

Effects of Closed-Caption Programs on EFL Learners' Listening Comprehension and Vocabulary Learning

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Abstract. This study aimed at investigating the impact of closed-caption program on listening comprehension of English movies and vocabulary learning. Sixty-four graduate students studying at Shiraz Islamic Azad University were selected as the participants of the study. The participants were divided into two groups: experimental group (with closed caption program) and control group (without closed caption program). A BBC documentary movie (EARTH PLANET), was selected based on the content and level of difficulty of the language (matched to the level of proficiency of the participants (advanced level)). Both classes watched the movie, but class one with closed-caption and the other one without closed-caption. Two researcher-designed tests (one listening comprehension test and one vocabulary test) were employed as the instruments. To ensure the reliability of the tests, the researcher conducted a pilot study. The results of the Guttman reliability indicated that the tests were highly reliable. The participants answered the relevant multiple-choice vocabulary and listening comprehension questions. The results of independent sample t-test analysis clearly indicated that closed-caption program had a positive impact on participants' listening comprehension. It can be said that the participants of the experimental group comprehended the movie better than the participants of the experimental group. However, closed-caption program did not have an effect on participants' vocabulary learning or vocabulary recognition and there wasn't any difference between the performance of male and female participants of the experimental group in listening comprehension and vocabulary learning tests.

Keywords: English movies, closed-caption program, listening comprehension, vocabulary learning

1. Introduction

The use of movies as a teaching tool is not new in the field of foreign language teaching and learning. Movies not only allow the teacher to introduce variety and reality into the classroom, but discussions based on movie content allow students to bring their own background knowledge and experiences into the discussion. Furthermore, almost everyone finds watching films pleasurable and enjoys talking about them. From a motivational perspective, it seems that movies are a perfect choice for using in a language-learning classroom. However, the burden is on the teacher to find ways to make movies an educationally valuable tool for instruction. This medium provides not only rich aural input but also, the use of subtitles can expose learners to visual input as well. It is the latter type of input, which this study will address. As Kusumarasdyati (2005) states, teachers play such movies without subtitles and ask learners to view them while attempting to comprehend the conversations spoken in the target language. However, it is also possible to present movies with subtitles in the native language. With advance in technology, options of how one can watch movies become numerous. Not only can the sound and images be adopted, but the subtitles of various languages are also called for assisting comprehension and language learning.

Many teachers recommend their students to watch English movies with captions in the belief that being exposed to the target language in this way will improve their students' language proficiency. However, the number of the studies that specifically examined the functions of captioned movies in second/foreign language learning is few compared to the popularity of the assumption regarding the effectiveness of the captioned movies in language development. To fill in the gap in literature, this study investigated the effect of closed-caption programs on EFL learners' listening comprehension and vocabulary learning. As it is important for EFL teachers and learners to find out new techniques to promote the achievement and remove or reduce the obstacles in teaching and learning EFL process, this research and its conclusion can be useful and interesting for EFL/ESL teachers and learners and whoever is interested in EFL/ESL in Iran. The objectives of this study can gain

more significance in the English as a foreign language context of Iran where not much attempt has been made to develop computer programs in spite of the potential of recent computer technology in facilitating second language learning.

2. Literature Review

2.1 Presenting movies in the classroom

According to Sommer (2001), movies can function as the core content and become an integral part of the curriculum (as cited by Kusumarasdyati, 2005). Flowerdew and Miller (2005, p. 19) suggested that films provide an opportunity for extensive listening which promotes listening fluency. Therefore, used correctly, films can help and increase motivation and students' enthusiasm for learning while helping them develop learning skills that they can use at home.

