

## VİDEO İZLEMENİN YABANCI DİL ÖĞRENME SÜRECİNDE DİNLEME BECERİSİ VE KELİME ÖĞRENME ÜZERİNE ETKİLERİ

### THE EFFECTS OF VIDEOS ON LISTENING SKILL AND VOCABULARY IN THE PROCESS OF LANGUAGE LEARNING

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**Özet:** Teknolojideki son gelişmeler ve dil öğretim ve öğreniminde artan video kullanımı göz önüne alındığında, bu çalışma, video kullanımının öğrencilerin dinleme becerileri ve İngilizce öğretiminde kelime dağarcığı gelişimi üzerindeki etkisini incelemek için yapılan çalışmaların ana bulgularını araştırmayı amaçlamıştır. Bu bağlamda, çeşitli araştırma veri tabanlarında indekslenmiş bilimsel dergilerde 2000-2020 yılları arasında yayınlanan 51 makale, ilgili anahtar kelimeler taranarak bulunmuştur. İçerik analizi ve sürekli karşılaştırma yöntemi kullanılarak analiz yapılmıştır. Video izlemenin dinleme becerileri üzerindeki etkisini dikkate alarak ‘öğrencilerin video izlemeye yönelik tutumları,’ ‘video izlemenin dinleme becerisi üzerindeki etkileri’ ve ‘dinleme becerisini geliştirmede altyazıların rolü’ gibi bazı ana temalar bulunmuştur. Kelime gelişimi ile ilgili, ‘video izlemenin kelime dağarcığı gelişimi üzerindeki etkileri’ ve ‘altyazıların kelime gelişimi üzerindeki etkileri’ temaları ortaya çıkarılmıştır. Bulgular, farklı alt yazı biçimlerinin öğrencilerin dinleme becerileri ve kelime dağarcığı gelişimi üzerindeki etkililiğini de ortaya koymuştur.

**Anahtar sözcükler:** Video, Dinleme becerisi, Kelime, Altyazı, Yabancı dil öğrenme, Bütüncül

**Abstract:** Considering recent advancement of technology and increased video use in language teaching and learning, this study attempted to investigate main findings of the studies conducted to examine the impact of video use on learners’ listening skill and vocabulary development in English language teaching (ELT). In this regard, 51 articles published between the years 2000 and 2020 in various scientific journals indexed in several research databases were found by searching relevant keywords. Analysis was conducted employing content analysis and constant comparison method. Some major themes were found such as ‘the learners’ attitudes towards watching videos,’ ‘the effects of watching videos on listening skill,’ and ‘the role of subtitles in improving listening skill’ considering the impact of video watching on listening skill; and ‘effects of watching videos on vocabulary development’ and ‘effects of subtitles on vocabulary development’ regarding vocabulary development. The findings presented the effectiveness of different forms of subtitling on learners’ listening skill and vocabulary development as well.

**Key words:** Video, Listening skill, Vocabulary, Subtitle, L2 learning, Integrative

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## Introduction

Education has gone through a radical change recently, and language learning and teaching is not an exception in this period of change (Oladunjoye, 2017). As a consequence of this rapid development with the advancement of technology, the devices used in language classes have started to be employed predominantly both in and out of the language classes. Of all the technological devices, especially with the increasing demand for communicative use of language, the use of video in language classes has grown rapidly (Çakır, 2006). One of the reasons for the widespread use of video in language classes is that it does not only display the content clearly, but also helps students deepen their comprehension of lexical and grammatical aspects of the target language (Gorjian, 2014).

It also seems plausible for the language teachers to involve videos in their classes as it helps teachers overcome one of the major challenges of language classes. This challenge is exposing learners to authentic interactions and settings where the real language is used specifically regarding oral comprehension and production (Seferoğlu, 2008). Depending on technological advancement offered, scholars have employed TV series (Huang & Eskey, 1999), multimedia annotation modes (Al-Seghayer, 2001), flash stories (Mousavi & Gholami, 2014), and YouTube or TED videos (Balbay & Kilis, 2017) to assess the impact of these several ways of video watching on various language skills of learners. Quite recently, the widespread popularity of internet-based video streaming sites such as Netflix has enabled language learners to be involved in watching TV series and movies in English with and without subtitles.

Being considered as authentic materials, videos, especially movies, enhance learners' motivation and allow the classroom to be more creative. Hence, movies are employed in language classes to teach vocabulary and essay writing as well as to develop listening, speaking, reading, and texting (Ergenekon, 2016). Moreover, video as a medium enables learners to use visual input to develop comprehension as well (Richards & Gordon, 2004). It should be worth noting here that videos not only allow learners to receive authentic language but also provide opportunities for them to observe the body language including gestures and mimics as well as cultural information about English speakers (Hayati & Mohmedi, 2011). Considered as an important learning resource, the use of videos and movies has received a great deal of attention from researchers (Yang, Huang, Tsai, Chung, & Wu, 2009).

