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THE EFFECT OF INTEGRATING AUTHENTIC CAPTIONED VIDEOS ON LEARNING COLLOCATION AND CONTENT COMPREHENSION IN FOREIGN LANGUAGE CONTEXT

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APPROVAL PAGE

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COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

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ABSTRACT

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This study aimed to find out the impact of captioned authentic videos on learning collocations and content comprehension in foreign language learning. Participants of the study comprised of 41 secondary 7th grade state school students in Isparta, Turkey. They were grouped as experimental and control according to their own classes which were assigned previously by the administration of the school. In this experimental study mixed method design was administered. For the quantitative research design a pre-test based on Vocabulary Knowledge Scale was conducted for both of the groups to see their collocation knowledge. The results of the pre-test also confirmed the groups' homogeneity, and then the participants were exposed to video intervention sessions for seven weeks. The experimental group viewed the videos with captions and the control group viewed them without captions. After completing six week video intervention sessions, each group had a post-test. As the last part of quantitative research design, each group viewed another video with different presentation modes according to their groups. They had a video content comprehension test immediately after viewing the video. The data collected by pre-test, post-test and video comprehension test were analyzed via SPSS program. According to the results obtained by t-test instrument, experimental group outperformed the control group in both collocation learning and video content comprehension test; however, the difference between the groups' scores were not statistically significant in collocation learning and content comprehension development. With the aim of having a holistic picture of the research problem, a semi-structured interview was conducted among randomly chosen ten participants from the experimental and control groups for qualitative research design of the study. Findings of the qualitative

research revealed that experimental group's participants formed positive attitudes towards viewing authentic videos with captions. On the other hand, control group's participants mostly stated negative feelings on the process of viewing the authentic videos without captions.

Keywords: Caption, Authentic videos, Collocation, CLT, ICT.

ÖZET

HEDEF DİLDE ALT YAZILI OTANTİK VİDEOLARIN YABANCI DİL EĞİTİMİ BAĞLAMINDA EŞ DİZİMLİ SÖZCÜK ÖĞRENİMİ VE İÇERİK KAVRAMAYA ETKİSİ

Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Eğitim Enstitüsü
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Danışman: Dr. Öğr. Üyesi Kağan BÜYÜKKARCI

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Bu çalışma, hedef dilde altyazılı otantik videoların yabancı dil eğitimi bağlamında eş dizimli sözcük öğrenimi ve video içeriğini kavrama üzerindeki etkisini ortaya çıkarmayı amaçlamaktadır. Çalışmanın katılımcıları, Isparta, Türkiye' deki 41 ortaokul yedinci sınıf devlet okulu öğrencisinden oluşmaktadır. Katılımcılar daha önce okul yönetimi tarafından belirlenen kendi sınıflarına göre deney ve kontrol olarak gruplandırılmışlardır. Bu deneysel çalışmada hem nicel hem de nitel araştırma teknikleri uygulanmıştır. Nicel araştırma için, her iki grubun da eş dizimli sözcük bilgilerini saptamak için VKS' ye dayalı bir ön test yapılmıştır. Ön test sonuçları aynı zamanda grupların homojenliğini de doğrulamış ve katılımcılar yedi hafta boyunca video izleme oturumlarına maruz bırakılmışlardır. Deney grubu, videoları hedef dilde alt yazılı olarak, kontrol grubu ise alt yazısız olarak izlediler. Altı haftalık video izleme sürecini tamamladıktan sonra, her bir gruba daha önce ön test olarak yararlanılmış olan son test uygulandı. Nicel araştırma sürecinin son aşaması olarak, her bir grup yedinci videoyu kendi gruplarına göre farklı sunum biçimleriyle izlemiştir. Katılımcılara videoyu izledikten hemen sonra bir video içeriği anlama testi yapılmıştır. Ön test, son test ve video içerik anlama testi ile toplanan veriler SPSS programı ile analiz edildi. T-test aracı ile elde edilen sonuçlara göre, deney grubu hem eş dizimli sözcük öğrenme hem de video içerik anlama testinde kontrol grubundan daha iyi performans göstermiştir. Bununla birlikte, grupların puanları arasındaki fark, ne eş dizimli sözcük öğrenimi ne de içerik anlama alanlarında istatistiksel olarak anlamlı çıkmamıştır. Araştırma probleminin bütünsel bir resme sahip olması amacıyla, araştırmanın nitel araştırma tasarımı için deney ve kontrol gruplarından rastgele

seçilen on katılımcı arasında yarı yapılandırılmış bir görüşme yapılmıştır. Nitel araştırmanın bulguları, altyazılı otantik videoları izlemenin deney grubunun katılımcıları üzerinde olumlu tutumlar oluşturduğunu ortaya koydu. Diğer taraftan, kontrol grubunun katılımcıları otantik videoları altyazısız izleme süreci ile ilgili çoğunlukla olumsuz duygular ifade etmişlerdir.

Anahtar Kelimeler: Hedef dilde altyazı, Otantik videolar, Eş dizimli sözcükler, İletişimsel dil öğretimi, Bilgi ve iletişim teknolojisi.

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ABBREVIATIONS

CEFR: Common European F ramework of Reference

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

ICT: Information and Communication Technology

LGS: Entrance Exam of High School (Liselere Giriş Sınavı)

OSYM: The Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi)

SLS: Same Language Subtitles

VKS: Vocabulary Knowledge Scale

WM: Working Memory

YDS: Foreign Language Test (Yabancı Dil Sınavı)

YOK: The Higher Education Council (Yüksek Öğretim Kurulu)

OPERATIONAL DEFINITIONS

Authentic Videos: They are real videos not intended to be used in educational context.

Captions: They are written form of the utterances in videos in target language.

Collocation: Using a word typically with another word or phrase.

Communicative Competence: It requires learners use target language in different functions.

CLT: An approach aiming to aiming to enable communication in the target language.

ICT: It is a term emphasizing the relationship between informational and communicational technology.

Subtitle: Written form of the utterances in videos in different languages and forms.

1. INTRODUCTION

Foreign language teaching and learning has been on a process of commutation for a long time. Many traditional methods have left their place to the new methods and approaches. Once having been the star of the foreign language field, grammar translation method has been replaced by new trends in Communicative Language Learning. These changes have brought the term of communicative competence in the center of foreign language teaching. The necessity of using language for communicative purposes in language classroom was agreed on by most of the scholars (Paulston, 1992). This need caused the emergence of the term communicative competence after the term of linguistic competence in the linguistic field.

Today, the main concern for teaching a foreign language is to help learners gain communicative competence rather than equip them with grammatical rules. Coiner of this term, Hymes (1966) defines communicative competence as the skill of using the language for communication. Although it gained importance in our country recently, the term came into existence in 1970s. Hymes introduced this term as a resistance to the term of linguistic competence which belongs to Noam Chomsky. Chomsky (1965) focused on the grammatically correct sentences while defining linguistic competence and described the term as the knowledge of language. On the other hand, Hymes (1966) argued that language is a whole with its grammatical, functional items and communicative competence is a combination of these items and other important factors such as attitudes, values and motivations. Similarly, Paulston (1992) defines communicative competence as moving to function from the form and using the language for social purposes.

The fact that a language does not consist of only grammar and vocabulary dragged foreign language teaching process away from traditional teaching techniques to modern communicative approaches. Teachers supporting communicative competence utilize communicative language teaching (CLT) approach in the language learning environment. Communicative approach came into existence in 1960s when the linguists started to question traditional assumptions in language learning. Since that time, language learning instructions have been improved and this new method became known as CLT. Finally, it was established in 1980 in Britain. Many linguists contributed to CLT in the process of its development. While Hymes is the prompter linguist of CLT, Langs is a psychoanalyst

who provides the term to find worldwide acceptance. CLT cannot be defined as a teaching method comprising a certain activity or a principle. It is accepted as an expansive approach based on functional use of foreign language (Banciu & Jireghie, 2012). Any practice supporting meaningful communication among learners, such as games, role plays, pair work activities, authentic videos can be accepted as a part of CLT.

Using authentic videos in foreign language classes as an aiding tool has become commonly used because of the rapid advancements in digital technology. With the emergence of analogue video tapes since 1980s, utilizing authentic video materials in foreign language context has become a common practice via digital recording and playback system devices' invention (Zabalbeascoa, 2010). These developments have led to some essential innovations in educational context beyond traditional approaches. It has become a must to keep up with these changes to have a communicative competence of the target language. Besides Şenel (2012) states that knowing the grammatical design of any language doesn't stand for learning a foreign language, utilizing the language for communicative aims is an essential necessity. With the awareness of this need, today many foreign language teachers make use of authentic videos in the learning environment. Their promotive features on communication in real life situations and popularity among the students make them alluring for educational context. However, various input conditions of authentic videos can cause confusion among teachers about how they should serve these videos to the learners to develop their language skills effectively. At this point a matter of determining application of authentic videos in the right mode of presentation emerges. This gap has become a vital issue in foreign language context, so searching the use of subtitle modes has gained prominence in recent years and for about three decades, it has been a controversial issue, which presentation mode is more beneficial for foreign language learning.

1.1. Statement of the Problem

In our country exams such as YDS (Foreign Language Exam) and LGS (Exam of Transition to High School) do not evaluate the learners' communicative skills. Students who want to study a foreign language at university or want to do master, doctorate or confirm the degree of their foreign language level have to be successful in YDS. On the other hand, students in secondary schools who want to participate in a qualified high

school in Turkey have to be successful in LGS. In both of these crucial exams, communicative skills are not evaluated. These exams comprise of multiple choice questions and assess the grammar and vocabulary knowledge and reading skills. They do not evaluate listening and speaking skills. So learners who want to succeed in these exams, naturally neglect communicative skills and heavily study on grammar, vocabulary and reading skills. Because of this tendency, foreign language teachers are expected to prepare students for these exams by teaching receptive skills and they cannot spare enough time for productive skills in their limited time. ''But as it is known learning a foreign language does not mean that only knowing the rules of any language, it also requires the use of language for communicative purposes'' (Şenel, 2012, p.49). It is a big problem in our country that assuming language learning with only grammatical usage, structures.

On the other hand, the national examination system's requirements cause some ironic results. Students know how to form sentences according to grammatical rules but have difficulty in using them in real life situations. There are various reasons for this problem. To begin with, curriculum design does not promote oral communication and learners do not have the opportunity to practice the foreign language both in and out of the formal learning context, course hours assigned by ministry of education are not enough to acquire a language. Furthermore, learners are subjected to language items far away from the real context; in only exercise books, course books, hence they do not have the chance to hear the target language from native speakers, they become anxious, demotivated, as a result and feel inadequate when they are expected to use communicative skills.

To have communicative competence, students need an intensive exposure to the target language in a real spoken context, which is a big deficiency in terms of both possibilities and opportunities in our country. The number of students having the opportunity of going abroad is pretty low in Turkey and foreign language learners are not exposed to the target language after language classes. Başaran (2011) points out the importance of utilizing authentic videos such as newspapers, magazines, books, radio programs but defines captioned videos as the richest resource of target language in terms of real input.

This present study proposes use of captioned authentic videos as a solution to all the aforementioned problems. Integrating authentic videos with captions provides learners with the chance of hearing native language in its cultural context which has a crucial role

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on forming the communicative competence not comprising from only grammatical issues as stated in the study of Hymes (1972).

1.2. Purpose of the Study

This study aims to analyze the effects of using authentic videos with caption and without caption format on 7th grade students in a state secondary school and aims to explore whether these learners who are watching these videos with caption will be more successful in learning the collocations than the ones who are watching the videos without caption. In addition to studying vocabulary knowledge of the students, at the end of the watching process, their video content comprehension will be tested to see which group will be more successful in terms of perceiving the general points in the video.

Hymes (1972) points out that communicative competence does not only constitute the grammatical competence but also the language in relation to its sociocultural context. This study seeks to give the target language in its natural context by enhancing the comprehension with captions which enable a better perception of the visuals thanks to aid of utterances' texts forms.

Although it has been ignored for a long time, Lewis (1993) states that since the beginning of 20th century, vocabulary learning has taken place in the center of learning a foreign language and has been the concern of the classroom teachers' about how to teach this domain of language. Berne and Blachowicz (2008) point this matter in their study, as language teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning" (p. 315). At the end of the study it is intended to provide a reliable guide for EFL teachers confronted with this challenge and to aid learners retaining the words in the target language by integrating captioned audiovisual materials in the course and its syllabus.

During the process of this study these research questions have been dealt with:

1. Does watching authentic video with caption have any effect on learning collocations in English?

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2. Does watching authentic video with caption have any effect on content comprehension of students?
3. Does gender have any effect on learning collocations?
4. Does gender have any effect on content comprehension?
5. What are the views of 7th grade Turkish L2 English learners on watching an authentic video with and without captions?

1.3. Significance of the Study

In terms of vocabulary, collocations have an important function; sounding the language natural and making more similar to the way it is spoken by native speakers. The ones giving place collocations in their spoken and written discourses have native fluency; "collocation is the key to fluency" (Hill, 2000, p.164). However, they are abstract and normally have no explanation. This can cause some negative feelings in learners such as confusion and frustration. Because of these reasons and being no previous studies on collocation learning by watching videos captioned and non-captioned, this study will deal with collocation learning of 41, 7th grade students by forming two groups as experimental and control. Exposure to the language in all its forms inevitably helps learners pick different collocations subconsciously. But the matter of this study is that in which format this will happen more effectively.

There are many studies on using captions as an aiding tool in foreign language education, and its supporting effects on speaking, listening, and reading skills. But many of them had used only one or two movies or a documentary or a series' a few episodes with very short duration. First of all using different movies unconnected to each other does not serve a cultural or structural unity which is essential to reinforce the learners' recent achievements. Using a series' episodes would provide a consistent subjection of the same culture and similar language environment, thus make the learners feel more confident and clearer. Furthermore, series are richer in terms of daily expressions and closer to real life and do not have a formal language like in the course books. Some course books have their own videos but they focus on the rules and teach them with an artificial language. These videos cause anxiety on the part of learners and they focus on the structure of the target language moving away other beneficial segments such as cultural context, pronunciation

and daily expressions. However, learners need a subjection of natural target language in its natural context to have communicative competence which is accessible in series. Another important issue is that to give enough time for watching authentic videos to assess some specific areas in the experiments. In some researches, time period is too short to have a meaningful effect on learners' cognitive process. Vocabulary development needs a long lasting process, so viewing an authentic video for a limited time cannot be enough to give a valid and reliable result. In this study, seven episodes will be shown in seven weeks and each episode is about twenty minutes. Another difference from the other studies, rather than using multiple choice tests to assess vocabulary knowledge of the learners, Vocabulary Knowledge Study (VKS) was used in this study. Rather than assessing a word by only asking the meaning of it, using VKS will provide a depth by carrying the assessment to the productive level.

In our country, many researchers utilized VKS in their studies on different linguistic areas and participants to see the effect of captions in foreign language learning. Yüksel and Tanrıverdi (2009) made use of VKS on 120 intermediate university level students to assess incidental vocabulary acquisition before and after video intervention sessions. Yıldız (2017) involved 60 Turkish university students in her study and she utilized VKS to see the participants' vocabulary development. Another study aiming to find out the impact of captions on incidental vocabulary learning among 42 university students by using VKS was administered by Karakaş and Sarıçoban (2012). Dilber (2015), also implemented VKS on on forty-five university students to assess idioms and idiomatic daily expressions through captioned TV shows. Another study conducted by Başaran (2011) researched the effects of captioning by using VKS on sixty-six preparatory school students of ELT departmant in Akdeniz University to see EFL learners' listening comprehension.

From the previous studies in Turkish context, it can be seen that all involved participants from university students. Furthermore, none of them did study collocation learning. This study is unique in terms of having secondary school students and investigating collocation learning in this area in Turkish context.

1.4. Assumptions

In this research, it is assumed that the sample represents the universe. In addition, it is assumed that participants of the study answered the data collection tools sincerely and viewed the videos carefully. It is also assumed that the study would be instructive for use of captioned videos in foreign language education context.

1.5. Limitations

Sample size should be large enough to be representative of population. "One of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study" (Holton & Burnett, 1997, p. 71). In this study, sample size is limited with 41 secondary school students. "Vocabulary, the core of the language, is not acquired at one shot" (Karakaş & Sarıçoban, 2012, p.4). Language learning requires a long time period, so time between pretest and posttest must be separated and the process of vocabulary teaching must be long (Yüksel & Tanrıverdi, 2009). Duration of the study is limited to seven weeks. The duration of the videos could be longer to reach more valid results. Finally, it is assumed that participants of the study would not have any external effects out of the classroom. However, they might encounter or get exposed to the items in the videos out of the classroom or school environment from different resources.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

This chapter involves the conceptual framework of Information and Communication Technology, Communicative Approach, Vocabulary Teaching in Foreign Language Context and Content Comprehension in relation with the focus of the study. Moreover, related studies for each main concept will be presented.

2.1. Information and Communication Technology

In this part of the study, Information and Communication Technology will be explained by giving its general features, pros and shortcomings with related studies on it.

2.1.1. Characteristics of ICT

Technology has always been a part of teaching and learning environment. Teachers have utilized it to faciliate student learning as required by the age for many years. But today with the increasing variety and accessibility of technology it culminated (Eady & Lockyer, 2013). Technology now has become a global language used all over the world (Marcinek, 2014). People have made use of it in various areas such as transportation, communication, trading, education, health units etc. Innovations have led to growing use of Information and Communication Technology (ICT) in foreign language teaching. It is aimed to foster foreign language learning and teaching by promoting the use of ICT tools. With the new application of modern strategies, educational tools had to be renewed. So utilizing ICT tools in foreign language teaching has become inevitable. Using computer has become a tool of instructional material for learners. Teachers have commonly given place ICT in the learning context to move with the needs of society and to utilize the advantages of technology (Negoescu, Boştina- Brutu, 2016). Consequently, language learning has gained a new perspective since technology pierced into every aspect of life.

2.1.2. Advantages of ICT

Using ICT tools in foreign language environment is a promising approach in this age of technology. Not very long ago the coursebooks were the only resource of material; however, today it has turned out to be an essential process adding various tools in the learning environment such as flashcards, videos, games, sound recordings etc (Obralic,

Obralic, and Konaklı, 2014). As a result, there is an increasing tendency on developing language learning materials by using technology. One can find an ICT tool according to his/her requirement because there are many ICT tools faciliating learning by enhancing comprehension, situmulating interest, serving daily situations, giving opportunity for communication. Furthermore, accessing activities suitable for just learned subjects is possible in a very short time thanks to ICT tools. So they are practical and time saving. As Romano (2003) states, it is more difficult to motivate and attract today's learners to the learning process than in the past. Motivating students and attracting their interests in the learning process has become more challenging. But ICT makes learning context more attractive and motivating for the learners and enables foreign language teachers integrating multimedia in their lessons in many ways. They also provide interaction among the peers, repititive drills, immediate feedback, and consciousness raising activities. Besides, they carry daily language and cause active learning. So teachers integrating ICT in their classes, serve a rich learning environment compatible with the innovations in the world. These classes offer students with dynamic materials such as online exercises, watching videos, listening to stories, interactive white boards. Coming this point from the days when language teachers use gramophone recordings to enable learners hear native speakers' voice is a groundbreaking development for foreign language history.

