned movies or not.

5. Significance of the Study

The current study seeks to examine the effect of using English captions to ameliorate vocabulary knowledge of EFL learners; after defining the advantages of this method, this study will recommend teachers, students, and academic institutions to adopt this teaching tool as part of the curriculum to make it more widespread.

6. Research Methodology

6.1 The Choice of the Method

This research will present the role of watching captioned movie clips in developing EFL learners' vocabulary. The researcher will follow a mixed-method approach since he will use the quantitative data gathering tool (students' questionnaire) and a qualitative tool (teachers' interview).

6.2 Population and Sample

We will choose First-year EFL students to be the population of our study (n= 300). A sample of fifty students will be selected randomly to answer the questionnaire, in addition to

five EFL teachers (oral expression teachers included) of Biskra University, because teachers use various techniques to develop students' vocabulary, and their opinion may help to enrich this research study with valuable data.

6.3 Data Collection Tools

Since we will use the mixed-methods approaches for gathering the appropriate data needed for this study, the research will be based on two main tools to collect the required data; we will use an interview with teachers to examine their feedback and ideas about the method mentioned above and how effective it is. In addition to that, we will use a questionnaire to make the students feel free to describe their opinions honestly about the effectiveness of using captioned movies to enhance their vocabulary knowledge.

7. Limitation of the Study

The study investigates the usefulness of captioned clips in enhancing EFL learners' vocabulary knowledge to make this way of teaching reliable and widespread at Biskra University. However, we are limited by time to complete this work and due to the covid-19 pandemic. Also, this research was conducted only on a small population size because it is not practical and complicated to work with the whole population. Hence, a representative sample was selected to help identify a general idea about the full results. Also, the slow network might discourage learners' interest in using the audio-visual materials, or the lack of the materials itself (TVs, Smartphones, etc. Moreover, this study investigates the impact of captioned movies/clips only on vocabulary learning with no other skills or language aspects.

**CHAPTER ONE:
VOCABULARY
DEVELOPMENT**

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CHAPTER ONE: VOCABULARY SKILL

Introduction

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be interactive and exciting with the introduction of appropriate vocabulary exercises. When we learn a language, we need to master four skills: listening, reading, speaking, and writing. Meanwhile, vocabulary knowledge is fundamental to them. The lack of Vocabulary is the lack of the four skills mentioned; simply, we can not understand the meaning of the words we send or receive.

This chapter attempts to study and explore the various aspects of teaching vocabulary items in a language classroom, besides providing insights about the basic concepts related to the purpose of our study, such as learning vocabulary. First, this chapter presents vocabulary and its types and importance. Also, it mentions some difficulties that EFL learners may struggle with while learning Vocabulary. Finally, the chapter ends with some different strategies for vocabulary learning and teaching.

1.1 Definition of Vocabulary

Vocabulary is considered one of the significant aspects of learning a new language; it is a key to determine the levels of knowledge to be a good listener, speaker, reader, and writer. As a definition, it is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a valuable and fundamental tool for communication and acquiring knowledge. Some scholars have different interpretations of Vocabulary. According to Hornby (1986), a Vocabulary is a total number of words, which with rules for combining them make up the language. A range of terms known to or used by a person in trade, profession, etc. Webster (1966) states that vocabulary is a sum or stock of words employed by a language, group, individually, or in work, about a subject. From the

definitions above, we can conclude that Vocabulary is a set of words that have meaning that is used to communicate between one person to another.

Henrikson (1996) believes that Vocabulary is very close to the truth or proper number understanding, which translates the word-based items into L1, the ability to find the correct definition, or give a target language say in different words. It means that the speaker knows what words to use to address the listener, and the listener knows how to react to these words rather than keep thinking about their meaning; the interaction should be natural.

According to the previous definitions, Vocabulary is not limited to words and meanings only, but also the use of words in the needed space.

1.2 Types of Vocabulary

Some scholars divide Vocabulary into two types in foreign language teaching, Incidental and intentional Vocabulary.

1.2.1 Incidental Vocabulary

Incidental Vocabulary Learning motivates learners for extensive reading. It involves learners' ability to guess the meaning of new words from contextual clues. Incidental learning occurs more particularly through extensive reading in input-rich environments, albeit at a relatively slow rate (Coady, J 2001).

Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another (Richards & Schmidt, 2002).

Incidental Vocabulary promotes deeper mental processing and better memory. The learners get themselves fully involved in decoding the meaning through the clues available in the text. They think several times about the new words involving a cognitive process, which helps them save the terms for a more extended period. The mental process includes both receptive and productive aspects of Vocabulary. It helps Learners understand not only the

meanings in the given text but also the related grammatical rules, standard lexical sets, and typical association of the word with the context.

Simply, Incidental Vocabulary is the words that are familiar to the learners and can be recognized; however, they are harder to pronounce.

1.2.2 Intentional Vocabulary

Intentional vocabulary learning is based on synonyms, antonyms, word substitution, multiple-choice, scrambled words, and crossword puzzles, regardless of context. According to Hulstijn (2001), Intentional Vocabulary is a way of learning in which the learner is informed and knows what he/she is going to learn. Intentional vocabulary learning was also defined as how direct attention is paid to Vocabulary learning itself.

Intentional Vocabulary follows particular instructions, such as repeat, reuse, recycle, reinforce, and read, called the five Rs, that support language learners in targeting their personal and academic language goals.

1.3 The Importance of Teaching Vocabulary

Vocabulary is a critical skill needed to comprehend both listening and reading abilities successfully. One of the primary skills that teachers will be expected to teach in the elementary levels is teaching students to read and gain meaning from the text. Learning to read is continues with secondary teachers' ability to teach students how to analyze and critique what they read (Chall, 1983). Students will not be successful at comprehending any texts if they do not know the meaning of the words they are decoding. For many, lack of vocabulary knowledge could be a reason that students are not able to access the meaning of a text.

The teaching of Vocabulary is essential because, without Vocabulary, nothing can be converted. Students need to use words to express themselves in the English language; most learners admire the Importance of vocabulary acquisition. This is why most of the words

need to be taught to avoid many problems as in communication due to a lack of Vocabulary. Some other students might challenge problems of forgetting words immediately after the teacher has explained the meaning of the words or looking at them in the dictionary, which is also caused by a lack of Vocabulary. The more words students learn, the easier they memorize them.

Vocabulary plays a significant role as a predictor of overall reading ability (Nation, 1990). Having rich vocabulary knowledge is a crucial element to better reading comprehension (Hudson, 2007). Many foreign language readers find it hard to comprehend a text because of a lack of vocabulary and vocabulary learning strategies. This happens at all levels of language acquisition. That is why in recent years, there has been an increasing interest in vocabulary learning and teaching among EFL teachers and learners. As vocabulary acquisition is complex, vocabulary learning strategies should be taught even to advanced students, and this instruction at higher reading levels should involve direct teaching and context-based approaches.

Many studies have stated the need for a systematic approach to vocabulary teaching and learning, as word knowledge is crucial to reading comprehension at elementary levels of reading and determines how well students will be able to understand the texts they read in the area of reading academia. The effectiveness of vocabulary learning depends partly on the beliefs university students have about vocabulary learning. It is direct teaching, its importance in university studies, and the vocabulary learning strategies used by them.

1.4 Aspects of Vocabulary Teaching

There are several aspects of vocabulary teaching and learning that needed to be in consideration. In his book, Harmer (2001: 16) says that some elements have to be discussed in Vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation),

extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1.4.1 Polysemy

A word or phrase can have multiple meanings, usually related by contiguity of meaning within a semantic field. Since polysemy has vague concepts and different meanings, it is hard to make judgments.

1.4.2 Homonymy

Homonymy is the relationship between words that are homonyms, words that have different meanings but are pronounced the same or spelled the same or both. It can also refer to the state of being homonyms. For example: "write" and "right."

1.4.3 Homophony

Homophony is when a set of words are pronounced identically but have different meanings. Homophonic words do not need to be spelled the same way, which is called homography. As an example: "sea" and "see."

1.4.4 Synonymy

Synonymy is the state or phenomenon in which the words sound different (in pronunciation) but have identical meanings as words or phrases. The concrete form of synonymy is called "synonym." For example, "small and little, "big and large," father and parent."

1.4.5 Style and Register

A style is a set of linguistic variants with specific social meanings. Additionally, speakers often incorporate multiple styles into their speech, either consciously or subconsciously, thereby creating a new style. While the register is defined as the way a speaker uses language differently in different situations. These variations of informality, also

called stylistic variation, are known as registers in linguistics. Such factors determine them as a social occasion, context, purpose, and audience. These styles differ from situation to another.

1.4.6 Pronunciation

Pronunciation is how a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in expressing a given term or language in a specific dialect (correct pronunciation) or simply how a particular individual speaks a word or speech.

1.4.7 Translation

The translation is a mental activity in which the meaning of given linguistic discourse is provided from one language to another. It is the act of transferring the linguistic structures from one language into their equivalents into another language.

1.4.8 Form

It is about pronunciation and spelling. A learner has to know what word sounds or how it is pronounced and how it is formed. In teaching, teachers need to take into consideration both of these aspects are accurately presented and learned.

1.4.9 Collocation

A collocation is made up of two or more words that are commonly used together in English. Think of collocations as words that usually go together. Strong collocations are word pairings that are expected to come together, such as combinations with "make" and "do": You make a cup of tea, but you do your homework.

1.4.10 Grammar

Grammar is the way we arrange words to make proper sentences. Word-level grammar covers verbs and tenses, nouns, adverbs, etc. Sentence level grammar covers phrases, clauses, reported speech, etc. Teachers should expose the students to the new word or grammar structure; they must help students understand the meaning of the new word or structure; they must teach students how to understand the construction of the word or grammatical structure. Moreover, they must encourage students to employ and master.

1.4.11 Denotation and Connotation

Connotation is the use of a word to suggest a different association than its literal meaning, which is known as denotation. For example, blue is a colour, but it is also a word used to describe a feeling of sadness, as in: "She is feeling blue." Connotations can be either positive, negative, or neutral. On the other hand, denotation is the literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests.

Words and their meanings are important because learners need to be able to communicate their ideas and feelings. These words can affect both readers and listeners in different ways.

1.5 Vocabulary Teaching & Learning Difficulties

According to Thornbury (2004, p. 27), there are six factors that make some words more difficult as follows:

1.5.1 Pronunciation

Words that are difficult to pronounce are more challenging to learn. Potentially problematic words will typically contain sounds unfamiliar to some groups of learners, such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or crisps or breakfast, are also problematic

1.5.2 Spelling

Sounds-spelling mismatches are likely to cause errors, either of pronunciation or spelling, and can contribute to a word's difficulty. While most English spelling is pretty law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

1.5.3 Length and Complexity

Long words seem to be no more challenging to learn than short ones. However, as a rule of thumb, high-frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability."

1.5.4 Grammar

Also problematic is the grammar associated with the word, significantly if it differs from its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

1.5.5 Meaning

When two words cover the same meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

1.5.6 Range, Connotation, and Idiomaticity

Words used in a wide range of contexts will generally be perceived as more accessible than their synonyms with a narrower range. Thus, put in a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest

equivalent in other languages may be deviant. Finally, words or expressions that are idiomatic (make up your mind, keep an eye on) will generally be more complicated than words whose meaning is transparent (decide, watch).

Gower, Philips, and Walter (1995, p. 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on some factors:

➤ **Similarity to L1**

The difficulty of a vocabulary item often depends on how similar the items are in the form and meaning to the students' first language. Words that are identical in the first language and English may be misleading rather than helpful.

➤ **Similarity to English Words Already Known**

Once students have some English, then a word related to an English word they are already familiar with is more accessible than one that is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

➤ **Connotation**

Another problematic aspect that learners have to get grips with is the connotation of the word. For example, does the word have a positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone thin – but these words are very different in their connotation, and by choosing one rather than the other, the speaker conveys a particular attitude.

➤ **Spelling and Pronunciation**

The spelling of many English words can cause problems for students who speak languages with a very regular spelling system. Particular spelling patterns can also confuse where the pronunciation is concerned. For example, it is easy to understand

why many students confuse the meaning, spelling, and pronunciation of these words: through, though, thought, tough, thorough.

➤ **Multi-word Items**

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verbs are notoriously tricky for English learners because they are made up of simple words (often prepositions or adverbs).

➤ **Collocation**

How a lexical item collocates (or 'goes with' other items) can also cause difficulty. For example, people are injured or wounded, but things are damaged, and we can say a strong wind and strong coffee – but it is a light wind, not a weak wind, and weak coffee, not light coffee.