One of the most popular topics of the research conducted concerning video use in language classes is the impact of it on several language skills, such as listening (Metruk, 2019; Rahmatian & Armiun, 2011; Wang, 2014; Woottipong, 2014), reading (Sarıçoban & Yürük, 2016), and writing (Aliyev, 2017; Aziz & Fathiyyaturrizqi, 2017; Ergenekon, 2016). The existing literature regarding the effects of videos on learners is not limited to these as researchers also investigated the effects of video watching on fluency (Benmouhoub, 2014), and pronunciation and speaking as well (Al-Muhtaseb, 2012). To elaborate the existing literature, more specific issues about video watching have also been examined, such as the role of subtitles on the listening skill of the learners (Hayati & Mohmedi, 2011; Latifi, Mobalegh, & Mohammadi, 2011; Metruk, 2018; Rokni & Atae, 2014; Shamsaddini, Ghanbari, & Nematizadeh, 2014), the effects of captions on learners' listening skill (Başaran & Köse Durmuşoğlu, 2013; Ghasemboland & Nafissi, 2012; Hsu, Hwang, Chang, & Chang, 2013; Huang & Eskey, 1999; Winke, Gass, & Sydorenko, 2010). The impact of video watching on learners' vocabulary acquisition has also been popular among the scholars (Bal Gezegin, 2014; Ebrahimi & Bazae, 2016; Oladunjoye, 2017; Perez, Peters, & Desmet, 2018; Perez, Peters, Claraebout, & Desmet, 2014; Sirmandi & Sardareh, 2016a; Sirmandi & Sardareh, 2016b). Students' perceptions concerning the use of different video types in the classes ranging from feature films (Kabooha, 2016; Seferoğlu, 2008) to YouTube videos (Balbay & Kilis, 2017) have also been investigated.

Among the issues addressed in the related language learning and teaching literature regarding video watching, the skills of listening and vocabulary acquisition take the lead. First of all, although successful communication calls for the integration of skills, vocabulary is one of the essential components of language (Sadeghi & Farzizadeh, 2013). Metaphorically explaining the significance of it, Harmer (2001) likens the vocabulary knowledge to the vital organs and the flesh in the case of language structures being the skeleton of the language. It goes without saying that a fluent speaker of the target language needs to have a good command of the vocabulary in this language. Otherwise, lexical bar or barrier, as stated by Corson (1995), comes into existence due to the lack of vocabulary repertoire. Vocabulary is also considered as a significant component of language supporting the four language skills (Nunan, 1991).

One of these essential skills receiving support from vocabulary repertoire is listening skill of the learners. As it is even more efficient way of receiving new messages than reading (Luo, 2008), giving importance to listening, especially in the early stages of language learning, gives cognitive advantages to the learners (Vandergrift, 2003). Considering this fact, with the

development of technology and integration of devices providing visual input, listening has started to play a vital role in language instruction, and visual materials have become an indispensable part of language classes (Latifi et al., 2011). Therefore, the advancement of technology, the usability of the devices in the classes, and the abundance of video materials have let the studies examining the impacts of videos on learners' listening skill and vocabulary acquisition soar recently. Hence, the main aim of this integrative research is to investigate the studies examining the impact of video watching on learners' listening skill and vocabulary acquisition taking the factors of subtitling, and subtitling variation, such as bimodal, standard, and no subtitle use.

### **The Related Literature Concerning the Impact of Videos on Listening and Vocabulary Acquisition**

Although acquiring new words requires a great amount of time through repetition and practicing, correct use of vocabulary does not occur because the learners specifically try to learn words, but mostly it is due to the learners' effort to understand what is being said or written (Zoghi & Mirzaei, 2014). For this reason, language learning context is to be enriched so that it has an impact on learners' vocabulary development (Read, 2004). In comparison with written type of context, visual type of context is more advantageous for language learners due to the opportunity it provides to observe the use of authentic language without actually being in that place. Considering this benefit and the pervasive use of the internet, videos have almost become an indispensable part of language classes.

Many researchers have presented strong evidence that the use of videos in language classes has provided advantages to the learners over the ones who have not watched the same videos (Al-Seghayer, 2001; Bal Gezegin, 2014; Heriyanto, 2015; Kabooha, 2016; Mousavi & Gholami, 2014; Oladunjoye, 2017; Sinyashina, 2019; Zoghi & Mirzaei, 2014). A recent study has also provided evidence regarding the impact of video watching on learners' improvement on recalling words' grammatical functions and their meanings (Arndt & Woore, 2018). Moreover, several studies have been conducted to find out the impact of various ways of subtitling and captioning on learners' vocabulary development (BavaHarji Alavi & Letchumanan, 2014; Ebrahimi & Bazaee, 2016; Etemadi, 2012; Fazilatfar, Ghorbani & Samavarchi, 2011; Gorjian, 2014; Ina, 2014; Jahanyfard, 2015; Karakaş & Sarıçoban, 2012; Kusumawati, 2018; Mardani & Najmabadi, 2016; Perez et al., 2014; Perez et al., 2018; Peters, Heynen & Puimege, 2016; Sirmandi & Sardareh, 2016a; Sirmandi & Sardareh, 2016b; Yüksel & Tanrıverdi, 2009).

Although having a rich vocabulary repertoire is a key element in foreign language learning, many L2 learners still complain about their inability to comprehend real-life conversations of most native speakers (Latifi et al., 2011). As all people are exposed to listening twice as much as speaking, four times more than reading, and five times more than writing in daily communication activities (Morley, 1991), there is a consensus about the perceived significance of listening skill in language learning. With the advancement of technology and integration of various visual materials into language classes, listening instruction has become popular, and the increase in the demand to develop learners' listening skill has become immediately apparent (Latifi et al., 2011). Several scholars have conducted studies to investigate the impact of video watching on the listening performance of foreign language learners (Alqahtani, 2014; Rahmatian & Armiun, 2011; Woottipong, 2014). The impact of the duration of video watching on listening skill of language learners has also been examined (Metruk, 2019). Furthermore, as most of the lower proficiency learners experienced understanding problems during video watching due to insufficient linguistic knowledge, the researchers addressing this issue put forward the idea of the use of subtitles and captions to ease the understanding process for the learners. In this regard, numerous studies have been conducted to investigate the effect of various forms of subtitling and captions on listening performance of the learners (Başaran & Köse Durmuşoğlu, 2013; Ghasemboland & Nafissi, 2012; Hsu et al., 2013; Huang & Eskey, 1999; Latifi et al., 2011; Markham & Peter, 2003; Metruk, 2018; Rokni & Atae, 2014; Shamsaddini et al., 2014; Hayati & Mohmedi, 2011; Wang, 2014; Winke et al., 2010).