In our country, with the implementation of Fatih Project by the Ministry of National Education, interactive smart boards are available in almost every class and this has caused widespread use of ICT tools in schools. Some foreign language teachers attribute education context/language learning by preparing course books' smart board presentations enhanced with audial and visual effects and serve these interactive materials for the usage of other teachers'. These presentations require students to touch on the board and see the answer. There are different audial effects bounding to the correctness of each question. This process makes the learners stand up, feel excited and be active while they are sitting on their desks without moving. This turns monotony into enthusiasm and makes the lesson more dynamic.

Supportively, sounds, pictures and texts are important issues in multimodality; as known involving more senses in the learning process results in better learning (Negoescu, Boştina- Brutu, 2016). Fatih Project supports this fact serving the necessary facility.

2.1.3. Shortcomings of ICT

Among with the many advantages, using ICT has some challenges too. Technology increases the quality and attractiveness of teaching; however, for a precise learning or teaching, it requires social interaction between teacher and learners (Bates and Poole, 2003). So language teachers should be aware of that interactive learning cannot be achieved only with technology. They can form interactivity by simply using the blackboard, the chalk and some paper; as well as with discussions, role plays, word competitions etc. so the important point is that we should not let technology take over the class, it should remain as a supporting tool of learning process. (Negoescu, Boştina-Brutu, 2016). Beside the past teaching practices, innovations of the age should be used together to reach a good quality in education system. "No matter what tools we use while teaching, what is more important is how the technology is implemented'' (Obralic, Obralic, and Konaklı, 2014, p.5). Another crucial issue is that teachers should be aware of cons and pros of ICT tools before integrating them in pedagogy.

In addition to these teacher centered issues, there are some other difficulties originating from technological infrastructure. Not every school building has the opportunity of accessing internet or having the property of technological devices such as interactive white boards, DVDs, computers, projectors etc. Especially in rural areas, because of inadequate equipments even though there is a computer in a class; teachers sometimes have challanges of internet accessing. This can cause waste of time and lack of motivation during lesson. So in these areas teachers have to be prepared with another activity or material in case of a problem with technologic issues.

2.1.4. Studies on ICT in foreign language learning

In this part, some studies on ICT in foreign language learning are presented in both foreign and Turkish contexts.

Padurean and Morgan (2009) state in their paper that using ICT tools is a way of escaping routine and it brings variety to the class. They classify the roles of computers in a language class as being a teacher, a tester, a tool, a data source, and a communication faciliator. Furthermore, they point out that ICT tools are the providers of creativity, feedback, and

adaptability and presentation controller. Finally, they give some tips for the teachers about how should they engage with them to enhance the learning process.

Dedja (2015) states ICT has caused an updating on the roles of learners and students by forming a new environment. It makes possible for a student to practice the target language with a native speaker via internet and for a teacher to integrate multimedia equipments related with curriculum easily in their lesson. It also enables utilizing DVD with subtitles and has an access to assorted kinds of texts (text, audio, and video) during learning process. Samuel and Bakar (2006) have studied on 30 trained primary and secondary teachers from three different schools by conducting face to face and semi structured interviews. The study revealed some needs of infrastructure and teacher education on ICT.

In another study of Padurean (2014), an experiment on 30, 8th graduate students from a high school in Romania is conducted aiming to prove students have a more pleasant and enjoyable learning process when ICT tools are integratred in the lessons. The results have been in compliance with this as well. When ICT and English are used together in the learning context, students progress more efficently towards the goals compatible with 21st century diciplines.

Another study conducted by Bozdoğan and Özen (2014) aims to explore some pre-service teachers' self-efficacy levels on ICT through a survey. According to the researchers practicing ICT requires enough experience and self confidence. Results of the study showed that teachers found themselves self efficacious in the use of ICT.

Hismanoğlu (2011) analysed the integration of ICT in English Language Teaching coursebooks of five universities in North Cyprus. At the end of the study, he found out that some ICT tools were integrated in these current coursebooks; but there was an immense ignorance of using these tools actively.

2.2. Authentic Videos

Authentic videos are a part of multimedia and one of the ICT tools but have a special place in ICT integrated classes. There are several reasons behind their being so popular among teachers and students. First of all, they arise enthuasism, motivation on even

students having no interest in the lesson. A teacher can easily attract the learners' interest with an appropriate selection of authentic videos. Furthermore, incorporating authentic videos in class appeals to both eyesight and hearing senses of the learners which makes the process more effective. They help learners comprehend the text globally and focus on specific aspects of language, especially lexis. Moreover, authentic video is an obvious way to bring real world into the classroom. Hence, it contributes to communicative competence of the learners by serving the target language from the real world.

> …..understanding video drama is an entry ticket to the English Speaking World, on a par with reading newspapers and magazines, writing business letters, having conversations and other major language activities found in EFL coursebooks. It should, like them, be regarded as a language learning goal in its own right. (Sherman, 2003, p.13)

Lacking of native language exposure can cause various problems in learning a foreign language. On the other hand, integrating it contributes significantly to the learning process. The matter is how we can include native language in the foreign language classes. In some Europe countries language learners can easily travel and live for a while in abroad where their target language is spoken. This is an excellent opportunity to acquire a foreign language, since students naturally subject to target language, experience the language in its real context and have to use it for communication. They have to speak the target language in hospitals, in school, at the market to meet their requirements in daily life. Unfortunately, in Turkey most of the foreign language students do not have such a marvellous chance. So they have to find out ways to encounter themselves with the native language. In this aspect, authentic videos are great resources of exposing learners to the target language.

Gass and Selinker (2008) state that authentic videos meet learners with their target language's cultural and social aspects by exposing them to communicative aspects of the language. Rice (1993) points out their stimulating effect on cultural awareness and implies their practical usage with students of every language proficiency level.

Authentic video materials are "recognized as a valuable resource for intensive language study" as they provide a "total communicative situation" (Stempleski, 1992, p.7). Ruane (1989) claims that authentic videos improve the learners' comprehension and increase retention. Authentic videos were not intended for using in learning environments;

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however, it has become a part of language learning process due to the authenticity of the language and their close relationship with the communicative language teaching approach. (Hall, 1995; Tomlinson, 2009).

Bajrami and İsmaili (2016) states that as well as using the authentic videos in the classroom environment in different forms such as films, songs under the guidance of teachers; they can be also used out of the classroom individually**.** Classes integrated with authentic videos are a way of practicing student centered process. Videos can be used in any phase of the learning process; to present the content, to start a conversation, to discuss a topic, to do a self study etc. Instead of using them only for typical exercises, this makes the process more efficient and rich. Another powerful aspect of the authentic videos is that they make it possible to comprehend a subject via a visual, whereas this can not be possible by using many words. So they have the power of enhancing comprehension. Silverman and Hines (2009) state that "videos might be one of the best media for second language learning" (p.306). Via authentic videos, target language can be conveyed in associated text form and they arise interest and motivation of the students (Ruane, 1989).

2.2.1. Related theories of authentic videos

The immense importance of authentic videos in foreign language learning and teaching can be represented through some relevant theories of Mayer, Gardner, Krashen and Paivio.

2.2.1.1. Mayer's cognitive theory

Learning process starts with subjecting input and storing it in short term memory. To actualise an entire learning one has to store this input in the long term memory. Teachers support learners in this process in various ways. Actually this is the main reason of teachers' all the time being in search of new learning environments by practicing different techniques, methods. Integration of technology into learning context is also a part of this proceeding.

Video viewing is mostly seen as a passive process but according to Marshall (2002) it involves monitoring and comprehending at the same time which requires a complex

cognitive activity. Likewise Mayer (2001) supports this view defining the process as "well-designed multimedia instructional messages can promote active cognitive processings in students, even when learners seem to be behaviorally inactive" (p.19).
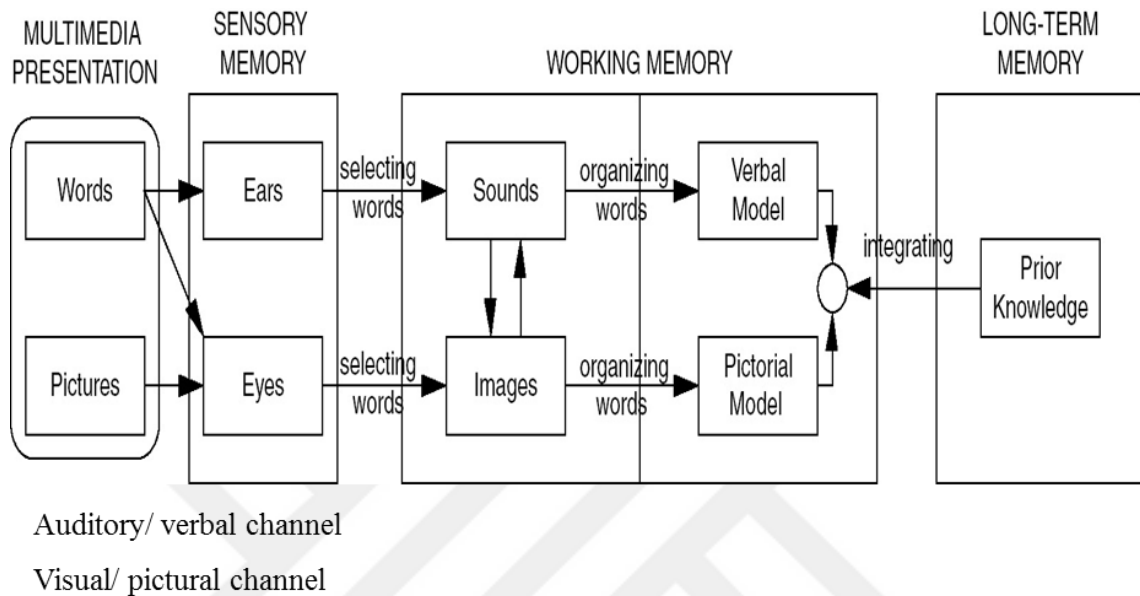
Figure 1. Mayer's Cognitive Theory (Mayer, 2005, p.21)

Mayer (2005) in his chart of cognitive theory of multimedia learning explain that people have different channels to perceive visual and auditory information but they have limited capacity to process the information in each channel at once.

> Humans engage in active learning by attending to processing relevant incoming information, organizing selected relevant incoming information, organizing selected information into coherent mental representations, and information into coherent mental representations, and integrating mental representations with other integrating mental representations with other knowledge (Mayer, 2010, p.20).

This hypothesis shows that learners have a serious cognitive process while they seem just sitting and watching an audiovisual. This process will be more effective in foreign language learning context if learners are subjected to audiovisuals with captions.

2.2.1.2. Gardner's multiple intelligence theory

Integrating authentic videos in learning context is also supported by Gardner's multiple intelligence theory. According to this theory, contrary to traditional education system which focuses on only verbal and mathematical intelligence, teachers should practice materials including most or all of the intelligences in their lessons (Brualdi, 1996). Because each student has his own intelligence, in a class comprising learners having different intelligence types, giving education in one dimension causes including limited students in the learning process. So teachers are expected to conduct their lessons by addressing all students' learning needs and interests. At this point Gardner's theory is promising; it aids teachers by being an effective guide in their teaching process.

Intelligence Area	Strengths	Preferences	Learns best through	Needs
Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
Mathematical/ Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the planetarium and science museum, etc.
Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.
Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating	Friends, group games, social gatherings, community events, clubs, mentors/ apprenticeships, etc.
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect pursue interests	Working alone, having space, reflecting, doing self-paced projects	Secret places, time alone, self-paced projects, choices, etc.
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events	Order, same/different, connections to real life and science issues, patterns

Figure 2. Gardner's Multiple Intelligence Theory (Gardner, 2006)

By using authentic videos in the learning context, a teacher can naturally incorporate many intelligence types in the process. However, teachers should reinforce their material in different ways. For example, when teaching a subject with a song they can address a learner having musical intelligence, if they serve this song in its video form they can touch another learner having visual intelligence, if they want learners to do the actions while

singing the song they can attract a learner's attraction with kinesthetic intelligence. Caimi (2006) makes a connection with using captioned audiovisuals and multiple intellingence theory with these words:

> A film, or any other kind of audiovisual programme, offers examples of simulated authentic interpersonal communication, where extra-linguistic phenomena and other entities of non-linguistic order interact to create an environment that imitates real life situations (Caimi, 2006, p.4).

2.2.1.3. Krashen's input hypothesis

Another valuable hypothesis supporting utilizing authentic videos is Krashen's Input Hypothesis (Krashen, 1981).

> According to the Input Hypothesis (Krashen, 1981), for second language acquisition to take place, it is necessary for the learner to be exposed to a sufficient amount of comprehensible input. This input should be slightly beyond their current proficiency. Once learners have this exposure, they naturally gain competency in the target language and become more fluent users (Abokra, 2017).
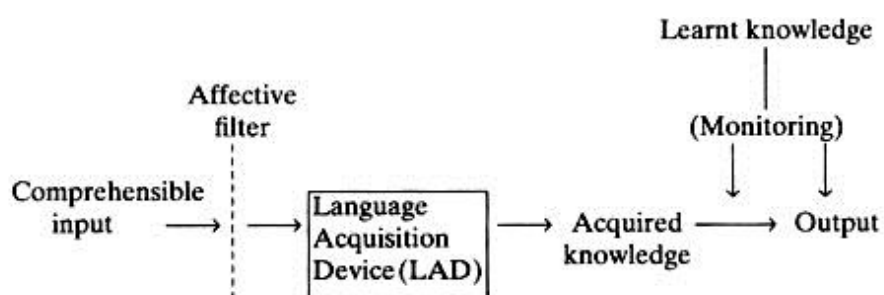
Figure 3. Krashen's Input Hypothesis (Krashen, 1981)

Subjecting language learners to grammatical rules does not contribute to language learning and it is useless consuming efforts for the sake of this. According to Krashen (1985) it is essential for a learner to have the comprehensible input and to get the message in the language learning environment. It can be confusing for students when they see words' written and spoken forms are different when they learn a foreign languge.

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However if they can see the word and hear them simultaneously they can build up meaningful connections and become clearer in their cognitive process. This can be provided by authentic videos with caption. So it is a must bringing such tools in the learning environment to have comprehensible input. But, providing comprehensible input alone is not enough to build a substantial foreign language development. If there are some factors that arise learners' anxiety level, learners can not utilize comprehensible input. Krashen (1985) states when students have fear of being unsuccessful, they form a defense system which is called as 'affective filter'. Learners constructing affective filter can not focus on learning environment cognitively. As a result of this they can not make use of comprehensible input. To prevent affective filter building, learning tools should not be evaluative but need to be motivating, and learners should feel themselves comfortable in the learning environment. Besides, providing comprehensible input lead to production without teaching directly but lacking of it retards production in language learning which is already a big problem in our country. The more a learner is subjected to comprehensible input, the more she has success in target language competence. Finally, the methods used in language learning environment become successful depending on the exposure of comprehensible input (Krashen, 1985). Authentic videos can make a contribution to language learning by providing comprehensible input in an entertaining way and also incidental learning takes place in this way.

Ruane (1989) sees authentic videos as a natural language input provider by exposing learners to conversational input at their levels and as a supportive material faciliating comprehension of the learners by contextual visuals.

2.2.1.4. Paivio's dual coding theory

Paivio introduced us with Dual Coding Theory, another supporting theory of the authentic videos in 1986. He (1986) states:

> Human cognition is unique in that it has become specialized for dealing simultaneously with language and with nonverbal objects and events. Moreover, the language system is peculiar in that it deals directly with linguistic input and output (in the form of speech or writing) while at the same time serving a symbolic

function with respect to nonverbal objects, events and behaviors. Any representational theory must accommodate this dual functionality. (p.53)

By integrating authentic videos in language learning context, teachers can provide perceptible items with the target language. This can cause learners' making connection with visuals and the language. Sadoski (2005) implies that "encountering and using words in various contexts establishes a rich set of verbal and non verbal connections" (p.228). "Concreteness, imagery and verbal processes play major roles in various educational domains" (Clark& Paivio, 1991, p. 149).
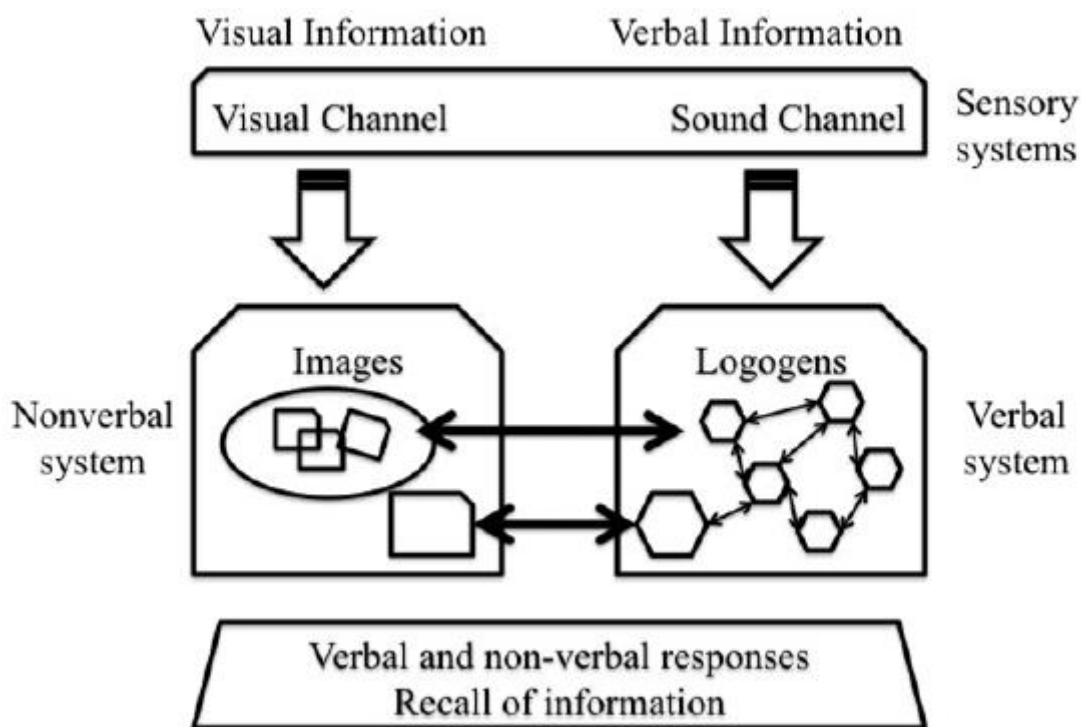
Figure 4. Paivio's Dual Coding Theory (Paivo, 1991)

Using authentic videos with captions can also support vocabulary learning by making it concrete. They provide visual and audial aid; learners not only see the words and their usage in sentences; but also hear the words and their usage in sentences.

