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The effect of watching captioned movies on Iranian learners' vocabulary learning at pre-intermediate level

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ABSTRACT

This research study investigated the effects of captioned and non-captioned movies on learning vocabulary of Iranian English learners. Sixty pre-intermediate Iranian male and female students aged between 15-18 took part in this research study. They were divided into two groups: control and experimental group. The control group was exposed to non-captioned movie and the experimental group was exposed to captioned movie. The video clip was called "Victorious" which was created by Dan Schneider in 2010. The students were shown one part of this clip and asked to focus on sentences and vocabularies. Before watching the movies, they were given a standard test of proficiency, Oxford Placement Test (OPT). After determining their level and before watching the film, the students were given a test on the vocabularies based on captions as a pre-test to make sure they didn't know the words. After watching the movie, they were given a 80 target vocabulary items. Based on inferential statistics, the findings showed that the experimental group who was exposed to captioned movie outperformed the non-captioned group.

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Introduction

When you face a video with important audio content (e.g., interview, explanations and so on) it is easy for people to lose and miss crucial content. That might be due to a problematic situation such as being deaf or lack or hard of hearing and watching a video in a noisy environment. In order to solve such problems, the only sufficient and necessary tools are captions or subtitles. Subtitles and captions may be used interchangeably. But they are different. Subtitles are facilities for people who do not understand the language and the text and the audio is not clear for people in hard and noisy environment. Captions are facilities for people who cannot distinguish and include indications of the speaker and sounds. It is part of the video image. It is extracted from JISC Tech Dis (inclusion technology service), 2013.

Second language teaching and learning can be done through multimedia. In order to teach English as an effective mechanism and system, many scholars believe that multimedia technology (TV, computer, networks and so on) helps teachers to consider and integrate the real situations with target language (Brett, 1995; Egbert & Jessup, 1996; Khalis, 2001).

The importance of this research study is to show the effectiveness of multimedia system on learning vocabulary. According to Long (1991), teaching every component of language entails to integrate grammar with communicative aspects. According to the input hypothesis, learners should pay attention to form and change the input into intake as they connect form to meaning. To improve learners' attention to linguistic components, we have a lot of strategies for them.

Another research about video featuring has been used to enhance curriculum in order to teach the synthesis of culture, language and authentic video has been claimed to be the best kind of document, because It included the sights, sounds and gestures of the culture (Berwald, 1988, Kramsch, 1983). In order

to progress the learners' learning and have a rich input we used a lot of technologies.

A lot of studies show that choosing students for better learning is an important factor. Scholars believe that in order to recognize learners' feature for better learning we should scrutinize their learning styles. Some students prefer diagram, some pictures, and some films. This recognition helps teacher to consider the teaching situation and resources. When learners notice caption in a film and have a lot of facilities for getting the meaning of words, they can understand better and also their vocabulary learning will be improved (Reichmann & Grasha 1974). This study attempts to show the effectiveness of captioned and non-captioned movies on vocabulary learning of pre-intermediate Iranian learners. As a matter of fact the purpose is to create authentic and real life situation for learners. In this research the purpose is to show how rich and comprehensible input plays an important role on vocabulary learning.

Statement of the problem

Concerning the importance of language learning and teaching, a lot of researchers have investigated language and different aspects of it. In order to teach the vocabulary of a language, creating some authentic situations can facilitate vocabulary learning. Paying attention to multimedia technology and using such devices can help learners to learn and acquire vocabularies. Nowadays using captioned videos, paying attention to formal aspects of English Language and vocabularies make learners learn English vocabularies effectively.

Most Iranian learners have problems when it comes to communicating with foreigners. Creating a non-Persian environment makes learners improve and facilitate learning vocabularies. The most important tool for such learners is to use captioned video.

Significance of the Study

Current research has a lot of applications. One of the most significant uses of this research is for learners who want to learn vocabulary and improve language in a country. Captioned movies create authentic and comprehensible input for learners to learn English language and improve vocabulary. Another important aspect of this topic is used for enhancing intellectual and social development of learners. The other important uses of captioned video is learning words in context. We can prepare a practical curriculum for pedagogical purposes. Most English language Iranian learners can make use of captioned video at language institutions, elementary school, junior high school or even at university.

Objective of the Study

This study attempts to show the effectiveness of captioned videos on learning vocabulary of Iranian English learners at pre-intermediate level. As a matter of fact the purpose is to create authentic and real life situation for learners. In this research the purpose is to show how rich and comprehensible input plays an important role on vocabulary learning of Iranian learners. Another important aspect of this topic is used for enhancing intellectual and social development of learners.

The other important uses of captioned video is learning words in context. We can prepare a practical curriculum for pedagogical purposes. Most English language Iranian learners can make use of captioned video at language institutions, elementary school, junior high school or even at university.

Research Questions/ Hypotheses

This study aims at investigating the effects of captioned and non-captioned movies on learning vocabulary of Iranian English learners. As such, the following question is the main concerns of this thesis:

- Does watching captioned movies have effect on vocabulary learning of pre-intermediate Iranian learners?

Concerning the above question, the following hypothesis will drive the present study:

H0: Watching captioned movies does not have effect on vocabulary learning of Iranian English learners at pre-intermediate level.

Theoretical Framework

Captions help learners to develop language proficiency through enabling learners to be aware of new and unfamiliar words. Garza (1991) conducted a research using Russian and English as target language to consider the usefulness of captions as a pedagogical aid to facilitate the use of authentic video in the foreign language classroom.

In order to make facilitate the learning process and present a rich input, we use a lot of technologies. Videos embedded with captions are helpful for students who are learning English language skills especially learning vocabularies. Recent studies show that using multimedia makes learners pay more attention to form than to paper-based instruction (Mackey & Ho, 2008; Mayer & Moreno, 2002; Rose, 2003). In addition video with authentic accents can be effective for learners (Dahbi, 2003). The other application of captions will improve the learners' pronunciation (Vandergift, 2007). A lot of studies show that choosing students for better learning is an important factor.

This research study is to emphasize the importance of form (caption) and ability to get in a real context. Schmidt stressed the concept of noticing for inter-language development. He believes that intake is that part of the input that the learner notices (Schmidt, 1990). In this research when learners notice caption in a film, as a result they can understand better. So their vocabulary learning will be improved. Gass (1988) defined

noticing and intake differently. He presented a five stage model of second language acquisition. The first is apperception of input. From Schmidt's point of view, it is noticing. The second one is prior knowledge. It is a factor for understanding the form. The third one is intake. It is a deep analysis of L2 or understanding of syntactic structure. The fourth is integration. When input confirms a hypothesis and integrated into learners inter-language.

The importance of this research study is about teaching and learning vocabularies in the area of multimedia technology. In this framework this research study or theory is to emphasize how to teach vocabularies to the students so that they can choose and distinguish the correct choices. On the other hand, in this theory the purpose is to show the effectiveness of teaching and lifelong learning vocabularies.

Definition of Keywords

Captioned and non-captioned movie: by caption movie, the movie which includes written form while showing. The text is shown in first language (e.g., English text for Iranian learners). The non-captioned movie does not include any text.

Subtitle : The written form in a movie other than the first language in a movie is subtitle. That is, an English movie which includes Persian text.

