



Effectiveness and Efficiency of Video Clip Watching Technique versus Traditional Techniques on Vocabulary Retention

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Abstract

This study aimed to compare the results of video clip watching technique and traditional vocabulary learning technique. The study examined the effectiveness of video clip watching technique in terms of vocabulary retention. The study also investigated the opinions of the participants about video clip watching technique versus traditional vocabulary learning technique. The present study utilized a true experimental method. Pre-test, post-tests and interview questionnaires have been utilized. Ten participants, aged between 17 and 45, participated in the study. VKS (Vocabulary Knowledge Scale) was utilized as a pre-test and post-test. The results of the study demonstrated that video clip watching technique was effective regarding vocabulary retention. According to the results there was a significant difference between the pre-test and post-tests of the experimental group. The participants of the study indicated that they had a positive attitude towards video clip watching technique.

Research Article

Keywords: English vocabulary, traditional vocabulary learning, video clip watching, vocabulary learning techniques, vocabulary retention

1. Introduction

Vocabulary is one of the most critical elements in the field of English Language Teaching (ELT). It would be meaningless without any vocabulary in a sentence. Vocabulary is the basis of learning a language (Teng, 2020). What's essential for learners to express themselves in a meaningful way and thus support their four skills is vocabulary (Hikmah, 2021; Permata, 2022).

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In this era, people can easily reach anything they want in days or even minutes. Therefore learners are now searching for ways of learning vocabulary fast and easily. Millions of results are generated when ‘how to learn vocabulary easily’ are searched on Google. People are used to getting what they want very easily; consequently, they want the same ease while learning new vocabularies. In addition, people don’t want to get bored during this process. What can give them what they want would be watching something they might enjoy and doing nothing extra afterward but still learning something incidentally. It has been suggested that if the learners are exposed more to audio-visual technologies such as movies, the skills needed for second language acquisition can easily be developed (Rao, 2019). For this reason, the usage of video clips from movies, TV series, vlogs, animated movies, news, speeches, and documentaries with subtitles in L2 could be an effective way to enhance the learners’ vocabulary learning process instead of using traditional vocabulary learning techniques such as flashcards, photographs, drawings, wall charts, writing synonym, antonym, dictionary definition, and examples. It can be said that it is important to support them not only with visuals but also the actions (including gestures, mimics in the scene) and audio which helps learners to hear intonation, stress, and different accents of the target language. Accordingly, Ebrahimi et al. (2018) stated that watching movies is a great way for learners to improve their English because movies are actually created for the speaker of that language, hence learners of English can learn the native accents, how to pronounce the words, use idioms and daily expressions. Moreover, there are many ways to say a word in colloquial conversation and it might be hard to learn it from teaching oriented texts or books. Even if they are given in some sources they might not be very useful for learners in terms of vocabulary retention. The reason is that the learners should learn it from a source where the vocabularies are presented in a context. The learning can occur in the most similar way to daily conversations and in the most meaningful way for the learners. In addition, vocabulary choice matters in daily conversation regarding the words’ being frequent or not. Hence, learning vocabulary from audio-visual materials such as movies, TV series, cartoons, and vlogs with subtitles in L2 has the potential to teach learners the daily use of the vocabularies.

In the present study, two vocabulary learning techniques were highlighted; video clip watching technique versus traditional technique. Traditional techniques are easier and simpler than video clip watching regarding its preparation which makes traditional techniques more preferred techniques used in teaching

environments. Traditional techniques may take less time to practice and seem useful however vocabulary retention puts a question mark in the minds.

On the other hand, the video clip watching technique grabs the attention of the learners by giving the vocabulary in a meaningful context. As Mulyani and Chaira (2021) stated that films and videos can support the practice of a more practical and fun process of learning. This technique lowers their affective filter and enhances learning with the help of an input that entertains them during the learning process. Considering that films are authentic and enjoyable, language learners can be attracted by the learning process thanks to films (Albiladi et al., 2018). The presence of the subtitles in video clips also helps learners to support their comprehension. Moreover, subtitled videos are not only an entertainment form but also learners' vocabulary awareness, comprehension, and acquisition can be facilitated by using them as a creative method (Teng, 2020). Furthermore, in the context of teaching English, the learners experience many vocabulary learning techniques (Punar-Özçelik & Uzun, 2021). In teaching new vocabulary, variations should be made by the teachers, and the learning process should be made more attractive (Hakim, 2019). Besides, the learners need the motivation to learn by practicing which is the fundamental element of learning a language. According to a study (Albiladi et al., 2018) the participants who are language learners mentioned that their motivation has been increased by learning through authentic situations and it makes watching movies more effective and practical in learning English. In relation to that, learners should be motivated in order to learn effectively and efficiently.