As the technology has advanced in years, the devices and techniques to use videos employed in language classes have changed as well. Despite the changes, the use of videos has mostly been considered as a significant element of language teaching and learning. In spite of the significance and common use of videos in teaching vocabulary and listening skill, there has been a shortage on the studies integrating the results of all the available studies to provide a clearer perspective. Bearing this gap in mind, this study tries to investigate the findings of the studies conducted between 2000 and 2020 to find out the impact of video watching on learners' performance regarding vocabulary acquisition and listening skill. The following research questions inform this integrative research:

- 1- What is the effect of watching videos on listening skill of language learners? (With and without subtitles)?
- 2- What is the effect of watching videos on vocabulary knowledge of language learners? (With and without subtitles)?

## Methodology

The present study aimed at exploring the effects of watching videos with and without subtitles on listening skill and vocabulary knowledge of foreign language learners. To this end, an integrative review of the studies conducted on watching videos on listening skill and vocabulary knowledge of the learners were compiled and analyzed systematically. An integrative review of the literature is utilized for summarizing and synthesizing the existing research studies conducted on a subject matter within a specific research field (Maxwell, 2006). With the inclusion of both qualitative and quantitative studies available in the literature, researchers position themselves objectively to criticize, summarize, and draw conclusions regarding a specific topic of research to reach a wider audience in the research field (Christmals & Gross, 2017). Additionally, the integrative literature review aims at contributing to the existing research knowledge, providing answers to arising questions by diagnosing the gaps in the field focusing on the topic researched, and figuring out the need for future research (Russell, 2005). To provide answers to the research questions posed in this study, data were collected from the research studies conducted to figure out whether watching videos with or without subtitles in language learning and teaching process contributed to learners' listening comprehension and vocabulary size. Data collection process was carried out by seeking the studies for inclusion into this study by searching the keywords of *video*, *watching*, *subtitle/caption*, *listening*, *vocabulary*, *EFL*, *ESL*, *language*, *learning*, and *teaching* on various online research databases, such as Clarivate, Elsevier, ERIC, Sage, Taylor & Francis, Wiley Online, DergiPark, Google Scholar, ResearchGate, and Academia.edu. The studies published between 2000 and 2020 as research articles were included in this study. Additionally, as the criteria for the inclusion of the studies to be utilized as documents to be analyzed for this study, this study benefitted from research articles and conference proceedings only omitting book chapters as well as master's and doctoral theses. The studies which focused on watching videos with regard to language skills and areas other than listening and vocabulary were omitted. At the same time, the studies which did not include the keywords in the title or abstract were not taken into this study. Searching and finalizing the research studies for this study were accomplished between 2018 and 2020, and a total of 51 research studies were selected and analyzed.



## Analysis of the Data

The analyses of the data were conducted in two steps as the first content analysis and the second constant comparison method. In the content analysis process, initially all the research articles were carefully read, and the findings of those studies were classified under common themes and categories. Following content analysis, two researchers applied constant comparison of the already analyzed data regarding previously identified themes and analysis. Constant comparison is known as a data-analytic process where researchers analyzing the same qualitative data interpret and compare the existing findings through iteration and drawing analytic induction (Boeije, 2002). At the end of both content analysis and constant comparative analysis, the agreed themes and categories were finalized employing the research articles used as shown in Table 1 below.

Table 1

### *Studies used for the analysis*

<b>Study focus</b>	<b>Studies Utilized</b>
Studies focusing on listening skill development & comprehension (n = 25)	Aksu Ataç & Köprülü-Günay, 2018; Başaran & Köse, 2013; Birulés-Muntané & Soto-Faraco, 2016; Chien, Huang, & Huang, 2020; Dehaki, 2017; Ghasemboland & Nafissi, 2012; Hayati & Mohmedi, 2011; Hsu et al., 2013; Latifi et al., 2011; Manan, 2018; Markham & Peter, 2003; Matthew, 2020; Metruk, 2018, 2019; Mustafa & Erişti, 2019; Napikul, Cedar, & Roongrattanakool, 2018; Pattemore & Muñoz, 2020; Pujadas & Muñoz, 2019; Rahmatian & Armiun, 2011; Rokni & Atae, 2014; Shamsaddini et al., 2014; Wagner, 2010; Wang, 2014; Winke et al., 2010; Woottipong, 2014
Studies focusing on vocabulary development (n = 26)	Al-Seghayer, 2001; Arndt & Woore, 2018; Bal-Gezegin, 2014; BavaHarji et al., 2014; Ebrahimi & Bazaee, 2016; Etemadi, 2012; Fazilatfar et al., 2011; Gorjian, 2014; Heriyanto, 2015; Ina, 2014; Kabooha & Elyas, 2015; Karakaş & Sarıçoban, 2012; Kusumawati, 2019; Mardani & Najmabadi, 2016; Mousavi & Gholami, 2014; Oladunjoye, 2017; Perez et al., 2018; Peters et al., 2016; Peters & Leuven, 2018; Pujadas & Muñoz, 2019; Sinyashina, 2019; Sirmadi & Sardareh, 2016a, 2016b; Vanderplank, 2015; Yüksel & Tanriverdi, 2009; Zoghi & Mirzaei, 2014

## Findings

The data were analyzed in relation to the research questions posed in this study. Initially, the findings regarding the effectiveness of watching videos on learners' listening skill and the role of captions or subtitles in improving listening comprehension were figured out. Next, whether

watching videos and vocabulary improvement in language learning were found effective was answered.