The beneficial effects of authentic videos in language learning context have been mentioned so far. Many researchers agree on using authentic videos in classes is a necessary practice but how to embed it is the main point. As Garza (1991) states: "As

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increasing numbers of foreign language programs begin to integrate video materials into their curricula, more attention is being focused on ways and means to optimize the students' comprehension of the language of film and television segments"(p.239). So, teachers should pay attention to the way of implementing authentic materials. They should have a precise object before serving the material to the learners. Otherwise it turns out to be an entertaining tool, far away educational purposes instead of becoming a part of the education process. Another issue to take into consideration is that teacher should make an appropriate authentic video choice for the learners. They have to be compatible with the level of students and they should serve some cultural values of the target language. In addition, the authentic videos to be integrated in lessons have to include a rich content supporting four language skills with understandable utterances. To make the utterances more understandable, including captions in these videos will be an effective reinforcement.   Using technological devices merely does not bring success; the application form of the teacher is a critical factor affecting the success. Many language teachers commonly integrate the authentic videos in the foreign language learning context. Some of them serve these videos without texts, some of them with texts in target language or in mother tongue. Most of them are not aware of the dimension of using texts with videos. But in fact each subtitle type causes different impacts on language learning however these impacts also differ according to many factors in the process such as level of the students, exposure time to the video, implementation style of the teacher.

2.2.2. Studies on authentic videos

Talavan (2007) emphasizes the importance of integrating authentic videos in the learning and teaching process of vocabulary. She states in her study that authentic videos build a bridge between classroom and real life bringing the real life situations into learning environment. Authentic videos are so valuable pedagogical materials that they can bring sounds, images, texts simultaneously together and serve the target language's cultural elements such as habits, traditions. She also adds it is possible to find an appropriate video for students at all levels.

Similarly, Cruse (2006) states that it is a truth that media occupy a substantial place in young people's lives. Neglecting this truth in educatication context would be a loss for an effective learning on today's students. She enhances her views about authentic videos

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attributing their strong relation with some valuable views such as Multiple Intelligence, Multi Modal Learning Styles, and Dual Channel Learning. Cruse implies significance of content selection in authentic videos for an efficient learning.

In the study of Gonzalez (2017) on authentic video using for pedagogical purpose, it is stated that they enable a great opportunity to develop communicative competence of the language learners by contextualizing the dialogues in real life situations. The researcher of the study also indicates that authentic videos improve oral skills providing oral sitimuli and relating meaning to the aural symbols. He implies authentic videos' contribution to phonology presenting the language in rtythm, stress and intonation. Furthermore, he suggests before, during, and after activities to make authentic videos more effective in language learning context.

Kim (2015) administered an experimental study on 86 Korean university students to see the impact of authentic video materials on listening comprehension. The participants of the study were grouped in three according to their language proficiency. Each group was exposed to authentic videos for ten sessions. Findings revealed that participants of the intermediate and advanced groups developed their listening skills significantly.

2.2.3. Subtitled videos

Subtitles, as the simplest description, are on screen texts, generally placed at the bottom. Shuttleworth and Cowie (1997, p.161) define subtitling as "the process of providing synchronized captions for film and television dialogue". O'Connell (2007, p.169) defines subtitling as "supplementing the original voice sound track by adding written text on the screen". As various terms are used to indicate on screen texts in authentic videos, to provide a clear understanding on subtitles and captions, it is necessary to give key points and make a distinction between them. The focus of this part of the study is subtitles. In fact, subtitles emerged as a need of the ones' having hearing problems. It is aimed for social integration of disabled people into society to enable them to access audiovisuals (Cintas, 1999). While the original viewers are hearing impaired people, it has become widespread among the other ones and reached today's potential users in a short time (Garza, 1991). With its popularization, subtitle integrated areas have increased and

different concepts have emerged. So, today there are different terms used for types of subtitling.

2.2.3.1. Subtitle types

- Intralingual subtitles, also known as bimodal, refer serving the texts in the same language with the dialogue of the video.

- On the other hand, interlingual subtitles have target language soundtrack but mother tongue subtitle.

- Bilingual subtitles are in the other category. They are generally produced in two or more than two languages spoken regions such as Belgium where Flemish and French are spoken; and also used in international film festivals (Cintas, 2013).

- Finally Bianchi and Ciabattoni (2008) define reversed subtitle as "the L2 subtitles of L1 aural input"Cintas (p.3).

Representing a video's utterances in written form in different languages has attracted many researchers' interest. As a result, a number studies have come up today steadily. The researchers have conducted their experiments on different types of subtitle mode at different level of people and evaluated different language skills.

2.2.4. Captioned videos

It is necessary to make 'caption' term, the fountain head of this study, clear which can be accepted as a subterm of 'subtitle'. "Subtitles are mistakenly assumed to be the same as captioning, but they are different media with deceptively similar appearance" (Özgen, 2008, p.49). Also, he describes main differences between captions and subtitles in this way:

- Captions are intended for deaf and hard-of-hearing audiences. The assumed audience for subtitling is hearing people who do not understand the language of dialogue.

- Captions notate sound effects and other dramatically significant audio.

- Subtitles assume you can hear the phone ringing, the footsteps outside the door, or a thunderclap.

- Captions are usually in the same language as the audio. Subtitles are usually a translation.

- Captions ideally render all utterances. Subtitles do not bother to duplicate some verbal forms.
- Captions render tone and manner of voice where necessary. (p.49)

Although there are many terms used for subtitles, captions have a clear description; they are on screen texts in the original language of the video. 1980 is the time when captions appeared first time, originally intended for deaf but indeed leaded a new dicipline for foreign language learning. Captions were started to be used in 1980 by the National Captioning Institute in the United States. They enabled utterances being visible in videos broadcasted (Garza, 1991).

> Captions are similar to subtitles- such as those that appear on many foreign language feature films – in that they are printed version of the spoken text, but differ in that they appear in the same language as the original speech. (Garza, 1991, p.239)

Clark and Paivio (1991) points out the difference between these two terms by stating captions are on screen texts in target language combined a soundtrack in the same language. However, subtitles are on screen texts in the mother tongue of the learners with a soundtrack in target language. Captions are translation of spoken words in writing; they are same-language subtitles (Gernsbacher, 2015). Kothari, Takeda, Joshi and Pandey (2002) refer captions as same language subtitles (SLS) and define them as: "No translation, just verbatim matching of audio and text in the same language" (p.1). In addition to these definitions, Caimi (2006) categorizes caption used areas in two: one is utilized by hearing impaired people, and the other one is utilized by people who need an instructive aid to understand the spoken foreign language. When caption is used for disabled people, some supplementary addition should be made on the language to have them feel the sound and emotions on the scene. It should have some linguistic descriptions. Caimi (2006) exemplifies the situation with a script:

> " (a knock at the door)
>
> **J:** (in a loud voice) Come in!
>
> (shouts in the street) (car door closes) (alarm bell ringing) etc" (p.3).

However, when caption is used in pedagogical area, it is enough to give written form of the utterances. (Caimi, 2006)

Providing different kinds of input in the learning environment facilitate comprehension and vocabulary learning in foreign language. Oral speech, text, visual marks such as setting, objects, people, actions are some examples for these aiding input (Baltova, 1999). Authentic videos with captions have all of them in their structure. Furthermore using captioned authentic videos has triple effects on language learners by providing aural, visual, textual aid at the same time. Gernsbacher (2015) also emphasizes benefits of captioned videos on everybody. Kids, primary, secondary, high school students, adults, deaf or having problem of hearing people utilize captioned videos in various ways according to their needs.

King (2002) gives benefits of captioned videos based on his observations and experiences in sum as follows:

> • follow a plot easily and get involved in plot development,
> • learn to pronounce proper nouns in different disciplines,
> • acquire colloquial, context-bound expressions and slang,
> • process a text rapidly and improve rapid reading,
> • keep up with closed captioning that accompany the native-speed spoken English,
> • provide relaxing, stress-free learning environments where students can comprehend jokes, and have a few hearty laughs. (p.517)

Vanderplank's study (2016) can be accepted as a guide for using captions and doing experiments about them. The reasearcher shares his ideas in three phases. In the first phase, he summarizes the key findings of past studies. In the second phase, he explains use of captions clearly in the last decade. In the final part, he mentions about the limitations that a researcher can meet while studying captions and proposes some alternatives for the researcher to be more fruitful and creative during his research of captioning. Vanderplank (2016) presents significant statements on captions in language learning:

> • Captions transform general output programmes such as documentaries and situation comedies into a rich language resource for learners.
> • Captions redress the balance of visual and verbal elements in a television programme.

• Captions have a liberating effect on both teachers and learners in terms of choice, control and responsibility.

• Captions enable learners to watch programmes in a native-speaker-like way (p.240).

Vanderplank (2016) also claims that subjecting learners to intensive captioned video watching process does not offer a definite way of utilizing captions in terms of language learning. There are some other important issues to take into consideration to reach the aim of supporting/enhancing language learning by captions. At this point he strictly underlines the requirement of providing comprehensible input and conscious attention in his model.
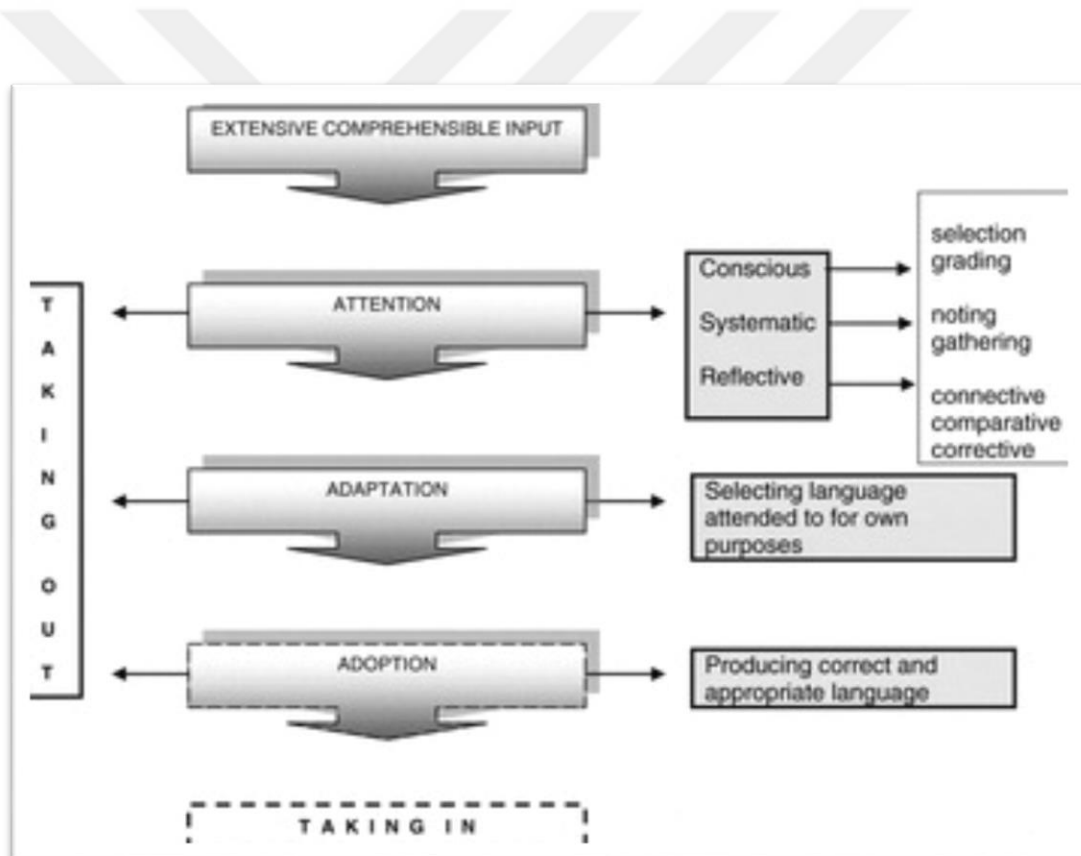
Figure 5. Factors in attending to captioned language (Vanderplank, 1990)

Apparently from the definitions, captions and subtitles are different terms; hovewer many studies in literature have not made a distinction between them and have used these terms in the same meaning. So they are considered as similar terms while presenting related studies part in this study in the same line in Özgen's study (2008).

2.2.4.1. Studies on captioned videos

There are many studies searching effect of captioned videos in foreign language learning from different aspects. Most of these studies report benefits of them in various areas. In this part, previous studies related to using videos with captions in foreign language learning from all around the world will be presented.

Price's study in American context can be thought as " the flying start of a series of studies and experimental research carried out by applied linguists, translation scholars and foreign language teachers at an international level" (Gambier, Caimi, Mariotti, 2014, p.1). Her paper has led to raising consciousness among the researchers on using captions and caused captions' becoming an upward trend in foreign language instruction. We started to make meaningful inferences about effect of captions on

ourselves cognitively thanks to these valuable researches. Price (1983) states in her study that captioned videos are provider of comprehensible input and by faciliating comprehension of the foreign language learners; they become an aiding tool promoting language learning significantly. Price (1983) conducted her study on four hundred and fifty adult participants with different language levels and different language backgrounds. These participants were grouped according to their language levels and staying duration in US. Half of the participants watched the video with captions; other half viewed the video without captions. Half of each group had one viewing, another half had two viewings. Results showed that all of the participants benefited captions regardless of their viewing times and language backgrounds. Price (1983) had conclusion of captions were useful in faciliating general comprehension of the language and contributing the cultural aspects of this language.

Mehler and Tobin (1988) give detailed information in Canadaian context about captions; from their emerging date and country to the frecuency of broadcasted TV programmes with captions in some countries. One can find educational applications of captions in United States, The United Kingdom, Europe, and Australia at that time. He also had a review on potential users of captioned TV programmes in Ontario. People who are deaf or have hearing problems, who are illeterate, who learn English as a second language have benefited from captions and become potential TV users.

Danan (2004) addresses foreign language learners can utilize videos in developing their language skills; but these videos need to be enhanced with captions or subtitles. Moreover, the input should not be too far beyond learners' language levels. These factors contribute to their listening skills, language comprehension and provide pedagogical effectiveness.

Garza's paper (1991) is another milestone experimental study in American context in this area. He conducted this experimental study on 110 university students from two different universities; 40 of them were students learning Russian as a foreign language between 19-22 ages and 70 of them were students learning English as a foreign language between 20-28 ages from 12 countries, speaking nine different native languages. They were grouped after all participants had homogenity test. He presented some authentic videos whose language was the same with its native speakers. While 70 students learning English as a foreign language viewed five English video segments in captioned and uncaptioned groups, another 40 students viewed five Russian video segments in captioned and uncaptioned groups. After watching each segment twice, they had content comprehension tests. Following the process of comprehension tests, randomly chosen five participants were called from each group and five minute oral interview sessions were arranged. They were asked to retell one of the video segments they chose. Taped interviews were transcribed, coded and then compared with the original text. Results of comprehension tests indicated captions provided comprehensible input and it was seen that there was a significant difference between captioned and uncaptioned video viewers' scores. When ESL and Russian groups were compared, it was seen that scores of ESL group were lower than the scores of Russian group. Finally, comparative interview transcripts revealed that captions made the video segment more comprehensible. Captioned video viewers remembered the video segment more than the uncaptioned video viewers. Captioned video viewers showed higher performance in retelling the content. In conclusion, the data collected during the research project clearly indicates that captions may enhance the learning of a foreign language. Furthermore, in the final part of his paper Garza (1991) gave some potential unexplored study areas of captions for further investigations.

Markham (1989) had participants from 118 ESL university students on listening word recognition. He grouped them in three as high, intermediate, and novice. The participants

viewed some educational TV program episodes. After the watching process, they had comprehension and vocabulary tests. Results showed that students benefited videos with captions more.

An Italian researcher, Caimi (2006) investigated the function of captions in language learning from a linguistic and cultural aspect. She supported the captioned videos with some pre-viewing activities to increase retention of just learned items and to ease reading and listening comprehension of the students. To her, these instructional aids attribute teaching process by making it more enjoyable and causing learners feel themselves more confident.

Mitterer and Mc Queen (2009) attracted our interest to a different point in their study of captioned videos in Netherland. Researchers stated viewers have some problems on comprehension of the utterances in the videos when the language has an unusual accent. They carried out their study on Dutch participants. The participants watched the videos with Scottish or Australian English soundtrack; and in Dutch, English or no subtitle. To deal with this problem Mitterer and Mc Queen suggested captioned videos as a solution but not subtitles in mother tongue. Because when the viewers were subjected to written form of the unfamiliar utterances, they saw which words were spoken. This would cause comprehension and adaptation during the process. Mitterer and Mc Queen (2009) stated that: "Lexical knowledge helps listeners adapt to the exposure talker's unusual speech and thus allows them to understand the talker better" (p.2). On the other hand, they found out watching the videos with subtitles in mother tongue hindered adaptation and did not help participants' understanding.

Cintas (2010), unlike the other researchers, examines that dubbing and subtitle, two major translation techniques, in terms of sociology and implies that they have been ignored despite their significant role on communication in the society. He states both of the translation methods have some cons and pros. Hovever some countries become integrated with either dubbing or subtitle in their prefence. While Spain uses dubbing in the films traditionally, Denmark and Greece have been always supporters of subtitles.

Başaran and Köse (2012) with aim of investigating effect of captioned videos on listening skills of the learners conducted a study on thirty secondary school students in Turkey. They were grouped in three according to their proficiency level. Each group watched the video in three different conditions with English captions, Turkish subtitles, and no caption. At the end of the process each group had a multiple choice test on listening comprehension. According to findings of this study it has been reported that any significant difference among three conditions was not seen.

The study of Bianchi and Ciabattoni (2008) implemented in Italian context intends to reveal the impact of captions and subtitles on 85 university students learning English as a foreign language. Participants were grouped in three and they watched the video with captions, with subtitles or with no text aid. According to the results it was seen that subtitles provided an advantage at all levels of proficiency in short-term comprehension tasks and in both short- and long-term vocabulary tasks. Hovewer learners did not utilize this condition type in terms of comprehension and acquisition of language-in-use, especially with higher level students.

One of the studies in American context is conducted by Neuman and Koskinen (1992) with the participation of 129 bilingual 7th and 8th grader minority students. They grouped the learners in four. In this twelve week process word recognition, sentence anomaly and word meaning tests were administered. According to the findings of each test, captioned television group achieved higher mean scores than the others. At the end of the study it is reported that bilingual learners benefited captioned television as a provider of comprehensible input.

Yoshino, Kano, and Akahori (2000) also investigated impact of captioned videos in foreign language learning among 104 Japanese junior college students and university students in the EFL context via word recall ratio and accuracy of recalled information tests. Researchers formed four different groups among the university students and junior college students separately. Each group watched the video twice in different conditions. This study found out that university and junior college students watching the video captioned recognized more words than the other groups. Hovewer, it was also seen that junior college students remembered more words than the university students. As a result of the study Yoshino et al. (2010) indicate that captions facilitate language learning.

