

Incidental learning of vocabulary through subtitled authentic videos

Paul Raine #619605

This research investigates the effectiveness of subtitled authentic videos as tools for increasing depth of vocabulary knowledge. Low-intermediate level Japanese learners of English were shown an authentic video subtitled in four different modes (intralingual, interlingual, dual and no subtitles) to see if they were able to incidentally learn the meanings of six target words appearing in the video. A questionnaire was also administered to determine whether the students felt they were able to improve their knowledge of English vocabulary from watching the video, whether the content of the video was interesting, and whether the subtitles were easy to read. Although the majority of students were not able to learn the meanings of the target words from watching the video, two exceptional cases showed that doing so was not impossible. Additionally, members of the interlingual group felt most able to learn vocabulary from watching the video, and also found the subtitles easier to read than any other group. The intralingual subtitle group was the only group not to find the content of the video interesting. In the current paper, this research is discussed, and implications for teaching practice are suggested.

Acknowledgements

I would like to thank my mother and father for their consistent moral and financial support throughout my academic career, without whom none of it would have been possible.

I am also incredibly grateful to my grandfather, and late grandmother, whose generosity allowed me to complete the CELTA, come to Japan, and continue my professional development by embarking on the Birmingham M.A.

I would like to thank my girlfriend, Koyuki, for providing a consistent supply of moral support and physical nourishment.

Thank you also to Colin Skeates and Phil Brown for always going the extra mile to help me with my M.A. studies and my career development.

I'd like to thank my tutor, Dax Thomas, and my supervisor, Tilly Harrison, for their comments and guidance relating to my M.A. assignments and dissertation. Thank you also to Wakako Ito for her help with translating the research instruments, and thanks to Jeannette Littlemore, Neil Millar, Nick Groom and Oliver Mason for the inspiration and advice they provided during the Japan summer seminars.

I'm also incredibly grateful to Geovanni Simon and Echo Evanoff for their assistance with administering the research.

Finally, I'd like to thank the staff of Tokyo Jogakkan College for their help, and the students for participating in the research for this dissertation.

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Chapter 1: Introduction

1.1 Background

As an English teacher in Japan, I am fortunate to have access to multimedia technology on a daily basis, both at home, and in all of my teaching contexts. In recent years, leaps and bounds have been made in the technological complexity of the materials utilized by English teachers. I have endeavored to stay abreast of these developments, and use technology to create and exploit learning opportunities for my students.

Video media is a particular interest and passion of mine, and I have created 'non-authentic' and utilized 'authentic' videos (see 2.3, below) for English teaching purposes.

It is the latter of these two types of video media that has captured my interest with the current research. In particular, I have experimented with and endeavored to understand the effect that adding different kinds of subtitles to authentic English language videos has on an English learner's ability to increase their English vocabulary knowledge from viewing such videos.

1.1.1 Why vocabulary?

Learning vocabulary is a major part of learning a foreign language. Without knowledge of words and their meanings, it is impossible to do anything in a foreign language. Conversely, quite a lot can be achieved in a foreign language with single words alone. As Carter (1998, p. 5) points out, words such as 'shoot', 'goal', 'yes', 'there', 'up', and 'taxi' can each stand on their own and convey meaning without the need for grammatical structuring of any kind.

Words are the 'minimum meaningful units' of language (Carter, 1998). Because the ability to convey meaning is far more important for communicative

competence than the ability to produce grammatically flawless utterances, the study of words and the learning of vocabulary should be given priority.

1.1.2 Why subtitled videos?

Recent technological advancements are making the process of subtitling videos much easier for educators and materials producers alike. Websites such as *dotSUB* (<http://www.dotsub.com>) offer convenient tools for manually transcribing videos online, and *YouTube* now has function to automatically synchronize transcriptions to videos.

Websites featuring subtitled authentic videos, such as *English Central* (<http://www.englishcentral.com>), have proved incredibly popular, particularly with Japanese learners of English. There is also a vast array of ready-subtitled authentic videos available, either in DVD format, or on the Internet at sites such as *YouTube*, *TED* (<http://www.ted.com>), and *dotSUB*, to name a few.

This multitude of sources of subtitled videos makes them highly accessible for both language teachers, and learners. Ultimately, however, it is the learners themselves who must take the study of English vocabulary into their own hands. It is the teacher's job to "put students in the position where they are capable of deriving and producing meanings from lexical items both for themselves and out of the classroom" (Carter, 1998, p. 186)

By encouraging students' interest in subtitled authentic videos, and building their confidence in their ability to use such videos as learning tools, we are putting them in a position where they can continue to increase their knowledge of English vocabulary independently of the teacher.

In order to determine whether subtitled authentic videos could be effective vocabulary learning tools for students in my particular teaching contexts, I decided to undertake the current investigation in one such context.

1.2 Aims of the current research

The aims of the current research were as follows:

1. to uncover the participants' general English language video viewing habits;
2. to determine what kind of subtitles the participants generally preferred when watching English language videos for enjoyment or vocabulary learning purposes;
3. to objectively assess whether the participants were able to increase their depth of knowledge of six target words appearing in the treatment video;
4. to determine whether the participants felt that watching the treatment video helped them to increase their knowledge of English vocabulary;
5. to determine whether the participants felt that the content of the treatment video was interesting, and;
6. to determine whether the participants felt that the subtitles accompanying the treatment video were easy to read.

1.3 Organization of the paper

Chapter 2 of this paper contains the literature review, which provides a definition of the concept of 'vocabulary' (2.1), and a discussion of what it means to 'know' a word (2.2), followed by a definition of the concept of 'authentic video' (2.3).

Next is a discussion of the three different kinds of subtitles that are the subject of investigation in the current line of inquiry, i.e. interlingual subtitles (2.4.1), intralingual subtitles (2.4.2) and dual subtitles (2.4.3).

Following this is an evaluation of four theoretical bases for vocabulary learning through subtitled videos, namely: the Comprehensible Input Hypothesis (2.5.1); the Affective Filter Hypothesis (2.5.2); Dual Coding Theory (2.5.3), and; incidental learning (2.5.4).

After this comes a review of existing evidence for the effectiveness of the different kinds of subtitled videos as tools for increasing viewers' English vocabulary knowledge (2.6).

Chapter 3 contains the methodology of the current research project, including details of the participants (3.1), materials (3.2), data collection procedure (3.3) and coding schemes (3.4).

The results of the research are presented in Chapter 4. This is followed in Chapter 5 by a discussion of the findings, and a summary of some of the issues encountered in the current research. Finally, in Chapter 6, a conclusion is offered, along with some suggested routes for further research.

Chapter 2: Literature Review

2.1 Defining 'vocabulary'

Simply put, vocabulary is the words of a language. But what is a word? Although it seems likely that "everyone knows what a word is" (Carter & McCarthy, 1988, p. 4), for academic research purposes, at least, sometimes the meaning is not so clear.

Words are realizations of lexemes (Carter, 1998). A lexeme is the basic form of a word that is listed in the dictionary, and is the root of all the variations of that word. The lexeme GO, for example, comprises all of the grammatical conjugations of that verb in terms of person ('goes', 'go') and tense ('go', 'going', 'went', 'gone'). Lexemes can also be 'prefabricated chunks' of language, i.e. multi-word items that are stored and recalled in a grammatically unanalyzed form (Schmitt & McCarthy, 1997).

In the current paper, when talking of 'increases to English vocabulary knowledge', by 'vocabulary' I mean 'words', and by 'words', I mean the realizations of lexemes. The focus of the current research is on single words (as opposed to 'prefabricated chunks') in this sense.

2.2 What it means to 'know' a word

Knowing a word requires more than just "familiarity with its meaning and form" (Schmitt & McCarthy, 1997). Richard's (1976) specification of word knowledge includes seven criteria about what it means to know a word, namely: knowing the degree of probability of encountering it; knowing its limitations of use according to function and situation; knowing its syntactic behavior; knowing its underlying forms and derivations; knowing its place in a network of associations; knowing its semantic value; and knowing its different meanings (Carter & McCarthy, 1988).

Not all of these types of word knowledge are examined here. The research conducted for this paper focuses mainly on respondents' knowledge of the syntactic behavior of words, i.e. "the types of grammatical relations words may enter into" (Richards, 1976, p. 80), and respondents' knowledge of the meanings of words, i.e. "the most frequent ways in which a word realizes a particular concept" (Richards, 1976, p. 83).

Ellis (1997, p. 133) suggests that "the acquisition of L2 words usually involves a mapping of the new word form onto pre-existing conceptual meanings or onto L1 translation equivalents as approximations" and that this is true even for advanced adult ESL learners.

The main ways in which this paper assesses word knowledge, then, are through respondents' knowledge of the L1 equivalents of L2 words, and their ability to use L1 words in grammatically correct sentences.

A VKS test (Wesche & Paribakht, 1996) was administered to the participants both immediately prior to, and immediate after, viewing the video. An opinion survey was also administered after the participants had viewed the video. Both methods of assessing the respondents' increases to vocabulary knowledge are discussed in more detail in the methodology section (Chapter 3), below.

The research conducted for the current paper focuses on incidental vocabulary learning, and – with exception of the pre- and post-tests and the opinion survey – no additional materials or activities were administered to the participants of the research.

2.3 Defining 'authentic video'

Authentic videos include "feature films, documentaries, commercials, game shows" (Sherman, 2003) and many other kinds of videos that have *not* been made specifically for learners of English. Authentic videos are those that have been made for the enjoyment or education of native speakers of the language in which the videos were produced. As such, they tend to feature dense and

ungraded language, and may relate to topics that do not specifically cater to the interests of learners of English as a foreign language (Stempleski, 1992).

