

The Impact of Full Caption and Target Word frequency on the Incidental Vocabulary Learning in the EFL

Sherzad Tawfeq Ali, Department of Computer Science, Darbandikhan Technical Institute, Sulaimani Polytechnic University, Darbandikhan, Kurdistan Region, Iraq.

Email: Sherzad.ali@gmail.com

Phone: 0774 087 4773

تأثير التسمية التوضيحية الكاملة وتكرار الكلمات المستهدفة على تعلم المفردات العرضية في اللغة الإنجليزية كلفة أجنبية

ماجستير: شيرزاد توفيق علي، قسم علوم الحاسوب، معهد دربنديخان
التقني، جامعة السليمانية بوليتكنيك، دربنديخان، إقليم كردستان،
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ركز هذا البحث على تعلم الكلمات ، مع استهلاك مقاطع فيديو مصحوبة بتعليقات كاملة ، وفحص البحث الحالي تأثيرات التسميات التوضيحية للاختلافات كتعليق كامل ، وبدون تعليق ، وعدد مرات تكرار المفردات المستهدفة وتجميعات كلا المتغيرين في تعلم المفردات العرضية للرواية. المفردات أثناء مشاهدة فيلم. ساهم ما مجموعه ٤٠ طالباً كوردياً في اللغة الإنجليزية كلغة أجنبية في دورة اللغة الإنجليزية كلغة أجنبية في البحث في المعاهد الخاصة ، وتم تصنيفهم في كلا المجموعتين وكلفوا بـ ١٤ مفردات مستهدفة. تمت إدارة الاختبار اللاحق ومقاربات التعرف على النموذج ، أي استدعاء الكلمات والتعرف على المعنى بعد أن شاهد المتعلمون مقطع الفيديو التوضيحي الكامل. لم يتم الكشف عن مفردات ما بعد الاختبار للطلاب. حصلت المجموعة التي تشاهد فيديو التسمية التوضيحية الكاملة على درجة متقدمة من مجموعة عدم التسمية التوضيحية. الكلمات المستهدفة موجهة نحو التعلم المثمر بشكل أفضل. كان فيديو التسمية التوضيحية الكامل أكثر تأثيراً في تعلم الكلمات العرضية. تقوم مقاطع الفيديو الموصوفة بمزامنة حقلين كآليات سمعية ومرئية وتساعد طلاب اللغة الإنجليزية كلغة أجنبية على اكتساب كلمة عالية مع التعرف على دلالة المفردات المستهدفة.

الكلمات الرئيسية: التسميات التوضيحية الكاملة - لا تعليق - المفردات الهدف - التردد - المفردات العرضية

Abstract

This research has focused on word learning, with consuming full captioned videos, and the existing research inspected the influences of difference captions as full caption, and no caption, the number of target vocabulary frequency and the assemblies of both variables on incidental vocabulary learning of novel vocabularies while watching a movie. A whole of 40 Kurdish EFL students contributed the EFL course in the research in the private institutes, they were classified into both groups and tasked with 14 target vocabularies. A post-test, and approaches of the form recognition, meaning recall of word and meaning recognition were managed after learners watched the full caption video. The post-test vocabularies were not revealed to the students. The group who watching the full caption video got advanced grade than the no caption group. The targeted word items directed to better fruitful learning. The full caption video was most impactful for incidental word learning. Captioned videos synchronize 2 fields as audio-visual mechanisms and assist EFL students to gain high word with recognize connotation of target vocabularies.

Keywords Full captions , No captions , Target vocabulary Frequency ,Incidental vocabulary

Introduction

Instructors in universal have commonly recognized the probable for consuming caption videos to improve students' word progress, a significant share of EFL learning that transmits concept implications for academic development in the future. Full caption video which turns videos into a narrative book with a printed text offered with video and audio strengthening, were initially established for the hard hearing learners (Danan,2004). Captioned videos are also consuming commonly as an instrument for training and learning EFL learners because authentic videos through YouTube, and mobile apps with Audio-visual captions supplies improve an influential pedagogical instrument that are used to progress word learning (Montero Perez et al. 2018).

With more and more captioned films being used, especially in multimedia-focused classrooms, there is a transition from print to digital media. Text and visuals may now be mixed in a variety of ways thanks to the widespread use of computers and the Internet. This approach has led to the development of new knowledge representation techniques as well as innovative methods for communicating and, in numerous cases, learning this knowledge (Unsworth and Chan, 2011). It is interesting to investigate if the many resources of knowledge in full caption movies could be managed for students' incidental word learning because online processing demands pose difficulties for vocabulary learning by audio-visual input. Due to the limited results of incidental word learning, this issue has generated international controversy (Webb and Nation 2017; Montero Perez et al., 2014).