Guillory (1998) conducted her study among 202 university students in French context differing from the other studies in terms of using keyword caption in addition to full text caption. Guillory designed her experiment in three groups using full text captions, keyword captions and no text on the videos. At the end of the process she applied a comprehension test and a questionnaire. Results of the study revealed that the full text captioned group outperformed the keyword captioned and no text group and the keyword captioned group outperformed the no text group. Hovewer, statistically there was no difference between the full text and keyword captioned groups.

Şevik (2017) implements his study on effects of bimodal subtitling on listening comprehension in EFL contexts. He states that among four skills of language learning, listening is separate because it has a fluidy process that is speaker depicts the speed and content. Many language teachers utilize visual-audial materials with captions as a teaching technique in this technology age. Hovewer, this has been a controversial issue in foreign language context. He aims to elucidate this teaching technique, viewing visual-audial materials with captions, by explaning types of subtitles, its theoretical base, its pros and cons and other related studies in this area in ELT.

Zabalbeascoa, Gonzalez, Pascual (2015) conduct an experiment in a project which is developed to see whether it is possible to learn a second language by watching subtitled audiovisual videos or not. The project is implemented in two secondary schools in Barcelona. This longitudinal study aims to make subtitled audiovisual materials a part foreign language learning programme depending on the positive findings in the literature.

Another study supporting using subtitles is from Algerian context which is conducted on 27 Algerian university students by Bellalem, Neddar, Bouagada and Djelloul (2018). Researchers have implemented the process by using interlingual subtitles for experimental group; and no subtitle for the control group. At the end of this quantitive study they have a result congruent with their hypothesis of subtitled videos have a signicant role in teaching vocabulary in foreign languge context.

Kothari, Takeda, Joshi, and Pandey (2002) implemented a study in India, having a high rate of literacy, aiming to find a 'butterfly effect' to develop reading skills of neo-literate people via film song videos being so popular among Indian people all over the country. As a first phase of this object, they conducted their study on disadvantaged 138 primary

school children. They were grouped in three. While the first experimental group watched five subtitled Hindi film songs, the second experimental group watched five Hindi film songs without subtitles and control group saw no song in three months period. This study offers great value in terms of motivation for educational purpose because participated school had no facility of electiricity; but the tool of the research was a DVD. Despite all the difficulties and impossibilities, researchers managed to implement this study. Results of the study certified the potential of using film songs for improving reading skills of neo literated people in India.

Similarly, Yüksel and Tanrıverdi's study (2009) investigated the effect of watching captioned movie clip on incidental vocabulary development of EFL learners in Turkish context. The study involved 104 university students and they were grouped based on their caption conditions in two; as experimental and control group. Researchers adapted twenty words to Vocabulary Knowledge Scale; but after the pilot study ten of them were omitted from the scale. Two weeks before and one month after the video watching treatment, participants were subjected to VKS as pre and post test. As a result of the study it was seen that both groups had important gains in vocabulary development but the one watching the movie with captions improved more in the post test. However, there is no significant difference statistically.

In the same line, Salih (2016) examined whether using English subtitles have an effect on improving English pragmatic competence in terms of idioms and phrases in Kurdish context in Iraq with the twenty college students as one group in his master study. He also investigated subtitles' impact on raising cultural awereness with a qualitative research design. Finally, he assessed impact of subtitles on retention of the words. According to quantative and qualitative data results, it was seen that watching English subtitled videos enhanced the students' pragmatic competence and contributed to cultural awareness of the participants. Results of the retention test revealed that developing pragmatic competence by watching English subtitled videos provided a longer retention.

Dilber (2015) implemented an experimental study in Turkish context, differing from the former studies in evaluating item, assessed idioms and idiomatic daily expressions through captioned TV shows on forty-five university students and the process lasted

eleven weeks. The data showed that experimental group students watching the TV show with captions overperformed control group by means of idiomatic expression development. This study also indicated importance of exposure to authentic language learning materials, especially when language learners lack interaction with native interlocuters. Since, they enable using target language communicatively.

Another study conducted by Başaran (2011) researched the effects of captioning on EFL learners' listening comprehension. The participants of this study included sixty-six preparatory school students of ELT departmant in Akdeniz University. As the material twenty-four minutes of a film was used. While the experimental group watched the film segment with captions; control group watched the same segment witout captions. At the end of the process a listening comprehension test was implemented and it was seen that experimental group overperformed the control group.

In Karakaş and Sarıçoban's study (2012), the impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students was investigated on forty-two Turkish university students. The data was collected by using VKS as pre and post test design. It was seen that there was not statistically significant difference between the scores of experimental and control groups. However, there was significant improvement in both of the groups' vocabulary knowledge.

Baltova (1999) investigated the impact of subtitled videos on content and vocabulary retention on ninety-three, eleventh grade French students by a documentary video in three different subtitle forms. VKS analysis by levels showed that the participants under three conditions developed in vocabulary growth in the whole process; although the acquisition of target words in the reversed and traditional conditions was similar and significantly lower than the biomodel condition.

Aurstad's (2013) master study on the role of subtitle in second language acquisition was conducted with forty-nine Norwegian high school students in three groups watching an episode of an American animated cartoon in three different subtitle forms (with Norwegian subtitle, with English subtitle, and with no subtitle). The researcher investigated both short and long term effects. At the end of the process, it was seen Norwegian and English subtitled group had better results in the comprehension

questionnare as the short term effect. However, the study could not find any effects of subtitles in word definition task as the long term effect.

In the study of Muntane and Faraco (2016) to see the effects of subtitled films on foreign language learning, a one hour long episode of a TV drama was used on a group of Spanish students in different subtitle forms. The participants had a listening and vocabulary test before and after the process and as a final item a comprehension test was implemented. As a result of the study it was seen English subtitle version improved the student's listening skills more than Spanish subtitle or no subtitle version. However, in terms of vocabulary there was no difference between the subtitle versions.

Zamoon (1996) gives information about emergence process of captions and their role as an aiding tool with reading, listening and possible learning strategies in her thesis study. Researcher gathered the data to see learners' background experiences, attitudes on captions via an expansive questionnaire on 210 university students in America. In her master study, Zamoon (1996) claimed learners could utilize captions in various ways; as a repetitive, a comprehension checker or a tool of clarification. Furthermore, reaching these facilities could be possible by televisions. She also stated captions could support learners by recertifying learner's thought, clarifying misunderstandings, allowing exposure to all forms of linguistic input, and being a self help instrument. Moreover, captions could be a possible learning strategy if a learner thought it would contribute to his/her language learning.

A Brazilian study of Matielo, Oliveria, Baretta (2018) investigated effect of interlingual and intralingual subtitles in correlation with working memory (WM) of the participants on foreign language learning. The study also mentioned about eye tracking experiments investigating subtitle reading behavior and performance between the process of images and text. The study involved 36 participants in two experimental groups and one control group. They watched a North American sitcom. After watching process, a comprehension and a vocabulary test were administered. Results were compared with WM of the participants. According to the findings of this mixed research, no significant difference was seen.

The study of Metruk (2018) implemented in Slovakian context intended to reveal the relationship between subtitles and developing listening and reading skills of 30 university students in foreign language learning context. Partcipants were divided in three groups according to their text condition preferences as English, Slovak and no text. According to the results it was seen that while there was statistically significant difference between the groups in reading test scores, listening test scores did not show any statistical difference.

Vanderplank (1988) designed his study with aim of finding out whether subtitles make a contribution to foreign language learning or not. Fifteen EFL students were subjected to nine hour-long TV programmes with English subtitles. They were asked to note their reaction, list words or phrases that struck them, and take roles in a few language focused activities. Because the researcher wanted to see if any difference on the participants' attention, motivation, attitude and engagement in this nine week period will occur. The study revealed that subtitles increased security feeling of the learners, lowered their affective filter by taking away anxiety, and grew confidence of students. In addition, some learners stated subtitles caused feel themselves guilty while reading the text at beginning of the process; hovever these feelings disappeared over time. Finally, results of the study revealed that students had a high level of retention and recall of specific words and phrases.

Zanon (2006) states that most learners utilizes subtitled videos in enhancing comprehension and finding new words. Hovever simply understanding the utterances is not enough, learners should practice it to have an exact learning. For this aim, learners should be promoted to different activities. At this point, Zanon (2006) implements his study, totally different from the others, by including adult participants to form the video clips' subtitles. He explains the process giving detailed information about software programs and presents the methodology with other possibilities to practice.

The study of Pasban, Fargrahani, Nouri (2015) implemented in Iranian context intends to reveal the effect of captions on learning phrasal verbs in learning English as a foreign language of 60 students. After the participants' homogeneity was tested they were randomly grouped in two; experimental and control group. Researchers of the study,

differing from the other researchers, preferred using instructional videos rather than authentic ones; they thought authentic videos were intended for native speakers of the language, because of this the language's speed and structure was not appropriate for language learning. After seven week watching process was completed, each group had a post test assessing phrasal verb which was designed according to VKS. The results approved researchers' hypothesis; experimental group showed statistically significant development and outperformed the control group.

Vulchanova, Aurstad, Kvitnes and Eshuis (2014) also investigated the impact of subtitles on language learning among 49, 17 year old; 65, 16 year old Norwegian EFL students. Both age groups were divided in three based on the subtitles (Norwegian, English and no subtitle groups) they were subjected to. The study investigated both short and long term effects of the subtitles. Results of the comprehension questionnaire administered immediately after watching process showed that subtitles in English and in native language enhanced the content comprehension in short term in both age groups. Four weeks later a word definition and word recall task were implemented for the participants to see the long term effect of subtitles. According to the findings it was seen that there were no long term effects of subtitles in any type of input condition for both of the groups.

Yıldız (2017) conducted her study to see which input condition was more effective on vocabulary acquisition in foreign language learning. The study involved 60 Turkish university students. They watched an episode in four parts, each one was about in 4-6 minute, in different two groups; experimental group (with captions), control group (without captions). After viewing the episode, a vocabulary and a comprehension test were administered. The results showed that the captioned group outperformed the no-subtitle group in the post-test. Moreover, the difference between the two groups is significant statistically.

Mohammed (2013) studied effect of subtitles on grammar learning in America on 9 university students. Mixed reseach design was used in this study. He attempted to collect the data by a noticing activity, a questionnaire, a debriefing session, pre and post test; and utilised a powerpoint presentation, a subtitled video and three different activities as instructional materials. The researcher used a video having authentic language and

appealing to students. He made some alternations on subtitles by changing color and front size of the target structructure to attract students' interests. This raised awareness of the participants. Results also showed that text and pictures assisted learning past perfect. Subtitles grasped learners' attention to the grammatical structure.

Harji, Woods and Alavi (2010) with the aim of investigating impact of English subtitles in vocabulary learning conducted an experimental study on 92 Iranian foreign language students. The participants were assigned as experimental and control groups. While experimental group viewed the videos with English subtitles, control group viewed with no text. Statistical results revealed learners made use of subtitles in learning new vocabularies. There was a significant difference between the scores of each group. Also, the findings showed multimedia usage, such as video segments, was an effective tool of language learning, especially when these videos supported with subtitles.

The study of Lin (1991) implemented in an American university intends to reveal the impact of captions on listening comprehension in learning English as a foreign language of 64 university students. Researcher of the study grouped the learners in two and each group viewed two episodes from a TV program. While the first group viewed video 1 with captions and video 2 with no captions; the second group viewed video 1 with no captions and video 2 with captions. After watching treatment each group had a multiple choice test. According to the results, it was seen that captions supported listening comprehension of the learners; however, no significant difference was seen on vocabulary learning between different input conditions.

Another study conducted by Rokni and Ataee (2014) investigated effect of movie subtitles on EFL learners' oral performance. The study included 38 Iranian intermediate students. Participants watched a movie in two homogenous groups with English subtitle for the experimental group; with no subtitle for the control group. They were taken in a speaking test after the watching process. Results showed English subtitles assisted learners in developing their speaking abilities.

Finally, a Chinese study implemented by Wang (2014) aimed to find out the most effective subtitle treatment on vocabulary learning and listening comprehension on 80 Chise EFL university students. The researcher also attempted to see the attitude of these

students towards subtitles. The participants were grouped in four based on their language levels. While three experimental groups watched four authentic videos in different subtitle treatments in L1 Chinese, in L2 English, in dual (L1 and L2); control group watched with no subtitle. After the viewing process, a vocabulary, a listening test and an attitude questionnaire were administered for each group. Results revealed that subtitles in all forms enhanced students' vocabulary learning and listening comprehensions; however, these subtitle treatments had different effects on the participants'language learning developments. While dual subtitle is the most effective one among the other conditions; no subtitle is the least effective treatment in vocabulary learning and listening comprehension of these Chinese students. Furthermore, dual subtitle was their first preference in the same line with their performance on listening and vocabulary tests; on the other hand, no subtiled videos were the least preferred ones.

2.3. Communicative Approach

In this part of the study, Communicative Approach will be explained by giving its definitions and general features with related studies on it. Since Communicative Approach is a broad term including many methods in it, it is necessary to see it in a detailed way to have a deep understanding on some essential terms related with teaching a foreign language.

Communication is defined as "the imparting or exchanging of information by speaking, writing, or using some other medium" in Oxford dictionary (Oxford dictionaries online, 2011). Harmer (1982) presents a figure for "the nature of communication" (p. 166).
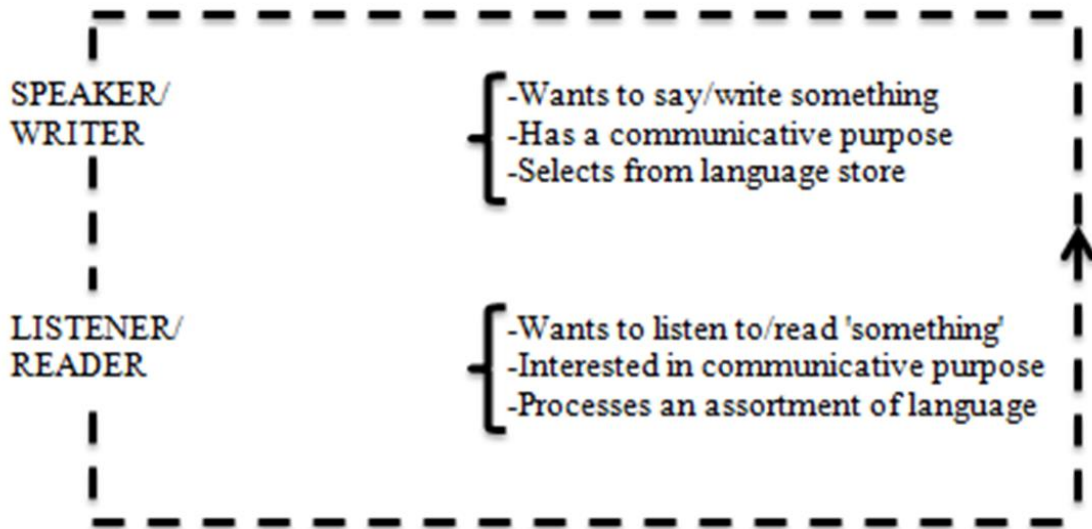
Figure 6. The nature of communication (Harmer, 1982, p. 166)

Communicative Approach is defined as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence" (Dictionary of Language Teaching and Applied Linguistics, 1992, p. 65). Galloway (1993) states that "Communicative language teaching makes use of real-life situations that necessitate communication" (p. 2). He maintains with teachers' jobs as a builder of possible real-life situations for students (Galloway, 1993). Therefore, communicative language teaching is a provider for students' communication like in a real-life context with the help of teacher's help. As Richards and Rodgers (2001) states, the main goal of CLT is achieving communicative competence which is a term referred by Hymes (1972). Galloway (1993) suggests that the audiolingual and grammar-translation methods of foreign language instruction did not satisfy educators and linguists and communicative language teaching was developed as a result of this dissatisfaction. Besides, the 'communication' component was lacking in classes with old instruction types. As Hu (2002) points out, sociolinguistics, discourse theory, psycholinguistics, applied linguistics, and second-language acquisition research are affected by CLT and this led to some improvements in these fields.

Lightbown and Spada (1990) mention "the shift from an explicit focus on language itself (i.e., grammar, phonology, and vocabulary) to an emphasis on the expression and comprehension of meaning through language" (p. 431). Through this emphasis, the language reveals its' nature by describing the inefficacy of instruction on traditional ways.

Hu (2002) remarks that "There is a strong emphasis on extensive exposure to the target language through large quantities of input to and output from learners" (p. 96). How to take and implement CLT is the main question that is tried to be answered with many techniques and principles.

Howatt (1984) utters two types of Communicative Language Teaching; 'strong' and 'weak' versions of CLT. He continues by explaining these versions; weak version focuses on "the importance of providing learners with opportunities to use their language for communicative purposes while strong version asserts that "language is acquired through communication" (Howatt, 1984, p. 279).

The principles of CLT according to Richards and Rodgers (2001):

-Learners learn a language through using it to communicate.

-Authentic and meaningful communication should be the goal of classroom activities.

-Fluency is an important dimension of communication.

-Communication involves integration of different language skills.

-Learning is a process of creative construction and involves trial and error (p. 172).

Implementing CLT principles into the classroom context is the issue that needs attention in a language teaching environment. As Richards and Rodgers (2001) states, CLT is taken as an approach rather than method and especially a humanistic approach. Therefore, these possible implementations do not exist in fixed and certain manner.

2.3.1. Characteristics of CLT

Richards and Rodgers (2001) mention some characteristics of Communicative Language Teaching as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (p. 161).

According to Johnson and Johnson (1998), five characteristics of communicative methodology are following as: (cited in Richards and Rodgers, 2001, p. 173).

Appropriateness: Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of participants, and the purpose of the communication, for example. Thus, learners may need to be able to use formal as well as casual styles of speaking.

Message focus: Learners need to be able to crate and understand messages, that is real meanings. Hence the focus on information sharing and information transfer in CLT activities.

Psycholinguistic processing: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

Risk taking: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.

Free practice: CLT encourages the use of "holistic practice" involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time.

2.3.2. Four aspects of communicative competence

As Celce- Murcia et al. (1995) suggest, "The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes, is that of Canale & Swain (1980), further elaborated by Canale (1983)." Four components of communicative competence are presented by this model:

1. Grammatical competence - the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).

2. Sociolinguistic competence - the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).

3. Discourse competence - the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).

4. Strategic competence - the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

2.3.3. Types of Learning and Teaching Activities of CLT

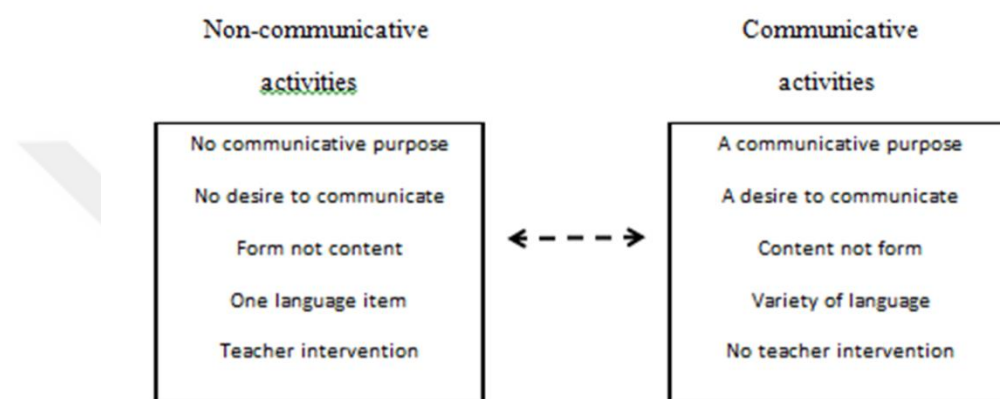Harmer (1982) distinguishes between communicative and non-communicative activities as could be seen below.

