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**The Effect of Watching Captioned Videos on
Vocabulary Acquisition on EFL Learners.**
**Case study: First Year English Students in
The University of Biskra.**

A Dissertation submitted in partial fulfillment of the Requirements
For THE MASTER Degree in Language Sciences

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Dedication

I would like to dedicate this modest work to my parents, *Samira* and *Lamine*, who was always keeping supporting and encouraging me during my career of studying.

To my dear brothers *Abderrahmen*, *Sami* and *Abderraouf*, my grandparents, my aunts, my uncles and a special dedication to my cousin *Nora* who supported me from France.

I would like to thank my cousin *Salah* who helped me and supported me to accomplish this work.

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Abstract

This study was set to measure the effect of watching captioned videos to facilitate EFL learners' vocabulary acquisition concerning first year English students' in the University of Biskra as a case study , this research aims to explore the impact of adding key words to videos, so that to promote vocabulary acquisition of the English as a second/foreign language. This research has been built on the hypothesis that videos paired with key words are helpful in facilitating vocabulary learning, after collecting and analysing data throughout using a questionnaire addressed to students, in addition to an interview given to teachers at the English section, this study demonstrated that captioned videos are effective in reinforcing learners' vocabulary acquisition

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List of abbreviations and symbols

ESL English as a second language

EFL English as a foreign language

L2 second language

% percentage

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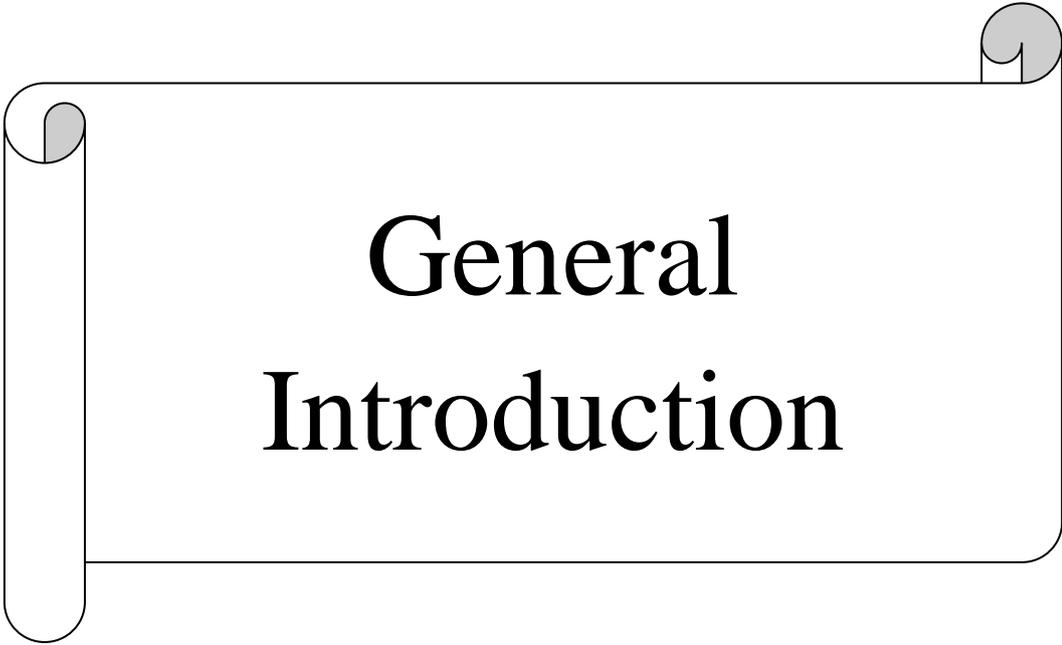
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**General
Introduction**

General Introduction

In the last decades there is a great influence of technology in the humans' life in many areas and domains, since it plays an important role in facilitating many hard activities and gaining time. Nowadays there is no one who has not a mobile, neither a house without a television or a computer; consequently it is a digital era. That is why it is very important to benefit from technology in the instruction, and teaching foreign languages. In this research we suggest videos and especially we spot the light on those which are paired with key words in order to enhance vocabulary acquisition.

2. Statement of the Problem

Although in Algeria most students have taken English classes for seven years before they come to the university and specialize in English language branch, they still face many problems which affect badly their mastery of English language, the most remarkable problem that hinders their achievement is of course the lack of vocabulary. This study is proposed to focus on enhancing their vocabulary acquisition by suggesting captioned videos in order to facilitate listening comprehension as a result to acquire new items and lexis.

2. Purpose of the Study

The current study aims to identify the effectiveness of using captioned videos as a means to facilitate vocabulary acquisition among EFL learners.

3. Research Question

The main research questions that provoked this research are:

1. Does watching English captioned videos have an effect on facilitating EFL learners' vocabulary acquisition? This question mainly raised another question which is:
2. How can videos paired with captions improve vocabulary learning?

4. The Hypothesis

For the reason that the lack of vocabulary is a major issue that most of EFL learners particularly the beginners one suffer from during their process of learning the target language. This study is motivated by the hypothesis that: if captioned videos are helpful in facilitating EFL/ESL learners' vocabulary acquisition.

5. Significance of The Study

This study is considerable as an attempt to find out the impact of viewing videos paired with captions to improve vocabulary learning among EFL students, so that to facilitate the mastery of both the writing and the speaking skill, it is an innovative technique which makes learners more motivated to learn new items, by enriching their vocabulary knowledge concerning the target language, for these reasons this study is beneficial.

6. Methodology

This research is conducted by the descriptive method because it is considered as the appropriate method for describing systematically situations problems, phenomena, or describing attitudes towards an issue.

7. Research Instruments

Our process of gathering data in this inquiry is based on a combination of both qualitative and quantitative methods of collecting data. A questionnaire is administered to our case study which is first year students at the University of Biskra. On the other hand we used an interview distributed to five teachers in order to obtain their opinions about our investigation.

8. The Population

The population that our research is currently focusing on is first year English Students at the University of Biskra, they are about 654 students, and they are divided into 12 groups each group contains about 55 students.

9. The Sample

We selected randomly 55 students to whom the questionnaire is given.

10. The Structure of the Dissertation

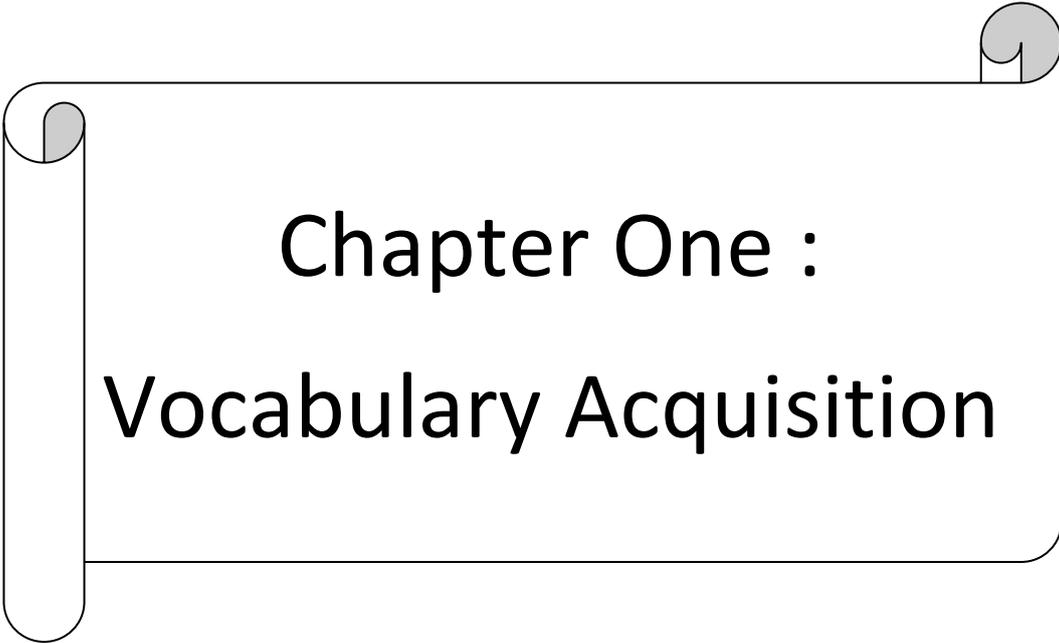
This dissertation is divided into two main parts theoretical and the field work part. The first part is the theoretical framework that is divided into two chapters which concerns the review of the literature of this investigation.

Chapter one concerns the dependent variable that is, vocabulary acquisition it deals with its definition, its aspects, the difficulties of vocabulary learning and some strategies to enhance vocabulary learning, finally we will state the importance of vocabulary in language learning.

In the second chapter we are going to deal with captioned videos as innovative technique in education to teach vocabulary, we highlight the importance of captioned videos as a

comprehensible input to facilitate EFL learners' vocabulary acquisition. Then we present some techniques for integrating captioned videos in the classroom.

The second part of this research is the field work it is the third chapter. It concerns the practical phase through which data are collected and analysed qualitatively and quantitatively via questionnaire and an interview. After that we analyse data to obtain the results. It ends by providing suggestions and recommendations.



Chapter One :
Vocabulary Acquisition

Introduction

Language can be defined as a system of communication encompassing word or gesture used to transmit a certain message to an interlocutor with the same linguistic code. Word use is referred to the spoken or written messages shared by the linguistic community to share certain information or transmit a certain message.

This is featured by semantics, syntax, phonology, morphology ...etc. language learning had demonstrated a hard task to achieve. One can never end language learning due to its time and space flexibility. This complexity exhibits perfectly when dealing with a new language. Foreign learners especially are exposed to variant difficulties to master the target language. Those foreign learners are expected to perform language professionally encompassing the mastery of receptive and productive skills. And to produce language, the learner/ student must possess certain linguistic repertoire which signifies vocabulary enlargement. The following chapter gives an insight on vocabularies, their meaning, importance in language learning and main difficulties encountering the students.

1.1 Definition of Vocabulary

According to *Takac* (2008), the term vocabulary has a variety of meanings depending on various perspectives.

The lexicographic approach perceives it as set of words. This definition is regarded, by linguists, as a limited one since the term “word” itself could be differently defined on multiple basis.

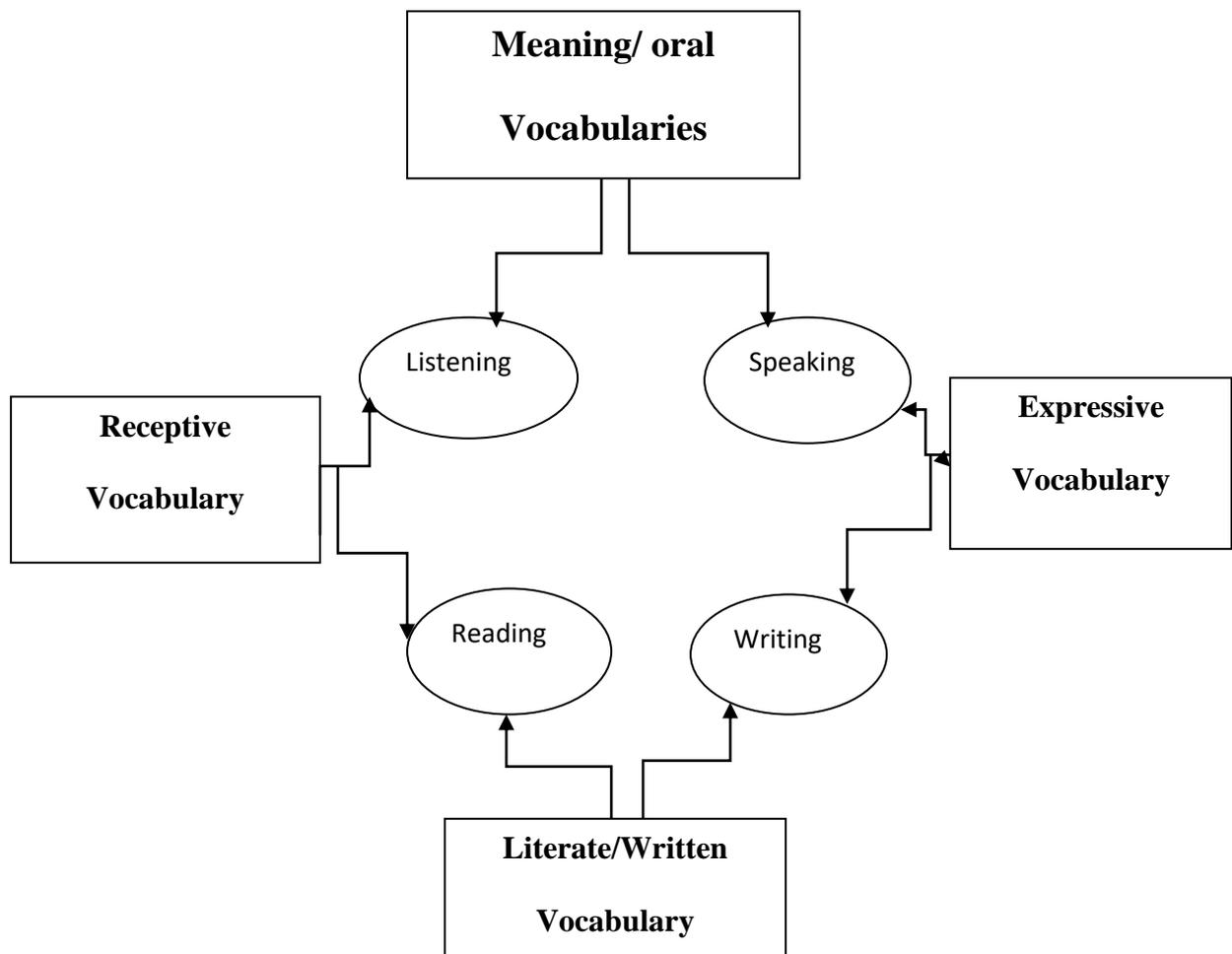
This variety of term comprehension suggests its complexity initiating a problematic. On first stands, the orthographic definition of the term “word” declares it to be any sequence of letters and characteristics such as a hyphen, apostrophe or any punctuation mark (Carter, 1992). This mere definition is regarded incomplete since its main emphasis is written with an apparent neglect to the meaning, grammar, polysemy ...etc.