Authentic videos are said to present 'real' language, not in the sense that it is unscripted, but in the sense that it is meant for native speakers of the language (Stempleski, 1992). Some go further and suggest that authentic videos provide 'slices of living language' in the sense that the amount of realism encoded in video media is greater than that to be found in either written or audio media (Allan, 1985).

Non-authentic videos, on the other hand, such as the well-known *Family Album USA* (Kelty, Cooperman, & Lefferts, 1991) tend to feature graded language, and a slower than average speed of speech. They often focus on educating the viewer about aspects of the target culture, such as life in America.

The distinction between authentic and non-authentic videos has been disputed, however. Hambrook (1992) argues that even 'authentic' videos exert control over reality in terms of editing sound and video footage, 'setting up' events artificially in order to record them, or otherwise intruding on 'real life' events in order to document them (Hambrook, 1992, p. 164). Additionally, both authentic and non-authentic videos tend to be 'artificially' supported by other teaching materials and activities when used in the classroom (Hambrook, 1992).

2.4 Defining 'subtitles'

A basic definition of the term 'subtitles' is "captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative" (OED, 2010). On a more technical level, the term 'subtitles' is usually associated with the textual display of the *translated* audio track, or, in this paper, 'interlingual subtitles'. The term 'captions' is usually associated with a textual display of the *original* audio – here referred to as 'intralingual subtitles'. These kinds of subtitles, and one further kind, dual subtitles, are defined and discussed in more detail below.

2.4.1 Interlingual subtitles

Interlingual subtitles, also known as 'standard subtitles' (Zanon, 2006) or 'L1 subtitles', are a form of subtitles in which the audio track is in the original language of the video (e.g. English) and the text constitutes a translation of the audio track into the viewer's L1 (e.g. Japanese).

The process of creating interlingual subtitles has been viewed as more of an art than a science, due to the "skill, imagination and creative talent" required to produce them (Ivarsson & Carroll, 1998, p. v).

According to the *Code of Good Subtitling Practice* (Titelbild), good interlingual subtitles should:

- be grammatically and lexically accurate;
- have a regard for the idiomatic and cultural nuances of the source;
- adopt an appropriate register of language;
- be written in easily digestible grammatical units.

Interlingual subtitles are, however, nearly always reductive, that is, they condense the source material (L2 audio) by removing hedges, hesitations, and other redundancies, and simplifying grammar where meaning is apparent from on-screen visuals (Millan-Varela, 2010).

2.4.2 Intralingual subtitles

Intralingual subtitles, also known as 'bimodal subtitles' (Zanon, 2006), or 'L2 subtitles', are a transcription of the audio track of a video into captions of the same language. Intralingual subtitles are known as 'closed captions' when provided for the benefit of hearing-impaired viewers.

Intralingual subtitles are reductive or 'non-verbatim' in the sense that hedges, hesitations, false starts, and repetitions are not usually transcribed. Conversely, non-verbal audio cues, such as applause, music, and sound effects, may be denoted for the benefit of hearing-impaired viewers.

2.4.3 Dual subtitles

Dual subtitles are the combination of both interlingual and intralingual subtitles displayed on the screen simultaneously. Chang (2003) purports to have coined the term 'dual subtitles' in her study relating to the interaction between subtitles and 'schemata' (i.e. 'prior knowledge').

Most conventional media does not come with the facility to display two different kinds of subtitles simultaneously. DVDs, for example, usually only provide the option for one language of subtitles to be displayed at one time. Dual subtitles are therefore usually only available in non-authentic 'made for ESL' videos, or specially edited authentic 'made for native speaker' videos.

2.5 Theoretical bases for learning vocabulary through subtitled videos

2.5.1 The Comprehensible Input Hypothesis

The 'Comprehensible Input Hypothesis' has been propounded by Krashen (1991) as part of his wider theory of foreign language acquisition. Krashen (1991) argues that foreign languages are acquired when learners are exposed to comprehensible input. The input can be in the form of either oral or written language.

In order to be effective, however, input must be at a level of 'i+1', where 'i' is the learner's current level of ability in the target language. In other words, the input material must be at a slightly higher level than the learner's current level.

Krashen (1991) argues that exposure to comprehensible input of the target language at 'i+1' is both necessary and sufficient to cause acquisition of the language.

Adding subtitles (either interlingual, intralingual, or dual) to a video meant for native English speakers would appear to increase the chances that non-native English speakers will be able to comprehend the content of the video, thus making the video a source of comprehensible input, and leading to foreign language acquisition.

Neuman and Koskinen (1992) have suggested that captioned (intralingually subtitled) television is a valid form of comprehensible input, and increases the second language vocabulary knowledge of its viewers more effectively than non-captioned television.

2.5.1.1 Criticism of the Comprehensible Input Hypothesis

Krashen's Comprehensible Input Hypothesis has been criticized on the basis that it overlooks other important factors, among them the roles of universal grammar, and output (Scarcella & Perkins, 1987).

In relation to universal grammar, critics point out that because the grammar of language learners goes beyond the input they have received, there must be other factors at work besides input (Chaudron, 1985).

In relation to output, Swain & Lapkin (1995) suggest that an important process of language learning occurs when, for example, language learners test their own hypotheses about the grammar of the target language, and receive feedback from interlocutors in relation to those hypotheses (the 'hypothesis testing function').

These criticisms seem valid, but, in the researcher's opinion, do not go far enough to undermine the central importance of comprehensible input, especially in relation to learning new vocabulary.

2.5.2 The Affective Filter Hypothesis

The 'Affective Filter Hypothesis' was developed by Krashen (1982) in conjunction with 'Comprehensible Input Hypothesis', already discussed above (2.5.1). According to Krashen (1982), the affective filter acts as a barrier between 'input', i.e. the language a learner is exposed to, and 'acquisition', i.e. the ability to process and permanently store the language for later receptive or productive use.

The three main factors that contribute to the affective filter are motivation, self-confidence, and anxiety. A student with high motivation, high self-confidence and low anxiety will have a low affective filter, and will be able to take full advantage of the input they are exposed to, as well as proactively seeking out additional

input opportunities. A student with low motivation, low self-confidence and high anxiety will have a high affective filter, and will not be able to effectively process the input they are exposed to, even if it is 'comprehensible'. Krashen (1982) therefore argues that language teachers should aim to foster learning situations that encourage a low-affective filter.

Authentic videos have been suggested to be strongly motivational for learners of English (Sherman, 2003; Stempleski, 1992), and to lower the affective filter of foreign language learners (Neuman & Koskinen, 1992).

2.5.2.1 Criticism of the Affective Filter Hypothesis

The Affective Filter Hypothesis has also been the subject of criticism, most noticeably, perhaps, at the hands of Gregg (1984). While he acknowledges the importance of affective variables, he takes issue with the positing of an Affective Filter *per se*. His objections include the fact that: a) children do not seem to be affected by the Affective Filter in the acquisition of their first languages, and; b) certain highly motivated adult learners still have difficulty acquiring certain linguistic structures, despite the filter being presumably very low for such individuals.

Gregg (1984, p. 94) does however accept the claim that

"an unmotivated learner will acquire less than a motivated one, a nervous learner less than a relaxed one, a self-hating learner less than a self-respecting one"

These claims are also accepted in the current paper, and, notwithstanding Gregg's (1984) specific criticisms, the Affective Filter Hypothesis is deemed to be relevant and of value with respect to the current research.

2.5.3 Dual Coding Theory

Dual coding theory (hereafter DCT), as propounded by Pavio (1971b), suggests that verbal and non-verbal information is processed and stored separately by the

brain. In recent times, Functional Magnetic Resonance Imaging (fMRI) has confirmed the veracity of the theory (Metiri Group, 2008).

Verbal information includes spoken and written words, while non-verbal information includes images, actions and sensations. (Clark & Paivio, 1991). The verbal and non-verbal systems are connected by 'referential connections' which link the two systems into a "complex associative network" (Clark & Paivio, 1991, p. 153).

According to DCT, learning a foreign language entails "successive verbal and nonverbal representations [being] activated during initial study of [L1 and L2] word pairs and during later efforts to retrieve the translations" (Clark & Paivio, 1991).

DCT suggests that the combination of both verbal and non-verbal codes is superior to verbal codes alone, especially when it comes to memorization and recall (Paivio, 1975). This was confirmed in a study by Levin and Berry (1980), in which school children who listened to news stories while viewing relevant pictures were able to recall more information than those who only listened to the stories.

Subtitled authentic videos provide two channels of verbal information (the audio track and the subtitles) in addition to one channel of non-verbal information (moving pictures). Therefore, they seem to be a very suitable form of media for activating dual-coding systems within viewers' brains.

2.5.3.1 Criticism of Dual Coding Theory

Dual Coding Theory has been criticized by the likes of Kieras (1978), who states:

"Unlike the dual-code position, there is no fundamental difference in how perceptually based and verbally based information is represented in memory" (Kieras, 1978)

However, in Paivo's (1991) rebuttal of such criticisms, he notes how such 'single-code' approaches eventually lost traction because the available data about the brain was compatible with either single code or dual code models.

As noted above (2.5.3), more recent research utilizing fMRI to observe brain function adds weight to Paivio's (1971b) ideas, and Dual Coding Theory, far from being disproved, has become stronger in the light of such findings. It is considered in the current paper to be a pertinent and valid theory.

2.5.4 Incidental learning

Incidental learning is the process by which something – in this case, foreign language vocabulary – is learnt without the individual concerned directing their attention specifically toward the act of learning it. Incidental learning is synonymous with 'implicit' learning, and the antithesis of 'explicit' or 'intentional' learning.