Eken (2003) stated that appropriate and creative exploitation of movies have potentials in promoting listening skills. Kusumarasdyati (2005) argued that the use of movies as instructional materials in listening classes should be encouraged due to at least four pedagogical values. The first value relates to motivation. Stempleski (1992), Allan (1985) and Lonergan (1984) believed that films about issues that draw learners' interest can positively affect their motivation to learn (as cited by kusumarasdyati, 2005). While they are absorbed to the films they are watching, they can learn language components there. Second, Allan (1985) and Sheerin (1982) claimed that films assist the learners' comprehension. Enabling learners to listen to exchanges and see such visual supports as facial expressions and gestures simultaneously may boost their insights into the topic of the conversations. In addition, according to the visual supports, it is believed that films also provide exposures to the language uttered in authentic settings (Kusumarasdyati, 2005), this third benefit, i.e. authentic language, is extremely valuable to assist students in preparing for the participation in real conversations because the exchanges in the movies are very similar to the ones in real life in terms of the rate of delivery, the choice of words and truncations (such as elliptical structures and contractions). Finally, movies present a cultural context for the conversations (Herron, Dubreil, Corrie, & Cole,

2002; Chapple & Curtis, 2000), hence enhancing more appropriate use of language and preventing cross-cultural misunderstandings. Further, they can be useful “springboard” (Toplin, 2002) to investigate the target culture. All these advantageous aspects of movies as listening materials provide sufficiently strong grounds for language educators to have them shown in EFL classrooms.

Relatively few practical studies have examined the role of movies in language learning. Some studies have examined the effect of movies on listening comprehension, vocabulary learning, and oral production in foreign language learning. In a study conducted by Edasawa, Takeuchi and Nishizaki (1990), the use of films in listening comprehension tasks was investigated. They concluded that the movie was difficult to comprehend. However, it was highly motivating for the students.

Fazilatfar, Ghorbani and Samavarchi (2011) also conducted a study to explore the effect of standard and reversed subtitling on Iranian L2 learners’ incidental vocabulary acquisition while watching TV programs. The researchers found that subtitling mode has a significant role in vocabulary learning. Moreover, the results revealed the relative superiority of reversed subtitled TV programs over standard subtitled and non-subtitled TV programs in terms of enhancing viewers’ learning of unknown words. In a study conducted by Markham (1999), the effect of subtitles on aural word recognition skills was investigated. The results of the study showed that the students’ ability to determine the key words was considerably improved by the availability of subtitles when they heard them again later.

2.2. Captions and subtitles

Captions in any language are wonderful tools that let people from other cultures and countries enjoy films, but for language learners captions might offer a new way to language co comprehension. The National Captioning Institute considered captions as the process of converting the audio portion of a video into text which is displayed on a screen. The captions are usually with upper-case letters presented on a black background. Closed captions are texts displayed on the screen to transcribe the conversation of the speakers in the movie. Closed captions

also present any other sounds, like music, lyrics, or phone ring. Closed captions contain any sounds, but subtitles include only the words articulated by the speakers.

The opponents of subtitles argue against them on several grounds. Zarei (2009) suggested that subtitles and captions have sometimes been considered distracting and slowing down the development of listening skills because they usually make learners rely on the text rather than on the stream of speech. According to Zanon (2006), many viewers consider subtitles as a nuisance. Zanon (2006) argued that subtitles distract learners from visual information. Annan (2004) believed that teachers disagree with the use of subtitles and captions. This is because teachers believe that subtitles and captions encourage learners to rely on the written text. Reese (1984) also reported that subtitles have no effects on learning from new stories. Reese (1984) believed that because of the limitations of single channel processing, human can use only one channel at a time. When processing demands are heavy, switching attention from spoken text to written text impairs performance because some information is lost in the process.

Zanon (2006) believed that using subtitles in foreign language education puts too much concentration on reading so that the dialogues are ignored or forgotten. Zanon (2006) added that it is also difficult to break the habit of reading once learners are used to doing so.

In contrast, a large number of studies confirm the positive role of subtitles and captions in learning. Vanderplank (1988) stated that “far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning process by providing learners with the key to massive quantities of authentic and comprehensible language input” (as cited in Zarei, 2009, pp. 272-723). Vanderplank (1988) also reported that subtitles enables learners to pay attention to new and unfamiliar language that might otherwise be lost in the stream of speech. Wilson (2002) concluded that subtitles encourage learners to consciously notice new vocabulary and idioms. Therefore, subtitled movies may have a positive effect on vocabulary acquisition without being a distraction for learners.

Yang-dong and Cai-fen (2007) suggested that captions can also be

used when intelligibility is reduced by poor voice quality, dialecticism, or features of speech. Borrás and Lafayette (1994) believed that by the use of the same language subtitling language learners can associate the aural and written forms of words easily and quickly. Zanon (2006) also argued that subtitled films provide a triple connection between image, sound and text in one language, normally in another, sound and text being typically linked by translation.