Therefore this study will analyze the differences between video clip watching and traditional techniques regarding their effectiveness and efficiency on learners of the English language from different age groups and majors so that the results could be obtained for not only the learners from English majored learners and the same age group but also learners from the other majors and different age groups.

2. Literature Review

Vocabulary is the building block of a sentence. The sentences would be meaningless without any vocabulary. Accordingly, insufficient knowledge of L2 vocabulary can impede learning English as a second language (ESL) and learning English as a foreign language (EFL) (Yawiloeng, 2020). Thus vocabulary should be taught efficiently and effectively. Besides, vocabulary retention should be ensured

in the process of teaching and learning. If the vocabulary learned is not retained, all the effort will be in vain. There are many ways of learning vocabulary such as flashcards, photographs, drawings, wall charts, writing synonyms, antonyms, dictionary definitions, and examples which are traditional vocabulary learning techniques. However, the effectiveness and efficiency of this technique, which is still used by many language learners, should be questioned in terms of to what extent it helps the learners, or does it really give the result that the learners aim for. Learning vocabulary by memorizing may cause problems when learners have short-term memory or limited working memory capacity in L2 vocabulary (Yawiloeng, 2020). Understanding a word is not solely memorizing or knowing its definition, and it does not ensure the ability to use it in a context (Teng, 2020). Thus memorizing with flashcards or by writing works only for a short time. In order to be able to use the vocabulary that has been learned, the learners should see them in a meaningful context. Even though visuals can be part of traditional vocabulary instruction, technology may help learners develop new word knowledge and techniques to control their learning and deepen their knowledge (Teng, 2018; Teng & Zhang, 2021). According to a study, the participants who are language learners stated that films offer a more realistic representation than traditional language-learning materials, such as textbooks. Therefore, the authenticity of the learning process is increased by watching movies (Albiladi et al., 2018). Kabooha (2016) also found the use of video clips in classrooms for teaching language to be very beneficial for the students to be motivated in the activities during the learning process. An important educational reward that makes English learning and teaching more authentic and attractive can be provided by English movies to all language learners (Qiu, 2017). According to another study, most language learners have found YouTube videos helpful in enhancing their comprehension of the English vocabulary (Kabooha & Elyas, 2018). The Cognitive Theory of Multimedia Learning Theory suggests that presenting information in video format helps both the visual and auditory senses and provides a more effective method of teaching than just through one of them (Moreno & Mayer, 1999). Micro videos, which provide both audio and visual learning, have become an authentic tool in EFL settings in teaching or learning vocabulary in particular (Laib, 2021). Video can help in terms of the representation of the content, expanding understanding, and enhancing vocabulary learning (Yawiloeng, 2020). It can be said that the usage of video clips from films, YouTube videos, cartoons, documentaries, and TV series in EFL classrooms benefits the process of teaching vocabulary.