Second, the definition of “word” on semantic basis declares it to be the smallest unit of language. The unreliability of the definition lies in the relationship between the signify and the signifier, and what a single word unit could denote or connote. This relation states that the meaning of one word could be incomprehensive to the audience for having multiple meanings. The meaning of one word could be used with a specific definition in a context, and with another definition in another context. This brings to light the flexibility of the language on word level. For some, the meaning cannot be determined without looking into their function in structuring and organizing information, and certain ‘integral’ parts of words cannot stand on their own even if we know their meaning. It concludes that semantically speaking, the term “word” is an unreliable definition (Carter, 1992).

Thirdly, by the same token, the definition that restricts a word to a single stressed syllable allows for many exceptions: words like ‘if’ and ‘but’ do not have a stress, and *bus conductor* would be regarded as a single word in this view. Next, Bloomfield’s definition, according to which a word is a minimal free form, i.e. the smallest form that has a meaning when standing on its own encompasses most of the categories and, without excluding further reduction of forms, provides a word with a degree of stability (S~kiljan, 1994). Again, the problem of marginal cases arises and undermines every attempt to define a word in a formalistic way: firstly, items like *a* and *the* appear only in contextual relations to other words and secondly, idiomatic expressions, which consist of several orthographic words and cannot be reduced without radically changing their meaning (Carter, 1992).

1.1.1 Vocabularies

This figure below shows the construction of vocabularies and clarifies the idea of the distinctive types of vocabularies: The term expressive vocabulary is revealed when we use vocabulary in a main way when we speak or write since both operations correlated with expressing ourselves. Whereas the term receptive vocabulary is apparently comes to light when we understand and comprehend after the act of listening or reading Mediating this, also stated in the same context that “to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies” (Mifflin, 2004, p.1)



**Figure 1. Schema showing the relationship of eight different terms of vocabulary
(Mifflin, 2004, p.2).**

1.2 Defining the “word”

A word is regarded as the basic unit in linguistic transfer. A word composes a phrase, sentences, paragraphs, essay, articles, debates, seminars ...etc. thus it is the infrastructure of any language use either written or spoken. According to Oxford Dictionary(7th edition,2005) the term word signifies: “a single unit of language which means something and can be spoken or written.”

In any linguistic message in any language, a word has two main features. Called by linguists as signify and the signifier, with a focus to draw an apparent connection between them, which fell victim of the context and the arbitral of word use in many cases. The form which deals with spelling (like phonemes, morphemes ...etc.) and the meaning which is the concept transferred via the form. “At the most basic level knowing a word involves knowing: its form and its meaning” (Thornbury, 2005, p.15). The author of the quotes above declares that the form of a word vows nothing about its meaning especially when learners are not familiar with the meaning of a new word. Mere understanding of word denotation is regarded insufficient to properly comprehend the word use. Thus an understanding of the context is always required if the message behind the word use is essential to the overall message (ibid).

1.2.1 Identifying words

The English language, as any other language, is composed of words, which are regarded as the basic structure of any linguistic message. However, those words used are likely to be different on many levels. There are short words, long ones and each word has

specific meaning or multiple meanings, various uses depending on context. Other words have specific use requiring no efforts to determine the dependability of their use in a specific context. The production of words is infinite since time and space suggests the introduction of new words into the contemporary dictionaries. The infinite production of words could be classified into word classes (Thornbury, 2005).

1.2.2 Word classes

English words are classified differently depending on their function in sentences. Their composition also suggests different uses, thereby different classification. Such classification distinguishes the English words into eight classes (Thornbury, 2005).

- ❖ **Nouns:** 'is a word referred to a person, a place, a thing, a quality or an activity. Such as: table, school, James, London ...etc. their varieties also extends to abstract nouns, common nouns and proper nouns' (Thornbury, 2005).
- ❖ **Noun phrase:** a word or group of words in a sentence that behaves in the same way as a noun, that is as a subject, an object, a complement, or as the object of a preposition' (ibid.)
- ❖ **Pronouns:** is a word used instead of a noun-phrase for example I, we, you, he, she, it, and they.
- ❖ **Verbs:** used to express an action it can be in the present, past or future.
- ❖ **Adjectives:** it is a word used to describe something or somebody for example: old, new
- ❖ **Adverb:** an adverb is a word used to add information about the action, event, or situation mentioned in a clause, Such as: slowly, easily...etc.
- ❖ **Preposition:** are words which usually have a noun group as its objects, like: by, for, into... etc.

- ❖ **Conjunctions:** a conjunction is a word or a group of words that join words, groups or clauses. In English, there are two distinct coordinating. Conjunctions such as: ‘and’ and ‘but’. And subordinating conjunctions such as: although, because, and when ...etc.
- ❖ **Determiner:** it is a word which is used at the beginning of a noun group to indicate the phenomenon, person or thing one refers to. The referred to is either singular or plural. Common English determiners are: the ‘,’ some ‘,’ this and ‘each’...etc. (Hornby, 2005).

However, a word does not merely and exclusively belong to one type, but it could transcend one designation to arrange itself into multiple classes and categories. Those categories are mainly of two types, the grammatical and content words. Grammatical or function words are displayed as conjunctions, determiners, prepositions and pronouns. As for the content words, they are the verbs, adverbs and adjectives.

1.2.3 Word families

The word families designate the group of words that are composed of the same root however taking different appearances. Those forms of the same root display differently to construct certain meaning if not a different conception (Bauer & nation, 1993).

Word families display a similar structure with a relatively close if not identical meaning to the same root. For example, the word “family” could derive other similar words such as familiar, unfamiliar, familiarity. The word family is of a different meaning than familiar even though they display the same root. Family signifies the member of people living together or far and are related by blood ties. However, the word familiarity signifies that a person or something is likely to be known from before, or encountered before the moment of speaking (Banuls & Martinez, nd).

A word family is composed of the root in addition to other familiar (regular) affixation to the root to construct a meaningful use. Such affixations declare positive or negative meaning such as adding an opposite meaning to the root. Affixation is used for grammatical purposes to construct nouns, adverbs or adjectives. As an illustration, the word “to accept” which is the root could construct the following words acceptable, unacceptable, acceptance, as constructed nouns (Bauer and Nation, 1993). We can distinguish between two types of affixation.

- ❖ **Prefixes** Are a number of letters added to the root in order to construct another meaning, or a close one, than the original one. Those letters are added at the beginning of the root of a word.
- ❖ **Suffixes** They are number of meaningful or non-meaningful letters added to the root of the word to construct another or a close meaning than the root. They are added at the end of the word.
- ❖ **Compounding** It is to combine two or more independent words to construct a new one holding a new meaning with a different concept. The new concept is exemplified by ‘record player’ which is a machine that plays records. The compound words are of different patterns like the composition of noun and verb, noun and noun ...etc. (Thornbury, 2005).
- ❖ **Collocations** “Are combination of words in a language that happens very often and more frequently than would happen by chance.” (Hornby, 2005, p 293). The collocation use is referred to usually as “sounding right combination”, this especially with native speakers or high exposure the target language.
- ❖ **Synonyms and antonyms** Thornbury in his book “How to teach vocabulary” defines synonyms as words that have the same meaning words like: ‘allow’ and’

permit' are two synonyms. However, antonyms are words with opposite meaning, Such as: 'old' and 'new' (Thornbury, 2005)

- ❖ **Homonyms** They are words sharing the same spelling however holding different meaning. As an example like and like. 'But words that have common sound but are spelt differently: meet and meat are called' **homophones** (Nation, 2001).

1.3 Lexical field

They are words that belong to the same area or field holding a thematic relationship. For example: school, teacher, student, blackboard, are words that belong to the same lexical field which is school.

1.4 High-frequency words

They are the most frequency words and expressions that can be used either in speech or writing (McCarten, 2007).

1.5 Low-frequency words

Contrary to high-frequency words low-frequency words occur infrequently and cover a only a small proportion of any text. (Nation, 2001)

1.6 Productive and Receptive Knowledge

Receptive and productive of types of knowledge are very similar to the distinction between receptive and productive skills in language teaching and learning (Palmer, 1921).

1.6.1 Receptive knowledge

The receptive knowledge requires reception or the input. Receiving linguistic codes signifies using some intellectual or cognitive skills, existent in any ordinary person, to

receive some codes and exterior information from the linguistic environment. These receptive skills in language learning and acquisition are seen in the listening and reading skills.

The learner is to be exposed to some codes and linguistic production to be able to understand. This is regarded as the infrastructure for language learning and acquisition, since the person would be exposed to the target language. The first interaction between the mind or brain and language, produces attempts if not success in decoding the linguistic messages received. Thus language comprehension goes on the level of the mind, thereby, understanding before being able to produce.

The abundant exposure to the target language is likely to produce mind skills to decode many linguistic messages when received. Although listening and reading, as receptive skills, work differently on the manner of acquiring / leaning language, in matter of skills gained, however both are enhancive to receiving language. The more the learner would be exposed to the language, the more comprehension would be possible (Nation, 2001).

1.6.2 Productive knowledge

Productive knowledge could be referred to as output. it is the learner's language production either spoken or written.

The learner is likely to be able to produce the language which is the aim of any foreign learner (the ability to use the language and merely understanding it). The learner speaks to interacts with the others within the same linguistic code. The learner at this stage is able to produce variant codes to make a successful commutation with an interlocutor of the same genre. I.e. using the English linguistic code requires an audience with the ability to use the same language.

The key cognitive ability that the student or learner demonstrates is the ability to remember the words acquired during the receptive stage. This means that the learner would demonstrate an ability to recall stored information about the target language and be able to use it correctly without errors or mistakes (Griffin & Harley, 1996).

1.7 Vocabulary Learning

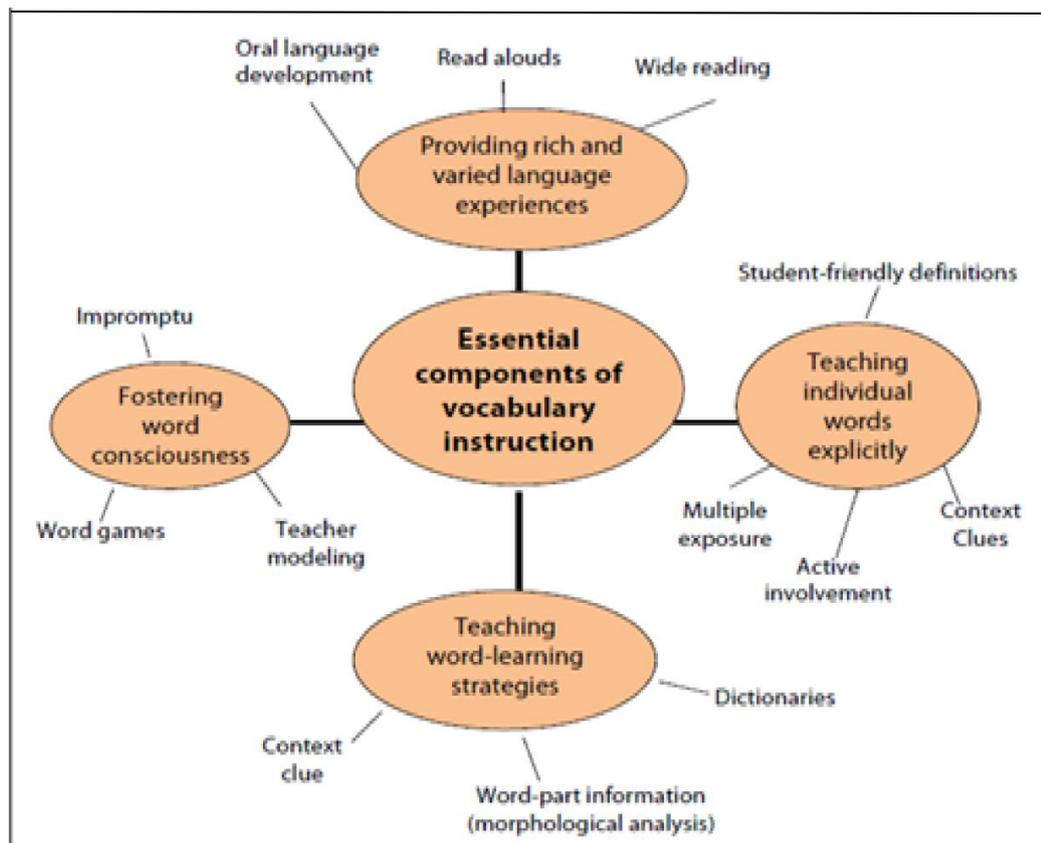
Vocabulary plays a crucial role in language learning, it is considered as the heart of second language learning because without it language skills cannot be existed. Total mastery of vocabulary is regarded as a difficult task because language words never end due to its productivity that is why even native speakers cannot know all the words of their mother language. For these reasons, it is very important for EFL learners to how to learn vocabulary; Nation (1990) stated that it is necessary to make a distinction between explicit and implicit vocabulary learning.