Subtitles can also help learners encode spoken information. In this regard, Kellerman (1985) argued that the use of semantic codes can be promoted by the increased use of verbal representations presented visually (as cited in Zarei, 2009). According to Dannan (2004), as subtitling increases comprehension, it leads to additional cognitive benefits, such as greater depth of processing. Baltova (1999) asserted that subtitled films “provide simultaneous exposure to spoken language, printed text, and visual information all conveying the same message, and so promote content and vocabulary learning even in relatively inexperienced learners” (as cited in Zarei, 2009).

According to Zarei (2009), the different aspects of the effect of subtitling on second/foreign language learning have been investigated through various studies. Kusumarasyati (2005) searched the effect of subtitled movie DVDs and came to the conclusion that movie is an effective teaching tool to improve the EFL learner’s listening skills. In a study conducted by Kirkland, Byrom, MacDougall, and Corcoran (1995), the effect of three captioning levels (standard, edited, or highlighted) on the comprehension of children with learning disabilities was examined. Based on the results, the use of movies enhanced by captioning has a positive impact on learners’ comprehension because comprehension reduced when captioning was not given.

Relatively few studies have addressed the aforementioned issues in the Iranian EFL context. To fill this gap, the present study aimed at exploring effect of closed-caption programs on EFL learners’ listening comprehension and vocabulary learning. To this end, the following research questions have been developed.

2.3. Research questions

This study was an attempt to answer the following questions:

- 1) Does closed-caption program significantly affect EFL learners' listening comprehension?
- 2) Does closed-caption program significantly affect EFL learners' vocabulary learning?
- 3) Is there any significant difference between the performance of male and female in listening comprehension with closed-caption program?
- 4) Is there any significant difference between the performance of male and female in vocabulary learning with closed-caption program?

3. Method

3.1. Participants

The participants were chosen from Iranian EFL university students in Shiraz Azad University. All of the candidates were native speakers of Persian. To find that the participants were homogeneous, two kinds of tests: IBT test for listening comprehension (50 multiple choice items) and Placement Test for vocabulary (20 items) were used. Listening comprehension scores ranged from 0 to 30 and the vocabulary scores ranged from 0 to 20. Based on the results of IBT test and Placement Test, just those participants whose overall score was more than group mean score were chosen to participate in this study. Out of all available university students, 64 graduate students (13 male and 51 female) who were at an average age range of 25 to 33 years old constituted the sample. Afterwards, the participants were divided into two groups: experimental (8 males and 24 females) and control (5 males and 27 females).

3.2. Materials

A BBC documentary movie, (once with closed-caption and the second time without closed-caption) was selected for this investigation. The film was EARTH PLANET FROM POLE TO POLE, by David Attenborough about the animals. The duration of this film was twenty minutes. To select the appropriate movie, the researcher had to take

into consideration the content, the language and the duration of the film. The movie was selected based on the content to be interesting for the students. In the case of the language, both the accent and the difficulty of the language had to be observed. The level of difficulty of the language had to be geared to the ability of students (advanced level), and the accent had to be Standard English.

3.3. Instrumentation

Two tests were used as the instruments. Based on the content of the film, the researcher designed two tests, a comprehension test (Appendix A) and a vocabulary test (Appendix B). Each test contained twenty multiple-choice items.

To design the listening comprehension questions, the researcher watched the movie carefully part by part to pose. Even the distracters were selected from the movie. To make sure of the accuracy of the questions, the researcher read the English subtitles, too. The advanced vocabularies were chosen from the movie for the vocabulary questions. Some of the sentences for the related vocabulary were extracted from Cambridge and Oxford Advanced Learners Dictionary. Before the administration, the selected questions were shown to the teacher who taught the class so that he would check their difficulty level. With the help of the teacher, only those questions were selected that were one level above or equal-level with the students' proficiency knowledge.

3.3.1. Validity and reliability of the tests

To ensure that the listening comprehension and vocabulary test function well, a small group of (n=12) MA university students were selected randomly for the pilot testing. Before piloting the questionnaire, the participants were informed about the main research study. Tables 1 and 2 illustrate the results of the Guttman reliability tests.