Figure 7. Communicative and non communicative activies (Harmer, 1982, p. 167)
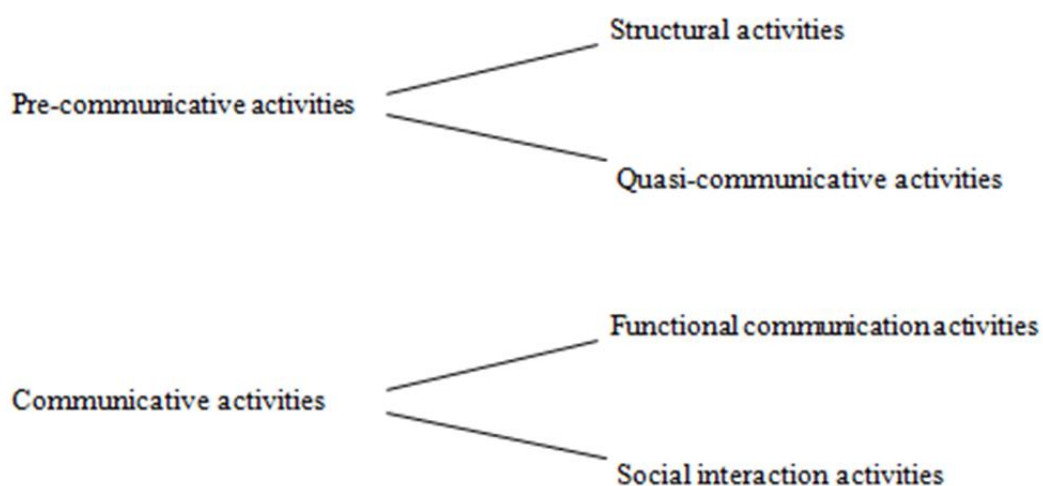
Figure 8. Pre-communicative and communicative activities (Littlewood, 1981, p. 86; cited in Richards & Rodgers, 2001, p. 171)

Littlewood (1981) takes "functional communication activities" and "social interaction activities" as main types of activities in Communicative Language Teaching. Richards and Rodgers (2001) give examples for functional communication activities such as:

> learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. (p. 166)

Richards and Rodgers (2001) display instances for social interaction activities "conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates" (p. 166)

2.3.4. Studies on CLT

Karavas-Doukas (1996) aimed to learn language teachers' attitudes towards communicative approach in his study. 101 Greek secondary school English language teachers were given attitude scale and interview was made with fourteen of these teachers. According to the results of attitude scale, most of the teachers are found positive towards the communicative approach even if there are changing scores of teachers.

In Coskun's (2011) study, it is aimed to investigate teachers' attitudes toward CLT and this approach's application in real classroom environments. Two male teachers of English were the participants of this study. Their opinions about pair and group work, fluency and accuracy, error correction and the role of the teacher as some components of CLT were taken in a checklist and questionnaire format. Another questionnaire was included to ask the challenges teachers face while adapting CLT. According to results, it is seen that some discrepancies exist between teachers' attitudes toward some features of CLT and their application in classroom environment. Even if teachers are eager to have classes with CLT approach, there are many factors that could affect the feasibility for the application of the approach.

In a study, Ahmad and Rao (2013) aimed to investigate the feasibility of the CLT approach in Pakistan and teachers' perceptions of the CLT approach and their perceived difficulties in its application. Participants were 40 male students in the 12th grade of a local college in (Punjab) Pakistan and 128 English language teachers, teaching at the intermediate/higher secondary level of the Multan district, Punjab (Pakistan). Control and experimental groups of students were instructed separately, one by the traditional (GTM) method and the Communicative (CLT) method respectively. The students were given pre and post-test during the study. A survey and interview were implemented on teachers for the second objective. According to the results of these two empirical studies on students and teachers, communicative approach (CLT) was found better than traditional method (GTM) at the higher secondary level in Pakistan.

Tosuncuoglu (2013) stated the reason of preference of a CLT approach as its' emphasis on communication. He believed in the efficacy of some activities and techniques for real-life situations. According to him, CLT could meet these expectations for students. Therefore, he generally explains the teaching case in classrooms of Turkey and proposes some techniques which he believes the effectiveness of them. Not only he describes these techniques which proved themselves in Turkish context, but also suggests to expand these techniques to wider teaching contexts around the world.

Another study by Mustapha and Yahaya (2013) tries to find out teacher knowledge about CLT in some community colleges and classroom applications of CLT by these teachers. The importance of learning English in Malaysia context comes from its benefit toward finding a job. Therefore, CLT is seen as an approach which could develop students' communicative skills in the language. Four teachers' lessons are needed to be observed and the interviews will be applied with teachers to learn about their knowledge about CLT and their classroom instructions. It is believed that the findings could help to raise awareness in teachers and to lead to better application of CLT with this awareness in these colleges.

2.4. Vocabulary Teaching in Foreign Language Context

Vocabulary is defined as "all the words that exist in a language, or that are used when discussing a particular subject" (Cambridge dictionaries online, 2019). In language

knowledge, a key point is considered as vocabulary (Milton, Wade & Hopkins, 2010). Then, vocabulary is to communicate and what we need for language teaching should be especially vocabulary teaching. Alqahtani (2015) states that all words that are required to switch opinions and explain the speaker's intention could be considered as vocabulary. Bintz (2011) suggests that learning the words' meanings is basically accepted as learning vocabularies. However, Schmitt (2007) points out that "in order to have full mastery of a word and to be able to employ it in any situation that the learner desires, then much more knowledge is necessary" (p. 747). Bintz (2011) states that vocabulary learning is more than memorizing the words. He mentions the abilities of "seeing, hearing, using words in meaningful contexts" as the components of vocabulary learning (Daniels and Zemmelman, 2004, p.13; cited in Bintz, 2011). Therefore, what is seen as vocabulary underlies many other requirements with it. Namely, vocabulary learning is not about just knowing words and their meanings or the ability to use them in sentences. What could be placed before and after a word, the relations of words with other constituents and their conceptual and metaphorical senses should be involved in vocabulary instruction.

Mukoroli (2011) stresses out that improvement of vocabulary should be given importance for students of English language while learning the language. Getting lexical competence is necessary to deal with the language in many senses. To develop oral comprehension and reading speed, one is required to know vocabulary (Brown, 1974). In addition to productive skills like speaking or writing, one needs receptive skills like listening and reading. These skills could be developed with the help of vocabulary knowledge. Read (2004) defines vocabulary learning as "a lifelong process" (p. 46). As the language learning never ends and new vocabularies are encountered even in native language, one should be able to get as much as possible from this lifelong process. As Shen (2003) remarks the significance of vocabulary as follows: "without vocabulary, it is difficult to communicate" (p. 188), the vocabulary is inseparable from language. Mukoroli (2011) states that both language production and comprehension cannot be achievable without knowing vocabulary. Even the importance of vocabulary is attempted to be shown with the help of vocabulary.

There is a difference between incidental and intentional vocabulary learning. Hulstijn (2001) mentions incidental vocabulary as "the by product of any activity, not explicitly geared to vocabulary learning" while he describes intentional vocabulary as "any activity aiming at committing lexical information to memory" (p.271). Read (2004) makes it clear

that extensive reading lead to incidental learning (p.147). Bintz (2011) considers informal and incidental learning as 'efficient and effective' (p.46), although Sökmen (1997) regards incidental learning as a 'very slow process' (p.152). However, Hulstijn (2001) remarks that "the quality and frequency of the information processing activities" (p.275) should be given attention as incidental and intentional learning do not make any difference in theory. Thus, the significant thing is about how to put a vocabulary into our schemata.

There are two types of vocabulary: receptive and productive vocabulary. Alqahtani (2015) defines receptive vocabulary as "learners recognize and understand when they are used in context, but which they cannot produce" while he describes productive vocabulary as "the words that the learners understand and can pronounce correctly and use constructively in speaking and writing" (p.25). Therefore, if the expectation is to make students produce some vocabularies as well as comprehend, the instruction of productive vocabulary should take attention in classrooms. As Webb (2005) states, there are more receptive tasks than productive tasks. He continues with examples for receptive tasks such as 'looking up words in a dictionary, matching words with their meanings or definitions, guessing from context, and learning from word pairs' and productive tasks 'such as cloze exercises or writing tasks' (p.34). This could be the reason why students understand many things oral or written but cannot produce well-formed structures in speaking and writing. As well as the productive vocabulary, productive tasks should be used while teaching vocabulary.

Brown (1974) stresses out that "the words, by being used together, help to define and demicit each other" (p. 1). As he refers to the collocations to achieve this helping process, collocations could create a baseline for students to combine words for expressing themselves. These kinds of ready word combinations could be one step for students' production as well as comprehension.

2.4.1. Collocations

Collocation is defined as the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance in a linguistic base. 'Strong tea' and 'heavy drinker' are given as examples of representative English collocations in Oxford dictionary (Oxford dictionaries online, 2019). Collocation was first referred to Palmer in 1933. As Martyńska (2004) suggests, it was Firth in 1957 who first presented the "collocation" to

mean words in a compound that are connected to each other. As Martyńska states, the origin of this word comes from the Latin verb 'collocare' which is defined as to place, put, or set in order or proper position in Latin dictionary (Latin dictionary and Grammar Resources, Latdict, 2012). Collocations are simply defined as "two or more words occurring together with a strong tendency" (Halliday, McIntosh, & Strevens, 1964; cited in Demir, 2018)**.** For that reason, collocations could be helpers for students to combine words in a meaningful way and grasp the meanings of them.

Collocations could be seen as patterned speech in addition to being word compounds as Demir suggests. These involve patterned speeches like (Becker, 1975; cited in Kennedy, 1990 and in Demir, 2018):

formulaic speech (as a matter of fact)

prefabricated patterns (that's a .....)

unassimilated fragments ("to meet you" as a greeting)

prefabricated routines (how are you)

sentence builders (that's a .....)

idioms (kick the bucket)

clichés (as a matter of fact)

lexicalized sentence stems (as a matter of fact)

set phrases (in brief; at the present time)

polywords (the powder room)

deictic locutions (as a matter of fact)

situational utterances (I'm glad to meet you)

verbatim texts (oozing charm from every pore)

phrasal constraints (by pure coincidence)

non-canonical forms (on with the show)

fixed phrases (in brief; at the present time) (p.294)

Collocations are considered as word compounds which co-occur restrictedly by Laufer and Waldman (2011). It is this restricted co-occurrence where the collocations differ from free combinations according to them. Demir exhorts that patterned speeches are not totally collocations since idioms as patterned speech are not taken as collocations (2018). Therefore, as Bahns (1993) and Mckeow and Radev (1997) suggest, collocations stay between free combinations and idioms. The middle ground of collocations between free combinations and idioms leads us to examine them further.

Even if they are restricted word combinations as Laufer and Waldman (2011) states, they are helpful to create meaningful communication. They do not give too much freedom while they are not structured in very systematic ways. The job of students is to understand the nature of their formation and figure out the relation between these word compounds. In this way, collocations could be thought as tools to learn patterned speech and as patterns to use them when necessary.

2.4.1.1. Types of collocations

Lexical collocations vs. Grammatical collocations-

Collocations as lexical and grammatical are classified by Benson, Benson, and Ilson (1986). While grammatical collocations cover an adjective, a verb or noun, plus an infinitive, a preposition or clause, lexical collocations juxtapose adjectives, adverbs, verbs, and nouns (Demir, 2018).

When it comes to categorization of collocations, it is as follows:

Noun Phrase and Prepositional Phrase Collocations

- • determiner + noun (e.g. a special gift)

- • noun + noun (e.g. a personal computer)

- • noun + preposition (e.g. proposal on)

- • noun + complement (e.g. make the mistake of assuming)

Verb-Noun Collocations

- • verb + noun (e.g. make a decision)

- • verb +adjective (e.g. become confident)

- • verb + adverb (e.g. live dangerously)

- • phrasal verb + noun (e.g. take on a responsibility)

Fixed Phrases

- •   Idioms (e.g. in the dark)

- •   Clichés (e.g. times have changed) (Katphalia&Calmer, 2011, p. 276)

Solid lexical collocations are considered as "much more rigorous in constructing a lexical word combination" (Demir, 2018, p. 295). He attempts to say that native speakers hardly distinguish solid lexical collocations from lexical items and gives examples of '' high winds, acute pain, light drizzle'' as solid lexical collocations (Demir, 2018, p. 295). The last collocation type is mis-collocations, which are not meaningful as word combinations.

In the classification of collocations as unique, strong, weak and lastly medium strength, Hill (1999) points out that the "middle" category rather than strong or weak ones is the one that should be learned primarily for the users of a language (p. 163). He continues to explain with an example of a collocation and states that students may not identify 'hold a conversation' although they are familiar with 'hold' and 'conversation' (Hill, 1999, p. 163). This middle ground keeps students in a pre-determined stage of instruction.

2.4.1.2. Significance of collocations in daily use

Many studies (Attar & Allami, 2013; Demir, 2018; Durrant & Schmitt, 2009; Martyńska, 2004; Mckeow and Radev, 1997; Webb & Kagimoto, 2010) state the importance of collocations. Webb and Kagimoto (2010) indicate the importance of collocations as an improvement of students' inter-language. Martyńska (2004) explains the significance of collocations as follows: knowing a word is completed by knowing its' collocational applicability rather than just its' meaning. Mckeow and Radev (1997) refer to the unique feature of collocations; its' utility in disambiguation. Durrant and Schmitt (2009) stress the significance of 'formulaic language' which covers collocations. Attar and Allami

(2013) pay attention to easiness to understand collocations thanks to their relative transparency in definition. Demir (2018) reports that collocations are helpful for the students' lexical competence and language proficiency.

There are three approaches in Martyńska's (2004) study that could illustrate the significance of collocations. First one is lexical approach which tries to define and re-define collocations with many scholars in the field. Second approach; namely semantical one tries to explore the reasons behind the ways of forming collocations with specific vocabularies. The example is given as while we could use 'blonde hair', we cannot use 'blonde car' (Martyńska, 2004, p. 3). The last one, which is structural approach studies how lexical and grammatical collocations are put together in structural patterns. It tries to identify the rules for juxtaposing certain words in meaningful forms.

Developing the acquirement of collocations could appear as a needed phonemena according to many scholars. Native-like accuracy or near-native proficiency could be acquired by correct usage of collocations as Attar and Allami (2013) suggest. Shin and Nation (2007) mentions the improvement of fluency and native-like selection with the help of learning collocations. Hill (1999) believes the necessity of encouraging students to develop their "collocational competence" with the basic vocabularies for intermediate and above (p. 163). The reasons and consequences of learning collocations should be shared with students with concrete examples in addition to raising their awareness toward collocation knowledge.

Demir (2018) states that collocations are important for speaking, reading and listening skills as well as the writing skill which is at the core. Therefore, listening, reading and speaking skills could be developed by learning collocations while engaging with reading and speaking skills improve the acquisition of collocations. As Tekingül (2013) mentions, the ways of instructing collocations at different grades should be analyzed in different empirical and classroom based researches. Rather than referring some methods of collocation teaching, these methods should be applied in specific classroom context and their efficacy should be discussed in detail. Webb and Kagimoto (2010) points out the lacking empirical researches on collocations. Thus, this is an empirical study to measure the effectiveness of authentic videos with captions while teaching vocabularies and especially collocations.

2.4.1.3. Factors affecting collocation learning and comprehension

There are some difficulties in collocation learning and comprehension. Attar and Allami (2013) points out the discrepancy between the development of students' general vocabulary and collocation competence. Too much emphasis is given to either general vocabulary knowledge or collocations. There should be a balance between these. Students should be familiar with some collocations while they have basic vocabulary knowledge. Besides, Attar and Allami (2013) give voice to the limited exposure of ESL/EFL students to the target language that result in some problems for them (Attar & Allami, 2013). Rather than continual explicit instruction, students should be in an input-rich context, which they will begin to investigate and grasp word relations in a conscious or unconscious way. Bonk (2000) alludes to the unlikeliness of teaching and learning collocations in structured and practical way. Nesselhauf (2003) remarks that it is not difficult to comprehend collocations thanks to their nature. Thus, the matter should be the nature of the collocations rather than leading students to some memorizations.

2.4.1.4. Lexical approach and collocation learning

Lewis (1993) proposes Lexical approach as a principled way of vocabulary learning. This approach aims to have a successful communication over grammatical drilling (Lewis, 1993, p.1). Lexical approach enable learners organize their vocabulary learning process by lexical items. When Lewis (1993) talks about *lexis,* he refers to units larger than the single word. Also, he satates that "Lexical items can be peculiar to social groups of many kinds: geographical, professional, or even family-, class-, or age-based groups (Lewis, 1993, p.255).

Lexical approach has a close relationship with collocation learning. Since it encourages learners to learn collocations by creating conception of collocations are not separate word items having different meanings; but they are multi word units having a single meaning (Essays, 2018). Students see collocations as a unit in this approach and they learn word units as a whole rather than learn each word meanings separately.

2.4.2. Studies on vocabulary teaching

Read (2004) states that teachers mostly do not have certain ideas about the ideal ways of teaching vocabulary. They insist on their systematic and obsolete techniques by believing their efficacy. Alqahtani (2015) states that diverse and current techniques should be adopted by teachers. These different techniques could raise students' both vocabulary development and awareness toward their own learning strategies. Mehta (2009) suggests that 'innovative and proficient' teachers are needed to carry out vocabulary teaching methodologies. Therefore, diversity could shed a light for both students and teachers for the efficacy of methodologies.

Vasiljevic (2008) states that "Vocabulary development involves both assimilation of new entries in the lexicon and strengthening the connections between the existing items" (p. 1). Therefore, how to include teaching of both types needs a balance between the two. In his research, he uses 'words association test' to assess students' vocabulary development to have this balance. It is believed that this vocabulary teaching strategy leads to a mental organization of words in the minds of students. Ten advanced learners of English in Japan were included in the study. The results showed that an influential way of vocabulary instruction appears to be instruction through definitions and associations.