➤ **Appropriate Use**

When to use Vocabulary appropriately is also problematical. Some words and expressions are restricted to use in a particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in this way with older people – we do not say he is pushing there!). Also, students must know whether the word or phrase has a marked style – informal or formal.

1.6 Vocabulary Learning Techniques & Strategies

Oxford, R. (2003) stated that learning strategies are tools for active, self-directed involvement, which is extremely important for developing communicative ability. The right language learning success plans would drive output in greater self-confidence. Moreover, learners' purposes of language learning strategies are to make a learning process easier, faster, entertaining, more self-directed, and more self-explanatory instruction. With successful plans, the learner can set the learning goals to achieve.

Language learning techniques and strategies can be in plans, ideas, experiments, observations, etc. They differ from one perspective to another, but they share the same goal: vocabulary development.

There is a variety of language learning strategies that may have the ability to foster vocabulary learning (Oxford, 2003; Kalajahi, 2012). Vocabulary has been found as an essential part of second language learning classrooms (Susanto & Fazlinda, 2016). It is also a significant valuable supply for language use, and one could not learn a language without learning Vocabulary (Cameron, 2001).

The specificity of any individual's knowledge about words depend on the person and his or her motivation, desires, and needs for the word. (Hatch, 1995, p. 370)

There are five essential steps in vocabulary learning (Hatch, 1995, p. 373- 390)

1.6.1 Encountering New Words

The first essential step for Vocabulary is encountering new words, which is having a source for words. This step is vital because incidental learning of Vocabulary must occur if second language learners are to approach a vocabulary that compares with native speakers; this step is crucial. Reading is how learners encounter words; watching television and listening to the radio as good ways to learn Vocabulary. Also, dictionaries are the source where anyone can encounter new words and users of old words.

1.6.2 Getting the Word Form

The second step essential to vocabulary learning appears to be getting a clear image-visual or both of the form of the vocabulary item. The Importance of getting the structure of the word also appears when students are asked to define words. Beginner students are particularly likely to make mistakes related to the confusion of the form of one word with other words.

1.6.3 Getting the Word Meaning

The step includes such strategies as "asking native English speakers what words mean," "making pictures of word meanings in my mind," and "explaining what I mean and asking someone to tell me the English word." However, most teachers know that learners assume that dictionaries are one of the primary sources of word definitions.

1.6.4 Consolidating Word Form and Meaning in Memory

Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

1.6.5 Using the Word

The final step in learning words is using the word. Some would argue that this step is unnecessary if all that is desired is a receptive knowledge of the word. However, using the words means the learners aware of the words' meanings and use.

1.7 Vocabulary Teaching Techniques

Teaching Vocabulary is an essential aspect of learning a language as languages are based on words (Alqahtani, 2015). Indeed, it is almost impossible to learn a language and to communicate without learning words. Recent research shows that teaching vocabulary may be filled with problems because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional focus on word learning (Berne & Blachowicz, 2008).

Teaching Vocabulary is carefully believed as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process happens, problems would appear to the teachers. They have issues teaching students to gain happiness-causing by meeting a need or reaching a goal results. The teachers should be concerned that teaching vocabulary is something new and different from students' native language. They also

have to take into account that teaching English to young learners is different from adults. The teacher should prepare and find out the appropriate ways of doing things, which will be put into use by the students. A good teacher should prepare himself or herself with different and up-to-date strategies. Teachers should master the material to be understood by students and make them interested. They have to know the features of their learners.

Choosing the correct strategy/technique depends on some factors, such as the content, time availability, and its value for the learners (Takač & Singleton 2008). In presenting one planned vocabulary item, the teacher usually combines more than one technique. Indeed, they are suggested to employ planned vocabulary presentation as differently as possible (Pinter, 2006). The followings are some techniques of teaching Vocabulary:

1.7.1 Using Objects

This method can assist learners in remembering Vocabulary better because memory is very accurate for objects and images, and visual methods can act as signs to remember words. Using this method involves using and demonstrating visual aids (Takač & Singleton, 2008). Furthermore, Gairns & Redman (1986) states that the process of actual objects is suitably used for beginners or young students and when tangible Vocabulary is presented. Objects can be used to display meanings when there are concrete nouns in the Vocabulary. By showing the actual object, introducing a new term sometimes enable learners to memorize the word by visualizing it. Objects in the classroom or things brought to the school can be used.

1.7.2 Using Drilling, Spelling, and Active Involvement

Drilling is used to familiarizing learners with the word form, especially its sounds. Drilling should be precise and natural (Thorbury, 2002). It is essential since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993 in reading, 2000, p. 2004). The first or most important means of spelling is memorizing

words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words are not always inferred by the pronunciation. The teacher encourages the learners to figure out the significance of the word by elicitation using this method (Takač & Singleton 2008). Elicitation maximizes the ability of learners to speak and functions as a means of checking the knowledge of students (Thorbury, 2002). This method also involves personalization in that learners use the term in a context or phrase linked to their lives. In connection with the above techniques, Pinter (2006) claims that educators perform scheduled vocabulary presentations as diverse as possible to present word significance and form by mixing more than one method.

1.7.3 Using Drawings and Pictures

On the board, objects can be drawn or on flashcards. If produced with cards and coated in plastic, the latter can be used again and again in distinct situations. They can assist young learners in comprehending the primary points they have learned in the classroom and realize them. Teaching vocabulary using images connects the previous understanding of learners to a new tale and helps them learn new words in the process. There is plenty of Vocabulary that the use of illustrations or images can introduce. They are a great way to clarify the significance of unknown phrases. As often as necessary, they should be used. The photo list involves posters, flashcards, charts of walls, images of magazines, sketches of boards, numbers of sticks, and photographs. Pictures from many sources for vocabulary learning. They are sets of colourful images designed for classrooms apart from those taken by the teacher or students. Pictures cut out of newspapers and magazines are very useful as well. Many readers, vocabulary books, and course books nowadays contain many appealing images showing the significance of essential words. The professor may use the school's teaching materials. They can also create their visual aids or use magazine photos. Visual

assistance enables students to comprehend the significance of the phrase and helps make it more memorable.

1.7.4 Using Mime, Expressions, and Actions

The term "mime or gesture" is helpful if it emphasizes the significance of gestures and facial expressions on Alqahtani communication, 2015). In principle, it can be used to show the significance of a phrase contained in the passage of reading and in talking exercise as it emphasizes mainly communication. Through mime, phrases, and gestures, many words can be implemented. Adjectives, for instance: "sad," "happy," mime and take a hat off your head to teach hat, and so on. Several studies have highlighted the function of the second language (L2) development of gestures (Alqahtani, 2015). Teachers tend to make a lot of gestures (Sime, 2001; Hauge, 1999), mainly when talking to young students and beginners. "Teaching gestures" are frequently recognized to capture attention and make the lesson more dynamic. Using analysis of English lessons video recordings for French learners, Tellier (2007) identified three primary roles for learning gestures: class management (starting/ending an activity, questioning learners, asking for 23 silence, etc.), assessment (displaying an error, correcting, congratulating, etc.) and explaining syntax signs, underlining particular prosody, explaining new vocabulary, etc. Teaching gestures occur in different forms: hand gestures, facial expressions, pantomime, motions of the body, etc. They can either mime or symbolize something and assist learners in inferring the significance of a phrase or phrase that is spoken, provided they are unambiguous and straightforward to comprehend. Therefore, this learning approach is essential to understanding (Tellier, 2007). In fact, learners can retrieve a word easily when the teacher produces the action connected with the word-based item during the lesson.

1.7.5 Using Enumeration and Contrast

An enumeration is a set of items that is a complete, ordered list of all items in the collection. To contemporary significance, it can be used. In other words, when any term is hard to clarify visually, this method enables. By enumerating or listing different objects, we can say "clothes" and explain this. Professor can list a number of clothes, e.g., address, a skirt, trousers, etc., and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or "furniture," for example (Gruneberg & Sykes, 1991). Some words are readily clarified by contrasting them with their opposite; for example, the term "excellent" contrasted with the term "bad." However, it is not some words. Contrasting the words whose reverse is the gradable is almost impossible. If the word 'white' contrasts with the word 'red,' there is a word 'purple' in between. In addition, the verb "contrast" implies showing a distinction, such as pictures showing how much weight someone lost by contrasting the shots "before" and "after." It has also been demonstrated by much more research that Vocabulary is best obtained if it is comparable to what has already been learned (e.g., Alqahtani 2015).

1.7.6 Through Guessing from Context

L1 and L2 readers have commonly proposed guessing from context as a manner of coping with unfamiliar Vocabulary in unedited selections (Dubin, 1993). Alqahtani (2015) argues that two kinds of contexts exist. The first sort is the context within the text, which involves morphological, semantic, and syntactic data in a particular document. In contrast, the second sort is the overall context, or non-textual context, which is the background knowledge of the topics being read by the reader. Alqahtani (2015) considered the particular context as "the other words and phrases surrounding the term..... It follows that other phrases often' shed light on their significance in the context of the unfamiliar term. These other words can be found beyond the sentence of the unknown item in the sentence containing the unknown word or other sentences. Learning from context includes not only learning from

reading extensively but also learning from engaging in a discussion and learning from listening to stories, movies, television, or radio (Nation, 2001). There should be four elements accessible to activate guessing in a written or spoken text: the reader, the text, unknown phrases, and clues in the text, including some knowledge about guessing. The lack of one of these components can influence the capacity of the learner to conjecture. This technique also encourages learners to take risks and guess the meanings of words that they do not understand as much as they can. This will assist them in creating self-confidence so that when they are alone, they can work out the meanings of phrases. There are many clues that learners can use to self-establish meanings, such as images, the resemblance of mother tongue spelling or sound, and general understanding (Walters, 2004).

1.7.7 Using Visual Aids

Allen, Kate, and Annie (2000) claim that using visual aids is an essential teaching plan in English as second and foreign language classrooms and English as Foreign Language classrooms. Most foreign language research has recognized that memorizing language forms and words is a very ineffective strategy for learning a target language. Thus, using visual aids can help students to strengthen what they have learned. The reason may be that they allow students to soak up the information through an added sensory perception. Moreover, the use of video as audio-visual media can help teach Vocabulary and stimulate students to learn new Vocabulary. Also, the language used in videos is real used by native speakers for communicative purposes and does not only rely on grammatical structures.

Conclusion

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms. It is also central to language teaching and is of paramount importance to a language learner. Regardless of the area of teaching, in or out of school/university, the learners' can develop their vocabulary

knowledge to unlimited levels. Learning new words is a key to access to the target language communication skills and culture. Teachers have to vary vocabulary tasks by altering the method of vocabulary teaching to improve the students' knowledge, and they have to emphasize vocabulary because it represents one of the essential skills necessary for teaching and learning a foreign language. It is the basis for developing all the other skills like Reading comprehension, Listening comprehension, speaking, writing, spelling, and pronunciation.

**CHAPTER TWO:
CAPTIONED
MOVIES/CLIPS**

CHAPTER TWO: CAPTIONED MOVIES/CLIPS

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CHAPTER TWO: CAPTIONED MOVIES/CLIPS

Introduction

Many students were exposed to captioned movies/clips through their daily life experiences via PCs, laptops, smartphones, or TVs. Nowadays, captioning the videos for some people is considered necessary to publish the videos on multimedia platforms, such as YouTube, Facebook, Instagram, etc. These captioned clips can be easier to understand; it enables the viewer to discover the spelling of the word and how it can be written and pronounced correctly, perhaps acquiring new words. This audio-visual tool can have positive effects on English learners, and it can be adopted as a strategy to develop EFL vocabulary knowledge. Since most of the students are able to access to the use of technologies such as the internet, they will be intentionally or unintentionally developing their vocabulary storage.

This chapter will throw lights on captioned movies/clips and their importance in vocabulary development.

2.1 Definition of ICT (Information and Communication Technology)

According to AIMS website; Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form. ICTs are also used to refer to the convergence of media technology such as audio-visual and telephone networks with computer networks through a unified system of cabling (including signal distribution and management) or link system. However, there is no universally accepted definition of ICTs, considering that the concepts, methods and tools involved in ICTs are steadily evolving on an almost daily basis.

According to Mikre (2011), ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems. ICTs are making dynamic changes in society. They are affecting all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in formulating learning and teaching according to the individual needs.

ICTs is one of the most essential tools in teaching and learning; it provides the easiest ways to benefit from its fields. It is the link between the student and the teacher that offers possibilities for both of them to adapt learning and teaching according to their needs.

2.2 Teaching EFL via Audio-visual Aids

An audio-visual aid is any material consisting of an optical image and an audit account describing what is presented in the image. English students can not easily understand the target language because it is not their mother tongue, which is why English teachers should provide audiovisuals to make the lesson more interesting and helpful (Daniel, 2013).