Table 1: Reliability statistics of the listening comprehension test

Reliability Statistics		
	1	.832
	2	.862
Lambda	3	.860
	4	.840
	5	.863
	6	.821
N of Items		20

Table 2: Reliability statistics of the vocabulary test

Reliability Statistics		
	1	.758
	2	.803
Lambda	3	.769
	4	.827
	5	.806
	6	.801
N of Items		20

According to Table 1 and 2, the listening comprehension test ($r = 0.840$) and vocabulary test ($r = 0.827$) are highly reliable. To ensure the validity of the tests, two experts (two university professors) checked the items of tests. The experts judged the degree of relevant constructs (listening and vocabulary) in the instruments. They also checked the clarity of the items.

3.4. Data collection procedure

The participants were informed about the research project before the administration to stir motivation and interest. To release tension, they were ensured that the results of the test would not affect their course grades. First, both groups watched the same movie. The experimental group watched the film with closed- caption and the control group watched the film without closed-caption. The movie was presented in one session. Because of the effect of time (time effect), the film and the

tests were divided into two parts. Participants watched the first part (the duration of the first part was ten minutes) and then they answered the first ten questions of the listening comprehension and vocabulary tests (questions one to ten). Afterwards, the participants watched the second part (ten minutes) and then, they answered the next ten questions of the listening comprehension and vocabulary tests (questions eleven to twenty).

3.5. Data analysis

Data in this study consisted of the answers to the multiple choice comprehension and vocabulary recognition questions. The participants received one point for each item answered correctly. Each participant had two scores, one for listening comprehension, and the other for vocabulary. The following data analysis procedures and techniques were used to obtain the needed results for the analysis of the related research questions. To this end, the statistical analysis was conducted by using the statistical package for Social Sciences (SPSS 21). The independent sample t-test was run to compare the listening scores of the experimental (with closed-caption) and control (without closed-caption) groups. The researcher also used the independent t-test to compare the vocabulary scores of the experimental and control groups. The independent sample t-test was also employed to find out if male and female participants are different in terms of listening comprehension and vocabulary.

4. Results and Discussion

As mentioned earlier, 64 graduate students from Shiraz Islamic Azad University participated in this study. The participants were divided into two groups, one group (32 participants) watched a film (PLANET EARTH (BBC)) with English closed-caption and the other group (32 participants) watched the same film without closed-caption. After watching the movies, the participants received tests of vocabulary and listening comprehension.

4.1. First research question

To investigate if closed-caption program significantly affects EFL learners' listening comprehension, the researcher ran the independent sample

t-test analysis. Tables 3 and 4 show the pertaining results.

Table 3: Descriptive statistics of the listening scores of the two groups

	Caption	N	Mean	Std. Deviation	Std. Error Mean
Listening	with closed caption	32	13.5625	1.68365	.29763
	without closed caption	32	9.2188	2.98095	.52696

Table 4: Independent sample t-test to compare the listening comprehension scores

	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	
Listening	Equal variances assumed	9.761	.003	7.177	62	.000	4.34375	.60521	3.13396	5.55354
	Equal variances not assumed			7.177	48.951	.000	4.34375	.60521	3.12751	5.55999

According to Table 4, there is a significant difference between the two groups in terms of their listening comprehension ($sig. = 0.00, p < .05$). Based on the mean scores presented in Table 3, it can be inferred that the first group (with closed-caption) ($M = 13.56$) outperformed the second one (without the closed caption) ($M = 9.21$).

4.2. Second research question

To investigate the difference between the two groups in terms of their vocabulary knowledge, the independent sample t-test was run. The results of the analysis are given in the following tables (Tables 5 and 6).

Table 5: Descriptive statistics of the vocabulary scores of the two groups

	Caption	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	with closed caption	32	13.4375	2.46181	.43519
	without closed caption	32	12.4375	3.26207	.57666

Table 6: Independent sample t-test to compare the vocabulary score of the two groups

	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	
Vocabulary	Equal variances assumed	1.357	.249	1.384	62	.171	1.00000	.72244	-.44415	2.44415
	Equal variances not assumed			1.384	57.663	.172	1.00000	.72244	-.44631	2.44631

According to Table 6, There is not any significant difference between the groups in terms of the vocabulary scores ($sig. = 0.17$). It can be concluded that close-caption did not have any significant effect on the participants' vocabulary knowledge.

