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Faculty of Letters and Languages  
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# MASTER DISSERTATION

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Submitted and Defended by:

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**Investigating the Usefulness of Captioned Videos in Enhancing  
EFL Learners' Vocabulary Knowledge  
A Case Study of First Year LMD Students of English at  
Mohamed Kheider University of Biskra**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the  
Requirements for the Degree of Master in Sciences of Language.

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## **Declaration**

**I, Saad Meriem** , declare that this dissertation , in titled ‘**INVESTIGATING THE USEFULNESS OF CAPTIONED VIDEOS IN ENHANCING EFL LEARNERS’ VOCABULARY KNOWLEDGE**’ is my own work , and has not been submitted before to any university for a degree .

This work was carried out and complete at Mohamed KhEIDER University of BISKRA , ALGERIA .

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## **Dedication**

*The greatest thank would be to Allah who gave me power and patience to complete  
my work .*

*I dedicate this modest work :*

*To my beloved mother ‘ **EL-falli** ’ .*

*To my dear father ‘ **Rabeh** ’ .*

*To my wonderful sisters ‘ **Nassima , Assia , Souad** ’ , who were always with me .*

*To my dearest brothers.*

*To my dear friends ‘ **Widad , Bouchra , Noura , Ilham** ’ .*

*To all the friends with whom I shared the university life.*

**Meriem**

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Finally, special thanks go to our teachers and all the staff of the English Department.

## **Abstract**

Many English EFL learners encounter difficulties in vocabulary acquisition as well as in communication. These difficulties can be overcome through the use of audio-visual materials to develop learners' vocabulary skills. Hence, the present study sheds the light on one specific audio-visual aid, namely captioned videos, and attempts to investigate their role in improving EFL learners' vocabulary acquisition. This investigation was based on a descriptive method- qualitative in nature- to explore learners' and teachers' attitudes towards the use of captioned videos in enhancing vocabulary knowledge. Accordingly, we hypothesized that captioned videos impact positively on EFL learners' vocabulary knowledge. Data were collected by the means of a questionnaire for students and an interview for teachers in the division of English at the University of Biskra. The former was given to a randomly chosen sample of 50 first year LMD students while the latter was conducted with (5) teachers of oral expression. After analysing the obtained data, it was discovered that students have difficulties with acquiring new vocabulary. Hence, they showed a positive attitude towards using videos paired with captions to improve their vocabulary learning. Moreover, they demonstrated a clear enthusiasm towards this technique and found it attractive and helpful. In addition, teachers agreed with the effectiveness of this device despite the fact that the majority of them do not use it in class. The study concluded by a set of recommendations aiming to raise teachers' and students' awareness about the need to develop vocabulary to communicate effectively and how to use captions to improve vocabulary learning.

**Key terms:** Vocabulary acquisition, vocabulary teaching strategies, audio-visual aids, captioned videos, EFL learners

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## **List of abbreviations and Acronyms**

**DCT:** Dual Code Theory

**EFL:** English for Foreign Language

**ELT:** English Language Teaching

**ESL:** English for Second Language

**FL:** Foreign Language

**ICTs:** Information and Communication Technologies

**L1:** Native / Mother tongue

**LMD :** Licence Master Doctorate

**UNDP:** United Nations Development Program

**VAK:** Visual / Auditory / Kinesthetic

**P :** Page

**Q :** Question

**& :** And

**% :** Percent

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## **General Introduction**

Today, technology is one of the most valuable tools that are available at our finger tips. We can do virtually everything with our smart phone, tablet, or computer. These technologies play a great and significant role in facilitating and developing many domains like economy, politics, industry, and education. It became an essential part in international development. In fact, the use of technology in general and internet, in particular, plays an indispensable role in changing education totally. Therefore, through time, internet have developed and provided many programs such as Facebook , Skype ,Twitter , or Youtube. Youtube videos have recently started been used with captions which is growingly used in foreign language classes because of the recent conductivity to video media platforms.

Captioned youtube videos, also known as subtitles videos, have facilitated people's language interaction, and it became a good modern tool to enhance students' memory storage positively. Thus, this platform should be implemented in the education process, especially in EFL classrooms using activities that are related to learning and teaching vocabulary. In this aspect, the captioned video is considered a helpful way that promotes EFL learners' level in vocabulary and develops their use of the target language. Vocabulary is central to English language learning and teaching because without sufficient vocabulary learners cannot understand and communicate with others or express their own ideas .

Therefore, the current study aims to spot the light on the effectiveness of using captioned videos in enhancing EFL learners' vocabulary learning with a view to simplify learners' communication and interaction in class.

## **1. Statement of the Problem**

Vocabulary represents one of most important aspects of a language necessary for teaching and learning a target language. It is the basis for the development of all the skills. Furthermore, vocabulary is the main tool for EFL learners in their attempt to use English effectively. During our five years studying English at Biskra University, we have noticed that students came to university with many English language problems; one of the most remarkable problems is their poor vocabulary background. The problem is more perceived with first year students because they are fresh comers at the university level. Maybe, the main reason for that is because they did not receive sufficient background of the foreign language during the last seven years. In fact, they rather gave more importance to grammar and tended to ignore vocabulary. In addition, EFL learners claime that this limited vocabulary is due to the lack of a direct exposure to English. Moreover, they complaine about as the lack of audio-visual materials in the classroom which might expose them to native speakers and might motivate them to learn new vocabulary with their correct pronunciation, meaning, and use. As a result, students find it difficult to acquire the target language and to communicate with others.

To overcome this problem, it exists a wide range of videos paired with captions which can be used by EFL teachers in their classes to promote the teaching and learning processes and to improve learners' vocabulary acquisition. Indeed, this study is proposed to focus on enhancing EFL learners' vocabulary knowledge by suggesting watching captioned videos to acquire a large number of items and words in order to facilitate learners' communication and interaction.

## **2. Research Questions**

- What are the main difficulties that first year university students encounter in terms of communicating in English?

- Does vocabulary limitation affect their communication?
- Does watching English captioned videos have an effect on facilitating EFL learners' vocabulary acquisition?

### **3. Hypothesis**

We hypothesized that if EFL learners exposed to captioned videos, they improved their vocabulary acquisition and, therefore, enhanced their interaction in the classroom.

### **4. Aims of the Study**

#### **4.1.General Aim**

The general goal of the present study is to shed light on the use of captioned videos as an effective tool to develop vocabulary acquisition in the EFL classroom and to help learners communicate effectively.

#### **4.2.Specific Aims**

- Discovering the main difficulties that face EFL students in using their vocabulary.
- Raising EFL learners' awareness about the necessity of their vocabulary acquisition in interacting with their teacher and their classmates.
- Encouraging EFL teachers to use captioned videos to enhance their method in teaching vocabulary.

### **5. Significance of the Study**

Nowadays, the importance of technology cannot be ignored, especially in language teaching and learning. Hence, this study is significant as it tries to raise EFL learners' as well as teachers' awareness about the effectiveness of using captioned videos in order to enhance EFL vocabulary learning .

## **6. Research Methodology**

### **6.1.Choice of the Method**

This research is conducted by the descriptive method because it is considered as the most suitable method for describing systematically problems, phenomena, and situations since the aim of this study is to describe the use and the effect of captioned videos on the enhancement of vocabulary learning.

### **6.2.Population and Sampling**

The population that our research is currently concentrating on is the first year LMD students of English at Biskra University in the academic year 2018-2019. They are about 700 students, and they are divided into 15 groups. Each group consists of about 45 students. We select randomly 50 first year students to represent our sample for the study.

### **6.3.Data Gathering Tools**

According to the nature of our study and its objectives , two tools used questionnaire and interview .

One questionnaire was administered to a sample of first year LMD students of English at the University of Biskra to check their attitudes towards using captioned videos in enhancing their vocabulary acquisition . In addition , an interview was handed to English teachers to gather more details about their opinions toward using subtitled videos.

## **7. Limitations of the Study**

The study aims to investigate the usefulness of captioned videos in enhancing EFL learners' vocabulary knowledge in order to create a platform for academic success and interaction at Biskra University. However, we are limited by time to complete this work. In

addition, this research was conducted only on a small size of population because it is unpractical and very difficult to work with the whole population. Hence, a representative sample was selected through which we aim to generalize the results to larger groups. Also , the slow network might discourage learners' interests and stimulation is using the audio-visual materials. Moreover, this study investigates the impact of captioned videos only on vocabulary learning and does not extend to other skills or language aspects.

**CHAPTER ONE : VOCABULARY  
ACQUISITION**

## **CHAPTER ONE : VOCABULARY ACQUISITION**

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## **CHAPTER ONE : VOCABULARY SKILL**

### **Introduction**

Vocabulary, as an integral part of a language, plays a crucial part in the language learning process. The primary thing in learning a language is the acquisition of a vocabulary, and practice in using it. Vocabulary is the basic factor necessary for mastering a language which will be used for communication. When we learn a language, we need to master four skills, which are listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is fundamental to them. In fact, one cannot understand a sentence without knowing what most of the words mean. The lack of vocabulary knowledge affects all the four language skills.

The main purpose of this chapter is to provide insights about the basic concepts which are related to the core of our study: learning vocabulary. First, this chapter tackles the definition of vocabulary as well as its types. Second, it elicits the importance of vocabulary in language teaching and learning, and its mastery. Additionally, the present chapter mentions the aspects of vocabulary and identifies some major difficulties faced by EFL learners during the process of learning vocabulary. Finally, the chapter ends with some different strategies of vocabulary learning and teaching.

### **1.1. Definition of vocabulary**

Learning vocabulary is one major part of learning a foreign language, because without knowing words and their meaning, it is impossible to do anything in a foreign language. The word vocabulary is defined as the word of language including single items and phrases or chunks of more than two, but not a lot of words which bring across a particular meaning. Many authors have almost the same definitions about vocabulary. According to

Hubbard (1983) vocabulary can be defined as a huge bring across of meaning More than that, Diamond and Gutlohn (2006) suggest that vocabulary is what to know about words and their meanings. This means that without building powerful vocabulary base first, the understanding and the use of a language will not be very skillful. Thus , the learner should be able to know words as well as their meaning .

However, there are other authors who proposed more complex definitions about vocabulary. As Henrikson (1996) defines that vocabulary as the very close to the truth or true number understanding which translate the word-based items into L1, the ability to find the right definition or the ability to give a target language say in different words. This means that knowing vocabulary needs the ability to react to words that students do not need to think about ; they will just have the words in their minds and use them in an effective way. In other words, instead of wasting time to think about these words, they will just have to use them naturally and appropriately.

In short, what the definition above about vocabulary have in common is that vocabulary is not about words and meaning only but it is about how to use these words in the appropriate big picture.

## **1.2 Types of Vocabulary**

Basically, in teaching and learning a FL vocabulary, there are two instructional ways of doing things : unplanned event vocabulary and on purpose vocabulary.

### **1.2.1. Incidental Vocabulary**

Richard and Schmidt (2002) stated that unplanned/minor event learning is to learn something without the plan/purpose to do so . It is also learning one thing while planning to learn another. It can be also defined as: "unintentionally picking up

vocabulary...through interaction, communicative activities, or reading for content or pleasure. This can be contrasted with intentional learning, for example, learning by following a deliberate programme of study to enhance vocabulary... " (Richard et al 2002, p.252).

As Wesche and Parikbakht (1996) demonstrate , the term unplanned event learning refers to “new knowledge or competencies that learners acquire as by-product, that is when they do not specifically intend to learn them” (p.176). This means that words that are picked up or that students may come across while performing reading or listening activities.

Previous studies have showed that technology is one of the best tools that will allow learners gain vocabulary so effectively. For example, based on dual -code explanation of why something works or happens the way it does, some people who work to find information allow learners to read English texts and pictures online by using Web. Watching second language and foreign language TV programs also have a positive effect on unplanned event vocabulary learning.

### **1.2.2. Intentional vocabulary**

Learning a word on purpose means to learn the form and the meaning of it. Hulstijn (2001) defines (on purpose) vocabulary learning as “any activity geared at committing lexical information to memory” (p. 271). To learn on purpose means to involve the learner' s knowing about something. Generally, on purpose learning is defined as learning that is given a reason to do something by plans/desires and is goal directed. Breiter and Scardarmalia (1989) point out that they use the term on purpose learning “to refer to cognitive process that have learning as a goal rather than incidental outcome”. (p .363). It draws attention to the awareness of learning.

### **1.3. The Importance of Teaching Vocabulary in the EFL Context**

Words are the minimum meaningful units of language (Carter, 1998) because the ability to bring across meaning is far more important for communicative smart ability than the ability to produce grammatically perfect statements. The study of words and learning of vocabulary should give priority. Without the good enough understanding of words, students cannot understand others nor express their ideas. As the British linguist, Wilkins (1972) puts : “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (p. 11).

Strong vocabulary allows also to develop other skills, it improves students' ability to build up their language skill as a whole. As Nation (1990) notes: “vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform “(p. viii.). Which means, instead of focusing on spelling and saying correct words, students will concentrate more like using the appropriate expressions or structure of sentences.

The knowledge of vocabulary is one of the main keys for successful communication in language. As Widdowson (1989) and Mckeown (2002) argue, vocabulary knowledge is the heart of a language understanding and use. Also, vocabulary helps students with language production . Indeed , Hubbard (1983) argues that the more words a student knows, the more exactly is student can express that exact meaning he/she wants to. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively.

Therefore ,vocabulary is extremely important to be mastered by the learner in order to understand the language. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. Vocabulary mastery plays an

important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed parts of language (Susanto & Fazlinda, 2016).

#### **1.4. Aspects to consider when Teaching Vocabulary**

There are more than two parts of lexis that need to be taken into account when teaching vocabulary. Gairns and Redman (1986) as cited in Brown, H Douglas (2001) listed several aspects to take into consideration when teaching /learning vocabulary :

- **Boundaries between conceptual meaning :** is about knowing not only what lexis refers to but also where the edges are that separate it from words of related meaning (e.g. cup, mug, bowl) .
- **Polysemy :** is about telling the difference between the different meaning of a single word form with more than two, but closely related meanings(e.g. head of a person, of a pin, of an organization).
- **Homonymy :** is telling the difference between the different meanings of a single word form which has more than two meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- **Homophony :** is understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- **Synonymy :** is about distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- **Affective meaning :** refers to Telling the difference between the attitude-related and emotional factors(denotation and connotation), which depend on the speakers' point of view or the situation. A Socio-cultural association of word-based items is another important factor.