Yu and Altunel (2018)'s study is based on a comparison of the context between past decade and digital age. They did not believe the effectiveness of guessing from the context by looking at many studies at past decades. Therefore, they suggest using Data-Driven Learning (DDL) in digital environment. They claim that students could learn vocabularies from concordances by getting context clues of these vocabularies.

Miller and Hegelheimer (2006) analyzed the effectiveness of integrating simulation games into the classroom. Participants were eighteen intermediate adult ESL learners at a major U.S. research university. Pre-test, post-test, questionnaires, quizzes and surveys were instruments for off-line materials while SİMs (a best-selling PC game), a website, an on-line dictionary, etc. were used as on-line instruments. A five-week unit was asked to complete from students. Students got some extra materials while using SIMs. The results reveal that vocabulary acquisition is enhanced when there are mandatory supplemental materials.

Vocabulary knowledge is seen as key point for successful communication in the study of Alqahtani (2015). He gives many examples for techniques that are used in class to teach vocabulary. "Using objects, illustrations, enumeration, mime, expression and gestures and guessing from context" can be given as examples. As learning vocabularies in authentic videos could help to guess the meaning easily as they already have meaningful contexts, we could take them in 'guessing from context technique'.

2.5. Content Comprehension

BavaHarji, Alavi, and Letchumanan (2014) propose that students' input could differ according to multiple channels like verbal, visual, auditory, physical etc. with the help of multimedia's contributions to teaching and learning contexts. Increasing the exposing channels could be effective as long as it does not lead to some confusion in students' minds. Fletcher and Tobias (2005) explain multimedia principle by saying that "people learn better from words and pictures than from words alone" (p. 117). While words could be provided with rich sources of pictures, the content of pictures or videos could be enhanced by adding captions for comprehension and clear communication between the video and the reader/listener. It is believed that in both listening and reading skills, there is a continuing interaction. As Alyousef (2006) mentions the "interactivity" of reading, the involvement of students into the video could start with their interaction with the content. This interaction process could be obtained by reading the content on the contrary with traditional conceptions about reading. Enhancing the interactivity could arise from combining multiple channels for learner's understanding. Shang-Ikeda (1994) remarks that comprehension improvement could be achieved by reading the captions and hearing (as well as watching) the utterances at the same time. Applying two channels in one task could develop students' comprehension skills and their further management with these skills as well as their interaction level. Rodgers and Webb (2017) mention the necessity of having a comprehensive and authentic input. The comprehensiveness could be provided by captions while authenticity could be already gained through videos from real-life.

According to Hulstijn (2008), two ways of second language learning are intentional and incidental ways. While intentional learning refers to "the deliberate committing to memory of thousands of words (their meaning, sound, and spelling) and dozens of grammar rules" (Hulstijn, 2008, p.349), incidental learning attends to mean "the "picking

up" of words and structures, simply by engaging in a variety of communicative activities, in particular reading and listening activities, during which the learner's attention is focused on the meaning rather than on the form of language" (Hulstijn, 2008, p. 349). With the aim of learning or teaching vocabulary incidentally, captioned videos could be used to attract the attention into the meaning rather than form. Besides, this meaning could be obtained by both the visual elements of the video and the captions.

Baltova (1999) suggests that "learning of L2 vocabulary will occur only if new lexical items are consciously attended to and processed for meaning" (p. 18). When these lexical items are given with subtitled videos, their comprehensibility and learnability are believed to increase. King (2002) points out the intense richness of films as they include colloquial English from daily life and this could be seen as an opportunity as "they expose students to a wide range of native speakers, each with their own slang, reduced speech, stress, accents, and dialects" (p. 510). What could be gained from films or videos could be minimal with one discrete channel. The rate of this input or a complete comprehension form the input could be provided by combining spoken and written language together. Talaván (2007) stresses out the nature of video by mentioning videos' "combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc." (p. 5). Raising the richness in the nature of videos could be achieved by leading students for clear comprehension. Each and every component of the video could be made outstanding with the help of full-video comprehension.

Attempting to understand the meaning of the new words could arise from viewing the objects, places and events as well as the gestures, actions, setting, etc. as Baltova (1999) put into words. Thus, the content of the visuals could be affected by many things including students' culture, social background, interest, present attention or motivation. According to Baltova (1999), the speed, voice characteristics or accents, facial expressions, lip and jaw movements, eye contact, body language, setting, objects referred to, and actions performed by the characters could form the significant elements that need attention while selecting videos for learners.

Mayer and Moreno (2002) lists some aids for multimedia learning:

> We explore five important aids to multimedia learning in this report: multimedia aids, in which students understand more deeply when they receive words and

pictures rather than words alone; contiguity aids, in which students understand more deeply when words and pictures are presented simultaneously rather than successively; coherence aids, in which students understand more deeply when unneeded words and sounds are eliminated; modality aids, in which students understand more deeply when words are presented as narration rather than on-screen text; and redundancy aids, in which students understand more deeply when words are present solely as narration rather than as narration and on-screen text. (p. 117)

These aids could be used according to the aim of the learning. The emphasis or purpose of learners or teachers could determine the type of the aid. To illustrate, the channels or videos need to be conformed accordingly if students are asked to listen and comprehend words and pictures together. Therefore, the aim could direct the aid while aid could shape the aim. The arrangements for the objectives, expectations or targets of lesson, learner or teachers should be completed accordingly.

There are many factors affecting content comprehension. Language, speed of the utterances, authenticity are among these factors. Supporting videos with captions or subtitles are prominent ones among these factors for the researcher as well as arranging these according to the aim and the aids above.

2.5.1. Studies on content comprehension

Neuman and Koskinen (1990)'s study explored the effects of captioned videos on incidental vocabulary learning, students' language proficiency and the effect of "comprehensible input" for vocabulary learning. Participants were 129 bilingual seventh and eighth graders from 17 science classrooms in a middle school. There were four groups: captioned television; television viewing alone; reading along and listening to text; and textbook only. The results revealed that incidental vocabulary acquisition could be increased by watching captioned television rather than the other three conditions. Bilingual students' acquisition of language, literacy, and conceptual knowledge was affected positively with the help of captioned television viewing. It was proved that captioned videos supplied "comprehensible input" to bilingual students.

In Shang-Ikeda (1994)'s study, the effect of captions on comprehension is aimed to investigate. Seventy students at Kagoshima Women's College attended to the study. The

film, *An American Tail (Spielberg, 1990),* was watched by the participants and it was separated into 19 parts according to the scenes. For the first five periods, while the first 34 students watched parts of the film with captions, the rest of the subjects watched it without captions. Then, 34 students in group A watched parts of the film without captions while group B watched it with captions for the next four periods. In the end, all students in the study watched the whole film with captions. Before watching each parts, a handout with questions were given to students. The findings suggest that comprehension could be increased by captions.

Winke, Gass, and Syodorenko (2010) aimed to analyze L2 learners' use of captions in videos. They mention the usefulness of captioned videos and suggest that accessing authentic captioned videos is getting easier. In their study, they question the effects of captioned videos on vocabulary learning and content comprehension. Participants were 150 foreign language learners from a large Midwestern university in the U.S. Videos from short English-language documentaries were arranged accordinglay. Vocabulary and comprehension tests were used as materials. An oral interview was conducted to the students as well. According to the results, captioned videos help for new vocabulary recognition and overall comprehension of the videos.

In a study by BavaHarji, Alavi, and Letchumanan (2014), it was aimed to investigate the effects of viewing captioned instructional videos on EFL learners' content comprehension, vocabulary acquisition and language proficiency. Participants were 92 EFL students in two classes and they attended a course called *Tape and Video Interpretation*. While one class-experimental group was randomly made to watch 30 episodes of *Connect with English* with captions, the other class-control group watched the same videos without captions. a Michigan English Test, Content-Specific Tests and a questionnaire were used as instruments. According to the results, using captioned videos enhanced students' language development rather than content comprehension. The effectiveness of captioned videos is approved with this study.

Rodgers and Webb (2017)'s study aimed to analyze the effects of captions on EFL learners' comprehension. They believe that captions will provide better comprehension. Participants were 488 students in the first and second year of a Japanese university. Two treatment groups were used as *Captions Group* and *No Captions Group.* A television program named *Chuck* was asked to watch from the students. For the comprehension

check, they formed a comprehension test which includes a test for each episode of the series. The results indicate that comprehension could be enhanced with the help of captions.

3. METHODOLOGY

This study adopts Explanatory Sequential Mixed Method research design. According to Creswell and Plano Clark (2011) the researcher first collects quantitative data and then qualitative data in order to help explain or elaborate on quantitative results. The motive for using this research design method is that the quantitative data and results render a holistic picture of the research problem; through qualitative data collection, more analysis is required to refine and explain the holistic picture. Therefore, in order to understand the effect of video intervention sessions using The Simpsons with captions on English vocabulary knowledge quantitative data was collected through Vocabulary Knowledge Scale (VKS) before and after the intervention from participants in experimental and control groups. Moreover, to see the effect of video intervention sessions using The Simpsons with captions on content comprehension quantitative data was collected through a multiple choice instrument immediately after the intervention of a video by the participants in experimental and control groups. Furthermore, to explain and extend the results of quantitative data and understand what the reasons are behind their achievement on Vocabulary Knowledge Scale (VKS), qualitative data was collected through semi-structured focus-group interviews.

3.1. Pilot Study

A pilot study was conducted to test the reliability and validity of data collection instruments and process. Pre-test, posttest and video content comprehension testing tools were revised by three ELT teachers. The participants of the pilot study were 17, 7th grade students from a different secondary state school in the same neighborhood; but similar to the target group of participants in the present study school. They were informed about the study in general points. The participants of the pilot study were administered the pre-test just before the video intervention. After viewing the 11th episode of The Simpsons, they took the post test for content comprehension assessment. The researcher aimed to see whether testing instruments were clear and comprehensible enough for the learners and to identify the possible problems in the structure or the meaning of the tests in this way. At the end of pilot study process, participants did not state any confusion on the pre-test instrument; but in the comprehension assessment tool one of them asked for an

explanation of question 10, so the researcher explained this question in a clear way in the present study for the participants.

3.2. Participants

In this study, 50 7th grade secondary school students participated in the video intervention sessions with The Simpsons. The researcher collected consent papers of the participants signed by their families because they were under 18 years old. The participants were chosen according to convenient sampling, since the researcher is their English language teacher at the same time. The ones whose pre- or post-test scores or video comprehension scores were absent were omitted from the research. Furthermore, according to test of normality results, the outliers' test scores, whose performance may affect the results of the study, were excluded as well. As a result, 41 7th grade students studying in a state secondary school in Isparta-Turkey were included as participants for the study. The participants were divided into two groups according to the classrooms they study in, and they were randomly assigned as experimental and control groups. The distribution of participants according to their groups and gender is presented in Table 1.

Table 1. The distribution of participants in the video intervention sessions

| | | Group | | |
		Experimental	Control	Total
Gender	Male	10	7	17
	Female	9	15	24
Total		19	22	41

While experimental group consists of 19 participants involving ten male and nine female students, control group consists of 22 participants involving seven male and 15 female students. The study has 41 participants with 17 male and 24 female students.

For the qualitative part of the research study, randomly chosen five students from each group participated in the semi-structured focus group interviews.

Participants of the present study have been learning English for seven years. They started to have English lessons in primary school at 2nd grade. However, in primary school period, 2nd, 3rd, and 4th grades, they had only two hours for English lessons in a week. In secondary school, when they were at 5th, 6th, and 7th grade, hours for English lessons increased to six; four hours for compulsory and two hours for selective subjects in a week. Students

are at A1 level in CEFR principles. The participants assigned as experimental group viewed the videos with captions, another group assigned as control group viewed the videos without captions.

3.3. Data Collection Instruments

Both quantitative and qualitative data were collected to administer the study. For quantitatively designed part of the study, three types of data collection instruments were used as pre-test, post-test and video comprehension test. This study design also included seven animated cartoons as materials. In qualitative research design four questions for semi-structured interview were utilized. In this part, the instruments used for data collection process and materials took place in the study will be presented and explained in detail.

3.3.1. Vocabulary recognition test

Weshce and Paribakht (1996) designed vocabulary knowledge scale (VKS) with the aim of assessing a word not only in breadth but also in depth. According to Read (1989) it is essential to study depth as well as breadth in vocabulary knowledge. VKS measures a word by graduating the knowledge level of a learner. Rather than assessing a word by only asking the meaning of it, using VKS provides deepness by carrying the assessment to the productive level. Wesche and Paribakht's (1996) scale of vocabulary knowledge was utilized to assess the improvement of participants' collocation knowledge in this study. Many researchers studying vocabulary utilized this scale so it is one of the best known vocabulary knowledge assessment tools worldwide. VKS measures learners' vocabulary knowledge at both receptive and productive level indicating the steps of lexis achievement from first experience to production (Pasban, Fergrabani, Nouri, 2015).VKS tool requires learners to extract self-reported and demonstrated knowledge of particular words in written form (Wesche& Paribakht, 1996). It represents a cumulative cognitive process from first noticing a word to using it in a sentence.

In this study, before starting the video intervention sessions, a pre-test was prepared based on VKS. It consisted of 20 collocations from six episodes of The Simpsons. Pre-test was utilized to assess the participants' knowledge of collocations and to see groups'

homeogeneity. Previously administered pre-test was used as well as posttest in the study. After completing six week video intervention sessions, participants in each group took the posttest. Posttest was utilized to see whether there was a significant difference between the scores of experimental and control groups in terms of collocation learning. The Cronbach's Alpha for the VKS test was calculated as . 93.

Table 2. VKS elicitation scale self-report categories

I: I do not remember having seen this word before………………………………………….
II: I have seen this word before but I do not know what it means…………………………..
III: I have seen this word before and I think it means…………..(synonym or translation)
IV: I know this word. It means………………………………….(synonym or translation)
V: I can use this word in a sentence .e.g.:………………………………………………………… (If you did this section please also do section IV)

If a learner chooses category I or II, this represents 1 and 2 scores. When a learner does category III, and if the answer is true this leads to 3 scores; but if the answer is wrong, this downgrades the learner to 2 scores. If the sentence in category 5 is correct in context but wrong in grammar, score of the learner is lowered to 4. When a learner forms a semantically and grammatically correct sentence this yields 5 scores.
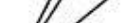
Self-report categories	Possible scores	Meaning of scores
I.	1	The word is not familiar at all.
II.	2	The word is familiar but the meaning is not known.
III.	3	A correct synonym or translation is given.
IV.	4	The word is used with semantic appropriateness in a sentence.
V.	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Figure 9. VKS scoring categories: Meaning of scores. Paribakth& Wesche (1996)

3.3.2. Selection of the video material

Several criteria were taken into consideration while selecting the video material. First of all in the guideness of Garza's (1991) seminal study, the researcher decided to include authentic videos in the treatment. Authentic videos serve native language in a real context which can be easily integrated in daily life situations. Integrating authentic videos in language learning rather than instructional videos could be a solution to support communicative competence of foreign language students in Turkey who are in need ofexposure to real utterances. Some other principles were taken into account on integration of authentic videos in the study. Main questions to choose the video:

- Is the language used in the video appropriate, understandable, and clear for the students taking part in this study?
- Are the scenes of the video attractive enough for the participants?
- Does the language of video have various functions?
- Does the language of video serve enough collocations in different usages?

In the light of these criteria an American cartoon series, The Simpsons, being very popular all over the world was chosen. The Simpsons has animated characters consisting of a

married couple and three children. The general characteristic features of The Simpsons family were given in Image 1.

Figure 10. General characteristic features of The Simpsons family

The researcher decided to integrate seven episodes of The Simpsons from the first season after viewing all 13 episodes and tape scripted them. The Simpsons had a clear and understandable language for the participants. Language of the video had various functions and included many collocations in different usages. The fact that The Simpsons had independent episodes did not require students to dominate all the sequences. Besides these factors, this animated cartoon attracted students' interest by reflecting daily life humorously. In addition, The Simpson's reflecting the cultural values of the target language was seen as a supplementary element and also played an active role in selecting this series for the study. Episodes having inappropriate scenes, slangs were not included in the sessions. The episodes for collocation assessment and the episode for video content comprehension assessment were listed in table 3.

Table 3. Selected episodes of The Simpsons for the intervention of video sessions

The Simpsons, the 1st season	Name of the episode	Duration (Minute)	Purpose of the video
1st episode of the 1st season	Roasting on an Open Fire	23:12	Collocation learning
2nd episode of the 1st season	Bart the Genious	23:06	Collocation learning
3rd episode of the 1st season	Homer's Odyssey	23:11	Collocation learning
4th episode of the 1st season	There is No Disgrace Like Home	22:24	Collocation learning
6th episode of the 1st season	Moaning Lisa	23:09	Collocation learning
7th episode of the 1st season	Call of The Simpsons	23:06	Collocation learning
11th episode of the 1st season	Crepes of Wreath	23:13	Content comprehension

3.3.3. Video intervention sessions

Video intervention sessions were arranged weekly for experimental and control groups. Experimental group viewed the videos every Friday afternoon; the control group viewed the videos every Friday morning. Both of the groups attained video intervention sessions in their own classes. Videos were stored in a hard disk with caption option before the treatment. The most appropriate program needed to run the videos was detected. Since each of the class had interactive whiteboards, researcher showed the videos on these devices. Before the treatment the devices and the required programs to run the videos were controlled. The sessions involved seven episodes and each episode lasted about twenty minutes. To assess the participants' knowledge of collocation, six episodes of The Simpsons were administered. To assess comprehension of the participants, one episode of The Simpsons was administered as can be seen in Table 3. Experimental group were exposed to the videos with captions, control group viewed them without captions. During the video intervention process, no problems were encountered.

3.3.4. Video comprehension test

Both experimental and control group had a video comprehension test after viewing the 11th episode of The Simpsons. Researcher aimed to see whether captions would facilitate

understanding content of the animated cartoon for the learners. The video comprehension test instrument consisted of 10 multiple choice questions about the 11th episode of The Simpsons. The Cronbach's Alpha for the video comprehension test was calculated as .69. It was given to students as an immediate posttest after the treatment of 11th episode of the animated cartoon. The researcher administrated the instrument after the questions were revised by two experts. Each of the ten multiple choice questions was in English and required selecting a distractor among three choices. Every correct answer yielded ten scores and total possible score of the whole test yielded 100 points. Questions of the content test can be seen in Appendix C.

3.3.5. Interview questions

Interview questions were prepared by the researcher based on the semi-structured interview criteria. A semi-structured interview includes a few open-ended questions guiding the participants and requires in-depth answers (Niemiec & Ryan, 2009). A teacher assists participants in responding the questions without directing the discussion (Streubert & Carpenter, 1995). The semi-structured interview questions were prepared separately for both control and experimental group, each consisting of four questions. The questions were checked by two experts from the field to enhance their reliability and validity.

3.4. Data collection procedure

Data collection process lasted from 8 February 2019 to 25 March 2019. The following steps were followed during the study.

1. Firstly, students were informed about general purpose of the study; but the special purpose was not mentioned. Importance of sincere answering was emphasized.

