



Graduation Project

Final Draft

The Effects of Captioned TV, on the Acquisition of English Vocabulary

In a Female English Language Institute

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Abstract

This study is about the effects of watching captioned TV, on the acquisition of new vocabulary, with a group of EFL students. While learning is something done intentionally some things we acquire subconsciously. To test this theory, we are taking a favored pass time, watching TV, or videos in general, and adding captions. To measure how that can impact the process of learning and obtaining new words. The manner in use will be the pre-test post-test method a worksheet will be distributed among them with a set of vocabulary. They will then be asked to watch a captioned video clip, which includes all the words that they have been quizzed on previously. After watching it, they will be provided with a different copy of the worksheet, and asked to give their answers again in an attempt to compare their knowledge before and after viewing the video clip.

Introduction

The purpose of this study is to show the effectiveness of captioned videos on the acquisition of new vocabulary. There is so much pressure on learners today to obtain a large vocabulary reservoir, And although this can be a daunting task, it's been acknowledged that the use of captioned movies is one of the most delightful ways of acquiring vocabulary and the least stressful (Zarei; 2009).

The first to see a link between watching captions and obtaining new vocabulary was Garza (1991). It has been detailed that motivation is a critical element of EFL learning (Brown; 2000).

Scholars such as Krashen (1981, 1983, 1985), have studies that show, language acquisition happens in the subconscious mind. Torsten Daerr, author of the English For Winners book supports that concept. The influence of our subconscious is more dominant than we think, so taking that into consideration when trying to teach or learn a language, will highly impact our results.

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Words are the building block of any language they are what support us in communicating our every thought, so it would stand to reason that we would try to implicate our subconscious in our effort to obtain them. When watching a video, we involve more than one of our senses and by doing so, we are significantly affecting our chances of grasping and obtaining the new information.

And we have a greater chance of holding on to that knowledge for longer periods of time, because, the information is being processed on both visual and audio levels while actively involving our subconscious mind. Multimedia can provide colossal amounts of input that results in a deeper understanding of the language. (Wang; 2012).

Key terms:

Captions: They are a set of words that are displayed on the bottom of a video that serves as a visual aid for the hearing impaired and provide interruptive information.

Subconscious: is the part of our brain that we are unaware of and cannot control.

Literature review

According to (Reich; 2006), subtitles are a subdivision of translation, which are called audiovisual translations, where viewers can read the written text while still watching the images and hearing the audio. So although (Neves; 2008), gives both subtitles and captions the same definition. He believes that there is a distinction between the two, captions are for the deaf or the hearing impaired (normally the same language as the audio), and subtitles are for the hearing (commonly a different language than the audio).

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Having more input is a positive thing, a study that was done by (Guillory, H. G.; 1998) showed the effects of captions with a French video on learner comprehension. The study group was split into three. The first group saw the video with no captions, the second with only the keywords showing and the third with full captions. The study was conducted under the hypothesis that keywords were less to read so they would obviously result in greater comprehension; the actual results were not so, watching the video with full captioned did in reality, increase the comprehension and acquisition of the group in question, in comparison to the other two.

Smith (1997) and Miller (2012), came to the conclusion that representing vocabulary visually has a positive effect on its acquisition; it gives the learners the chance to perceive the words. And is in line with the dual-coding theory by Paivio (1971) that states, combining pictures and meaning increase the probability of keeping the information in our memories. This strategy has shown improvement in more than just vocabulary attainment, individuals that watch captioned videos in the attempt to learn a second or foreign language; show increased abilities in reading and listening skills, word recognition, and acquirement. (Evmenova, 2008; Goldman, 1993; King, 2002; Koskinen et al,1995 ; Neuman, 1990; Shea,2002).

This technique also helps with procuring a cultural context of the word, by watching it used in its natural setting there is an enhanced understating of not only its exterior meaning, but its profound meaning as well, and how it is used by its native speakers. (Wang Kunyun; LIU Huayu; 2011).

Now in saying that, there was a study directed by (Koskinen, Knable, Jensema, Markham, and Kane;1995), that evaluated the level of a group of 72 EFL students before and after watching captioned scientific videos. Over a period of 12 weeks, no significant changes were

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measured, So the effects seem to be noticeable with videos that have an entertaining aspect. Because the viewers are more likely to be engaged and curious of what is unfolding on the screen when it has some interesting characteristic.

Significance of research:

The importance of this study is if proven, can be a way to introduce knowledge, to foreign and second language learners, in a way other than being in a classroom with constant repetition. This method affects not only vocabulary but also reading and listening skills while bringing technology into the acquisition of language skills.

Research question:

What are the effects of captioned TV on the acquisition of English vocabulary in a female population in an English language institute?

Research methodology

Participants:

The method will be tested in a female English language institute. The individuals volunteering for the study are a class of EFL students that are at a similar level of the English language.

Materials :

An English video ^{Appendix A} on a children's story (the boy who called wolf), with English captions, will be shown to the students after answering the first handout ^{Appendix B}.

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Instruments:

A Pretest-Posttest Designs will be used. A handout containing a vocabulary matching test will be given to the students participating; they will be told to answer to the best of their knowledge. Then they will be asked to watch the video.

After they have watched the video, they will be asked to retake the test and will be given a second copy of the handout to answer ^{Appendix C} (with the same set of words, but different questions at the end).

Ethical consideration:

Permission to conduct the study in the institute will be taken, names of students and the establishment will remain anonymous. All participants will join willingly with no pressure, and are free to stop at any time.

All the information was properly referenced and given credit. The reason for gathering and where the information will eventually end up will be public knowledge.

Limitation of the study:

Learning acquisition through the subconscious mind is a lengthy process, and typically the effects of a method relying on it would be seen more clearly over time.

And due to the small study group, accurate results may not be reached. Also, for a method like this to be engaging, the video they are watching should be in a field of their liking, which would be hard to do. Considering the lack of background information on them, and the fact that they may not all share the same likes and dislikes, and the limitations of acceptable video choices.

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Expected results

It's anticipated to see an increase in accurate answers on the second worksheet due to the exposure they will get from the video, even if they do not fully apprehend the meaning at this point.

From the context, they would be able to make a more educated guess at the general meaning of the word, and visual and audio stimulants that were sent to the subconscious would be triggered by reading the word.

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Appendix

Appendix A

<https://youtu.be/dlflr5b5VgQ>

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Appendix B

Name _____ (optional)

Date _____

Match the words from column A with the appropriate meaning from column B

A

- 1) - shepherd
- 2) - herd
- 3) - shouting
- 4) - prank
- 5) - lying
- 6) - wolf

B

- a) - doing something as a joke thinking it's fun or funny.
- b) - a wild animal similar to a dog.
- c) - someone that takes care of sheep
- d) - to rest flat on your back
- e) - talking in very high voice
- f) - a group of sheep

Do you know the meaning of any of the above words? _____

Have you seen or heard any of the words before? _____

Appendix C

Name _____ (optional)

Date _____

Match the words from column A with the appropriate meaning from column B**A**

- 1) - shepherd
- 2) - herd
- 3) - shouting
- 4) - prank
- 5) - lying
- 6) - wolf

B

- a) - doing something as a joke thinking it's fun or funny.
- b) - a wild animal similar to a dog.
- c) - someone that takes care of sheep
- d) - to rest flat on your back
- e) - talking in very high voice
- f) - a group of sheep

Do you remember seeing any of the words in the video? _____

Did you learn the meaning of any of the words from the video? _____

Did you change any of your previous answers? _____

If yes, why? _____

If No, keep blank