2.2.1 Definition of Audio-visual Aids

Audio-visual aids, as it is clearly stated by the name, are kind of useful aids and materials which help both learners and teachers in acquiring and teaching a specific language. Many scholars have provided various definitions for audio-visual aids, the following definitions are for each scholar's perspective and claims:

- According to Kinder S. James: "Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic".
- According to Gandhiji: "True education of the intellect can only come through a proper exercise and training of bodily organs: hands, feet, eyes, ears, and nose".

- According to Carter. V. Good: “Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.”

- According to McKean and Roberts: “Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel, is able to clarify, establish and correlate concepts, interpretations and appreciations.” (qtd in Rather 52).

To sum up, audio-visual tools assist teachers in explaining lessons or conveying information to students, facilitating the learning process, and creating a better environment in the classroom.

2.2.2 Audio in Teaching

Tools such as tape recorders, music, songs, etc., some of the acquired knowledge come from listening. These acoustic aids can help teachers introduce new terms and define them. Listening to stories, songs, plays can explain more of the meaning of new items since they are presented in context. Besides, these materials do provide not only the meaning of a word but also its correct pronunciation. Thornbury (2002) focused on the importance of a word’s sound, and he suggested that providing songs, rhythms, rhymes are among the best techniques (7-86). Pre-listening, while-listening, and post-listening are three main stages teachers, and learners go through while using audio material, and each stage has its related activities. Teachers draw their vocabulary objectives at each level of listening.

2.2.3 Visual in Teaching

Visual aids increase the interest of learners and help the teachers to explain the language easily. Visual aids are those instructional aids that are used in the classroom to encourage teaching-learning process and make it easier and motivating. As Singh (2005) claims: “Any device which by sight and sound increase the individual s' practice, outside that

attained through read labeled as an audio visual aids”. The material like models, charts, film strip, projectors, radio, television, maps etc called instructional aids. (Rather, 2004). Visual aids are effective tool that “invest the past with an air of actuality.”

To sum up, tools such as pictures, photographs, flashcards, posters, charts, comic strips, and picture-book can be used in different ways to serve vocabulary mastery positively. Their use attracts attention and increases their curiosity. Visuals prove their effectiveness in creating a relaxed classroom atmosphere and revealed that learners’ vocabulary levels, especially novice learners, have shown development by incorporating these materials.

2.3 Definition of Captioned Movies/Clips

Gorjian (2014, pp.1015) defined captions as the process of converting the audio portion of a video production into text which is displayed on a television screen. The captions are typically white upper-case letters against a black background. In other words, subtitling can be called audio-visual translation, where the viewer reads those subtitles and watch the images and listen to the chat at the same time. Basically, it is that text found down the screen while playing a video to watch or even a picture to see; these captions match the audio coming from the video, clip, or movie, generally founded in Instagram, YouTube, Facebook, Twitter, etc.

To sum up, A caption is a text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. A caption may be a few words or several sentences. Writing good captions takes time, also captions are the most commonly read words in a video, so they should be succinct and informative.

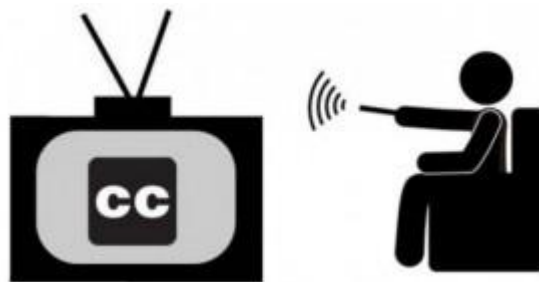
2.3.1 Types of Captions

According to the AI.media.tv website, captioning involves displaying a text version of spoken words and sounds. Captioning is most commonly seen on television,

online videos, and within educational settings. Captions can be displayed in a variety of ways. For broadcast captioning, the captions are usually displayed at the bottom of the televised video and can be positioned and coloured to indicate who is speaking. Let's take a look at the different types of captions:

2.3.1.1 Closed Captions

Closed captioning, called subtitling in the UK, is the most widely used type of captioning. It delivers viewers the option to view captions carried with the broadcast signal, and the viewer is required to switch the captions on or off manually. This is done by “opening” the closed captions at the point of viewing. Media with closed captioning available is commonly identified in program guides, online videos, and DVD/video covers by the closed captioning (CC) symbol.



Picture N°01: Manual closed captions



Closed caption

Closed captions toggle

Picture N°02: YouTube's closed captions button

2.3.1.2 Open Captions

Sometimes everyone needs to receive the message. Open captions are on display for everyone to see and are a permanent fixture on a video. It is also known as ‘burned in’ or ‘hardcoded’ captioning. Open captions can be provided in different fonts and styles; great for public places or events, and even YouTube channels. Subtitled foreign films are an example of open captioning.

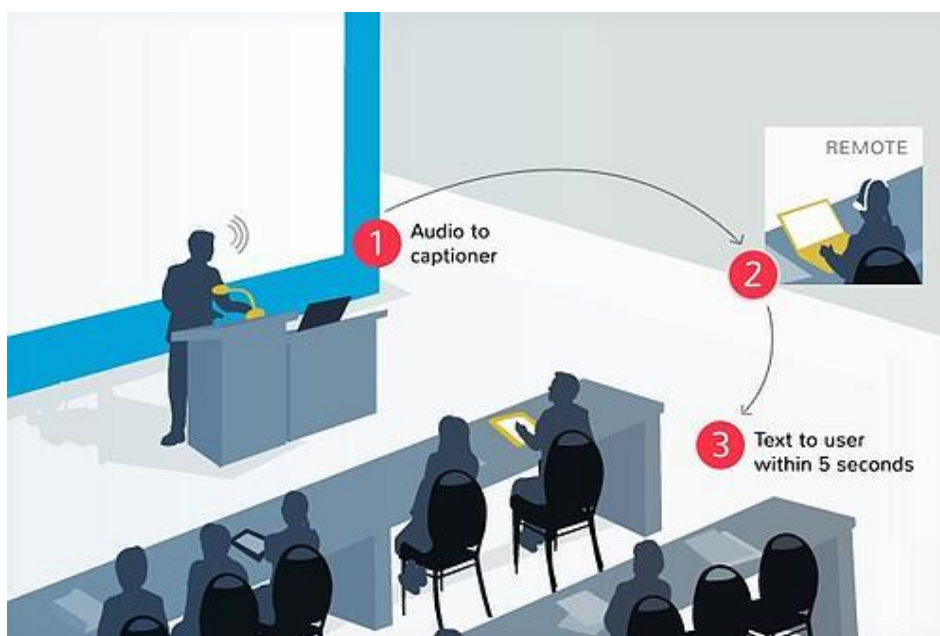


Picture N°03: Caption variations

2.3.1.3 Live Captioning

Live captions are transmitted for live TV programs such as news and current affairs, sports coverage, and program finals. Live captioning is also available for corporate, education, and event settings. Live captions can be created by typing, steno captioning, or re-speaking. Live captions are made at the time of broadcast. Live captioning can also take place in real-time for classrooms using services such as Ai-Live. Ai-Live allows users to receive live captioning from a classroom, event, lecture, meeting, or webinar via any web-enabled device. The spoken words appear on the screen seconds after they are articulated. To deliver live captions, Ai-Media uses highly-trained captioners and stenographers, who listen to the live audio stream and re-speak what they hear, including punctuation and grammar, into the Ai-Live system,

which is converted into text and then streamed to your live device. Live captioning is also sometimes known as communication access real-time translation (CART).



Picture N°04: AI-live captioning

2.4 Pros and Cons of Using Captioned Movies/Clips in EFL Teaching

Almost everything in this world has advantages and disadvantages. Captions or captioned movies/clips may seem useful for EFL teaching, but some people believe it has some drawbacks. First, let us start with the advantages:

2.4.1 Advantages

Using videos in EFL classes is very important as they present the native speakers' real-life language. Although watching videos is a beneficial phenomenon, learners will then rely on listening and perhaps struggles in understanding what the video tries to convey. Therefore, including the captions as a pedagogical tool has an important role in understanding better. According to some scholars (Paivio, 1971; Stewart & pertusa, 2004), using captioned videos can develop learners' target language knowledge in a rich context by using new words and lexicon.

We learn 1 percent from the taste, 1,5 from the touch, 3,5 from the smell, 11 percent from the hearing, and 83 percent from the sight. Our assimilation and retention capacity is as follows: 10% of what is read, 20% of what is heard, 30% of what you see, 50% of what is seen and heard, 70% of what is said and discussed, and 90% of what is said and done.

According to the empirical studies, the information stored after four days is: 10% learned only orally, 20% only visually, and 65% visually (Ruipérez, 2003, p. 28).

Captioned movies/clips used in the teaching-learning process have broad significance from the viewpoints of teachers and learners.

2.4.1.1 Provide Clarity

Captions are helpful when watching TV shows or videos that go beyond day-to-day subjects. Imagine watching a medical or police drama series with various technical terminologies or a fantasy series with fictional places and unusual names. It will surely be challenging to follow along with the story and the characters if the audience doesn't know or understand half of the words being said. Captions can provide the needed clarity for viewers and let them enjoy and absorb whatever they're watching.

2.4.1.2 Improve literacy and Comprehension

A study shows that captions have an impact on the literacy and comprehension of students. Students who consumed media with subtitles and captions scored higher in reading comprehension rather than those who did not. Specifically, they can help improve reading speed and fluency, word knowledge, vocabulary acquisition, word recognition, and even listening comprehension. This just proves that captions aren't a nuisance and that they aid in language and reading.

2.4.1.3 Help Bilingual Education

As captions help in literacy and comprehension, they can also help bilingual education. People quickly learn a new language by watching and being exposed to foreign

films and shows with subtitles. Additionally, in one study by the National Institute of Health, they found that subtitles/captions benefit ESL/EFL learners (and others) in various ways, including learning comprehension, attention, and memory.

2.4.1.4 Make Media Accessible for Anyone and Anywhere

Accessibility is one of the most remarkable benefits of captions. Whether it be online videos, movies, or TV shows, anyone, including the deaf and the hard of hearing, can access these kinds of media. Captions allow them to see and engage with these just as any hearing person would. With captions, people will also be able to access it anywhere. This can include sound-sensitive environments like libraries or work offices or boisterous surroundings such as malls and other public places.

2.4.2 Disadvantages

Although captions have advantages, as previously mentioned, some users or learners, or even scholars see that there are some drawbacks in captioned clips. For instance, when learners watch a captioned clip, they may face some difficulties like matching the scene with its captions, viewing the video, and reading the captions simultaneously. Indeed, Kuhlweck and Littau (2007, p. 126) state: “dubbed texts must be taken at face value, since there is no access to the source text on the screen.”

In addition, open captions, for example, can be disturbing for some viewers who have high vocabulary knowledge. They enjoy watching the clean screen rather than a continuous chain of sentences.

King (2002) sees another disadvantage in using subtitles: “sacrifice listening strategy training such as guessing and interfering meanings from visual clues” (p.517).

Another researcher who sees subtitles videos as a distracting way is Garza (1991), who considers the video as already "visually and acoustically rich" and may “overload the learner's capacity to comprehend” (p. 246). Simply, videos provide students with much

input needed, so the subtitles sometimes make them lost because of the huge amount of information they provide.

To sum up, people who lack reading skills and fluency are likely to lose concentration between watching or reading. We can see that the advantages are generally maintained by highly developed readers, but not specifically.

2.5 Theories in Using Captioned Movies/Clips as a Method of Teaching

Talking about the theories, we found three different hypothesizes that stand with the idea that captioned clips can be used as a method of teaching, starting with number one:

2.5.1 Dual Code Theory

Pavio's (1971) dual-code theory (DCT) explains that the verbal and nonverbal input is saved separately by the brain. Verbal input contains both spoken and written words and includes images, actions, and sensation for non-verbal input. Moreover, Pavio & Clark (1991) claimed that “The verbal and non-verbal systems are connected by referential connections which link to the two systems into a complex associated networked” (p150).

As stated by (DCT) theory, the verbal and non-verbal need to be activated when providing the input for better learning in a foreign language. Because they believe that mixing verbal with non-verbal inputs is beneficial than separating them.

Memorization, as well as understanding the upcoming knowledge would be accomplished quickly. Pavio (1975), Levin and Berry (1980) suggested a study to confirm this theory: Children at school were asked to listen to new stories as pictures were reviewed, so they memorized and remembered more information compared to those who had just listened to the stories. We can understand that captioned clips are combined with two essential things, verbal information that requires listening (audio and captions) and non-verbal information, which is the video.