1.7.1 Components of vocabulary Learning

According to Michael Graves (2006) there are four important components of vocabulary teaching listed as follow

- Enrich the learner with varied and significant language experiences.
- The explicitly of teaching individual words.
- Teaching word-learning strategies.
- Fostering word consciousness. (InPadua, J & Hanson, S; 2011)

Figure 2 : the four essential components of vocabulary instruction , adopted from ,
Graves , 2006.



1.8 The Incremental Nature of Vocabulary Acquisition

Schmitt, (2000) suggests that vocabulary acquisition is incremental in nature; this means that total mastery of words does not occur simultaneously. Some types of word knowledge are mastered before others. Consequently they are gradually acquired .learners first recognize visually a lexical item in a context then they may acquire the ability to produce a word (Tacak, 2008).

1.8.1 Incidental and explicit learning of vocabulary

Learning a new language meets the task of vocabulary requirements. The learner is to be exposed to the target language in order to comprehend it, there by having the necessary words for full understanding of the message. The learning process of such vocabularies could be seen into two distinctive manners referred to as implicit and explicit learning (Schmitt, 2008).

1.8.1.1 Implicit learning

It appears when we use language for communicative purposes. And it more likely to be the act of learning new vocabularies without direct exposure like in the classroom where the teacher is the main participants that teach his/her students in a direct way as a live operation. Moreover, implicit learning it could be happen with students who are attaining the knowledge of vocabulary as independent learners without any needs to a teacher or a transmitter to make the acquisition happen (ibid).

1.8.1.2 Explicit vocabulary learning

Besides to the indirect learning of vocabulary, explicit vocabulary learning is also beneficial and effective in the act of acquiring and learning new words, it has a great role in enhancing vocabulary acquisition. It focuses attention directly to the information to be learned. In the same thinking, in their book “*Teaching Vocabulary Explicitly*” Padua, J & Hanson, S. (2011) stated that:

“Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts. Through the direct teaching of key words, students acquire the in-depth knowledge they need in order to understand the meaning of words they will encounter while reading”.

(Padua, J & Hanson, 2011:np)

1.9 Vocabulary Learning Difficulties

There are many factors that influence badly vocabulary acquisition such as age, lack of motivation, affective filter, and mother tongue interference. On the other hand, some researchers claim that the major problem that an ESL learner may face in the process of learning new items is forgetting (Troike, 2006).

1.9.1 Reasons for learner's loss of vocabularies

When a new item is acquired it can be easily forgotten (Thornbury2005) argued that there many reasons for forgetting new items.

For example, when learning a new word, fast forgetting can occur in the absence of the opportunities of using it. Besides if a student does not use new acquired words the chance of forgetting may be highly raised and it is the most popular and rational reason ,an illustration for that is a learner who learned the Korean language as a foreign language two years before but with time and due to the non-usage of this language here, the amount of information he /she learned before is faded and disappeared gradually because of the lack of exposure to this language. Consequently, the same thing concerning vocabulary and learning new words is worthless without using them in varied contexts; to permit their memorizing in our daily thoughts.

Moreover lack of motivation can cause easy forgetting here; the deficiency of motivation is probably the main contributor in many serious challenges that hinders the operation of learning. Lack of motivation leads to reduce the power that pushes the learner to make efforts and learn new words.

1.9.3 The Role of Memory in Vocabulary Learning

An FL/SL learner needs not only learning lots of words but also remembering them memory is important in any kind of learning not just in languages (Thornbury, 2005). Memory is the essential part that must be existed to make learning happen particularly the learning of vocabulary. Because learning new words and their multiple meanings require the existence and the safety of one necessary organ that is the brain and memory in relation to this.

1.9.2.1 Remembering Words

Remembering words and vocabularies is done in the human brain, as a cognitive capacity, thereby referring to memory. Searching about the work of memory is regarded important to comprehend how it works and attempt to manipulate it to improve vocabulary preservation.

1.9.2.2 Memory

The brain's cognitive capacities give priority to reasoning, understanding and learning. Those cognitive capacities are tightly relative to memory and preservation, recall of information and variant data from the linguistic environment. It comes to distinguish two types of memory in the human brain:

- ❖ **The short-term memory (STM)** or the brain's faculty to memorize a limited number of items for a short period of time. This demonstrates the memory's incapacity to retain vocabularies in a long period of time; that is; losing those items when distancing from its moment of reception (Thornbury, 2005).

- ❖ **Long-term memory (LTM):** Unlike STM and WM it is the brain's ability to remember items for a long period of time. When perceiving a new unit in (STM) the more one repeats it the more he can remember it (LTM) (Melton, 1963).

1.10 Strategies to Enhance Vocabulary Learning

There are some strategies suggested by some researcher to facilitate word learning and remembering (Thornbury, 2005).

1.10.1 Repetition

It supports the new material to set up in the working memory then it enables it to be settled in the (LTM). The more you practice something the more you be fluent on it, all of people know this, the same thought for learning and memorizing new words and utterances that is the big part of vocabulary and the package of language.

1.10.2 Retrieval Practice Effect

Which is another kind of repetition that is recalling a word from memory it enables the learner to recall it again later.

1.10.3 Spacing

It involves distributing memory work across a period of time than to collect it together in a single chunk.

1.10.4 Pacing

It involves activities such as organizing or reviewing vocabulary knowledge both silently and individually.

1.10.5 Use

It is like the repetition using words that increases the ability to remember them easily.

1.10.6 Motivation

It plays a great role in facilitating ‘word learning’; if a student is highly motivated vocabulary learning will take place easily. In his study about motivation in foreign language learning; Bernard (2010, p. 6-7) stated that “students who receive autonomy-support from teachers to enhance their intrinsic motivation, perceive themselves to be more competent and have more interest in and enjoyment of material”.

1.10.7 Imaging

Words in a picture are more memorable than words presented without a picture because they are easily visualised and the brain makes a correlation between the sign and the signifier. We experience this particularly in exams; usually we forget the words but gradually we remember when we represent the image of the text in our copybook and the colours we used in.

1.10.8 Mnemonics

They are ‘tricks’ used to facilitate recalling items that are stored in memory. The best well-attested memory technique is the keyword technique (Thornbury, 2005).

1.11 The Importance of Vocabulary

Vocabulary has an integral role in transferring the precise and the exact idea, feeling, attitude or even letters. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ (cited in Thornburg 2005). This signifies that vocabulary is the essential step to learn any language because a language is conveyed through words. ESL and/or EFL students need vocabulary then grammar they need words and expressions.

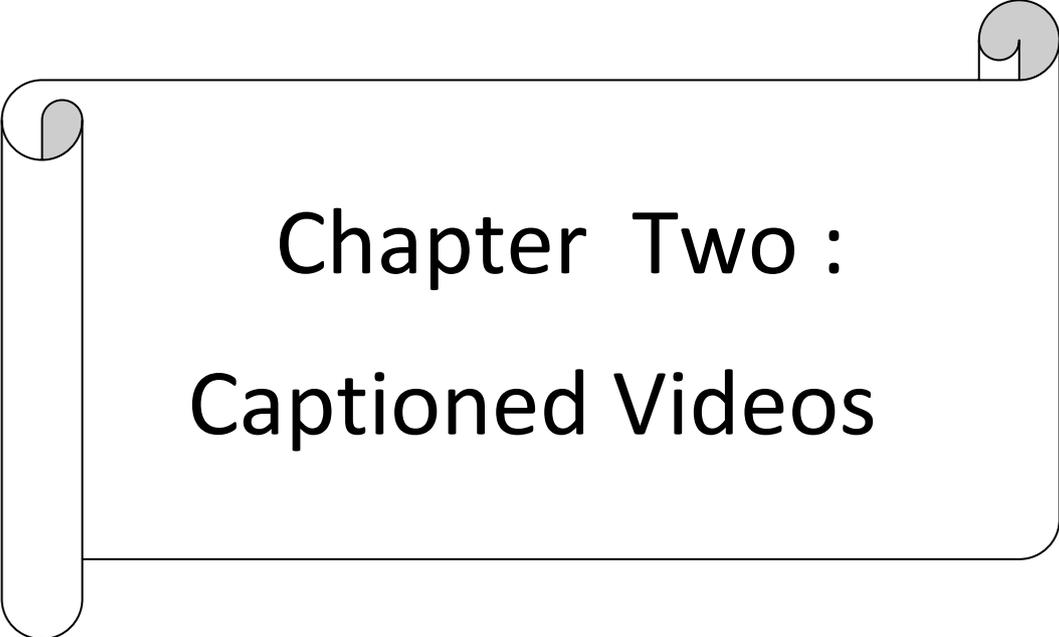
Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an

internal part of learning a foreign language, since it leads the way to communication (Mothe, nd, p.378)

Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure (ibid). Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary (Mothe, nd.).

Conclusion

Vocabulary is the basic element in learning any language and particularly in the context of foreign language learning where the operation of learning new words of vocabulary permits the learner to know more than one meaning for each word and allows him/her as well to use these words in more than one context. Teaching vocabulary is an important aspect to develop learners' skills especially; speaking and writing ones that's why teachers should focus more on this part and he/she has to pay more attention to the act of teaching vocabulary especially to enhance student's communicative competence of the target language. perhaps this may happen more successfully through following multiple of new strategies that motivates students to learn and memorize them easily to use them in varied contexts.



Chapter Two : Captioned Videos

Introduction

Technology has influenced our lives in all domains because it has a great role in facilitating many hard activities. Since language learning is a complex process language teachers may benefit from using new tendencies in their classroom activities such as integrating audio tracks, audio-visual aids like power points, mass media or videos. In this chapter we spot the light on videos especially captioned videos and their importance in vocabulary acquisition.

2.1 Definition of Audio-Visual Aids

An audio- visual aid is any material that consists of an optical image as well as an auditory account that describes what is presented in the picture.

English students cannot understand the target language easily because it is not their mother tongue, that's why English teachers should provide audio-visuals to make the lesson more helpful and interesting (Daniel, 2013). One of the most well famous type of audio visuals is video.

2.1.1 Videos

As stated before video is an audio visual material that provides an image plus an audio track to clarify what is going on. It is one of the most pleasant materials applied to language learning and teaching.

2.1.1.1 Captioned videos

They are videos paired with captions i.e. key words to elucidate the audio track. We distinguish two main types of captioned videos:

- **Open captions** : Open captions burn the text onto the video image. If you can view the video you'll see the captions. They can't be toggled on/off, and no player functionality is required. Open captions are added with a video editing process.
- **Closed captions** : Closed captions are the opposite. They can be toggled on/off and require player functionality in order to be viewed. Closed captioned are done using a timed-text file which is created by adding time codes to a transcript of the video. This is the approach most likely to be used if you need to caption your videos.(Captioned videos,2015)

2.2 Listening Comprehension

Foreign language learning can be measured from the four skills of listening, speaking, reading and writing. Among these aspects listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading (luo, 2008).

Listening plays a significant role in communication, it provides an awareness of the language as it is receptive skill that first develops in a human being. (Renukadevi, 2014)

Rost(2002) claimed that listening is vital in language classrooms because it provides input for learners. Listening comprehension is the ability to understand the input that the listener is exposed to, it involves recognizing the speaker's accent or pronunciation, the speaker's grammar and vocabulary and also comprehension of meaning. A good listener is capable of doing these things simultaneously.

2.2.1 Reasons of Listening Comprehension Failure

Listening is one of the four aspects of language learning, which is considered as a receptive skill for the reason that the listener is just receiving messages and not producing

them , (Kurita, 2012) argued that it is not an easy task for a foreign language learner to understand all the listening material especially for beginners, which may face many troubles in perceiving speech like misunderstanding of the topic because the rapidity of English speech or interference with their mother tongue may also occur.