- **Style, register, language :** is being able to tell the difference between different levels of formality, the effect of different contexts and topics as well as differences in geographical variation.
- **Translation :** is awareness of certain differences and things that are almost the same as other things between the native and the foreign language (e.g. false from the same origin or families).
- **Grammar of vocabulary :** is about learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- **Pronunciation** Ability to recognize and reproduce items in speech.

In line with Gairns and Redman, Ur (1996, p. 60) states that there are some items need to be taught in teaching vocabulary as follows:

- **Form**

it concerns pronunciation and spelling. A learner has to know what word sounds or how it is pronounced and what it looks. These are obvious features and one or the other will be perceived by the learner when meeting the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

- **Grammar**

The grammar of a new item will be necessary to be taught. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this

information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (e.g. think, thought) in almost the same way, when teaching a nouns, teachers must present its plural form, if it is irregular (e.g. mouse, mice), or draw learners 'attention to the noun having no plural at all (e.g. advise, information).

- **Collocation**

The typical placing together of particular items are another factor that makes a particular combination becomes "right" or "wrong" in a given big picture. correct arrangement is wordpartners ; for example,we say that we make mistake not do mistake and do homework not make homework. Therefore, this is also another information about a new item which may be worth teaching. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

- **Aspect of meaning**

The meaning of a word is divided into two aspects: denotation and connotation .

Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word 'snake' in a dictionary, its denotative meanings is any of many scaly, legless, sometimes a poisonous/hateful reptile having a long, making thinner at the end, tube-like body and found in most related to areas near the Equator/hot and humid and mild/not extreme areas.

Connotation , on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The related ideas that are brought to mind meanings of a word exist together with the denotative meanings. Thus,

The meanings for the word 'snake' could include evil or danger. A more good aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain big picture or not. learners may know that weep is virtually synonymous in denotation with cry, but it is more formal and tends to be used in writing than in speech, and generally it is less common ( Gairns and Redman, Ur ,1996, p. 60).

## **1.5. Difficulties in Vocabulary Teaching /Learning**

The first steps in succesful teaching vocabulary are to identify the problems, delays, etc. that faced by the students. Thornbury (2004, p. 27) proposes some factors that make some words harder to teach .

### **1.5.1. Pronunciation**

Research shows that words that are difficult to pronounce are more difficult to learn. In many cases, EFL learners may fail in transmitting their messages though their exact selection of terms and of the grammatical form . The failure here is in the pronunciation of words, and the degree of alteration of meaning will vary according to the axtent to which the pronunciation id deviated from natives' articulation .

### **1.5.2. Spelling**

Sounds-spelling existence of things that are not equal in size, power, color, etc. are likely to be the cause of errors, either of pronunciation or of spelling. While most English spelling is fairly law-obeying, there are also some angrily staring suspicious mistakes. Words that contain silent letters are especially filled with problems; for example, foreign, listen and headache.

### **1.5.3. Length and complex difficulty**

Long words seem to be no harder to learn than short ones , but as a rule of thumb, high frequency words tend to be short in English ; 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, especially if this differs from that of 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 overlap in 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 list of questions.

### **1.5.6. Range, connotation and idiomaticity**

Words that can be used in a wide range of contexts will generally be perceived as easier than their words that mean the same thing with a narrower range. On the other hand, “weird person” does not have negative meanings in English, but its nearest equal in other languages may “be mentally sick” . Moreover, words or expression that are common like make up your mind will generally be harder than words whose meaning is clear (decide, watch).

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

### ❖ **Similarity to L1**

The difficulty of a vocabulary item is often depends on how almost the same the items is in the form and meaning to the student' first language. Words which are almost the same in the first language and English may be sneaky and false rather than helpful.

### ❖ **Similarity to English words already known**

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

### ❖ **Connotation**

Another very hard aspect that learners have to get grips with is the meaning of the word. For example, does the word have positive or negative meaning to a native speaker? Either skinny and slim could be used to describe someone who is thin - but these words are very different in their meaning and by choosing one rather than the other the speaker brings across a particular point of view/way of behaving.

### ❖ **Spelling and pronunciation**

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion 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 word-based 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 verb are famously for something bad hard for learners of English because they are made up of simple words often prepositions or words that describe verbs or adjectives.

### ❖ **Collocation**

How a word-based item place together/correctly arrange( or goes with other items) can also cause difficulty. For example, people are hurt or wounded but things are damaged, and we can say a strong wind and strong coffee - but it's a light wind not a weak wind and weak coffee not light coffee.

### ❖ **Appropriate use**

When to use vocabulary appropriately is also filled with problems. Some words and expressions are restricted to use in particular big picture 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 it is important that students know whether the word or phrase has a marked style - informal or formal.

## **1.6. Vocabulary Learning Strategies**

Strategies are communicative procedures that learners use in order to learn and use language. Ways of reaching goals also involve mental in the learning process (Nunan, 1999). Learning success plans are the thoughts and actions that people are using to complete a learning goal (Chamot, 2004). Subekti and Lawson (2007) argue that the effectiveness of the use of certain vocabulary learning strategies provide evidence that was actually seen of the work that is done of mastering new words to language learner.

Oxford, R. (2003), more specifically 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 a greater self-confidence. Moreover, the purposes of language learning strategies that taken by learners are to make a learning process easier, faster language, more enjoyable, more self-directed, and more self-explanatory instruction . Through successful plans , the language learner can set the learning goal to achieve.

Language learning strategies could be any kind of actions, ways , plans, thoughts which language learners have made as big as possible to help their understanding, storage, retrieval, and use of information to their vocabulary learning process.

The features of language learning strategies are also worth discussing as they may share some common features with vocabulary learning ways of reaching goals. As the core discussion of this research is vocabulary learning success plans would still deal with the language learning success plans as the bigger picture of features of language learning process.

Oxford, R. (2003) proposed some important features of language learning strategies . They aim to develop learners' communicative abilities to allow them to be independent, to expand the teachers' role, problem oriented, more particular action, more than cognitive, not always observable, and to be flexible. The description of language learning strategies features drives to the mind- set that the avid language learners get to have as prerequisite to master large vocabulary.

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 extremely important part of second language learning classroom (Susanto & Fazlinda,

2016). It is also a major useful supply for language use, and one could not learn a language without learning vocabulary (Cameron, 2001).

Because of this, vocabulary learning is of great importance as vocabulary is an important unit to build up skills and knowledge. Anyhow, learning vocabulary items is not such a simply matter of delivering them to memory, but rather how to use them in appropriate situations.

As language learners may experience getting new words in a variety of ways in the classroom through the teacher's language, through the language of other learners, or through learning materials, vocabulary has long been found as language learners' big problem that could block their language learning road. Hedge (2000) highlights the final role of the teacher, besides explaining new words to learners, is to build independence to learners. There are some ways, such as training them good strategies for vocabulary learning, and building their independency to master new words .

## **1.7. Techniques of Teaching Vocabulary**

Teaching vocabulary is an extremely important aspect in 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 problems of how to teach students in

order 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 for 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 to the students. A good teacher should prepare himself or herself with different and up-to-date strategies. Teachers should master the material in order to be understood by students, and make them interested. They have to know the features of their learners.

Choosing the right 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 different as possible (Pinter, 2006). The followings are some techniques of teaching vocabulary :

### **1.7.1. Using Objects**

This method can assist learners remember 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 method 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 displaying the real object, introducing a fresh term often enables learners to memorize the term by visualizing it. Objects in the classroom or things brought to the classroom can be used.

### **1.7.2. Using Drilling, Spelling, and Active Involvement**

Drilling is used to familiarize learners with the word form especially its sounds. Drilling should be clear and natural (Thorbury, 2002). It is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993 in Read, 2000,p. 2004).

The first or most important means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

The teacher promotes 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 that learners use the term in a context or phrase linked to their lives.

In connection with the above methods Pinter (2006) claims that it is suggested that educators perform scheduled vocabulary presentations as diverse as possible, so that educators should 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 flash cards. The latter, if produced with cards and coated in plastic, can be used again and again in distinct situations. They can assist young learners comprehend the primary points they have learned in the classroom readily and realize them.

Teaching vocabulary using images connects the previous understanding of learners to a fresh tale and helps them learn fresh words in the process. There are 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 colorful 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 a large amount of appealing images showing the significance of basic words. The professor may use the school's teaching materials. They can also create their own visual aids or use magazine photos. Visual assistance enables students comprehend the significance of the phrase and helps create 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 expression on Alqahtani communication, 2015). In principle, it can be used not only to show the significance of a phrase contained in the passage of reading, but also in talking exercise as it emphasizes mostly 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 second language (L2) development of gestures (Alqahtani, 2015). Teachers tend to make a lot of gestures (Sime, 2001 ; Hauge, 1999), particularly when talking to young students and/or beginners. "Teaching gestures" is 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

silence, etc.), assessment (displaying a error, correcting, congratulating, etc.) and explaining syntax signs, underlining particular prosody, explaining fresh 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 infer the significance of a phrase or phrase that is spoken, provided they are unambiguous and simple to comprehend. Therefore, this learning approach is important 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 which is a full, ordered list of all items in the set. To current 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 clarify this. Professor can list a amount of clothes e.g. address, a skirt, trousers etc, and then the meaning of the word "clothes" will became 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." But it's 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 shown by many 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 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, while 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 don't understand as much as they can. This will assist them create 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, resemblance of mother tongue spelling or sound, and general understanding (Walters, 2004).

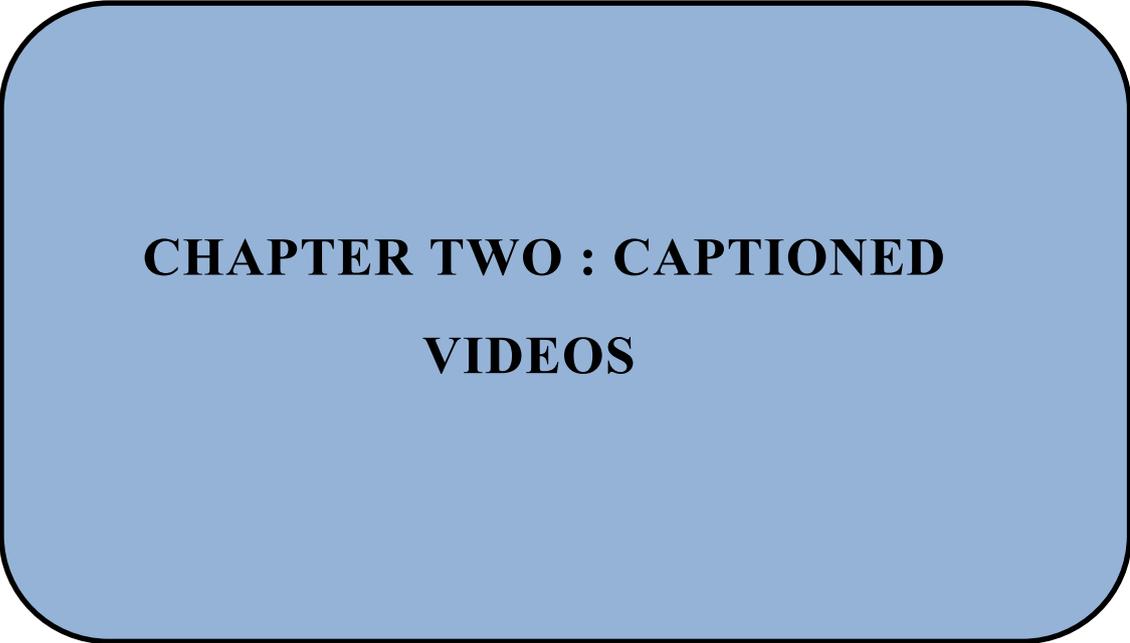
### **1.7.7. Using Visual aids**

Allen, Kate and Annie (2000) claim that using visual aids is an extremely important teaching plan in the 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 be helpful in teaching vocabulary and stimulating students to learn new vocabulary . Also the language used in videos is real used by native speakers for communicative purposes and do not only rely on grammatical structures.

### **Conclusion**

Vocabulary is the fundamental component in studying any language and especially in the context of studying foreign language, where learning fresh words of vocabulary enables the learner to understand more than one significance for each word and enables him / her to use these phrases in more than one context. Vocabulary teaching is an significant element in developing the abilities of learners that is why teacher should concentrate more on this aspect and he / she should pay more attention to teaching vocabulary in particular to improve the target language communication skills of the student. Maybe this can be more successful by pursuing various new approaches that motivate learners to learn and memorize readily in a variety of situations.

The following chapter will display the literature review about “Captioned Videos” as a teaching material to enhance EFL learners “vocabulary acquisition”.



**CHAPTER TWO : CAPTIONED  
VIDEOS**

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## **CHAPTER TWO : CAPTIONED VIDEOS**

### **Introduction**

Most of the time students acquire language by watching films and videos in the target language. It has been shown that this method is very beneficial to language learners in teaching English as a foreign language context, there have been plenty of strategies and materials that teachers can use to teach English. The use of technologies such as the Internet, computer and audio-visual materials can be one of the useful and effective strategies for teachers to help students overcome their language learning weaknesses. Videos with subtitles can be, particularly, a useful tool for learning English in general and acquiring new vocabulary in particular.

In this chapter we spot the light on videos especially captioned videos and their importance in vocabulary acquisition.

### **2.1. Definition of the (ICTs) Information and Communication Technologies**

Information and communication technology, or ICT, is defined as the combination of informatics technology with other related technologies, particularly communication, ICTs defined by the United Nations Development Program (UNDP) as: information — handling tools — a varied set of goods, applications and services used to produce, store, process, distribute and exchange information.

They include old radio, television and telephone ICTs and new computer ICTs, satellite and wireless technology, as well as the internet. These various tools can now work together to form our networked world. ICTs are defined by Mikre (2011) as:

“Information and communication technologies are simply technologies derived from scientific and technologies progress in computer sciences, electronic and telecommunications They enable us to process, store, retrieve and disseminate valuable information in text, sound and video from”. (p. 3)

Computer is becoming important in our educational process and computers are controlling the world today and students are becoming more interested in it. Instead of going to library and reading many books, they prefer to go online and search for something. Computer use, according to Harmer (2011), increases the learning process. It is a way of facilitating and it encourages interaction with each other's.

ICT is a powerful learning environment in the classroom for learners. As Mikre (2011) claimed, it offers more opportunities for both students and teachers to adapt learning and teaching to the needs of individuals.

## **2.2. Using Audio-Visual Aids in EFL Teaching**

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).