Regarding the teaching environment, there is limited time for vocabulary teaching, and it is unlikely that all the vocabulary needed for understanding spoken or written discourse can be taught (Fakhr et al., 2020). Therefore, using technology in the classroom is easier because there is no need to teach using traditional materials such as paper, cardboard, and whiteboards which take more time to work with (Mulyani & Chaira, 2021). Due to the limitations in the language teaching environment, the techniques should be chosen carefully in order not to waste time on a technique that does not work effectively and efficiently. Furthermore, motivation plays an essential role in vocabulary acquisition. Authentic audio-visual materials are a motivating element; hence, authentic visuals contribute to better vocabulary mastery when compared with traditional teaching techniques and practices (Fainman & Tokar, 2021). According to a study, what increased the participants' motivation was learning through authentic English situations, which made watching films more beneficial and effective (Albiladi et al., 2018). Besides, the learners pay more attention if the vocabulary is taught through video clips (Erliana & Arbain, 2020). The reason why they pay more attention to video clips than traditional techniques is that the reflection of real life is shown in video clips. For this reason, most of the learners find video clips interesting. Laib (2021) also stated that using videos makes the lessons more interesting and engaging. Furthermore, using video clips not only establishes learners' attention but also helps with pronunciation (Erliana & Arbain, 2020; Bostancı, 2022). Video clips also enable the learners to discover how people behave in the target culture and increase awareness of other cultures (Laib, 2021). It can be said that visual, aural and behavioural cues in video clips enable learners to benefit from more elements than traditional techniques, which focus on limited elements. Thus, video clip watching appears to have many benefits. According to Harmer (2007, p. 282), some benefits of using video are; seeing language in use, cross-cultural awareness, power of creation and motivation. Laib (2021) stated that video has three instructional benefits which are providing a rich source of information, enabling students to comprehend moving events and developing learners' skills of pattern recognition that are related to visual and auditory cues. In addition, video clips should have subtitles for learners to see what is being said as well. Subtitles help learners to learn both the spelling and pronunciation of the word, recall the word easier, and understand it better (Bostancı, 2022; Yawiloeng, 2020). Consequently, it can also improve learners' reading skills as well as the others.

Additionally, it is essential that there should be many examples of each vocabulary that is aimed to be taught. It is necessary to give the learners lots of variety in what they learn (Hakim, 2019). That's why

learners should be exposed to not only films but also videos from YouTube, TV series, documentaries, or cartoons. In sum, even if the objective is to learn and retain vocabulary with the help of video clips, the other elements can be learned incidentally as well. The present study has been carried out to answer the following questions:

- 1) Which vocabulary learning technique (traditional / video clip watching) helps learners to retain vocabulary better?
- 2) What are students' opinions about the effectiveness and efficiency of video clip watching and traditional techniques on vocabulary learning?

3. Methodology

The present study used a true experimental method. Pre-test, post-tests, and interview questionnaires have been utilized.

3.1. Participants

The participants were 10 people (8 female, 2 male) who were randomly chosen in terms of age, job, profession, and English proficiency level. Their age ranged from 17 to 45. All of the participants were Turkish. 8 participants were not using English in their daily life, the rest were using it as a necessity for their job. Their English proficiency level varied from B1 to C1. The participants were assigned into 2 groups as experimental and control groups equally considering their English proficiency levels (see Table 1). The participants were contacted through Zoom or face to face.

Table 1.

Experimental and Control Groups.

English Proficiency Level	Experimental Group	Control Group
B1	2	2

B2	2	2
C1	1	1

3.2. Instruments

Pre-test, post-tests and interview questionnaires were used. The first interview questionnaire, which included 10 questions, was utilized to acquire information about the participants and their ideas about learning vocabulary. In order to assess the participants' vocabulary knowledge VKS which was developed by Wesche and Paribakht (1996) and modified by (Rosszell, 2007) was utilized as a pre-test and post-test. The pre-test included 27 vocabulary words to be able to detect the words that the participants did not know. The post-tests included 18 vocabulary words that the participants did not know before the process in total in order to assess their knowledge after the experiments. The vocabulary words were chosen equally; 6 verbs, 6 adjectives, and 6 nouns (see Table 2). The other interview questionnaire that was applied after the experiments contained 4 questions. The interview questions were open-ended and aimed at collecting data about the participants' feelings and ideas.

Table 2.

Target Vocabulary Words.

Experimental Group Vocabulary Words	Control Group Vocabulary Words
Perish (v)	Unravel (v)
Faze (v)	Impel (v)
Jeopardize (v)	Flinch (v)
Tedious (a)	Imminent (a)
Impeccable (a)	Plausible (a)
Trivial (a)	Impartial (a)
Lawnmower (n)	Shovel (n)
Knot (n)	Collar (n)
Remnant (n)	Demise (n)
3 verbs, 3 adjectives, 3 nouns	3 verbs, 3 adjectives, 3 nouns

The instruments that were used for the experimental part of the study were videos and texts. Videos, which are the instruments of video clip watching technique, included 3 words (1 verb, 1 adjective, 1 noun) and each word included 4 clips that were composed of approximately 1 minute-long videos. Each video clip had word definitions before the video clip of the vocabulary words were presented. Each video lasted about 13 minutes. On the other hand, the traditional technique included texts that had definitions and example sentences of the vocabulary words. Each text document included 3 words (1 verb, 1 adjective, 1 noun) that have definitions and example sentences. Participants were expected to write both definitions and example sentences of the vocabulary words. Each traditional vocabulary learning technique lasted approximately 10 minutes.