Brown (2007) suggests that the real question is not which of these processes is better than the other, but "under what conditions, and for which learners, and for what linguistic elements is one approach, as opposed to the other, advantageous for [second language acquisition]?" (Brown, 2007, p. 292)

The 'linguistic element' under investigation in the current research is vocabulary, and the 'condition' is viewing a subtitled authentic English language video. Existing research supports the proposition that the learning of vocabulary can occur incidentally through exposure to subtitled L2 videos.

In Neuman and Koskinen's (1992) study for example, it was found that young learners of English were able to incidentally learn vocabulary from watching captioned English language videos. Similarly, in d'Ydewalle & Van de Poel's (1999) study, young learners of French and Danish were able to learn vocabulary from subtitled videos where no attention was drawn to the language before or during the video viewing. In a study conducted by Koolstra & Beentjes (1999), children told to 'just watch' authentic videos were still able to acquire new foreign language vocabulary, even when the videos did not have subtitles.

2.5.4.1 Criticism of incidental learning

Not all experts agree that video media is compatible with incidental learning,

however. Froehlich (1988) argues that students will not ‘magically or by osmosis’ learn a foreign language by just watching authentic videos.

Ladau-Harjulin (1992) similarly states that the ‘multidimensional information’ that videos convey “is received passively as vague impressions or pure entertainment unless it is captured in some way”. In order to become a useful means of language acquisition, it has been suggested that video viewing must be ‘active’ as opposed to ‘passive’ (Allan, 1985; Stempleski, 1992).

Despite these objections, the experimental research cited above (2.5.4) suggests that vocabulary can indeed be learnt incidentally from watching subtitled videos. The current research therefore adopts an incidental learning approach in the treatment phase as a means of testing whether incidental learning is suitable for the students of the researcher's teaching context.

2.6 Review of existing research into vocabulary learning through subtitled videos

In existing research which has examined the effect of subtitled videos on vocabulary learning, gains in vocabulary have generally been assessed by self-report (e.g. Katchen, 1997; Tsai, 2009), or by requiring participants to select or produce an L1 equivalent for target words (e.g. Koolstra & Beentjes, 1999; Yuksel & Tanriverdi, 2009). Both of these methods have been utilized in the current research. These studies, and numerous others pertinent to the current research, are discussed below. The studies are arranged according to the kind of subtitled videos they focused on, namely, interlingual, intralingual and dual subtitle videos.

2.6.1 Interlingual subtitle videos

In Katchen’s (1997) study of advanced Chinese learners of English, the respondents reported that they were able to learn a lot of new vocabulary through the interlingual subtitles projected on episodes of “The X-Files”. The author of the study surmised that it “would have been impossible for [the

students] to learn these words... without the aid of Chinese subtitles” (Katchen, 1997, p. 3), although she offered no objective evidence to support this assertion.

Similarly, in an investigation into Taiwanese university students' perspectives on watching movies with interlingual or intralingual subtitles, the respondents reported that they could “learn more words from what [they] hear[d] in English and what [they] read in Chinese” (Tsai, 2009, p. 8).

Koolstra et al (2002) suggest that interlingual subtitles allow viewers to pick up some foreign words when they read the L1 translation at the same time as listening to the L2 audio. Research conducted by de Bock (1977), and Vinje (1994) adds some weight to this claim, although the findings are derived from self-reports, and are as such not verifiable.

In their study of the English language acquisition of Dutch children exposed to subtitled videos in a non-educational environment, Koolstra & Beentjes (1999) offered persuasive evidence to suggest that exposure to interlingual subtitled videos helped the participants both to acquire new English vocabulary and improve their word recognition. Participants exposed to non-subtitled versions of the same videos also made gains to their vocabulary, but the gains were less significant than those made by the group exposed to the subtitled videos (Koolstra & Beentjes, 1999).

2.6.2 Intralingual subtitle videos

A study conducted by Zarei (2009), involving college-level Iranian students, aimed to measure the effect on vocabulary recognition and vocabulary recall of authentic video subtitled in three different modes: interlingual, intralingual and ‘reversed subtitling’, i.e. the subtitling of a video in the viewers L2 (English) with the audio in the viewer’s L1 (Persian).

He found that the differences in vocabulary recognition between the intralingual and interlingual subtitle groups were statistically insignificant, but the participants of both groups performed better than the participants of the ‘reversed subtitle’ group. Additionally, participants of the ‘intralingual subtitle’

group performed significantly better at vocabulary recall tasks than participants of the 'interlingual subtitle' group, which in turn performed better than the 'reversed subtitle' group. (Zarei, 2009)

Further research by the same author (Zarei, 2011) suggests the superiority of intralingual subtitles to interlingual subtitles in gains to vocabulary production, but fails to show a statistically significant difference in gains to vocabulary comprehension between the same groups.

In another study, respondents claimed to be able to learn new vocabulary from watching intralingual subtitled videos as they were "able to both hear the words and see them written" (Stewart & Pertusa, 2004), although in this study actual gains in the vocabulary recognition of participants who watched intralingual subtitled videos compared to those who watched interlingual subtitled videos were statistically insignificant.

Gains to vocabulary were also shown to be greater for Iranian college students who were exposed to an intralingual subtitled video than those who were exposed to a non-subtitled version of the same video (Harji, Woods, & Alavi, 2010).

2.6.3 Dual subtitle videos

No existing studies that provide evidence for the effectiveness of dual subtitles as a direct aid to vocabulary acquisition were able to be located. Chang's (2003) research was the only research found that deals with the effect of dual subtitles on foreign language learning, and her research focused mainly on the effect of dual subtitles on general comprehension.

The results of Chang's (2003) study, which exposed Chinese college students to both familiar and unfamiliar videos in three conditions (either interlingual subtitles, intralingual subtitles or dual subtitles), suggested that the participants in the 'dual subtitles' condition were better able to understand the content of the videos than participants in the other two conditions. The participants were found not to have been "overwhelmed by the tri-modal input" (Vanderplank,

2010), despite previously hypothesized "limits of human attention" (Neuman & Koskinen, 1992).

Despite the innovative nature of Chang's (2003) research, and the somewhat groundbreaking nature of her results, no studies that either replicate or follow on from her research have been located. This is probably due to the lack of general availability of videos with dual subtitles. Until the present study, therefore, the question of whether dual subtitles might be a more effective aid to vocabulary learning than either interlingual or intralingual subtitles has not been addressed or investigated.

2.6.4 Summary

Gains to vocabulary have been procured by both intralingual (e.g. Harji, Woods, & Alavi, 2010) and interlingual (e.g. Koolstra & Beentjes, 1999) subtitles.

Gains to vocabulary procured by intralingual subtitles might be explained by the fact that the meaning of vocabulary can often be deduced from on-screen visuals provided at the same time as the vocabulary (Koolstra & Beentjes, 1999). The simultaneous presentation of the written form of the words being spoken will be of assistance in determining exactly which words are being spoken (Mitterer & McQueen, 2009).

Gains to vocabulary procured by interlingual subtitles might be explained by the fact that the meaning of vocabulary can be obtained from the written L1 gloss presented at the same time as the L2 audio (e.g. Tsai, 2009). The video footage being presented simultaneously will be an additional aid to understanding.

Chapter 3: Methodology

3.1 Participants

Thirty-nine female Japanese college students participated in this study. The participants were first and second year university students, with a pre-intermediate level of English. The students were all enrolled in a variety of non-English majors, and were taking English lessons in the four main skills of speaking, listening, reading and writing, in addition to their main subjects.

Before beginning their English studies, all students were streamed into one of six ability groups (H, A, B, C, D or E), based on the results of a TOEIC Bridge test (Educational Testing Service, 2012), which measures English listening and reading comprehension skills. The participants in the current research were drawn from the following four classes:

- C1 (9 first year, level 'C' students)
- C2 (10 second year, level 'C' students)
- D1 (9 first year, level 'D' students)
- D2 (11 second year, level 'D' students)

Each class of students was assigned to one of four groups: no subtitles (C1), English subtitles (D2), Japanese subtitles (D1) and dual subtitles (C2).

For ease of reference throughout this paper, and in tables and charts, the four groups are referred to as follows: C1NS (C1 no subtitles); C2DS (C2 dual subtitles); D1JS (D1 Japanese subtitles); and D2ES (D2 English subtitles).

An ANOVA of the four groups' TOEIC bridge scores suggested that the students' listening and reading abilities differed significantly between classes ($p < .05$). It would have been desirable, therefore, to randomize the assignment of students to each group, to ensure an even spread of ability and experience, and allow a more useful comparison. However, students were required to remain in the same classes for the duration of the term, with no exceptions for this kind of experimental research, so this was not possible.

Consequently, when the differences in students' attitudes to the treatment video and respective gains in vocabulary are compared, we have to bear in mind that differences in the students' listening and reading abilities, and number of years experience studying English, may have had an effect on the results. This point is discussed in more detail later in the paper (5.3.2).

3.2 Materials

The following materials were used for this study:

- a DVD of Jessi Arrington's *Wearing Nothing New* TED talk (Arrington, 2011), subtitled in 4 different modes
- a modified version of the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996)
- a multiple choice opinion survey

Each of these materials is discussed in further detail below.

3.2.1 Jessi Arrington's "Wearing Nothing New" TED talk

'TED Talks' are freely available English-language video presentations, many of which have been subtitled in a variety of languages, including Japanese and English. The content of TED talks used to relate primarily to the topics of technology, education and design (hence 'TED') but more recent TED talks relate to a diverse variety of topics.

TED talks are provided under the creative commons license, which allows anyone to "reproduce, distribute, display or perform publicly the TED Talks" (TED Conferences LLC, 2012b), making them suitable for use in institutional settings.

