

Vocabulary Learning Through Videos: Captions, Advance-Organizer Strategy, and Its Combination for Fifth Grade Students

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Abstract

This research describes the use of Videos media for learning vocabulary and has found positive results in improvement students' vocabulary mastery. The purpose of this research is to find out whether there was an improvement in vocabulary mastery at fifth grade of SDN Kutajaya I in Academic Year 2021/2022 after using Videos. The sample used is 30 students. The writer used quantitative methods with pre-experimental design one group pretest and posttest. The writer was conducted a research using pretest, treatments and posttest. The results showed that the use of Videos can improve students' vocabulary learning. The data hypothesis test used the Wilcoxon Signed Ranks Test, and the results were H_a accepted and H_o was rejected. It can be shown that $Sig. < (0.05)$. This means that there is a significant difference between the pre-test and post-test at SDN Kutajaya I. Learning vocabulary by using Videos can make students more interested in the learning activity. In addition, it is not easy to make students feel bored because learning atmosphere is more exciting.

Keywords: *Captions, Learning Strategy, Videos, Vocabulary Learning.*

1. Introduction

In learning English there are four skills to be considered: listening, speaking, reading, and writing. Vocabulary is one of those with an excellent role in English. Because foreign language learners have acknowledged the importance of vocabulary most (Ghalebi et al., 2020). The students' exploration of vocabulary learning strategies can reveal different vocabulary education differences among students, which will help the students enhance their vocabulary learning (Ghalebi et al., 2020). English is learned in Indonesia from elementary to senior school. Students

learn how to improve or master the vocabulary in English in elementary school. Focusing on learning English in elementary is more crucial rather than grammar in conversation. In second-language education research focused at elementary school on vocabulary learning has become increasingly important (Teng, 2020). Vocabulary is all about the words that are trying to learn in a language or words in a particular set of words. The literature shows that communication skills in English are based on knowledge of vocabulary (Song & Hwang,

2020). However, learning a foreign language (FL) can be a highly exposing task, especially in oral communication, when students make a mistake, and if cannot understand anything or if students do not understand ourselves (Melchor-Couto, 2017).

In addition, a good teaching vocabulary is a key aspect of developing successful readers (Mudzielwana, 2016). Vocabulary learning strategy is one of the key factors for academic success (Mudzielwana, 2016). Introducing the wording in elementary schools can provide both the teacher and the student with an overwhelming experience (Skoning & Wegner, 2016). Meanwhile, Subtitles may not be able to split the attention between visual, auditory, and textual inputs in printing (Hsieh, 2020). Therefore, teachers must have good methods and strategies for teaching English.

Vocabulary learning obviously has an essential role to play in foreign language learning (Mardali & Siyyari, 2019). The typical method of teaching words in primary school fields includes the presentation of the word and the students' identification of the word definition and use of the word in a sentence (Skoning & Wegner, 2016). The vocabulary used to convey various issues in these different subject areas is an important feature of a language of a discipline (Harmon et al., 2018). Vocabulary instruction can also be a challenge for teachers in addressing the needs of various students in their classrooms, which are a necessary component of any content area program (Harmon et al., 2018). Other than that, teachers should include vocabulary as an essential element of communication and understanding skills (Mudzielwana, 2016). Teachers must be able

to instill students to achieve self-regulation competence to become independent readers to learn to read and use appropriate strategies.

However, there is increasing evidence that L2 students accidentally pick-up unfamiliar words while viewing videos information, such as documentaries (Peters & Webb, 2018). To progress in the development of FL students must find alternative sources of input (Suárez & Gesa, 2019). Video has an important role in the research agenda and also shows how video has become an important topic (Perez & Rodgers, 2019). Studies on the role of out-of-class exposure for language learning highlight the potential of video for second language learning (Perez & Rodgers, 2019).