3.3. Procedure

The study was done in 8 stages. First, the process was piloted with someone who was chosen randomly. The first interview that included personal information and ideas about learning vocabulary was the second stage. Third, the pre-test was carried out on both experimental and control groups. Fourth, videos that had been prepared for the experimental group and the tools that had been prepared for the control group were applied. The experimental group's vocabulary words were shown via video clips that have subtitles while the control group wrote definitions and examples of the vocabulary words. Each group had three vocabulary words to learn each day. Fifth, after the experimental and control groups finished three days of the experiment, they waited for four days for the post-test, VKS. Both groups were asked separately about the nine vocabulary words they learned during the experiment. After the first results, the experimental group became a control group and the control group became an experimental group to be able to prevent an incorrect evaluation that might have been made due to individual differences. Thus, both of the techniques were used by the participants in order that the actual differences between the techniques can be seen. Sixth, the participants went through the same process with the other group's vocabulary words and they waited for four days for the post-test, VKS. Seventh, the post-test was carried out and the second process of the experiment ended. Lastly, interview questionnaires were applied in order to get detailed ideas from the participants about the procedure and this was the eighth stage of the study.

3.4. Data Collection

The data was collected through Google Forms, Zoom, email, and face-to-face with 10 volunteer participants. The pre-test and post-tests were sent via email as documents. The participants sent the pre-test and post-tests back after they had completed them. The interview questionnaire was applied through Google Forms or face to face.

3.5. Data Analysis

The pre-tests and post-tests were compared and analyzed. The wrong answers that were given to the pre-test and post-test were detected and changed as option 2 which is “I have seen this word before, but I do not know what it means.” When the given answers were related words or ideas but not the correct words, these answers were changed as option 3 which is “I have seen this word before and I think it is related to the following word/idea...” When the given answers to 5 were wrong in terms of using the vocabulary properly in a sentence, these answers were changed as 4 which is “I have seen this word before and I think it means...” The results were gathered in a table. The interview questionnaire, which is the qualitative data of the study, was analyzed. Similar answers in the interview questionnaire were gathered.

4. Results

The data that was collected from interview questions are presented in the tables. The first six questions of the interview were personal information about the participants. Thus the last 4 questions (7th, 8th, 9th, and 10th questions) that are open-ended will be analyzed in order to demonstrate pre-interview question results. The result of the seventh interview question (Which vocabulary learning method do you generally use in order to learn English vocabulary?) indicates that only 1 participant (10%) whose English proficiency level is B2 learns vocabulary mostly by listening to songs, and 2 participants (20%) whose English proficiency levels are C1 learn vocabulary mostly by watching films and TV series. The method of writing the words multiple times to learn the English vocabulary is used by 2 participants (20%), one of whose English proficiency level is B1 and the other's is B2. The rest of the participants (n=5) learn vocabulary mostly by writing definitions and/or examples of the words. These results show that most of the participants use traditional vocabulary learning techniques which are writing the words multiple times or writing definitions and examples of the vocabulary.

