

Improve Vocabulary through Watching Videos

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Abstract

Purpose: *This study investigates the vocabulary learning throughout movies. In addition, it focuses how movie impact on listening and speaking fluently. Furthermore, it also enhances the writing and reading by subtitle moves shows.*

Scope: *In this study we focus the college and university in Libya.*

Theory: *In this study we used dual code theory.*

Methods: *we used primary and secondary data. We also analysis data through questionnaires' among 50 respondents. Libyan students are participated in the study from university level.*

Tools: *SPSS tools for data analysis.*

Findings: *Through this research we can improve the vocabulary for new learners. We also can improve the learning method. This research will make new role model for Middle East.*

Originality: *This is one of the most recent study in Libya.*

Keywords: Vocabulary, Movies, learning method.

INTRODUCTION

Research shows that young adults in North America listen to approximately 11.2 hours of film per week (Levey, Levey and Fligar, 2011). In a survey on the use of the media in 15 EU countries with

participants at least 15 years of age, 61.3% of respondents reported that they listened to music every day, while 40% of those reporters claimed not to read any (European) 2002. Movies can provide a lot of language information (Schwarz, 2013). Although there is a wide range of research that teaches vocabulary learning through reading (Horst, 2005; Webb, 2007; Webb & Chang, 2015a), there is little research that teaches vocabulary learning by listening to songs.

Studies focusing on student self-reports and teacher experiences revealed many benefits of using films as a source of information in a second language (L2) (Kerekes, 2015; Lems, 2001; Richards, 1969). For example, listening to videos is fun. Be an incentive for students (Richards, 1969; TIG, 2018). An international survey of language teachers who use video in the classroom has shown that teachers often use movies to practice listening comprehension, introducing new vocabulary and creating a pleasant learning environment (Tegge, 2018). The use of films has been shown to reduce the concern for the foreign language (FLCA) and facilitate language learning (Dolean, 2016). Abbott (2002) suggests that the rhythmic properties of films can also help memory when they learn a new language.

VOCABULARY IMPORTANCE, NEEDS, CHALLENGES AND IMPROVEMENTS

English as second language (ESL) is defined as the language which is learned by the learners in their classrooms when they are in schools and universities, and also they have exposure to practice English language skills outside their classrooms. In other words, they get benefit from the natural situation when English is used in daily life outside with the community. In contrast, EFL is defined when the language is taught inside the classrooms of schools and universities, and the students do not get any exposure to practice it outside their classrooms. In this regard, Areej (2016) mention that as the Arabic language is the first language of the Libyan people, the English language is considered as ESL and through video for enhancing the vocabulary.

Furthermore, improving vocabulary is a central aspect of teaching and learning any language (Alqahtani, 2015). Vocabulary enables the students in mastering the four language skills and helps in their language production (Ferreira, 2007). In this regard, many

studies (Simaibang, Mulyadi, & Lestari, 2017) have indicated that if students do not improve their vocabulary knowledge in English, lack of that knowledge affects their English language comprehension. Hence, vocabulary knowledge is essential for all students during their learning process such as listening music, movies and documentary videos (Bilen &Tavil, 2015; Hyso&Tabaku 2011). In other words, vocabulary is an avenue for success in the academic levels, such as undergraduate studies because students can understand new concepts and ideas quickly compared to students who have limited vocabulary (Simaibang et al. 2017). Consequently, it could be noticed that vocabulary plays an important role in communicative competence, so improving vocabulary knowledge should not be ignored for ESL students because students of non-native English speaking countries need more efforts to enhance the vocabulary to allow them to communicate proficiently. In addition, vocabulary works as a base for enhancing all English skills, namely listening, reading, writing, and speaking. Additionally, Chen and Chun (2008) mention that vocabulary is a central part of learning a language in many medium. Furthermore, movies and videos has positive impact to boost the English vocabulary.