4.3. Third research question

To analyze the difference between performances of males and females groups in listening comprehension with closed-caption program, independent sample t-test was used (Tables 7 and 8).

Table 7: Descriptive statistics of the males' and females' listening scores

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Listening	Male	8	14.1250	2.16712	.76619
	Female	24	13.3750	1.49819	.30582

Table 8: Independent sample t-test to compare the males' and females' listening scores

	Levene's		t-test for Equality of Means							
	Test for		t	df	Sig.	Mean	Std. Error	95% Confidence		
	Equality of							Sig.	Difference	Difference
	F	Sig.			(2-					
					tailed)			Lower	Upper	
Equal	1.033	.318	1.095	30	.282	.75000	.68516	-.64928	2.14928	
variances										
assumed										
Listening	Equal		.909	9.336	.386	.75000	.82497	-	2.60603	
variances								1.10603		
not										
assumed										

The results of Table 8 show that there is not any significant difference between males' and females' listening comprehension scores ($sig. = 0.28$).

4.4. Fourth research question

To explore if there is any difference between the performance of male and female in vocabulary learning with closed-caption program, the researcher used the independent sample t-test. The results of the analysis are presented in the following tables (Tables 9 and 10).

Table 9: Descriptive statistics of the males' and females' vocabulary scores

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	Male	8	13.2500	3.41216	1.20638
	Female	24	13.5000	2.14679	.43821

Table 10: Independent sample t-test to compare the males' and females' vocabulary scores

	Levene's		t-test for Equality of Means						
	Test for		t	df	Sig.	Mean	Std. Error	95% Confidence	
	Equality of							Interval of the	
	F	Sig.			(2-	Difference	Difference	Difference	Upper
					tailed)				
Vocabulary	Equal	1.846	.184	-	30	.808	-.25000	1.02062	- 1.83439
	variances assumed			.245					2.33439
Vocabulary	Equal			-	8.922	.850	-.25000	1.28351	- 2.65737
	variances not assumed			.195					3.15737

As Table 10 reveals, there is not any significant difference between the vocabulary scores of two groups (*sig.* = 0.80). Therefore, it can be inferred that gender doesn't have a determining role in vocabulary learning with closed-caption program.

4.5. Discussion

In this section, the research questions presented in this article are dealt with one by one. Each question will be answered based on the findings of the study. First, regarding the effect of the close-caption program on EFL learners' listening comprehension, the results revealed that the first group (with closed-caption) ($M = 13.56$) significantly outperformed the second one (without the closed caption) ($M = 9.21$). The results of this study are consistent with outcomes reported by other researchers who examined the effect of the closed-caption program on EFL learners' listening comprehension. For example, ShirinbeikMohajer, & Pourgharib (2014) conducted a study to probe the effect of captioned videos on the listening comprehension of advanced EFL students. The researchers concluded that providing captions was helpful and influential in improving EFL learners' listening comprehension. Huang and Eskey (2000) also

found that learners understood more when watching a video with captions than without captions. In addition, the researchers provided evidence for the positive effect of captioning on enhancing the learners' vocabulary recognition. Chung (1999) found that using video texts with advance organizers and closed captioned could significantly affect the listening comprehension of the learners.

In addition, the results of this study confirmed the findings of Markham's (1999) research project which showed that using captions could improve the learners' listening word recognition skills. Borrás and Lafayette (1994) performed a study by incorporating subtitles into short movie segments that were integrated into an interactive multimedia course. They reported that the opportunity to see and control subtitles positively influenced both comprehension and production of language.

Concerning the effect of the closed-caption program on EFL learners' vocabulary knowledge, it was concluded that closed-caption did not have any significant effect on the learners' vocabulary knowledge. The results are in line with the following studies.

Roohani, Rahimi Domakani and Alikhani (2013) investigated the effects of captioned texts on second/foreign (L2) listening comprehension and vocabulary gains using a computer multimedia program. The researchers found that the caption ordering had no significant effect on the participants' L2 listening comprehension and vocabulary performance. Yuksel and Tanriverdi (2009) searched the effects of watching a closed-caption movie clip on incidental vocabulary learning in a pre-test, post-test experimental design. The results indicated that watching the closed-captioned movies clips did not have any significant effect on incidental vocabulary learning.