2.5.2. The Effective Filter Hypothesis

Krashen (1991) developed this theory, which is related to the 'comprehensible input hypothesis'. According to Krashen (1991), it should be understood that the effective filter hypothesis is about the language used by a teacher.

Motivation, self-confidence, and anxiety are the three major factors that give a share. If the student has a high motivation, high self-confidence and low anxiety, the affective filter will be low, the student will be more focused and understand the input s/he is exposed to.

However, students with low motivation, low self-confidence, and high anxiety will have a high affective filter. The level of the student will be incapable of comprehending and being effective in the input to which s/he is exposed, even if it is understandable. Krashen claims that teachers must choose situations that encourage a low-affected filter.

2.5.3 The Comprehension Input Hypothesis

Krashen (1991) suggested the comprehension input hypothesis, which is related to his theory of acquiring foreign language learning. Krashen (1991) claims that foreign languages will be acquired when exposing comprehensible input; this input may have different forms(oral or written, or both forms).

The input must be slightly higher than the learner's level to be effective in a foreign language learning. Krashen (1991) clarified that the learner's status in the target language is as 'I', so the input must be at 'i+1'. He argues that the target language's comprehensible input at 'i+1' is sufficient and very helpful to enable the learner to acquire the language.

Adding captions to a video will help to facilitate learning and understand the video content for non-native English speakers. Movies, videos or even short clips provide a better input for the user to achieve better foreign language learning levels. Neuman and Koskinen (1992) have suggested that intralingual subtitles are helpful videos and increase their viewers' knowledge of foreign and second vocabulary more effectively than those without subtitles.

2.6 Techniques of Using Captions in Teaching EFL Lessons

Harmer, (2001) suggested that teachers should be able to use videos in their classroom to illustrate the subject of the lesson, to highlight language points or to set up a class after a noisy activity:

- **Topic:** The video topic should be selected to explain and give more details about the lesson's subject, e.g. if the task is about genetically modified food and animals, the video will be about a quick interview clip with a minister of government.
- **Language:** The video used in the classroom that treats a particular domain or area should be presented in an appropriate language that enriches the grammatical, functional, lexical knowledge of the students or a mix of all three. Videos can also introduce a new language, practice new items already, or analyze the language used in some typical exchanges and genres.
- **Relaxation:** Harmer(2001) stated that video could be used in the language classroom to calm down the classroom after a noisy activity as it keeps them quiet and focuses on the video.

Cakir (2006) suggests that incorporating videos in the language classroom is a task that requires specific techniques and some astuteness that teachers should be aware of to increase the efficiency of using videos in instruction. In other words, some stages should be followed when implementing a video in the classroom.

- **Active Viewing**

Active viewing is essential as it raises the pleasure and satisfaction of students and focuses their attention on the video presentation's main idea. Before starting the video show, teachers should write some key questions on the board, which allow learners to gain an overview of the video content.

- **Freeze Framing and Prediction**

Stopping the video one moment intentionally by the teacher to explain or give more detail to clarify something or to ask questions is called freeze-framing.

- **Silent Viewing**

Since a video is audio-visual means which is divided into two main components: sound and vision, silent viewing makes the video segment play with the sound off; only the image encourages students to observe the characters ' behaviour. After that, the teacher stops the picture and asks students to guess what's going to happen. This activity can be a predictive technique if the first time students watch the video. Silent viewing stimulates student interests, encourages thinking and develops anticipatory skills.

- **Sound On and Vision Off Activity**

The sound of a video playing and removing the picture contradicts silent viewing of sound on and vision off activity. It allows students to guess the content of the video by listening so that they cannot see the action. Through hearing, it makes learners build an idea about what is happening.

- **Repetition and Role-Play**

Repeating is very important. It plays an important role in improving exercises of communicative production, especially when there are some difficult language points in the unit.

On the other hand, the teacher should allow each learner to repeat a scene either individually or in a role-play in a video. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember, and when they become confident of role-playing and are sure of vocabulary and language structures, the teacher may ask them to introduce more creative activity.

- **Reproduction Activity**

Students are asked to reproduce what they understand from the video representation after viewing a video section or summarizing it orally or in a written form. This activity allows them to try their knowledge and improve their level because if they make mistakes, they will be helped by their teacher's assistant and guidance.

- **Dubbing Activity**

If students have the necessary language skills, this activity can be done. By watching a sound-off video episode, students are asked to fill in the missing dialogues. Completing a video scene by dubbing is exciting and enjoyable for the students.

- **Follow-up Activity**

A follow-up activity is a significant activity because opening a discussion after watching a video stimulates communication among students that help to achieve communicative practice; this activity provides opportunities for students to develop sharing and cooperative skills (Cakir,2006).

Most teachers understand the power of visual aids in helping students take advantage of the content. Teachers admire the benefits that visuals lend to classroom instruction because they encourage students to make associations between pieces of information, soak up a lot of course content quickly, and function as a memory aid.

2.7 The Role of Captioned Movies/Clips on Vocabulary Development

Depending on the video clip used and the goal of the lesson, authentic input of this kind can still be very demanding on students. In fact, poorly handled video activities can be just as de-motivating. Here is where subtitles can play a vital role in the foreign language class to help overcome this problem. Although subtitles have sometimes been considered as distracting or as a source of laziness in students, nowadays we should realize that „far from being a distraction and a source of laziness, subtitles might have a potential value in helping

the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input" (Vanderplank, 1988: 272-273). Indeed, text in the form of subtitles helps learners monitor a speech that would probably be lost otherwise. In fact, while TV programs and films that are not subtitles can create a high level of insecurity and anxiety in students, the incorporation of subtitles provides instant feedback and a positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated to watch foreign television, films, etc., with or without the support of subtitles in the near future.

Conclusion

Foreign language words are learned better when directly associated with appropriate nonverbal referents (objects, events, emotions, context, etc.); this efficient association can only be found in real life or in the authentic video. In the type of activities advocated in this paper, authentic video is not there to overload learners with unknown language (as the detractors of the use of accurate input could claim); thanks to a series of ad-hoc activities that surround a previously selected clip from beginning to end, the viewing is controlled and directly addressed to the teacher's goals for a particular lesson.

Therefore, just as vocabulary teaching and learning should not be divorced from the classroom setting, vocabulary teaching and learning should not be separated from the use of authentic video in class. On the contrary, it should be stressed and encouraged through different approaches and techniques, such as subtitles.

CHAPTER THREE: FIELD WORK

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CHAPTER THREE: FIELDWORK

Introduction

This chapter is devoted to the analysis of the findings gathered through investigating the role of captioned clips in enhancing EFL vocabulary knowledge. The primary purpose of this research is to demonstrate answers for the raised research questions and to determine the validity of our hypothesis that claims “EFL learners vocabulary knowledge developed through the exposure to the English language via captioned clips”. To enrich this study with adequate data, a questionnaire was designed and shared with first-year students of the English department of Mohamed Khider University of Biskra. Additionally, an interview for five teachers was selected as another essential data collection tool for this study since teachers play a significance role in the classroom atmosphere and affect the students’ learning process positively.

3.1 Review of the Research Methodology

3.1.1 Research Approach

A qualitative research method has been used in this study because the aim was to investigate how captioned clips can improve ELF learners’ vocabulary knowledge. The nature of the research and the choice of the method both determine the selection of the tools for gathering the needed data. An interview for teachers to extract their honest opinion about using video clips in a classroom, beside a questionnaire for EFL students of the first year to express their attitude towards the captioned clips.

3.1.2 Population and Sampling

Our study's population is concentrating on the first-year LMD students of the English department at Biskra University, the academic year 2020/2021. They are about 360 students divided into 12 groups; for each group, there are around 30 students. We selected 10% from the total number (36 students) as a sample for our study, we choose to work with first-year

students because they are new to the university. Some of them did not experience the teaching methods used by the university teachers. We can consider them as novice compared to the third year or master students in terms of vocabulary competence.

The other necessary sample for our study is teachers, especially oral expression teachers, since they have the ability to use different teaching materials in the classroom, to develop students' speaking and listening and reading skills. Moreover, oral expression class is where students learn to speak fluently, talk to each other critically, and even do debates between pairs or groups, using the appropriate words and sentences. Oral expression teachers may have used audio-visual materials in teaching vocabulary and captioned clips too.

3.1.3 Research Strategies

We adopted the case study strategy through our research because it allows us to focus on a specific population and choose a representative random sample to study the phenomenon under investigation.

3.1.4 Data Gathering Tools

The nature of our study and its objectives lead us used two tools: a questionnaire for students and an interview for teachers. The questionnaire was designed to see the reaction of LMD first-year students of the English department of Biskra University towards the captioned clips as a teaching method in developing their vocabulary knowledge. On the other hand, the interview was designed for teachers to gather their honest opinion about using captioned clips to support students' vocabulary examine their reaction on using captions as a teaching tool, and ask them for experiences they had any recommendation they propose.

3.2 Teachers' Interview

3.2.1 The Aims of the Interview

We chose a semi-structured interview with open-ended questions for our research study. The goal behind this choice was to collect reliable and comparable information about

the effectiveness of using clips with captions in EFL classes to enhance students' vocabulary. Indeed, teachers' responses to the interview were much appreciated, and supplied the research with valuable data. They are concerned with the implementation of captioned clips as a technique to teach vocabulary and to help learners' enrich their stock of words and expressions of the target language as much as possible.

3.2.2 Description of the Interview

It is a semi-structured interview with open-ended questions (11 questions), addressed to five teachers of the English department at Biskra University; that tries to find out to what extent captioned clips as a teaching tool can affect EFL classes positively as well as promoting vocabulary knowledge of their students.

3.2.3 Administration of the Interview

Because of the lack of time, and the spread of the Covid-19 disease, the interview took a written form and was sent via Google Forms to random teachers, and we accepted the first five responses because there are some teachers with a busy schedule, and probably they will not have time to answer appropriately. Fortunately, five teachers have responded to our interview.

3.3 Students' Questionnaire

3.3.1 The Aims of the Questionnaire

The questionnaire includes identifications of captioned clips and their use to improve learners' vocabulary skills and see how EFL learners interact with this subject and examine if it is beneficial for them.

3.3.2 Description of the Questionnaire

The students' questionnaire was used to gather some general and specific information about the sample. The purpose of this tool is to investigate the students' attitude towards the usefulness of captioned clips in ameliorating their vocabulary capacity. The questionnaire

was a combination of closed-ended and open-ended questions. The designer used direct answers yes/no with justifications, multiple-choice questions, rating scales, and matrix questions.

The questionnaire was formed of fourteen questions (14) divided into three sections; section one for background information, section two for Student's attitude towards vocabulary knowledge, and the last one are for Students' attitude towards the captioned movies/clips.

3.3.3 Administration of the Questionnaire

The questionnaire was designed in Google forms, which is an easy way to deliver to students online, especially during the Covid-19 pandemic. Luckily, 36 students have responded to our questionnaire, which is the needed number for our study.

3.4 Data Analysis

The researcher introduced the results that have been collected from the different data collection procedures in the second part of this chapter, which is data analysis. These are presented in the form of tables and graphs, and they are described and discussed clearly.

3.4.1 Teachers' Interview Analysis

Question one: what is your academic level?

Teacher 01: Magister

Teacher 02: Magister

Teacher 03: Masters

Teacher 04: Magister

Teacher 05: Masters

The reason behind this question was to know the educational levels of the teachers that represent our sample. In addition, this question was asked because teachers' experience

has a vital role in the efficiency of teaching English; it determines how experienced and skilled they are.

The answers revealed that three teachers have magister degree, and the rest have master two-level; this means that they are qualified enough to teach the English language at the university level.

Question two: How long have you been teaching English?

Teacher 01: 12 years

Teacher 02: 13 years

Teacher 03: 3 years

Teacher 04: 13 years

Teacher 05: 3 years

We identified our sample's educational level and how many years they have been teaching English as an experience. Teaching for many years can help teachers discover which methods and techniques suits EFL learner needs. Teachers might be efficient in using audio-visual aids, and probably captioned clips too.

The gathered data shows that our sample's teaching experience differ between 3 to 13 years of teaching English; this will explain that the teachers know what is best for the learners' needs and what is their weaknesses and how to avoid specific problems in acquiring new knowledge, and which suitable strategies can be used for a successful learning process.

Question three: As an evaluation, how would you rate your first-year students' vocabulary knowledge?

Teacher 01: Average

Teacher 02: Average

Teacher 03: If we are talking numbers, I'd say 2/10

Teacher 04: Good

Teacher 05: Their vocabulary is almost under the average

This question is important because we need to know the students' vocabulary levels according to the teachers' point of view; however, all teachers reported the same responses at least, and they have determined their students as average. Average students are likely to make errors and mistakes since they are not competent enough.