Knowing practical and efficient techniques to increase learners' vocabulary is crucial because it serves as the foundation for learning a new a new word. (Webb and Nation 2017; Teng 2018a;). Though, it is not simple to teach EFL to elementary school kids. These students might not have the attentional control necessary to remember the term being presented for later usage (Beentjes and Koolstra, 1999). Students

might also discover it hard to found a form-meaning connection, The ability to construct a form-meaning connection, which is identified as “the assignment of meaning to the orthographical representation of the word” (Rott 2007, p. 166). Previous studies have shown that incidental word learning defined as picking up a novel word or expression from linguistic input without consciously intending to memorize it is a significant factor in language acquisition (Hulstijn, 2013). incidental word learning is exciting for learners learning new word (Chang and Teng 2016a; Webb 2015). Restricted language procedure through target to language knowledge may prevent learners from determining the meaning of a phrase and creating a relationship between its form and meaning. (Hulstijn 2001).

Various techniques have been used to increase students' words input, every providing full caption to improve understanding of auditory input and growing exposure to exposure vocabularies (Chen and Teng 2017; Montero Perez et al. 2018). The majority of these research were carried out in EFL settings where students have slight experience to the target EFL outside of the language learning classroom. Conversely, vocabulary researchers have paid less attention to students in EFL situations who are entrenched in EFL surroundings by a wealth of incidental target word. Although word features like repetitions and the consuming of full captions can have the aptitude to raise students' care to the words, using these structures and consuming students pay more care to the vocabulary is merely the first phase in improving word information.

movies with captions may present a fresh apprehension on incidental vocabulary learning. However, proper to the fast network procedure requirements and the challenges of guess unidentified vocabulary, vocabulary learning using auditory input may be restricted if students are not permitted to go back to a prior vocabulary. (Winke et al. 2010). This restriction points to the necessity for further research into the interactions between word exposure frequency and caption style for accidental vocabulary learning. Study combining the usage of full caption and target word frequency for learners' word development is still being researched, despite works analyzing these two alternatives independently. Limited English competence among primary school ESL students causes them to avoid written reading material and to struggle with English grammar, vocabulary, comprehending symbolic language, and effectively employing short memory (Beentjes and Koolstra, 1999). As a result, the use of captioned movies in conjunction with target vocabulary frequency may offer both theoretical and practical ways to improve the incidental word learning of EFL learners.

Literature review

Effectiveness of captions on language learning

The theory of Paivio is (dual-coding) (1986), the approach of working memory of Baddeley (1986), and the principle of multimedia of Tobias and Fletcher (2005) are theoretical frameworks that support the usefulness of captions on language learning. According to the dual-coding hypothesis, two distinct representative systems of the verbal system and the images structure of intellectual images can cooperate with one another because things that have been dual coded are connected by deep and significant referential links. When learnt in straight connotation with appropriate symbol referents, printed manuscript in full caption movies serves the purpose of providing a synopsis of a active speaking, consequences in students receiving greater language recall and applying new terms more correctly e.g., substances or empirical essentials, such as accidents and feelings.

Three parts make up Baddeley's (1986) approach of working memory: the essential decision-making, the visuo-spatial sketchpad, and the phonological circle are memory subsystems. Information retrieved from the two storage subsystems is coordinated by the central executive component, which is a memory control system. Handling spatial imagery data involves the visuo-spatial sketchpad, a part of visual coding. The phonological circle, which is an illustration of acoustic or phonological coding, is essential for the acquisition of vocabulary and reading skills. According to the model, simultaneous display of verbal and pictorial images of written knowledge via visual-auditory and output can improve the effectiveness of processing knowledge.

According to the multimedia concept, students can segment and visualize aural information from videos in order to better understand the manuscript (Tobias and Fletcher 2005). The multimedia also suggests that using images in addition to text rather than just text alone may aid in improving how well readers comprehend and interpret textual information. Combining words and pictures can aid in comprehension and direct students to focus on important details in the material being delivered. Consuming full captioned movies for instruction seems to be a potential way to assist students understand visual clues and linguistic

input. The advantages of captioned videos are well-explained by dual coding theory (Paivio, 1986), Since captioned videos give different representations of the same linguistic input, they support learners rather than hinder them (Vanderplank, 2016). Videos with captions may aid students in evolving cognitive procedure and usage knowledge input meanwhile they reveal to deliver effortlessly comprehensible input (Schmidt 2001, Krashen, 1985).