The last two questions of this study contain investigating the difference between the performance of male and female groups in listening comprehension and vocabulary learning with closed-caption program. The findings indicated that there was not any significant difference between the males and females in terms of listening comprehension and vocabulary learning. To the best of researcher's knowledge, none of the previous studies had addressed this issue.

5. Conclusion and Suggestions for Further Studies

The purpose of the study was to examine the effect of closed caption program of English movie on listening comprehension and vocabulary learning of Iranian university students. This study showed that more is comprehended from watching subtitled movies than from non-subtitled movies. The results confirm Zanon's (2006) statement that research evidence shows that the majority of learners use closed-caption as a support for comprehension and for finding new words. Thus, when used to learn or practice foreign languages, closed-captions need to be used for a purpose. However, the results showed that subtitled movie (closed-caption) did not affect participants' vocabulary recognition. It can be assumed that subtitled movies (closed-caption) could have an effect on vocabulary recognition if learners watch the movie more than once. Viewing the movie twice or more may help students recognize vocabulary and they may learn new expressions and idioms.

This research was done only with one film due to time limitation. Other researchers can make use of more movies in their study.

Another research project can be directed toward investigating the effect of other kinds of subtitling such as:

- 1) Standard Subtitling (L2 audio with L1 subtitles)
- 2) Bimodal Subtitling (L2 audio with L2 subtitles)
- 3) Reversed Subtitling (L1 audio with L2 subtitles)
- 4) Bilingual Subtitling (L2 audio with L2 and L1 subtitles simultaneously)
- 5) Bilingual Reversed Subtitling (L1 audio with L1 and L2 subtitles simultaneously)
- 6) No Subtitling (L2 audio with no subtitles at all)

Furthermore, other experiments can be done to investigate the effect of one kind of subtitling on other skills; such as writing, reading and speaking skills. Moreover, other researchers can investigate the effect of various kinds of movie genres on listening and speaking skills.

6. Pedagogical Implications

Results obtained can bring about several pedagogical implications for instructors and administrators. EFL teachers need to be aware of the important role of English movies, especially the ones with the target language subtitles (closed-caption) in their classes. It is the responsibility of the teacher to find interesting movies and at the same time educationally valuable. Furthermore, he/she must make students aware to activate both their audio and visual skills. It is necessary to make it clear for students that it is not important to understand every single word in the movies. Subtitles (closed-caption) need to be used purposefully. Students, through different training activities, must learn to use subtitles for a reason, other than simply to understand everything that is being said. To get better results, learners should be allowed to watch the movies more than once. In this way, they can improve both vocabulary and pronunciation of the words. In addition, English movies have lots of expressions and idioms that are not available in texts and books, but they are available in the scripts.

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Appendix A

Listening Comprehension Test

Direction: Choose the best answer:

1. At the beginning of the film the narrator says: there were——— people on earth but now ——.
A) 1.500.000, over 6000.000
B) more than 6.000.000, 1500.000
C) 150.000, more than 600.000
D) less than 6000.000, less than 1500.000
2. Which of the following is inferred from the film?
A) There isn't any place touched by humanity on earth.
B) There are many places barely touched by humanity on earth.
C) Temperatures drop to minus seventeen degrees centigrade.
D) In Antarctica it is continuously dark for six months.
3. The narrator says the penguins stay when all other creatures have fled because each guards a treasure. Treasure refers to:
A)gem B)egg C)fish as food D)the other penguin
4. The Penguins will not see the sun for———-month(s) in Antarctica.
A)one B)two C)three D)four
5. The Penguins stay together in Antarctica because:
A) they cannot fly.
B) the eggs must be in minus seventeen.
C) they must be there to hold their eggs on the snow.
D) to keep warm the eggs together.
6. Which of the following sentence is inferred from the film?
A) The sun lightens in March to the high arctic.
B) The emergence of beer marks the beginning of winter.