Question four: Briefly explain why teaching vocabulary is important for EFL learners?

Teacher 01: Learners need to enlarge their vocabulary in order to enhance their language proficiency. Indeed, writing and speaking accurately and competently need to have a necessary background and be able to formulate complete meaningful sentences, be fully understood and avoid misunderstanding. Teaching vocabulary is also important to increase students' reading as well as listening comprehension.

Teacher 02: Core of language

Teacher 03: One of the most essential skills required for teaching and learning a foreign language is vocabulary. All other skills, such as reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation, are built on this foundation.

Teacher 04: It enables them to express themselves and their ideas and to communicate.

Teacher 05: because it enhances the language skills, especially the speaking skill.

The reason behind this question is to know the importance of teaching vocabulary to EFL students. As we see, all teachers believe that vocabulary is very important for any student because it enlarges their vocabulary to enhance their language proficiency. It is the core of the language, and it is one of the most important skills for teaching and learning a foreign language. Vocabulary also can be built a better listener, reader, speaker, and writer.

Question five: How you find teaching vocabulary? And explain why.

Teacher 01: Somehow difficult because it should be taught in context through selecting appropriate materials that would fit students' level, interests, likes so as to maintain their motivation and engagement in tasks.

Teacher 02: Interesting and enriching for its diversity

Teacher 03: Teaching vocabulary can and is very challenging because I have to be creative in creating materials that can both fulfill this need and fun.

Teacher 04: exciting because it is very rich, diverse and artful

Teacher 05: it is fun, in same time vocabulary is the basics of learning new language.

This question aims to know the capability and the ability of our sample, because teachers have experience through years of teaching, and they can determine the difficulties they faced during teaching vocabulary and can control the results somehow. As teachers claimed, teaching vocabulary is fun, interesting, diverse, and it is the basis of learning a new language. Still, it can be difficult at the same time, it should be taught in context through selecting the appropriate materials that fit the learner's needs and motivate him to learn more.

Question six: If your students have difficulties in vocabulary, how do you perceive those difficulties?

Teacher 01: These difficulties have to be overcome: The teacher has to vary vocabulary tasks through varying the method of vocabulary teaching when the one used is not effective. Using adequate reading texts, listening tapes or subtitled videos can help students grasp new vocabulary or rehearsal the already learned vocab.

Teacher 02: To be solved problem

Teacher 03: During the regular assessment, I notice that my students face difficulties in expressing themselves properly and they tend to code-switch to Arabic.

Teacher 04: through gaps or misused words in conversations

Teacher 05: to overcome these difficulties I try to teach them vocabulary with new activities such as Games, and Drills

The reason behind this question is to detect the students' difficulties during the learning process, and the interviewees noticed some struggles the learners face, such as code-switching to the mother tongue, lack of vocabulary, etc. However, once we recognize the problems, we can easily point out the solutions; our teachers believe that in order to overcome these difficulties, we need to vary vocabulary tasks like using reading texts, listening tapes or captioned videos, or even using games.

Question seven: Does captioned movies/clips help to improve students' vocabulary knowledge? If yes, explain how

Teacher 01: Yes. The learner can associate listening (pronunciation) and spelling. This method ensures a better and quicker acquisition of new vocabulary as it done in real context. Indeed, vocabulary is presented not isolated but rather used in speech and in written form.

Teacher 02: YES, they provide vocabulary and help them memorize them in their context.

Teacher 03: Yes, because it is both entertaining and educational. However, students must be highly selective of the movies/clips they watch.

Teacher 04: yes/ it does so by teaching vocabulary in real context with correct pronunciation too.

Teacher 05: yes it gives them the chance to discover new words.

The purpose of this question is to know the importance of captioned clips in enhancing students' vocabulary knowledge. As we see, all teachers reported yes, and they share almost the same opinion. Our interviewees proved their answers by claiming that captioned clips can associate learner with listening (pronunciation) and correct spelling. Moreover, captioned clips are not only an educational tool but also entertaining. They

provide vocabulary in actual speeches and conversations from natives and help learners acquire them as they are and memorize them in their context.

Question eight: Captioned movies/clips tend to be easier to understand than the regular ones. As a teacher, do you use or advise them to your students?

Teacher 01: I advise to be used at home

Teacher 02: yes

Teacher 03: yes

Teacher 04: yes

Teacher 05: no I have never tried captioned movies as a tool of teaching vocabulary.

The aim behind this question is to know if captioned clips are used among both teachers and learners in the classroom area or elsewhere. Videos with captions seem more understandable than regular videos, almost all of our interviewees recommend their students to use captioned clips as a tool to improve vocabulary skills, except one teacher who seems unfamiliar with using captioned clips as a teaching material, as he stated that he did not try it to teach vocabulary. However, the fact that teachers advise students to watch captioned clips cannot deny the usefulness of this method in acquiring new vocabulary.

Question nine: In your opinion, what are the advantages of watching captioned movies for EFL learners?

Teacher 01: Learning new vocabulary with its pronunciation, spelling and context use. Movies are motivating and fun to watch, so learners will learn in a fun way. Learners can improve all their 4 skills. Learners learn about the target culture. Learners improve their syntax, lexis, pronunciation, spelling, learn idioms and other expressions in contexts. Yes

Teacher 02: improve their vocabulary and the other related skills

Teacher 03: English students can develop their vocabulary, grammar, inflection, and pick up on more nuanced features of English such as slang words, expressions, and colloquialisms by watching videos with captions or subtitles over the audio of native speakers.

Teacher 04: more motivating, up-to-date, improves fluency, rich in vocabulary, collocations.

Teacher 05: it may boost up their vocabulary in unconscious way.

This question is designed to extract teachers' opinion about the advantages of watching captioned clips for EFL learners' vocabulary, as the results shown above, captioned clips seem to have a lot of advantages such as; learning new vocabulary with its correct pronunciation, learners can improve their reading, speaking, listening, and writing skills, also they can learn idioms and new expressions, it is a highly motivating and attractive means of learning.

Question ten: If you are one of the teachers who is interested in audio-visual teaching, have you ever tested students' vocabulary after they were exposed to captioned movies/clips? If yes, please explain how the process was.

Teacher 01: Yes, A warming up is first done with students by discussing the topic to be dealt with. This is done through question/ answer or class debate. Students are then told about the material to be used. The video is then played once or twice. The teacher asks general questions about the video content. A quiz is then given to students containing comprehension qqs , giving synonyms/ antonyms, explaining some vocab.... Feedback is finally given.

Teacher 02: Authentic audio visual because videos r very helpful too.

Teacher 03: I unfortunately did not. However, I noticed a recognizable improvement in their vocabulary.

Teacher 04: yes, after watching they do a task of fill in gaps to show if they really grasped the vocabulary.

Teacher 05: No I have never tried it.

This question aims to investigate the outcomes of using audio-visual aids, especially captioned clips, in developing EFL learners' vocabulary capacity. Luckily for us, some of our interviewees used this method to teach their students, teachers speak about the material to be used, and they play the videos several times, ask questions, give synonyms, etc. Finally, they assess their learners.

Question eleven: If there any suggestions for using captioned movies/clips, please mention them in the blank space below.

Teacher 01: Students can be encouraged to use this technique autonomously at home or anywhere using their smart-phones.

Teacher 02: Thanks.

Teacher 03: I suggest that students should select carefully the movies/clips they watch because some materials contain inappropriate language. Best of luck.

Teacher 04: Thanks.

Teacher 05: watching YouTube video with lyrics, listen to an online song with a lyrics.

For this last question, we gave our participants some space to provide further comments and suggestions concerning the use of captioned clips inside or outside the area of academia. Although, we can see that teachers encourage students to watch captioned movies or clips at home or any other place, since it offers a lot of benefits and can make a difference for the viewer, also they insisted on the point that videos should be adopted consciously by the teacher to suit every student's level and preference because some of the clips can contain inappropriate language.

Captioned clips play a significant role in developing vocabulary, by selecting the perfect scenes at the ideal time, it makes the class comfortable and exiting for the leaners.

3.4.2 Students' Questionnaire Analysis

The results obtained from the students' questionnaire have been put in tables and graphs then analyzed and interpreted.

Section One: Background Information

Question 01: How could you determine your English level?

The aim behind this question is to know the ranks of our sample in the English language.

Table 3.1: Students' English levels

| Option | Novice | Average | Advanced |
|------------|--------|---------|----------|
| Number | 2 | 19 | 15 |
| Percentage | 5.6% | 52.8% | 41.7% |

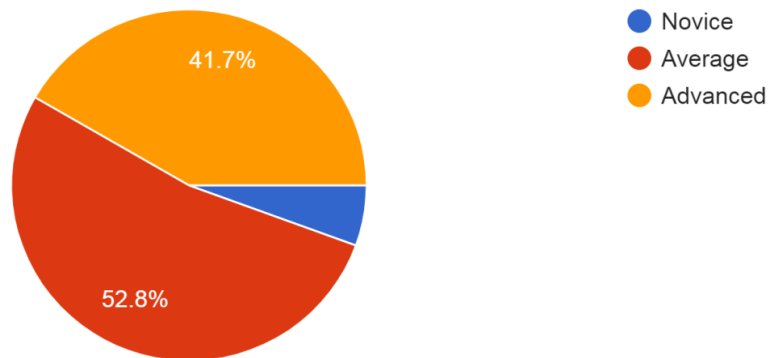


Figure 3.1: Students' English levels

The results presented in table 3.1 and figure 3.1 shows the students' English levels and how they describe them. As we see, there are 36 participants (41.7%) of our sample claimed that they are advanced in their English levels (52.8%); which is almost half, believed that they are average, and only (5.6%) stated that they are a novice.

It is crucial to know how the students see themselves as EFL learners in terms of vocabulary; in fact, the results express how confident our sample is. With the statistics are shown above, we can somehow predict the reaction towards acquiring new vocabulary.

Question 02: What was the purpose of studying English as a branch at university?

The purpose of this question is to know if our sample has selected studying English randomly or consciously, depending on their motivation and self-mastery.

Table 3.2: Students’ purpose of studying English

| Option | Personal preferences | Recommendation | Advised | The only choice offered |
|------------|----------------------|----------------|---------|-------------------------|
| Number | 29 | 1 | 5 | 1 |
| Percentage | 80.6% | 2.8% | 13.9% | 2.8% |

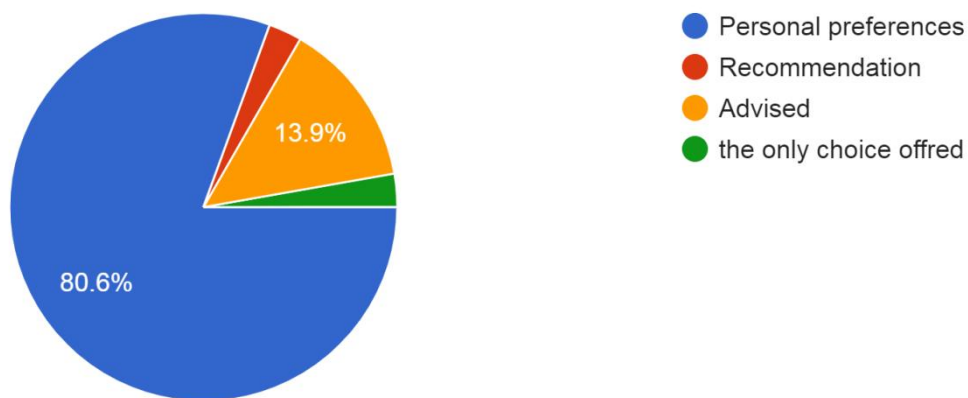


Figure 3.2: Students’ purpose of studying English

According to the data presented in the table, students almost share the same opinion about selecting English as a branch in university, (80.6%) of the sample expressed as personal preferences. In comparison (13.9%) of the group were advised to choose English, and only (2.8%) for both students left selected English as a recommendation and as an only choice offered in the list.

Luckily, the majority of our sample did personally choose English, which means that they are into the language itself. This will positively affect the behaviour towards the component of the language.

Section two: Student’s attitude towards the vocabulary knowledge

Question 03: Rank the following language aspect in order of importance for EFL Learners. Note that number one (1) is the most important, number four (4) is the least important.

This question aims to know how students classify the language aspect in order of importance. And which aspect gets the attention.