2.2.2 Promoting Listening Comprehension through Captioned Videos

Listening is the most frequently used form of language skill (Thanajaro, Metinee; Shrum, and Judith, 2000), which plays a significant role in daily communication and educational process.

While a non-native speaker NNS. can regard listening comprehension as a difficult mission, captioned video can be without doubt as a means to make the task of listening more easier.(Lonergan1992)

According to (Danan 1992) Video with captions provides not only the soundtrack of the native speaker, but also the non-verbal language in the screen.

2.3 Previous Researcher's Contributions on Captioned Videos

In terms of captioned videos, many previous studies have showed that captions play a major role in enhancing listening comprehension. 'Captions and subtitles were initially used in foreign language instruction in the 1980s' (Stempleski and Tomalin, 1990 cited in Mekhimer in 2011) it is proved that combining captions with audio-visual materials is an efficient instructional method to enhance the listening and reading comprehension of a second language (Borras,et al,1994) .

After that an experiment done by Neuman and Koskinen (1992), in their investigation about the effect of captioned television as a comprehensible input on word learning from

context, the results proved that captions are effective in enhancing listening comprehension and vocabulary learning from context , because it provides a comprehensible input which enable students to acquire language easily.

Later on many studies confirmed that captions are a helpful technique in enhancing listening and reading comprehension such as (BavaHarji1, Alavi1 and Letchumanan1, 2014) they examined the impact of captioned instructional videos on content comprehension they found that it allows learners to understand the topic without difficulties.

Then, (Bianchi and Ciabattoni, nd) reported that captions are useful in enhancing listening comprehension as well as language learning.

2.4 The comprehensible input theory

Troike (2006) pointed that the input in second language acquisition (SLA) means what ESL/EFL learners are exposed to as a receptive skill listening and reading, contrary to the output which is what learners can produce via productive skills either through writing or speaking.

Krashen (1980), referred that the input must be comprehensible so that, the acquisition process can take place. He claimed that understanding messages is the only way to acquire language.

In addition, Krashen (1987) claimed that students need to receive a great quantity of input which must be comprehensible, so that to achieve the objective of language learning when they learn a foreign or a second language. ESL/EFL learners receive input through a listening or a reading material.

2.4.1 Captioned videos as a comprehensible input

While a novice language learner views an English video he/she may face some problems during the watching due to the unfamiliarity with the English speech, consequently combining captions with videos is a technique to understand what the speaker is saying.(Hsu et al,2013)

Danan(2004) proposed that when students watch videos in a foreign language, the contribution of comprehending and connecting the foreign language and its meaning is limited if they cannot understand what they have heard. Therefore captioned videos can be regarded as a comprehensible input.

2.4.2 The role of captioned videos on vocabulary acquisition

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

Captions are defined as the display of transcriptions of the utterances of a video (Bianchi&Ciabattini,nd). Captioned videos have an impact on facilitating vocabulary acquisition for many reasons.

The first reason is since captioned videos facilitate listening comprehension of the material consequently they have an impact on the acquisition of new items. In addition learners can confirm the information they hear by way of the support provided by the captions (Froehlich, 1988; Grimmer, 1992; Vanderplank, 1988). Moreover, captions visualize the auditory information of the foreign language which the learners hear in the video (Danan, 2004).

Students who view captioned videos are able to perceive target words easily because they can understand the meaning of words better than in printed forms (Hsu, 2013)

Captions which are appearing on the screen enable the learner to read the key words so that it increase the opportunity of developing the writing skill especially the spelling of words (BavaHarji, Alavi& Letchumanan,2014)

Because of such additional cognitive processing, captions and subtitles promote language comprehension that is significant in l2 acquisition. (Bird & Williams, 2002).

Researchers have further indicated that videos with captions facilitate vocabulary acquisition (Plass, Chun, Mayer, & Leutner, 1998), reading (Chun & Plass, 1997), and listening comprehension (Danan, 1992; Hsu, 1994; Markham & McCarthy, 2001).

2.5 The importance of Using Videos in the Classroom

(Altman, 1989) suggested that integrating authentic materials such as videos on language instruction became very necessary for foreign language learners to promote their learning process.

Brown (2006) claims that the modern method to learn English as a foreign or second language is by using videos either in the classroom or even at home, many teachers find it very easy to teach their students in this way. Videos can facilitate listening comprehension by providing images that expresses the auditory tones; since many non-native speakers have difficulties in English listening comprehension. In addition Videos which provide visual , contextual, and non-verbal input provide foreign language learners with simultaneous visual and aural stimuli which can make up for any lack of comprehension resulting from listening alone(Lonergan,1992).

Terrell (1993) explains the applicability of videos for integrated language learning by giving the example of listening comprehension; he writes:

“Listening comprehension training with authentic (video) Material for intermediate students gives them experiences that cannot be duplicated in traditional classrooms limited to instructor /student interaction”. P 22

2.5.1 Advantages of using captioned videos in the classroom

Incorporating captioned videos in the language classroom has many benefits, in developing students’ communicative competence and language proficiency. On the other hand Harmer (2001) had emphasized the importance of integrating videos in the language classroom for many reasons:

- **Seeing Language-in-use:** Videos allow the students to not only listen to the language used by the native- speakers but also, see its use. Because, video shows the speakers’ use of expressions, gestures, and other visual clues when they are talking. So learners can see the speaker’s intention and their facial expression are matched (harmer, 2001). That is to say; it enables the learner to be familiar with using words in different context of situation (Shareman,2003).
- **Cross-cultural awareness :** Videos permit to the EFL learners the ability to be aware of the target culture through videos learners can view many things outside the classroom context for example kinds of foods that native speakers eat, how they speak , what they wear and their traditions customs and believes.(Harmer,2001)
- **Motivation :** According to (Cakir, 2006) It is a well-known fact that audio-visual materials have a significant role in stimulating and facilitating the learning of a foreign language.Canning and Wilson (2000) argued that video is one of the most

appreciated material applied to language learning and teaching.

Harmer (2001) claimed that when students are given the task to watch a video most of them are interested to do this activity because they have the access to watch and in the same time listen to the language. Furthermore Danan (2004) proved that viewers are generally very motivated to understand what is shown and said if captions are provided in a video.

2.5.2 Disadvantages of Using Captioned Videos in the classroom

Although captioned videos have advantages in the language classroom as states previously, in fact they have also some disadvantages : an example is when the learners is watching the captioned video he/she may be disturbed because of the lack of concentration since he/she may be lost between reading the on screen captions and watching the video.

2.6 Video as a Part of the Lesson

(Harmer, 2000) proposed that teachers can use videos in their classroom whether to illustrate the topic of the lesson, to emphasize language points, or to settle a class after a noisy activity:

- **Topic** : The topic of the video should be selected to explain and give more details about to topic of the lesson, for example if the lesson is about genetically modified food and animals the video then will be about a quick interview clip with a government minister .
- **Language:** The video used in the classroom which treats a specific domain or area should be given in a suitable language that enrich students' grammatical, functional, lexical knowledge or a mixture of all three. In addition videos can be

used to introduce new language, practice already new items, or to analyze the language used in certain typical exchanges and genres.

- **Relaxation:** Harmer,(2000) stated that video can be used in the language classroom in order to calm down the classroom after a noisy activity since this makes them keep calm and concentrate on the video.

2.6.1 Technique of using videos Classroom Implications

Cakir (2006) suggested that incorporating videos in the language classroom is a task that needs some techniques and requires some astute that teachers should be aware of in order to increase the effectiveness of using videos in instruction. In other words there are some stages when implementing a video in the classroom that should be followed.

2.6.1.1 Active Viewing

Active viewing is very important because it raises students' pleasure and satisfaction and focuses their attention on the main idea of the video presentation. Teachers should write some key questions on the board before starting the video show this enables learners to get an overview of the video content.

2.6.1.2 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.

2.6.1.3 Silent Viewing

Since a video is an audiovisual means, which is divided into two main components: the sound and the vision, silent viewing is making the video segment play with the sound off only the picture is animating and asking students to observe the behaviour of the

characters, after that the teacher stops the picture and asks students to guess what will happen This activity can be a prediction technique if students are watching the video for their first time.

Silent viewing arouses student interests, stimulates thoughts, and develops skills of anticipation.

2.6.1.4 Sound On and Vision off Activity

Contrary to silent viewing sound on and vision off activity is making the sound of a video playing and removing the picture. It allows learners to guess the video content through listening so they are unable to see the action. It makes learners to build an idea about what is happening thanks to hearing.

2.6.1.5 Repetition and Role-Play

Repetition is very important especially when there are some difficult language points in the unit. It plays a significant role in enhancing communicative production exercises.

On the other hand the teacher should give the opportunity for each learner to repeat a scene in a video either individually or in a role-play. 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 with role playing and are sure of vocabulary and language structures , the teacher can ask them to introduce more creative activity.

2.6.1.6 Reproduction Activity

After viewing a video section, students are asked to reproduce what they have understood from the video representation or to summarize it either orally or in a written

form. This activity allows them to try out their knowledge, and to enhance their level because if they make mistakes the assistance and guidance of their teacher will help them.

2.6.1.7 Dubbing Activity

This activity can be done when students have the necessary language competence. , students are asked to fill in the missing dialogues after watching a sound-off video episode. it is interesting and enjoyable for the students to complete a scene from the video by dubbing.

2.6.1.8 Follow-Up Activity

Follow-up activity is a very important activity because opening a discussion after watching a video stimulates communication among students which help to achieve communicative practice this activity give students the opportunity to develop sharing and co-operative skills.

2.7 Teacher's role

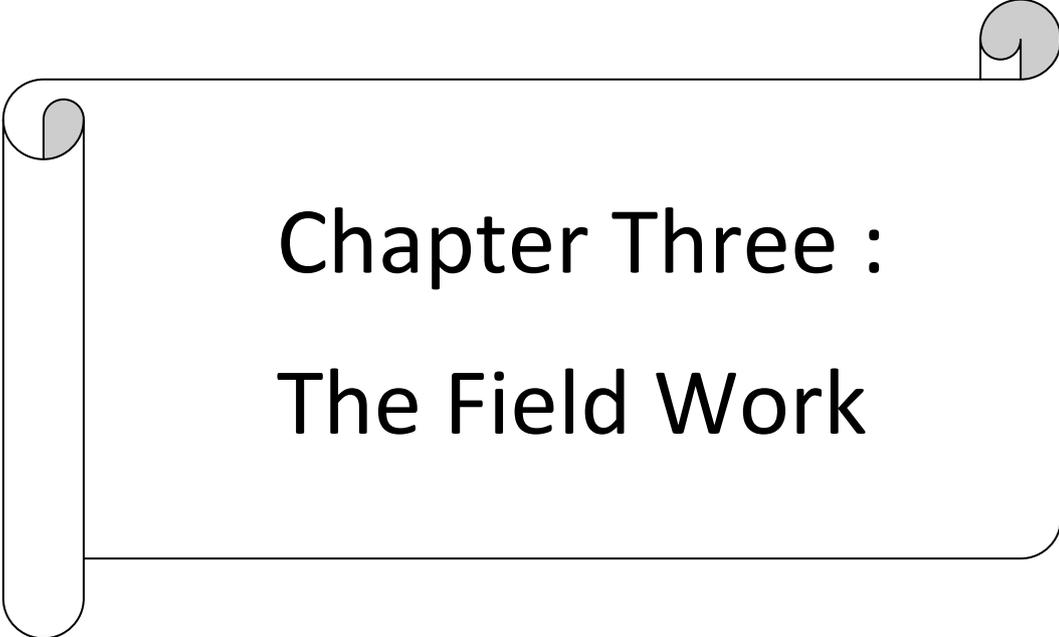
Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful Language learning environment. The teacher should get use of the power of videos films.

At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful tool for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive. It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they

watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor, an organiser, a prompter and a participant as well.

Conclusion

To sum up Videos are very important in both EFL/ESL teaching and learning process, because they provide authentic situation for FL students which enables them to see language in use besides they help in motivating learners. Videos with key words not only play the same role as simple videos but also are very interesting in facilitating the acquisition of new words and phrases for those reasons foreign language teachers should assimilate captioned videos to teach vocabulary easily.



Chapter Three :
The Field Work

Introduction

In this chapter we are trying to focus on the case study which is first year English students' at the University of Biskra, on which our research is based on concerning the effect of watching English captioned videos on vocabulary acquisition . In order to investigate the effectiveness of this technique a questionnaire and an interview are used to gather data. This chapter is divided into two main parts; in the first part we will provide a description of the methodology through which this inquiry is based upon, followed by the analytical part to obtain the results that are the answers of our research questions.

3.1 The Research Objective

This study aims to assess the impact of captioned videos on vocabulary acquisition among EFL learners; in this inquiry we suggest pairing videos with key words, as a way to enrich learners' lexical knowledge.

3.2 Data Analysis Methods

This research is adopted by the descriptive method, both qualitative and quantitative data gathering tools are explored, Dornyei claims that «the analysis of data should proceed independently for the quantitative and qualitative phases and miscuing should occur only at the final interpretation stage." (2007, p. 207).