In addition , audio- visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting , materials such as charts, maps ,models, film strip, projectors radio, television etc . According to (Rather,2004) audio-visual aids are effective tool that ”invest the past with an air of reality which provide the learners with realistic experience, that capture their attention

and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses. Video is one of the most famous kinds of audio visuals.

### **2.2.1. Videos**

As previously stated, video is an audio-visual material that provides an image plus an audio track to clarify what is happening. It is one of the most enjoyable materials used for learning and teaching languages.

### **2.3. Definition of Captions ( Subtitles)**

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 . According to Reich (2006) subtitling is a branch of translation called audio-visual translation where the viewers read those subtitles and watch the images and listen to the dialogue at the same time. Another definition was given by Neves (2008, pp.130 ) who believed that captioning and subtitling have exactly the same definitions although some make a distinction and believe that captioning is considered to be for both deaf and hearing-impaired viewers while subtitling is special to hearers.

#### **2.3.1. Types of Captioned Videos**

There are a lot of types for captioned videos according to the language that is used, but the main types are taken:

- ✓ From English dialogues to English subtitles: bimodal subtitling.
- ✓ From English dialogues to subtitles in the learner's mother tongue: standard subtitling.

- ✓ From dialogues in the learner's mother tongue to English subtitles: reversed subtitling Zanon (2006, pp.47).

Vaezi and Haghverdi (2012, pp. 23) said that there are different types of possible combinations between audio and subtitles. The main ones are typically known as standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign language subtitles), and reversed subtitles (mother tongue audio with foreign captions). The most commonly used combination is the standard one, the bimodal variety is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level.

## **2.4. Advantages and Disadvantages of using Captioned Videos in the EFL Classroom**

### **2.4.1. Advantages**

Implementing videos in EFL classes is very important as they present the native speakers' real-life language. Although watching videos is a very helpful phenomenon, learners will then rely solely on listening and perhaps face difficulties in understanding what the video represents. Thus, including the captions as a pedagogical tool has a crucial role in understanding better the input. According to some scholars (Paivio, 1971 ; Stewart & Pertusa, 2004), using captioned videos can improve 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 4 days is: 10% learned only orally, 20% only visually and 65% visually (Ruipérez, 2003, p. 28).

Many studies have been conducted to find the effect of multimedia on second and foreign language learning, some of them offering that visual materials, particularly subtitles, can play a vital role in helping EFL learners increase their vocabulary in foreign language. Videos subtitled have advantages as well as disadvantages.

Using subtitled videos in EFL classes has a lot of advantages such as motivating students and reducing their level of anxiety and stress when dealing with unfamiliar words. It also enables teachers to introduce variety and reality into the classroom to some extent. In addition, after watching subtitled videos, students can introduce their own background knowledge and experience to the classroom by discussing it on the basis of the video content and by sharing their experiences with others. Another advantage that can be added is that the learning power will increase and because the verbal and imagery system is activated can have a better performance.

Subtitled videos are a very useful tool for learners to learn new words and enjoy movies or documentaries from other cultures and countries. Bird and Williams (2002) state that captioned videos help students to pronounce new words, making vocabulary learning easier. Subtitled videos motivate students in another context to learn English ; in other words, they're going to watch English films, listen to news, etc. Finally, learners ' understanding will be increased by watching these kinds of videos.

#### **2.4.2. Disadvantages**

Although captioned videos have advantages as previously stated, they also have some disadvantages. One example is when the learners watch the captioned video, they may be disturbed due to lack of concentration since they may be lost between reading the captions

on screen and watching the video . Indeed, Kuhlwiczak 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 other words, students will concentrate more on the screen when viewing videos with subtitles. In fact, they will forget the video and focus on the subtitles.

In addition, subtitled videos can lead to laziness, distracting students and making them rely on the subtitles rather than challenge themselves with the audio input.

King (2002) see 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). This means that videos provide students with much input needed so the subtitles may make them lost because of the great amount of the information they provide.

Captioned videos are mainly about literate people who have developed high reading skills and are able to read the subtitles quickly, so students who lack reading skills would be slightly lost between focusing on the video or the subtitles.

## **2.5. Theories on the use of captioned videos**

There are three different theories that have been presented and it supports of the use of subtitled videos.

### **2.5.1. The Comprehension Input Hypothesis**

Krashen (1991) proposed the comprehension input hypothesis, which is related to his theory of acquiring foreign language learning. Krashen (1991) argues that the foreign

languages will be acquired when exposing comprehensible input; this input may be either oral or written or both forms.

The input must be slightly higher than the learner's level to be effective in a foreign language. Krashen (1991) clarified that the learner's level 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 acquire the language.

Adding subtitles to a video will increase choices and facilitate learning to understand the content of the video for non-native English speakers, making the video a source of understandable input and leading to a better acquisition of foreign language. Neuman and Koskinen (1992) have suggested that intralingual subtitles are useful videos and increase their viewers' knowledge of foreign and second vocabulary more effectively than those without subtitles.

### **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 understandable 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 high motivation, high self-confidence and low anxiety, the affective filter will be low, the student will be more focused and will understand the input he / she is exposed to.

According to Krashen, students with low motivation, low self-confidence and high anxiety will have a high affective filter, the level of the student will be unable to understand and be effective in the input to which he / she is exposed, even if it is

understandable. Krashen argues, therefore, that teachers must choose situations that encourage a low-affected filter. It has been suggested that authentic videos are highly motivating for English learners (Scheman, 2003, Stempleski, 1990) and lower the affective filter of foreign language learners (Neuman & Koskinen, 1992).

### **2.5.3 Dual Code Theory**

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

According to DCT, the verbal and non-verbal need to be activated when providing the input for better learning in foreign language. It also suggests that combining verbal and non-verbal is effective than verbal alone.

Memorization and information understanding would be accomplished quickly. Just like Pavio (1975), Levin and Berry (1980) presented a study to confirm this theory: Children at school were asked to listen to new stories as pictures were provided, so they memorized and remembered more information than those who had just listened to the stories.

Captioned videos provide two channels : verbal information representing the audio track and subtitles, and non-verbal information representing the video, making it suitable for enabling dual code systems.

## 2.6 Using Videos as a Part of the Lesson : Techniques and Implications

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 subject of the lesson, e.g. if the lesson 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 be used to introduce new language, to practice new items already, or to analyze the language used in some typical exchanges and genres.
- **Relaxation:** Harmer(2001) stated that video can 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 certain techniques and some astuteness that teachers should be aware of in order to increase the efficiency of using videos in instruction. In other words, there are some stages that should be followed when implementing a video in the classroom.

- **Active Viewing**

Active viewing is very important 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 in order to explain or to give more detail to clarify something or to ask questions is called freeze framing.

- **Silent Viewing**

Since a video is an audiovisual means that 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, stimulates thinking and develops anticipatory skills.

- **Sound On and Vision off Activity**

The sound of a video playing and removing the picture is contrary to silent viewing of sound on and vision off activity. It allows students to guess the content of the video by listening so that they can not 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 give each learner the opportunity 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 to summarize it either 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 dialogs. Completing a video scene by dubbing is interesting and enjoyable for the students.

- **Follow-up activity**

Follow-up activity is a very important 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) .

Just as in many English teaching situations, the teacher plays a key role in creating a successful language learning environment by using the video as a language teaching aid. The teacher should take advantage of the video movies ' power.

Video should never be considered at his point as a medium rivaling or overshadowing the teacher, but it is a useful tool for him. That is, it can't replace the teacher because it can only teach things that are recorded on, making foreign language learning attractive. The teacher is certain to be as effective in teaching through video as the video film, because he is the only person who enables the learners to understand what they are watching and hearing using some of the communicative techniques. The teacher can also be a controller, an evaluator, an organizer, an instructor, and a participant.

## **2.7 The Role of Captions on Vocabulary Acquisition**

Shareman(2003) stated that the video is an audio-visual material that is divided into two main parts: an image that is the moving image that appears on the screen and the sound that is the audio-visual voice we can hear.

Captions can be considered a powerful tool in the foreign language learning class. It is very helpful for learners because when watching a video, students will then feel confident and in a safe learning environment . They will also be motivated to watch foreign television programs , movies, etc with or without the support of captions.

Captioned video provides a rich context for acquiring foreign language, as the information is presented through multiple means, it also motivates students to understand what is shown and spoken is enhanced by the information presented. Watching subtitled (captioned) videos can produce different types of acquisition of languages. Vanderplank argues ,(1988): “Far from being a distraction and source of laziness, subtitles might have a potential value in helping the learning acquisition process by provoking learners with the key to massive quantities of authentic and comprehensible language input” (pp. 272- 273).

Therefore, besides the meaning of words, Students may acquire the meaning of phrases or standard phrases and constructions and may use them in situations. It is also possible to improve the pronunciation of certain words and sounds or even the ability to distinguish between different accents (British Vs. American).

Furthermore, the ability to construct correct sentences and distinguish between informal and colloquial connotations in spoken language such as slang or aristocratic are some of the capabilities that students may develop when exposed to subtitled audiovisual aids (Almeida & Costa, 2014 ; Koolstra & Beentjes, 1999).

Researchers like Baltova (1999), Bianchi and Ciabattoni (2008) note that when accompanied by subtitles, viewing videos or any visual material is very interesting and important because the combination of sound, visual information and subtitles contributes to a better learning. In other words, subtitles can be viewed as supporting the vocabulary of the learners, because they will meet new words and understand them in their context of use through subtitles, another advantage is that students ' spelling will also be enhanced by adding subtitles as it shows how words are written.

## **Conclusion**

To sum up, videos are very important in both the teaching and learning process of EFL / ESL as they provide FL students with an authentic situation that allows them to see language in use in addition to helping motivate learners. For these reasons, foreign language teachers should assimilate captioned videos to easily teach vocabulary, videos with keywords not only play the same role as simple videos, but are also very interesting in facilitating the acquisition of new words and phrases.

**CHAPTER THREE : THE FIELD  
WORK**

## **CHAPTER THREE : THE FIELD WORK**

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## **CHAPTER THREE: THE FILED WORK**

### **Introduction**

As mentioned earlier, this research tends to investigate the effectiveness of using subtitled videos to enhance students' vocabulary acquisition skills. This chapter demonstrates the field work; it is devoted to the description of the methodological procedures used as well as to the analysis of our participants' responses and the interpretation and discussion of results. In fact, the objective is to fulfill our objectives and confirm our hypothesis which assumes that if EFL learners are exposed to captioned videos, they will improve their vocabulary acquisition and, therefore, will enhance their interaction in the classroom.

### **3.1. Review of Research Methodology**

#### **3.1.1. Research Method**

A qualitative (descriptive) research method has been used in this study because the aim was to investigate the topic under study in a clear way. Indeed, this method was chosen to see to what extent captioned videos can improve EFL learners' vocabulary learning. Moreover, the nature of the study and the choice of the method both determine the selection and choice of the data collecting tools. An interview and a questionnaire were, therefore, designed to enable us obtain valuable findings and to reach credible conclusions in the sake of finding suitable solutions to our problem.

#### **3.1.2. Population and Sampling**

The population that our research is currently concentrating on is the first year LMD students of English at Biskra University in the academic year 2018-2019. They are about 700 students divided into 15 groups. Each group consists of about 45 students. We

selected randomly 50 first year students to represent our sample for the study. We have chosen to work on this sample (first year students) because they are new in the scope of university and they have curiosity to use those tools to improve their level in vocabulary acquisition. More importantly, as they have a background of only five years English study, they are supposed to have a lack of vocabulary and not to be able to express themselves fully in English.

Another significant sample in this study concerns teachers, more particularly teachers of oral expression. This module is targeted as it witnesses the use of varied techniques and strategies to develop students' skills like listening, speaking and reading. Moreover, they are expected to deal with vocabulary teaching strategies in the activities they use in class. Furthermore, teachers of oral expression tend to use audiovisual aids to teach mainly listening and speaking, so they may offer precious insights about the use of captioned videos.

### **3.1.3. Research strategies**

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

### **3.1.4. Data Gathering Tools**

According to the nature of our study and its objectives, two tools have been used: A questionnaire and an interview.

The questionnaire was administered to a sample of first year LMD students of English at the University of Biskra to check their attitudes towards using captioned videos in enhancing their vocabulary acquisition. In addition, an interview was conducted with a

sample of oral expression teachers to gather more details about their opinions, experiences, and attitudes toward using subtitled videos as a teaching strategy to develop their students' vocabulary and to give us some recommendations about the matter.

## **3.2. Teachers' Interview**

### **3.2.1. Aims (s) of the Interview**

There are mainly different types of interview; we chose a semi-structured interview in our work. The goal behind this choice was to collect in-depth, reliable and comparable information about the effectiveness of using videos with captions in EFL classes. In fact, teachers' responses were much needed for the validity and reliability of the results because teachers are the first responsible of teaching vocabulary. Moreover, they are the ones to apply different strategies and employ various devices to develop learners' skills. Therefore, they are concerned with the implementation of captioned videos as a strategy to teach vocabulary and to help learners' enrich their stock of words and expressions of the target language.

### **3.2.2. Description of the Interview**

The interview was addressed to five teachers of oral expression in the English section at the University of Biskra. It is a semi-structured interview which contains nine open-ended questions seeking to know to what extent videos with subtitles are used as a teaching technique in EFL university classes as well as their effectiveness in developing vocabulary.

### **3.2.3. Administration of the Interview**

Because of a lack of time and teachers' busy schedule, the interview took a written form. It was handed 5 teachers of oral expression met at the language. Most teachers demanded to have more time so that they can answer appropriately. Three (out of five)

teachers gave back their answers the next whereas the two others sent their responses online.

### **3.3. Students' Questionnaire**

#### **3.3.1. Aim (s) of the Questionnaire**

The questionnaire deals with the identification of the effectiveness of using subtitled videos to enhance learners' vocabulary skills and to see how English as a foreign language students deal with this interesting subject and to see if it is beneficial for them in developing their vocabulary acquisition.

#### **3.3.2. Description of the Questionnaire**

The students' questionnaire was used to gather general and specific information about the sample. It was distributed to a sample of first year students at the section of English in Biskra University in order to see their opinions and attitudes about the effect of captioned videos on their vocabulary acquisition process. The questionnaire was a combination of close-ended and open-ended questions. The former was used to collect direct answers, such as yes /no questions, multiple choices with justifications while the latter was used to obtain more details.