Additionally, in other academic activities too there is a growing interest in the role of videos input for language learning (Perez & Rodgers, 2019). Over the last decades videos input has been studied in numerous ways in terms of the effect of second language learning (Perez & Rodgers, 2019). Although the gains in vocabulary are low, the results show that subtitles can result in higher gains than videos without subtleties, measured using tests of form and meaning which tap into early stage of word learner (Perez et al., 2018). To provide various support options and review modes to promote understanding of learning English by means of a video, a Video-annotated Learning and Review System (VALRS) has been developed (Chen & Chen, 2021). In addition, titles or subtitles have been commonly used as a helping L2 students overcome hearing difficulties and improve vocabulary during viewing and listening to L2 videos (Mohsen, 2016). More recent, (Peters & Webb, 2018) see

vocabulary acquisition in Flemish Intermediate EFL Students through video viewing. So, learning vocabulary through videos is immensely helpful in increasing vocabulary for students.

According to Teng (2019) value can add preview activity to subtitle video (e.g., advance organizers) to enhance student understanding and learning unknown words. (Perez et al., 2018) Two improvements for vocabulary learning from videos were studied: video captioning of L2 and test announcement (glossed keyword sub-titling, fully captioning, keyword sub-titling and no sub-titling) (informing or not informing). Full subtitling does not necessarily have promising results in all cases of vocabulary education (Perez et al., 2018). However, in some studies (Teng, 2019a) Complete subtitling yielded better learning results than the subtlety of keywords. As (Teng, 2019b) explained, Different results may be due to the English skills and attention of learners from the viewing of the subtitled videos. Therefore, the captioned video can enhance vocabulary, but it may be necessary to assess certain undefined improvement techniques to stimulate the "engagement" of learners in language understanding. The technique should improve student awareness and attention for learning, which represents a first and crucial step in the acquisition of vocabulary and second language. Learning vocabulary is considered challenging because it is more contextual and much more difficult to learn in a limited time. So, video is one useful resource which plays a significant role in education and is also considered as an attractive learning resource for foreign English language (EFL) learners to practice the language and gain authentic

exposure. Therefore, the current research is intended to explore the use of video in English language learning to improve English vocabulary. By watching English Videos, students can learn new vocabulary and practice it well.

2. Literature Review

The researchers employed some theories that support this research which include the theories about vocabulary and videos as learning media.

2. 1. Vocabulary

Vocabulary is one of the language aspects to learn while learning a language. Vocabulary is certainly important for language use (Suárez & Gesa, 2019). So, that is impossible to learn a language without vocabulary. In addition, learning vocabulary has a very important role and components to support the mastery of 4 skills in learning English. In the early stage of learning English, vocabulary is the easiest component for children to learn. With a collection of vocabulary mastered by students, the reading process will be fun because students already understand every word usage.

Vocabulary learning has a vital role in learning a foreign language. Accordingly, the way teacher approach teaching vocabulary is also of tremendous important. Moreover, in novice and experienced teachers, 11 the role of experience in teaching vocabulary is of significance (Mardali & Siyyari, 2019) because the problem of vocabulary does apply well to non-native speakers who frequently search for words to speak and write (Ghalebi et al., 2020). Therefore, in

teaching vocabulary the teacher must have a good strategy.

In short, teachers need the right strategies and media for attracting students' interest in vocabulary learning. This can be a catalyst for active or even playful students who participate in learning new words. Teachers can also show their attitude to vocabulary and language and interest in it. In this way, students can properly follow vocabulary because the teacher offers fun teaching.

2. 2. Videos

Video is a media which can see and hear. Similarly, videos can show sounds, pictures and even if subtitles offer contextual EFL learning that helps learners understand the language (Chen et al., 2020). Videos can also show content close to everyday students to improve their learning motivation. Therefore, a video contains several multimodal components, with sounds, photos and even subtitles that can help for hear language (Chen et al., 2020).

In other words, the use of video is very efficient for students, who can read easily or just take care to explain the material from the teacher. The use of video in education has many advantages. Its comfort and versatility can serve as a tool in primary, secondary and higher educational education for students, professors, and schools.