The role of full caption in the incidental vocabulary learning

Studies already conducted have examined how captions might improve vocabulary. Full captions were further valuable for understanding the connotation of novel vocabulary, even if they had the ability to assist students in creating connections between form and meaning in their mental lexicon (Koskinen, 1992). Winke et al. (2010)'s discoveries, which indicated a positive impact of full caption on meaning recall, some students still appeared to have difficulty recalling target vocabulary connotations with the assistance of full captioned movies.

The reasons for this difficulty were recognized via Montero Perez et al. (2014) and comprised: (a) students were not provided sufficient period to gather vocabulary connotation from context while viewing the movies; (b) gathering vocabulary connotation was a difficult, and the connotation recall tests were unreliable as a result. Similar to this, Peters et al. (2016) carried out two investigative study to examine the impact of captions and subtitles in first language (L1) on several facets of vocabulary information. Results indicated that captions had a positive impact on Belgian English learners' vocabulary form learning, but not on their meaning learning. The quantity of the students' vocabulary and the frequency of the target words both had a role in these findings. Montero Perez and others (2018).

A recent study examined the effects of test announcement which is telling learners that a word test would be assumed after viewing the movie and L2 caption kinds as no captioning, full-captioning, on incidental word learning. The exam mode, specifically the component of vocabulary information being examined, seemed to have an impact on the success rate of captioning. The process of learning vocabulary begins with seeing form, but it is neither linear nor ensures that meaning recall will follow (Hulstijn, 2001). The Noticing Theory, input for language achievement does not develop until it is observed (Schmidt 1990, 2001). Third, full caption made it easier for students to use their attentional resources to understand the new words they saw in a video. When comparing their L2 knowledge with the input from the captioned film, learners may have been able to reflect on and identify discrepancies because the understanding was a deliberate choice procedure focused on noticing. Although the profits of full caption in the context of word learning are commonly approved by existing studies, more research is necessary to ascertain if the word frequency plays a significant facilitating role in the probable for full captions to simplify incidental word learning.

The impact of frequency of target word on the incidental vocabulary learning

Although there is no agreement on the precise number of encounters necessary for successful incidental word learning, explore on the learning of incidental word via reading (Pellicer-Sánchez, 2016), listening and reading with listening has exposed that recurrent frequency. (Teng 2016a). Despite evidence that target word frequency affects word learning, listening appears to be far more effective than reading, and reading appears to be even more effective than reading while listening (Vidal, 2011; Teng, 2016). Additionally, word learning may benefit from word frequency from reading with listening input.

The influence of target vocabulary frequency when watching videos has only been somewhat examined in studies on accidental word learning. In a word exam given afterward viewing a full caption movie, According to Peters et al. (2016), repeated target to unfamiliar words might improve the likelihood that something would be detected and remembered, even though the effect of target vocabulary frequency was connected to students' word size. However, Experiment 2 (a Simpsons episode) showed a greater effect of target vocabulary frequency than Experiment 1. (a documentary).

Method

Participants

The participants were 40 Kurdish EFL students in this study in intermediate level at private institutes of EFL class. Wholly of the learners adopted English as their essential language of learning. The contributors ranged in age from 17 to 18. The authors studied English for five years in private institutions, and their proficiency in the language was rated as intermediate. Wholly learners from the private institutions were given a vocabulary test by assistance of instructors. The learners were wholly enthusiastic to contribute in this research. The contributors' word proficiency was assessed through the word test.

Research design:

A movie of English movie was chosen for this study. The choice of the pursuit of happiness highlights how Chris Gardner, a single father, copes with life (Will Smith). Smith, and his child are ejected from their apartment and left without a place to live. Despite having to live in shelters and facing many difficulties, Chris strives to create a better life for himself and his son. The movie with a convinced numeral of target words repeating two times. Writings were debated and modified to appropriate for target vocabulary occurring two times in appropriate contexts. Rodgers and Webb (2017) revealed that to get appropriate L2 auditory input, students have to directed to watch full-length movie.

Possible target vocabularies were chosen from the movie based on conversation with EFL instructors. Originally, instructors designated nearly 40 objects. Word levels exam to confirm the equality of word information between contributors, and persons were designated on their grades on the word rate exam (VLT; Schmitt et al. 2001). Post-test to evaluate word presentation of Contributors' learning improvements were evaluated by a computerized word exam enhanced via the researcher. This exam comprised of 3 sectors. The first sector evaluated form recognition. Second is meaning recall. Third is meaning recognition.