Organization of the report

The study includes five chapters. In order to help the readers in comprehending the study, it is systemized as follows:

Chapter one shows the background of the study, reason for choosing the topic, problem of the research, purposes of the research, significance of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two provides the review of the related literature. It describes the researchers' approach about the effectiveness of this topic in developing the study. All of them will serve the fundamental references in conducting and analyzing the study. Chapter three explains method of study conducted by the writer. It gives the description of the participants, the subjects of the study, the research procedures, the instruments, data collection and data analysis. Chapter four discusses the results of the study with respect to the research question. Chapter five provides the overall discussion of the study as the conclusion.

Literature Review

Introduction

This chapter is about the most important findings, strengths, and weaknesses of the given research. It included an accurate and objective summary of the current research. A lot of important terms and researches were prepared by different researchers and they have gathered a lot of data to show the effectiveness of watching captioned movies on language acquisition in general and vocabulary learning in specific. This chapter included some of the findings which some scholar studied the relevant topic. They also stressed the importance of multimedia technology on language learning and different input as an authentic material for better comprehension.

The role of captioned movie as a "rich input" in L2 teaching and learning

Having a rich comprehensible input plays an important role in second language teaching and learning. Based on "input hypothesis" Krashen (1985) argued that the use of target language in real and authentic situation and the stress on rich comprehensible input facilitate language acquisition. Using multimedia and having captions can help learners to learn language and vocabulary in authentic situation. Paivio (1971) proposed that when we have pictures or captions in video, these

components help learners to consider form and meaning and can create meaningful and communicative circumstances.

According to Neuman and Koskisen (1990-1992), using captioned video can create a rich language environment for learners to learn words through context. Another research concerning L2 captions which has been carried out by Bean and Wilson (1989) about positive attitudes towards captioning and the positive effects of it.

Elsworth (1992) examined the effect of captioned to motivate learners to use second language with greater confidence. According to Vanderplank's report (1988) captions have potential value on helping the language acquisition process by providing learners with the key to massive quantities of authentic language input that are incomprehensible. Captions help learners to develop language proficiency through enabling learners to be aware of new and unfamiliar words. Garza (1991) conducted a research using Russian and English as target language to consider the usefulness of captions as a pedagogical aid to facilitate the use of authentic video in the foreign language classroom.

The importance of this research study is to show the effectiveness of multimedia system on learning vocabulary. According to Long (1991), teaching every component of language entails to integrate grammar with communicative aspects. According to the input hypothesis, learners should pay attention to form and change the input into intake as they connect form to meaning. To improve learners' attention to linguistic components, we have a lot of strategies for them.

Another research about video featuring has been used to enhance curriculum in order to teach the synthesis of culture and language and authentic video has been claimed to be the best kind of document, because It includes the sights, sounds and gestures of the culture (Berwald,1979,1986,Kramsch ,1983) . In order to make progress the learners' learning and have a rich input we use a lot of technologies.

Audiovisual materials with rich context are powerful tools for learning language, because they have motivated, and affective impact on viewers (Baltova, 1994). Exposing learners to highly contextualized language input makes them have authentic situation for better learning. There is a close relationship between second language acquisition and captions. According to Herron (1999), movies usually expose students to a larger amount of authentic oral input which improve language skills. Audiovisual media are closer to real life, because visual clues and context make it possible to "view" the message as much as listen to it (Baltova,1994;504). Comprehension is also influenced by visual information and cultural knowledge (for example interpreting facial expression).

In an experiment involving 53 intermediate level Grade 8 Canadian pupils showed that those who watched a 15-minute clip in the video-and-sound condition outscored in the sound-only condition (Baltova,1994;511,513). In terms of comprehension, captions can help learners at different levels of linguistic ability. An experiment by Markham on 76 advanced, intermediate, and beginning English second language students showed that the students who watched the movie with captions performed better the multiple-choice comprehension tests than the non-caption one. Thus captions helped students perform beyond their proficiency level (Markham,1989;39,41).

In terms of word recognition and vocabulary building, captions can be effective and beneficial. The researchers found that comparing between two strategies of learning based on captioning and traditional television watching would be totally different. Neuman and Koskisen(1992) conducted a nine-week

experiment with 129 seventh and eighth grade ESL students watching nine 5to8 minute long segments of an American children oriented science production. The research showed that captioning was more beneficial to vocabulary recognition than traditional television watching.

The audio-visual materials are great help in facilitating of a foreign language. All audio-visual materials have positive effects to language learning if they are used at the right time, in the right place. In language learning ears and eyes play an important role in learning, but eyes are more basic in learning. Rivers (1981) stressed the importance of audio and visual means on understanding the other culture by providing indirect contact with speakers of the language. Video as a useful mean makes meaning clear. Non-native speakers of a language rely more heavily on visual cues to support their understanding and video is an obvious medium for helping learners to interpret the visual clues effectively. Language teachers mostly in Iran do not use movies or clips in the classroom. May be it is imagined to take a lot of time or the students cannot understand. As a matter of fact, video motivates learners and brings the real world into the classroom. It contextualizes language naturally and enables learners to experience authentic language in a controlled environment. In addition a teacher using visual cues such as facial expression, dress, gesture, posture and any details of environment can create and make a lot of activities for the students concurrently. For example by pausing different scenes, a teacher can ask a lot of questions pertaining to different grammatical structures or making interactive activities among learners.

The role of captioned movie in different aspects of language

Videos embedded with captions are helpful for students who want to learn vocabulary. Recent studies showed that using multimedia make learners pay more attention to form than to paper-based instruction (Mackey&Ho,2008; Mayer & Moreno, 2002; Rose,2003).In addition, video with authentic accents can be effective source for learners. (Dahbi, 2004). The other application of captions will improve the learners' pronunciation (Vandergift, 2007)

One of the most important theory about the multimedia technology is the dual-coding theory. It was proposed by Paivio. Paivio (1971) suggested that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers then will be more probable to keep the message in mind. Garza (1991) gave a rational for the pedagogical use of second language audio and second language captions when he wrote, "by providing students with a familiar (i.e., comprehensible) graphic representation of an utterance , they are empowered to begin to assign meaning to previously unintelligible aural entities, gradually building their aural comprehension in relation to the reading comprehension".

So the purpose of the use of second language captions is to help learners match written words to their phonetic realization in the language. Salaberry's (2001) review of research about the use of technology for second language learning and teaching revealed the use of video in SL and FL classroom. His review included a study by Hanely and Herron(1995) investigating students' retention of information in FL videos using two advance organizer conditions and Borrás and Lafayet's (1994) study addressing the potential usefulness of subtitles for increasing learner's oral communicative performance.

The other research which Herron, Cole, Corrie, and Dubreil (1999) investigated the effectiveness of a video-based curriculum in teaching culture in a French classroom. Their

study showed that the students were able to understand the culture through the use of a video- based curriculum.

The other application of video clips was about the students' cultural awareness. Kitajima and Lyman-Hager (1998) used think aloud protocols to show the effectiveness of video clip for their cultural information. The other research about the use of video concentrated on video and film as comprehensible input for developing students' listening comprehension at various level of instruction Edasawa, et al. (1990), Garza (1991). With the advance of technology, options of how one can watch movies become numerous. Not only the sound and images can be adopted, but the subtitles of various languages are also called for assisting comprehension so as to language learning (Markham, 1999). Most teachers regarded video as a mean for developing learner's abilities to understand spoken language.

Baltova (1999) conducted an experiment with 93 lower intermediate native French speakers learning English in order to examine the effect of the L1 or L2 captioned video. The test was based on comprehension question and gap- fill. The result revealed that L2 captions were the most beneficial for the recall of L2 vocabulary and of content.