The students' questionnaire is used as the quantitative data instrument; on the other hand, the interview is mainly used as the qualitative data gathering tool.

3.2.1 Questionnaire Distribution

The questionnaire was designed in a written form and was distributed on the 18th April, 2016, because English students' are a huge number in the university of Biskra, they are about 752 students' we intended to choose about 80 students as a sample, but unfortunately just 35 of them whom replied, the others did not answer at any question.

After that the questionnaire was published online on the English department facebook page , students' began to answer heavily on all the questions and we noticed that they are answering honestly, 20 responders replied since we were limited of time , we stopped gathering data .and moving to analyse it.

3.2.2 Description of Students' Questionnaire

The questionnaire that have been distributed to the case study which is first year English students at the University of Biskra , consisted of sixteen(16) questions divided into three sections , the questions are varied from closed-ended questions , and open-ended questions to know students' opinions and attitudes .

Section one provides general information about the gender and English language branch choice.

Section two we asked five (5) questions about students' attitude towards vocabulary learning the first question is about the favourite module , the second is at rank scale question about classifying the four skills according to their importance , third is a multiple choice closed- ended question about student's difficulties during their writing process, next, as well as we asked about their difficulties concerning the speaking skill, finally comes an open-ended question about choosing one skill which is sought to be improved (whether vocabulary mastery or grammar mastery), with the justification why.

In the section three we asked about students' attitude towards captioned videos, it contains nine (9) questions , like how often they watch English videos ? if they face problems during their watching process and if they enjoy them, whether they prefer videos with captions, and are captions helpful ,their attitude towards using captioned videos in the classroom, with providing their arguments,What kinds of videos preferred to be taught with to enhance vocabulary mastery, followed by a closed ended question about choosing between what is better learning vocabulary from dictionary or captioned videos; at the end we required their suggestions about using captioned videos in the classroom.

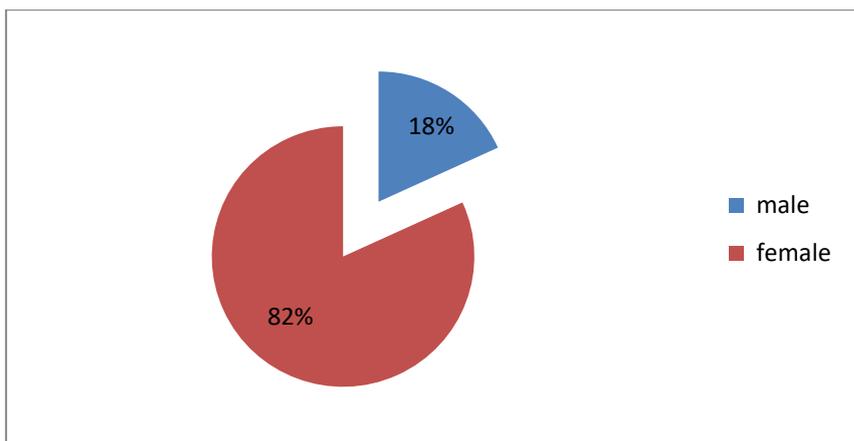
3.2.3 The analysis of students' questionnaire

3.2.3 .1 Section one: General information

A/ Gender

Table 01: Students' Gender.

Students	male	female	Total
Participants	10	45	55
percentages	18%	82%	100%



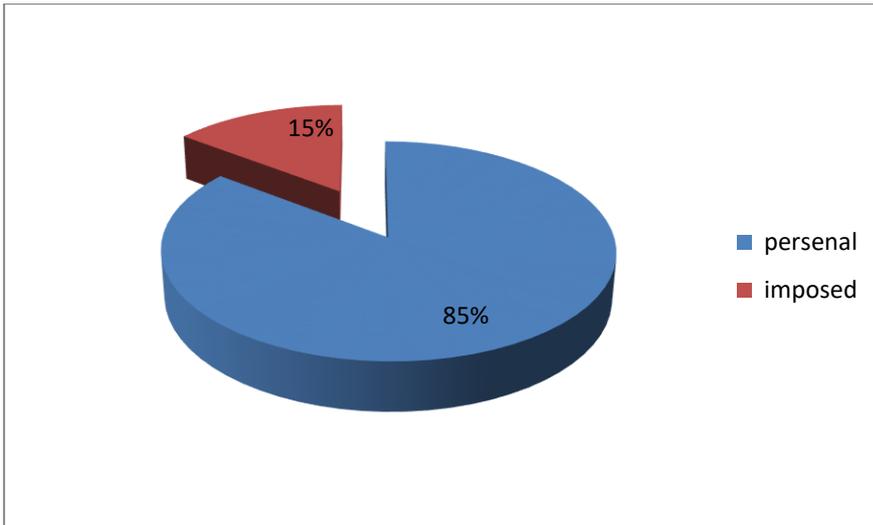
Graph 01 : Diagram representing students' gender.

From the graph above we notice that the number of females is higher than males, there are 82% females and only 18% males. This means that in the English section at the University of Biskra females are more interested in studying English while males have tendencies toward studying scientific and technical branches.

B/ The choice of English branch:

Table 02: The choice of English branch.

English branch was	Your choice	Imposed on you
Participants	47	8
percentage	85%	15%



Graph 02: Diagram representing self-choice of the English language.

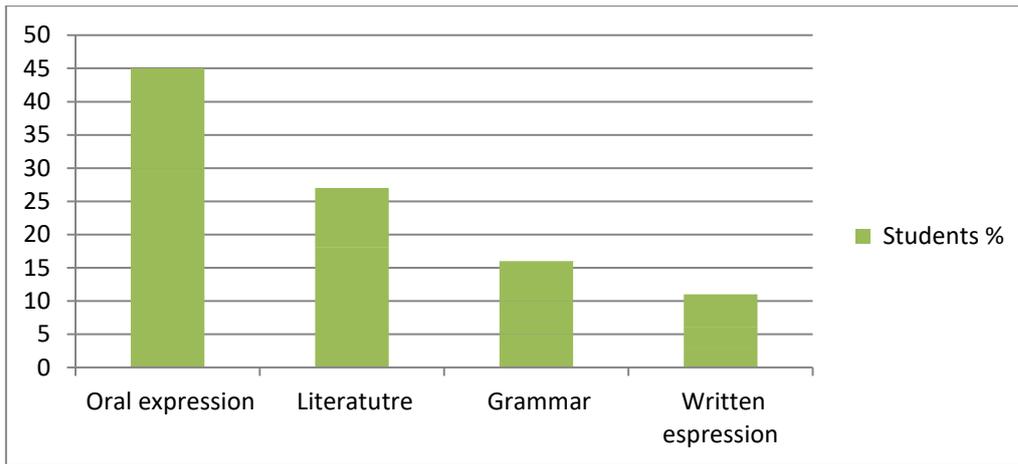
From the table and the graph above we notice that most of English students' have the desire to study English 85% and only 15% was imposed on them, when we asked them to justify why they have chosen this language particularly, most of student' answered by saying that they love this language because it is a universal language, while others claimed that is needed to get a job.

3.2.3.2 Section two: Student's attitude toward vocabulary learning.

I / The favourite module

Table 03: Student's favourite module.

	Oral expression	Written expression	Grammar	Literature
Participants	25	6	9	15
Percentage	45%	11%	16%	27%



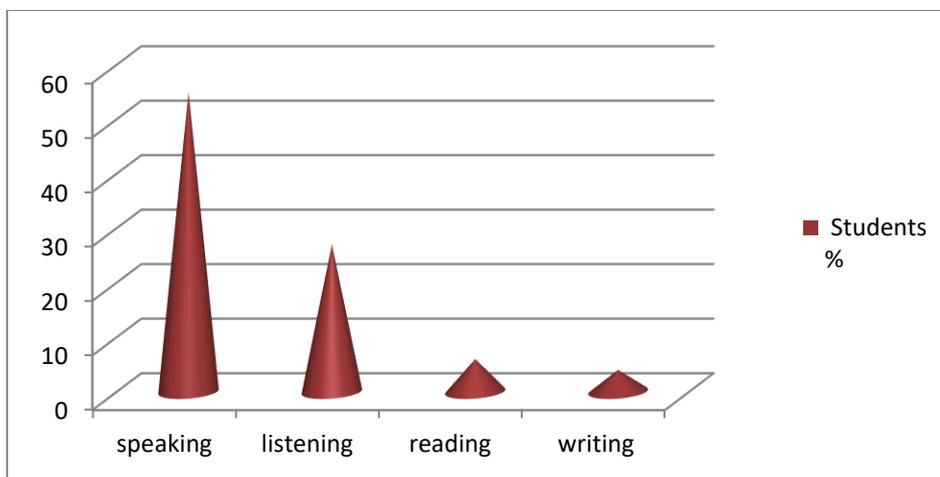
Graph 03: Diagram representing student's favorite module.

According to the data presented in the diagram above, the majority of English learners' favorite module is oral expression 45% of them claim that oral expression is the most important module because it gives them the opportunity to speak in addition they feel free to express themselves, their thoughts and their feelings, so that their level can be improved, besides they enjoy this session. Some students 27% prefer literature session since they think that it is crucial to build background knowledge and develop their writing competence. Other learners like the grammar module 16% they say that they want to learn grammatical rules so that to speak and write correctly without mistakes, few students about 11% have chosen writing expression as their favorite module they insist that it is important to develop the writing skill .

II/ Classify the following skills according to their importance

Table 04: the skills according to their importance.

Rank	First	Second	Third	fourth
Skills	Speaking	Listening	Reading	Writing
Participants	30	15	6	4
percentage	54.5%	27,5%	11%	7%



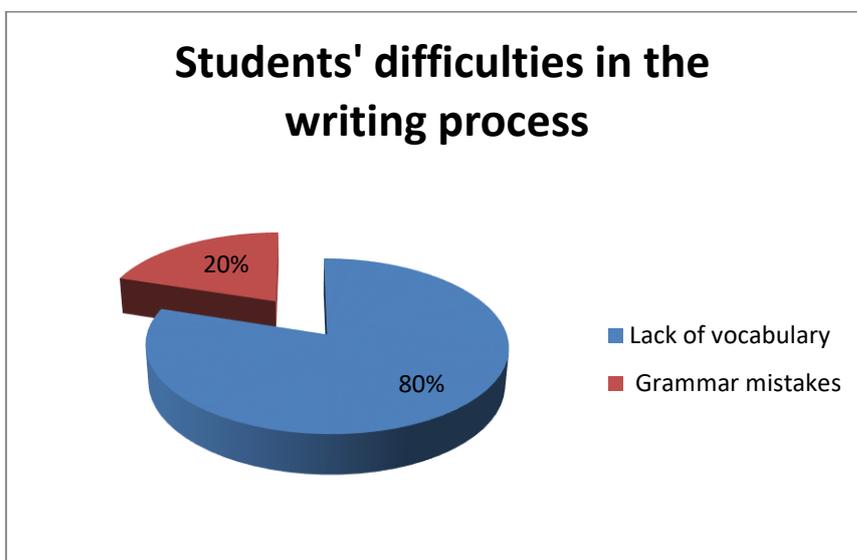
Graph 04: Diagram representing the organization of the four skills according to their importance.

Graph 04 represents the classification of the four skills according to their importance, almost students 54.5% classified speaking as the most important skill , then listening comes in the second rank about 27,5% , after that we find reading skill in the third rank with 11% while writing skill in the last rank with just 7% .

III / Students' difficulties concerning the writing process

Table 05: Students' difficulties in terms of the writing skill.

Students' difficulties	Lack of vocabulary	Grammar mistakes
participants	44	11
percentage	80%	20%



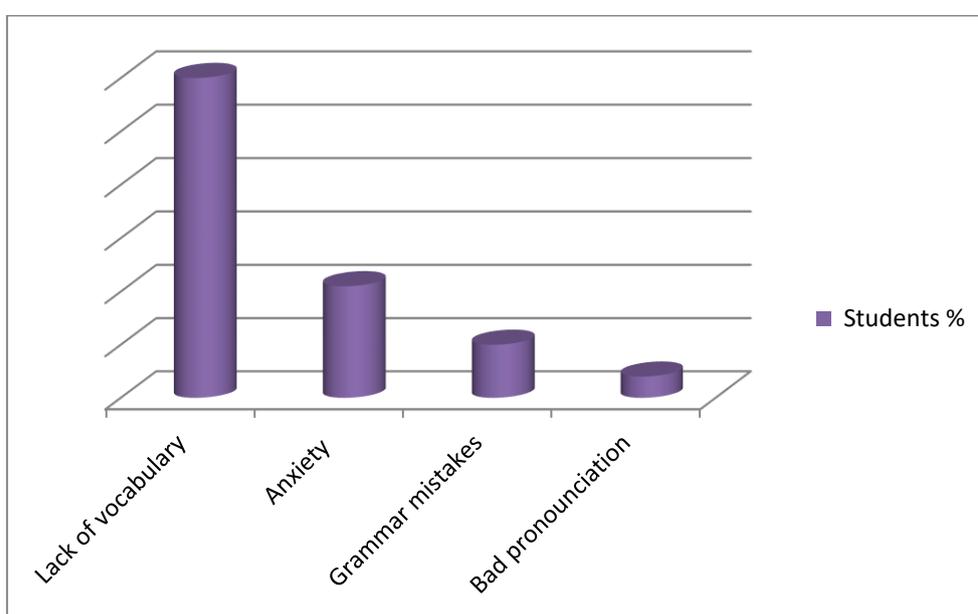
Graph 05: Diagram representing students' difficulties in terms of writing skill.