*Findings regarding watching videos in English in terms of language learners' listening skill*

The findings regarding the first research question of the study were grouped in three major themes as *the learners' attitudes towards watching videos, the effects of watching videos on listening skill, and the role of subtitles in improving listening skill* as can be seen in Table 2 below.

Table 2

*The effect of watching videos on listening skill and comprehension*

Themes	Categories	Studies utilized
<i>Attitudes towards watching videos for listening</i>	-positive attitudes -reasons for video preference	Aksu Ataç & Köprülü-Günay, 2018; Dehaki, 2017; Rokni & Ataee, 2014; Shamsaddini et al., 2014; Woottipong, 2014
<i>Effects of watching videos on listening skill</i>	-improvement in listening comprehension -language level moderator	Chien et al., 2020; Dehaki, 2017; Hsu et al., 2013; Manan, 2018; Metruk, 2019; Mustafa & Erişti, 2019; Pujadas & Muñoz, 2019; Rahmatian & Armiun, 2011; Wagner, 2010; Woottipong, 2014
<i>Role of subtitles in improving listening skill</i>	-effects of subtitles -subtitle variation	Aksu Ataç & Köprülü-Günay, 2018; Başaran & Durmuşoğlu Köse, 2013; Birulés-Muntané & Soto-Faraco, 2016; Ghasemboand & Nafissi, 2012; Hayati & Mohmedi, 2011; Hsu et al., 2013; Latifi et al., 2011; Markham & Peter, 2003; Matthew, 2020; Metruk, 2018; Napikul et al., 2018; Rokni & Ataee, 2014; Winke et al., 2010

Findings regarding the effects of watching videos on learners' listening skill yielded a number of remarkable aspects. It is seen that language learners are exposed to videos in English in the form of movies, TV series, music clips or YouTube videos which are both available in their everyday life and in the school context. In relation to this, it is found that language learners find watching videos in English positive since they believe this improves their comprehension in listening (Aksu Ataç & Köprülü-Günay, 2018). Some other studies also showed that being



given language instruction based on watching videos, students developed positive attitudes towards watching videos as a classroom activity, which they reported to have improved their listening proficiency (Dehaki, 2017). When watching videos with subtitles is taken into consideration, it is seen that subtitled watching is found more favorable than watching without subtitles in the target language (Rokni & Atae, 2014; Shamsaddini et al., 2014). Also, students as prospective language teachers of English enjoyed the lessons more when videos are used as teaching materials, and findings show that they had positive attitudes towards making use of authentic videos as teaching materials in listening (Woottipong, 2014).

Regarding the reasons for learners' preference of watching videos, findings show that language learners watch videos in English for developing their language skills (Mustafa & Erişti, 2019). Also, it is known that watching videos enables learners to grasp the sounds of the language peripherally (Birulés-Muntané & Soto-Faraco, 2016). In terms of watching subtitled videos and subtitle variation, learners prefer English subtitles to understand the dialogues and see spellings in addition to learning the pronunciation, accents, dialects, and slang words, while L1 subtitles are preferred for understanding the meanings of the words (Aksu Ataç & Köprülü-Günay, 2018).

Concerning the effects of watching videos on listening comprehension, a great majority of the studies yielded that watching videos has a direct effect in boosting the listening comprehension of the language learners (Chien et al., 2020; Dehaki, 2017; Hsu et al., 2013; Manan, 2018; Metruk, 2019; Mustafa & Erişti, 2019; Pujadas & Muñoz, 2019; Rahmatian & Armiun, 2011; Wagner, 2010; Woottipong, 2014). In teaching English, exposure to audio materials only had a restricted effect on learners' listening comprehension, yet when teaching is accompanied with audio-visual materials as videos or short clips, students are found to perform better in terms of their listening comprehension and achievement (Manan, 2018; Rahmatian & Armiun, 2011; Wagner, 2010) indicating that exposure to videos in the target language turns out to be a valuable resource for teaching listening skill effectively. Similarly, the studies, which had an experimental design in nature, put forward that learners' listening skill developed significantly since videos enabled learners to grasp meaning due to including non-verbal information (Wagner, 2010). It was also found out that it increased comprehension by facilitating the act of guessing and anticipating (Rahmatian & Armiun, 2011) and involving real language and communication samples in addition to lowering anxiety in listening (Mustafa & Erişti, 2019).

Youtube videos were also found to be an effective supplementary course material contributing significantly to English listening comprehension (Chien et al., 2020).

Learners' level of proficiency in English as the target language is found to be a significant factor in the development of language skills through watching videos. Findings show that from A1 to B2 levels, learners gain a lot from watching videos (Hayati & Mohmedi, 2011; Mustafa & Erişti, 2019; Pujadas & Muñoz, 2019). However, Mustafa and Erişti (2019) explain that as students' L2 proficiency increases, they benefit more from watching videos in English. Regarding this, it was explained that B2 level learners benefit most from watching videos due to the range of vocabulary items and better comprehension in L2 (Hayati & Mohmedi, 2011). The same finding is also found by Pujadas and Muñoz (2019), indicating that higher L2 proficiency level in the target language is related to higher gains in benefitting from watching videos.