Web (2010) and Rodgers (2009) investigated the usage of television programs in relation to incidental vocabulary learning and text understanding. They showed that to get 98% coverage, 5000 to 9000 word families are necessary depending on the television genre. Van Zeeland and Schmitt (2012) proposed that learners with a vocabulary size between 2000 and 3000 word families have 95% coverage. The findings showed that majority of learners have not gained a sufficient understanding of L2 video. In spite of having a rich video (Baltova, 1999), it is not necessarily suitable for learning. (Danan, 2004). The only solution to help learners is to prepare them with L2 captions.

Bird and William (2002) suggested that captions help learners to decode speech so that they can visualize the speech stream and identify word boundaries. Guillory investigated that the keywords can support understanding of L2 video for beginning learners of French. The result showed that learners in the key word group significantly outperformed the non-caption group. Unlike Guillory's study Park's research (2004) showed that only the more advanced learners were able to benefit from keyword captions; lower-level students did not significantly outperform the non-captioning group.

Although few studies have been investigated the effects of captioned movie on L2 learners' vocabulary learning (e.g. Baltova, 1999; Danan, 1992), two general results can be drawn from the results of previous research. First of all, it has been shown that the captions significantly lead learners on written form recognition (Neuman & Koskinen, 1992; Sydorenko, 2010) and aural form recognition test (Markham, 1999). Second captions also help learners make form-meaning connections in the mental lexicon which are important in the acquisition of lexical items (Vanpattern, William, 2004). Luo (2004) investigated the influence of DVD movies on students' listening comprehension. The DVDs were the main course of study. A lot of instructional activities such as explaining picture, open-ended questions, and story-telling were included in the classroom. The researcher chose caption-on and caption-off activities to practice students' listening skills. The result showed that students' listening "did improve" through the instruction of using DVD movies. In order to maximize vocabulary learning, video with caption is a basic tool. Captions help learners to learn vocabularies and pronounce them. Native-language subtitles help learners to comprehend the movies easily (Geza Kovacs, 2013). Learners may face words that they do not know

while watching the video. With smart subtitles, they can obtain a definition in their native language. The best definition for that word in the context of the sentence will be displayed first, while alternative definitions are displayed afterwards.

Video provides extra motivation and extensive information about the target culture and society (Diaz Cintas, 2003). Captions in foreign movies have been used a support for foreign language education. Sometimes the captions have been considered distracting and tend to reduce the development of language skills, because learners mostly rely on the text rather than the speech stream. For many learners, text helps them monitor the speech. Captions provide instant feedback and positive reinforcement and help to make a feeling of security on learners (Vanderplank, 1988).

Video with captions helps learner to find and comprehend new words. It also creates a close relationship between image, sound in one language and text, sound and text being linked by translation. These strong connections create meaning context and encourage strong associations for retention and language use. Relationship between visual images and translation is very powerful. By watching immediate meaning in terms of vocabulary recognition, it can help learners to reinforce language learning (Canning- Wilson, 2000). Captions make learners pronounce the words correctly and follow the plot easily. They can allow learners to understand humor or jokes and difficult idioms (Longergan, 1989).

Having captions in the foreign language gives us textual information contained in the original dialogues (Diaz Cintas, 2003). Using of captioned video provides a rich source and communicative language. According to Gaza (1991) exposure to captioned video significantly improves or impairs viewing comprehension. Garza investigated that watching movie with captions contributes to language learning and facilitate language acquisition. Some 500 students of over 20 native-language backgrounds participated. Measures were obtained concerning viewing. The result showed that all viewers benefitted significantly from captioning, even with only on viewing.

Kozma (1991) investigated the importance of learning a language through media. His research was a response to Clark's (1983) idea. Clark said, "...researchers refrain from producing additional studies exploring the relationship between media and learning unless a novel theory is suggested." (p.457). He concluded that, "media do not influence learning under any condition." Kozma stressed that, "the primary effect of a medium's technology is to enable and constrain its other two capabilities: the symbol systems it can employ and the processes that can be performed with it. For example, a computer with a graphics board or a speech synthesis board can use different symbols in its presentations than those without".

Another research which was done by the National Captioning Institute in 1990, was about using captioned television to improve reading proficiency of language minority students. This study proposed that captioned television, as a multi-sensory, largely entertaining medium might be an important source of "comprehensible input" for bilingual students in learning language and literacy. In this research one hundred and twenty-nine participated from 17 science classrooms. They were divided into 4 groups: 1) captioned television 2) television viewing only 3) reading along and listening to text 4) textbook only. The first three groups either viewed or read the units of science segments. The textbook-only group used as a control. The result of this study showed that students incidentally learned more words from captioned TV

than either of the two treatment conditions as well as the control group.

There are many studies on the use of captioned videos in developing particular language skills. Herron (1995) concluded that, "video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more efficiently than other instrumental materials. Video tape permits students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video, visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language" (Herron, et al., 1995,p775).

The other study has been proposed about the application of captions and reduced forms instruction. Jie Chi Yang (2013) investigated the application of captions on EFL students' listening comprehension. He examined how different modes of captions may enhance listening comprehension. He chose three modes of captions: full, keyword-only, and annotated key word captions. Forty-four EFL university students participated in the study. The results showed that all three groups exhibited improvement while the annotated keyword caption group exhibited the best performance with the highest score.

Fazilat, Ghorbani and Samavarchi,(2011) studied about the effect of standard and reversed subtitling versus no subtitling mode on L2 vocabulary learning. They emphasized the importance of vocabulary learning in a rich and natural language context. They studied on forty five students and divided them into three groups. Group A (non-subtitling) included those students who watched the movie with original sound track and without subtitles, group B (standard subtitling) watched the movie in a foreign language (English) in sound track and native language (Persian) in subtitles, and group C (reversed subtitling) watched the movie with foreign language(English) in subtitles and native language (Persian) in sound track. The results showed that the participants in the reversed subtitled group (C) had higher English vocabulary scores than those of standard subtitled and non-subtitled groups.

Anderson and Nagy (1991) studied about the different meanings of a word. They investigated them based on a rich and natural language context. They showed that these meanings cannot be grasped unless they are considered in different semantic and syntactic contexts. Learners try to get the meanings of what is said, sung, or written. In this regard the meaning of words is not given but inferred from the context in which they are presented.

Most studies on incidental vocabulary learning have focused on written text. Captioned movie seem to provide a rich context for incidental vocabulary learning (d'Ydewalle& Pavakanum, 1995; 1997). Wang, Chou, and Hsieh (2003) emphasized the effectiveness of subtitles on vocabulary learning.

Different types of input (incidental and intentional learning)

There are different types of input which have high qualities for learning L2 vocabulary and content. They include: oral speech, written text, and also visual cues such as setting, objects, people, and actions. Video provides a lot of contextual cues. Some can be reproduced by audiotapes. None of them are available in the text (e.g., background sounds, intonation, quality of voice, body language, facial expression, physical actions. One of the most important factor for learning vocabulary is that we make input "comprehensible". That is, beyond the learner's level of language proficiency, but understandable from contextual clues. In order to have dynamic atmosphere for understanding the vocabulary, visual cues (e.g. facial

expression, lip and jaw movement, eye contact, body language, setting, objects referred to, and actions performed by the characters) can be more effective.