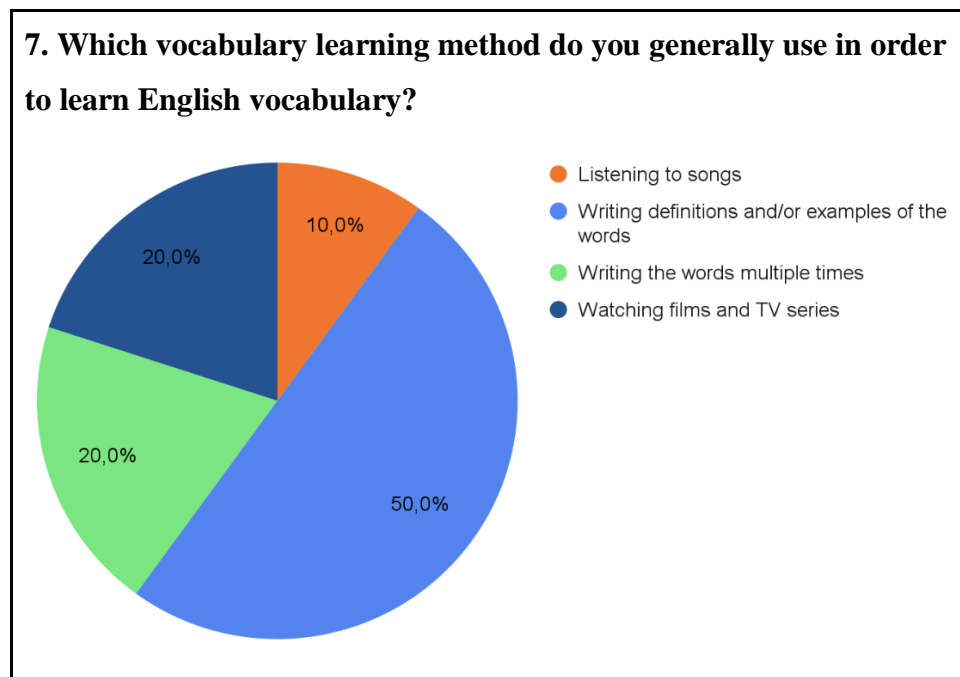


Figure 1. Responses given to the interview question 7.

The result of the eighth interview question (Do you enjoy learning vocabulary?) shows that only two participants (20%) gave the answer “Yes.”, on the other hand, the other participants (%80) gave the answer “No.”. Most of the answers to the ninth question (If so, why) were different. One of the participants who answered “Yes.” to the eighth question stated that learning vocabulary is fun because he learns it by watching films, TV series or videos, thus, he enjoys watching all these and doesn’t have to put a great effort into learning the vocabulary. The other participant who answered “Yes.” to the eighth question indicated that she enjoys it because she likes writing, and that is how she learns most things. According to the answers of the participants who answered “No.” to the eighth question, it can be summed up as learning vocabulary takes a lot of time, it is hard to remember and use when they need to use that word and it is boring for the participants. According to the results of the tenth interview question (Do you have difficulty remembering the vocabulary you learned?) only one participant (10%) gave the answer “No.” while the other 9 participants (90%) said “Yes.”. It can be concluded according to the

results of the first interview questions that most of the participants think that it is tedious and difficult to learn vocabulary or remember the vocabulary learned.

4.1. Pre-Test and Post-Test Results

The participants' vocabulary knowledge was assessed by using VKS (Rosszell, 2007), and 18 mostly unknown words were detected to be used for the experiment group and control group. There are five options for one word in VKS, which is modified for this study (Figure 2).

<p>Word: Form:</p> <p>1) I don't think I have ever seen this word. _____</p> <p>2) I have seen this word before, but I don't know what it means. _____</p> <p>3) I have seen this word before and think that it is related to the following word or idea: _____</p> <p>4) I have seen this word before and I think it means _____</p> <p>5) (a) I can use this word in a sentence. (Write a sentence.) _____ _____</p> <p>(If you write a sentence, you must also write the meaning in iii) and/or iv). (b) Your English sentence translated into Turkish. _____</p>
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Figure 2. Modified Vocabulary Knowledge Scale (Sample item).

180 answers collected by 10 participants to 18 vocabulary words that were chosen to be used for the study were analyzed. The results of the experimental and control groups are separately presented in Figure 3. According to the results of the experimental group, 41,4% of the answers (n=37) were given as option 1, which is "I do not think I have ever seen this word.", 30% of the answers (n=27) were given as option 2, which is "I have seen this word before, but I do not know what it means.", 7,8% of the answers (n=7) were given as option 3, which is "I have seen this word before and I think it is related to the following word/idea...", 11,1% of the answers (n=10) were given as option 4, which is "I have seen this word before and I think it means...", and 10% of the answers (n=9) were given as option 5, which is using the word in a sentence and translating.