The studies which attempted to investigate the effectiveness of watching videos in improving listening skill of the learners mostly focused on subtitles. These studies varied in three major aspects in investigating whether subtitles functioned significantly in terms of listening comprehension: Bimodal-Subtitles (BS), Standard-Subtitles Group (SS), and No-Subtitles (NS). In bimodal-subtitles, English videos contained subtitles in English. Standard-subtitled videos were accompanied with subtitles in the mother tongue. In 'no-subtitled' videos, videos are shown without any subtitles. To illustrate, some studies analysed the effects of both bimodal-subtitles and standard-subtitles (Aksu Ataç & Köprülü-Günay, 2018; Pujadas & Muñoz, 2019). Findings show that watching videos with standart-subtitles created more benefits for the learners than watching in bimodal-subtitles. Among the studies, a great majority applied Bimodal-Subtitles (BS), Standard-Subtitles Group (SS), and No-Subtitles (NS), and checked the effects of these types of subtitles on the listening skill of the learners (Başaran & Durmuşoğlu Köse, 2013; Birulés-Muntané & Soto-Faraco, 2016; Hayati & Mohmedi, 2011; Latifi et al., 2011; Markham & Peter, 2003; Metruk, 2018; Napikul et al., 2018). Findings of the studies investigating the effectiveness of watching videos with subtitles in the mother tongue, in the target language (English), and no subtitles showed conflicting results. However, a general finding is that learners who watched the videos in standard subtitles outperformed the bimodal-subtitled group, and the bimodal-subtitled group outperformed the no subtitles group in the listening comprehension (Birulés-Muntané & Soto-Faraco, 2016; Hayati & Mohmedi, 2011; Latifi et al., 2011; Markham & Peter, 2003). Also, it was found that having exposure to

each of these subtitle types, no significant difference in learners' listening comprehension was detected (Başaran & Durmuşoğlu Köse, 2013; Metruk, 2018). It is worth noting here that for international exams, such as IETLS or TOEFL, watching the videos without subtitles was more effective than watching in bimodal-subtitles and standard-subtitles. In one of the studies only (Napikul et al., 2018), bimodal-subtitles group outperformed the standard-subtitles and no subtitle groups.

*Findings regarding watching videos in English in terms of language learners' vocabulary development*

The analysis of the data collected from the studies which investigated the effectiveness of watching videos in English with regards to vocabulary development yielded two major themes as *effects of watching videos on vocabulary development* and *effects of subtitles on vocabulary development*.

Table 3

*The effect of watching videos on vocabulary development*

Themes	Categories	Studies utilized
	-effectiveness in vocabulary development	Al-Seghayer, 2001; Bal-Gezegin, 2014; Heriyanto, 2015; Kabooha & Elyas, 2015; Oladunjoye, 2017; Peters et al., 2016; Pujadas & Muñoz, 2019; Yüksel & Tanriverdi, 2009; Zoghi & Mirzaei, 2014
<i>Effects of watching videos on vocabulary development</i>	-incidental vocabulary	Arndt & Woore, 2018; Gholami, 2014; Ina, 2014; Karakaş & Sarıçoban, 2012; Mardani & Najmabadi, 2016; Mousavi & Sinyashina, 2019; Perez et al., 2018; Yüksel & Tanriverdi, 2009
	-recalling effect	Arndt & Woore, 2018; Kanellopoulou, Kermanidis, & Giannakoulopoulos, 2019; Perez et al., 2014; Pujadas & Muñoz, 2019; Sinyashina, 2019
<i>Effects of subtitles on vocabulary development</i>	-effects of subtitles -subtitle variation	BavaHarji et al., 2014; Fazilatfar et al., 2011; Gorjian, 2014; Ina, 2014; Mardani & Najmabadi, 2016; Perez et al., 2014; Perez et al., 2018; Pujadas & Muñoz, 2019; Sirmandi & Sardareh, 2016a; Vanderplank, 2015

The studies that attempted to shed light on the effectiveness of watching videos in various forms, such as TV series, films, video clips, cartoon movies, YouTube videos etc., explored that learners' vocabulary knowledge increased with the exposure to watching videos in L2 (Al-Seghayer, 2001; Bal-Gezegin, 2014; Heriyanto, 2015; Kabooha & Elyas, 2015; Oladunjoye, 2017; Peters et al., 2016; Pujadas & Muñoz, 2019; Yüksel & Tanrıverdi, 2009; Zoghi & Mirzaei, 2014). Findings based on the analysis of these studies indicate that both from teaching and learning perspectives, watching videos enriched and improved vocabulary knowledge of students. When compared to audio materials without the accompany of visuals, videos were found to have a significantly enhancing effect on students' learning of the unknown vocabulary (Al-Seghayer, 2001; Bal-Gezegin, 2014; Kabooha & Elyas, 2015). Particular studies conducted to identify whether YouTube exposure enabled better vocabulary acquisition showed that the use of YouTube videos facilitated acquisition of unknown vocabulary items and contributed to vocabulary achievement (Heriyanto, 2015; Kabooha & Elyas, 2015).