According to Sari & Sugandi (2015) there are six advantages of video:

- a. Improving student's vocabulary.
- b. Maintaining student's interest in learning English.
- c. Making students enjoy the material.
- d. Improving student's listening skills.

- e. Enhancing student's speaking skills.
- f. Establishing student's pronunciation.

Based on the explanation above, it can be concluded that the use of video can facilitate teaching and learning activities.

2. 3. Combining Captions and Advance-Organizers in Videos

It is said by Teng in 2020 that Dual coding theory can be used to explain the effectiveness of combining captions videos with advance organizer. Information at the same time encoded verbally and nonverbally will probably be saved in the memory rather than either verbally or nonverbally (Teng, 2020). However, the perception of the self-efficacy of a learner-viewer that a learner-viewer could make a major effort to watch a captioned video to gain language study (Berti, 2017). In addition, evaluating different listening performance modality combinations with the independent and combined effects of advancing organizers and videos is important (Teng, 2020). According to Teng (2019) added value can be seen through pre-visual activities to activities with video titles to improve students' ability to understand and learn unknown words. A combination of advance organizers and subtitled videos will be a facilitator for the development of the vocabulary of L2 learners by instantaneously by providing videos and practical information (Teng, 2020). It may not appear as overwhelming information, but rather as a means by previewing advanced organization activities to reduce cognitive stress (Teng, 2020). This theory can help learners reorganize and integrate background and newly acquired information by presenting double information which demonstrate an

internal relationship between the captioned videos and graphics organizers.

2. 4. Previous Related Research

There were many studies have been conducted by several experts and researchers in relation about vocabulary learning through video (Teng 2020, Hsieh 2020, Suárez & Gesa 2019, & Perez, et. al. 2018). Those studies showed positive results of using caption videos, advance organizer strategies in teaching and learning vocabularies.

According to Hsieh in 2020, captioning line of highlighted words and glosses can direct learning attention rather than video content on vocabulary. It is in line with Teng's result of study in 2020 that captioning videos produced significant effect on learning regarding the three dimensions of vocabulary knowledge. While Perez et al. (2018) mentioned the best results were found on form recognition and recall testing for students in the group with the glossed keyword subtitles.

3. Research Methodology

The method of the research was quantitative research. The type of the research is pre-experimental.

In this study, the writer uses a pre-experiment as a method and compare the results of the two tests between the pre-test and post-test. The purpose of this study was to determine the effect of videos to improve students' vocabulary. Another goal of the writer using pre-experimental research to find out the actual data from the respondents. The experimental method is the best way to

know the relationship between cause and effect between variables. From several research methods, pre-experiments research method is one of the most powerful research methods (Fraenkel & Wallen, 2012).

A Pre-Experimental research one-group pretest-posttest design was used pre-test and post-test. The pre-test can be called as an activity to test the level of students' English skills of the material to be delivered, pre-test activities carried out before the teaching activities are given. The reason for using the pre-test was to know the students' abilities before being given treatment. The benefit of holding a pre-test activity was to find out the student's initial ability regarding the lesson being delivered. By knowing the initial abilities of students, the teacher able to determine how the delivery of lessons will be covered later. Besides, the provision of pre-test increased the frequency of practice of the lessons given so that students' readiness for the lessons and final tests was better.

3. 1. Population and Sample

The population of this study were fifth grade students of SDN Kutajaya I in the 2021/2022 academic year. Where the number of students is 270 which is divided into 6 classes. The population above was quite large to be taken as the sample in this research. Based on the data above, the writer set one class as the experimental class, namely class 5B with 30 students because it is based on student scores by the English teacher at SDN Kutajaya I. So, the writer uses purposive sampling in this research.

3. 2. Data Collection Technique

In this study, the writer used a test as a research instrument. The test contains two kinds of test, pretest, and posttest. The writer used a multiple-choice test question consisting of 20 questions with the answer choices a, b, c, and d. This test aims to measure students' vocabulary mastery.

