

THE EFFECTS OF CAPTIONED VIDEOS ON PRIMARY ESL LEARNERS' VOCABULARY ACQUISITION IN A MALAYSIAN RURAL SETTING

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Abstract: *ESL instructors across the world acknowledge the importance of vocabulary among their students which led them to experiment with many teaching approaches and language stimuli to find ones that are effective. In line with global technological advancement, the captioned video has become a key stimulus in facilitating vocabulary acquisition among second language learners. Use of technology is highly encouraged in the Malaysian education system to promote meaningful and active learning to accommodate, particularly, the young learners' needs. By using highly interactive and visually stimulating materials, Malaysian teachers are expected to improve the alarmingly low proficiency in English among primary school learners. This study aims to investigate the effects of captioned videos on English vocabulary involving 44 participants of Year Four (age 10) and Year Five (age 11) at a rural school in Kapit, Sarawak. Using a pre-test-post-test quasi experimental research design, the participants were divided into a treatment group and control group. The data were analyzed using SPSS and it was demonstrated that participants from the treatment group outperformed the control group which suggests the effectiveness of captioned videos on vocabulary acquisition in an ESL setting. Results of the study serve as empirical evidence to guide policymakers in their professional decisions and as insights to other ESL practitioners in expanding their teaching repertoire.*

Keywords: *Captioned Videos, Vocabulary Acquisition, Language Learning, ESL Learners, Education*

Introduction

As part of teaching strategies, past studies indicate that captioned videos are effective and have yielded positive results when integrated into second language classrooms. However, most of these studies investigated the use of captioned videos among adult English as a Foreign Language (EFL) learners (Basaran & Kose, 2013; Ghasemboland & Nafissi, 2012; Gowhary, Pourhalashi, Jamalinesaria, & Azizifar, 2015; Mahdi, 2017; Winke, Gass, & Sydorenko, 2010) which led them to conclude that vocabulary acquisition is improved when the videos were used with more mature learners. The positive effect was claimed to be influenced by the main features of captioned videos, namely the visual, spoken unit, and on-screen text being parallel to each other (Al-Seghayer, 2001; Gowhary et al., 2015; Peters & Webb, 2018). Fewer studies in this area have investigated younger learners (Chen, Liu, & Todd, 2018). Due to their different learning attitude, interest, and motivation, it is possible that captioned videos may elicit different results from young learners. The effects of watching authentic video materials on vocabulary acquisition are investigated extensively. Videos were found to have positive impacts on language learners' motivation (Bravo, Amante, Simo, Enache, & Fernandez, 2011). In addition, Montero Perez, Peters, and Desmet (2018) suggested that enhancing videos with captions efficiently assist English as a Second Language (ESL) learners with the acquisition of new vocabulary items. For these reasons, using captioned videos is hypothesised to also improve the young second language learners' vocabulary acquisition. Since the literature on the effects of captioned videos involving participants from the rural areas is limited, it is pertinent that this study be carried out as the participants were from such areas. In Malaysia, the use of multimedia technology in classrooms has long been encouraged by the Ministry of Education (MoE). However, the execution is often impeded by the fact that rural areas have limited facilities and scarce resources to support learning (Mirhat, 2015; Wreikat, Kabilan, & Abdullah, 2014). Krishnan and Yunus (2018) argued that English proficiency of rural students in Malaysia is low due to the limited use of English during school hours. Krishnan and Yunus (2018) also affirmed that limited English resources in the environment also contribute to this problem. This study is deemed necessary to gather empirical evidence when applying technology in an ESL classroom of a rural area in support of the MoE's demand. Therefore, this study aims to examine the effects of captioned videos on Malaysian rural primary ESL learners' vocabulary acquisition. The present study was carried out in ESL classrooms of upper primary pupils in Kapit, Sarawak, East Malaysia. In line with the aims of the study, these research questions were formulated:

1. Does the use of captioned videos help to improve Malaysian rural primary ESL learners' vocabulary knowledge?
2. Is there any statistically significant difference between the mean scores of participants in the treatment group and control group?

The article is written into four main sections. The first section discusses the literature of the topic. This is followed by the discussion of research methodology in the second section. The article then reports the research findings in the third section and the paper ends with the discussion of the study, research implications, limitations, and suggestions for future research.