Findings also show that exposure to videos in language learning process enabled learning and acquisition of incidental vocabulary items. One of the basic contributions of watching videos in the target language is that learners are exposed to vocabulary items within a context and acquire new or unknown words as vocabulary items incidentally through watching videos (Arndt & Woore, 2018; Ina, 2014; Mousavi & Gholami, 2014; Sinyashina, 2019; Mardani & Najmabadi, 2016; Perez et al., 2014; Yüksel & Tanrıverdi, 2009). Also, as a different aspect of watching videos, learners benefitted from watching videos in terms of recalling the form and meaning of the vocabulary items (Arndt & Woore, 2018; Kanellopoulou et al., 2019; Perez et al., 2014; Pujadas & Muñoz, 2019; Sinyashina, 2019). Thus, findings indicate a positive relationship between watching videos and incidental vocabulary learning in addition to better recalling of form and meaning.

Similar to the studies examining the potential impact of subtitled videos on listening comprehension, the ones which focused on vocabulary also took this issue into account. Several studies tried to figure out the relationship between watching L2 videos and vocabulary learning/acquisition taking subtitles into the core (BavaHarji et al., 2014; Fazilatfar et al., 2011; Gorjian, 2014; Ina, 2014; Mardani & Najmabadi, 2016; Perez et al., 2014; Perez et al., 2018; Pujadas & Muñoz, 2019; Sirmandi & Sardareh, 2016a, 2016b; Vanderplank, 2015). In relation to this, findings are contradictory in terms of the effectiveness of watching videos with subtitles on learners' vocabulary learning. Some studies highlighted the effectiveness of subtitled videos with regards to vocabulary gains (BavaHarji et al., 2014; Fazilatfar et al., 2011; Ina, 2014; Perez

et al., 2014; Peters et al., 2016; Sirmandi & Sardareh, 2016a, 2016b). Findings of those studies indicate that if videos are accompanied with subtitles in the target language, learners' vocabulary learning is enhanced more. On the other hand, a number of studies also found that the existence of subtitles within the videos did not have a significant effect on learners' vocabulary gains or recognition when compared to no-subtitled videos (Ebrahimi & Bazaee, 2016; Etemadi, 2012; Karakaş & Sariçoban, 2012; Kusumawati, 2019). These findings show that watching videos enhances vocabulary learning, yet the effects of subtitles may not be directly associated with vocabulary development although certain studies find the use of subtitles effective. It is worth noting here that the number of studies that found subtitle existence in videos effective for vocabulary knowledge outnumbers those that find both types equal or not significant. Regarding the use of bimodal subtitles, studies were still contradictory explaining that bimodal subtitles were found to be more effective in vocabulary learning (Sirmandi & Sardareh, 2016b) while it was also acknowledged to have no clear impact in terms of vocabulary gains (Etemadi, 2012). In fact, a number of studies found that standart subtitles were more effective for learners' vocabulary deveelopment (Fazilatfar et al., 2011; Gorjian, 2014; Mardani & Najmabadi, 2016). In these studies, videos were in L1 while the subtitles were in L2 (English). These findings show that videos were effective in vocabulary development, yet there were no clear effects of subtitle variation although a number of studies clearly indicated a positive impact of bimodal subtitling in listening skill.

### **Conclusions and Discussion**

With the advances in technology and popularity of social networking sites as well as internet-connected video streaming channels such as Netflix or YouTube, language learners gained frequent access to videos in English not only in language classes as course materials but also as out-of-class entertaining and learning facility. Thus, the number of studies which investigated the effectiveness of watching videos in terms of language learning skills with a particular focus on listening skill and vocabulary development within language areas has increased considerably in the last twenty years. To draw some generalizable conclusions regarding the effectiveness of watching videos on listening and vocabulary development, a study synthesizing the findings of previously conducted studies was needed in the literature. Thus, this study aimed at investigating whether and to what extent watching videos has an impact on listening skill and vocabulary development.

To that end, the findings of 51 research articles indexed in various databases were investigated. The results indicated that while the role of subtitles and effects of video watching were labelled

as the common themes for both listening skill and vocabulary development, students' attitudes towards video watching played a significant role, and accordingly, was chosen as a separate theme for listening skill.

The findings of the studies clearly showed that watching videos is an effective way of developing both listening skill and vocabulary development of foreign language learners. Several studies highlighted that videos are valuable sources of multimedia input for language learners enabling multi-sensory processing combining natural audio, visual and print components at the same time (Jahanyfard, 2015). Additionally, offering opportunities for incidental learning on the part of the learners, videos enable visual contextualization by exposing the learners to the language (Pattemore & Muñoz, 2020; Zoghi & Mirzaei, 2014). This situation created opportunities for learners to reach the target language easily out of the classroom, which has greater effects on the language learning process compared to classroom instruction (Peters & Leuven, 2018).

Watching videos has become an integral part of everyday life. Thus, as the findings of this study found, students as language learners are also inclined to watch L2 videos in the form of films, movies, short clips, TV series, or YouTube videos. They have positive attitudes towards watching videos for language learning purposes both in and out of class. Learners' positive attitudes towards watching videos for language learning purposes may increase the efficiency of language teaching for the teachers in the classroom setting. As Aksu Ataç and Köprülü-Günay (2018) explained, students are aware of the effectiveness of watching videos in language learning and they watch videos for their language development. When it comes to effectiveness of watching videos for language development, findings clearly show that learners' listening skill and vocabulary development are supported by video watching. Several studies highlighted that watching videos were quite effective in improving the listening comprehension (Chien et al., 2020; Dehaki, 2017; Hsu et al., 2013; Manan, 2018; Metruk, 2019; Mustafa & Erişti, 2019; Pujadas & Muñoz, 2019; Rahmatian & Armiun, 2011; Wagner, 2010; Woottipong, 2014) and vocabulary learning (Al-Seghayer, 2001; Bal-Gezegin, 2014; Heriyanto, 2015; Kabooha & Elyas, 2015; Oladunjoye, 2017; Peters et al., 2016; Pujadas & Muñoz, 2019; Yüksel & Tanrıverdi, 2009; Zoghi & Mirzaei, 2014).