In this research, the writer used tests to collect data. The writer used multiple-choice questions to collect data. The test consists of

20 questions which are questions about vocabulary. Students' vocabulary was evaluated using tests. Assessment consists of pre-test and post-test. Tests were carried out before and after treatment. The first is a pre-test, which is carried out before the implementation of the treatment. The second test was carried out after the treatment was carried out to evaluate how video could improve students' vocabulary. The researcher will give thirty questions to students as part of the instrument vocabulary test specification.

Table 1. Specification of Instrument Vocabulary Test

Variables	Indicators	Number of Questions	Type of Questions
Vocabulary (F. Teng, 2020)	Imitate word	5,6,7,8	Multiple Choices
	Memorize word	1,2,3,4	
	Interpret	17,18,19,20	
	Pronunciation	9,10,11,12	
	Word count	13,14,15,16	

3. 3. Data Analysis

In this research, the writer was analyzed in a quantitative analysis of the students' scores. After the students' scores had been collected, the writer analyzed the data using SPSS program version 26, to see the comparison between pre-test and post-test mean scores and to see the effect of Video on students' Vocabulary. The statistic used non-parametric since the data was not normally distributed. The writer used non-parametric statistics by Wilcoxon Signed Rank the formula as following:

- a. If the significant values less than < 0.05 , then H_a is accepted, and H_0 is rejected.
- b. If the significant values higher than > 0.05 , then H_a is rejected, and H_0 is accepted.

3. 4. Statistical Hypotheses

a. Determining Statistical Hypotheses
Based on the formulation of the research hypotheses, then the statistical hypotheses have been tested in this research as follows:

- $H_0: \rho = 0$ (Null Hypotheses) 1) There is no significant effect of using Videos to improve students' vocabulary at fifth grade.
- $H_a: \rho \neq 0$ (Alternative Hypotheses) 1) There is a significant effect of using Videos to improve students' vocabulary at fifth grade.

b. Determining Statistical Calculating
Test in analyzing the data, the writer used statistical calculating of to know the difference score of students in teaching vocabulary using Videos. The writer used Wilcoxon Signed Rank because this research

has two different tests (pre-test and post-test) also the data distribution was not normal.

c. Determining the Criteria of Test

If the Asymp. sig (2 tailed) is less than 0.05, so Ha is accepted, and Ho is rejected. And, if

Before giving pre-test and post-tests questions to the research sample, the writer conducted a validity test and reliability test to

Asymp.sig (2 tailed) is higher than 0,05, so Ha is rejected, and Ho is accepted. With the signification $\alpha < 0,05$ and this test was tested by SPSS 22.

4. Findings

determine whether the test instrument was valid and reliable or not. Validity and reliability tests were conducted on 5B grade students consisting of 30 students.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.989	27

The results of the pre-test validity test showed that there were 3 invalid questions, numbers 3,8,15. So from the 30 questions the writer only used 20 valid questions to do the pre-test

on grade 5B students of SDN Kutajaya I in academic year 2021/2022. The reliability of the questions, the results above indicate that the questions are dependable.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
.977	24

The results of the post-test validity test showed that there were 6 invalid questions, numbers 3, 6, 8,11,18 and 21. So, of the 30 questions, the writer only used 20 valid questions to do the post-test on grade 5B students of SDN Kutajaya I 2021/2022. The reliability table of the questions above shows that the questions are dependable. There are 27 questions that are valid for the pre-test and 24 questions that are valid for the post-test. So that valid questions can be used as research samples for pre-test and post-test. The pre-test and post-test data were also tested for normality and homogeneity to determine whether the data obtained were normally distributed and homogeneous or not.

After getting the results from the pre-test and post-test, the writer processed the data using SPSS version 22 to test the research hypothesis about the use of videos to improve students' vocabulary mastery in learning English at fifth grade of SDN Kutajaya I in academic year 2021/ 2022.