- C) The bear slips on snow to decline her body temperature.
D) The bear has lost half her body weight in seven months.
7. Which one is true about bears?
A) They like the sun melts the sea ice.
B) They must find an appropriate place for hunting before the ice breaks up.
C) They like to walk on ice.
D) They must keep cups for one year
8. The narrator says that the temperature North Pole in spring is:
A) minus20. B) minus30. C) minus40. D) minus50.
9. According to the film which sentence is correct?
A) nearly fifty per cent of all cubs(of bear) die in their journey.
B) nearly fifty per cent of all cubs(of bear)die in their den.
C) cubs(of bear) like to hunt the seal.
D) cubs(of bear) like to toboggan down the slope.
10. Every year——-caribou migrate across the arctic tundra.
A) one million B) two million
C) three million D) four million
- 11) Some herds travel over——-mile(s) a year in search of fresh pastures.
A) 1000 B) 2000 C) 3000 D) 4000
12. Every year——-million caribou migrate across the Arctic tundra.
A) one B) two C) three D) four
13. Which one is correct about the Caribou?
A)they aren't constantly on the move.
B)they have to run everywhere.
C)newborn calves have to be up the day they are born.
D)they have to swim in water.
- 14) Wolves run directly at the herd to——-.
A) make them tired. B) generate panic.
C) separate them. D) choose newly born calves.

15. The needle-shaped leaves of the conifers———.
- A) are edible for animals. B) support life of animals.
C) work as shelter. D) are inedible.
16. The forest (taiga) contains a———of all the trees on earth.
- A) half B) third C) forth D) fifth
17. The vast forest (taiga) ———.
- A) produces so much oxygen.
B) changes the composition of the atmosphere of north hemisphere.
C) changes the composition of the atmosphere of south hemisphere.
D) doesn't affect the atmosphere.
18. In southern area the broadleaf trees———.
- A) are less than the north.
B) are much easier to eat and digest for animals.
C) are like conifers.
D) are useless for animals.
19. ———are frequent casualties of the harsh winter.
- A) Deer B) leopards C) apes D) birds
20. There are———Amur leopard left in the world and that number is falling.
- A) 400 B) 40 C) 14 d) 4

Appendix B

Vocabulary Test

Direction: Choose the synonyms of the words:

1. There are many people on our fragile planet.
- A) breakable B)wonderful C)strong D)strange
2. South Pole is the world's last great wilderness.
- A) jungle B)nest C)camp D)pain

3. Antarctica is the coldest place in the world and its temperature is between 52 to 70.
A) North Pole B) South Pole C) West D) East
4. In the film the narrator says that the penguins stay when all other creatures flee because each guards a treasure: a single egg rested on the top of its feet.
A) escape B) launch C) hole D) hold
5. Light returns to the high Arctic, Sweeping away four months of darkness.
A) brushing B) combining C) boggling D) providing
6. Polar bear has been in her den the whole winter.
A) area B) trap C) shelter D) prison
7. After months of confinement underground she slip down the snow.
A) internment B) agreement C) decision D) conclusion
8. In Antarctica Blizzard can strike without warning.
A) rainbow B) snow blast C) tide D) rain
9. The ice is splitting in first days of spring.
A) merging B) cutting C) spilling D) escaping
10. The frontier between jungle and desert is not clear in Okavango.
A) border B) nest C) shelter D) house
11. In Arctic some herds travel several miles a year in search of fresh pasture.
A) grassland B) mountain C) shelter D) wasp
12. The stunted trees cannot gain the light in Antarctica.
A) tiny B) complex C) tall D) big
13. Shrub can reduce the productivity of farm.
A) tree B) bush C) fruit D) vegetable
14. There is not anything to eat for animals in Barren land.
A) fruitful B) fertile C) productive D) sterile

15. In Antarctic inhabitants must hibernate or face months of near starvation.
A) sleep B) run C) crawl D) jump
16. In Antarctica, in deciduous forest several leopard lives.
A) losing leaves B) delicious C) desirous D) declivous
17. In Antarctica, pray animals are scarce and there's no concealing vegetation.
A) plentiful B) frequent C) abundant D) rare
18. Deer cannot conceal themselves in snow perfectly.
A) expose B) reveal C) hide D) revel
19. In Antarctica, leopards are not above scavenging from a corpse.
A) searching* B) hiding C) covering D) revenging
20. The cats have been pushed to the very edge of extinction.
A) termination B) detention C) absorption D) reflection