The questionnaire comprises 17 questions and was divided into three sections. Each section was designed to collect data from one aspect of the study from general to specific. These were: General information, students' attitude towards vocabulary learning, and students' attitude towards captioned videos. The content and structure of the questionnaire is detailed as follows:

**Section One:** General Information (from item 1 to item 3)

The first section is about General Information of the respondents. It concerns their age, level, and their reason behind choosing the English language. These elements have been selected as, we assume, they have an impact on students' vocabulary learning process as well as on their attitude and motivation to deal with teaching strategies.

**Section Two:** Students' Attitude towards Vocabulary Learning (from item 4 to item 9)

This second section is an attempt to explore students' opinion on vocabulary learning. Moreover, it seeks to determine the difficulties students have when learning English vocabulary and to investigate their attitudes towards their teachers' application of vocabulary teaching strategies.

**Section Three:** Students' Attitude towards Captioned Videos (from item 10 to item 17)

In this section, the participants were asked about their general attitudes about their opinion and attitudes towards the use of captioned videos in class and their (probable) positive impact on vocabulary learning development.

**3.3.3. Administration of the Questionnaire**

Because of time constraints, the piloting stage passed only by our supervisor who corrected our draft. Some questions were removed, others added, and others reorganized. Once the final paper was ready, it was then printed to be distributed to the intended sample. Unfortunately, only 10 students replied as the university was on strike during that period.

The questionnaire was, thus, published online (on the English first year facebook ) and we could gather the needed number of answers.

### **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. They are described and discussed clearly.

#### **3.4.1 Analysis of Teachers' Interview**

**Question 01: What is your educational degree?**

**Teacher 01:** Magister .

**Teacher 02:** Ph.D.

**Teacher 03:** Magister in Literature.

**Teacher 04:** Magister in TEFL.

**Teacher 05:** Magister.

The aim behind this question was to know the educational degree of the teachers that represent our sample. This question was asked because teachers' qualification has an important role and significance in the efficiency of teaching English; it determines how experienced and skilled teachers are.

The findings revealed that one teacher has a doctorate degree while the four others have a magister degree; this means that they are qualified enough to teach English language at university level.

**Question 02: How long have you been teaching English?**

**Teacher 01:** 13 years.

**Teacher 02:** 39 years.

**Teacher 03:** 6 years.

**Teacher 04:** 12 years.

**Teacher 05:** 5 years.

In addition to identifying our sample's qualification, we wanted to determine their experience in teaching English. So, the aim was to see if our interviewees were experienced or not, the thing that impacts on the quality of their teaching. Moreover, experience determines how well teachers master different teaching techniques as well as how well they might be skillful in using audiovisual aids to teach different aspects of the foreign language. Experience determines also teachers' their ability to perceive learners' needs and difficulties and to find solutions accordingly.

According to the obtained responses, teachers' experience varies between 5 and 39 years in teaching English. This implies that they have enough experience in teaching English and in dealing with learners' needs and difficulties and knowing their learning styles so as to adopt the right teaching strategies.

**Question03: How would you evaluate your 1<sup>st</sup> year students' vocabulary background?**

**Teacher 01:** Average (not satisfactory) as they still use their mother tongue (Arabic) or make errors and hesitations because they do not have enough vocabulary background.

**Teacher 02:** Average.

**Teacher 03:** Intermediate.

**Teacher 04:** The majority of students have an average level.

**Teacher 05:** They have an average level.

The aim behind this question was to know the students' vocabulary level from their teachers' point of view. Based on the analysis of teachers' responses, we notice that all teachers that have been interviewed nearly gave the same answers: All teachers have said that most of their students have an average level and they still use their mother tongue, make errors, and have not a good vocabulary background.

**Question 04: How important is teaching English vocabulary to EFL learners (especially 1<sup>st</sup> year students)?**

**Teacher 01:** Very important because it is the basis to develop skills like reading comprehension, listening, speaking, etc. Students need to learn words and expressions in order to understand others and express themselves. Mastering vocabulary permits learners to speak fluently, write appropriately and getting out of boring/ repeated expressions. It also allows a good interaction in class and raises motivation.

**Teacher 02:** Very important.

**Teacher 03:** Very important. It plays a primordial role in enhancing students' level in both communication and writing.

**Teacher 04:** It is very important because the lack of vocabulary hinders the communication in the target language.

**Teacher 05:** It is definitely very important because it will develop students' English and, thus, will improve their level in communication.

The aim behind this question was to know how it is significant to teach English vocabulary to EFL learners (especially 1<sup>st</sup> year students). As it was expected, all teachers claimed that vocabulary is very important as it helps students overcome their weaknesses

in writing, reading comprehension and speaking. As a result, mastering vocabulary allows students to communicate in the classroom and to motivate them.

It is clear that teachers are aware of the importance to teach vocabulary because it is the basis of all skills. Indeed, students need to know a wide range of vocabulary to speak/communicate fluently, write effectively, comprehend reading materials, and have successful listening (understand others).

**Question 05: Do your students have difficulties in the mastery and retention of vocabulary? How do you perceive this?**

**Teacher 01:** Yes, they have because they do not use the new acquired vocabulary in their own speech or writing compositions; they tend to forget them. They keep using the vocabulary they know (repetition) which makes their speech and writing somehow boring.

**Teacher 02:** Yes, they have. The vocabulary should be presented in various ways.

**Teacher 03:** Yes, they have. It can be perceived when they are asked to recapitulate some previous points or the previous course; they could not find exact vocabulary or even recall the same used ones.

**Teacher 04:** They do have problems but as a teacher I always opt for different strategies that might facilitate the task for them.

**Teacher 05:** Yes, they have many problems such as limited vocabulary, grammar mistakes. For example, they find difficulties when they come to communicate.

The aim behind this question was to find out the most frequent difficulties that students face in learning vocabulary. All the interviewees stated that students face many difficulties such as the lack of vocabulary in terms of writing and speaking skill, grammatical mistakes.

In fact, teachers' awareness about students' difficulties to learn vocabulary is starting point for finding solutions and elaborating adequate strategies. Once problems are detected, the teacher can select effective teaching strategies appropriate to students' levels and learning styles.

**Question 06: In your opinion, is the use of audio-visual aids (especially videos) beneficial for EFL vocabulary teaching/learning? If yes in what way it is?**

**Teacher 01:** Yes, it is. First, audio-visual aids are highly motivating and attractive means of learning a foreign language. Second, students can hear and watch how language is used and pronounced. Indeed, learners listen to native speakers and can learn new words/expressions, etc. This acquisition is facilitated as they see this vocabulary in context (real life situations). They can see how speakers behave and react in specific contexts. Here, words are not used in isolation (which is hard to learn); students see the language as a living phenomenon. They learn in what situations to use specific vocabulary and learn in the same time their pronunciation, intonation, stress, etc. Moreover, students can check /increase their understanding of (familiar) words they already know to make sure about their use.

**Teacher 02:** Yes, it is. Audio-visual aids really contextualize vocabulary and, therefore, can be easily received.

**Teacher 03:** Absolutely, such aids help them in one way to improve their listening skill (they listen and repeat) and if such videos are educative, they will learn to use the words /vocabulary learnt from them in their daily writings and communications.

**Teacher 04:** It is very useful to use videos in the classroom (I personally do) because the students meet new vocabularies which they need to use later on; therefore, they will have to know their meaning in different contexts and, thus, enrich their vocabulary in general.

**Teacher 05:** Yes, it is. Audio-visual aids are beneficial because they provide native speakers language and attract learners' attention and that motivate students to concentrate.

This question was designed to know about the teachers' opinion on whether the use of audio-visual aids especially videos is beneficial. The answers we obtained show that all the teachers agreed that videos are a beneficial tool for EFL vocabulary teaching/learning ; they justified their answers by claiming that it is a highly motivating and attractive means of learning. Also it provides native speakers, and it contextualizes vocabulary in addition that it provides the practice of receptive skills.

**Question 07: How can videos specifically captioned ones help students in vocabulary learning ?**

**Teacher 01 :** Captioned videos help to see how English words are spelt, listen how they are pronounced, and better understand the context in which they are used. Thus, when students see “words in action”, they better remember them as most learners tend to learn better by visualizing words. Moreover, students are introduced to the target language culture through videos so this raises their motivation to learn and see how vocabulary is used in real contexts.

**Teacher 02:** Captions are very helpful means to highlight vocabulary; students learn new vocabulary, new expressions, and pronunciation of the words, so they are beneficial to them.

**Teacher 03:** They are motivating, they make students see how language is used in a context as the native English, and they are real-task situation. Moreover, students know about others' culture, pronunciation, accent, etc.

**Teacher 04:** Captioned videos are very efficient way to enhance students' vocabulary. Students will learn structure building, avoid spelling mistakes, and so on.

**Teacher 05:** Captioned videos facilitate vocabulary acquisition; it makes remembering the spelling easier since it is written on the screen, so learners can pick up new words without any difficulties.

In this question, teachers' opinion towards how captioned videos help learners in vocabulary acquisition is demonstrated. The answers we gained show that all the five teachers agreed that using videos with captions is an efficient way to enhance students' vocabulary skill. They have said that it is beneficial for them as it will make them gain new expressions and words and see how they are pronounced and spelt. Students can also learn how correct structure is built and avoid spelling mistakes. As a result, it will improve their vocabulary acquisition.

Clearly, our respondents showed a positive attitude towards captioned videos as a teaching tool and asserted the effectiveness of these latter in developing students' vocabulary acquisition.

**Question 08: Do you use captioned videos in your class or advise your students to watch them at home?**

**Teacher 01:** I usually advise my students to watch them outside the class (as it is somehow difficult to do it inside). I even provide them with titles of specific videos, give them the link to check in youtube, or send them directly to their facebook account, for example.

**Teacher 02:** Yes, I do. Captioned videos are really beneficial in consolidating learners' vocabulary stock.

**Teacher 03:** No, I do not use them.

**Teacher 04:** Personally, I do not use them in the classroom, but if a student finds it an effective way then it is for him or her to adopt such a strategy.

**Teacher 05:** Actually, I do not use them.

The aim behind this question was to see if teachers of oral expression use videos with captions as an activity in class or advise their students to watch them. The results above show that only one out of the interviewed five teachers uses captioned videos as a teaching technique in his/her session whereas one teacher reported that she/he advises her/his students to watch them at home because it was difficult to do it inside the class. The rest of participants, however, stated that they do not use captioned videos in class.

Even though many of the teachers do not rely on captioned videos as a teaching technique, this does not deny the fact that they find them effective and helpful in teaching vocabulary, for example (according to their answers in the previous question). They surely have practical reasons not to apply this tool and prefer to use others.

**Question 09: Do you have any suggestions about using captioned videos in the EFL classroom?**

**Teacher 01:** Captioned videos should be selected carefully by the teacher: He /she has to take into consideration the students' level, likes, and interests. Indeed, the topic of the video should not be too easy or too difficult, and it should be interesting to avoid boredom. This kind of videos is very effective as they can develop many aspects of the language: Vocabulary, pronunciation, spelling, syntax, style, etc.

**Teacher 02:** Captioned videos are important in many ways: They are authentic, they help in understanding the content, enrich students' vocabulary stock as well as cultural content.

**Teacher 03:** Since it is an effective strategy to teach English, there should be an opened discussion after their watching and even testing their progress.

**Teacher 04:** Implementing audio-visual aids should have a supportive environment to get good results.

**Teacher 05:** It is very important to integrate audio-visual aids in the classroom.

For this last question, some space has been given to teachers to provide further comments as well as suggestions concerning the use of captioned videos in the classroom. The participants claimed for the importance to integrate audio-visuals aids in the classroom since it is an effective strategy to teach English; however, they insisted on the point that videos should be selected carefully by the teacher to suit every student's level and preference. Focus has been also put on the need to use an opened discussion as a follow-up activity or a test to check students' progress. In addition, according to teachers, videos should be authentic and provide a suitable environment for learning.

We can notice that teachers suggested several and varied strategies for the use of captioned videos in class. They encouraged their use and recommended different ways to benefit from them. These answers confirm the teachers' awareness about the effectiveness of using captioned videos not only to build up vocabulary but also to develop other skills and be used for different purposes.

### **3.4.2. Analysis of Students' Questionnaire**

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

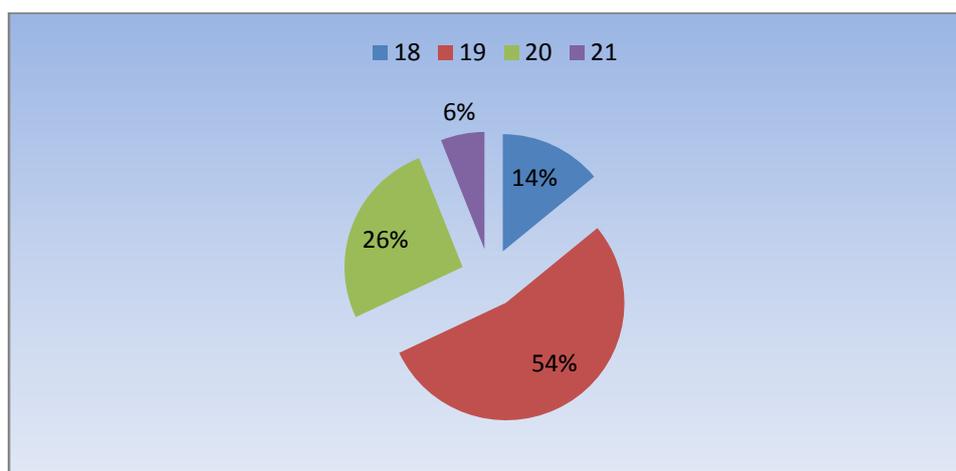
#### **Section One: General Information**

##### **Q 01. Students' Age**

The aim behind this question was to see if age plays a role in studying the English language and whether it impacts on their attitudes or opinions.

**Table 3.1: Students' Age Distribution**

Age	18	19	20	21
N°	7	27	13	3
Percentage	14%	54%	26%	6%



**Figure 3.1: Students' Age Distribution**

The above graph shows the age distribution of our sample. We can observe that students are relatively young as more than the half are aged 19 to 20 which represents 80% of the sample (26% for those who are 20, and 54% for students who are 19) whereas 14% represents students who have 18 years old, and only 6% are 17.