Mueller (1980) discovered that appropriate contextual visuals promoted comprehension for students.

Rubin (1990) investigated the usefulness of watching video during 12 consecutive lessons over a period of six weeks. She found that the scores of those who watched video improved by 32%. In another study, Secules, Herron, and Tomasello (1992) compared video-based instruction to a more traditional approach with classroom exercises and drills. The results showed that the video condition outscored those in the non-video condition. L2 learning where the learners pay more attention to the meaning rather than to linguistic form, and as a matter of fact the learners are not deliberately trying to learn new words is referred to as "incidental learning" (Ellis, 1994). This kind of learning is contrasted with "intentional learning" where learners are trying to learn words or formal features of the language. In the physiological literature, the distinction between incidental and intentional learning has been based on the type of instructions learners were given prior to doing the task. If they are instructed to pay attention to formal aspect of language in the message or to learn words out of context, they are said to engage in intentional learning (Hulstijn,2003).

Today a number of researchers agree that in order to learn vocabularies, the learners have to pay attention to the form of the message and notice the formal aspects of the language. (e.g., Gass,1988; Harley, 1994). Faerch and kasper (1981) investigated that if students are trying to understand the meaning of a spoken text, they may not be able to learn linguistic forms of the L2 and conversely, if they are paying attention to its form, they may not comprehend much of the message.

Van Pattern (1990) conducted a study and concluded that simultaneous attention to meaning and to non-communicative components had a negative effect on the comprehension of the content. Therefore, based on Van Pattern's research it can be predicted that the simultaneous learning of L2 vocabulary and content with captioned video will be effective.

In Duquette's (1993) experiment students were asked to give English translation of unfamiliar French words that were presented in context. The researcher only tested students for recognition of vocabulary. Those who watched a video in French outperformed students who just listened to the story.

Baltova (1994) tried to show the difference between understanding the visual context and language-specific understanding by supporting visual cues. Students who watched a short video tape story significantly outperformed students who just listened to the same story on the audiotape. The other application of captioned movie has led teachers to emphasize these effective visual cues in L2 teaching (Vander plank, 1993).

A study (Price,1983) conducted with 500 ESL learners who watched captioned TV programs showed that students' listening comprehension was improved. Also, "viewers" regardless of their educational level or language background, benefitted from captioning. In a study by Vander Plank(1988), 15 university students of English L2 at a high intermediate and advanced level watched BBC TV programs with subtitles. The result showed that the students were able to follow text, sound, and picture simultaneously. They were also able to understand fast authentic speech and unfamiliar accent.

Another study which conducted by Vander Plank (1990) with 15 students, all of whom watched BBC programs, subtitled in English, for four hours per week over a period of three months. The result showed that the students paid much attention to

language used in the programs and learners who attended to subtitles and took notes showed a superior ability to recall the language and the content they were exposed to. In contrast, the students who didn't pay much attention to subtitles and without taking notes were hardly to recall language and the content.

Based on the importance of multimedia technology, it is believed that caption movies help learners to improve their second language vocabulary acquisition (Ya-Ting chang, 2004). The other positive aspect of captioned movies can motivate in learning of a second language and also provide a relaxing and interesting environment for students during the learning process and reduce the affective factors (Friedman, 2001, Ogasawara, 1994).

The other research which focused on using captioned movies proved that teaching via captioned movie could be more efficient in transmitting information to learners than the traditional ways of books, or printed pictures. Because they were more comprehensible than the motionless of picture of books (Wang & Shen, 2007). Studies showed that using combination of film and transcript presentation created authentic and rich context for second language learners and they could understand the second language more easily (Koolstra, 1999, Danan, 2004). Having three components (second language sound track or auditory input, on screen text or textual input, and visual cues) of the film made facilitate language comprehension. Because they provided additional and complementary information for the learners (Kozma, 1991).

2.4. Theories and Principles in multimedia learning

According to the "Input Hypothesis" theory of Krashen, we had two suggestions: the first one emphasized that using interlingually captioned movies could be effective and changed incomprehensible visual messages to comprehensible input (Dana, 2004). The other one put emphasis on using captioned video as a good source of comprehensible input in language classroom, because they had full visual cues (Ogasawara, 1994).

The other important theory is Dual Coding Theory (DCT). Clark and Pavio (1991) investigated that every human has two separate processing channels: one for visual/pictorial and the other for auditory/verbal information. They process separately, but they are connected to each other. Dana (2004) used this theory to show the useful effects of inter-lingually captioned movies on language learning.

The other theory which is used as a basis of multimedia learning and subtitled movies is the Cognitive Theory of multimedia Learning. Mayer (2005) proposed three assumptions: the 'Dual Channel Assumption' as above was explained. The 'Limited Capacity Assumption' which shows that working memory has limited capacity for storing data and it can be overloaded if we have a lot of information to one channel.

The 'Active Processing Assumption' in which we will have meaningful learning if learner is able to hold the visual material in visual working memory and verbal material in verbal working memory, and the learner is also to organize them in a coherent mental structure and integrate them into relevant prior knowledge (Sorden, 2005).

There are a lot of principles based on the cognitive theory of multimedia learning. The first one is the 'Split Attention Principle'. In a captioned movie, the viewers have to split his/her visual and auditory attention appropriately which are necessary for understanding. The most important matter is that the learners should

not divide their attention, but should integrate mentally. The other important principle for understanding better is 'Contiguity Effect'. It emphasizes the closeness of verbal and visual materials together not far from each other (Mayer & Sim, 1994). Based on this principle, Sorden (2005) proposed that if we present words and pictures at the same time, better understanding will happen. The 'Modality principle' suggests that the effective working memory capacity and its processing can be developed by presenting information in a mixed (auditory and visual) mode (Low & Sweller, 2005). Based on the 'Coherence Principle', transferring the new information can be easily done only by using relevant words and pictures in a coherent summary (Mayer & Moreno, 1998).

The last principle is 'Personalization Principle'. It stresses the importance of deeper learning and it happens when the words are presented in conversational style (first or second person), not formal style (third person). So movies can be useful tools for learning a second language (Mayer, 2002).

Ta-ting Chang (2004) investigated the effects of captioned video on incidental learning, content, comprehension, and enjoyment of students. The results showed that captioned movies helped learners to improve their learning of second language vocabulary and phrases. In a study Bird and William (2002) investigated the effect of a single modality (text or sound) and bimodal modality (sound and text) on vocabulary learning of different English speakers. The result showed that the students had better memory recognition in bimodal presentation than single modality presentation.

The other study was conducted by Chun and Plass (1996). They examined the effect of different types of annotation on incidental vocabulary learning of students. The result indicated that word annotations with both verbal and visual modes were learned better than words annotated only with verbal modes.

A lot of studies show that choosing students for better learning is an important factor. Scholars believe that in order to recognize learners' feature for better learning we should scrutinize their learning styles (Felder & Henriques, 1995). Some students prefer diagram, some pictures, and some films. This recognition helps teacher to consider the teaching situation and resources. When learners notice caption in a film and have a lot of facilities for getting the meaning of words, they can understand better and also their vocabulary learning will be improved.

This study attempts to show the effectiveness of captioned and non-captioned movies on vocabulary learning of pre-intermediate Iranian learners. As a matter of fact the purpose is to create authentic and real life situation for learners. In this article the purpose is to show such rich and comprehensible input plays an important role on vocabulary learning.