Some implications may be drawn from the common findings of the studies investigated. First, videos may be used as authentic classroom materials for teaching listening and enriching the vocabulary knowledge of the learners. Labelled as a separate category in listening, language proficiency level of the learners plays a considerable role as a factor determining the level of



benefit students would gain from watching videos. Considering its potential impact, the students with higher proficiency level may benefit more from the lower level ones (Hayati & Mohmedi, 2011; Mustafa & Erişti, 2019; Pujadas & Muñoz, 2019). However, this does not mean that video watching should only be used with the higher proficiency learners. Therefore, exposing learners to authentic input through videos may facilitate and enrich their listening skill and vocabulary development in all proficiency levels, through which higher level learners may potentially benefit more.

Second, as the studies exhibited contradictory findings for the effectiveness of different types of subtitles in video watching, the selection of the most convenient form of subtitling may be challenging for the teachers. One way to find the best option for the teachers may be to ask the learners and use the same type for several times till it turns into a habit for the learners. Using their subtitling choice may also help them develop positive attitudes towards video watching that would possibly accelerate their foreign language learning process.

Third, the findings of the studies indicated that incidental vocabulary learning, which is quite challenging for the teachers to accomplish in regular language classes, can be achieved through video watching on several platforms. Hence, using videos in language classes and suggesting learners to watch in their free time seem plausible to help them acquire vocabulary in the target language incidentally. Finally, it can be stated that videos may be incorporated into the syllabi of the English language teaching programs since the mental power and visual sense of the learners are activated at the same time.

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## Geniş Özet

### Amaç

Tüm dünyada bilim ve teknolojiye yaşanan gelişmeler sayesinde özellikle eğitim alanında son zamanlarda radikal bir değişim yaşanmıştır. Dil öğrenimi ve öğretimi de bu değişimden oldukça etkilenmiştir. Teknolojinin gelişmesiyle birlikte bu hızlı gelişmenin bir sonucu olarak, dil sınıflarında kullanılan alt yapı da değişim göstermiştir. Özellikle, bilgisayar destekli yabancı dil öğretiminin yanı sıra WEB. 2.0 araçlarının da getirdiği avantajlardan faydalanılmaktadır. Bu açıdan, özellikle dilin iletişimsel kullanımının bir ihtiyaç olarak görülmesi ve bu ihtiyaca yönelik olan talebin artması ile birlikte dil sınıflarında video kullanımı hızla artmıştır. Videonun dil derslerinde yaygın olarak kullanılmasının nedenlerinden biri, videonun içeriği açıkça göstermesinin yanında, öğrencilerin hedef dilin kelime özelliklerini ve dilbilgisi yönlerini anlamalarına yardımcı olmasıdır. Bu sebeple, yabancı dil öğretmenleri sınıf içinde video izleme ve dinleme etkinliklerinden, öğrenciler ise hem sınıf içinde ve okul dışındaki yaşamlarında yoğun bir biçimde yararlanmaktadırlar. Bu tür sınıf içi ve sınıf dışı video izleme-dinleme etkinliği sayesinde öğrenciler özellikle sözlü anlama ve üretimle ilgili olarak yabancı dilin gerçek yaşamda kullanıldığı etkileşimlere maruz kalmaktadırlar. Mevcut teknolojik ilerlemelere bağlı olarak, araştırmacılar, video izlemenin öğrencilerin çeşitli yabancı dil becerileri üzerindeki etkisini değerlendirmek için; TV dizileri, filmler, multimedya videoları, YouTube veya TED videoları gibi çeşitli ortamlarda kullanılan görsel ve işitsel destekli video kaynaklarını kullanmışlardır. Oldukça yakın zamanda, Netflix gibi internet tabanlı video görüntüleme sitelerinin yaygınlığı, yabancı dil öğrenenler için İngilizce TV dizisi ve filmlerinin orijinal dilinde alt yazılı ve yazısız izlenebilmesini sağladı. Alan yazında yabancı dil öğretiminde yapılmış çalışmaların bütüncül bir bakış açısıyla ele alınıp, genellenebilir sonuçlara ulaşılması açısından çeşitli inceleme çalışmaları yapılmıştır. Ancak, teknolojinin bu derece yaygınlığı ve video izleme kanallarının sınıf içinde ve dışındaki kullanılabilirliğinin yabancı dilde dinleme becerilerinin ve kelime öğretimi üzerindeki etkilerine daha net bir bakış açısı sağlamak için mevcut tüm çalışmaların sonuçlarını bütünleştiren çalışmalarda bir eksiklik olmuştur. Dolayısıyla, alan yazındaki bahsi geçen boşluğu doldurmak için bu çalışma, 2000-2020 yılları arasında yapılan çalışmaların bulgularını inceleyerek video izlemenin öğrencilerin kelime edinme ve dinleme becerileri üzerindeki etkisini ortaya çıkarmayı hedeflemektedir.