The foreign language (interlingual) subtitles for most TED talks are created by volunteers. The TED website describes the process by which interlingual subtitles are created:

"To help ensure quality, we generate an approved, professional English transcript for each talk... Once the talk is translated, we then require every translation to be reviewed by a second fluent speaker before publishing it on TED" (TED Conferences LLC, 2012a)

The subtitles provided with TED talks therefore tend to be very high quality in relation to the characteristics of 'good' interlingual subtitles, discussed above (2.4.1).

The TED talk chosen for this research was given by Jessi Arrington, an American fashion designer and blogger, whose six-minute presentation "Wearing Nothing New" (Arrington, 2011) extolled the virtues of buying second hand clothes.

The video was chosen for its predicted appeal to the fashion-conscious teenage girls who comprised the participants of the research, and its 'moderately slow' (Pimsleur, Hancock, & Furey, 1977) rate of speech at 140 words per minute. The English language transcript of the presentation is provided in *Appendix A*, and the Japanese translation in *Appendix B*.

3.2.2 The Vocabulary Knowledge Scale

Wesche and Paribakht's (1996) Vocabulary Knowledge Scale (VKS) was developed by its authors in order to help assess the depth of an individual's foreign language vocabulary knowledge. It has since become a commonly used scale in research relating to foreign language vocabulary learning (Yuksel & Tanriverdi, 2009) and is particularly suited to "track[ing] the early development of knowledge of specific words in an instructional or experimental situation[s]" (Wesche & Paribakht, 1996, p. 33)

The VKS combines assessment of both perceived knowledge and demonstrated knowledge. The version of the VKS utilized in this research required participants to self-report their level of familiarity with a particular word on a scale of five levels. Additionally, the upper three levels (III, IV, V) required the participants to provide evidence of the reported knowledge by either writing either the L1

translation of the word (III, IV, V), or an L2 sentence using the word in context (V).

The five levels of self-reported vocabulary knowledge used in this study were as follows:

- I. I have never seen this word before.
- II. I have seen this word before, but I don't know what it means.
- III. I have seen this word before, and I think I know what it means.
- IV. I have seen this word before, and I know what it means.
- V. I have seen this word before, I know what it means, and I can use it in a sentence.

The version of the VKS used in this paper was translated into Japanese, in an attempt to ensure that a potential lack of comprehension of the description of the five vocabulary knowledge levels would not interfere with the ability of the participants to respond to each question. The English version of the VKS utilized here is provided in *Appendix C*, and the Japanese translation is provided in *Appendix D*.

3.2.2.1 The target vocabulary

In order to select which words were to become the target words for the VKS, the transcript of the video was processed using the online version of Laufer and Nation's four-way word sorter (Cobb, 2012). This program sorts the words of any text file into four categories: 'K1 words', 'K2 words', 'academic words' and 'off-list words'.

The 'K1 words' category consists of all the words in the transcript which appear in a list of the first 1000 most common words of the English language; the 'K2 words' category features words appearing in a list of the next 1000 most common words; the 'academic words' category (AWL) includes words appearing in a list of the most common academic words, and the 'off-list' words category is comprised of any words not appearing in any of the three preceding lists (such words are often proper nouns).

An analysis of the 'Wearing Nothing New' transcript is provided in *Table 1*, below. As the data shows, the vast majority of the transcript (88.96%) consisted of words from the K1 list, with only a small minority of words (4.52%) from the K2 list, and fewer still (1.25%) academic words. The number of off-list words (4.52%) was greater than the number of K2 words.

Table 1:
VocabProfile analysis of “Wearing Nothing New” transcript

	Types	Tokens	Percent
K1 Words (1-1000)	238	709	88.96%
K2 Words (1001-2000)	28	36	4.52%
AWL (academic)	9	10	1.25%
Off-list words	32	42	5.27%
TOTAL	307	797	100

A full breakdown of word types appearing in each category is provided in *Appendix E*. Of the words chosen to become target words for the VKS, four were taken from the 'off-list' category; one was taken from the 'academic words' category, and one was taken from the '2k words' category. Each of the words appeared only once in the transcript.

Words were selected by virtue of the fact that a direct L1 translation could be located in the Japanese version of the transcript, and the meanings of the words were likely to be unknown to the participants. *Table 2*, below, shows each word, the category from which it was taken, its Japanese equivalent provided in the Japanese transcript, and the word in context and its line number in the English transcript.

Table 2:
Target words for VKS pre- and post-tests

	Word					
	confession	phenomenal	donate	obsessed	overrated	sequins
List	2k	Academic	Off-list	Off-list	Off-list	Off-list
Japanese translation	告白 (kokuhaku)	素敵な (sutekina)	寄付する (kifusuru)	~に夢中です (~nimuchuu)	過大視されすぎています (kadaishisaresu giteimasu)	スパンコール (supankooru)
Word in context	I'm going to make a very public confession	You can almost always look phenomenal for under \$50	I'm going to donate everything back	I'm outfit obsessed	Fitting in is way overrated	Gold sequins go with everything
Line	2	22	47	2	28	41

3.2.3 Multiple-choice opinion survey

A multiple-choice opinion survey was developed in order to elicit the participants' views on the treatment video, as well as their attitudes towards, and habits in relation to, watching English language videos for enjoyment or vocabulary learning purposes in general. The opinion survey was divided into three parts. The first part aimed to uncover the respondents' English language video viewing habits, and consisted of the following two questions:

1. How often do you watch English language videos for enjoyment?
2. How often do you watch English language videos to improve your knowledge of English language vocabulary?

The respondents were given five possible options for each question: 'Never', 'Hardly ever', 'Sometimes', 'Often' and 'Don't know'.

The second part of the questionnaire aimed to identify the respondents' views toward different modes of subtitling when watching English language videos for either enjoyment or English vocabulary learning purposes. It consisted of the following two questions:

1. When you watch English language videos for enjoyment, which type(s) of subtitles do you usually prefer?

2. When you watch English language videos to improve your knowledge of English language vocabulary, which type(s) of subtitles do you usually prefer?

The respondents were given five possible answers: 'Japanese', 'English', 'Simultaneous Japanese and English', 'No subtitles' and 'Don't know'.

Respondents were allowed to select more than one response for each question.

The final part of the questionnaire related specifically to the video the participants had been exposed to during the treatment phase of the research. Participants were asked to rank the strength of their agreement with the following three statements:

1. I was able to improve my knowledge of English language vocabulary from watching the video
2. The content of the video was interesting
3. The subtitles were easy to read

Each response was chosen from a Likert scale of five possible options: 'Strongly agree', 'Agree', 'Neither agree nor disagree', 'Disagree' and 'Strongly disagree'.

The whole questionnaire was translated into Japanese in an attempt to aid comprehension. The English version is provided in *Appendix F* and the Japanese translation in *Appendix G*.

3.3 Data collection procedure

The students participated in the research during their usual lesson time. Two of the groups, D1JS and C2DS, were taught by myself. Assistance was obtained from two other teachers in order that the students in groups D2ES and C1NS were able to participate in the research.

Prior to administering the treatment (the viewing of the video) the members of each group were asked to complete the vocabulary pre-test (Appendix C/D). They were given a maximum of 10 minutes to complete this stage. They were then shown a DVD of the 'Wearing Nothing New' TED talk, subtitled according to

the group the participants were in. The video is approximately 6 minutes long, and was played twice in succession. To ensure a condition of incidental learning, and following Koolstra and Beentjes (1999), the students were told to 'just watch' the video, and not to make notes.

The vocabulary post-test was then administered (Appendix C/D), followed by the opinion survey (Appendix F/G). The whole process can be summarized as follows:

- | | |
|-------------------|-----------|
| 1. VKS pre-test | (10 mins) |
| 2. Video viewing | (12 mins) |
| 3. VKS post-test | (10 mins) |
| 4. Opinion survey | (10 mins) |

3.4 Coding schemes

3.4.1 Vocabulary Knowledge Scale

Following Yuksel & Taniriverdi (2009), participants responses for the VKS test were assigned a score based on the level of the VKS selected for each word, i.e. Level I responses ("I have never seen this word before") were assigned one point, Level II responses ("I have seen this word before, but I don't know what it means") were assigned two points, etc.

Where participants selected a Level III, IV or V response, but their translation or example sentence was incorrect, their response was downgraded by one level, e.g. a participant who selected Level III ("I have seen this word before and I think I know what it means") but provided an incorrect translation of the word was awarded a Level II response for that word.

3.4.2 Opinion survey

Each response in the Likert scale opinion survey was assigned a numerical value, ranging from plus two, for strongly agree, to negative two, for strongly disagree. Responses indicating 'neither agree nor disagree' were assigned a neutral score

of zero. The scores were then added together and converted into a positive or negative percentage to arrive at the final 'agreement rating' value.

The highest possible agreement rating was plus one hundred, which would indicate that all respondents strongly agreed with a particular statement. The lowest possible agreement rating was negative one hundred, which would indicate all respondents strongly disagreed with a particular statement.

Chapter 4: Results

4.1 The VKS test

Table 3, below, shows the scores that the students obtained on the VKS as both a pre-test and a post-test to the video viewing, as well as any gain between the two tests. A mean group score and group gain for each group is also provided.