Based on the test results that have been given to 5B students at SDN Kutajaya I, the writer analyzed the data from the scores obtained through the pre-test and post-test results using IBM Statistics version 22. Based on the students' pre-test results, the smallest score was 50 and the highest score was 80 with mean 64.33, and standard deviation 6.530. Then on the results of the Post-test the smallest value is 60 and the largest value is 90 with a mean of 79.00 and a standard

deviation of 7.812. This can be seen in the statistical description table below.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Pretest	30	50	80	64.33	6.530
Posttest	30	60	90	79.00	7.812
Valid N (listwise)	30				

The writer has data after giving a test first to students. The lowest protest score was 50 and the highest was 80. Meanwhile, 1 out of 30 students succeeded in exceeding the KKM. In addition, the lowest posttest results are 60 and the highest is 90. Students who can exceed the KKM in the post-test are 24 students and 6 students are still below the KKM. The Minimum Mastery Criterion (KKM) English at SDN Kutajaya I is 75. Based on the explanation above, it can be concluded that the students' scores have increased after being

taught using Videos, because the students' post-test scores were higher than the pretest scores.

4. 1. Normality Test

Normality test serves to determine whether the data obtained are normally distributed or not. The writer used One-Sample Kolmogorov-Smirnov and Shapiro-Wilk on SPSS version 22 to calculate the data. It can be seen from the table below.

Table 5. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistics	df	Sig.
Pretest	.213	30	.001	.872	30	.002
Posttest	.318	30	.000	.855	30	.001

a. Lilliefors Significance Corrections

In this study, researcher have conducted a normality test with the following procedure:

- Formulate the Hypotheses Ho: The data normally distributed Ha: Data is not normally distributed.
- Determining the significant value (Sig.) from the processing data on the table above, it was obtained the significance value was 0.001 for pre-test and 0.002 for Post-test on Kolmogorov-Smirnov. While 0.000 for pre-test and 0.001 for Post-Test on Shapiro-Wilk.

- If the significance value > 0.05 , so Ho is accepted. If the significance value < 0.05 , so Ho is rejected. The significance value (p) in Kolmogorov-Smirnov test for pre-test was 0.001 ($p < 0.05$). And then, the significance value on post-test was 0.000, which means $p < 0.05$, so the data both pre-test and Post-test was not normally distributed. The significance value (p) in Shapiro-Wilk for pre-test was 0.002 ($p < 0.05$). And then, the significance value on post-test was 0.001 which means $p < 0.05$ so the data both pre-test and Post-test was not normally distributed. It can be concluded that Ho was rejected, and Ha

was accepted, so the data was not normally distributed.

4. 2. Homogeneity Test

Homogeneity test serves to determine whether the data obtained are homogeneous or not. In this study the researchers calculated the data using Wilcoxon signed rank test, the results of the homogeneity test were obtained as shown in the table below.

Table 6. Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.017	1	58	.896

Based on the table 6 above, it is known that Sig. > 0.05. This shows that the data is homogeneous or has a same variant. In this research the writer obtained results from increasing understanding of vocabulary at SDN Kutajaya I degree 5. To determine how to improve the vocabulary of the students, researchers also gave the pre-test, treatment 4 times and post-test.

4. 3. Testing the Research Hypothesis

The results of the normality and homogeneity tests that have been conducted by the writer

are the normality test was not normally distributed. meanwhile, the homogeneous is humogen. Next, the writer will test the hypothesis use non-parametric by Wilcoxon signed rank test. In this study, the writer used the statistical calculation of the Wilcoxon signed rank test to determine whether after using video there was an increase in students' vocabulary. In addition, this test aims to compare the pre-test and post-test. The results of the Wilcoxon signed rank test on students' vocabulary mastery using video can be seen in the table below:

Table 7. Wilcoxon Signed Rank Test

	Posttest-pretest
Z	-4.319 ^b
Asymp. Sig. (2-tailed)	.000

b. Based on negative ranks

Based on the calculation statistical above, the researcher using Wilcoxon signed rank test. The basic of the Wilcoxon signed rank test is: If the Sig. is less than 0.05, so Ha is accepted, and Ho is rejected. Otherwise, if Asymp. Sig. is higher than 0.05, Ha is rejected, and Ho is accepted. From the table above, it is known that Asymp Sig. (0.000) < 0.05 so Ha is accepted, and Ho is rejected. Based on the table above, it can be concluded that Ha is accepted, and Ho is rejected. It means, there

is a significant difference between the pre-test and post-test at SDN Kutajaya I. So, videos can be used as medium to improve vocabulary learning at fifth grade of SDN Kutajaya I 2021/ 2022.

5. Discussions

In this research the writer obtained results from increasing proficiency in vocabulary at SDN Kutajaya I grade 5. To determine how to improve the vocabulary of the students, researchers also gave the pre-test, treatment 4 times and post-test.

The writer teaches students to use videos as a medium to improve students' vocabulary knowledge. The researcher started by giving a pre-test, applying treatment 4 times, and finally giving a post-test. The pre-test and post-test used by the writer used 20 multiple choice questions. In the 20 questions there are 4 questions about profession, vegetables, food and drink, clothes, family members, human body, and daily activities. The test was conducted to determine the increase in students' vocabulary mastery.

After obtaining the pre-test and post-test value data, the writer used SPSS version 22 to calculate the data. The lowest pre-test result was fifty and the highest score was eighty, with a mean of 64,33, and a standard deviation of 6.530. Meanwhile, for the post-test results, the lowest score was sixty and the highest score was 90, with a mean of 79.00, and a standard deviation of 7.812.

The results of teaching using videos taught by the writer were good, because there was an improvement in the post-test score. In addition, the post-test score was higher than the pre-test. In statistical calculations using Wilcoxon signed rank test, it is known that Asympt Sig. 0.000 less than 0.05. Shows that H_a is accepted, and H_0 between the pre-test and posttest. This shows that there is an improvement in students' vocabulary mastery.

Based on the results and theory above, (F. Teng, 2020) stated that learning using videos in improving students' vocabulary mastery

showed an increase. In addition, (Teng, 2019) states that videos are considered as an effective learning media to improve students' vocabulary mastery. Meanwhile, the results of this study are like several previous studies, namely an improvement in students' vocabulary mastery after using videos. However, it differs in the implementation of the research. This research was conducted online with a time limit of only 25 minutes in each meeting and previous research was also conducted offline without any time limit.

6. Conclusion

Based on the formulation of the problem, research objectives, hypothesis testing and analysis results, it can be concluded that: Student scores increased, but there were still 2 students who had not reached the KKM, namely 60. The pre-test results showed that twelve students had succeeded in reaching the KKM and 18 other students had not yet reached the KKM. Meanwhile, the post-test results showed that 33 students had succeeded in reaching the KKM, and 2 students had not yet reached the KKM. It can be concluded that almost all students' scores reach the KKM. The data hypothesis test used the Wilcoxon Signed Ranks Test, and the results were H_a accepted and H_0 was rejected. It can be shown that $\text{Sig.} < (0.05)$. This means that there is a significant difference between the pre-test and post-test at SDN Kutajaya I. The statistical data in the previous chapter states that the post-test score is higher than the pretest value because it has been treated using Videos.

Taking into consideration the discussion of the results of the research and the conclusion of the research, which involves the research: The students' Vocabulary scores from the

pre-test and post-test increased but there were still students who still had scores below the KKM. This can be caused; all students have minimal knowledge of Vocabulary, because of the short time to learn to use Videos and because learning to use applications is very dependent on internet data. Lack of awareness of students to learn to use videos and the difficulty of paying attention to students one by one because online learning is also one of the causes of students not being able to achieve the KKM score. In fact, learning using Videos can be an alternative to online language learning. Videos can also improve students' Vocabulary in learning English.

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