### Yöntem

Bu çalışmada yabancı dil öğrenenlerin dinleme becerisi ve kelime bilgisi üzerine altyazılı veya altyazısız video izlemenin etkileri araştırılmıştır. Bu amaçla, doküman analizi yoluyla öğrencilerin dinleme becerisi ve kelime bilgisi ile ilgili video izleme üzerine yapılan çalışmaların bütüncül bir bakış açısıyla sistematik olarak analizi yapılmış ve yapılan çalışmalardan yola çıkarak genel sonuçlar ortaya koyulmuştur. Çalışmada ortaya atılan araştırma sorularına cevap verebilmek için, dil öğrenme ve öğretme sürecinde altyazılı veya altyazısız video izlemenin öğrencilerin dinleme anlama ve kelime boyutuna katkıda bulunup bulunmadığını anlamak için yapılan çalışmalar derlenmiş ve veriler toplanmıştır. Clarivate, Elsevier, ERIC, Sage, Taylor & Francis, Wiley Online, Sage, Taylor & Francis, Wiley Online, DergiPark, Google Scholar, Academia.edu gibi çeşitli çevrimiçi veri tabanlarında "video", "izleme", "altyazı/başlık", "dinleme", "kelime dağarcığı", "EFL", "ESL", "dil", "öğrenme" ve "öğretim" anahtar kelimeleri aranarak bu çalışmaya dahil edilecek çalışmalar aranarak derleme ve veri toplama işlemi gerçekleştirilmiştir. Araştırma makaleleri olarak 2000-2020 yılları

arasında yayımlanan çalışmalar bu çalışmaya dahil edilmiştir. Çalışmanın derleme aşaması 2018-2020 yılları arasında gerçekleştirilmiş ve toplam 50 araştırma çalışması seçilerek analiz edilmiştir.

### **Veri Analizi**

Verilerin analizleri önce içerik analizi ve sonrasında sabit karşılaştırma yöntemi yoluyla iki adımda gerçekleştirilmiştir. İçerik analizi sürecinde, tüm araştırma makaleleri dikkatle okunarak, bu çalışmaların bulguları ortak temalar ve kategoriler altında sınıflandırılmıştır. İçerik analizini takiben, iki araştırmacı önceden tanımlanmış temalar ve kategorilerle ilgili olarak hali hazırda analiz edilmiş verileri tekrar ele alarak nihai halini vermişlerdir. Bu yolla, veri güvenilirliği sağlanmaya çalışılmıştır.

### **Bulgular**

İngilizce video izlemenin yabancı dil öğrenenlerin dinleme becerilerine olan etkilerine ilişkin bulgular, öğrencilerin video izlemeye yönelik tutumları, video izleme becerisi üzerindeki etkileri ve altyazıların dinleme becerisini geliştirmedeki rolü olarak üç ana temada gruplandı.

Dil öğrenenlerin hem günlük yaşamlarında hem de okul bağlamında film, TV dizileri, müzik klipleri veya YouTube videoları şeklinde çeşitli İngilizce videolara maruz kaldığı görülmektedir. Bununla ilgili olarak, dil öğrenenlerin İngilizce video izlemeye karşı olumlu tutumlara sahip oldukları ve bunun hedef dilde dinlediklerini daha iyi anlamayı sağladığı görüşüne sahip oldukları ortaya çıkmaktadır. Çeşitli çalışmalar video izlemeye dayalı dil öğretiminin, öğrencilerin sınıf etkinliği olarak video izleme konusunda olumlu tutumlar geliştirdiklerini ve bu etkinliğin, öğrencilerin dinleme yeterliliklerini geliştirdiğini ortaya koymaktadır. Altyazılı video izleme dikkate alındığında, altyazılı izlemenin hedef dilde altyazı olmadan izlemekten daha elverişli olduğu görülmektedir.

İngilizce video izlemenin kelime öğrenme konusundaki etkililiğini araştıran çalışmalardan toplanan verilerin analizi, video izlemenin ve altyazıların yabancı dilde kelime gelişimi üzerindeki etkileri üzerine iki ana tema ortaya çıkarmıştır. İngilizcede video izlemeye maruz kaldıktan sonra öğrencilerin kelime bilgisinin arttığı ortaya çıkmaktadır. Bu çalışmaların analizine dayanan bulgular, hem öğretim hem de öğrenme perspektiflerinden, yabancı dilde video izlemenin öğrencilerin kelime bilgisini zenginleştirdiğini göstermektedir. Videolarda görsel materyallerin çeşitliliğinin öğrencilerin bilinmeyen kelimeleri öğrenmeleri üzerinde önemli bir etkiye sahip olduğu ortaya çıkmıştır.

### **Sonuç**

Sonuçlar, video izlemenin öğrencilerin dinleme becerilerinin ve kelime dağarcığının ilerlemesini önemli ölçüde desteklediğini açıkça göstermektedir. Çeşitli çalışmalar, video izlemenin dinlediğini anlama ve kelime öğrenimini geliştirmede oldukça etkili olduğunu vurgulamıştır. Dinlemeyi öğretmek ve öğrencilerin kelime bilgilerini zenginleştirmek için videoların özgün sınıf materyalleri olarak kullanılabilmesi sonucuna varılabilir. Ayrıca, İngilizce altyazılı film vb. videoların izlenmesinin de dil öğrenme sürecinde daha iyi katkı sağladığı sonucuna ulaşılmıştır. Böylece, öğrencilerin zihinsel gücü ve görsel algısı aynı anda aktif hale getirildiğinden, videoların İngilizce dil öğretim programlarına dahil edilmesi gerektiği ortaya çıkmaktadır.



ETİK BEYAN: "The effects of videos on listening skill and vocabulary in the process of language learning" başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Çalışmada ikincil veri kullanıldığı için etik kurul raporu gerekmemektedir. Karşılaşılacak tüm etik ihlallerde "Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim. "

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