Table 3.3: Students’ classification of the language aspects

| Option | First | Second | Third | Forth |
|------------|---------|--------|--------|--------|
| Number | 15 | 12 | 7 | 2 |
| Percentage | ≈41.67% | 33.33% | 19.44% | ≈5.56% |

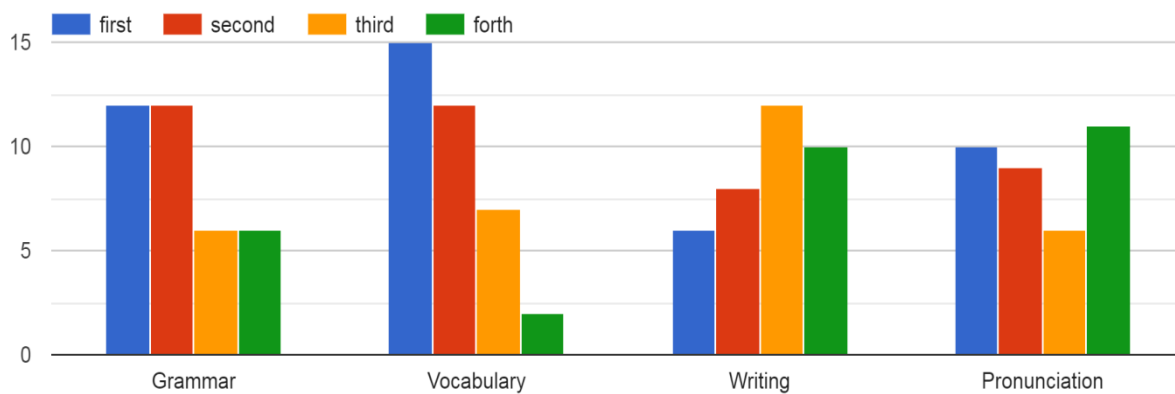


Figure 3.3: Students’ classification of the language aspects

Note: we selected vocabulary analysis only because it is the only language aspect that took the highest scores.

We requested our participants to rank the following language aspects; Vocabulary, Grammar, Writing, and Pronunciation. According to their importance, the results were: (41.67%) voted for vocabulary as the most significant aspect of the language. Whereas (33.33%) believed that it should take second place compared to the other aspects; however, (19.44%) of the case went with the third and only (5.56%) goes with fourth place. Students tend to have different opinions and judgments, and the reasons can differ from each student because of lack of writing, lack of vocabulary, etc.

Question 04: What is your favourite module?

The reason for this question is to know which module the students focus on, enjoy studying, and feel comfortable with.

Table 3.4: Students’ favorite module

| Option | Grammar | Linguistics | Oral expression | Phonetics |
|------------|---------|-------------|-----------------|-----------|
| Number | 5 | 9 | 21 | 1 |
| Percentage | 13.9% | 25% | 58.3% | 2.8% |

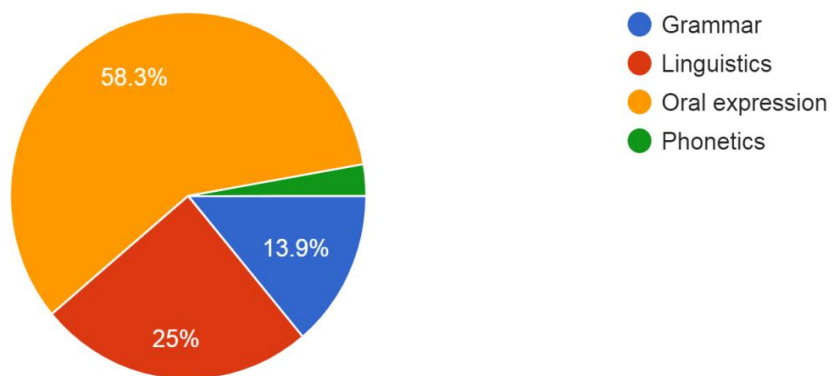


Figure 3.4: Students’ favourite module

“What is your favourite module?” was the **4th Q** in our list. We asked the students to be freely biased in picking their favourite module, and the results were as follows:

Oral expression module scored the highest percentage (58.3%) compare to the other modules, grammar (13.9%), linguistics (25%), and the least favourite is phonetics with (2.8%). Oral expression class is where the student learns how to be a good speaker and a good listener, how to engage in conversations and prepare presentations, use different materials, besides interacting with each other help to acquire new knowledge. This might be the reason why the majority of the sample preferred oral expression classes.

Question 05: Vocabulary is one of the major aspects that help to master the language.

This statement is given to see the reaction of our sample with the claim; vocabulary is the key to master the language.

Table 3.5: Vocabulary as a key to master the language

| Option | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| Number | 19 | 14 | 1 | 1 | 1 |
| Percentage | 52.8% | 38.9% | 2.8% | 2.8% | 2.8% |

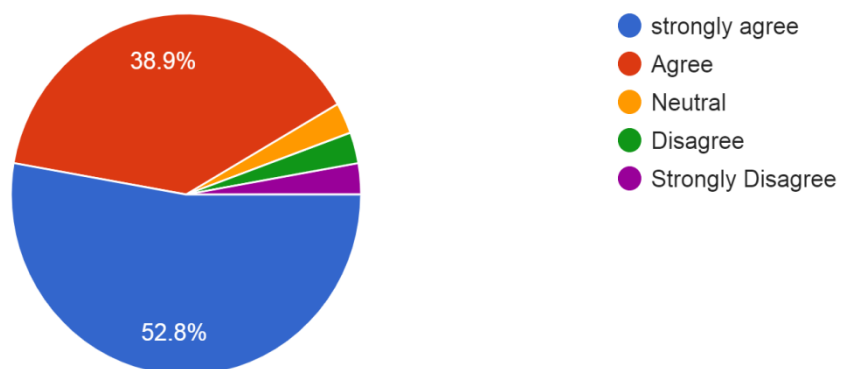


Figure 3.5: Vocabulary as a key to master the language

We claimed that vocabulary is one of the most essential features in mastering a foreign language, to experiment with the reaction of our students. According to the results from the table and the graph, (52.8%) strongly support the idea mentioned earlier next to (38.9%) confirmed their agreement with the majority. Still, a tiny minority of students represent (5.6%) of disagreement unlike others, and actually (2.8%) only stands for neutrality.

For a large majority of learners, the ultimate goal of studying is to be able to communicate and interact in a new language. If you do not wish to lean entirely on non-verbal skills, mastering vocabulary is not just essential but crucial in a foreign language environment.

Question 06: Do you get frustrated when it comes to writing? If YES, what are the difficulties that you face during writing?

This question aims to define the struggles that the students face during writing; it is an open-ended question that let the participants free to describe their weaknesses,

These are some answers taken from the questionnaire survey:

- Lack of vocabulary, also not being exposed to learning for a continuous-time.
- For instance, while writing, I usually spend a lot of time searching for the appropriate words to use which seem more interesting.
- It occurs when there is a lack of writing practices, dictation and not enough time for reading. As a consequence, the student's writing skills will be frozen at some level points.
- Organization.
- Sometimes I fail to put my own thoughts into words due to a lack of vocabulary on a certain topic/context.
- When I have an idea in my mind, and I don't find a certain word to describe it.

- I cannot express my ideas very well sometimes.
- Yes, it does, especially when it comes to the arrangement of thoughts and ideas, in other words, when you lack ideas about what you are writing.
- Lack of vocabulary.
- No,I don't.
- When it comes to writing, I am frustrated with how to construct and formulate a correct essay or paragraph. I mean the structure.
- Translating from Arabic public language to the English language.
- Not really.
- Grammar mistakes and expressing my ideas.
- I can not organize my ideas in academic ways.
- Making a coherent writing.
- Grammar
- Spelling mistakes

According to the answers mentioned above, students indeed struggle when it comes to writing, some of them believe that lack of vocabulary is the reason, and others claim that organizing ideas helps to write better. Also, there are difficulties with word sounds, spelling, and meanings and with sentence structure and word order. However, some minorities do not see any problems in writing, and we can label them as advanced speakers and writers.

Question 07: When it comes to speaking, what difficulties may affect your speaking skill?

The goal behind this question was to know about students' difficulties concerning their speaking skill and to see whether vocabulary (which is our concern) is one of the problems students have.

Table 3.6: Students' speaking difficulties

| Option | Lack of vocabulary | Anxiety or pressure | Pronunciation mistakes | Other |
|------------|--------------------|---------------------|------------------------|-------|
| Number | 10 | 19 | 5 | 2 |
| Percentage | 27.8% | 52.8% | 13.9% | 5.6% |

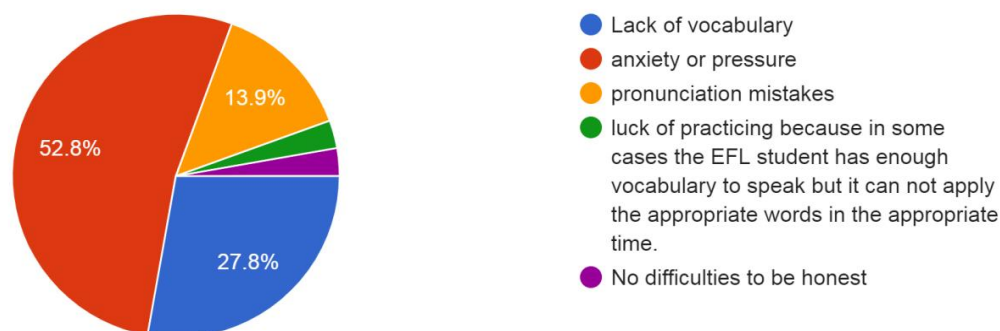


Figure 3.6: Students' speaking difficulties

Once we define the problems, we can easily look for solutions. We asked our students to select which of the following difficulties that may affect their speaking skill, (27.8%) reported that they lack vocabulary, unlike (52.8%) of the majority consider anxiety and pressure is the main reason that makes speaking more complicated, on the other hand, (13.9%) have issues with pronunciation mistakes, and only (5.6%) listed some other obstacles for instance; lack of practising because in some cases EFL student has enough vocabulary to speak but s/he cannot apply the appropriate words in the proper time, and last but not least, only single participant believe that s/he has no difficulties concerning speaking.

Speaking skill is regarded as one of the most difficult aspects of language learning. Most common students' problems while speaking are shyness, lack of self-confidence, afraid of making mistakes, and feeling anxious while speaking. However, developing listening and reading skills will reduce the incidence of these problems.

Question 08: How does your teacher introduce you to new vocabulary knowledge?

Knowing the methods and materials teachers are using is very important; it will help us predict the level of vocabulary learners can achieve.

Table 3.7: teachers' methods in teaching vocabulary

| Option | Short texts | Short movie clips | Pictures and photos | Synonymes |
|------------|-------------|-------------------|---------------------|-----------|
| Number | 21 | 2 | 0 | 13 |
| Percentage | 58.3% | 5.6% | 0.0% | 36.1% |

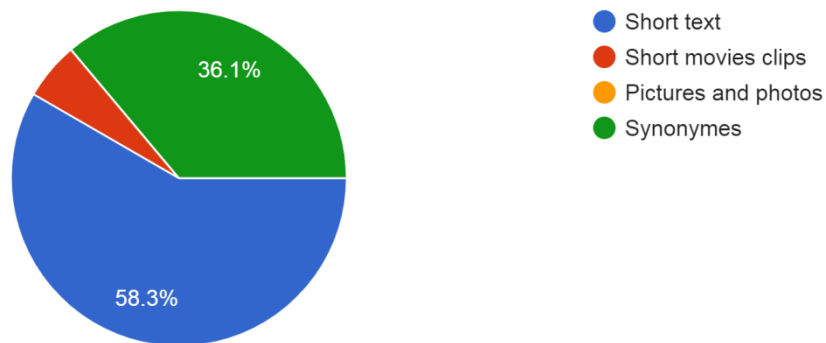


Figure 3.7: Teachers' methods in teaching vocabulary

According to the results, teachers heavily rely on short texts in introducing a new vocabulary to the learners; in fact, (58.3%) of our sample claimed that their tutors' commonly use short texts as a technique in defining new terms and words, while (36.1%) use the old fashioned way of giving synonyms. Unfortunately, (5.6%) of the students had experienced learning through short movie clips, and none of the learners witnessed the technique of providing pictures and photos to acquire new vocabulary.

The importance of using varied methods and strategies is to facilitate the learning process for all students. This means we have to cultivate the lessons in the sense of the

manner in instruction that successfully challenges every student to participate in the discussion.

Section three: Students’ attitude towards the captioned movies/clips

Question 09: Technology played a significant role in improving students’ vocabulary knowledge.

This question aims to see to what extent students are familiar with technology under educational circumstances.