According to the results of the control group, 47,8% of the answers (n=43) were given as option 1, 22,2% of the answers (n=20) were given as option 2, 7,8% of the answers (n=7) were given as option 3, 12,2% of the answers (n=11) were given as option 4, and 10% of the answers (n=9) were given as option 5.

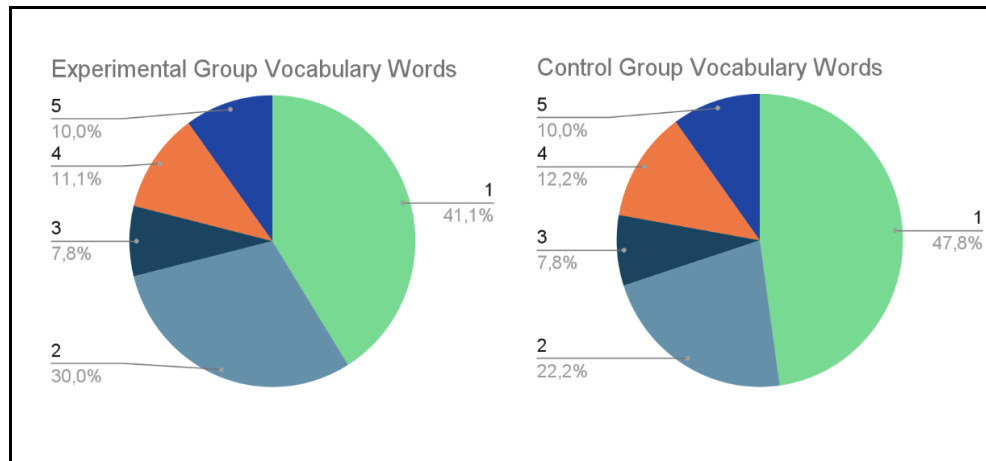


Figure 3. Given answers for vocabulary words in the pre-test.

After the whole experiment process which includes the first experiment, group switching, and the last experiment, the last post-test was applied. The results that were assembled from each post-test were separately shown in Figure 4. Each result was compared with pre-test results in order to see the differences and development between the two different vocabulary learning methods.

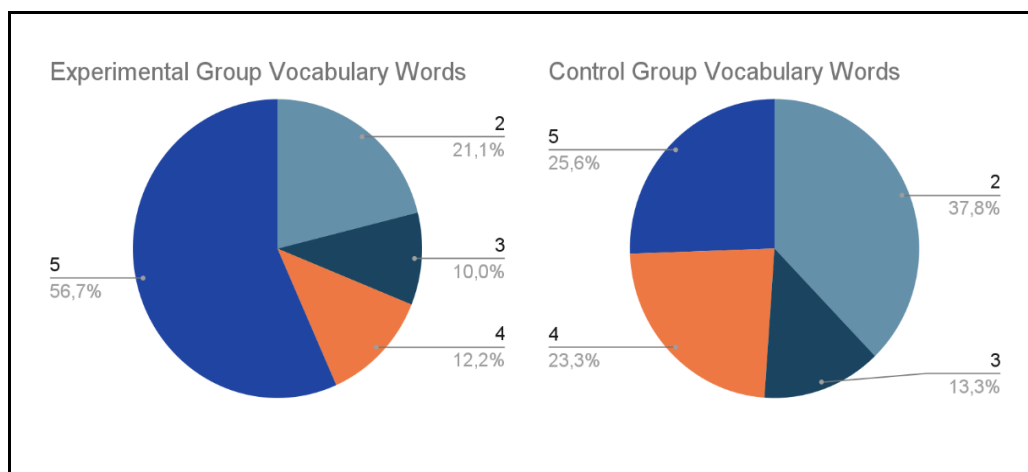


Figure 4. Given answers for vocabulary words in the post-tests.

Considering the pre-test and post-test results of the experimental group, it can be seen that option 1 was no longer part of the percentage, and option 2 decreased by 8,9%. On the other hand, option 3 increased by 2,2%, and option 4 increased by 1,1%. Option 5 increased by 46,7%. Considering the pre-test and post-test results of the control group, it can be concluded that option 1 was no longer an answer, and option 2 increased by 15,6% percent. Option 3 increased by 5,5%, and option 4 increased by 11,1%. Furthermore, option 5 increased by 15,6%.