Literature Review

Visual aids have been widely used in language classrooms because of their benefits in maintaining learners' interest in language learning. Yunus, Salehi, and John (2013) stated that

the use of visual aids in language teaching can connect Malaysian learners with the content of the target language. Yunus, Salehi, and John (2013) also pointed out that the use of video enhances learners' interest in language content, helping them to extract abstract ideas from language sources. By filling in text to the video as a full caption, the video supports the reading practice and thus facilitates the acquisition of new vocabulary. The use of video captions in target language connects students with caption text and audio language. Thus, students are fully aware of caption texts that lead to their understanding of video content leading to vocabulary acquisition.

Vocabulary Acquisition

Second language vocabulary acquisition is fundamental to the mastery of the targeted second language. According to Jazuli, Din, and Yunus (2019), vocabulary acquisition in children may occur in different contexts consciously or unintentionally. Jazuli et al. (2019) also stated that vocabulary acquisition occurs when the children are exposed to the target language sources around them. Their memory thus retains acquired vocabularies that eventually become the basis for further language development. A clear understanding of children's cognitive processes will support the vocabulary acquisition process (Jazuli, Din, & Yunus, 2019). When someone takes on a new vocabulary and reinforces it by synthesizing it with existing knowledge, vocabulary learning takes place (Ihbar & Said, 2018). This indicates that vocabulary acquisition and vocabulary learning are interrelated. According to Krishnan and Yunus (2018), vocabulary acquisition can occur during the process of listening to sound input in the target language. Krishnan and Yunus (2018) stated that the acquisition of a second language requires a high degree of vocabulary knowledge so that the process of understanding and idea can be interpreted. Therefore, second language learners need strong existing knowledge to facilitate the language development process. Present language classrooms have consistently acknowledged the importance of vocabulary which results in a widespread attention among educators. Without extensive vocabulary, language learning is claimed to become difficult (Lee, Tan, & Pandian, 2012). As an important aspect of language proficiency, students need to have deep vocabulary knowledge to master the language they learn.

Captioned Video

A captioned video is seen as a tool that can help in improving vocabulary. It can be delineated as a video that contains onscreen text of the exact spoken discourse of the video (Peters, Heynen, & Puimege, 2016). It can be defined as a video that is followed by built-in reading input to the video visual and audio input. A captioned video combines language in written and oral form of the same language. Thus, it provides viewers with access to the words spoken in the video. According to Rosli and Singh (2011), full captioned video displays full text and audio simultaneously, which supports listening skills and facilitates students' recognition of written and aural words. Thus, the process helps students construct meaningful knowledge.