   - They were assured on confidentiality of their identities, and also these results would not affect their grades in English.

   - Informed consent forms have been distributed for each participant. Their families were notified about the study by these consent forms explaining aim of the study and asking for permission.

2. Since it is an experimental study, two groups have been formed as experimental and control according to convenient sampling, because the researcher is their English language teacher at the same time.

3. Participants have taken pre-test before starting video intervention sessions.

   - Pre-test consisted of 20 collocations selected among the six episodes according to their frequency of use in the animated cartoon.

   - Since the pre-test was based on VKS, instructions of VKS were translated into mother tongue of the students in their pre-test papers.

   - Each instruction of VKS was also explained in the native language of the students.

   - They were asked to complete the pre-test in 10 minutes.

   - The researcher graded each pre-test paper according to Wesche and Paribakth's (1996) instructions. Pre-test was also utilized in testing the groups' homogeneity.

   - After the results confirmed homogeneity of the groups, participants started to view the videos in their classes.

4. As a material an American animated cartoon, The Simpsons, was chosen.

   - After planning weekly sessions, experimental group viewed the videos with captions; control group viewed them with no caption. During the watching process the researcher did not interfere in the participants.

   - Both of the groups watched each episode every Friday, for six weeks. Each episode was about 20 minutes and from the first season.

5. The participants were administered a post-test immediately after completing six viewing sessions. Fifteen minutes were given for the students to answer the questions. The time span in the post-test was longer than the pre-test; because students were expected to write down more sentences at the end of the treatment.

6. Following week another episode of The Simpsons was viewed by experimental and control group in the same design.

- Experimental group viewed the video with captions; control group viewed it with no caption.

- Immediately after the watching process, the participants of the both group were administered a video comprehension test having 10 multiple choice questions about the video. Collecting quantitate data procedure lasted seven weeks.

7. Three days after the video intervention sessions, a semi-structured interview was designed to collect qualitative data for the study.

   - Researcher, firstly arranged a convenient time for experimental and control group; then discussed the interview questions with randomly chosen 10 participants; 5 students from the experimental group, 5 students from the control group.

   - The interview was performed in separate groups.

   - The researcher preferred using native language during the interview to exceed the language barriers of the students while discussing the interview questions.

   - Brink (1989) implied the value of sincere answers of the respondents regardless of being correct or not. Therefore, the interviewer provided a comfortable atmosphere for the participants to feel themselves relaxed.

   - Questions of the interview were probed to enhance the communication between the respondent and the interviewer and to build a meaningful rapport for the study.

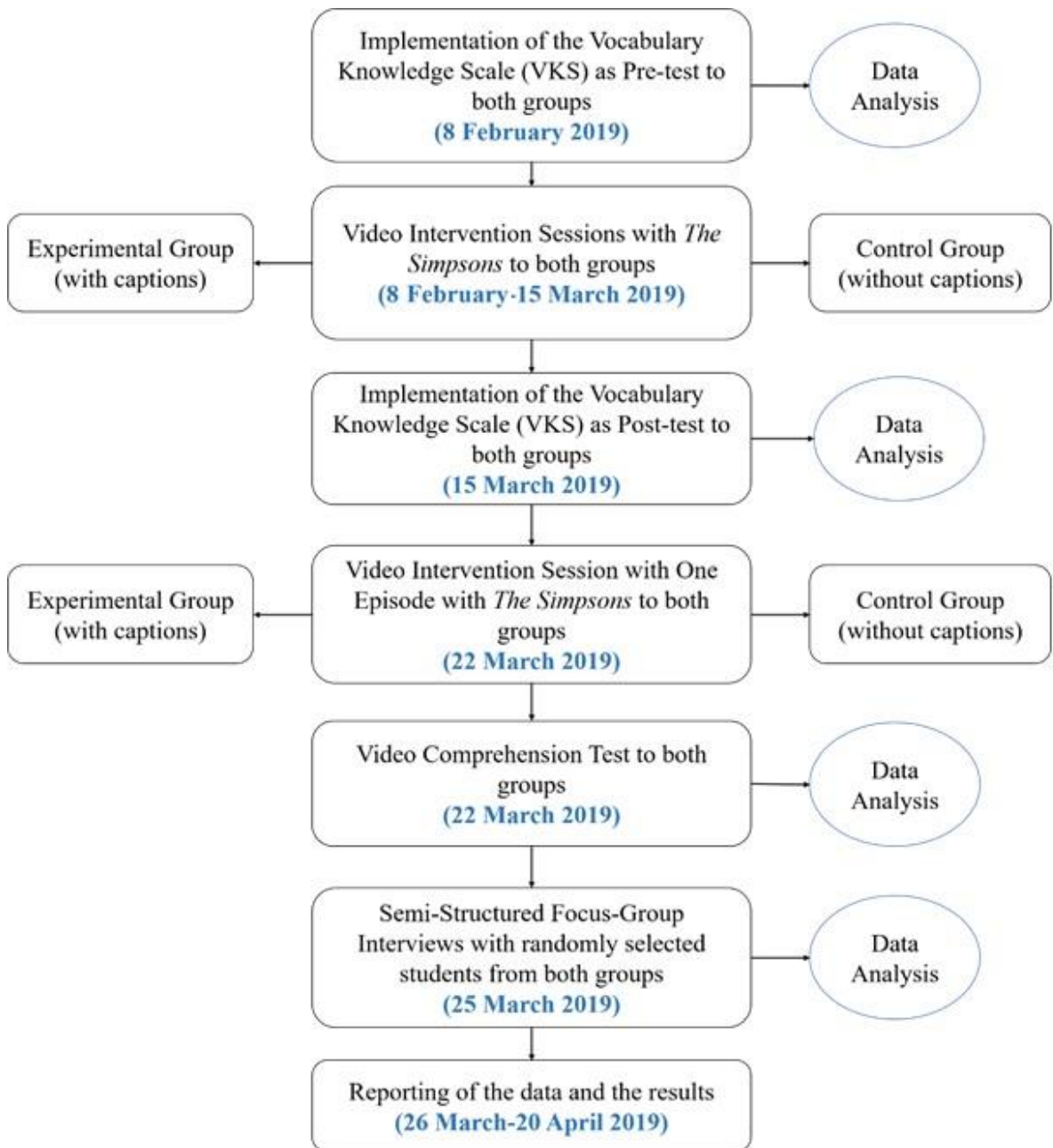A graphic depiction of the research design was described in figure 11.

Figure 11. The procedure of the study

3.5. Data Analysis

Quantitative data were collected through Vocabulary Knowledge Scale (VKS) and a video comprehension test. VKS was administered to both groups of participants before and after the 6 week treatment process as pre- and post-tests. In addition, after viewing one more episode one week after post-test treatment, both groups were given a video comprehension test prepared by the researcher. SPSS package program was used for the analysis of the data. In order to test whether the data has normal distribution, Kolmogorov-Smirnov test was administered and the results revealed that the data has normal distribution (p>.05). Frequency (f), percentage (%), arithmetic mean (X), standard deviation (Sd) were calculated, Paired Samples T-test and Independent Samples T-test were used for interpretation of the research data. Cohen's d effect size was calculated for the t-tests if the differences between the groups or variables were significant. For the effect size, Cohen's d values were determined as follows: .20 as small, .50 as medium and .80 as large (Cohen, 1988; Rosenthal, & Rosnow, 1991).

Qualitative data, collected through semi-structured focus group interviews, were analyzed by the researcher and the codes, sub-categories and categories were reviewed and checked by another expert from the field in order to enhance the reliability of the results. In the analysis of the data collected from the interview questions for this study, the three steps were used identified in Grounded Theory research. The researcher first started with open coding. Creswell (2007) states in open coding "the researcher forms categories of information about the phenomenon being studied by segmenting information" (p.160). As a result of this first segmentation 44 codes emerged from the data collected by semi-structured interview questions directed to the students in the experimental group after the video sessions and 47 codes emerged from the data collected by semi-structured interview questions directed to the students in the control group. Later, the researcher proceeded to the next step, axial coding, in order to assemble the new form of data emerged at the end of open coding. As stated in Creswell (2007), the aim of the investigator in axial coding is to "identify a central phenomenon, explore causal conditions, specify strategies, identify the 'context and intervening conditions, and delineate the consequences for this phenomenon" (p.161). As a result of axial coding, the number of codes decreased to 41 for control group's data and the number of codes remained the same for experimental

group's data. These codes were categorized and five sub-themes and two themes were identified for experimental group and four sub-themes and two themes were identified for control group. The process of data analysis continued with the last step selective coding through which these codes, sub-themes and themes were re-analyzed and the similar ones were merged and connected. The aim of selective coding is to specify the hypotheses and state predicted relationships in order to give the finalized shape to the date (Creswell, 2007). At end of this process, 44 codes were formed under five sub-categories and these sub-categories were formed under two main categories for experimental group and 41 codes were formed under four sub-categories and these sub-categories were formed under two main categories best explaining the theory emerged from the research conducted.

4.RESULTS

The data gathered from both quantitative and qualitative data collection tools are presented in under two sub-titles in this section as qualitative and quantitative results.

4.1. Quantitative Results

In order to test whether the data has normal distribution Tests of Normality analysis was conducted and the results are presented (Table 4).

Table 4. Tests of normality

	Group of students	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Experimental	.147	19	.200[*]	.958	19	.533
	Control	.192	22	.034	.891	22	.020
Post-test	Experimental	.148	19	.200[*]	.923	19	.129
	Control	.142	22	.200[*]	.964	22	.566

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Kolmogorov-Smirnov values were taken into consideration in determining whether the data has normal distribution, since the sample includes a small number of participants. As presented in the table, Kolmogorov-Smirnov p values are larger than .05 (p>.05), which indicates that the data has normal distribution and parametric test can be conducted.

Independent Samples T-Test was conducted in order to investigate the difference in experimental and control groups mean scores in VKS pre-test and post-test. The group mean scores are compared and presented for each VKS implementation in Table 5.

Table 5. Independent samples t-test results for VKS pre- and post-tests according to group of participants

Tests	Groups	N	$\overline{X}$	Sd	t	p
Pre-test	Experimental	19	32.68	39	.87	.38
	Control	22	31.72			
Post-test	Experimental	19	36.31	39	.73	.46
	Control	22	35.13			

The Independent Samples T-Test results for VKS Pre- and Post-tests between experimental and control groups show that there are no statistically significant differences between experimental and control groups' pre-test results t(39)=.87, p>.05, as well as post-test results t(39)=.73, p>.05. While experimental group's mean score was (X= 32.68) in pre-test, it increased to (X=36.31) in post-test and while the control group's mean score was (X=31.72) in pre-test, it increased to (X=35.13). This shows that both groups' vocabulary knowledge in terms of the target collocations was similar to each other and both groups can be assumed as equal in the beginning of the study. On the other hand, the intervention videos with and without captions indicate no significant difference between experimental and control groups' vocabulary knowledge on target collocations.

Paired Samples T-Test was performed for both groups to see whether the participants' VKS pre- and post-test scores have changed after the intervention period with Simpsons (with and without captions). The results are presented in Table 6.

Table 6. Paired samples t-test results for VKS pre- and post-tests within group of participants

Groups	Test	N	$\bar{X}$	Sd	t	p	Cohen's d
Experimental	Pre-test	19	32.68	18	3.60	.002	.95
	Post-test	19	36.31				
Control	Pre-test	22	31.72	21	3.20	.004	.70
	Post-test	22	35.13				

The Paired Samples T-Test results reveal that there is a statistically significant difference between experimental groups' pre- and post-test results t(18)=3.60, p<.05 and control groups' pre- and post-test results t(21)=3.20, p<.05. Experimental (X=32.68) and control (X=31.72) groups' mean scores increased significantly after the intervention period (X=36.31 and X=35.13) regardless of the type of the video (with or without subtitle). Moreover, the effect size for the significant difference between pre-and post-test results was calculated with Cohen's d value. The effect size was calculated as high (d=.95) for experimental group's pre-and post-test difference. For the control group's pre-and post-test difference the effect size was calculated as medium (d=.70).

In order to investigate the male and female participants' pre- and post-test scores according to their groups Paired Samples T-Test analysis was conducted and the results are presented in Table 7.

Table 7. Paired samples t-test results for gender and group of participants according to VKS pre- and post-tests scores

Group	Gender	Test	N	$\bar{X}$	Sd	t	p	Cohen's d
Experimental	Male	Pre-test	10	31.90	9	1.87	.094	-
		Post-test	10	34.70				
	Female	Pre-test	9	33.55	8	3.38	.010	1.18
		Post-test	9	38.11				
Control	Male	Pre-test	7	30.28	6	3.74	.010	.60
		Post-test	7	32.28				
	Female	Pre-test	15	32.40	14	2.66	.018	.78
		Post-test	15	36.46				

The results show a statistically significant difference in pre- and post-test mean scores of both male and female students in the control group t(6)=3.74, p<.05 (males), t(14)=2.66,p<.05 (females). However, in the experimental group while female participants' pre- and post-test scores show statistically significant difference t(8)=3.38, p<.05, no significant difference was found between male participants' pre- and post-test scores. The mean scores of males (X=30.28) and females (X=32.40) in the control group and females (X=33.55) increased slightly (X=32.28), (X=36.46) and (X=38.11). Moreover, the effect size for the significant difference between pre-and post-test results was calculated with Cohen's d value. The effect size was calculated as high (d=1.18) for experimental group's female participants' pre-and post-test difference. For the control group's male and female pre-and post-test differences the effect sizes were calculated as medium (d=.60- males) and (d=.78-females).

In order to compare male and female participants' VKS scores in experimental and control groups, Paired Samples T-Test was conducted and the results are presented in Table 8.

Table 8. Independent samples t-test results for VKS pre- and post-tests and group of participants according to gender

	Test	Gender	N	$\overline{X}$	Sd	t	p
Experimental	Pre-test	Male	10	31.90	17	1.20	.243
		Female	9	33.55			
	Post-test	Male	10	34.70	17	1.74	.099
		Female	9	38.11			
Control	Pre-test	Male	7	30.28	20	1.20	.243
		Female	15	32.40			
	Post-test	Male	7	32.28	20	1.68	.108
		Female	15	36.46			

As it can be seen in Table 8, the results indicate no significant difference between male and female participants' VKS scores in both tests and groups of participants (p>.05). Although no significant difference between male and female participants' pre- and post-test scores, female participants' mean scores are slightly higher than male participant in all tests and both groups.

In order to understand how much the participants understood from the videos they watched during the intervention sessions, a comprehension test was administered to both experimental and control groups. Independent Samples T-Test was conducted to see whether there is a statistically significant difference between male and female participants, as well as experimental and control groups. The results are presented in Table 9.

Table 9. Independent samples t-test results for video comprehension scores according to group of participants

Groups	N	$\overline{X}$	Sd	t	p
Experimental	19	63.15	39	1.55	.133
Control	22	51.36			

The Independent Samples T-Test analysis results show no statistically significant difference in participants' video comprehension scores between experimental (X=63.15) and control groups (X=51.36), t (39) =1.55, p>.05. On the other hand, experimental group, who watched the videos with subtitles, scored slightly higher on video

comprehension test than control group, and female participants scored slightly higher than male students.

In order to investigate the difference between male and female students' video comprehension scores Independent Samples T-Test was conducted and the results are presented in Table 10.

Table 10. Independent samples t-test results for video comprehension scores according to gender

Group	Gender	N	$\overline{X}$	Sd	t	p
Experimental	Male	10	59.00	17	.67	.506
	Female	9	67.77			
Control	Male	7	51.42	20	.009	.993
	Female	15	51.33			

The results shown in Table 10 indicate no statistically significant difference between male and female students video comprehension scores in both groups; experimental t(17)=.67, p>.05 and control t(20)=.009, p>.05. While male (X=51.42) and female (X=51.33) students' comprehension test mean scores are quite similar to each other in control group, there is a slight difference in male (X=59.0) and female (X=67.77) mean scores in experimental group. Although this result is not statistically significant, female students in the experimental group scored higher than the male students on video comprehension test.

4.2. Qualitative Results

The qualitative data collected through semi-structured focus group interviews from randomly selected participants among both experimental and control groups, in order to have an in depth understanding of the participants views on watching The Simpsons with and without captions, analyzed separately. The results of the interview with experimental group who watched The Simpsons with captions are presented in Table 11.

Table 11. Experimental group's views on watching the Simpsons with captions

Categories	**Experience with the video**		**Learning**		
Sub-categories	**Feelings**	**Views**	**Culture**	**Vocabulary**	**English Proficiency**
Codes	- pleased (4) - motivated (3) - enjoyed (2) - entertained (2)	- useful (4) - nice (3)	Watching The Simpsons with captions: - enhanced world knowledge (1) - contributed to the target culture learning (1)	Watching The Simpsons with captions: - enhanced comprehension of words (7) - enlarged vocabulary (6) - provided contextual use of a word as an example (2) - enhanced pronunciation (2) - enabled visual representation for spelling of the words (2) - eased vocabulary learning (1)	Watching The Simpsons with captions: - contributed to my English (3) - reinforced the subject knowledge learned in the class (1)

The results show that students generally have positive views on the videos they watched with captions. Two main categories have emerged from the data analysis. In the first category, participants indicated their general *experience* with watching The Simpsons. This main category has two sub-categories as: participants' *feelings* and their *views* for The Simpsons. As the codes under these sub-categories suggest, students who participated in video sessions with Captions have positive feelings and views towards these sessions.

The other main category emerged out of these qualitative results is about learning. Three sub-categories arose under the learning category as: *culture learning*, *vocabulary learning* and *learning English.* The codes here show similarity in terms of students' attitudes towards the video sessions, as all of the codes under these sub-categories indicate

positive contributions for the participants. The outstanding codes emerged from the interview are: watching The Simpsons with captions: *enhanced comprehension of words* (7) and *enlarged vocabulary* (6). These qualitative results go in line with the quantitative results that indicate a statistically significant difference in experimental groups' pre-and post-test results.

Another noticeable code existing under the vocabulary sub-category is: watching The Simpsons with captions *provided contextual use of a word as an example* (4).

The results of the interview with control group who watched The Simpsons without Captions are presented in Table 12.

Table 12. Control Group's views on watching The Simpsons without Captions

Categories	Feelings		Learning	
Sub-categories	At the beginning	Later on	Negative views	Positive views
Codes	- entertained (4)	- bored (9)	The videos without captions made it hard to:	The videos without captions enabled learning:
	- pleased (1)	- bad (3)		
	- enjoyed (1)	- unhappy (1)	- understand the words (10)	- pronunciation of the words (4)
			- catch the dialogues due to speed of native speaker speech (4)	- a few words (3)
			- concentrate on the video (1)	
			- learn the spelling of the words (1)	
			The videos without captions:	
			- did not contribute to my English (2)	

The qualitative results for control group's interview demonstrate a different view from participants in the experimental group. These participants, who watched The Simpsons without captions, indicated that they had negative feelings towards the session such as feeling bored, bad and unhappy as the time passes. They stated that it was enjoyable to

watch video, but as the time passes, since they could not understand the videos anymore, it became boring to continue watching.