Table 3:
Vocabulary gains according to VLS score in each of the four groups
(D2ES, D1JS, C2DS, and C1NS)

Group	Student #	Pre-test score	Post-test score	Gain
D2ES	1	9	12	3
	2	12	11	-1
	3	12	12	0
	4	11	12	1
	5	6	9	3
	6	12	12	0
	7	7	8	1
	8	7	8	1
	9	7	9	2
	10	10	12	2
	11	12	11	-1
	Mean	11.7	12.9	1.2
D1JS	1	10	12	2
	2	9	8	-1
	3	9	12	3
	4	9	12	3
	5	12	12	0
	6	10	12	2
	7	10	9	-1
	8	9	12	3
	9	10	12	2
	Mean	9.8	11.2	1.4
C2DS	1	6	6	0
	2	8	10	2
	3	12	12	0
	4	11	12	1
	5	8	9	1
	6	10	11	1
	7	12	14	2
	8	9	12	3
	9	10	13	3
	10	10	12	2
	Mean	10.7	12.3	1.7
C1NS	1	9	12	3
	2	10	11	1
	3	10	11	1
	4	13	12	-1
	5	12	16	4
	6	11	11	0
	7	12	12	0
	8	11	11	0
	9	11	12	1
	Mean	11.0	12.0	1.0

As we can see from *Table 3*, there was a similar, minimal gain in each of the four classes. The mean gain was 1.2 for the D2ES group, 1.4 for the D1JS group, 1.7 for the C2DS group and 1.0 for the C1NS group.

The highest individual gain of 4 was made by Student #5 in the C1NS group. There were at least two students in each group who made no measurable gains at all. In addition, some students were awarded a lower score on the post-test than on the pre-test, and thus their 'gains' are in negative figures. This phenomenon is discussed further below (see 5.1.3, 5.1.4, and 5.1.5).

4.2 The opinion survey

4.2.1 English language video viewing habits

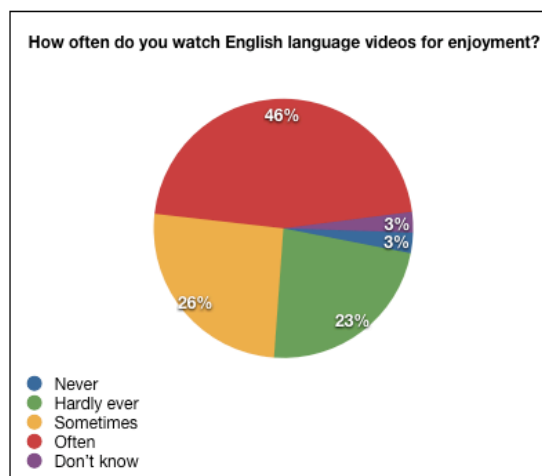
The 39 respondents from the 4 groups were all asked:

"How often do you watch English language videos for enjoyment?"

Table 4, below, summarizes the responses to this question.

Table 4:
Students' responses to the question
"How often do you watch English language videos for enjoyment?"

Never	Hardly ever	Sometimes	Often	Don't know	Total responses
1	9	10	18	1	39



As we can see from *Table 4*, almost half the students surveyed 'often' watch English language videos for enjoyment. More than a quarter do so 'sometimes', and just under a quarter 'hardly ever' do so. One student reported that they 'never' watch English language videos for this purpose, and one student didn't know how often they watched English language videos for enjoyment.

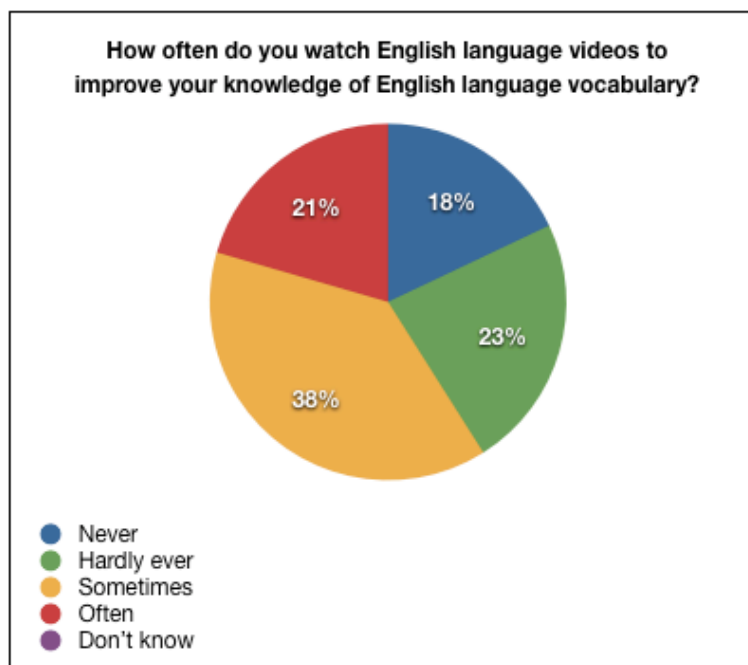
The 39 respondents from the 4 groups were also asked:

"How often do you watch English language videos to improve your knowledge of English language vocabulary?"

Table 5, below, summarizes the responses to this question.

Table 5:
Students' responses to the question
"How often do you watch English language videos to improve
your knowledge of English language vocabulary?"

Never	Hardly ever	Sometimes	Often	Don't know	Total responses
7	9	15	8	0	39



As we can see from *Table 5*, around a fifth of the students surveyed 'often' watch English language videos for the purposes of improving their English language

vocabulary. Over a third do so 'sometimes', and just under a quarter 'hardly ever' do so. Seven students reported that they 'never' watch English language videos for this purpose.

4.2.2 Subtitling preferences

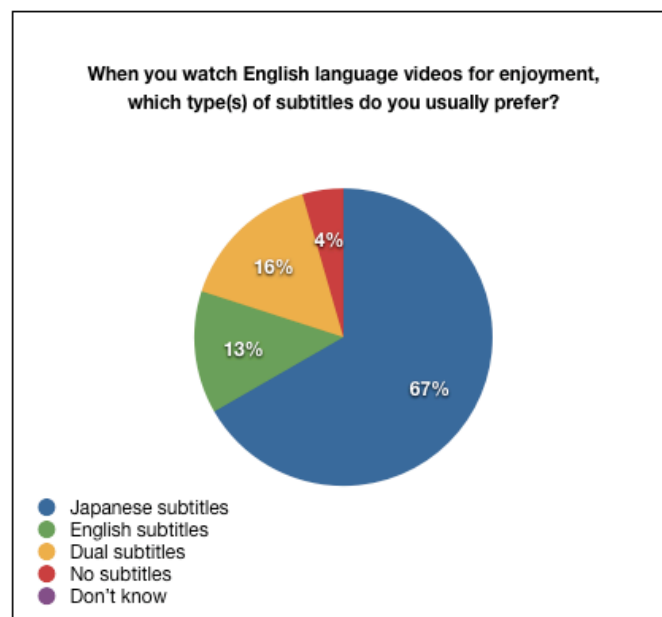
The 39 respondents from the 4 groups were asked:

"When you watch English language videos for enjoyment, which type(s) of subtitles do you usually prefer?"

Table 6, below, summarizes the responses to this question.

Table 6:
Students' responses to the question
"When you watch English language videos for enjoyment, which
types(s) of subtitles do you usually prefer?"

Japanese subtitles	English subtitles	Dual subtitles	No subtitles	Don't know	Total responses
30	6	7	2	0	45



As we can see from Table 6, the majority of students surveyed prefer Japanese subtitles when watching English language videos for enjoyment, although dual subtitles and English subtitles are also favored by significant percentages. Only

two students indicated that they watch English language videos without subtitles when viewing for pleasure.

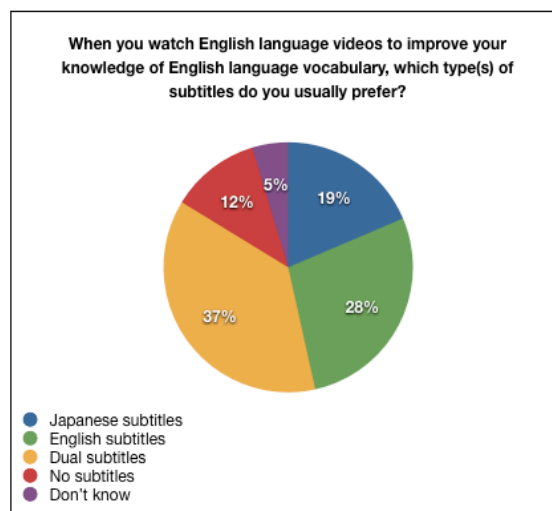
The 39 respondents from the 4 groups were also asked:

"When you watch English language videos to improve your knowledge of English language vocabulary, which type(s) of subtitles do you usually prefer?"

Table 7, below, summarizes the responses to this question.

Table 7:
Students' responses to the question
"When you watch English language videos to improve your
knowledge of English language vocabulary, which type(s) of
subtitles do you usually prefer?"

Japanese subtitles	English subtitles	Dual subtitles	No subtitles	Don't know	Total responses
8	12	16	5	2	43



As we can see from Table 7, over a third of students surveyed prefer dual subtitles when watching English language videos for learning English vocabulary. English subtitles are favored for this purpose by just under a third of the students, and Japanese subtitles are favored by some. A few students indicated that they preferred not to have subtitles when watching English language videos for vocabulary learning purposes, and two students didn't know which kind of subtitles they preferred for this purpose.

4.2.3 Effect of the treatment video on vocabulary learning

Each of the four groups were asked to rate their agreement with the following statement in relation to the treatment video they viewed for this research:

"I was able to improve my knowledge of English language vocabulary from watching the video."

Table 8, below, summarizes the students' responses to this statement.

Table 8:
Respondents' extent of agreement with the statement:
"I was able to improve my knowledge of English language
vocabulary from watching the video"

Group	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total responses	Agreement rating
D2ES	0	1	2	8	0	11	-32
D1JS	1	3	4	1	0	9	22
C2DS	0	4	3	2	1	10	5
C1NS	0	2	2	5	0	9	-17

As Table 8 shows, the vast majority of the students in the D2ES group disagreed with the statement, with a small minority agreeing and a significant number abstaining from either agreeing or disagreeing. The overall agreement rating was strongly negative (-32).