Theoretical Framework

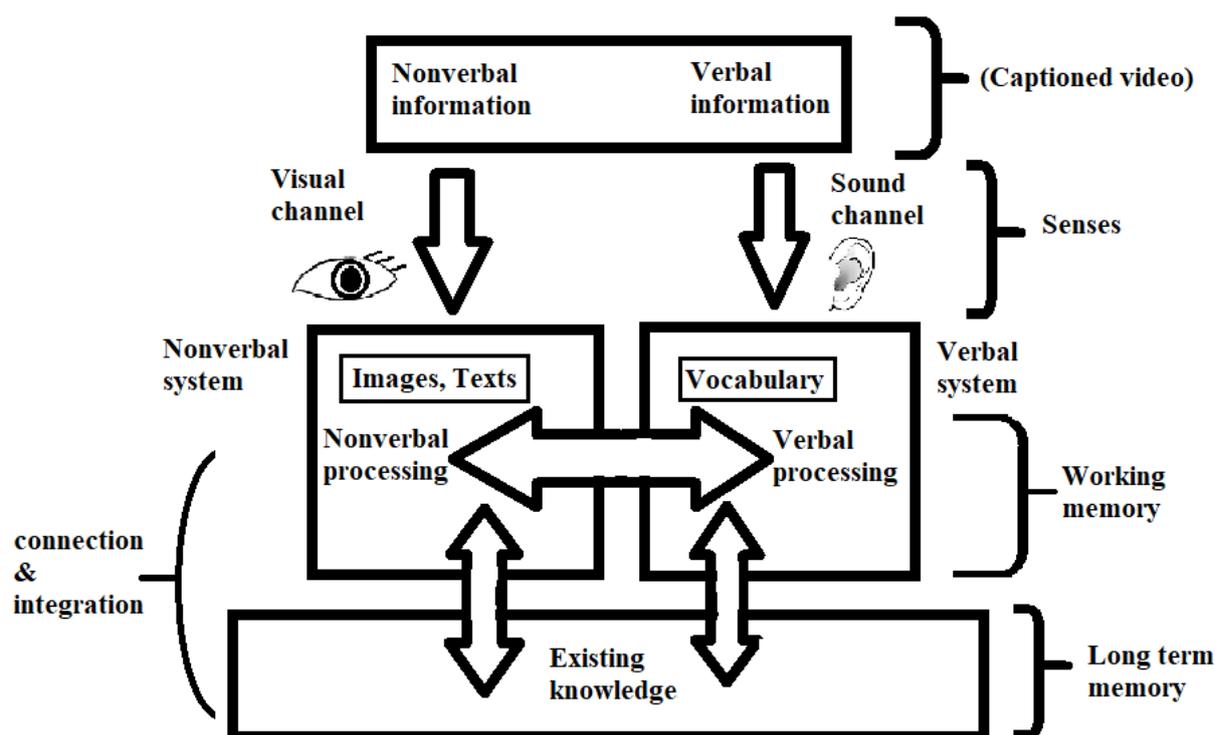


Figure 1: Adapted Model of Dual Coding Theory

As shown in *Figure 1*, this study highlights underpinning theories related to information processing that help improve vocabulary acquisition. The theories reviewed in this study are Krashen's Input Hypothesis and Dual Coding Theory. According to Krashen's Input Hypothesis, second language acquisition requires students to obtain a lot of comprehensible input when learning a second language (Hsu, Hwang, Chang, & Chang, 2013). In the absence of subtitles, students' understanding of the meaning and significance of the language they hear while watching the target language video is limited. The use of captions and subtitles is said to increase the effectiveness of language acquisition. Dual Coding Theory (DCT) by Paivio, as cited in Moody et al. (2018) and Kanellopoulou, Kermanidis, and Giannakouloupoulos (2019), assumes that environmental stimuli are processed through two separate mind systems; (1) verbal that deals with verbal linguistic information and (2) nonverbal, that specifically responds to nonverbal graphic information such as objects and events). The two independent systems are interconnected. In the theory, the connection of the representations of both systems results in the cognition occurrence (Moody et al., 2018). While both systems are connected at the same time, they can still function independently. This theory assumes that working memory can process visuals and auditory information simultaneously without cognitive burdens (Kanellopoulou et al., 2019). This agreement provides support between various processes that strengthen the retention of processed information. DCT prioritizes the interaction between the two systems in its development stage, which is the core of DCT. Specifically, this theory emphasizes the importance of memory and recall, which has a long-term impact on nonverbal systems. However, the acquisition of abstract words is limited by dual-coding (Paivio, as cited in Selim, 2010).

Related Work

Subject areas that are concerned with captioned videos have grown extensively. Studies that investigated the effects of captioned videos on vocabulary acquisition suggested that captioned videos were useful to support language learning and to promote effective vocabulary acquisition. Winke, Gass, and Sydorenko (2010) reviewed the effects of captioned videos on EFL learners' vocabulary acquisition through listening activities. 26 students watched three captioned, and three short non-captioned videos. The results reported that captioned videos effectively helped learners with different levels of language proficiency to improve their input processing and reinforced their previous knowledge. Winke et al. (2010) concluded that captions are beneficial in improving language learning and enforcing vocabulary acquisition.

Aldera and Mohsen (2013) conducted a study to investigate whether captions in animation for listening activities would improve L2 vocabulary acquisition and enhance listening skills among 50 adult EFL learners. Although the findings showed no significant improvement in their listening comprehension, the use of captions was more effective in aiding vocabulary acquisition. The researchers found that students who used captions were better at L2 vocabulary learning in both the short and long-term periods. It was found that an important aspect in using captions, namely the exploitation of both captions and videos would offer more benefits to language learning.