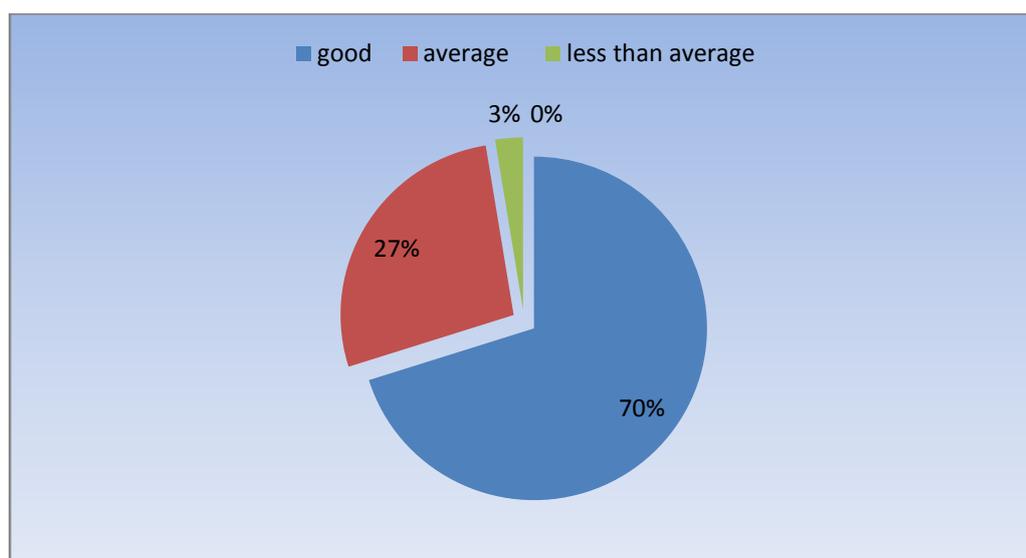
The mentioned results show that our participants have nearly the same age; they are relatively young, so we expect their positive attitude towards the topic under investigation. In fact, young learners tend to appreciate the use of audiovisuals, so we suppose our sample would show interest in answering the coming questions.

**Q 02. How would you evaluate your level in English?**

The aim behind this question was to have an idea about students' level in English.

**Table 3.2: Students' Evaluation of their Level in English**

Option	Good	Average	Less than average
N°	27	21	2
Percentage	54%	42%	4%



**Figure 3.2: Students' Evaluation of their Level in English**

The results presented in table 3.2 and figure 3.2 represent students' own evaluation of their level in English language .The students described their level in English language as the following: (54%) claimed to have a good level, (4%) reported to have less than average, and (42%) see themselves as having an average level. Therefore, it is worthwhile to note that most of the students consider their level between good and average.

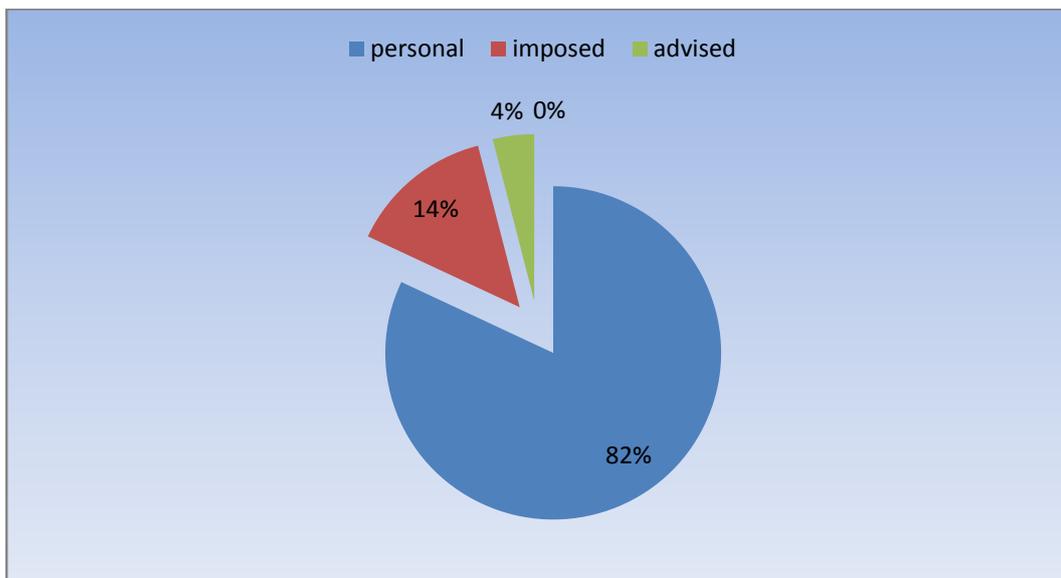
Knowing how students perceive themselves as being good, average or bad learners shows their self-confidence and self-esteem. These two greatly influence motivation and determine attitude which are key elements for success or failure. In fact, knowing students' self-confidence and motivation would help us predict their attitude towards the importance of learning vocabulary as well as the use of captioned videos in class.

### 03. Was your choice to study English at university personal, imposed, or advised?

The aim behind this question was to see students' choice of English as a major at university and, thus, to determine their motivation and attitude towards learning English.

**Table 3.3: Students' Choice of English at University**

Option	Personal	Imposed	Advised
N°	41	7	2
Percentage	82%	14%	4%



**Figure 3.3: Students' Choice of English at University**

The table shows that the vast majority of students (82%) did personally choose English as a major at university. This indicates their great motivation in learning and being eager to overcome the obstacles that face them in their way to achieve proficiency. However, 14% of students revealed that they were obliged to choose English, and only 4% were advised to choose it. These two last categories are expected to be less motivated which would affect

negatively their attitude towards the teachers' methods as well as their self-confidence to develop their skills and achieve well.

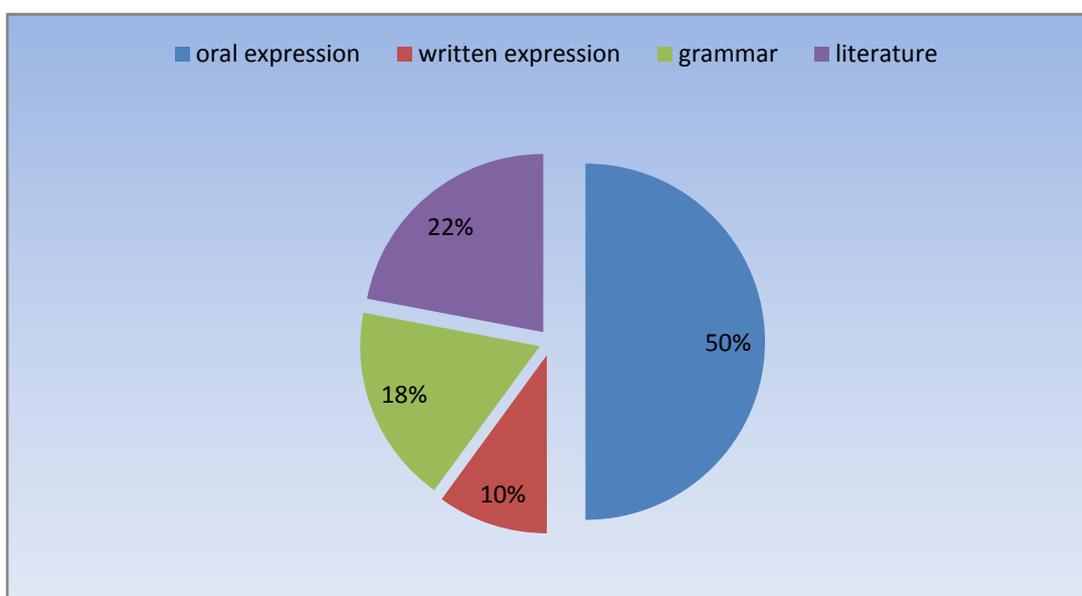
## Section Two: Students' Attitude towards Vocabulary Learning

### Q 4. What is your favorite module? Please justify your choice.

The aim behind this question was to know about students' favorite module in order to see their preferences and to evaluate their motivation.

**Table 3.4: Students' Favourite Module**

Option	Oral expression	Written expression	Grammar	Literature
N°	25	5	9	11
Percentage	50%	10%	18%	22%



**Figure 3.4: Students' Favourite Module**

According to the data presented in the table and figure above, the majority of EFL learners' favorite module is oral expression. Indeed, 50% of them claimed that oral expression is for them the most important module because it gives them the opportunity to speak. In addition, it makes them feel free to express themselves, their thoughts and their feelings, so their level can be improved. Besides, they enjoy this session.

Some participants (22%) prefer literature session since they think that it is crucial to build background knowledge and develop their writing competence. Other learners (18%) like the grammar module. They justified their choice saying that they want to learn grammatical rules so that to speak and to write correctly without mistakes. On the other hand, few students (10%) have chosen written expression as their favorite module; they insisted that it is important to develop the writing skill.

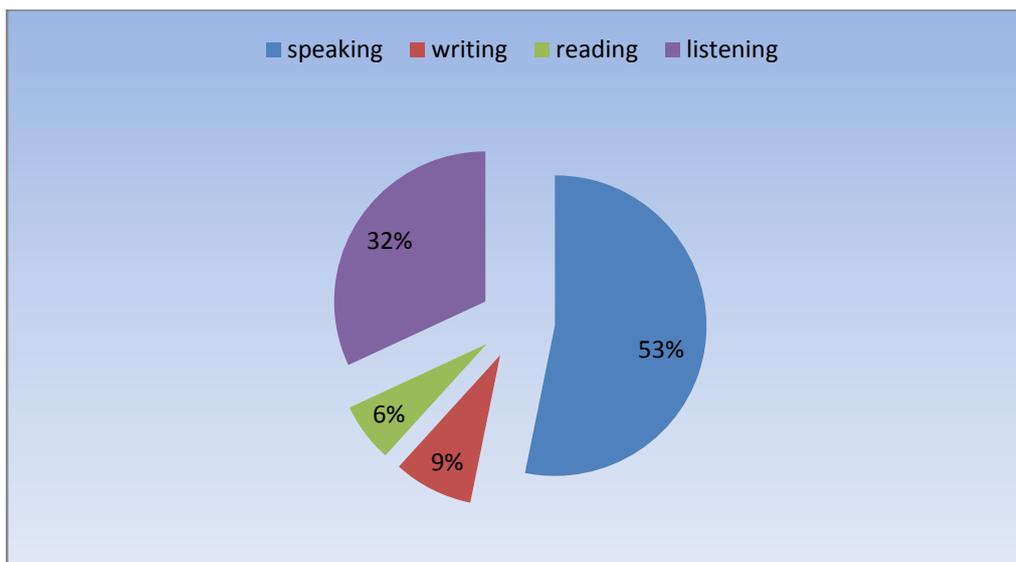
Students' preferences differ; the reasons can be purely personal or academic. Whatever the module preferred, however, they are all built on vocabulary which is the concern of our study. Moreover, they can be taught through captioned videos.

**Q 5. Classify the following skills according to their importance.**

The aim behind this question was to know what skills students find the most significant and give them more importance.

**Table 3.5: Students' Classification of Skills According to their Importance**

<b>Option</b>	<b>Speaking</b>	<b>Writing</b>	<b>Reading</b>	<b>Listening</b>
<b>N°</b>	23	4	6	17
<b>Percentage</b>	50%	8%	12%	30%



**Figure 3.5: Students' Classification of Skills According to their Importance**

The table and graph above represent students' classification of the four skills according to their importance. 50% of students considered speaking as the most important skill followed by listening with 30%. 12% of the sample, however, finds reading skill important while writing has been selected by only 8% who see it an important skill de master.

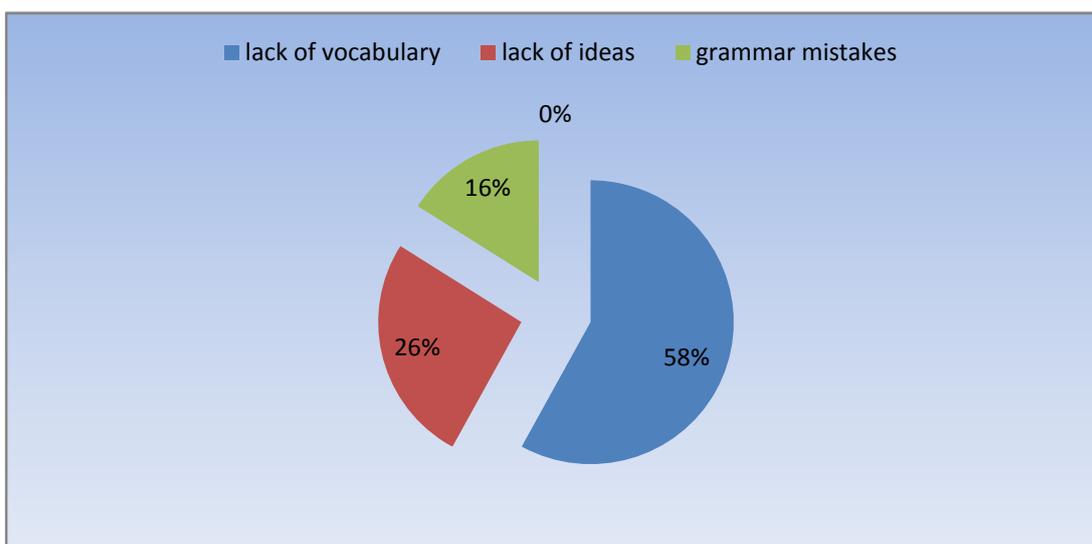
These findings show that students' have different preferences and different considerations of the importance of language skills. The majority of them see speaking as the most significant skill among the four. This can be due to the fact that it is the first communicative and productive skill students want to develop and master.

**Q 6. What are your difficulties when you come to write?**

The aim behind this question was to identify students' difficulties concerning the writing process. There answers were recorded in the following table.

**Table 3.6: Students' Difficulties in Writing**

Option	Lack of vocabulary	Lack of ideas	Grammar mistakes
N°	29	13	8
Percentage	58%	26%	16%



**Figure 3.6: Students' Difficulties in Writing**

The table above indicates that the main problem of students' during the writing process is the lack of vocabulary with 58% of students who face this problem whereas 26% of them suffer from a lack of ideas. 16% the sample confessed to do grammar mistakes and sees it an obstacle for the promotion of their writing skill.