Similar results have emerged for the learning category. As a sub-category for learning, students stated negative views on the process of watching the videos without captions. The most frequently stated code was that they could not *understand the meaning of words (10)* even if they hear them, because they could not see how it is written. One of the participants in the control group's interview said the following statement as a reason why they could not understand the meanings and added:

> Student 2: "*It would be better if there were captions. We learn the pronunciation of the words, but since there are no captions we may not answer the questions in the exam since we know the pronunciation and do not know how it is written…I can compensate my comprehension of the words with captions when I hear and cannot understand a word.*"

Another outstanding negative view for watching the videos without captions was that students could not *catch the dialogues due to speed of native speaker speech (4)*. They stated that they compensate the misunderstandings or lack of comprehension due to the speed of dialogues with captions, and since there were no captions in the sessions the participants stated that they could not understand the vocabulary.

Although the control group mainly discussed negative feelings and effects on learning, they do indicate two positive issues. According to them, they learned a few words and mostly the pronunciation of the words. However, the pronunciation learning was limited to the words that they know their meanings but do not know their pronunciation. Therefore, being able to identify a word in an ongoing speech is quite significant at least in order to learn its pronunciation.

5. DISCUSSION

In this part of study four research questions and their results will be discussed referring to previous studies in the related field.

5.1. Does Watching Authentic Video with Captions Have Any Effect On Learning Collocations In English?

At the beginning of the study, according to pre-test results of the experimental and the control group, two groups were found to be at the same level. After six week treatment administered pre-test revealed that both of the groups' mean scores increased. Results of the present study showed that experimental group's participants showed statistically significant development in terms of collocation learning. However, control group's participants also showed statistically significant development. The main point of the question is that findings of the study showed experimental group's participants outperformed the control group's participants slightly in the posttest. However, the differences between the posttest scores of two groups are not statistically significant. Therefore, it can be debated that captions provide effective vocabulary learning for the foreign language students.

As it can be clearly understood from the findings, aural and visual clues in authentic videos can also enhance learning vocabulary. Thus in the learning process, besides textual aids, visual and aural clues can support learning vocabulary. ''..gestures, actions, setting etc. can replace entire utterances that have been either not heard or not understood'' (Baltova, 1999, p.22). Although the researcher expected captioned videos would be more effective in teaching collocations, the finding of the present study is not surprising as most of the studies conducted in the field reached similar results (Başaran & Köse, 2013; Karakaş & Sarıçoban, 2012; Lin, 1991; Matielo, 2018; Muntanane & Faraco, 2016; Yüksel & Tanrıverdi, 2009). In a similar study conducted by Karakaş and Sarıçoban (2012) no statistically difference was seen in terms of vocabulary learning between experimental and control groups even though experimental group showed more development. From this result, the researchers concluded cartoons might have facilitated learning vocabulary no matter with captions or without captions. Lin's (1991) finding on vocabulary learning also did not show any significant difference. According to Lin (1991)

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material type is a determinant factor affecting studies on videos with captions or without captions. However when the materials in the studies confirming benefits of the captioned videos were reviewed (Aydın, 2017; Baltova, 1999; Dilber, 2015; Garza, 1991), it was seen that they all utilized the authentic videos as material. Yüksel and Tanrıverdi (2009) having similar results with the present study stated that results of their study could be assumed as a proof for learning vocabulary by incidentally or indirectly as a result of exposing to contextual cues (Duquette & Painchauld, 1996).

5.2. Does Watching Authentic Video With Captions Have Any Effect On Content Comprehension Of Students?

The statistical analyses conducted on video comprehension instrument showed that participants of the experimental group outperformed the control group's participants. This result showed captions contributed to understanding of the learners. However, the difference between the scores of the experimental and control groups in the video comprehension test was not statistically significant. Both groups having videos based on different input condition performed similarly on video content comprehension test. Baltova (1999) states that cues such as seeing setting, characters, events supported by the videos can fill the blanks in learners' comprehension. Based on this view and the present study's findings it can be concluded that rather than captions, video integration in the language learning environment might have also contributed to the learners' understanding. However, participants of the control group had less confidence in the comprehension testing process as can be seen in the findings of qualitative data obtained from interview session, despite both of the groups' participants' similar performances on the video comprehension test.

5.3. Does Gender Have Any Effect On Learning Collocations?

The results show that there is statistically difference between pre- and posttest scores of male and female students in the control group. However, there is not any statistically significant difference between the scores of male and female students in experimental group on collocation learning. In a similar study conducted by Sabouri, Zohrabi and Osbouei (2015), findings did not reveal any relationship between genders' performance

on vocabulary learning by watching movies with captions. In the study of Mardani and Najmabadi (2017) a similar result was obtained on incidental vocabulary learning by viewing videos in three different subtitle conditions. Findings of the study showed that there was no significant difference between male and female students watching movies in different types of subtitling.

5.4. Does Gender Have Any Effect On Content Comprehension?

Male and female students had similar mean scores on comprehension test in the control group. However, there is a slight difference in male and female students' mean scores in experimental group. Although this result is not statistically significant, female students in the experimental group scored higher than the male students on video comprehension test. As can be seen in the studies of Sabouri et al. (2015) and Mardini et al. (2017) gender does not affect these kind of study results.

5.5. What Are the Views Of 7th Grade Turkish L2 English Learners on Watching An Authentic Video The Simpsons With and Without Captions?

According to the qualitative data obtained from semi-structured focus group interviews among each group's randomly chosen participants, the researcher carried out the analysis on groups separately as experimental and control. Statements of experimental group participants during the interview showed that they developed positive attitudes and feelings towards captioned video experience. On the other hand, participants of the control group stated mostly negative views during the video intervention sessions.

Students viewing the videos with captions indicated that they enjoyed, entertained, had pleasure, and were motivated during the watching process. Reasons of having positive perceptions towards captioned videos can consist of several factors. Since the videos in the study are all authentic, they serve real language at a level a bit beyond from the learners' proficiency and provide comprehensible input which is an essential condition for an effective learning (Krashen, 1982). According to Ebrahimi and Bazaee (2016) integrating films in foreign language context can provide valuable contributions to language learning by lowering anxiety and increasing motivation of the learners. As can be seen from the findings of the qualitative data, these positive feelings are enhanced by

addition of captions to the videos, and this increases the feeling of self-confidence and causes relaxation among the learners. Since, when they see the utterances on the screen they take an instant feedback on their comprehension and when they cannot hear some words they can catch them in texts. Motivation, self-confidence and anxiety are the matters of Krashen's affective filter hypothesis which is directly related to success in second language acquisition (1982). According to Krashen (1982), learners construct affective filter when they feel they will fail; this hinder them from making use of comprehensible input. However; when learners become relaxed and motivated the affective filter is off so they can utilize comprehensible input and be successful. It is clearly seen from the findings, captions gave a sigh of relief to the learners by serving the written form of the utterances while they were coping with seizing the spoken language. The findings of qualitative research on developing positive attitudes towards captioned video viewing experience are congruent with the results of many studies such as (Baltova, 1999; Başaran, 2011; Dilber, 2015). Finally, as Richard and Rogers (1986) stated that "the more comprehensible input one receives in low-stress situations, the more language competence that one will have" (cited in Başaran's study, 2011, p.71).

6. CONCLUSION

This study aimed to find out effect of captioned authentic videos on collocation learning and developing content comprehension in foreign language learning. Quantitative research results showed that captions did not have any statistical effect on collocation learning and developing content comprehension. However, the findings of this study contributed to effectiveness of authentic videos in pedagogical use. Results revealed that learners made progress in learning collocations and developing comprehension skills at the end of the video intervention sessions regardless of the presence of captions. On the whole, it can be concluded that the findings of quantitative research do not appear to be in line with those of Dilber (2015), Garza (1991), Yıldız (2017) or Yoshino, Kano, Akahori (2000). On the contrary, the results seem to be in agreement with the findings of Başaran and Köse (2012), Karakaş and Sarıçoban (2012), or Yüksel and Tanrıverdi (2009). On the other hand, findings obtained from qualitative research design showed that captions formed positive attitudes among foreign language learners. Results of semi-structured interview revealed that experimental group found the videos useful in terms of linguistic and cultural achievement. However, participants of control group stated they had difficulties in understanding the words without captions and they had mostly negative feelings on viewing the videos without captions. So, there is no doubt that authentic videos are powerful instruments in language learning (Metruk, 2018); but when it comes to using them with captions or not, further researches are needed.

6.1. Suggestions for Further Studies

According to some researchers, students at a high level of target language benefit subtitles more than with limited foreign language knowledge (Neuman & Koskinen, 1992; Stanovich, 1986). Some examples for this suggestion were studies of Vanderplank (1988) and Garza (1991). Both of the researchers involved students at advanced level in their studies and result of the studies showed that participants had statistically high scores. Based on the previous studies it can be assumed involving participants with limited English can be reason of this study's result. For further study, including more advanced learners in the study can cause different results. Moreover, in this study a specific vocabulary item having a functional use in communication, collocations, was studied. For

further study on captioned videos, other less studied areas of language can be piloted such as some specific subjects in grammar. Since students are especially with limited English, in primary and secondary schools, have trouble in ordering the words correctly because their native language's word sequence is different from the sequence of the target language; further study can be piloted on acquisition of sentence ordering by captioned videos. Another possible experimental study can include testing long term effect of captioned videos on a certain aspect of language. According to Ebrahimi and Bazee (2016) to have an impact on vocabulary learning by captioned videos participants should be exposed to them more than once. In this study, the reason of having no statically significant result on learning collocations might have stemmed from subjecting the learners to captioned videos once. For further study it can be suggested viewing the videos more than once. Finally, the study was administered in seven week period; more exposure might have provided more achievement in terms of collocation and comprehension. For further study it can be suggested conducting the experiment in a longer time period.

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APPENDIX

Appendix A. Consent Form

BİLGİLENDİRİLMİŞ ONAM FORMU

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

> Sayın Veli,
>
> Velisi olduğunuz öğrencimizi **Sevgi Gülçin GÜLER** tarafından yürütülen "**Hedef dilde alt yazılı video izletmenin yabancı dil öğrenimine ortak eş dizimli sözcüklerin öğrenimi ve okuduğunu anlama açısından etkisi** " başlıklı **araştırmaya** davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.
>
> Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsiniz.. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

1. **Araştırmayla İlgili Bilgiler:**

   a. Araştırmanın Amacı: Hedef dilde alt yazılı video izletmenin yabancı dil öğrenimine ortak eş dizimli sözcüklerin öğrenimi ve okuduğunu anlama açısından etkisinin bulunup bulunmadığını ölçmek

   b. Araştırmanın İçeriği: Dil öğrenimini kolaylaştırmak için yararlanılan gerçek materyallerin yabancı dil derslerine doğru şekilde entegre edilmesi.

   c. Araştırmanın Nedeni: ☐ Bilimsel araştırma   ☐ Tez çalışması

   d. Araştırmanın Öngörülen Süresi:7 hafta

   e. Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 50

   f. Araştırmanın Yapılacağı Yer: Isparta Kamile Gürkan Ortaokulu

2. **Çalışmaya Katılım Onayı:**

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. **Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.** Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya, velisi olduğum öğrencinin, hiçbir baskı ve zorlama olmaksızın katılmasını kabul ediyorum.

Katılımcının (Kendi el yazısı ile)
Adı-Soyadı:
İmzası:

Velayet veya Vesayet Altında Bulunanlar İçin;
Veli veya Vasisinin (kendi el yazısı ile)
Adı-Soyadı:
İmzası:

Appendix B. Pre-Test and Post-Test

Sevgili Öğrenci,

Bu anket, listelenen kelimelerin bilgisini ölçmek için hazırlanmıştır. Ankete verilecek cevaplar sadece araştırma amaçlarına uygun olarak kullanılacak ve gizli tutulacaktır. Sorulara verilen samimi cevaplar, çalışmanın başarısı ve güvenilirliği açısından büyük önem taşımaktadır. Bana yardım etmek için zaman ayırdığınız için çok teşekkür ederim.

Kelime Bilgisi Ölçeği

1: Bu kelimeyi daha önce gördüğümü hatırlamıyorum.

2: Bu kelimeyi daha önce görmüştüm ama ne anlama geldiğini bilmiyorum

3: Bu kelimeyi daha önce görmüştüm ve bence _____ (eş anlamlı veya çeviri) anlamına geliyor

4: Bu kelimeyi biliyorum. _____ (eşanlamlı veya çeviri) anlamına gelir

5: Bu kelimeyi cümle içinde kullanabilirim. ör .: _____

Beşinci bölümü yaptıysanız lütfen dördüncü bölümü de yapın.

Her kelime için uygun sütunu işaretleyin ve gerekirse bir cevap verin.

COLLOCATIONS	LEVELS				
	1	2	3	4	5
1.to wait a minute					
2.to have an idea					
3.to feel sad					
4.to get money					
5.to keep work					
6.to have a confession					
7.deep trouble					
8.to get job					
9.to pay attention					
10.to take a nap					
11.to feel free					
12.to get married					
13.to make progress					
14.to leave alone					
15.to worry about					
16.to make a decision					
17.to go crazy					
18.sad truth					
19.good point					
20.to have a good time					

Appendix C. Comprehension test

*The first season, The Simpsons, the 11th episode, comprehension assessment tool.

CHOOSE THE CORRECT ANSWER

1. How was the Bart's room?

   It was…………………………

   a) tidy   b) untidy   c) clean

2. Why did Bart's father fall down the stairs?

   Because……………………….

   a) he was ill.
   b) he was sliding from the bars.
   c) he stepped on one of the toys of Bart.

3. What did Bart do in the school?

   He……………………………

   a) threw a cherry bomb into the toilet
   b) cleaned the school garden
   c) studied in his class

4. Who visited the Simpson's house?

a) Bart's friends

b) their neighbours

c) Bart's school principal

5. Which country did Bart go?

a) France

b) Germany

c) The U.S.A

6. What is Bart's nationality?

a) He is Turkish

b) He is Japan

c) He is American

7. How did Bart feel when he heard about his parents' suggestion (student exchange programme)?

He felt………………….

a) happy
b) bored
c) sad

8. What happened when Bart went to another country with student's exchange programme?

a) He attended an excellent school

b) He had many new friends there

c) He met with evil, bad people.

9. What is the name and the country of the boy coming for exchange programme to the Simpsons?

a) Adil/ Albenia

b) Bart/ Germany

c) Homer/ France

10. What was that boy (coming for exchange programme) like?

a) polite, smart and lovely

b) rude and unsocial

c) lazy, selfish

Appendix D. Interview Questions of Experimental Group

1. Alt**y**azılı izlemiş olduğun The Simpsons dizisini genel olarak nasıl değerlendirirsin?

2. Altyazılı izlediğin bu diziyi İngilizce kelime bilgisi öğrenimi açısından nasıl değerlendirirsin?

3. Diziyi altyazılı olarak izleme tecrübeni nasıl değerlendiriyorsun?

4. Genel olarak İngilizce öğrenimi açısından dizi izleme tecrüben hakkında neler söyleyebilirsin?

Appendix E. Interview Questions of Control Group

1. Altyazısız izlemiş olduğun The Simpsons dizisini genel olarak nasıl değerlendirirsin?

2. Altyazısız izlediğin bu diziyi İngilizce kelime bilgisi öğrenimi açısından nasıl değerlendirirsin?

3. Diziyi altyazısız olarak izleme tecrübeni nasıl değerlendiriyorsun?

4. Genel olarak İngilizce öğrenimi açısından dizi izleme tecrüben hakkında neler söyleyebilirsin?

Appendix F. Permission of VKS

Greetings,

You have our permission to use the VKS in your study.

I've attached the VKS article and another article that reports on a study where the VKS has been used to measure the depth of vocabulary knowledge, in case you don't have them.

All the best with your research,

T. Sima Paribakht, Ph.D.

Emeritus Professor / Professeure émérite

Official Languages and Bilingualism Institute / Institut des langues officielles et du bilinguisme

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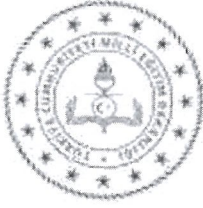
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ISPARTA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 71428796-20-E.2278318   04.02.2019
Konu : Anket Uygulama İzni

MÜDÜRLÜK MAKAMINA

İlgi : Süleyman Demirel Eğitim Bilimleri Enstitüsü Müdürlüğünün 18.01.2019 tarih ve
10242 sayılı yazısı.

Süleyman Demirel Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı Tezli Yüksek
Lisans Programı öğrencisi Sevgi Gülçin GÜLER'in "*Hadef dilde alt yazılı video izletmenin
yabancı dil öğrenimine orta eş dizimli sözcüklerin öğrenimi ve okuduğunu anlama açısından
önemi*" konulu tez çalışması kapsamında Isparta İl Milli Eğitim Müdürlüğüne bağlı Kamile
Gürkan Ortaokulunda anket uygulama isteği ilgi yazi ile müdürlüğümüze bildirilmiştir.
Sevgi Gülçin GÜLER'in söz konusu anketi Müdürlüğümüze bağlı Kamile Gürkan
Ortaokulunda ders saatlerini aksatmayacak şekilde uygulaması Müdürlüğümüzce uygun
görülmektedir.
Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Selçuk KARATAŞ
Şube Müdürü

OLUR
04.02.2019

Dr. Ahmet YILDIRIM
İl Milli Eğitim Müdürü

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e-posta: ispartamem@meb.gov.tr   Faks: 0 (246) 280 32 78

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Sayı : 71428796-200-E.2501332

05.02.2019

Konu : Anket Uygulama İzni

SÜLEYMAN DEMİREL ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü Öğrenci İşleri Birimi)

İlgi : 18.01.2019 tarih ve 10242 sayılı yazınız.

İlgi yazınıza istinaden, Sevgi Gülçin GÜLER'in *"Hadef dilde alt yazılı video izletmenin yabancı dil öğrenimine orta eş dizimli sözcüklerin öğrenimi ve okuduğunu anlama açısından önemi"* konulu anketi Müdürlüğümüze bağlı Kamile Gürkan Ortaokulunda ders saatlerini aksatmayacak şekilde uygulaması ile ilgili İl Milli Eğitim Müdürlüğünün 04.02.2019 tarih ve 2278318 sayılı Onayı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Dr. Ahmet YILDIRIM
İl Milli Eğitim Müdürü

Ek: Onay (1 Sayfa)

Güvenli Elektronik İmzalı
Aslı İle Aynıdır...0 6 Şubat 2019.../20..

Hatice AYDINLI
Memur

CURRICULUM VITAE

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Marital Status: Single

Foreign Language: English

Education (Institution and Year)

Bachelor's Degree: Selçuk University Faculty of Education Foreign

Language Education Department (2004-2008)

Conferences

Güler. , S.G. (2016). Power of the Songs in ELT. Süleyman Demirel University.

"Bits and Pieces in English Language Teaching – III".