The practice of video use for vocabulary learning is still low and less popular among educators. Educators are still less aware of the effectiveness of video in vocabulary acquisition process and the potential use of video in improving language skills. While there are many studies showing the effectiveness and benefits of video use for vocabulary learning, most studies are conducted on adult learners. Similar studies need to be carried out on children to explore the extent that the use of video for vocabulary learning can be maximized. A study conducted by Hsu et al. (2013), which aimed at addressing this gap, documented the effects of captioned videos on vocabulary acquisition and listening comprehension among 81 beginner level Taiwanese elementary EFL students who were 11 years old on average. The participants were divided into three groups and each group was given the same videos with different video caption viewing modes, namely (1) no caption, (2) full caption, and (3) target-word modes. The participants answered a pre-test before treatment and completed a post-test after the experimental phase. The findings revealed that the participants who watched the captioned video significantly outperformed those who watched the video without captions. This shows that the strategy was effective in improving vocabulary learning. Hsu et al. (2013) suggested using longer videos as their study only used twenty-second video clips. The aforementioned study investigated the effects of caption videos on vocabulary acquisition and the listening comprehension of young ESL learners in Taiwan. Meanwhile, the current study attempts to investigate the effects of caption videos on young ESL learners' vocabulary in a Malaysian rural area. Long duration videos were applied in this study, following Hsu et al.'s (2013) suggestion. As there was little evidence that suggested using full-length video could improve vocabulary acquisition (Peters & Webb, 2018), a full-length documentary film with full caption (subtitle) was used as the video material in the present study.

The development of multimedia technology has encouraged extensive studies on the type of captions to facilitate language acquisition. In this area, Montero Perez, Peters, Clarebout, and Desmet (2014) examined whether three types of captions used in the study were more beneficial in aiding the comprehension of L2 videos and incidental vocabulary acquisition. In their study, three French video clips were presented twice to 133 Flemish undergraduate

students. The focus of the study was to compare the effects of the different types of captioning: (1) full caption, (2) keywords only, and (3) full caption with highlighted keywords. The students were divided into four groups and each group viewed the video clips through three different types of captions and one group with no caption. Each group was assigned the following procedure: (1) first group - video without captions, (2) second group - video with full caption, (3) third group – captioned keywords only, and (4) fourth – full caption with highlighted keywords. After the procedure, the students took a vocabulary size test and comprehension test. The findings of the study revealed that all the groups with captions had equal test score.

A study by Montero Perez et al. (2018) related to the effectiveness of the video on the acquisition of vocabulary was carried out with help from 227 university students. The experimental study investigated the difference between: (i) full caption, (ii) no caption, (iii) keyword caption, and (iv) glossed keyword caption. Three video clips used in their study were modified according to the types of captions assigned to each group of participants. A pre-test was conducted a month prior to the intervention while vocabulary task, post-test and questionnaires were carried out after the intervention. Each video was played twice and the participants completed the comprehension questions after each video was presented. The results showed that the participants who watched videos with captions demonstrated a significant increase in their test as compared to those who watched the videos without captions. This suggested that no matter the type of caption, it would still help to improve the learners' vocabulary acquisition. However, they suggested that longer-duration videos could be used in future studies as their study only used short video clips. This suggestion was made with the assumption that long-duration video use may be able to sustain learning over a long period of time.

Chen et al. (2018) conducted a study involving 118 young Taiwanese EFL learners to demonstrate the effectiveness of caption videos in strengthening the learners' vocabulary acquisition. A month before the intervention, a pre-test was conducted to measure the participants' existing vocabulary. Then, the intervention that adapted the experimental research design was carried out, spanning three months. The participants were divided into two groups: (i) the treatment group with caption and (ii) the control group with no caption. Each week, the participants watched different videos. Overall, 12 videos were used in the study. In each session, the video was presented twice. After each first viewing of the video, the participants completed a comprehension test. They were allowed to evaluate their own answers after watching the video for the second time. Two days after each session, the participants took a post-test. The results of the study showed that participants in the treatment group who watched the video with caption were more likely to recognise vocabulary and understand the meaning of words than participants from the control group. Chen et al. (2018) also suggest that the use of caption can be applied in the classroom for vocabulary acquisition enhancement because it is found to be effective as well as to reduce anxiety and increase the motivation of the young learners.