The comparison of the percentage difference results is presented in Table 3. The percentage of options 2, 3, and 4 is higher in the control group than in the experimental group. However, knowing that option 5 is the most advanced option among the other options, it can be inferred that answers given to the experimental group vocabulary words seem to be considerably higher than those of the control group results in terms of productive use of the words.

Table 3.

Comparison of the percentage difference results.

	Experimental group	Control group
Option 1	-	-
Option 2	-8,9%	15,6%
Option 3	2,2%	5,5%
Option 4	1,1%	11,1%
Option 5	46,7%	15,6%

4.2. Qualitative Results

In the last part of the study, the qualitative results were obtained from the last interview questionnaire. The questionnaire had four questions. The first question was “Which one was more fun; video clip watching technique or traditional technique?” and all of the participants (n=10) answered as video clip

watching method. The second question was “Which method was the most effective one for you to remember the vocabulary do you think?” and all the participants (n=10) stated that the video clip watching method was the most effective method for them. The third question asked, “What are your thoughts about using video clip watching?”. The participants’ answers were varied; the video watching method was easier to learn vocabulary and they save time by just watching different videos which entertain them, they didn’t get bored, they could learn vocabulary with this technique everywhere and anytime by using their smartphone, and hearing different accents is fun. The fourth question was “Why would/wouldn’t you use the video clip watching technique?”. Most of the participants stated that they would rather use the video clip watching technique, however, finding this kind of vocabulary teaching videos are hard and they don’t know how to find such an example. One participant stated that she would still continue using the traditional technique because she doesn’t know a resource that can supply these vocabulary teaching videos. To sum up, the overall idea towards video clip watching was that it was fun and practical, and if they had a chance they would prefer using this method over the traditional one.

5. Discussion and Conclusion

5.1. Discussion

The findings have indicated that the video clip watching technique has an effect on vocabulary learning in terms of vocabulary retention and productive use of the words. The reason why the video clip watching technique is more effective is that it gives learners a context to infer the meaning. Moreover, it has the potential to connect with learners' memories and make room for the meaning of the new vocabulary by linking those to one of your memories. Furthermore, hearing lots of different accents and dialects improves one’s listening and pronunciation skills in the long run. Watching video clips establish learners’ attention and pronunciation (Erliana & Arbain, 2020). According to a study by Bostancı (2022), the learners had positive attitudes toward using films in general and it was believed that watching films with subtitles helped the learners to learn pronunciation and spelling and recall the words easily. Also watching video clips can raise awareness about the cultures. Watching videos can make the learners realize how people behave in the culture (Laib, 2021). According to the data collected from the present study, the video clip watching technique has more advantages than the traditional vocabulary learning technique.

5.2. Conclusion

Considering all the results obtained from the experiment, it can be concluded that video clip watching technique is more effective and efficient in learning vocabulary in terms of the retention of the vocabulary than the traditional vocabulary learning technique. Fun factor and spending less effort seem to be the biggest reasons that made the participants think that they would rather use the video clip watching technique. Moreover, results of the pre-test and post-tests indicated that the vocabulary learned through the video clip watching technique can be retained better than the traditional vocabulary learning technique.

6. Limitations and Suggestions for Further Research

In the present study the number of participants was ten. More participants might be included in the further study in order to obtain more accurate results. Furthermore, if the experiment results were observed for more periods of time, more generalizable results might be acquired.

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Appendices

Appendix A

- 1- Name
- 2- Gender
- 3- Age
- 4- Profession
- 5- Job
- 6- English proficiency level
- 7- Which vocabulary learning method do you generally use in order to learn English vocabulary?
- 8- Do you enjoy learning vocabulary?
- 9- If so, why?
- 10- Do you have difficulty remembering the vocabulary you learned?

Appendix B

Name:

- 1- Which one was more fun; video clip watching technique or traditional technique?
- 2- Which method was the most effective one for you to remember the vocabulary do you think?"
- 3- What are your thoughts about using video clip watching?
- 4- Why would/wouldn't you use the video clip watching technique?