Methodology

Introduction

This chapter consists of the following sections respectively: information about the participants, materials, the instruments used in this study, data collection and data analysis procedures.

Participants:

In this study 30 Iranian male and 30 female students aged between 15-18 took part at Pajouhesh School in Langaroud. These students were chosen based on OPT. The target population of this study were Iranian male and female EFL learners at pre-intermediate level. The proportions of subgroups and the language classes for this study were selected randomly from Pajouhesh school in Langaroud. The accessibility of the students was the reason for the selection of participants. The number of participants was equal and stratified random was

used. The students were divided into two groups: control and experimental group. Two different conditions were prepared for them. For the first condition, thirty Students of control group as female were exposed to non-captioned movie and thirty Students of experimental group as male were exposed to captioned movie. Before watching the movie, they were given a standard test of Oxford Placement Test, (OPT) in order to check their proficiency level. After determining their level and before watching the film, the students were given a test on the vocabularies and sentences as a pre-test based on captions to make sure they didn't know the word. The students of control group were shown a six minute video clip without caption and for the experimental group with caption.

Materials

The video clip was called "Victorious" and downloaded from internet. Dan Schneider created it in 2010. That was a TV series which was accepted in Holly Wood Art High School, a school for talented teens in various performing arts fields. The genre was an American Teen sitcom. Sitcom stands for situation comedy. The students were shown one part of this clip and asked to focus on sentences and vocabularies. They were shown by DVD player .After watching, they were given an 80 target vocabulary items into multiple choice. The participants were asked to check the correct choices.

Treatment

As for treatment the participants in the two groups watched an English movie. The movie was about 30 minutes. They watched one part of the movie twice about 10 minutes for both experimental and control group. The control group only watched the movie without captions while the experimental group watched and read its captions in English. They managed to focus and take notes on vocabularies so that they could answer the correct choices of multiple choice vocabulary test.

Data Collection and Analysis

Data Collection

Data collection for the mentioned question was conducted through multiple choice item test. Based on scripted video clip, 80 items were chosen. In order to check the students' knowledge first they were given a pretest before watching the clip. To gather accurate data, two groups were exposed to captioned and non-captioned video using a DVD player.

Data Analysis

The result of this study has been analyzed based on inferential statistics. This research was a two groups of experimental and control. The students were given a standard test (OPT) and a pre-test vocabulary. After homogenizing the students and testing the vocabulary, a post-test was done for control and experimental groups. One point was awarded to each correct answer and no points for incorrect answers, for a total of 20 points. After collecting the data, using SPSS, first the normal distribution of scores between two groups was measured in terms of skewness and kurtosis and then the independent sample t-test was used to compare them.

Results And Discussion

Introduction

The most important part of this chapter was about the result and as well as the description of descriptive statistics independent sample t-test. Also the different parts of descriptive statistics were discussed and analyzed. The result of t-test was to examine the effectiveness of captioned movies on learning vocabulary of Iranian English learners at pre-intermediate level.

Result

The objective of this study was to examine the effectiveness of captioned movies on learning vocabulary of Iranian English

learners at pre-intermediate level. It was necessary to ensure that two groups had comparable vocabulary levels before watching the movie. As shown in table 1, this was determined by the pretest for which the mean values and the standard deviations of the scores were 6.43 and 1.77 for control group, and 6.16 and 1.68 for experimental group. The N letter is the number of students. (see table1).

Table 1. Vocabulary pre-test and posttest

		vocapretest	vocapostest	* group
group		vocapretest	vocapostest	
cg	Mean	6.4333	12.2000	
	N	30	30	
	Std. Deviation	1.77499	1.27035	
eg	Mean	6.1667	17.5667	
	N	30	30	
	Std. Deviation	1.68325	1.35655	
Total	Mean	6.3000	14.8833	
	N	60	60	
	Std. Deviation	1.72027	3.00334	

In addition, in order to know the current proficiency level, Oxford Placement Test was used for determining the learners' level. The placement test was consisted of 60 questions and the benchmark for passing the test was between 28-36 score. After OPT were obtained, the result showed that they were at pre-intermediate level and similar background knowledge. The table 2 showed the homogeneity in terms of OPT from independent t-test. No significant difference was observed. (sample size : 60 , sig= 0.714 (see table 2).

Table 2.OPT data

		Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
optscore	cg	30	20.5667	2.23889	.40876
	eg	30	20.6000	2.35767	.43045

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
optscore	Equal variances assumed	0.136	0.714	-0.056	58	.955	-0.03333	.59361	-1.22158	1.15491
	Equal variances not assumed			-0.056	57.846	.955	-0.03333	.59361	-1.22164	1.15498

In order to examine the hypothesis, first it was necessary to see the normality assumption. As shown in table3 , the values of skewness and kurtosis were between -2 and +2. That is, 0.038 and -1.407 respectively. So the normality assumption was met.

Table 3. Posttest summary

		Statistics	
		vocapretest	vocapostest
N	Valid	60	60
	Missing	0	0
Mean		6.3000	14.8833
Std. Error of Mean		.22209	.38773
Median		7.0000	15.0000
Mode		7.00	11.00 ^a
Std. Deviation		1.72027	3.00334
Skewness		-.526	.038
Std. Error of Skewness		.309	.309
Kurtosis		.039	-1.407
Std. Error of Kurtosis		.608	.608
Range		8.00	10.00

a. Multiple modes exist. The smallest value is shown

After that the normality assumption was met, by employing independent sample t-test on the post-test of two groups, a significant difference was found between the vocabulary learning scores of experimental and control group. As shown in table 4, the value of sig (0.00) was less than 0.01/0.05 and also the upper and lower difference were both negative. Moreover the mean value of experimental group (17.76) was higher than control group (12.20). So the null hypothesis was rejected.

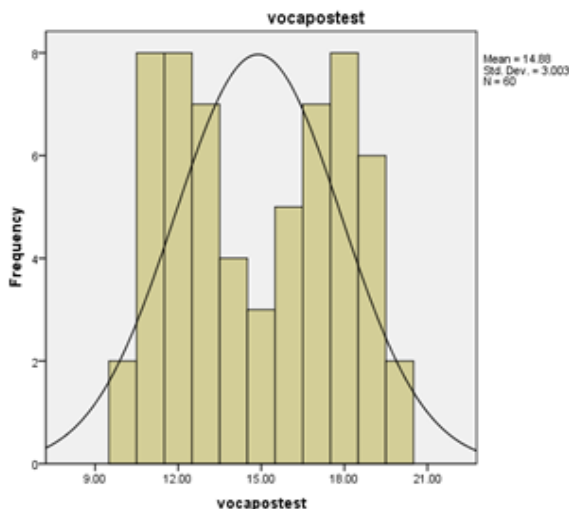


Figure 1. Normal distribution of Scores

Table 4. Independent sample t-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	t-test for Equality of Means 95% Confidence Interval of the Difference
vocapretest	Equal variances assumed	.136	.713	.597	58	.553	.26667	.44661	-.62733 1.16066
	Equal variances not assumed			.597	57.837	.553	.26667	.44661	-.62738 1.16071
vocapostest	Equal variances assumed	.233	.631	-15.816	58	.000	-5.36667	.33931	-6.04588 -4.68746
	Equal variances not assumed			-15.816	57.752	.000	-5.36667	.33931	-6.04594 -4.68739

Descriptive Statistics

Vocabulary Test

According to table1, the data showed the mean value and the standard deviations of two groups of control and experimental for vocabulary test before watching the video clip. The mean and standard deviation value for control and experimental group[6.43-1.77],[6.1-1.68] respectively showed that before watching the video clip they were not aware of the meaning of vocabulary.