There has been very few related studies conducted in Malaysia. Aziz, Yunus, and Badusah (2017) conducted a quasi-experimental quantitative study among 50 Form One students in Negeri Sembilan, Malaysia on the effectiveness of YouTube Songs on English vocabulary competency. The study participants were divided into experimental and control groups. Vocabulary testing as a pre-test instrument and posttest were used to obtain data. In three treatment sessions, the experimental watched English-language YouTube songs video clips while traditional lessons were conducted on the control group. In this study, song lyrics on

the selected YouTube videos acted as full captions. The findings suggested that there is a significant increase on the level of vocabulary competency of the experimental group than the control group.

A survey was conducted by Idris and Yamat (2017) to find out the ESL vocabulary learning style by 163 primary school pupils in Malaysia. Based on the findings of the survey, it is found that 58.3% of the respondents favours the use of visual materials. Therefore, the use of visuals for the ESL vocabulary introduction should be emphasized. This showed that the use of captioned video for second language acquisition is appropriate for young learners in Malaysia.

One of the most notable studies regarding the topic was conducted by Jelani and Boers (2018). They examined whether the tests used in the study were able to measure the vocabulary acquisition from the captioned videos. The participants were 66 Malaysian high school students from Penang, Malaysia. The participants were divided into the treatment and control groups. The findings revealed that the word-meaning task was the most suitable tests to measure the vocabulary acquisition from captioned videos. Word-meaning task used in the study was able to show that captioned videos benefited the students' vocabulary acquisition. In the study, the treatment group who watched videos with captions outperformed the control group on the meaning task. Regarding the word-meaning task, there was a significant difference found between the scores of captioning group and the no-captioning group. These findings indicated that the type of tests was among the important factors to be considered when studying the effects of captions on vocabulary acquisition. Consequently, word-meaning vocabulary test is employed in the present study. These studies suggest that using captioned videos either inside or outside the classrooms would benefit learners' language acquisition.

Methodology

The present study examined the effects of captioned videos on primary ESL learners' vocabulary acquisition in a Malaysian rural setting. Pre-test-post-test quasi experimental research design was applied. 44 intermediate level primary school pupils from a Malaysian rural setting were recruited. The participants were purposefully selected as they fulfilled the criteria needed for this study. After the pre-test, the intervention phase began immediately. The data collection process was completed within a week.

Participants

44 participants (male n=19, female n=25) were selected for this study. They were local natives of Sarawak (*Ibans* and *Beketans*) who learnt English as a second language at a rural school in Kapit, Sarawak. The study recruited upper primary school learners in expectation that at this level, learning difficulties would be primarily related to vocabulary acquisition (Lesaux & Kieffer, 2010; Silverman & Crandall, 2010; Snowling & Hulme, 2011). Studies implementing vocabulary-learning strategies using technology with samples of between 30 and 90 participants have found significant differences between the control and treatment groups (Basoglu & Akdemir, 2010; Lin & Tseng, 2012). The participants of the study were re-grouped to form an academically homogenous group. In the current study, 24 Year 4 pupils (age 10) and 20 Year 5 pupils (age 11) were chosen and divided equally into two groups: the treatment group which were exposed to captioned videos during learning and the control group that were not exposed to such intervention. Each group comprised 22 pupils. All the participants worked with the same vocabulary set and received the same pre-test and

post-test. All variables operating in each group and language level were identical except for the video intervention programme.

Research Design

This study employed the quantitative research approach in order to answer the research questions through a pre-test-post-test quasi-experimental design. Data from a pre-test and post-test were compared to measure learning gains (Mykhailiuk, 2016). The participants were similar in terms of their academic achievement. According to Gowhary et al. (2015), post-test and pre-test form the basis for learning measurement of instructions received in the classroom to find out what the student knew before the intervention (pre-test) and what they have gained after the intervention (post-test).

Research Instrument

Three vocabulary tests were used as the pre- and post-test comprising i) 20 multiple choice word-meaning questions, ii) 10 written word-meaning questions, and iii) 10 vocabulary recognition questions. The test items were developed voluntarily by five expert teachers to ensure the reliability of the test questions. The process of items development began with studying relevant language content of the selected video. The test items were developed based on the local syllabus and the language content of Monkey Kingdom's Educator's Guide, the learning materials that were included in the video. They are available on the Disney Nature (2015) official website. Vocabularies that matched the local syllabus content were developed into test items following the assessment format suggested in the syllabus. Each teacher was given a week to study on their own, followed by a scheduled meeting to discuss their outcomes. After the items were confirmed, they were measured using Cronbach's alpha coefficient to ensure internal reliability of the test. The Cronbach's alpha value for the instruments is 0.828. Fraenkel and Wallen, as cited in Maskor, Baharudin, and Lubis (2018) emphasized that the reliability of an appropriate item has an alpha value of between 0.70 and 0.99. The post-test used the same set of questions administered in the pre-test.