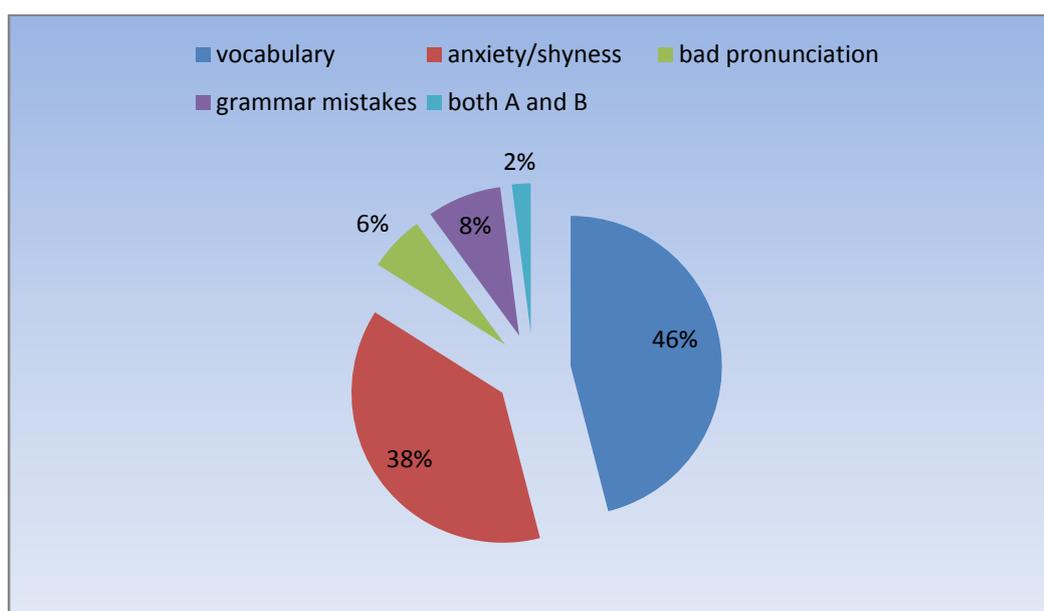
It is clear from the participants' responses that the lack of vocabulary hinders their writing abilities and prevents them to develop this skill appropriately. Other students do mistakes in grammar or do not have a wide range of ideas in order to write good productions. Therefore, it is the role of the teacher to use effective strategies and techniques to help students overcome these problems and achieve good writing competence.

## 7. What are your difficulties when you come to speak?

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

**Table 3.7: Students' Difficulties in speaking**

Option	a. Lack of vocabulary	b. Anxiety/shyness	c.Bad pronunciation	d. Grammar mistakes	A + b
N°	23	19	3	4	1
Percentage	46%	38%	6%	8%	2%



**Figure 3.7: Students' Difficulties in speaking**

From the table and figure above, it notice that 46% of students confirmed that their major problem that hinder their speaking ability is the lack of vocabulary. 38% of them, nevertheless, consider anxiety as their speaking trouble and 8% of respondents make grammar mistakes during their speaking. 6% of learners reported that their pronunciation is

bad and consider it as the main obstacle when they come to speak. Finally, only one student (2%) stated that he/she both suffers from anxiety and lack of vocabulary during speaking.

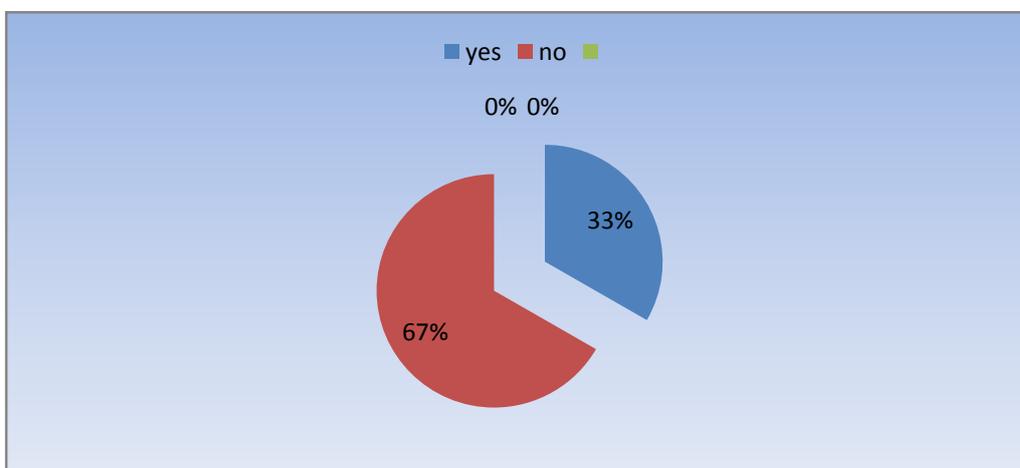
Students have reported previously that the lack of vocabulary hinders their writing skill. It seems to be the case for their speaking skill as well. Indeed, many learners confessed not to have a wide range of vocabulary the reason that prevents them from expressing themselves orally in a full way.

**Q8. Do you feel that you have difficulties with vocabulary mastery and you need to improve this skill? Please explain why.**

The aim behind this question was confirm the two previous questions' results: whether students have difficulties in vocabulary mastery that they need to improve.

**Table 3.8: Students' Difficulties with Vocabulary Mastery**

Option	Yes	No
N°	40	10
Percentage	80%	20%



**Figure 3.8 : Students' Difficulties with Vocabulary Mastery**

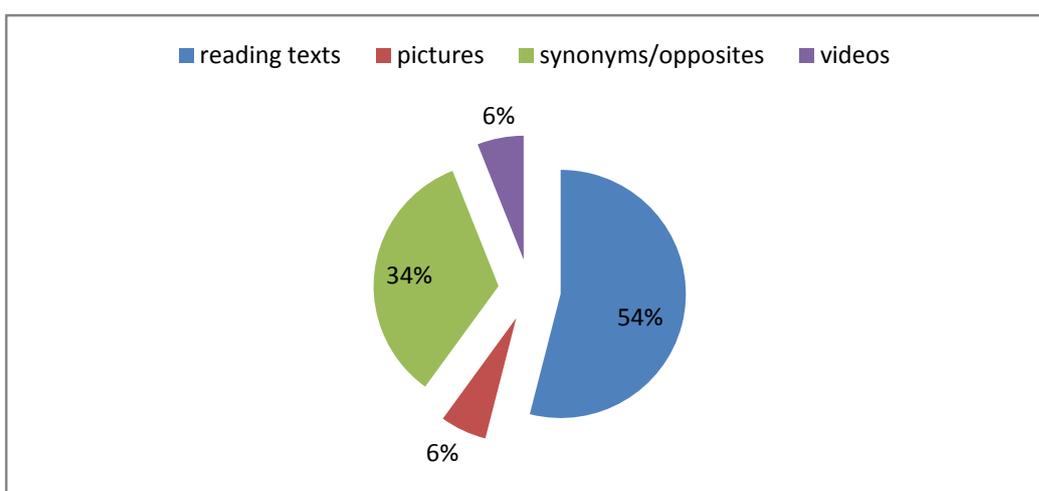
We notice for this question that the majority of learners (80%) have problems with vocabulary mastery and have the desire to develop vocabulary knowledge; they reported that without vocabulary, there is no speaking neither writing skills because it is the basic element to express one's thoughts and to master the language. However, 20% of questioned students stated that they do not have difficulties in vocabulary mastery; they want to enhance their grammatical competence concerning that knowing vocabulary is not sufficient without grammatical rules.

**Q 9. How does your teacher introduce new vocabulary in class?**

The aim behind this question was to know about the strategies /techniques that teachers use to introduce new vocabulary in the classroom.

**Table 3.9: Teachers' Techniques to introduce New Vocabulary**

Option	Reading texts	Pictures	Synonyms/opposites	Videos
N°	27	3	17	3
Percentage	54%	6%	34%	6%



**Figure 3.9: Teachers' Techniques to introduce New Vocabulary**

Along the analysis of the results, it is found that the majority of students (54%) said that their teachers rely on reading texts in introducing new vocabulary in class whereas others (34%) stated that the technique that is used by their teachers is presenting synonyms/ opposites. Additionally, 6% of them have chosen pictures as a strategy, and 6% who have picked videos as an option that refers to the most used technique to teach vocabulary. Therefore, the results show that most of the teachers do not use videos in their classes to teach new vocabulary but rather rely on other techniques.

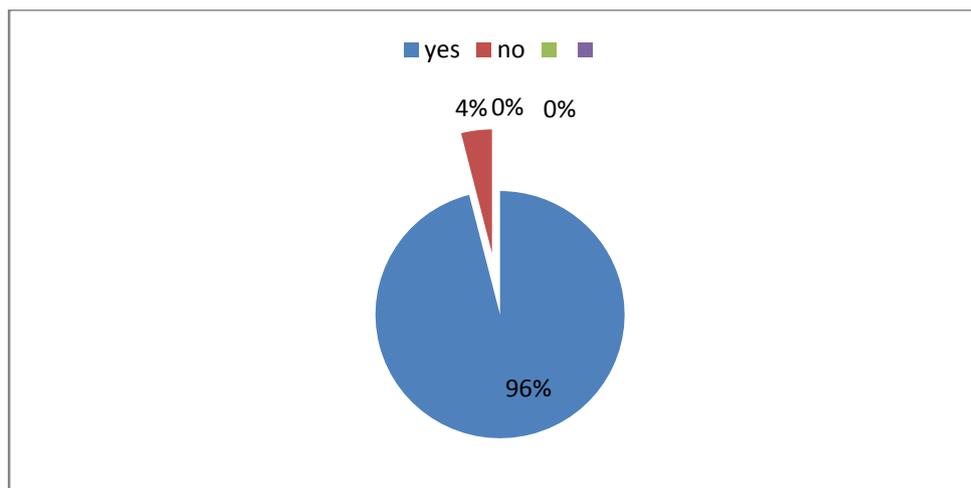
### **Section Three: Students' Attitudes towards Captioned Videos.**

**Q 10. Do you think that the use of technology in the foreign language class improve your level? Please explain.**

The aim behind this question was to know students' opinion about the use of technology in foreign language class will improve their level or not.

**Table 3.10: The Effect of Technology on Students' Level Improvement**

<b>Option</b>	<b>Yes</b>	<b>No</b>
<b>N°</b>	48	2
<b>Percentage</b>	96%	4%



**Figure 3.10: The Effect of Technology on Students' Level Improvement**

The results show that most of students (96%) consider the use of technology in English classes as the appropriate way for them to improve their level. They justified their answers by claiming that it is a highly motivating and attractive means of learning the FL; also, it facilitates transmitting the information and it contextualizes vocabulary. In addition to that, it provides the practice of receptive skills. On the other hand, a small number (4%) did not consider the use of technology as being an effective strategy.

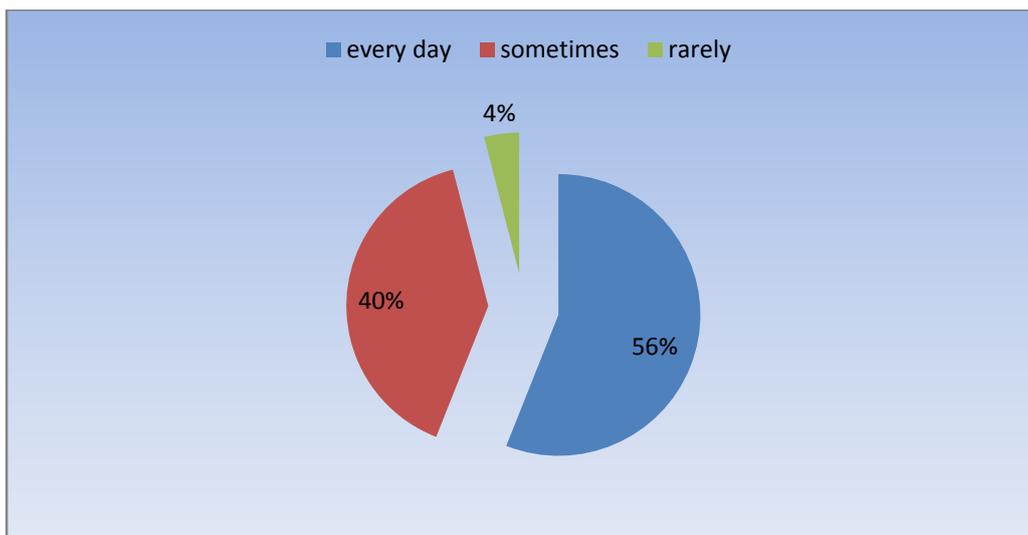
So, from these results, it is clearly apparent that this technology and the other materials which are used by teachers inside the classroom are helpful for learning in improving their level.

**Q 11. How often do you watch English videos?**

The aim behind this question was to see to what extent students watch English videos.

**Table 3.11: Frequency of Watching English Videos**

Option	Everyday	Sometimes	Rarely	Never
N°	28	20	2	0
Percentage	56%	40%	4%	0



**Figure 3.11: Frequency of Watching English Videos**

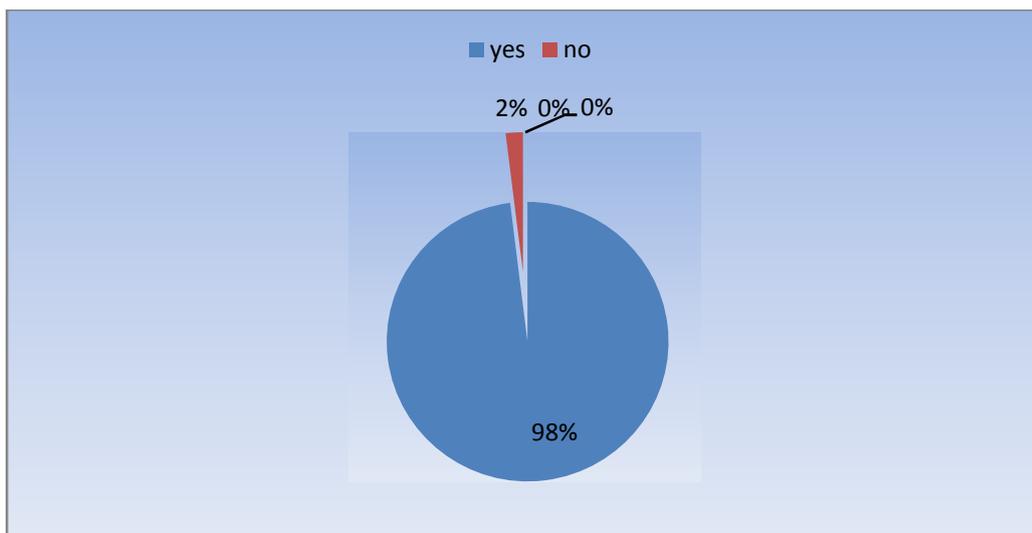
The majority of students (56 %), reported that they watch English videos every day. This means that they like videos. 40% of participant stated that they sometimes watch English videos while a minority of English students (4%) rarely watches them.