OPT

Table 2 summarized the learners' proficiency level based on Oxford Placement Test. Since the results of Levene's test reported in the table2 at the alpha level .05 or 0.01 were significant, it was suggested that the variances of means among control and experimental group was equal. [sig=0.714]

Vocabulary Posttest

According to table3 and the graph, the data obtained was used for normality assumption. Two items were important for the normality assumption. Skewness and kurtosis. The skewness and kurtosis value should be between -2 to +2. The data obtained according to table 3 showed that the normality assumption was met.

Independent Sample T- Test

The levene's Test was used to compare the variances between groups. We know that if the sig value of levene's test is more than 0.05 or 0.01, then the differences based on variances between groups are not important. The sig value (0.631) showed that the variances between groups were equal or similar. The

other important item was **t value**. The positive **t value** should be used and more than 2.33. In this table the **t value** was 15.816. So the difference between groups was meaningful. The **sig** value should be less than 0.01 or 0.05 (**the alpha level**). According to data , the **sig** value was 0.00 and less than the **alpha level**. So we can conclude that the null hypothesis is rejected.

The other item for equality of means was the upper and lower band value. If the lower and upper bands were positive or negative, the difference between groups was meaningful. If the lower band was negative and the upper band was positive, the difference was not meaningful.

Discussion and conclusion

The result of the study revealed that the experimental group outperformed the control group and the difference was statistically significant. As it was mentioned, both groups' initial knowledge about the vocabulary was similar. After watching the movie, both groups improved to above level of 6.03. The researchers believed that the improvement in the knowledge of vocabularies stemmed from considering words in the context.

This study supported the belief that most vocabulary was learned from context, because it didn't provide any information about the vocabularies. So contextualization in vocabulary teaching might be a source of improvement. This study might have provided evidence to the assumption that incidental or indirect learning of vocabulary can be achieved by contextual cues. The findings of this study showed that the movie clip helped the participants' vocabulary learning with and without captions. This was important in favor of incidental learning. As the results of the study revealed, the participants made significant progress in their vocabulary learning after watching the movie clip while focusing on the meaningful flow of dialogues. The main focus of this study was learning of vocabulary after watching the movie clip with or without captions. The findings of this research were in line with the results of some previous researchers in which the effects of watching captions on vocabulary learning was investigated (Montero Perez, M. Peters, E. Peter, ,G.Clarebout, P. Desmet, 2014). They examined how three captioning types (i.e., on screen text in the same language as the video can assist L2 learners in the incidental acquisition of target vocabulary words and in the comprehension of L2 video. They investigated the effects of captioning on video comprehension and incidental vocabulary learning in four groups. The control group watched the clips without captioning. The second group watched fully captioned clips. The third group watched keyword captioned clips and the fourth one watched fully captioned clips with highlighted key words. Their findings showed that the keyword captioning and full captioning with highlighted keyword group outperformed the other group. Taghavi (2012) in his research investigated the effect of captioned brief news on Iranian secondary students' vocabulary learning. Forty five secondary Iranian students participated in his research study. They were exposed to captioned news and divided into three groups. Group A was designed as a control group; group B were exposed to non-captioned news and group C to captioned-ones. The result of the study showed that learning vocabulary through captioned news was more effective than that of non-captioned ones. Sophia shang-Ikeda (1994) investigated a research study about increasing comprehension using captions. Seventy students were divided into two groups. Group A exposed to captions but group B was not. After watching the movie and giving the test, the results showed that watching with caption significantly increased comprehension.

Conclusion

Introduction

This chapter includes the conclusions, pedagogical implications, some limitations of the present study, and suggestions for further study.

Conclusions

The main purpose of this study was to investigate the effects of using captioned movies on Iranian pre-intermediate learners. It also examined how English language subjects with or without captions affected vocabulary learning of EFL learners. As a result, the data showed that captioned movies was effective in learners' vocabulary development. The findings showed that the target-word strategies have more effect on vocabulary learning. As Iranian learners generally lacked English vocabulary, they especially needed the assistance of target words when watching video for vocabulary learning. In this study I examined how "comprehensible input" in the form of captioned movie might influence the incidental learning of words for pre-intermediate learners. On all measures of word knowledge, students who viewed captioned movie consistently outscored those who did not.

Pedagogical Implications

The present study provided empirical evidence that authentic English captioned video can promote vocabulary learning even with inexperienced students of language. This study showed that how simultaneous exposure to text, sound, and picture enhanced their ability to comprehend new L2 vocabulary. Adding L2 captions to an L2 video seemed pedagogically more beneficial than other methods of teaching for vocabulary learning. The result of this study supported the view that L2 teacher would benefit from this method. Various authentic TV shows, movies and programs on video tapes constituted richer teaching resource for vocabulary. Finally the new technology of DVD offered a number of attractive options, including the choice of viewing a film with or without captions. With constantly and rapidly evolving computer hardware and software it would be easier to create and captions on one's personal computer.

Limitations of the Study

This study had some limitations. The first one was that the researcher restricted himself to a short video clip. This approach was suitable for pre-intermediate level. The test period was very short. It was necessary to use longer video, since the present study only applied short video. The other limitation was that it was not suitable for beginner learners. Finally it can be said that sample size was relatively small (N=60). It was not generalizable. It was however a practical impossibility to involve a large sample.

Suggestion for further studies

The findings of the present study suggested the effect of watching captioned movie on vocabulary learning of Iranian learners. Conducting studies to investigate the impact of captioned movie on speaking skill might be useful. Investigating this topic to oral proficiency of learners is suggested. Very few studies were done on pronunciation and oral proficiency of second language learners. Investigating the effect of captioned movie on oral proficiency and pronunciation might be useful. Using captions and multimedia technology is suggested for improving listening skills of learners. Audiovisual materials with captions are powerful pedagogical tools that are believed to help improve L2 listening. Using captions can motivate students to learn the L2 and offers practical suggestion for language teachers and apply across diverse pedagogical context. A further suggestion motivated by these findings is that captions provide

targeted instruction that includes task to enhance different components of fluency. So the other suggestion is that the effect of watching captioned movie on speech fluency might be a good topic and beneficial. Using captioned movie to improve reading proficiency of students is also suggested for investigation. Few studies were done on the use of captioned movie for enhancing reading comprehension; with the exception of one study (Weyers,1999).

The captioning service was created to improve deaf and hard of hearing people with accessibility to the television medium, captioned television offer a multi-sensory (video, audio, print) that can assist hearing children in enriching their vocabulary by viewing words in meaningful context. So the other suggestion is to use this research topic for deaf students.

Watching video films should be different from passive television viewing. Methodologically speaking, a teacher should encourage the learners to watch the film actively by using supplementary materials, such as worksheets prepared by him. To reach successful results with teaching language through video, the learners and teachers should perform their task completely. It is suggested to use appropriate movies for the learners. In order to have sufficient information about preparing appropriate movies, a lot of resources have been published. To study further, it is suggested an important website which includes a lot of movies for teaching with lesson plans, learning guides, and indices by subject matter or themes (social-emotional or moral-ethical issues) (<http://www.teachwithmovies.com.>).

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Appendix A

Captioned script

Tori: Let's see... The bread mold.