Procedure

All 44 participants completed the pre-test before the intervention. The participants watched a full-length Disney Nature documentary film titled 'Monkey Kingdom' straightaway after the pre-test. Monkey Kingdom was directed and produced by Linfield and Fothergill (2015). The video was carefully selected by the main author and five experienced teachers from the school. The video was selected to match the English words that were available in the topics from the prescribed textbook. The topic was predetermined by the school administrators to be taught during the period of the intervention. The selected video contained the necessary vocabulary items that the participants needed to learn from the topic. The audio of the video was in US English. The video caption was in English and the display was controlled with DVD technology. The participants were informed about the use of video, but they were not informed about the captions. The intervention phase spanned a week. The first part of the video was shown on Monday while the other half was shown on Tuesday. The show was repeated on Wednesday and Thursday. The execution on Wednesday was the same as Monday while Thursday was the same as Tuesday. *Table 1* displays the video presentation according to the days.

Table 1: Video Presentation According to Days

Day	Duration
Monday	41 Minutes
Tuesday	40 Minutes
Wednesday	41 Minutes (Repeat)
Thursday	40 Minutes (Repeat)

After the intervention phase was complete, the participants filled out a post-test. Their post-test scores were later compared. The number of correct answers was used to make comparisons demonstrating the effect of the videos on the participants' vocabulary acquisition. The collected data from the results were analysed using Statistical Package for the Social Science (SPSS).

Results

The results were analysed both using the descriptive statistics and inferential statistics. The main purpose of this study was to investigate the effects of captioned videos on the student-participants' vocabulary acquisition. Therefore, the two groups of learners were required to sit for a pre-test. It was the first important step in this study to ensure that the two groups had comparable vocabulary levels prior to the treatment. Meanwhile, the post-test would determine the learning gains after the classroom intervention. The data from both the pre- and post-test were generated into descriptive statistics using SPSS. The descriptive analysis presents the general distribution of the data and the average scores. Table 2 presents the frequency distribution of participants in the study. Out of the 44 learners, 22 were assigned to the treatment group and the remaining 22 to the control group.

Table 2: Frequency Distribution of Participants in 'Caption' and 'No Caption' Groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Caption	22	50.0	50.0	50.0
No Caption	22	50.0	50.0	100.0
Total	44	100.0	100.0	

In order to explain the analysis of pre-test and post-test score between the two groups (treatment and control), the mean scores and standard deviations were calculated first. The description is shown in Table 3. The treatment group was recorded to obtain a mean score of 16.91 (SD=5.098). Meanwhile, the mean score of the control group is 16.59 (SD=5.161). As the participants had received English formal instruction between three and four years, it was imperative to validate that there is no significant difference between the treatment and control groups regarding their existing vocabulary knowledge. Upon analysis, there was no significant difference between the two groups as shown in Table 3. Although the scores are not exactly the same, the difference between them was not significant. It can thus be assumed that the two groups are not different significantly in terms of their knowledge and understanding of the vocabulary.

Table 3: Descriptive Statistics for the Caption (Treatment) and Non Caption (Control) Groups

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Caption (Treatment)	22	16.91	5.098	1.087
	No Caption (Control)	22	16.59	5.161	1.100

Data Analysis on Pre-test

In order to certify that there was no significance in the learners’ prior vocabulary knowledge between the treatment and the control group, a t-test for equality of means was performed. As indicated in Table 3, the mean score of the treatment group was higher than the control group by 0.32. However, with reference to Table 4, there was no significant difference stated (Sig=0.838). The significance level of 0.838 suggests no significant difference in between. The analysis confirmed the homogeneity of both groups in terms of vocabulary knowledge.