Data Collection and Procedures:

Wholly learners were directed to watch the movie and emphasis on its core without being attentive of the major theme of the experiment. The word exam was not proclaimed; consequently, this research could be measured an incidental word learning research (Hulstijn, 2013). Throughout the learning part, every learner functioned personality on a computer. The nominated movie was existing by a link, and learners were permitted to see it only once. The researcher and one instructor certified the contributors and surveyed the process exactly. Students directly continued to complete the exam once they ended viewing the movie. 20 minutes were selected for the exam, as proposed by the researcher. The trial acquired almost 55 minutes to finish.

Data analysis

(MANOVA) analysis was employed to measure the overall captioning condition and word exposure frequency effects on each of the three aspects of word knowledge and interaction between the two main variables. A one-way ANOVA with frequent criteria was presented to comparison impacts of the two caption kinds in every occurrence group.

Findings:

Key finding 1: The research revealed data for the two words post-test sections. Inside (one vocabulary occurrence), full caption looked to more improved consequence than no captions. Inside (two vocabulary occurrences), full captioning also looked to more improved results than no captions. The data revealed full caption with target vocabulary of two occurrences in confirmed the best presentation between three groups, form recognition: 14.15; meaning recall: 08.19; meaning recognition: 10.79.

Table 1 Descriptive statistics of vocabulary test parts (Form recognition)

Number of target SD	Categories of captioning	N	M
word frequency			

One occurrences	caption	53	12.78
	4.12		
4.20	No caption	51	5.76
Two occurrences	caption	52	14.15
	4.00		
4.07	No caption	53	8.20

Table 2 Descriptive statistics of vocabulary test parts (Meaning recall)

Number of target SD	Categories of captioning	N	M
word frequency			
One occurrences	caption	53	5.54
	4.10		
4.71	No caption	51	1.15
Two occurrences	caption	52	08.19
	4.48		
4.07	No caption	53	3.27

Table 3 Descriptive statistics of vocabulary test parts (Meaning recognition)

Number of target SD	Categories of captioning	N	M
word frequency			
One occurrences	caption	53	8.58
	3.73		
3.51	No caption	51	4.95
Two occurrences	caption	52	10.79
	3.98		
4.07	No caption	53	5.69

In the tables 6,7,8 reveals the variances in mean grades among full caption and no caption. students who memorized vocabularies twice occurrences in the full caption types significantly more successful than

those who met vocabularies only once occurrences in the full caption, and no captions. Though, meeting vocabularies twice in the no caption type was not discovered to be more impacted than meeting them once occurrences in the full caption type. These patterns propose that types of captions and target word frequency each applied a noticeable outcome on the learning of novel vocabularies. Generally, the assembly of 3 methods of memorizing words and the full caption type produced the best consequences.