Table 3.8: The role of technology on students' vocabulary storage

| Option | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| Number | 26 | 8 | 1 | 0 | 1 |
| Percentage | 72.2% | 22.2% | 2.8% | 0.0% | 2.8% |

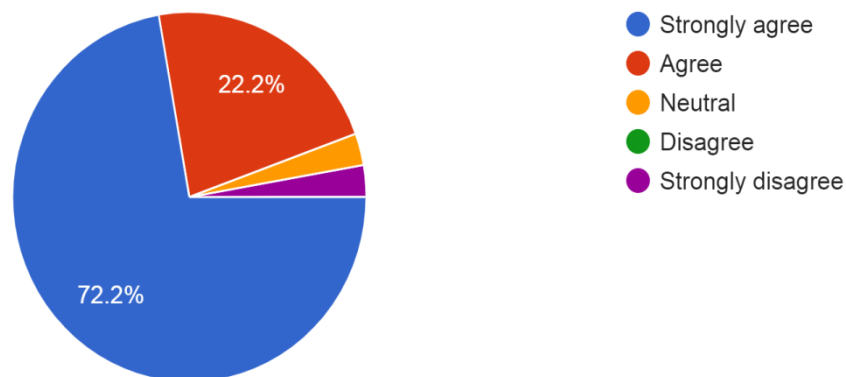


Figure 3.8: The role of technology on students' vocabulary storage

The results show most of the students agree; if not strongly agree, that technology actually makes a difference in vocabulary acquisition, with the current stats we have; (72.2%) strongly agree, (22.2%) agree, (2.8%) neutral, and only (2.8%) strongly disagree. Thus, materials which rely on technology are clearly beneficial for both teachers to convey knowledge, and for learners to comprehend more.

Question 10: Captioned movies/clips are easier to understand than the regular ones.

The aim behind this question is to test whether our sample stands with the idea that captioned clips are easier to understand compared to the regular ones.

Table 3.9: Captioned clips vs regular clips

| Option | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| Number | 12 | 18 | 5 | 1 | 0 |
| Percentage | 33.3% | 50% | 13.9% | 2.8% | 0.0% |

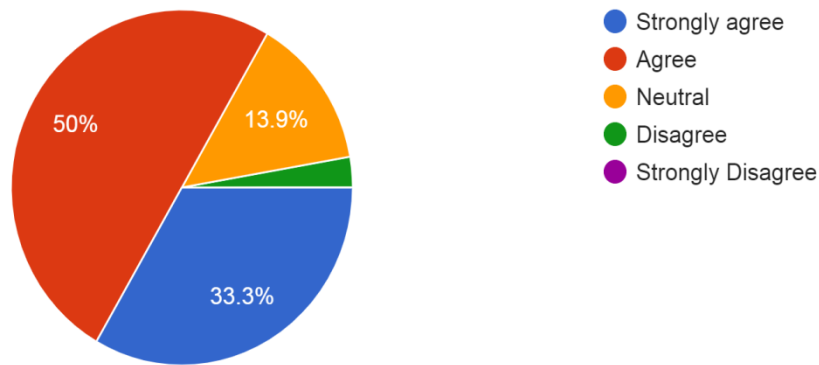


Figure 3.9: Captioned clips vs regular clips

From the table above, we can notice that students take sides with captioned clips, mainly because they are easy to watch and make them comfortable. And the results are: (33.3%) strongly agree, (50%) agree, (13.9%) neutral, and (2.8%) disagree.

Question 11: How often do you use the following tools in your learning process?

The reason for this question is to know which devices are frequently used during a student's daily life.

Table 3.10: Students’ usage of the four materials

| Option | Smartphone | Laptop | TV programs | Games | Usage |
|--------------------|---------------|---------------|---------------|---------------|-------------------|
| / | 19 | 10 | 4 | 3 | Always |
| / | 7 | 13 | 4 | 5 | Frequently |
| / | 6 | 11 | 10 | 12 | Sometimes |
| / | 2 | 0 | 11 | 8 | Rarely |
| / | 2 | 2 | 7 | 8 | Never |
| Highest use | 19 | 10 | 4 | 3 | /36 |
| Percentage | 52.77% | 36.11% | 30.55% | 33.33% | / |

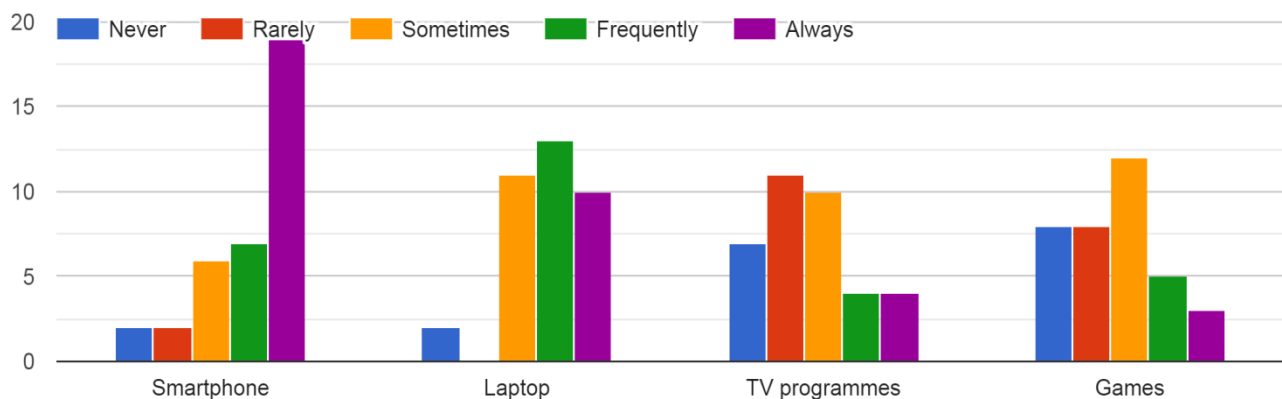


Figure 3.10: Students’ usage of the four materials

The table above represents the daily use of smart-phones, laptops, TV programs, and games among all participants. For each column, there is a specific frequency, we asked our participants how often they use each material, and the results were as following: 19/36 of our students always use their smart-phones daily, 7/36 frequently, 6/36 sometimes, and 2/36 rarely use them beside 2/36 never used smart-phones. We took the smart-phone stats because most of our sample seems to have this device; according to the results above, only 4/36 rarely use their mobiles; if not never; besides, the usage of other devices and materials is so slight.

Most of the students can access the internet via smart-phones, and we must know if they come across captioned clips or not.

Question 12: Do you enjoy watching captioned movies/clips?

The aim behind this question is to know if our sample familiar with captioned movies/clips

Table 3.11: Students’ opinion about captioned clips

| Option | Yes | Normally | Maybe | Not much | No |
|------------|-------|----------|-------|----------|------|
| Number | 23 | 7 | 0 | 5 | 1 |
| Percentage | 63.9% | 19.4% | 0.0% | 13.9% | 2.8% |

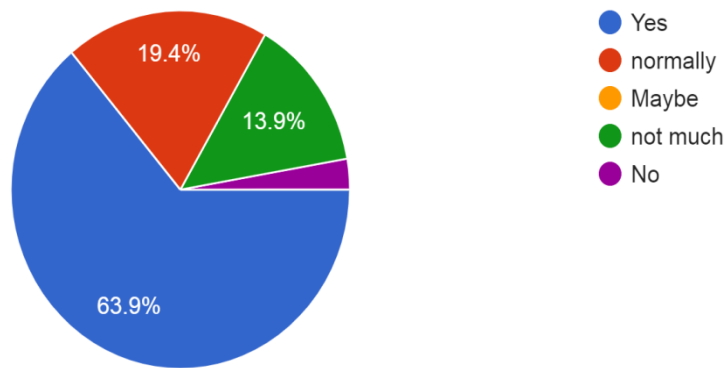


Figure 3.11: Students’ opinion about captioned clips

According to the results from the table, (63.9%) of the majority enjoy watching captioned clips, while (19.4%) find it normal to watch this type of videos; however, (13.9%) says that they do not enjoy watching with captions that much, and only (2.8%) looks not into the idea of reading subtitles while watching. The fact that most of the participants enjoy watching captioned clips cannot deny its usefulness.

Question 13: Would you like captioned movies/clips to be recommended in your class to help you improve your vocabulary knowledge?

The reason behind this question is to see if our candidates support captioned clips as a teaching technique and its relation with vocabulary improvement.

Table 3.12: Captioned clips as a teaching technique

| Option | Yes | Maybe | No |
|------------|-----|-------|------|
| Number | 27 | 8 | 1 |
| Percentage | 75% | 22.2% | 2.8% |

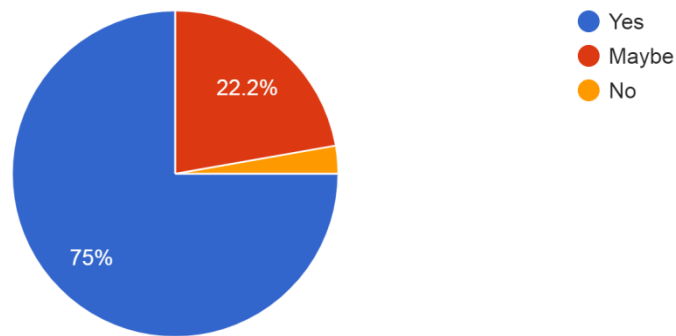


Figure 3.12: Captioned clips as a teaching technique

According to the data gathered from question 13, (75%) suggest that captioned clips should be recommended in each class; they believe it is an essential tool for improving vocabulary acquisition. Also, it is comfortable and enjoyable; besides (22.2%) state themselves as neutral but not against the idea itself, whereas only (2.8%) disagree with promoting captions for the sake of education.

For EFL students, captioned media can help improve vocabulary acquisition, listening comprehension, and word recognition and decoding skills. Using captioned videos can help ensure that these students access important material.

Question 14: Do you believe that captioned movies play a major role in acquiring new vocabulary? If YES, explain how.

This question aims to know if captions make a difference before and after using them for vocabulary development purposes. We asked the students to be totally biased in their answers and judgments; here are the results:

- Yes.

- Maybe for beginners, yes, but after a period of time, no, because they would rely on them later on.
- It is more entertaining to learn new words by watching captioned movies, and it may be a better way to memorize words by matching a scene with its discourse, so it's easier to learn as much as possible.
- Maybe but for me, the teacher is the first source of getting New vocabulary.
- I learned my English firstly from movies.
- Yes, absolutely, it's like drinking from a waterfall of vocabulary.
- Yes, it is enjoyable more than traditional ways.
- Yes, it does because it introduces you to a new vocabulary by listening, and that is a more effective way of learning a new vocabulary.
- Yes. It presents how the words are pronounced and spelled.
- Yes, I do because a person can enjoy listening to his/her favorite movies and at the same time learn new vocabulary unintentionally or intentionally, and it is an easy way to acquire them.
- Yes, somehow. It teaches you how to use the word in its right context.
- Yes, because not only do they provide the written form of spoken words, they also help with gaining new vocabulary as it is used by native speakers.
- Yes, I do believe that captioned movies can have a very positive impact on students' linguistic competence in terms of vocabulary, spelling, and even pronunciation.
- Yes, because it improves comprehension of the new words because sometimes when we hear new words, we do not know how to spell them, so the caption is going to show you the right spelling and also the right form of the word (grammar). At the end of the day, you are going to learn how to pronounce, write and conjugate that word.

- Because it provides us with the natural use and pronunciation of the words by its native speakers, and it is easy to remember since the captions are very interesting and exciting.
- I do believe that captioned movies & series play a huge role in learning new vocabulary & not that all it also helps us to learn new slangs & useful daily expressions & this will happen with concentration if we didn't concentrate with the caption through watching we did nothing then.
- Absolutely, because it's efficient to the human mind and easy to deal with.
- Yes, it helps a lot because nowadays technology is having a lot of language illustrations in social media, especially captioned movies.

According to the answers provided above, students support captioned movies/clips, and they appreciate the outcomes after watching them, as they improve their vocabulary consciously and unconsciously. In addition, captions are particularly beneficial for any person watching videos in their non-native language, for students and even non-students who are learning to read, speak, and write better, also for persons who are deaf or have hearing issues.

3.5 Summary of the Results

As for results, this study aimed to investigate the usefulness of captioned movies/clips in improving students' vocabulary knowledge. We hypothesized that if EFL learners are exposed to the English language through captioned movies, their vocabulary knowledge will be improved.

According to the results found on the students' questionnaire, most of the learners appreciate captions as a part of audio-visual aids. They believe that captions provide benefits and make the learning process comfortable and exciting. Learners noticed an improvement in their vocabulary skills as they claimed, besides the majority have praised this technique of

teaching because it is considered one of the most critical and quick ways to convert new information from the addresser to the addressee. However, few said that captions encourage students to laziness.