Table 4: T-test for Equality of Means

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Pre-test	Equal Variances Assumed	.042	.839	.206	42	.838	.318	1.547	-2.803	3.439
	Equal Variances not Assumed			.206	41.994	.838	.318	1.547	-2.803	3.439

Data Analysis on Post-test

The study consisted of a pre- and post-test. Table 5 presents the data collected from the post-test score. It reports the mean score of the treatment group (m=25.85, SD=4.43) and the control group (m=20.55, SD=5.03). The treatment group’s mean score is 5.31 higher than the control group.

Table 5: Post-test Score Between Caption and No Caption Groups

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Caption	22	25.86	4.433	.945
	No Caption	22	20.55	5.031	1.073

On the completion of descriptive statistics, independent sample t-test was used to measure the mean score change in each group. The analysis is illustrated in Table 6 in statistical form. A significance value of 0.01 is reported in Table 6. The significant value of 0.01 (p<0.05) suggests that there was a significant difference between the groups’ vocabulary acquisition. It is deduced that the captioned videos have helped to improve the primary ESL learners’ vocabulary acquisition.

Table 6: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal Variances Assumed	.131	.719	3.720	42	.001	5.318	1.429	2.433	8.203
	Equal Variances not Assumed			3.720	41.345	.001	5.318	1.429	2.432	8.204

The development in each group was measured through a t-test. Based on the t-test results, it was found that there was a significant gain before and after the intervention for both groups. Table 7 shows that participants in the treatment group improved on average 8.955 from pre-test to post-test, whereas their peers in the control group progressed 3.955 point on average.

Table 7: One-Sample Test

		Test Value = 0					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Caption Gain		19.752	21	.000	8.955	8.01	9.90
No Caption Gain		17.741	21	.000	3.955	3.49	4.42

Discussion

Although technology is evolving, the traditional teacher-centred teaching method is still prevalent in ESL classrooms across the world even though it is reported to be less effective most of the times (Al-Hassan, 2010; Chhabra, 2012; Yousefi, 2014). Thus, the use of captioned videos in language learning has great possibility to be applied in language classrooms especially since it has been found effective in the present study. After an intervention programme using the captioned videos, it was revealed that the treatment group participants outperformed those in the control group with a statistically significant mean difference. As a full-length video was used in this study, it demonstrates that longer duration videos may improve young learners' vocabulary. The use of long-duration video was employed in response to a suggestion by Hsu et al. (2013). However, the treatment group participants only slightly surpassed the control group participants which could be due to the lengthy words that appeared in full caption. As suggested by Hsu et al. (2013), full caption was found to be less effective as compared to key-word captioning although both caption modes helped to improve learners' vocabulary acquisition. This concurs with Montero Perez

et al.'s findings (2018) that recorded better results in vocabulary acquisition with key words caption or highlighted key words caption rather than full caption.

The analyses indicated that all participants in the treatment group showed improvement from the pre-test to the post-test as they were assessed on the meaning of the target words that appeared in the videos. It shows that captioned videos had helped Malaysian primary ESL learners to improve their vocabulary knowledge that concurs with the findings by Winke et al. (2010), Ghasemboland and Nafissi (2012), Hsu et al. (2013), and Peters and Webb (2018). Words from captions in the videos helped learners to comprehend the video content thus making it understandable and helped learners to improve their English.

However, there were several limitations in the present study. Firstly, the participants were between 9 and 11 years old. This leads to the fact that they have been exposed to the English language in a school setting for several years since they were 7 years old. There was a possibility that the learners had encountered the target words incidentally from other sources. Secondly, the study was focussed on word meaning. Therefore, it would be beneficial to also test the participants beyond the scope. The different types of test may help in examining the maximum impacts of captioned videos on vocabulary acquisition (Jelani & Boers, 2018). In the future, more studies can be conducted on this topic from different perspectives. The types of videos or the level of language content in videos can also be measured for future research.

In conclusion, the findings of the study suggested that captioned videos improve vocabulary acquisition. This study has documented evidence that captioned videos indeed benefit language learning. Since research on the effects of captioned videos is scarce in Malaysia especially in the rural area context, this study has contributed to bridge the gap and it is hoped that this study will benefit other researchers by offering some empirical evidence in a language classroom as well as the Malaysian education system by offering teachers a new strategy to expand their professional repertoire.

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