LITERATURE REVIEW

Accidental acquisition of vocabulary involves learning words as a byproduct of an activity that is not intentionally designed for this purpose (Gass, 1999; Hulstijn, 2001; Loewen, 2015). Researchers believe that it is responsible for most of the vocabulary of the first language (L1) (Nation, 2001; Webb & Nation, 2017). However, when learning L2 in non-English speaking communities, where people are not normally exposed to large amounts of L2 information, L2 instruction and learning may be responsible for the majority of L2 vocabulary learning (Laufer, 2003). One nation (2006) examined the size of the vocabulary needed to understand the different types of speech in English. It was suggested that students need to know more than 6,000 to 7,000-word families to understand operational discourse and the most common families of 8,000 to 9,000 words to understand written speech. More recently, studies have indicated that the knowledge of more than 3,000 families of the most frequent words may be enough to understand the operational discourse (Zeeland & Schmitt, 2013a; Webb & Rodgers, 2009a, 2009b). However, research

indicates that most students of English as a foreign language The EFL cannot learn more than 3,000 repetitive words, and much less than 8,000 to 9,000 repetitive words (Webb and Chang, 2012b). This indicates a value in the search for new ways to feed the growth of L2 vocabulary. By the way, learn vocabulary by confronting large amounts of L2 entries in different types of speech. Written speech may offer the greatest potential to promote the growth of L2 vocabulary (Webb and Nation, 2017).

THEORY

In this study we used dual code theory.A unified theory of literacy perception from the perspective of double coding theory (DCT), one of the most influential and empirically valid cognitive theories ever developed (Welcome, Paivio, McRae &Joanisse, 2011). This theory provides a comprehensive and systematic explanation of all major aspects of literacy, including decoding, comprehension and response to reading and writing (Sadoski, McTigue &Paivio, 2012).

CONCEPTUAL FRAMEWORK

In this section we introduce and describe the theoretical framework for this study.

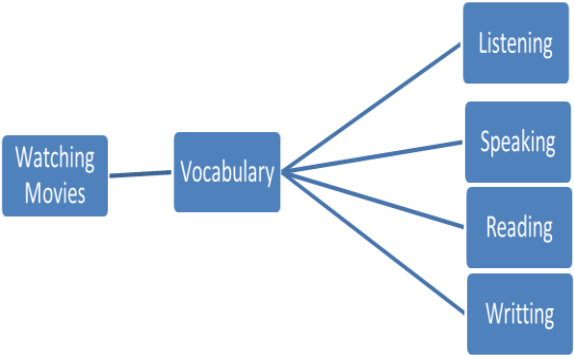


Figure 1 Conceptual Framework

HYPOTHESIS

There is a positive relation in watching movie and Listening, speaking, reading & writing improvement in effective English learning.

METHODOLOGY

A total of 50 students from a public school and a university. The center of Libya participated in this study. Between 16 and 24 years old. All participants studied English for at least five years and their teachers reported that they had a similar level of proficiency. However, to obtain an accurate indication of their vocabulary, participants completed levels 1000 and 2000 of the bilingual versions (English and Libyan) of the vocabulary test (VLT) available on the website of the Polish Nation (<http://www.victoria.org.ac.nz/lals/about/staff/paul-nation>). Participants achieved low scores in the first and second level of VLT. The correct answer to VLT is 33.3 words (Webb and Chang, 2015a), so the participants in this study are aware of approximately 430 of the 2000 most frequent words, indicating that they were at the beginner level in the domain of English.

TOOLS AND DATA ANALYSIS

SPSS (version 24) for Windows 10 was used to analyze data. Before any analysis, the data was removed from the participants who missed a test session (pre-test, post-test, post-test) and were marked as missing. All data were recorded in double digits with 1 for the correct answer and 0 for the incorrect answer. Due to the use of real words in this study, we expected to obtain the correct answers for some elements in the tribal test. To answer the first and second research questions, repeated ANOVA measures were used to compare the results within each group (experimental and control) at different times of the test. (Pre-test, immediate post-test, post-test delay). To answer the third research question, MANCOVA was used with pre-test scores as a variable to determine if all four were the groups differed significantly in their vocabulary learning in the three sections of the test for both songs. To answer the fourth research question, each element of the test was recorded individually and was not learned (incorrect in the previous and incorrect test). post-test), guessed (correct in tribal test and incorrect in post-test), known (correct in tribal test and post-test), and learning (incorrect in tribal and correct test in subsequent test). Next, data from uncertified and scientific degrees were used in Pearson's research to assess the relationship between frequency of occurrence and advances in learning.