Furthermore, according to interviews' analysis, all of our teachers believe that captions clarify any technical terminology, full names, and brand names. Also, videos with captions give a better experience for those with learning disabilities, attention deficits, or autism. Last but not least, they provide better user engagement and experience, reinforce the memory to recap accurately and increase students' attention. To sum up, after an extended deep analysis of the teachers' interview and the students' questionnaire, It turns out that most of the participants in the survey support this hypothesis with logic and awareness, and they see that it has a positive impact on the development of the student's vocabulary. And as a result of those, as mentioned earlier, the hypothesis has been proven: captioned clips succeeded in developing students' vocabulary knowledge.

Conclusion

This chapter discussed the study's research methodology and the analysis of questionnaire and interview data collected, followed by examining the significant findings. The first part dealt with the theoretical background on the methodology adopted to investigate the current field of research. Next, this chapter dealt with the population and sample of the first-year students of the English department at Biskra University. Also, the analytical study was presented to obtain the results from both tools used; the questionnaire and the interview using the descriptive method. Basically, the data collected were discussed, and positive results were reported. Finally, a concrete explanation was developed of the findings.

General Conclusion

The present study emphasized the role of captions in general founded on short videos, clips, and movies in enhancing vocabulary mastery. Correlating what has been found in the research investigation parts, the research questions whether the teaching of a foreign language through captioned clips helps students effectively acquire new vocabulary items were answered; and the research hypotheses were confirmed.

The results of the students' questionnaire have provided accurate data on how new words are acquired and used and what techniques are maintained. The gathered data revealed that teachers consider the valuable role of vocabulary in communicating a foreign language. Likewise, teachers showed that they support teaching via captions and audio-visual aids to create a favorable classroom environment. For one reason or another, each teacher applies a particular technique to teach vocabulary, but they all agreed that presenting new words within a video comes first. In the second place, captioned clips serve the vocabulary teaching/learning objectives too.

The data collected from the students' questionnaire suits the teachers' responses in the interview. During the analysis, different opinions have been given to confirm that learners can really benefit from this method to acquire vocabulary. On the other hand, students reacted positively and confirmed that most of them already acquired vocabulary through this method. Audio-visual materials were among the valuable strategies that lead to satisfying achievements.

Generally, the practical work has emphasized the vital role of captioned clip equipment to teach vocabulary and involve students in the learning task by producing favorable classroom situations. Teaching aids can be beneficial for learners on the educational and the psychological side. Thus, using this kind of material in foreign language

teaching/learning is a reasonable means to develop English vocabulary. Also, students will build their receptive (listening-reading) and productive (speaking- writing) skills.

Pedagogical Recommendation

Concerning what has been analyzed and presented earlier, we listed some recommendation in the matter of reinforcing EFL's vocabulary knowledge using captioned clips, and these recommendations are:

↳ For EFL Students

- Vocabulary acquisition can be quicker and more accessible via captioned movies or clips or short videos. As we demonstrated previously, students can develop their vocabulary intentionally or unintentionally in the area when they are expected to be taught; such as in schools and universities or outside these educational institutions.
- Using different materials can be helpful for learners; each individual finds comfort in using variant techniques. Most EFL learners have English backgrounds and decent vocabulary thanks to captions and such types of videos, without even studying the English language as a major.

↳ For EFL Teachers

- Teachers are indeed a source of knowledge, but sometimes students prefer to try new teaching methods and discover what can be practical and accessible. Since most of our teachers witnessed the usefulness of captioned clips, they should recommend their students to use them more often.
- Teachers should encourage students to speak freely during class and make debates and public speeches.
- Teachers also need to realize learners' difficulties in acquiring new information and suggest new ways to make a difference in the learning process.
- Finally, teachers have the ability to teach the way they want, so we suggest them to take audio-visual aids into consideration.

↪ **For Administration**

- Students can benefit from audio-visual education if these means are supplied to them, so we kindly request the administration to support EFL classes with these materials.

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Appendix A: Teachers' Interview

Dear teachers,

This interview is a data collection tool for a master's dissertation. Due to the Covid-19 pandemic and the shortness of time, the researcher chooses a Google form interview for an easier way to collect the needed data; that aims to examine the effect of watching captioned movies/clips in enhancing EFL learners' vocabulary.

Thank you for your time and effort. Your answers will be very helpful.

Questions :

1. What is your academic level?

.....
.....

2. How long have you been teaching English?

.....
.....

3. As an evaluation, how would you rate your first-year students' vocabulary knowledge?

.....
.....

4. Briefly explain why teaching vocabulary is important for EFL learners?

.....
.....
.....

5. How do you find teaching vocabulary?

Easy task

Hard task

Please, explain why.

.....
.....
.....

6. If your students have difficulties in vocabulary, how do you perceive those difficulties?

.....
.....
.....

7. Do captioned movies/clips help to improve students' vocabulary knowledge? If yes, explain how

.....
.....
.....
.....

8. Captioned movies/clips tend to be easier to understand than regular ones. As a teacher, do you use or advise them to your students'?

.....
.....
.....

9. In your opinion, what are the advantages of watching captioned movies for EFL learners?

.....
.....
.....
.....

10. If you are one of the teachers who is interested in audio-visual teaching, have you ever tested students' vocabulary after they were exposed to captioned movies/clips? If yes, please explain how was the process.

.....
.....
.....
.....
.....

11. If there any suggestions for using captioned movies/clips, please mention them in the blank space below.

.....
.....
.....

THANK YOU, My Dear Teachers

Appendix B: Students' Questionnaire

Dear students,

This questionnaire is a data-gathering tool for a master dissertation; it is used to examine the usefulness of captioned movies/clips in enhancing EFL learners' vocabulary knowledge.

Please select what fits with your beliefs to fill the gaps with necessary information.

(Brief description: Captioning is the process of converting the audio portion of a film, video, CD-ROM, or other production into text which is displayed on a screen or monitor).

Section one: Background Information

1. How could you determine your English level?

- Novice
- Average
- Advanced

2. What was the purpose of studying English as a branch at university?

- Personal preferences
- Recommendation
- Advised
- It was the only choice on your list
- Other

Section two: Student's attitude towards the vocabulary knowledge

1. Rank the following language aspect in order of importance for EFL Learners, note that number one (1) is the most important, number four (4) is the least important

(...) Grammar

(...) Vocabulary

(...) Writing

(...) Pronunciation

2. What is your favorite module?

- Phonetics
- Grammar
- Oral expression
- Linguistics

Briefly, give a justification of your choice

.....
.....
.....

3. Vocabulary is one of the major aspects that helps to master the language.

- 1-Strongly agree 2-Disagree 3-Neutral 4-agree 5-Strongly agree
-

4. Do you frustrate when it comes to writing?

If yes, what are the difficulties that you face during writing?

.....
.....
.....

5. When it comes to speaking, what are the difficulties that may affect your speaking skill?

Lack of vocabulary Anxiety or pressure Pronunciation mistakes

Other:.....
.....

6. How does your tutor introduce you to a new vocabulary knowledge?

- Short texts
- Short movie clips
- Pictures and photos
- Synonyms

Other:.....

.....

Section three: Students' attitude towards the captioned movies/clips

1. Technology played a significant role in improving students' vocabulary knowledge.

- 1-Strongly agree 2-Disagree 3-Neutral 4-agree 5-Strongly agree

2. Captioned movies/clips are easier to understand than regular ones.

- 1-Strongly agree 2-Disagree 3-Neutral 4-agree 5-Strongly agree

3. How often do you use the following tools in your learning process?

| Option | never | rarely | sometimes | frequently | always |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a)smart phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b)laptop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c)TVprogrammes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d)games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Do you enjoy watching captioned movies/clips?

- Of course
- Normally
- Not much
- Never

5. Would you like captioned movies/clips to be recommended in your class to help you improve your vocabulary knowledge?

Yes

No

6. Do you believe that captioned movies play a major role in acquiring new vocabulary?

Yes

No

If yes, please explain why

.....

.....

.....

Thank you so much for your cooperation.

Résumé

La présente étude a souligné le rôle des légendes en général fondées sur de courtes vidéos, clips et films dans l'amélioration de la maîtrise du vocabulaire. En corrélant ce qui a été trouvé dans les parties d'enquête de recherche, la recherche se demande si l'enseignement d'une langue étrangère à travers des clips sous-titrés aide les étudiants à acquérir efficacement de nouveaux éléments de vocabulaire. et les hypothèses de recherche ont été confirmées.

Les résultats du questionnaire des étudiants ont fourni des données précises sur la façon dont les nouveaux mots sont acquis et utilisés et quelles techniques sont maintenues. Les données recueillies ont révélé que les enseignants considèrent le rôle précieux du vocabulaire dans la communication d'une langue étrangère. De même, les enseignants ont montré qu'ils soutenaient l'enseignement via des sous-titres et des supports audiovisuels pour créer un environnement de classe favorable. Pour une raison ou une autre, chaque enseignant applique une technique particulière pour enseigner le vocabulaire, mais ils ont tous convenu que la présentation de nouveaux mots dans une vidéo vient en premier. En second lieu, les clips sous-titrés servent également aux objectifs d'enseignement/apprentissage du vocabulaire.

Les données recueillies à partir du questionnaire des élèves correspondent aux réponses des enseignants lors de l'entretien. Au cours de l'analyse, différents avis ont été émis pour confirmer que les apprenants peuvent réellement bénéficier de cette méthode pour acquérir du vocabulaire. En revanche, les étudiants ont réagi positivement et ont confirmé que la plupart d'entre eux avaient déjà acquis du vocabulaire grâce à cette méthode. Les matériels audiovisuels faisaient partie des stratégies utiles qui mènent à des réalisations satisfaisantes.

De manière générale, les travaux pratiques ont mis l'accent sur le rôle essentiel des équipements de clips sous-titrés pour enseigner le vocabulaire et impliquer les élèves dans la

tâche d'apprentissage en produisant des situations de classe favorables. Les supports pédagogiques peuvent être bénéfiques pour les apprenants sur le plan éducatif et psychologique. Ainsi, l'utilisation de ce type de matériel dans l'enseignement/apprentissage des langues étrangères est un moyen raisonnable de développer le vocabulaire anglais. De plus, les élèves développeront leurs compétences réceptives (écouter-lire) et productives (parler-écrire).

المخلص

أكدت الدراسة الحالية على دور التسميات التوضيحية بشكل عام على أساس مقاطع الفيديو القصيرة والمقاطع والأفلام في تعزيز إتقان المفردات. بالربط بين ما تم العثور عليه في أجزاء التحقيق البحثي ، يتمحور البحث عما إذا كان تدريس لغة أجنبية من خلال المقاطع التوضيحية يساعد الطلاب على اكتساب مفردات جديدة بشكل فعال ؛ وتم تأكيد فرضيات البحث.

قدمت نتائج استبيان الطلاب بيانات دقيقة حول كيفية اكتساب الكلمات الجديدة واستخدامها والتقنيات التي يتم الحفاظ عليها. كشفت البيانات التي تم جمعها أن المعلمين يعتبرون الدور القيم للمفردات في التواصل بلغة أجنبية. وبالمثل ، أظهر المعلمون أنهم يدعمون التدريس من خلال التسميات التوضيحية والوسائل السمعية والبصرية لخلق بيئة صفية مواتية. لسبب أو لآخر ، يطبق كل معلم أسلوبًا معينًا لتعليم المفردات ، لكنهم جميعًا اتفقوا على أن تقديم كلمات جديدة في مقطع فيديو مفيد جدا. كما انها تخدم المقاطع التوضيحية أهداف تعليم / تعلم المفردات أيضًا.

تتناسب البيانات التي تم جمعها من استبيان الطلاب مع إجابات المعلمين في المقابلة. أثناء التحليل ، تم إعطاء آراء مختلفة لتأكيد أن المتعلمين يمكنهم حقًا الاستفادة من هذه الطريقة لاكتساب المفردات. من ناحية أخرى ، كان رد فعل الطلاب إيجابيًا وأكدوا أن معظمهم قد اكتسب بالفعل مفردات من خلال هذه الطريقة. كانت المواد السمعية والبصرية من بين الاستراتيجيات القيمة التي أدت إلى إنجازات مرضية.

بشكل عام ، أكد العمل العملي على الدور الحيوي لمعدات المقاطع المكتوبة لتعليم المفردات وإشراك الطلاب في مهمة التعلم من خلال إنتاج مواقف مناسبة في الفصل الدراسي. يمكن أن تكون الوسائل التعليمية مفيدة للمتعلمين من الناحية التربوية والنفسية. وبالتالي ، فإن استخدام هذا النوع من المواد في تدريس / تعلم اللغة الأجنبية هو وسيلة معقولة لتطوير مفردات اللغة الإنجليزية. أيضًا ، سيبنى الطلاب مهاراتهم الاستقبالية (الاستماع - القراءة) والإنتاجية (التحدث - الكتابة).