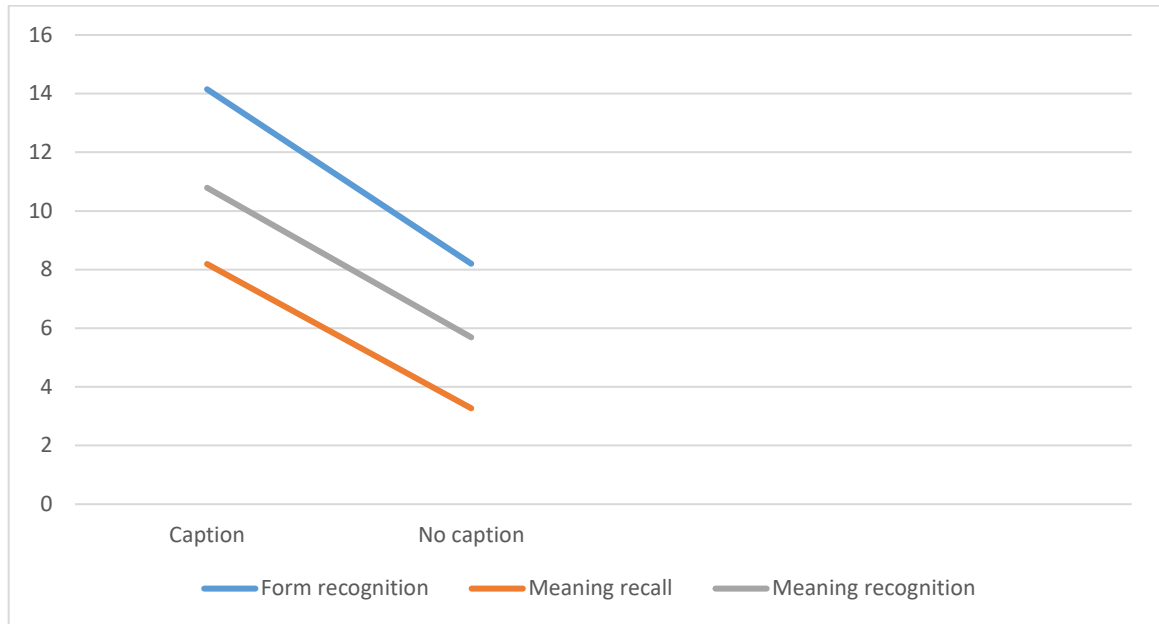


Fig 1: Descriptive statistics of vocabulary test parts reveal the differences between caption and no caption

RQ1: How does incidental learning of novel vocabularies vary among two caption categories (full captioning, and no captions) within Form recognition, Meaning recall, and Meaning recall?

A one-way ANOVA was consumed to analyze the data. The p values and F values ($p < 0.05$) exposed important variances in students' word presentation in target vocabularies in two caption conditions. Full caption was discovered to be the best presentation in learning novel vocabularies, and this design was across to the vocabulary information extents.

RQ.2: To what level does incidental learning of novel vocabularies vary between target vocabulary frequency and captioning types?

The research examined in what way wholly assemblies of vocabulary occurrence and caption types make the relationship with each other. MANOVA was used afterward requisites were confirmed. Associations among the 3 exam sections were explored to analyze the impacts of full caption and no caption on vocabulary learning.

Table 4 Results of MANOVA on vocabulary learning

Method types	Caption and Target word	df	p	η^2
Form recognition 0.08	Category of caption	2	< 0.05	
	Target word frequency	1	< 0.05	0.09
	Category of caption × target word Frequency	2	> 0.05	–
Word meaning recall	Category of caption	2	< 0.05	0.09
	Target word frequency	1	< 0.05	0.09
	Category of captioning × target word Frequency	2	> 0.05	–

Word meaning recognition	Type of caption	2	< 0.05	0.08
	target word frequency	1	< 0.05	0.09
	Category of caption × target word frequency	2	> 0.05	–

the meaning recognition exam ($r = 0.51, p < 0.05$) and meaning recall exam ($r = 0.50, p < 0.05$). The meaning recall exam connected meaningfully with the meaning recognition exam ($r = 0.43, p < 0.05$). The important association among the 3 exam sections proposed the appropriateness of analysis. Therefore, the two-way MANOVA was led. The consequences presented an important major influence of category of captions on the 3 exam sections.

Discussion and conclusion

students met 15 target vocabularies for every assembly and were supervised by a computerized post-test. The post-test analyzed 3 methods of word information: vocabulary meaning recognition, and vocabulary form recognition, vocabulary recall. The outcomes confirmed that, while the learners were given video substantial for the target of language learning, EFL learners presented enhanced incidental word learning to the highest degree while suggested to fully captioned videos. The research also revealed that learners frequently educated L2 words were heavily memorized words in books compared to audio-visual materials. Also, full caption, by diverse audio-visuals stimuli, probably facilitated the learners to create a linking among the verbal vocabularies and making their feedback information.

In the current research, a clarification for the further noticeable impacts of full captioning video gave better knowledge for students in process of language learning. Also, full captioning gave more meaning and grammatical information from which students could improve their language learning. The profits of fully caption in incidental word learning could be clarified by memory working, while the consume of two distinct field, a visual and verbal duty do not restrict with each other (Baddeley's, 1986). The connection between spoken relations and visual images is presumed to be ruled by the central managerial. Additionally, while students take images knowledge, they could direct oral information from the hearing channel.

Two procedures of intellectual performance, oral and graphic, interrelate with students' preceding information and procedure an improved volume of working memory existing for learning novel vocabularies. The efficiency of vocabulary occurrence frequency in full caption, contributors verified better improvements in learning novel vocabularies while target vocabularies were met better improvement. Frequent meetings with target vocabularies can assist students join to linguistic structures of input. Target Word frequency shows to support students' emphasis on vocabulary form, pronunciation and spelling along with audio-visual input knowledge which can direct to meaning introduction, inspiring more active incidental word learning. The consequences of the current research deliver a sequence of pedagogical implications for training and learning EFL in a worldwide context. Conclusions highpoint audio-visual input knowledge as a rich language source for EFL schooling and learning. In society, the progress of Internet technology and developing position of YouTube, and mobile applications have made videos easily available, thus providing chances for EFL learners to support information of earlier learned vocabularies and to arouse the observing of novel vocabularies.

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