Graph and table 05 above indicates that the main problem of students' during the writing process is the lack of vocabulary 80% of students face this problem whereas just 20% of students who have grammar mistakes as a difficulties .

IV / Students' difficulties concerning the speaking skill

Table 06: Students' difficulties concerning the speaking skill.

Students' difficulties	Lack of vocabulary	Anxiety	Bad pronunciation	Grammar mistakes
participants	33	12	3	7
percentage	60%	21.81%	5.45%	12.72%



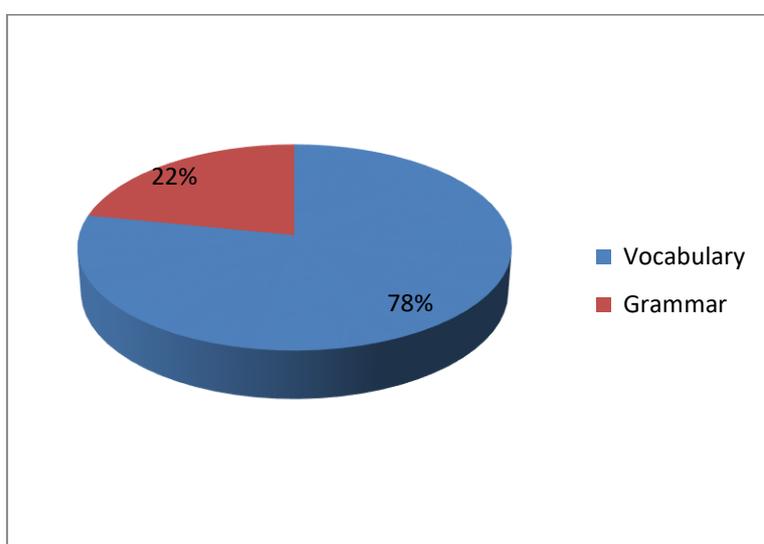
Graph 06: Diagram representing students' difficulties in the speaking skill.

From the graph above we notice that 60% of English students confirmed that their major problem that hinder their speaking ability is the lack of vocabulary, and 21.81% of them which consider anxiety as their speaking trouble, also some responders 12.72% make grammar mistakes during their speaking, but a few of learners 5.45% say that their pronunciation is bad and consider it as their obstacle when they come to speak.

V / Choose just one skill that you want to improve

Table 07: The skill that learners want to improve.

The skill	Vocabulary mastery	Grammar mastery
participants	43	12
percentage	78%	22%



Graph 07: Diagram represents the skills that students want to improve

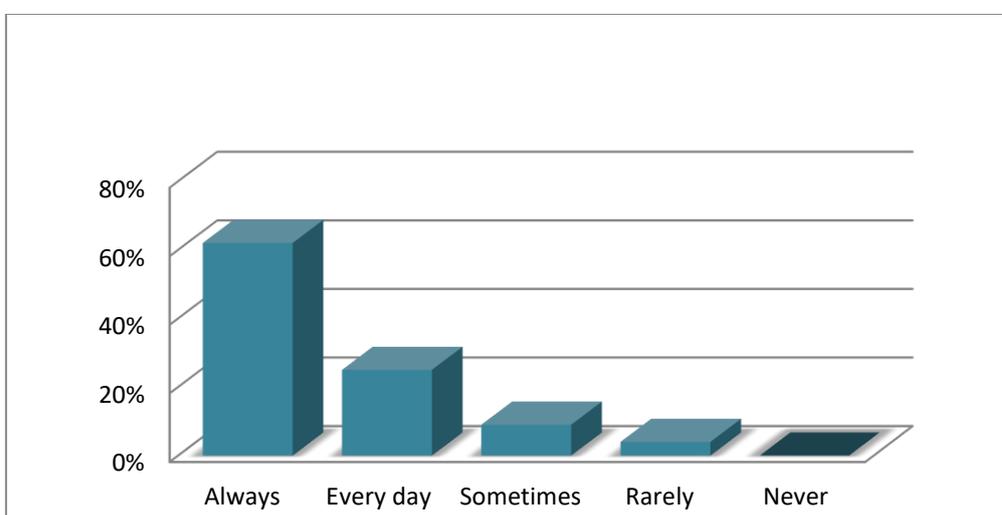
From the graph 07 we notice that the majority of learners have the desire to develop vocabulary knowledge 78% they reported that without vocabulary there is no speaking neither writing skills it is the basic element to express their thoughts and to master the language. Also there are students who want to enhance their grammatical competence 22% they say that knowing vocabulary is not sufficient without grammatical rules it improves their writing and speaking skills.

3.2.3.3 Section three: Students 'attitude towards captioned videos.

I / How often do you watch English videos?

Table 08: how often do students watch English videos?

Rank	always	Every day	sometimes	Rarely	never
participants	34	14	5	2	0
percentage	62%	25%	9%	4%	0%



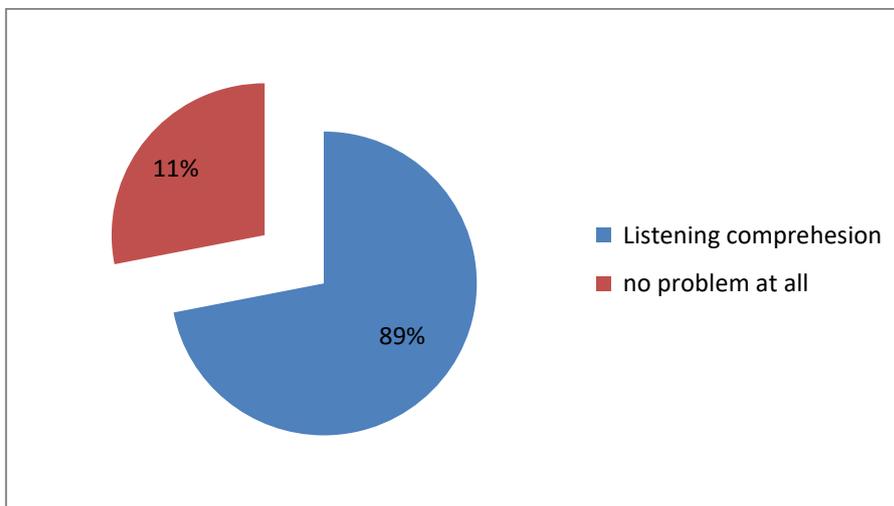
Graph 08: How often do students watch English videos.

The majority of students say that they always watch English videos 62%, this means that they like videos, also 27% who state that they watch English videos every day, while a minority of English students do not like English videos very much it is divided as follows: 9% sometimes and 4% rarely, there is no one who said that he never watch English videos.

II / What are your difficulties when you watch an English video without captions ?

Table 09: Students' problem during watching English videos

Difficulties	Listening comprehension	No problems at all
participants	49	6
percentage	89%	11%



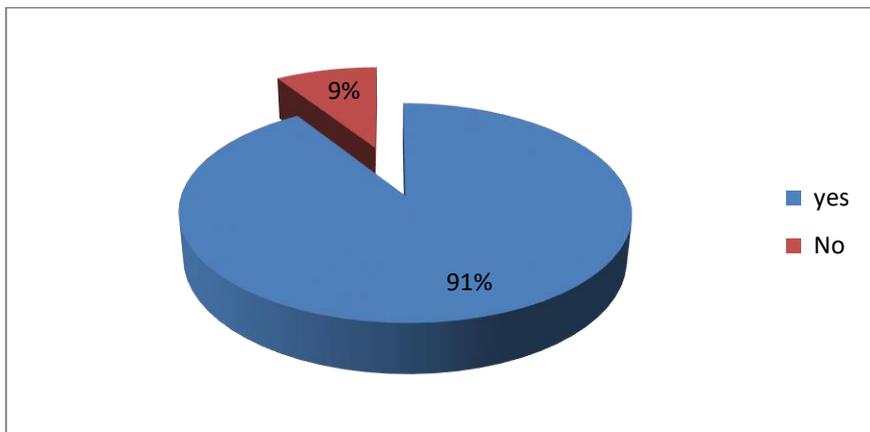
Graph 09: Students' difficulties during watching English videos.

About 89% of students' face listening comprehension difficulties when they watch English videos, they cannot understand what is being said in the video this may refer to the rapidity of English speech, contrary to that there is a minority of English learners about 11% who do not face any problems during their watching to the videos , this indicates that their level is advanced comparing to their mates because they understand English speech from native speakers easily without any complications.

III / Do you enjoy watching English videos?

Table 10: Students' motivation toward watching English videos.

	yes	No
participants	50	5
percentage	91%	9%



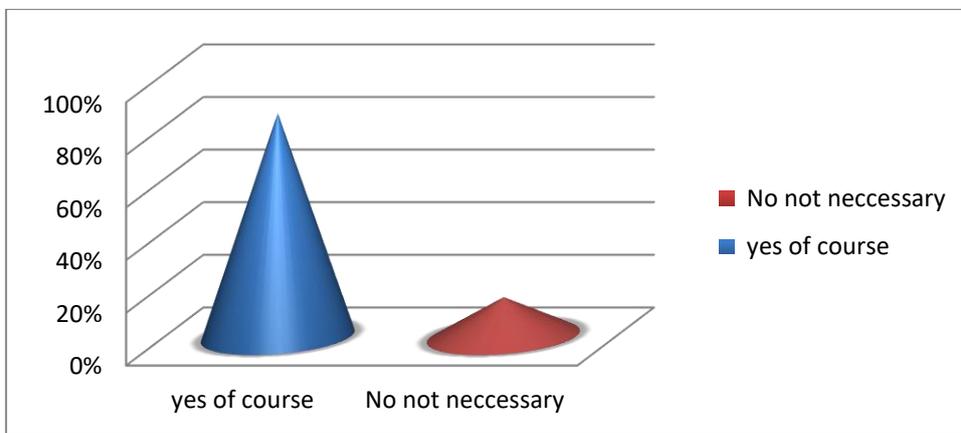
Graph 10: diagram representing students' motivation toward watching English videos.

From the table and graph 10 above we notice that nearly all most students enjoy watching English videos 91% , and a few of them 9% who dislike viewing English videos this is because they do not like English they are not motivated to learn English .

IV / Do you prefer videos with key words to facilitate vocabulary acquisition ?

Table 11: students' attitude toward using videos with key words to facilitate vocabulary acquisition.

	Yes of course	No not necessary
participants	47	8
percentage	85.5%	14.5%



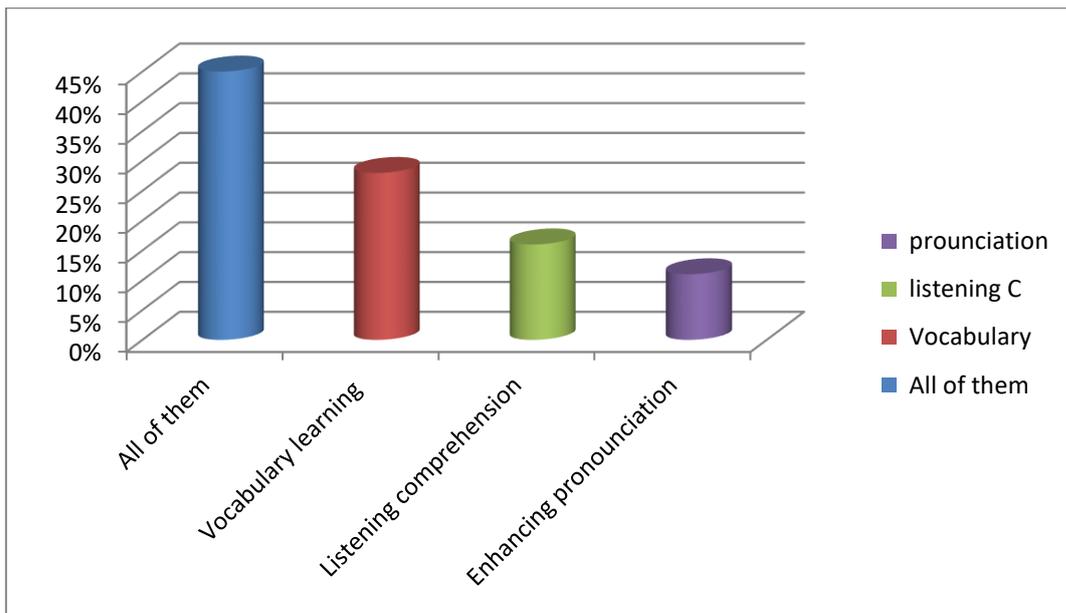
Graph 11: Students' attitude towards using English captioned videos to facilitate vocabulary acquisition.