In the D1JS group, a significant number of students abstained, and just under half either agreed or strongly agreed, with a small minority disagreeing, resulting in a mildly positive agreement rating of 22.

In the C2DS group, there was a more or less even split between those who either disagreed or strongly disagreed and those who agreed, with three students abstaining. The overall agreement rating was weakly positive (5).

Finally, in the C1NS group, the majority of students disagreed with the statement, with two students agreeing and an equal number abstaining, resulting in a mildly negative overall agreement rating of minus 17.

4.2.4 Interest in the content of the treatment video

Each of the four groups were asked to rate their agreement with the following statement in relation to the treatment video they viewed for this research:

"The content of the video was interesting."

Table 9, below, summarizes the students' responses to this statement.

Table 9:
Respondents' extent of agreement with the statement:
"The content of the video was interesting"

Group	Respondents' extent of agreement with the statement: "The content of the video was interesting"						Agreement rating
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total responses	
D2ES	1	3	0	7	0	11	-10
D1JS	3	2	4	0	0	9	44
C2DS	4	4	2	0	0	10	60
C1NS	1	5	3	0	0	9	38

As Table 9 shows, the majority of the students in the D2ES group disagreed with the statement, with a minority either agreeing or strongly agreeing. The overall agreement rating was a mildly negative minus 10.

In the D1JS group, the majority of students either agreed or strongly agreed, with the remainder abstaining, resulting in a positive overall agreement rating of 44.

In the C2DS group, the vast majority either agreed or strongly agreed, with the remainder abstaining, resulting in a strongly positive overall agreement rating of 60.

A similar situation was observed in the C1NS group, with the majority either agreeing or strongly agreeing, and the remaining minority abstaining, resulting in a positive agreement rating of 38.

Readability of subtitles in the treatment video

Three of the groups (C1NS excluded) were asked to rate their agreement with the following statement in relation to the treatment video they viewed for this research:

"The subtitles were easy to read."

Table 10, below, summarizes the students' responses to this statement.

Table 10:
Respondents' extent of agreement with the statement:
"The subtitles were easy to read"

Group	Respondents' extent of agreement with the statement: "The subtitles were easy to read"						Agreement rating
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total responses	
D2ES	0	1	5	4	1	11	-19
D1JS	5	4	0	0	0	9	77
C2DS	4	0	3	1	2	10	25

As Table 10 shows, almost half the students in the D2ES group either disagreed or strongly disagreed with this statement, with a small minority agreeing, and a significant number of abstainers. The overall agreement rating was minus 19. In the D1JS group, the results were quite decisive, with all of the students either agreeing or strongly agreeing. The overall agreement rating was a very strongly positive 77. In the C2DS group, the proportion of students who strongly agreed was almost equal to the proportion that disagreed or strongly disagreed. Three students also abstained. The overall agreement rating was 25.

Chapter 5: Discussion

5.1 The VKS test

5.1.1 General failure to increase knowledge of target vocabulary

The results of the VKS test seemed to indicate that no significant gains in knowledge of the target vocabulary were caused by viewing the treatment video, regardless of the kind of subtitling. There are several possible explanations for this.

Firstly, it is possible that, even with the addition of subtitles, the video was not at a level where it constituted comprehensible input for the students. It is very difficult, if not impossible, to determine exactly what Krashen's (1991) 'i+1' means with regard to the English level of learning materials.

Secondly, it is possible that the limited exposure to the target vocabulary in the treatment video (and pre- and post-tests) was not sufficient to cause the target vocabulary to be committed to memory or even noticed at all. It is possible that a greater number of exposures to new words would be necessary for the words to be noticed or remembered.

Thirdly, lack of improvement in knowledge of the target vocabulary could have been caused by the 'incidental' as opposed to 'active' nature of the learning activity. Had the students been instructed to pay attention to particular words, or permitted to make notes during the video viewing, we may have seen much more impressive results both on the opinion survey and the VKS test.

Fourthly, it is possible that students picked up words from the video other than the target vocabulary. Further investigation would be required to determine whether or not this was the case.

Fifthly, it is possible that the language level of the participants was not high enough to allow them to benefit from the effects of incidental learning through video viewing. Neuman and Koskinen (1992) noted a 'rich get richer' tendency in the results of their research, whereby students who had higher English language

competence at the outset of the study made more significant vocabulary gains than their lower level counterparts.

Finally, it is also possible that longer term exposure to English language videos is necessary to yield any significant vocabulary gains. The participants in Neuman and Koskinen's (1992) study, for example, viewed numerous English language videos over a 12-week period.

5.1.2 Increasing knowledge of target vocabulary not impossible

Student #5 in Group C1NS and Student #9 in Group C2DS were the only two students to choose Level II responses ("I have seen this word before but I don't know what it means") in the pre-test and Level III responses ("I have seen this word before and I think I know what it means") for the same word in the post-test, where the post-test responses were accompanied by correct Japanese translations of the words in question – 'confession' for Student #5 and 'obsessed' for Student #9.

These two exceptional cases suggest that the task expected of the students (incidentally learning target vocabulary from the treatment video) was not impossible, although clearly no other students in any of the groups managed it. It is not clear, however, what thought processes these two students were involved in while watching the video or taking the pre- and post-tests.

With respect to Student #5, it was not possible for her to have acquired the translation of the word from subtitles, as she was a member of the 'no subtitles' group. Did she learn the meaning of the word from the context it appeared in in the video, or did she simply succeed in recalling the meaning of the word in the post-test where she had failed to do so in the pre-test? Further investigation would be required to determine the reason for which this student was able to produce a correct translation of the word in the post-test, but not in the pre-test.

For Student #9, it is possible, and seems likely, that she picked up the Japanese translation of the word from the dual subtitles that were displayed while watching the video. Of course, it may be that she simply recalled the meaning of a

word in the post-test that she was for some reason unable to recall in the pre-test.

5.1.3 Students' confidence in level of word knowledge may decrease

With regard to Student #2 in Group D2ES and Student #4 in Group C1NS, the reason for the negative gains was a reduction in confidence of word knowledge on the post test. Both students had selected a Level IV response ("I have seen this word before and I know what it means") for one word in the pre-test, and a Level III response for the same word ("I have seen this word before and I think I know what it means") in the post-test. This resulted in the loss of a point in relation to that word, and thus an overall negative gain.

It is unclear what caused the students to moderate the confidence of their responses in this way. In both cases the translation of the word in question ('overrated' for Student #2 and 'donate' for Student #4) offered by the students was the same, incorrect translation in both in the pre- and post-tests.

5.1.4 Students may fail to notice target words

Students #5, #7, #8, and #9 in Group D2ES, Students #1, #5, and #6 in Group C2DS, and Students #2, #3, #6 and #8 in Group C1NS, all failed to notice at least one of the six target words between pre- and post-tests. That is, all of these students selected Level I responses, "I have never seen this word before", for at least one word on the post-test.

This phenomenon might be explained in part by the gap between 'input' and 'intake'. As Brown (2007, p. 297) explains, "[intake] is the subset of all input that actually gets assigned to our long-term memory store". In other words, we don't remember everything we see or hear. In the current research, it is clear that some of the participants didn't remember having seen or heard the target words in either the pre-test or the treatment video.

5.1.5 Students may forget they have seen words

In the case of Students #5, #7 and #11 in Group D2ES, Students #2 and #7 in Group D1JS, and Student #1 in Group C2DS, the negative overall gains are due to selecting Level I responses ("I have never seen this word before") on the post-test where Level II responses ("I have seen this word before, but I don't know what it means") were selected for the same words on the pre-tests.

It is possible, of course, that some students merely forgot the fact that *they said on the pre-test* they had seen the target words before, and were therefore unable to be consistent in their answers on the post-test.

5.2 The opinion survey

5.2.1 The participants watch videos both for enjoyment and vocabulary learning

Almost three quarters of the students (72%) surveyed watch English language videos for enjoyment at least 'sometimes'. This is important because the affective filter can be lowered and intrinsic motivation raised if students experience some sense of enjoyment in the learning process (Chang, 2005)

Additionally, as shown above (4.2.1), the majority of students surveyed watch videos for English vocabulary learning purposes at least 'sometimes'. We might therefore infer that the majority of students have some experience in learning vocabulary from English language videos.

5.2.2 Interlingual subtitles are preferred for enjoyment

As shown above (4.2.2), when it comes to watching English language videos for enjoyment purposes, Japanese subtitles were clearly preferred by students surveyed. This result suggests that, whatever they might do for pedagogical purposes, the majority of English language video viewing in students' leisure time is done with the assistance of Japanese subtitles.

Claims of being able to increase English vocabulary knowledge were strongest for the participants who viewed the Japanese subtitled version of the video

(4.2.3). If these claims are taken at face value, it seems that the majority of students' English language video viewing opportunities, i.e. those available in their leisure time, may be effective with regards to the acquisition of English language vocabulary. However, the results of the VKS test on this occasion did not seem to support such claims.

5.2.3 Dual subtitles are preferred for vocabulary learning

The most popular kind of subtitles when watching English language videos for vocabulary learning purposes were dual subtitles (4.2.2), although there may have been some confusion as to what this term actually meant (5.3.5).

English subtitles were also a popular choice, followed by Japanese subtitles and then no subtitles. As the second most popular choice, it seems that where dual subtitles are not available, and cannot be easily edited into a video, teachers should opt for English subtitles if they want to match a significant proportion of their students' subtitling preferences.