Her friend: Bread mold.

Tori: Furry. Mushy. Next: The fish mold.

Her friend: Fish mold.

Tori: Spongy. Stinky.

Trina: I am so upset! You won't believe who I got partnered with... for the big showcase!

Trina: Who?

Trina: Andrew Harris, a tenth grader.

Trina: What's the big show case?

Trina: It's a performance. They put on at her school. They invite agents and directors and producers and other super-power people. In show business and it's extremely important to me which is why I am very upset and good bye.

Tori: Hey, He and I have a science project. Due tomorrow. Due tomorrow I have to turn in my mold bush.

Trina: No, Andrew is coming. You gotta help us. Figure out what we're gonna do. In the big showcase, I definitely wanna sing. (she sang ...) How was that?

Tori: loud?

Trina: awesome. uch, he's here. Thanks. Tori, that's Andrew

Andre: andre. hey, you go to Hollywood arts too?

Tori: oh no. I'm not a performer. Just my sister.

Trina: yep. I got the talent, and she got the strong teeth. You know, she's never had one cavity.

Tori: I try not to brag about it.

Andre: oh nice piano (he plays piano..)

Tori: oh my god, you're fantastic.

Trina: He's ok.

Andre:...smells..

Tori: fish mold **Tori:** you really need to wear that, just to rehearse?

Trina: A performer needs to feel. The part to be the part.

Tori: I thought we talked about you. Not tapping my nose anymore.

Trina: okay, we got. The comedy stuff down, so let's start with my song

Andre: and by "your song". I'm guessing you mean that song I wrote?

Trina: No one cares who wrote the song. now... go. (sing.... you don't have to afraid to put your dreams in actions.) ...slower.

Andre: You never gonna fade you... Trina..... Trina....

Trina: What?

Tori: I...I think Andre was right. You should let him play the song at a faster tempo, you know. **Trina:** No, it has to be a power ballad. So all the important people can hear my range and vocal clarity. No ...you just take it from "when I make it shine". (sings...when I make it shine....) well?

Andre: Do you have an aspirin?

Tori: oh hi, you Andre's grandmother?

Grandmother: I don't know you.

Man: Excuse me, you're Trina's parents?

Parent: yes, why?

Man: please come with me.

Tina: ma tong!

School nurse: just ... keep your mouth open.

Trina: I can't keep ma mouth open.

Parent: There, she is. Trina. What happened? Oh my god, it's huge. Are you the school nurse?

School nurse: yeah. Does anybody know? How this happened?

Tori: the Chinese herb gargle.

School nurse: wait. what are you talking about?

Tori: uh, she found some website that shows you how to make a special Chinese herb gargle that's supposed to help you sing better

School nurse: well, she must have had an allergic reaction to it.

Parent: will she be okay?

School nurse: well, her tongue is obviously engorged and ... oh it's throbbing erratically.

Trina: throbbing erratically?

Parent: Anyway she'll be able to perform today?

School nurse: Of course not. Stop talking. Your tongue could burst.

Parent: I'm sorry, sweetie next year.

School nurse: I'm gonna take her over there and massage her tongue.

Trina: massage ma tongue.

Appendix B

Vocabulary Test

Level:	Name:	age
--------	-------	-----

1. Herb Gargle is :

- | | | |
|-----------|-----------------|--------------|
| a. animal | b. part of body | c. vegetable |
| d. drink | | |

2. Her Tongue is obviously engorged. The word "engorge" Means :

- a. Become reddish b. Become Larger c. Become smaller
d. Swallow

3. I m so upset. "upset" means:

- a. Happy b. Inactive c. unhappy d. tired

4. I have to turn in my mold bush." Turn in" means :

- a. finish b. Write c. Deliver d. make

5. You gotta help us. The word "gotta" means:

- a. Get used b. are going to c. have to d. suppose to

6. Figure out what we are gonna do. The word "gonna" means:

- a. getting used to b. have to c. going to d. to go

7. I definitely wanna sing. Which choice is the best equivalent for this sentence.

- a. I m going to sing b. I get used to sing c. I want to sing
d. I will sing

8. What are you talking

Which preposition is suitable for the above blank?

- a. in b. on c. for d. about

9. Her tongue is throbbing erratically means:

- a. Her tongue is becoming larger continuously.
b. Her tongue is becoming better gradually
c. Her tongue is vibrating regularly
d. Her tongue is taking apart regularly

10. Stop talking. Your tongue could burst. Which of the following choice is the best answer.

- a. tongue could take apart. Talking is good for you
b. tongue couldn't take apart. Talking is dangerous.
c. tongue could take apart. You don't have to talk
d. after talking, your tongue will be better

11. According to following conversation what does Tori mean?

Trina: yep. I got the talent, and she got the strong teeth. You know , she's never had one cavity.

Tori : I try not to brag about it.

- a. I'm a talented girl b. I have a good teeth c. I'm a proud girl
d. I'm not a proud girl

12. Not tapping any more, means:

- a. I have a pain on my nose b. I don't let you touch my nose
c. I don't have a pain on my nose d. I smell unpleasant

13. According to the following conversation who wrote the song?

Trina: okay, we got. The comedy stuff down, so let's start with my song.

Andre: and by "your song". I'm guessing you mean that song I wrote .

Trina: No one cares who wrote the song. now... go.(sing.... you don't have to afraid to put your dreams in actions.) ...slower.

- a. Trina b. Trina and Andre c. Andre d. Tori

14. Her tongue is throbbing erratically. "erratically" means:

- a. continuously b. regularly c. irregularly d. gradually

15. According to the following conversation the pronoun "it" refers to:

Tori: uh, she found some website that shows you how to make a special Chinese herb gargle that's supposed to help you sing better.

School nurse: well, she must have had an allergic reaction to "it".

- a. Singing b. tongue c. herb gargle d. Chinese

16. What does "rehearse" mean?

- a. sing b. play c. practice d. dance

17. What does the sentence "no one cares who wrote the song" mean ?

- a. nobody wrote the song b. nobody sings the song
c. nobody pays attention to song d. nobody wants to sing

18. I definitely wanna sing." definitely " means :

- a. probably b. certainly c. actually d. carefully

19. Trina: awesome. uch, he's here. Thanks. Tori, that's Andrew. "Awesome " means :

- a. bad b. silly c. excellent d. unimpressive

20. Andre: oh nice piano (he plays piano..) **Tori:** oh my God you're fantastic. "Fantastic" means:

- a. excellent b. very bad c. clever d. proud

Appendix C

Oxford Placement Test (OPT)

Novitas ROYAL (Research on Youth and Language), 1(2).
Retrieved on 15th October, 2007 from
<http://www.novitasroyal.org/current.htm>

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *Modern Language Journal*, 75, 426-439.

Oxford University Press and University of Cambridge Local Examinations

Syndicate

Name:

.....

Date:

.....

Quick Placement Test

Version 1

This test is divided into two parts:

Part One (Questions 1 – 40) – All students.

Part Two (Questions 41 – 60) – Do not start this part unless told to do so by your test supervisor.

Time: 30 minutes

Part 1

Questions 1 – 5

☐ Where can you see these notices?

☐ For questions 1 to 5, mark **one** letter **A, B** or **C** on your Answer Sheet.