Table and graph 11 above shows that most responders 85% are agree with using key words in English videos to facilitate vocabulary acquisition , and not more than 15% who are disagree with this technique .

V / Do you think that captioned videos help in?

Table 12: Students 'opinions about the benefits of captioned videos.

	Vocabulary learning	Listening comprehension	Enhancing pronunciation	All of them
Participants	15	9	6	25
percentage	27.27%	16.36%	10.90%	45.45%



Graph 12: Diagram represents Students' opinions about the benefits of captioned videos.

From the previous diagram we notice that most responders about 45.45% claim that videos paired with captions help in all the alternatives i.e. vocabulary learning, listening comprehension and enhancing pronunciation. In addition there are about 27.27% who have chosen vocabulary learning as the main benefit of captioned videos, also some students

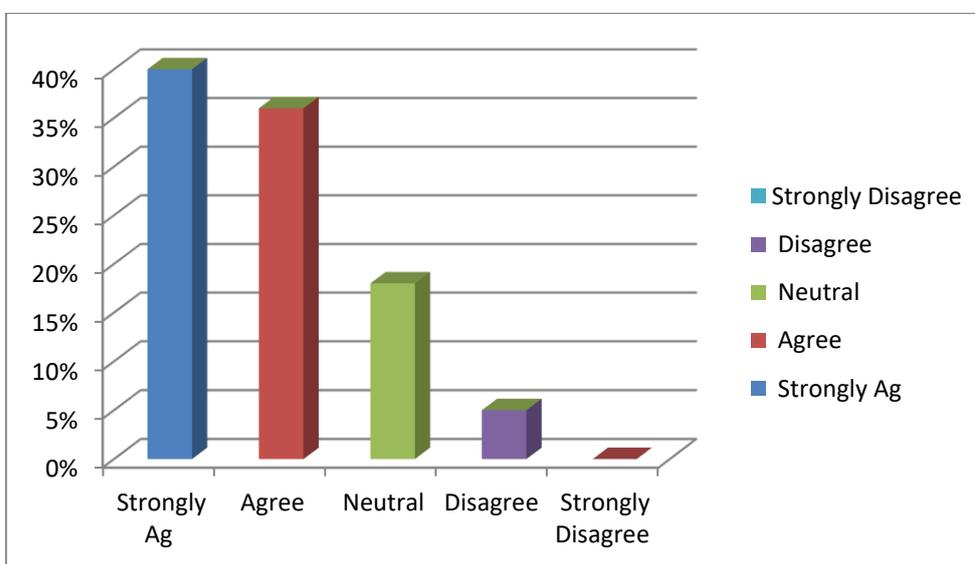
16.36% stated that it has an advantage on listening comprehension, the others 10.90% see that it has an influence on enhancing pronunciation.

When we ask our responders to give other advantages of videos with key words the majority of them suggested that it stimulates them to learn vocabulary without making them feeling boring.

VI / How much do you agree or disagree towards using captioned videos in the classroom?

Table 13: Students' attitude towards using captioned videos in the classroom.

Rank	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
participants	22	20	3	0	10
percentage	40%	36.36%	5.45%	0%	18.18%



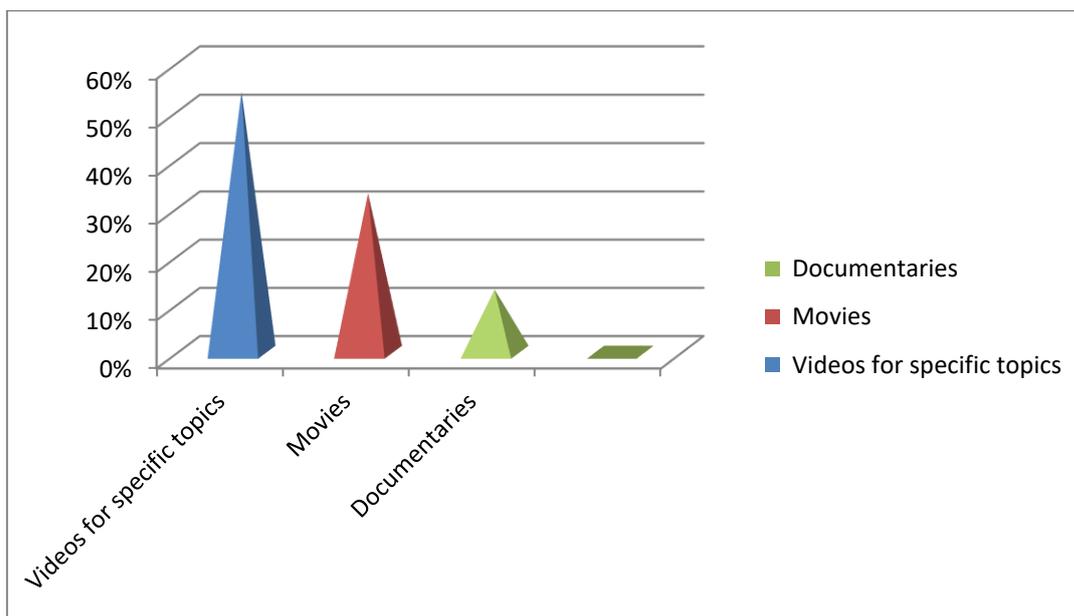
Graph 13: Diagram representing students' attitude towards using captioned videos in the classroom.

The diagram above indicates that 40% of students are strongly agree with using captioned videos in the classroom and 36.36% are agree while 18% are neutral, a minority 5% are disagree , but there is no one is strongly disagree .

VII/ What kinds of videos do you prefer to be taught with to enhance your vocabulary mastery?

Table 14: Kinds of videos that students prefer to be taught with.

Kinds of videos	Movies	Documentaries	Videos with specific topics
participants	18	7	30
percentage	33%	13%	54%



Graph 14: Diagram represents kinds of videos that students prefer to be taught with.

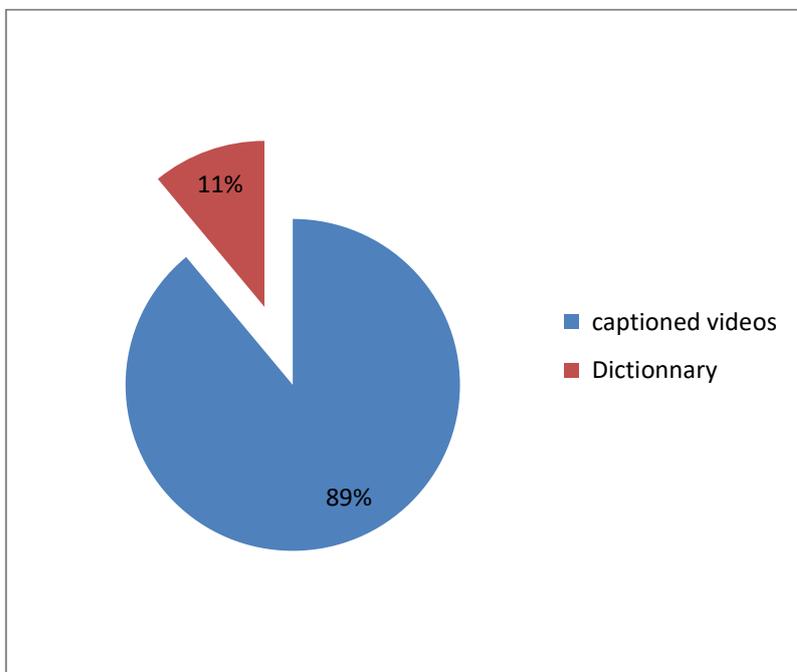
From the data presented previously in figure 14 most students 54% like videos with specific topics and interests like travelling, going to a restaurant... this reveals that students want to develop their vocabulary mastery through captioned videos.

There are 33% of them prefer movies, and 13% how have chosen documentaries.

VIII/ What is better learning vocabulary from captioned videos or dictionaries?

Table 15: methods of vocabulary learning.

Learning vocabulary from	Captioned videos	Dictionaries
participants	49	5
percentage	89%	11%



Graph 15: Diagram represents methods of vocabulary learning.

IX / What are your suggestions about using videos in the classroom?

The majority of students suggested integrating videos in the classroom, they like it especially in oral sessions, they proposed that topics should be varied in order to build lexical knowledge in many areas.

3.3 Description of teachers' interview

In view of the fact that the questionnaire is not enough to gather data, therefore an interview is added as another research instrument.

It is addressed to a five teachers at the English section in the University of Biskra . It is a semi structured interview which contains five open-ended questions intended to know their opinions towards the use of videos in the classroom.

3.3.1 Analysis of teachers' interview

Question one: What are the difficulties that hinder students' in speaking and writing ability?

The interviewees stated that students' face many problems such as grammatical mistakes, and lack of vocabulary knowledge in terms of writing skill. Concerning the speaking skill, in addition to those troubles learners' also suffer from bad pronunciation.

Question two: In your opinion does the use of audio-visual aids especially videos is beneficial? If yes in what way?

The second question was about their opinion on whether the use of audio- visual-aids especially videos is beneficial, all the teachers answered yes, they justified their answer by claiming that, it provides native speaker, it is considered as a comprehensible input, it

provides the practice of receptive skills, in addition to that it attracts learners' attention so that it motivate them to concentrate.

Question Three: How does videos specifically captioned ones help students in vocabulary learning according to your point of view ?

In the third question their point of view towards if captioned videos help in vocabulary acquisition is required. Their answers was that yes it can aid to facilitate vocabulary acquisition by adding captions to videos it make remembering the spelling easier since it is written on the screen, as a result they can pick up new items without any difficulties ,

Question Four: Is the environment helpful for implementing audio-visual aids in the classroom? In the fourth question we sought to know if the environment is supportive for implementing audio-visual aids in the classroom, some teachers stated that yes it is helpful because learners are motivated and they are attracted by technology and especially if it is integrated in their learning process, but others claimed that sometimes the environment is not very helpful because not always the data show is available , also time is insufficient in the session ,

Question five: Do you have any suggestions about using captioned videos in the classroom? The last question their suggestions concerning the use of captioned videos in the classroom , is demanded , they suggested that it is important to integrate audio-visuals aids in the classroom since it is an effective strategy to teach English it should be an opened discussion after their watching and even testing their progress should be taking into consideration,

3.4 Discussion of the Findings

The aim of this research was to examine the effectiveness of viewing captioned videos on improving EFL learner's vocabulary acquisition.

This study is built upon a hypothesis that is, if captioned videos are helpful in enhancing EFL/ESL learners' vocabulary acquisition.

After analysing the data collected through a students' questionnaire, along with teachers' interview, this inquiry proved that the hypothesis of this investigation is confirmed.

The results obtained showed that the majority of learners claimed that captioned videos help them in developing not only their vocabulary learning but also they stated that it helps them in enhancing pronunciation and facilitating listening comprehension as well.

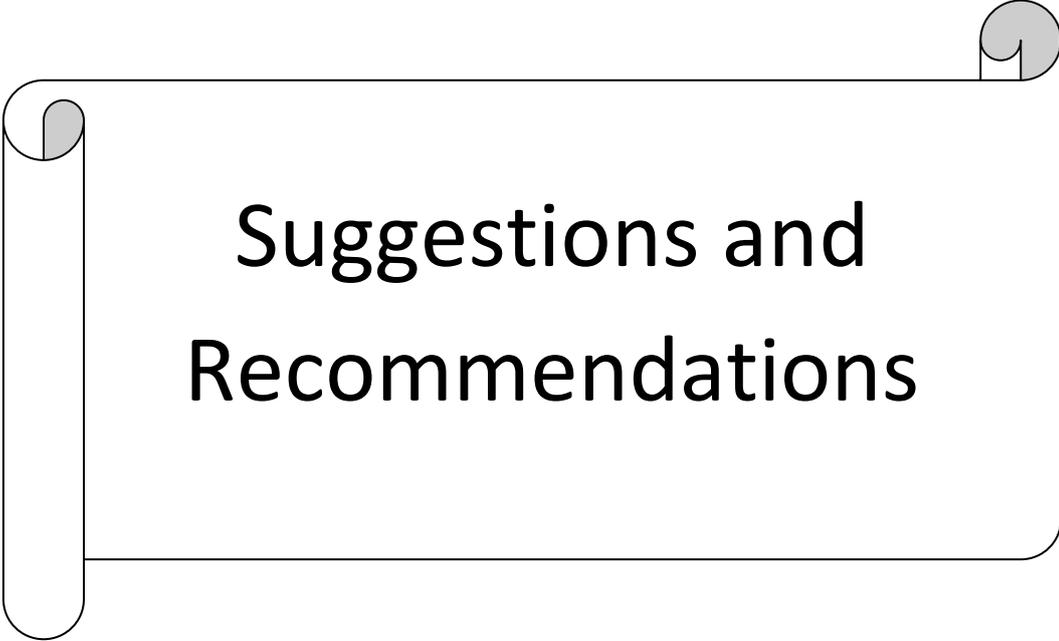
In addition, most of them supported very much the idea of pairing videos with captions in order to acquire new items easily. Besides, most of students agreed that captioned videos stimulate them to learn vocabulary better than other techniques such as dictionaries.