**Q 12. Do you enjoy watching videos in English? Please explain why.**

The aim behind this question was to see if students like to watch English videos in order to predict their attitude about watching captioned videos which is the concern of our study.

**Table 3.12 : Students' Attitude towards Watching English Videos**

Option	Yes	No
N°	49	1
Percentage	98%	2%



**Figure 3.12 : Students' Attitude towards Watching English Videos**

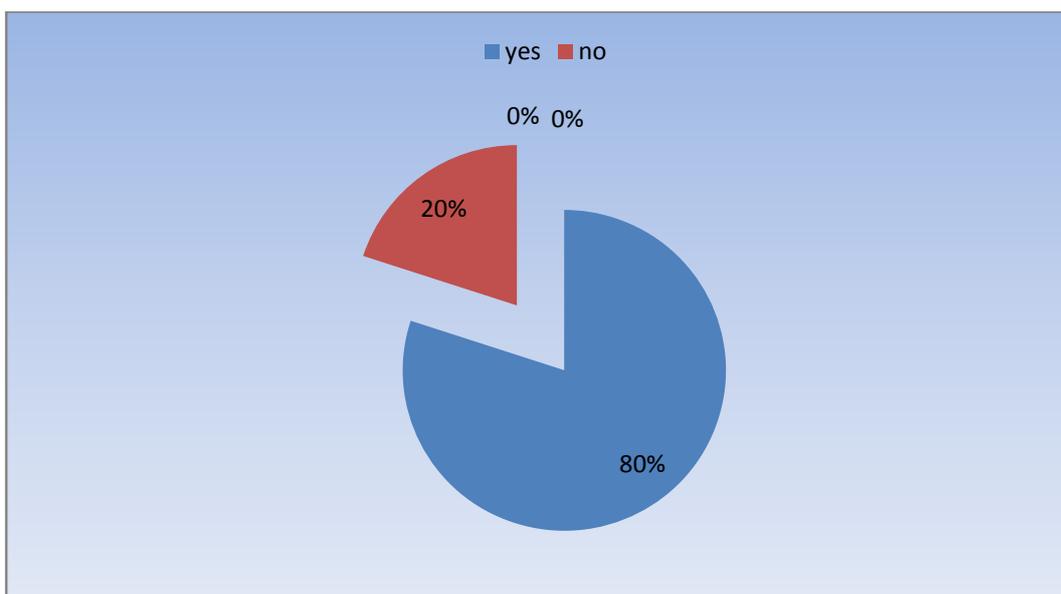
From the table above, we notice that nearly all most students enjoy watching English videos 98% of them claim that videos helps us to know the English culture ,also it improve skills like speaking and listening and facilitate the learning process , in additionthey said that is not boring like the old techniques , and a few of them 2 % who dislike viewing English videos this is because they do not like English they are not motivated to learn English .

**13. Do you prefer videos with key words (subtitles) to facilitate understanding and vocabulary acquisition? Why?**

The aim behind this question is to know about students' attitude toward using videos with key words to facilitate vocabulary acquisition.

**Table3.13: Students' Attitude toward using Videos with Key Words to facilitate Vocabulary Acquisition**

Option	Yes	No
N°	40	10
Percentage	80%	20%



**Figure3.13: Students' Attitude toward using Videos with Key Words to facilitate Vocabulary Acquisition**

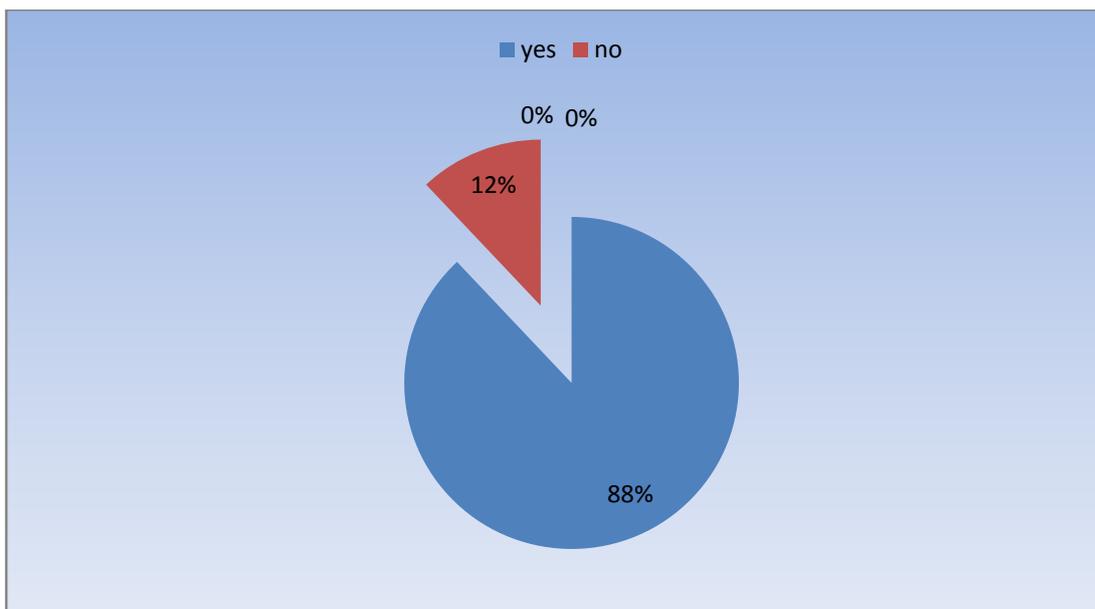
The obtained findings show that most responders (80%) agree with using key words in English videos to facilitate vocabulary acquisition , and not more than 20 % who are disagree with this technique .

**Q14. Would you like your teacher to use captioned videos in class to help you learn new words/ expressions, ...? Why?**

The aim behind this question was to see if students like to study with captioned videos and want from their teachers to rely on this technique.

**Table 3.14 : Students' Wish of using Captioned Videos as an Input Source**

Option	Yes	No
N°	44	6
Percentage	88%	12%



**Figure 3.14 : Students' Wish of using Captioned Videos as an Input Source**

From the results that we have, we noticed that the majority of the students (88%) like to study with captioned videos and want their teachers to work with this means whereas 12% of them do not like to have it as an input source.

Those who were in favor of using captioned videos as a teaching aid justified their claim saying that is it very interesting, and they can learn a lot because it gives them the chance to see how words are written. Some participants added that it allows them to understand the spoken language. There are few students who reported that they sometimes listen to videos and do not understand their content only with the addition of subtitles which make it easy for them to learn and memorize English vocabulary.

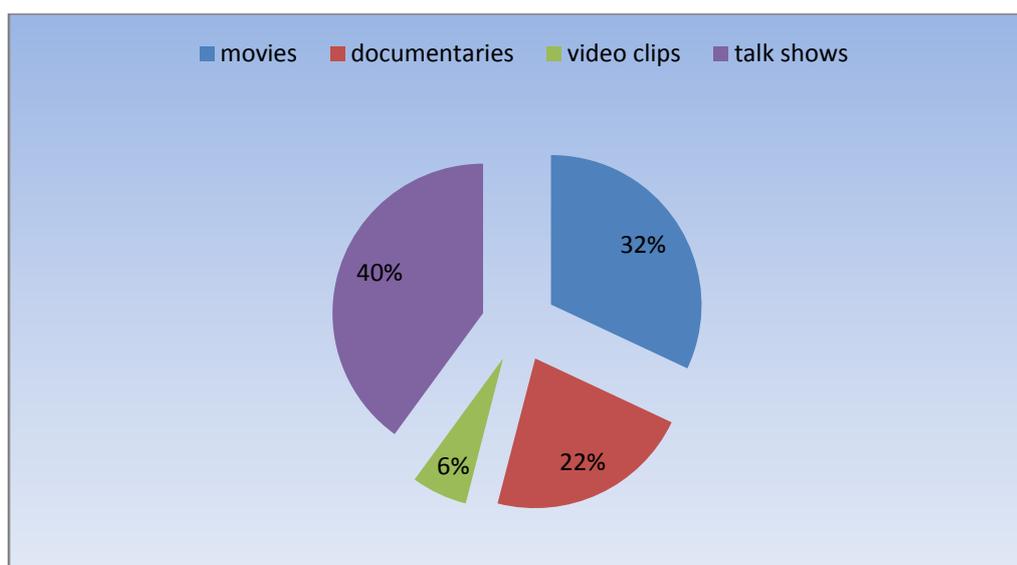
For the students who denied the effectiveness of subtitled videos as a teaching tool and showed their negative attitude towards their use in class declared that with such a kind of videos they will only focus on subtitles and forget about listening. Some said that they rely on listening only for comprehension, and others said that writing on the board is good rather than the other materials because it heavily stores the information in memory.

**Q 15.** What kind of videos do you prefer to be taught with to enhance your vocabulary mastery?

The aim behind this question was to know about the kinds of videos that students prefer to be taught with.

**Table 3.15: Kinds of Videos that Students Prefer to be taught with**

Option	Movies	Documentaries	Video clips	Talk shows
N°	16	11	3	20
Percentage	32%	22%	6%	40%



**Figure 3.15: Kinds of videos that students prefer to be taught with**

From the data presented in the table 3.15, it is clear that most students (40 %) like talk show videos. This reveals that students want to develop their vocabulary mastery through captioned videos. There are 32 % of them who prefer movies and 11 % who have opted for documentaries. In addition, there 6% of the sample prefer videos clips (songs with lyrics).

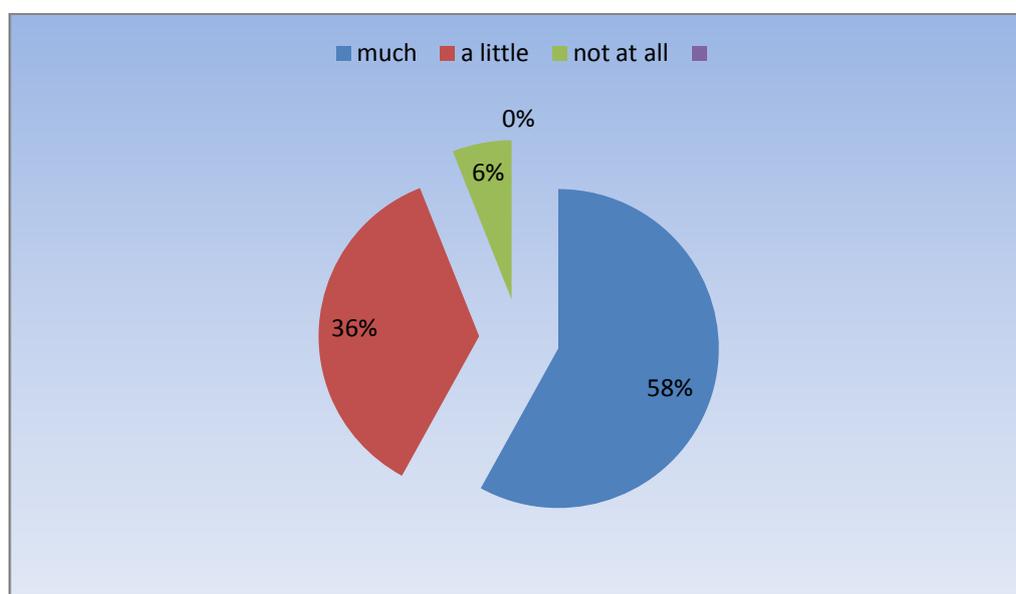
In fact, most students have chosen programs that combine both entertainment and learning as they opted for talk shows, movies and video clips. When used with subtitles, they offer to learners a visual picture of the language in an attractive and motivating way.

**Q 16. Do you enjoy learning English with videos with captions (subtitles)?**

The aim behind this question was to see if students enjoy studying with subtitled videos.

**Table 3.16: Students’ Degree of Enjoyment when Studying with Captioned Videos**

Option	Much	A little	Not at all
N°	29	18	3
Percentage	58%	36%	6%



**Figure 3.16: Students’ Degree of Enjoyment when Studying with Captioned Videos**

Findings reveal that 58 % of students much enjoy studying with videos with captions. Hence, they are motivated and involved in the lesson and tasks. 36 % of students have said

that they enjoy a little studying with captioned videos whereas only 6 % confessed not to enjoy at all studying with these videos.

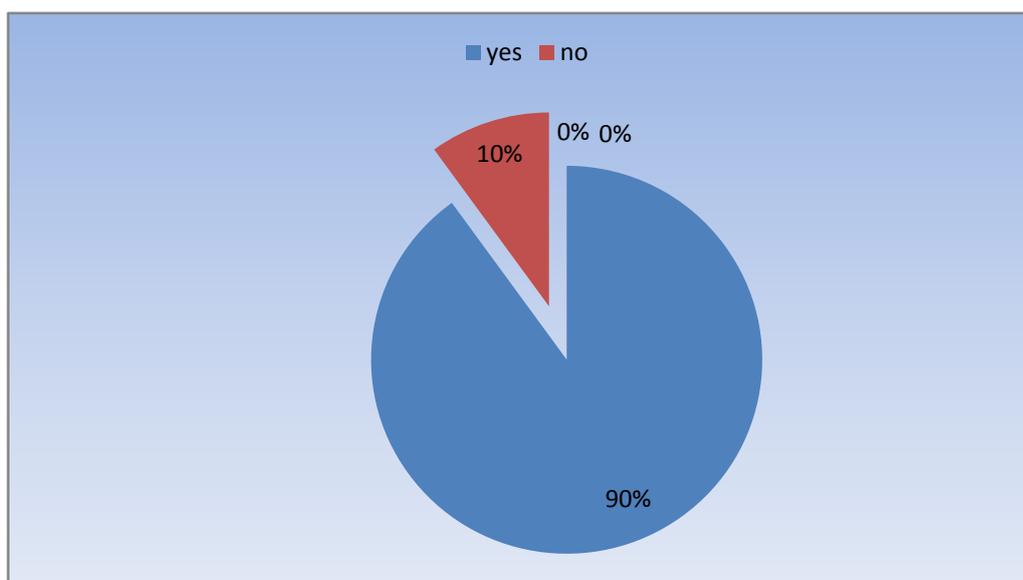
Students’ degree of enjoyment determines their attitudes towards learning with captioned videos. The majority showed their positive attitude and seem to be motivated to develop their skills using such a kind of teaching technique. The rest of the sample, however, showed a negative attitude and do not see captioned an effective teaching tool in class.

**Q 17. Do you think that videos with captions make vocabulary learning easy? How?**

The aim behind this question was to see students’ opinion about the implementation of captioned videos in the classroom to help them acquire more vocabulary.