5.2.4 Interlingual and dual subtitles are felt to be effective for vocabulary learning

Results indicate that students in Group D1JS and to some extent Group C2DS felt that they were able to improve their vocabulary knowledge from watching the video. However, students in Group C1NS and Group D2ES did not, on the whole, feel they were able to do so.

These results suggest that where Japanese subtitles are present – whether exclusively or in conjunction with English subtitles – students' belief in their ability to increase their knowledge of English vocabulary will be higher.

5.2.5 Videos with intralingual subtitles may be less interesting

All groups, with the exception of D2ES, reported that they found the content of the video interesting. It is possible that videos with intralingual subtitles are less interesting than videos with interlingual or dual subtitles. Of course, it is difficult

to be interested in any video that we don't understand, and the lack of interest exhibited by Group D2ES may have been due to lack of understanding. The extent to which the groups understood or the content of the videos would require further research to reveal.

5.2.6 Interlingual subtitles are the easiest to read

It probably comes as no surprise to find that Group D1JS expressed the strongest general agreement with the statement 'The subtitles were easy to read'. Group C2DS had the next strongest agreement rating. Therefore, it seems that for the participants of the current study, interlingual (Japanese) subtitles are the easiest to read, followed by dual subtitles. The intralingual (English) subtitles group (D2ES) expressed disagreement on the whole with the statement.

This suggests that dual subtitles, despite presenting the students with the tri-modal input of Japanese subtitles, English subtitles and English audio, were apparently easier to read than the intralingual (English) subtitles alone. It seems that the participants of the current study, as in Chang's (2003) study, were able to overcome the "limits of human attention" hypothesized by some (Neuman & Koskinen, 1992). However, it is also possible that participants were simply ignoring the English subtitles and focusing solely on the Japanese.

5.3 Issues with the current research

5.3.1 Conservative estimates of ability

Due to the nature of the research instruments utilized in this research, respondents were required to give self-reports of their own abilities in relation to comprehension of the treatment video, and gains in English vocabulary knowledge.

Such self-reports can be affected by the confidence levels of the students, and a lack of willingness amongst Japanese learners in particular to conclude that they may have performed better than their peers (Heine, Takata, & Lehman, 2000) may have resulted in inaccurate reports of knowledge or ability.

If the current research was repeated, it would be desirable to utilize research instruments that might minimize the impact of the students' own confidence levels on the results of the research.

5.3.2 Non-homogeneity of groups

As stated previously (3.1), it was unfortunately not possible to randomly assign the students who participated in this study into homogenous groups of English ability and experience. The students were only able to participate in the research in the classes they had already been assigned to in order to undertake their regular English listening and reading lessons.

If the current research were repeated, it would be desirable to either homogenize the treatment across all four groups, or administer four different treatments to each group over a longer period of time. Due to the researcher's desire to evaluate the effect of four different types of subtitling modes, the former approach was not adopted; and due to the time constraints of the current research, it was not possible to adopt the latter approach on this occasion.

5.3.3 Long-term memory versus 'learning'

A student who encounters a new word in the treatment video, and stores the word in their long-term memory until required in the post-test can not necessarily be considered to have 'learnt' the word.

A delayed post-test would be required to determine whether any words encountered in the treatment video and correctly recalled in the post-test stage had indeed been retained longer-term, (i.e. 'learnt') or just temporarily held in long-term memory and then forgotten.

5.3.4 Extraneous exposures to target words

The research conducted was designed to measure the effect of a subtitled authentic video on English vocabulary learning. However, due to the nature of

the research instruments, the video did not comprise the sole exposure to the target vocabulary.

The pre-test and post-test each constituted one exposure to the target vocabulary. It is not possible to say for definite whether research participants who chose Level I ("I have never seen this word before") responses on the pre-test and Level II ("I have seen this word before but I don't know what it means") responses for the same words on the post-test were acknowledging the fact that they had seen the word in the pre-test or they had seen or heard the word on the treatment video, or both. However, as these two extra exposures were present in all four groups, they can not be said to constitute an unfair advantage to any one of the groups.

5.3.5 Confusion with the concept of 'dual subtitles'

After the opinion survey had been administered to all four groups, it was discovered that the Japanese translation for 'dual subtitles' was not entirely accurate. Although it conveyed the impression of 'both Japanese and English subtitles' the idea that the Japanese and English subtitles were *displayed simultaneously* was not accurately conveyed.

This fact may have affected the results in relation to what kind of subtitles were preferred by the respondents when watching English language videos for either enjoyment or vocabulary learning purposes. If the current research were repeated, it would be desirable to utilize a more accurate translation of this key concept.

5.3.6 Ability of students to guess the meanings of unknown words

After the VKS was administered, a colleague (in personal correspondence) pointed out that the VKS did not account for a case where respondents might be able to guess the meaning of a word despite not having seen it before. This might be possible if an unfamiliar word was nevertheless made up of familiar morphemes.

For example, in the case of the word 'overrated', the respondents may have been familiar with the words 'over' and 'rated' and thus able to hazard a guess as to what the meaning of 'overrated' might be. If the current research were to be repeated, it would be desirable to account for this scenario in the VKS pre- and post-tests.

5.3.7 Small, non-representative sample

The small and non-representative sample dealt with in this research makes it impossible to generalize the results to Japanese learners of English in general, or even all learners of English at the teaching context in which the research was conducted. The results can only be said to apply to the students who actually participated in the research.

In future similar studies, it would be desirable to have much larger and more representative sample in order that the findings might be generalized to larger populations of English learners, and the conclusions drawn might be more relevant to English language educators in general.

Chapter 6: Conclusion

6.1 Summary of findings

The aims of this research were to uncover the participants' English language video viewing habits, establish their subtitling preferences when viewing for either enjoyment or English learning purposes, and determine whether the participants could incidentally learn the meanings of six target words appearing in the treatment video. The questions of whether the participants felt they were able to learn new vocabulary from watching the video, whether they were interested in the content of the video, and whether the subtitles were readable, were also examined.

The results of the research revealed that the participants of the current research watch English language videos for both enjoyment and English vocabulary learning purposes, although they engage in the former much more frequently than the latter.

The participants appeared to prefer Japanese subtitles when they viewed English language videos for enjoyment, and dual subtitles when they viewed for vocabulary learning purposes, although there may have been some confusion as to what 'dual' subtitles actually were.

Most of the participants failed to learn the meaning of the target words appearing in the treatment video, although in a couple of exceptional cases, this was shown to be possible. Despite this fact, members of Group D1JS, and to some extent Group C2DS, felt that they were able to improve their vocabulary knowledge from watching the video. However, students in Group C1NS and Group D2ES did not feel they were able to do so.

The majority of the groups seemed to be interested in the content of the video, with the exception of the intralingual (English) subtitle group (D2ES). This may have been due to the type of subtitles displayed on the video failing to promote understanding, but it is not possible to isolate this variable from other potential

factors, such as the students' English ability level, personal interests, and level of motivation.

It was suggested that dual subtitles were felt by the participants to be more 'readable' than intralingual (English) subtitles, despite the former presenting a challenge in terms of the number of modes of input and the increased demand on the brain's information processing ability, although students may simply have been ignoring the English subtitles and focusing solely on the Japanese.

6.2 Implications for teaching practice

Further research would be required in order to confirm or reject any of the findings discussed in this report. However, some preliminary implications of the findings can be outlined.

Firstly, it seems that students either need to be given more exposure to target words, or the same amount of exposure coupled with intentional or active learning. The optimal combination may be more exposure *and* active learning. This combination may be effective in enabling the students to both notice the target words and process their meanings.

Secondly, it seems that interlingually subtitled videos should be utilized if teachers want to exploit the confidence students feel in their ability to learn English vocabulary from watching videos subtitled in this mode.

Alternatively, dual subtitles could be edited into authentic videos by teachers with access to subtitling technology. Dual subtitles seem to be more readable than intralingual subtitles, which is probably due to the presence of the L1 translation. Students feel to some extent confident in their ability to learn English vocabulary from videos with dual subtitles.

Finally, for low-intermediate students, a video with a lower level of English than the one selected for this study may be necessary in order to be 'slightly above'

the students' current level (i.e. Krashen's (1991) 'i+1'). Failing this, it might be necessary to rely on non-authentic videos featuring graded language which can be more easily understood by low-intermediate level students.

6.3 Avenues for further research

Further research would be required to confirm:

- whether students are 'less interested' in intralingually subtitled videos (and why this might be so), as compared to the same video subtitled interlingually or with dual subtitles;
- whether participants of the current research picked up words other than the target vocabulary from the treatment video;
- the extent to which the groups understood or failed to understand the content of the video, and;
- whether the treatment video was actually effective in causing Students #5 and #9 to pick up the meanings of two of the target words, or whether their failure to write the meaning in the pre-test was due simply to a lapse of memory (it may be been possible to determine this with a follow-up interview of these students)

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Jessi Arrington
“Wearing Nothing New” TED Talk transcript

I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public 2, and that is, I'm outfit obsessed. I love finding, wearing, and more recently, photographing and blogging a different colorful, crazy outfit for every single occasion. But I don't buy anything new. I get all my clothes secondhand from flea markets and thrift stores. Aww, thank you. Secondhand shopping allows me to reduce the impact my wardrobe has on the environment and on my wallet. I get to meet all kinds of great people; my dollars usually go to a good cause; I look pretty unique; and it makes shopping like my own personal treasure hunt. I mean, what am I going to find today? Is it going to be my size? Will I like the color? Will it be under \$20? If all the answers are yes, I feel as though I've won.