From the point of view of teachers, most of them believe that thanks to captions added to a video the possibility of remembering words easily will raise since students are listening and watching and can see the spelling of new items which enables them to pick up new words without difficulties.

One can deduce that viewing captioned videos is an effective approach in enhancing EFL vocabulary learning. It allows learners to be exposed to the target language; i.e. the more students are exposed to captioned video the more implicit vocabulary knowledge will take place as a result EFL learners can acquire spontaneously new lexis.

Conclusion

This chapter was devoted to deal with the field work; it is divided into two main parts, part one is an overview about the research methods of data analysis and also, the research objectives was provided , part two concerns an analytical study which was done so that to gain the results . Finally an interpretation of the findings was developed.



Suggestions and Recommendations

Suggestions and Recommendations

1. Pedagogical Implications

Since students prefer to be taught with captioned videos, rather than other traditional materials such as: dictionary, in order to improve their vocabulary mastery of the target language, there are some pedagogical implications for both teachers and learners.

1.2 Pedagogical implications for teachers

First of all teachers should take it into consideration to integrate captioned videos and use it as a teaching vocabulary tool. To do that his main role is choosing topics those meet students' needs, in other words topics adopted according to the students' level an illustration for this is providing topics like going to a restaurant, travelling.... and so on for beginners.

One of the important implications for instructors is to know how to use captioned videos; this means that a good teacher is aware of the astute of incorporating captioned videos through three main stages previewing, post viewing, discussions and interactions.

In addition teachers should test the progress of learners after the session or even after a period to times; learners can be assessed orally or in a written form such as writing essays, or oral presentations.

1.2 Pedagogical implications for learners

Since learners are motivated to learn vocabulary from captioned videos, they can watch videos with captions outside the classroom especially if the time of the session is insufficient, they can asks their teachers to give them a copy to watch the videos again at home, extensive repetition facilitate more the process of acquiring new items.

Suggestions for Further Research

Future research conducted in this field should examine the effect of captioned videos on vocabulary acquisition from the experimental approach. Besides the experiment should take place for a long period of time since previous researchers on this subject claimed that the more learners are exposed to captioned videos the more they can pick up new items.

2. Limitation of the Study

During this research we faced many problems, first of all we planned to conduct this study from the experimental approach in order to obtain more accurate results, but unfortunately because of time we couldn't do that it was short. Second problem is normally the sample of this study is 80 students but we just gathered 55 who replied for the questionnaire, they seemed like they are not interested in answering the questionnaire.

General Conclusion

Vocabulary is the basic element in learning any language, we need words to construct sentences, and we need sentences to build paragraphs and speech. Without vocabulary neither speech nor writing can be existed. That is to say, any language learner especially beginners need as much as possible of vocabulary in order to be able to achieve the mastery of the target language.

This study suggested pairing videos with captions as an innovative technique to facilitate vocabulary learning in a motivated atmosphere.

For the reason that nowadays learners depend heavily on technology in all domains and they consider dictionaries as a traditional method to learn new words, besides the majority of first year English students suffer from the lack of vocabulary as serious problem therefore this study aimed to improve student' vocabulary learning through watching captioned videos.

For the sake of studying this work the researcher put two main research questions:

1. Does watching English captioned videos have an effect on facilitating EFL learners' vocabulary acquisition?
2. How can videos paired with captions improve vocabulary learning?

These research questions lead the researcher to formulate the following hypothesis: if videos paired with key words are helpful in facilitating vocabulary learning or not.

This dissertation is divided into two main parts which are the theoretical part and the field work. The theoretical part included two chapters. The first chapter dealt with defining vocabulary, identifying words as well as a distinction between receptive and productive knowledge as two essential concepts in learning vocabulary also included.

Moreover this chapter provided two types of vocabulary learning explicit and incidental. The former is planned before and the latter is not programmed before. In addition it highlighted the main difficulties that EFL students face when they learn vocabulary such as forgetting and also its causes. Then some vocabulary learning strategies are given. We researcher concluded the chapter by giving the importance of vocabulary in language learning.

The second chapter was about captioned videos it started by defining audio-visual aids and videos in general, and then captioned videos particularly. We focused on the importance of listening comprehension as a comprehensible input which is the role of captions. In additions we mentioned the importance of using videos in the language classroom.

The third chapter which is the field work, it is the practical phase of our research work it deals with the collection and the analysis of information related to the topic of this research. After collecting and analysing the obtained data, the results have showed that the hypothesis of this research is confirmed and the effectiveness of using captioned in EFL classroom to enhance vocabulary acquisition is proved.

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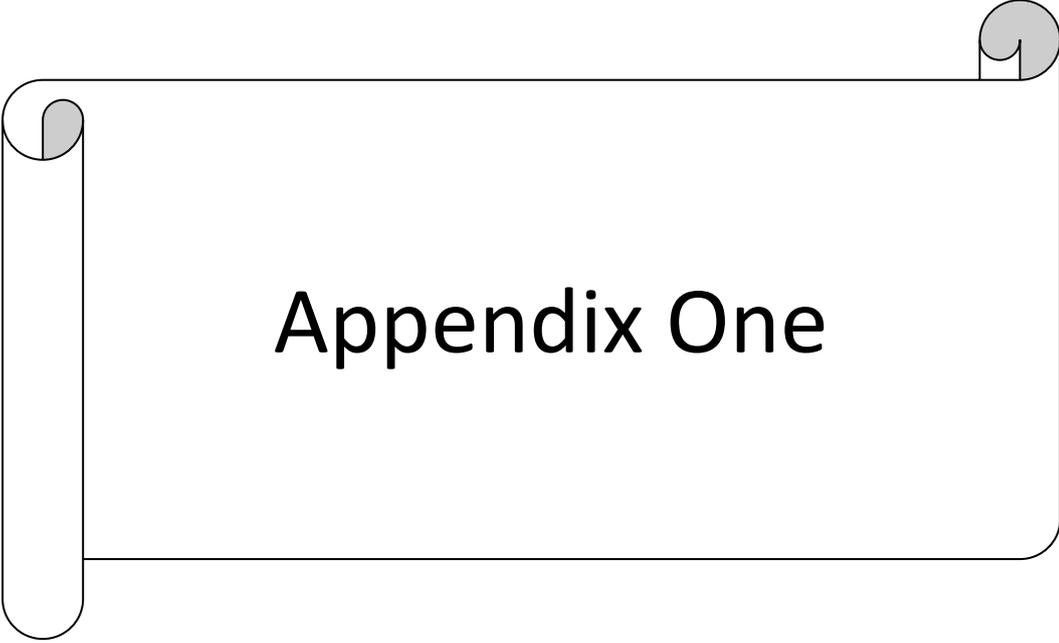
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Appendix One

Student's questionnaire

Captioned videos are English videos paired with key words to show what is being said in the video. The aim of this questionnaire is to examine the effectiveness of watching captioned videos on vocabulary acquisition.

I'll be greatly thankful if you answer this questionnaire honestly.

Section one: General information about students.

N.B. Tick the appropriate answer from the box.

1. Are you male female?

2. English branch was your choice imposed on you

If it is your choice explain why?

.....
.....

Section two: Student's attitude toward vocabulary learning.

N.B Tick the appropriate answer from the box

1. What is your favorite module?

Oral expression Written expression Grammar

Literature

Justify your choice

.....
.....

2. Classify the following skills according to their importance.

Speaking writing reading listening

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

Lack of vocabulary grammar mistakes

4. What are your problems when you come to speak?

Lack of vocabulary anxiety bad pronunciation grammar mistakes

5. Choose just one skill that you want to improve?

Vocabulary mastery Grammar mastery

Explain why?

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

Section three: Student's attitude towards captioned videos.

1. How often do you watch English videos?

Every day sometimes always rarely never

2. What are your difficulties when you watch an English video without captions ?

Listening comprehension no problems at all

3. Do you enjoy watching English videos?

Yes No

4. Do you prefer videos with key words to facilitate vocabulary acquisition?

Yes of course No not necessary

5. Do you think that captioned videos help in:

Vocabulary learning listening comprehension enhancing pronunciation
 alaaa all of them

Other advantages

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

6. How much do you agree or disagree towards using captioned videos in the classroom?

Agree Strongly agree disagree strongly disagree neutral

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

7. What kinds of videos do you prefer to be taught with to enhance your vocabulary

mastery?

Movies documentaries videos for specific purposes which consists of topic
such as: travelling, going to a restaurant..., ect.

8. In your opinion what is better learning vocabulary from:

Captioned videos dictionary

9. What are your suggestions from using videos in the classroom?

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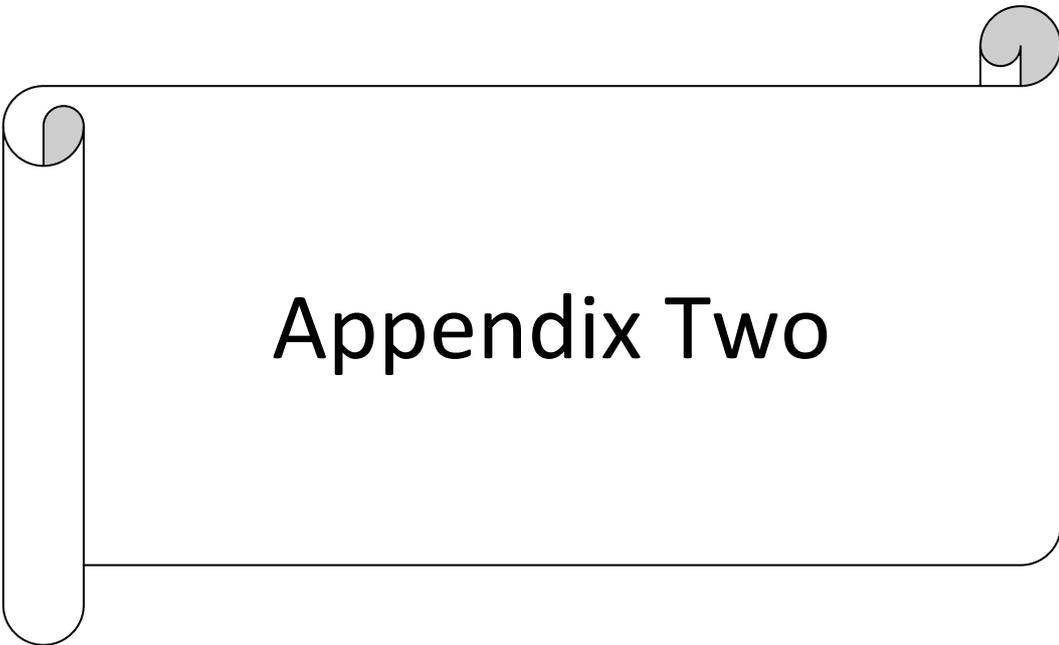
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Thank you very much.



Appendix Two

Teachers' interview.

Dear teachers

This interview serves as a data collection tool for a master degree in science of language.

This interview aims at gathering some data concerning the effect of watching captioned videos in facilitating vocabulary learning. Your answer will be of great help for us. Would you please answer honestly the following questions :

1. What are the difficulties that hinder students' in speaking and writing ability?

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.....

2. In your opinion does the use of audio-visual aids especially videos is beneficial? If yes in what way?

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3. How does videos specifically captioned ones help students in vocabulary learning according to your point of view ?

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4. Is the environment helpful for implementing audio-visual aids in the classroom?

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5. Do you have any suggestions about using captioned videos in the classroom?

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Thank you very much.

الملخص :

لقد خصصت هذه الدراسة بهدف معرفة مدى تأثير مشاهد الفيديوهات باللغة الانجليزية المرفقة بالكلمات، والتعليقات التي تم لفظها في الفيديو، وذلك لتسهيل اكتساب المفردات المتعلقة بطلاب السنة الاولى المتخصصين في الانجليزية كلغة اجنبية في جامعة محمد خيضر بسكرة كدراسة حالة.

و يهدف هذا البحث الى دراسة تأثير اضافة المفردات الأساسية لأشرطة الفيديو، وذلك لتعزيز اكتساب مفردات اللغة الانجليزية كلغة اجنبية .

وقد تم بناء هذا البحث على الفرضية التالية : ان الفيديوهات المقترنة بالكلمات الأساسية، والتعليقات يمكن أن تكون لها فعالية في تسهيل اكتساب مفردات جديدة، وبعد جمع و تحليل البيانات باستخدام استبيان موجه الى الطلاب بالإضافة الى مقابلة مع المدرسين في قسم اللغة الانجليزية اظهرت هذه الدراسة ان اشرطة الفيديو المرفقة بالكلمات المفتاحية لها فعالية في تسهيل اكتساب المفردات.