**Table 3.17: The Use of Subtitled Videos in Vocabulary Learning**

Option	Yes	No
N°	45	5
Percentage	90%	10%



**Figure 3.17: The Use of Subtitled Videos in Vocabulary Learning**

We can notice that the majority of students (90%) find videos with subtitles a good technique to learn vocabulary in an easy way. They argued that captions facilitate the learning process and make them understand easily. Also, they show them how to write and to spell the words. Other participants said that captioned videos transmit the words better to students. On the other hand, 10% do not find captioned videos a useful means to facilitate vocabulary learning. This portion of the sample undoubtedly represents those participants who reported (in the previous question) that they do not enjoy studying with this kind of videos.

In general, the majority of respondents are aware of the effectiveness of captioned videos to facilitate learning English, particularly in terms of vocabulary acquisition and retention.

### **3.5 Summary of Results**

To review, the current study aimed at examining EFL students' attitudes towards the use of captioned videos to enhance their vocabulary acquisition ability. Moreover, it aimed to investigate the benefits that students can get from the exposure to captioned videos.

The results obtained from the students' questionnaire revealed that the majority of students appreciate the use of captioned videos to enhance their vocabulary acquisition. They claimed that this kind of videos helps them in develop not only their vocabulary learning but also their pronunciation and facilitates their listening comprehension as well. It also allows them to see and to listen at the same time and to increase their motivation to learn.

Generally, students supported very much the idea of videos pairing with captions in order to acquire new items easily. Besides, most of students agreed that captioned videos stimulate them to learn vocabulary better than old techniques such as dictionaries. These

videos also help them improve the other skills as speaking and enrich their listening comprehension. This shows that first year university students are aware of the importance of using videos with subtitles in learning vocabulary.

However, few said that such a kind of videos makes learners lazy as students are not make efforts to listen closely and carefully. Therefore, they showed a negative attitude towards their use and rather preferred the old techniques of teaching vocabulary.

From the teachers' point of view, collected in the interview, most of them believe that thanks to captions added to a video, the possibility of remembering words easily increases as students listen and watch. They see the spelling of new items that allows them to pick up new words without difficulty.

It can be deduced that viewing captioned videos is an efficient method to improve EFL vocabulary learning and teaching. This technique allows students to be exposed to the target language; consequently, the more students are exposed to captioned video, the more implicit vocabulary knowledge will occur as a result of the spontaneous acquisition of new lexis by EFL learners.

To conclude, after analyzing the data collected through the students' questionnaire along with the teachers' interview, the inquiry proved that the hypothesis of this investigation is confirmed. That is, captioned videos is an effective tool that improves EFL learners' vocabulary.

## **Conclusion**

This chapter discussed the research methodology of the study as well as the analysis of questionnaire's and interview's data collected followed by a discussion of the major findings. The first part examined a theoretical background on the methodology adopted to

conduct the current field of research. Next, this chapter dealt with the population and the selected sample of the first year students of English in Biskra University. Also, the analytical study was presented in order to obtain the results from the two instruments used, namely the questionnaire, and the interview using the descriptive method. In essence, the data collected were discussed and positive results were reported. Finally, an interpretation was developed of the findings.

## **General Conclusion**

Vocabulary learning is an essential process for EFL learners to acquire the target language proficiency and competence because a widely productive vocabulary is indispensable in enhancing the four language skills. Without large English vocabulary, no one can claim a good command of the language. In other words, any language learner, especially beginners, needs as much vocabulary as possible in order to achieve a mastery of the target language.

As an innovative technique to facilitate vocabulary learning in a motivated atmosphere, this study suggested the use of captioned videos as a solution.

Because nowadays learners are heavily dependent on technology in all domains; this study aimed at describing the effect of watching captioned videos in improving students' vocabulary learning. In fact, the majority of first year English students at Biskra University suffer from the lack of vocabulary which is a major problem as it hinders all their skills.

This study was built upon a hypothesis which states that captioned videos are helpful in enhancing EFL/ESL learners' vocabulary acquisition

The work was divided into two main parts: A theoretical part and a working field. There were two chapters in the theoretical part .The first chapter dealt with vocabulary definition and types. In addition, it presented the importance of vocabulary in language learning and teaching and concluded by giving some learning and teaching vocabulary strategies. The second chapter was about captioned videos. It started by defining ICTs (information and communication technologies) and then by defining audio-visuals and videos in general then dealt with captioned videos, in particular focusing on their role in

vocabulary acquisition. At the end, some techniques and implications of using videos as a part of lesson were discussed.

The third chapter constituted the practical part of our research. It was devoted to collect, analyze and discuss the information related to the topic of this research using two tools ( a questionnaire and an interview). The findings have showed that the hypothesis of this research has been confirmed; i.e., captioned videos are an effective tool of in the EFL classroom to improve vocabulary skill.

Despite the positive results of this study, we noticed that only few teachers use captioned videos in their oral classes; others did not use them at all. So, EFL teachers should take in consideration that videos paired with captions are helpful because students expand their vocabulary acquisition and emulate heir learning in general.

## **Pedagogical Recommendations**

Referring to what has been presented in both parts of this study (the literature review and the analysis of the data), we came up with some recommendations concerning how to develop EFL learners' vocabulary skill using captioned videos. These recommendations are directed to EFL teachers, students, and the administration.

### **➤ For EFL teachers**

- Teachers need to take into account the use of audiovisual aids in their classes in order to support their lessons and motivate their students.
- Teachers can use captioned videos as an ICT means to promote students' learning of the foreign language.
- Teachers should select videos that suit their students' needs and preferences.
- Teachers should increase the use of captioned videos in their sessions in order to investigate deeply their students' weaknesses in the vocabulary skill.
- Teachers should be aware of their students' difficulties and problems in learning (demotivation, fear of making mistakes and negative feedback, lack of self-confidence, etc). Therefore, teachers must encourage students to speak exclusively in English in the classroom by using this kinds of videos and take them to the real situation in order to make them more comfortable.
- After watching the captioned videos, teachers should use a variety of activities in order to develop students' language abilities.

- The teachers should motivate their students to use subtitled videos outside the classroom such as watching TV shows of native speakers and educative subtitled videos.

➤ **For EFL students**

- The vocabulary acquisition ability can be highly improved with the use of audio-visual aids. Therefore, students should watch different videos with captions outside the classroom especially if the time of the session is insufficient.
- Learners should be interested with such materials because they will help them in learning English language in general and develop their vocabulary acquisition more particularly.

➤ **For the administration**

- The administration should supply universities with effective aids such as visual and audio aids, data shows, etc to motive learners, attract their attention, involve them in activities, and improve their language skills.
- The administration should support and encourage the use of captioned videos as a teaching technique in the oral courses at least one time per week. This would enable students to overcome their difficulties and to be exposed to the native target language right from the beginning of their studies.

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# Appendix A : Teachers' Interview

## Teachers' Interview

### Dear teachers

This interview serves as a data collection tool for a master degree that aims at gathering some data concerning the effect of watching captioned videos in facilitating EFL vocabulary learning. Your answers will be of great help.

Thank you very much for taking the time to share your experience.

### Questions

1. What is your educational degree?
2. How long have you been teaching English?
3. How would you evaluate your 1<sup>st</sup> year students' vocabulary background?
4. How important is teaching English vocabulary to EFL learners (especially 1<sup>st</sup> year students)?
5. Do your students have difficulties in the mastery and retention of vocabulary? How do you perceive this?
6. In your opinion, is the use of audio-visual aids (especially videos) beneficial for EFL vocabulary teaching/learning? If yes in what way it is?
7. How can videos specifically captioned ones help students in vocabulary learning?
8. Do you use captioned videos in your class or advise your students to watch them at home?
9. Do you have any suggestions about using captioned videos in the EFL classroom?

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**Thank you for your collaboration.**

## Appendix B : Students' Questionnaire

### Students' Questionnaire

Dear students,

This questionnaire is a data gathering tool for a master dissertation. Its aim is to examine the effectiveness of watching captioned videos on enhancing vocabulary acquisition.

Please tick (✓) the corresponding answer or fill in with information where necessary.

**\*Captioned videos are videos ( in English) paired with key words (subtitles) to show what is being said in the video.**

#### Section one: General Information

1. Age: .....

2. How could you evaluate your level in English?

a. Good

b. Average

c. Less than average

3. Was your choice to study English at university:

a. Personal

b. Imposed

d. Advised

**Section Two: Students' Attitude towards Vocabulary Learning.**

4. What is your favorite module?

a. Oral expression

b. Written expression

c. Grammar

d. Literature

e. Other : .....

- Please justify your choice

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

5. Classify the following skills according to their importance.

a. Speaking

b. Writing

c. Reading

d. Listening

6. What are your difficulties when you come to write?

a. Lack of vocabulary

b. Lack of ideas

c. grammar mistakes

d. Other : .....

7. What are your difficulties when you come to speak?

- a. Lack of vocabulary
- b. Anxiety/shyness
- c. Bad pronunciation
- d. Grammar mistakes
- e. Other: .....

8. Do you feel that you have difficulties with vocabulary mastery and you need to improve this skill?

Yes  No

- Please, explain why:

.....

.....

.....

9. How does your teacher introduce new vocabulary in class?

- a. Reading texts (to teach vocabulary in context)
- b. Pictures
- c. Synonyms/ opposites
- d. Videos
- e. other: .....

**Section Three: Students' Attitudes towards Captioned Videos.**

10. Do you think that the use of technology in the foreign language class improve your level?

Yes  No

-Please explain:

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

11. How often do you watch English videos?

- a. Every day
- b. Sometimes
- c. Rarely
- d. Never

12. Do you enjoy watching videos in English?

Yes  No

-Please explain why:

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

13. Do you prefer videos with key words (subtitles) to facilitate understanding and vocabulary acquisition?

- a. Yes of course
- b. No, not necessary

14. Would you like your teacher to use captioned videos in class to help you learn new words/ expressions, ...?

Yes  No

Why?.....  
.....  
.....

15. What kind of videos do you prefer to be taught with to enhance your vocabulary mastery?

- a. Movies
- b. documentaries (dealing with everyday life situations such as travelling, going to a restaurant., etc.)
- c. Video clips (songs with lyrics)
- d. Talk shows
- e. Other: .....

16. Do you enjoy learning English with videos with captions (subtitles)?

- a. Much
- b. A little
- c. Not at all

17. Do you think that videos with captions make vocabulary learning easy?

Yes  No

How? .....

.....

.....

.....

**Thank you very much for your cooperation**

## Résumé

Beaucoup d'apprenants d'anglais comme langue étrangère ont des difficultés à acquérir du vocabulaire et à communiquer. Ces difficultés peuvent être surmontées en utilisant du matériel audiovisuel pour développer les compétences en vocabulaire. Donc , la présente étude met la lumière sur un support audiovisuel spécifique, à savoir les vidéos sous-titrées, et tente d'étudier leur rôle dans l'amélioration de l'acquisition du vocabulaire des apprenants d'anglais comme langue étrangère. Cette enquête s'est appuyée sur une méthode descriptive, de nature qualitative pour explorer les attitudes des apprenants et des enseignants vis-à-vis de l'utilisation de vidéos sous-titrées pour améliorer les connaissances en vocabulaire. En conséquence, nous avons émis l'hypothèse que les vidéos sous-titrées ont un impact positif sur la connaissance du vocabulaire des apprenants d'anglais. Les données ont été collectées à l'aide d'un questionnaire pour les étudiants et d'un entretien pour les enseignants de la division d'anglais de l'Université de Biskra. Le questionnaire a été distribué à un échantillon de 50 étudiants en première année choisi au hasard, tandis que l'entretien a été mené avec cinq (5) enseignants d'expression orale. Après avoir analysé les données, nous avons découvert que les étudiants ont des difficultés à acquérir un nouveau vocabulaire. Donc , ils ont montré une attitude positive envers l'utilisation de vidéos associées à des légendes pour améliorer leur apprentissage du vocabulaire. En outre, ils ont montré un enthousiasme manifeste pour cette technique et l'ont trouvée attrayante et utile. De plus, les enseignants ont reconnu l'efficacité de ce dispositif, même si la majorité d'entre eux ne l'utilisent pas en classe. L'étude s'est terminée par un ensemble de recommandations visant à sensibiliser les enseignants et les étudiants à la nécessité de développer le vocabulaire pour communiquer efficacement et à l'utilisation des légendes pour améliorer l'apprentissage du vocabulaire.

## الملخص

العديد من متعلمي اللغة الإنجليزية كلغة أجنبية يجدون صعوبة في الحصول على المفردات والتواصل. يمكن التغلب على هذه الصعوبات باستخدام المواد السمعية البصرية لتطوير مهارات المفردات. وهكذا ، تلقي هذه الدراسة الضوء على وسيط سمعي بصري معين ، أي مقاطع الفيديو ذات العناوين الفرعية ، وتحاول دراسة دورها في تحسين اكتساب المفردات لمتعلمي اللغة الإنجليزية كلغة أجنبية. استخدم هذا الاستقصاء طريقة وصفية نوعية لاستكشاف مواقف المتعلمين والمعلمين من استخدام مقاطع الفيديو المقتبسة لتحسين معرفة المفردات. نتيجة لذلك ، افترضنا أن مقاطع الفيديو التي تمت تسميتها لها تأثير إيجابي على معرفة المفردات بمتعلمي اللغة الإنجليزية. تم جمع البيانات باستخدام استبيان للطلاب ومقابلة للمعلمين في قسم اللغة الإنجليزية بجامعة بسكرة. تم توزيع الاستبيان على عينة من 50 من طلاب السنة الأولى تم اختيارهم عشوائيا ، في حين أجريت المقابلة مع خمسة (5) مدرسين يتحدثون. بعد تحليل البيانات ، وجدنا أن الطلاب يجدون صعوبة في الحصول على مفردات جديدة ، لذا فقد أظهروا موقفاً إيجابياً من استخدام مقاطع الفيديو المرتبطة بالأساطير لتحسين تعلم المفردات. بالإضافة إلى ذلك ، أظهروا حماسة واضحة لهذه التقنية ووجدوها جذابة ومفيدة. بالإضافة إلى ذلك ، أدرك المعلمون فعالية هذا الجهاز ، حتى لو لم يستخدمه معظمهم في الفصل. انتهت الدراسة بمجموعة من التوصيات تهدف إلى تثقيف المعلمين والطلاب حول الحاجة إلى تطوير المفردات للتواصل الفعال واستخدام الأساطير لتحسين تعلم المفردات.