Iranian EFL Journal

A in a shop

1. Please leave your

B in hotel room key at Reception

C in a taxi

A in a library

B in a bank

2. Foreign money

Changed here **C** in a police station

3. AFTERNOON SHOW

4. A outside a theatre

BEGINS AT 2 PM

B outside a supermarket

C outside a restaurant

5. CLOSED ☐ FOR ☐ HOLIDAYS ☐

A at a travel agent's

Lessons start again on

B at a music school **the 8th January**

C at a restaurant

6. Price ☐ per ☐ night: ☐

A at a cinema

£10 a tent

£5 a person

B in a hotel

C on a camp-site

Questions 6 – 10

□ In this section you must choose the word which best fits each space in the text below.

□ For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

Iranian EFL Journal

Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) Scotland speak a different language called Gaelic.

There are (7) five million people in Scotland, and Edinburgh is (8) most famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) many forests, but now there are only a (10) Scotland is only a small country, but it is quite beautiful.

1. **A** on **B** in **C** at
2. **A** about **B** between **C** among
3. **A** his **B** your **C** it
4. **A** is **B** were **C** was
5. **A** few **B** little **C** lot

Questions 11 – 20

□ In this section you must choose the word which best fits each space in the texts.

□ For questions 11 to 20, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) sound and color.

In 1907 Alice (12) to New York where she started her own film company. She was

(13) successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were (14) When Alice died in

1968, hardly anybody (15) her name.

6. **A** bringing **B** including **C** containing **D** supporting
7. **A** moved **B** ran **C** entered **D** transported
8. **A** next **B** once **C** immediately **D** recently
9. **A** after **B** down **C** behind **D** over
10. **A** remembered **B** realized **C** reminded **D** repeated

UFOs – do they exist?

UFO is short for 'unidentified flying object'. UFOs are popularly known as flying saucers, (16) that is often the (17) they are reported to be. The (18)

"flying saucers" were seen in 1947 by an American pilot, but experts who studied his claim

decided it had been a trick of the light.

Even people experienced at watching the sky, (19) as pilots, report seeing UFOs. In

1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television

(20) went up with the *pilot* and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

11. **A** because **B** therefore **C** although **D** so
12. **A** look **B** shape **C** size **D** type
13. **A** last **B** next **C** first **D** oldest
14. **A** like **B** that **C** so **D** such
15. **A** cameraman **B** director **C** actor **D** announcer

Questions 21 – 40

□ In this section you must choose the word or phrase which best completes each sentence.

□ For questions 21 to 40, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

16. The teacher encouraged her students..... to an English pen-friend

A should write **B** Write **C** wrote **D** to write

17. They spent a lot of time.....at the pictures in the museum.

A looking **B** looking **C** to look **D** to looking

18. Shirley enjoys science lessons, but all her experiments seem to..... wrong.

A turn **B** Come **C** end **D** go

19. from Michael, all the group arrived on time.

A Except **B** Other **C** Besides **D** Apart

20. She..... her neighbor's children for the broken window.

A accused **B** Complained **C** blamed **D** denied

21. As I had missed the history lesson, my friend went the homework with me.

A by **B** After **C** over **D** on

22. Whether she's a good actress or not is a..... of opinion.

A matter **B** Subject **C** point **D** case

23. The decorated roof of the ancient palace was..... up by four thin columns.

A built **B** Carried **C** held **D** supported

24. Would it..... you if we came on Thursday?

A agree **B** Suit **C** like **D** fit

25. This form..... be handed in until the end of the week.

A doesn't need **B** doesn't have **C** needn't **D** hasn't got

26. If you make a mistake when you are writing, just it out with your pen.

A cross **B** Clear **C** do **D** Wipe

27. Although our opinions on many things..... we're good friends.

A differ **B** Oppose **C** disagree **D** divide

28. This product must be eaten two days of purchase.

A by **B** before **C** within **D** under

29. The newspaper report contained important information.

- A many B Another C an D a lot of
30. Have you considered to London?
A move B to move C to be moving D moving
31. It can be a good idea for people who lead an active life to increase their of vitamins.
A upturn B Input C upkeep D intake
32. I thought there was a of jealousy in his reaction to my good fortune.
A piece B Part C shadow D touch
33. Why didn't you that you were feeling ill?
A advise B Mention C remark D tell
34. James was not sure exactly where his best interests.....
A stood B Rested C lay D centered
35. He's still getting the shock of losing his job.
A across B By C over D through

Part 2

Do not start this part unless told to do so by your test supervisor.

Questions 41 – 50

☐ In this section you must choose the word or phrase which best fits each space in the texts.

☐ For questions 41 to 50, mark **one** letter A, B, C or D on your Answer Sheet.

The tallest buildings - SKYSCRAPERS

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) skyscraper of them all, the Empire State Building. The (43) beneath the streets of New York is rock, (44) enough to take the heaviest load without sinking, and is therefore well-suited to bearing the (45) of tall buildings.

36. A stages B steps C stores D levels
37. A first-rate B top-class C well-built D best-known
38. A dirt B field C ground D soil
39. A hard B stiff C forceful D powerful
40. A weight B height C size D scale

SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s. In the USA, when Alfred Butts, an architect, found himself out of (46) He decided that there was a (47) for a board game based on words and (48) To design one. Eventually he made a (49) from it, in spite of the fact that his original (50) was only three cents a game.

41. A earning B work C income D job
42. A market B purchase C commerce D sale
43. A took up B set out C made for D got round
44. A wealth B fund C cash D fortune
45. A receipt B benefit C profit D allowance

Questions 51 – 60

☐ In this section you must choose the word or phrase which best completes each sentence.

☐ For questions 51 to 60, mark **one** letter A, B, C or D on your Answer Sheet.

46. Roger's manager to make him stay late if he hadn't finished the work.
A insisted B Warned C threatened D announced
47. By the time he has finished his week's work, John has hardly energy left for the weekend.
A any B Much C no D same
48. As the game to a close, disappointed spectators started to leave.
A led B Neared C approached D drew
49. I don't remember the front door when I left home this morning.
A to lock B Locking C locked D to have locked
50. I to other people borrowing my books: they always forget to return them.
A disagree B Avoid C dislike D object
51. Andrew's attempts to get into the swimming team have not with much success.
A associated B Concluded C joined D met
52. Although Harry had obviously read the newspaper article carefully, he didn't seem to have.....the main point.
A grasped B Clutched C clasped D gripped
53. A lot of the views put forward in the documentary were open to
A enquiry B Query C question D wonder
54. The new college for the needs of students with a variety of learning backgrounds.
A deals B Supplies C furnishes D caters
55. I find the times of English meals very strange – I'm not used dinner at 6pm.
A to have B to having C having D have

Scale and the Key of Oxford Placement Test:

1-17 (Beginner), 18-27 (Elementary), 28-36 (Lower intermediate), 37-47 (Upper intermediate), 48-55 (Advanced), 56-60 (very advanced).

- 1- B 2- B 3- A
4- B 5- C 6- B
7- A 8- C 9- B
10- A 11-B 12- A

13- B	14- D	15- A	40- C	41- C	42- D
16- A	17- B	18- C	43- C	44- A	45- A
19- D	20- A	21- D	46- B	47- A	48- B
22- A	23- D	24- D	49- D	50- C	51- C
25- C	26- C	27- A	52- A	53- D	54- D
28- C	29- B	30- C	55- D	56- D	57- A
31-A	32-A	33-C	58- C	59- D	60- B
34-D	35-D	36- D			
37- D	38- B	39- C			