TO WHAT EXTENT DOES VIDEOS AFFECT KNOWLEDGE OF SPOKEN

In the answer to this question, the results showed that for A, the experimental groups showed a significant gain of 6.53% (52 words) for speech recognition and there is no significant gain / regression in the formal sense of meaning and recognition of the order of the tribal test to the Immediate test. In addition, for video B, the experimental groups showed a significant gain of 10.97% (76 words) to identify the combination of pre-test. However, they did show significant gain in the identification of the operational form and connection aspects that mean the vocabulary of this video. From these results, we can conclude that students have the ability to learn spoken forms of word elements and spoken forms of quotations when listening to videos.

The result of elements of a word corresponds to previous investigations. Zeeland and Schmitt (2013b) discovered that students acquired knowledge by identifying the operational form before knowing the correlation of meaning in terms of the form of individual words and that the number of exposure times must be greater to acquire knowledge in a meaningful format to recognize the operational form. Another reason why participants have not been able to find a correlation. The meaning of the format is that the context in which the target words appear can have a significant impact on learning this aspect of vocabulary knowledge. Research suggests that students have a better opportunity to learn new vocabulary elements from more meaningful contexts (Nagy, Herman, Anderson, 1985; Webb, 2008). Since the meaning of words in songs may be less prominent than comparing other forms of spoken and written texts, acquiring knowledge in communication format when listening to video can be a great challenge.

DISCUSSION

This study was extended in previous research by providing empirical evidence that occasional vocabulary acquisition can occur when listening to popular videos. This study provided a deeper evaluation of the informal vocabulary range. Acquisition can be achieved by listening to videos by measuring the learning achievements of operational identification, the sense of form communication and recognition of aggregation. In addition, the songs used in this study may reflect environmentally sound L2 entries because trainees are

more likely to be heard by students than children's videos. In addition, the effects of repeated exposure to a video were investigated. Research has shown that occasional vocabulary learning is likely to increase through repeated reading (Horst and Meara, 1999) and frequent listening (Penno, Wilkinson and Moore, 2002) and read repeatedly while listening (Webb & Chang 2012a). Finally, the relationship between the frequency of occurrence of the target elements found in the videos and the learning of vocabulary was also examined.

LIMITATIONS AND FUTURE RESEARCH

There are few limitations has found after completed the study. In the beginning we found that video needs some electronic gadget to view. In order to see the movies students or learns need to have a connect with internet and TV. Beside for movie needs more time and its consume time. It does need English subtitle which not really common to most movies channel. In middle east zone get an English video channel more complex in busing area.

For further research the study will be a new path to gear the research more effect in numerous manner. Such as adding of classroom with video facility. Beside that we can add new variable like smart projector system for video class and analysis of view by summer the zest of the movies. Furthermore, in future another smart mobile could be added as a device for videos for improve the English vocabulary.

CONCLUSION

This study provided in-depth experiential support for the learning potential of informal vocabulary when listening to songs. These results have the effects of the curriculum. If the songs contribute to the second acquisition or English, students and teachers can use the songs as input source for L2 in and out of the classroom to increase. Learn vocabulary Frequent repetition of the elements of a single word and several words within a song can also make it a relatively effective type of L2 input to learn vocabulary. In addition, short videos can help teachers easily configure. Educational program based on class. However, as other researchers have suggested, research is still needed to explore intensive listening in the context of English as a foreign language to better understand to what extent the available input

sources can be used as songs to learn the language effectively (Rodgers, 2016; Webb, 2015). In addition, studies have been conducted on exposure to songs and videos in North American contexts (Levey, Levey and Fligar, 2011) or European (European Commission, 2002; Lindgren and Muñoz, 2013) The extent to which students listen in other contexts, such as Asia, Africa and South America, and use the video to learn the language.

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