I want to get back to my suitcase and tell you what I packed for this exciting week here at TED. I mean, what does somebody with all these outfits bring with her? So I'm going to show you exactly what I brought. I brought seven pairs of underpants and that's it. Exactly one week's worth of undies is all I put in my suitcase. I was betting that I'd be able to find everything else I could possibly want to wear once I got here to Palm Springs. And since you don't know me as the woman walking around TED in her underwear -- (Laughter) that means I found a few things. And I'd really love to show you my week's worth of outfits right now. Does that sound good? (Applause) So as I do this, I'm also going to tell you a few of the life lessons that, believe it or not, I have picked up in these adventures wearing nothing new.

So let's start with Sunday. I call this shiny tiger. You do not have to spend a lot of money to look great. You can almost always look phenomenal for under \$50. This whole outfit, including the jacket, cost me 55, and it was the most expensive thing that I wore the entire week.

Monday: Color is powerful. It is almost physiologically impossible to be in a bad mood when you're wearing bright red pants. (Laughter) If you are happy, you are going to attract other happy people to you.

Tuesday: Fitting in is way overrated. I've spent a whole lot of my life trying to be myself and at the same time fit in. Just be who you are. If you are surrounding yourself with the right people, they will not only get it, they will appreciate it.

Wednesday: Embrace your inner child. Sometimes people tell me that I look like I'm playing dress-up, or that I remind them of their seven year-old. I like to smile and say, "Thank you."

Thursday: Confidence is key. If you think you look good in something, you almost certainly do. And if you don't think you look good in something, you're also probably right. I grew up with a mom who taught me this day-in and day-out. But it wasn't until I turned 30 that I really got what this meant. And I'm going to break it down for you for just a second. If you believe you're a beautiful person inside and out, there is no look that you can't pull off. So there is no excuse for any of us here in this audience. We should be able to rock anything we want to rock. Thank you.

(Applause)

Friday: A universal truth -- five words for you: Gold sequins go with everything.

And finally, Saturday: Developing your own unique personal style is a really great way to tell the world something about you without having to say a word. It's been proven to me time and time again as people have walked up to me this week simply because of what I'm wearing. And we've had great conversations.

So obviously this is not all going to fit back in my tiny suitcase. So before I go home to Brooklyn, I'm going to donate everything back. Because the lesson I'm trying to learn myself this week is that it's okay to let go. I don't need to get emotionally attached to these things, because around the corner, there is always going to be another crazy, colorful, shiny outfit just waiting for me, if I put a little love in my heart and look.

Thank you very much.

(Applause)

Thank you.

Jessi Arrington
“Wearing Nothing New” TED Talk transcript
Japanese translation

私はジェシー これは私のスーツケースです 中に入っている物をお見せする前に 皆さんの前で ある告白をします 私は 洋服に夢中です 洋服を探すのも 着るのも大好き 最近は 写真を撮って ブログを書いている 様々なシーンで使える カラフルでクレイジーな装いを紹介しています でも 新品の服は買いません 私の服はどれも フリマや古着屋で買ったものです ありがとう！ 古着の服を買うことで 環境にも お財布にもやさしい 洋服選びができます 素敵な人たちとの出会いもあるし 私のお金も 立派な目的に使われる事になります 見た目もユニーク 買い物が 宝探しのようにも感じられます 今日の戦利品は何？ サイズは合う？ 色は気に入る？ 20ドル以下で収まる？ どの答えもイエスなら 勝ったような気分です

スーツケースに話題を戻し TEDで着る為に 持参したものを紹介します こんな服装をしている人間が持ってくるものに 興味はありませんか？ 何を持ってきたのかお見せすると 7枚の下着 これだけです 1週間分の下着を スーツケースに入れてきました パームスプリングスに着いたら 自分が着たいと思うものはすべて 見つかるだろうと思ったからです TED会場を 下着だけで 歩き回っているわけではないので（会場：笑い声） 買い物ができたと おわかりでしょう 1週間分の装いを紹介したいのですが どうかしら？（拍手） 洋服の紹介をしながら 人生の教訓も 述べたいと思います 古着を着る冒険をしながら 教訓を身につけていきました

日曜日から始めましょう 名付けて 輝くトラ 着飾るために たくさんのお金をかける必要はなく 50ドル以下でも 素敵な着こなしができます ジャケットを入れても 全部で55ドルでした これが今週のスタイルで 最も高かったものです

月曜日 カラーはパワフル 赤いパンツを履けば 不機嫌になるのも 生理的には ほぼ不可能（会場：笑い声） 自分が幸せそうにしていれば 幸せな人たちが寄ってきます

火曜日 協調性は 過大視されすぎています 私は 自分であろうとしながら 協調性を求めようと ずいぶんな時間を費やしました ただ自分らしくありましょう 身边を適切な人で固めれば 個性を認めてくれるだけではなく 高く評価してくれます

水曜日 子どもっぽさを忘れずに 時々 ドレスアップをして 遊んでいるようだと言われたり 7歳の自分を思い出すと言われます にっこり笑って お礼を言います

木曜日 自信が秘訣 ある服が似合うと思ったら だいたいの場合は 似合っていて ある服が似合わないと思ったら おそらく似合っていないのです 常にこう教えてくれた母の下で育ちました でも 30歳になるまで この意味がわかりませんでした 噛み砕いて 説明してみま

す 内面も外面も 自分が美しい人間だと思うなら 着こなせないスタイルなどありません これは皆さんに言えることです カッコよく見せたい服装は カッコよく見せられるはずです
ありがとう

(拍手)

金曜日 万物の真実 — あなたへのメッセージ 金のスパンコールは 何にもピッタリ

最後に土曜日 独自のスタイルの構築は 言葉を使わずに 自らを表現する すばらしい方法
こうしたわけで 私の装いが理由で 今週は いろんな方に話しかけられ 充実した会話がありました

あの小さなスーツケースに 全部入れられないので ブルックリンに帰る前に 服はすべて 寄
付するつもりです なぜなら 今週学ぼうとしている教訓は 手放しても構わない ということ
だからです 愛着をもつ必要はありません いつだって 身のまわりには クレイジーで カラ
フルな キラリと輝く服が 私を待ってるんですもの ハートとスタイルに いつも愛を

どうもありがとう

(拍手)

ありがとう

(拍手)

Appendix C

Vocabulary Knowledge Scale (PRE-TEST/POST-TEST)

Name:

obsessed

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

donate

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

overrated

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

sequins

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

confession

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

phenomenal

1. I have never seen this word before. ☐
2. I have seen this word before, but I don't know what it means. ☐
3. I have seen this word before, and I think I know what it means. ☐
4. I have seen this word before, and I know what it means. ☐
5. I have seen this word before, I know what it means, and I can use it in a sentence. ☐

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

語彙の知識(予備テスト/予備テスト)

名前 (ローマ字):

obsessed

1. この単語を見たことはありません。 ☐
2. この単語を見たことはあるが、意味は分かりません。 ☐
3. この単語を見たことがあり、意味もおそらく分かります。 ☐
4. この単語を見たことがあり、意味も分かります。 ☐
5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。 ☐

3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

donate

1. この単語を見たことはありません。 ☐
2. この単語を見たことはあるが、意味は分かりません。 ☐
3. この単語を見たことがあり、意味もおそらく分かります。 ☐
4. この単語を見たことがあり、意味も分かります。 ☐
5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。 ☐

3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

overrated

1. この単語を見たことはありません。 ☐
2. この単語を見たことはあるが、意味は分かりません。 ☐
3. この単語を見たことがあり、意味もおそらく分かります。 ☐
4. この単語を見たことがあり、意味も分かります。 ☐
5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。 ☐

3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

sequins

1. この単語を見たことはありません。 ☐
2. この単語を見たことはあるが、意味は分かりません。 ☐
3. この単語を見たことがあり、意味もおそらく分かります。 ☐
4. この単語を見たことがあり、意味も分かります。 ☐
5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。 ☐

3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

confession

1. この単語を見たことはありません。 ☐
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3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

phenomenal

1. この単語を見たことはありません。 ☐
2. この単語を見たことはあるが、意味は分かりません。 ☐
3. この単語を見たことがあり、意味もおそらく分かります。 ☐
4. この単語を見たことがあり、意味も分かります。 ☐
5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。 ☐

3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

Breakdown of word types appearing in the transcript of 'Wearing Nothing New'

1k types: [families 196 : types 239 : tokens 714] a_[15] able_[2] about_[1] adventures_[1] again_[1] all_[6] allows_[1] almost_[3] also_[2] always_[2] am_[11] and_[22] another_[1] answers_[1] any_[1] anything_[2] are_[8] around_[2] as_[4] at_[2] back_[3] bad_[1] be_[8] beautiful_[1] because_[3] been_[1] before_[2] believe_[2] break_[1] bright_[1] bring_[1] brought_[2] but_[3] buy_[1] call_[1] can_[2] cause_[1] certainly_[1] child_[1] color_[2] colorful_[2] cost_[1] could_[1] day_[2] developing_[1] different_[1] do_[7] does_[2] dollars_[1] down_[1] dress_[1] else_[1] every_[1] everything_[3] expensive_[1] feel_[1] few_[2] find_[2] finding_[1] fit_[2] fitting_[1] five_[1] for_[8] found_[1] friday_[1] from_[1] get_[5] go_[4] going_[10] gold_[1] good_[4] got_[3] great_[4] grew_[1] had_[1] happy_[2] has_[1] have_[7] having_[1] heart_[1] her_[2] here_[3] home_[1] i_[48] if_[7] impossible_[1] in_[12] including_[1] inner_[1] is_[17] it_[13] just_[3] kinds_[1] know_[1] laughter_[2] learn_[1] let_[2] life_[2] like_[4] little_[1] look_[8] love_[3] make_[1] makes_[1] markets_[1] me_[8] mean_[2] means_[1] meant_[1] meet_[1] mom_[1] monday_[1] money_[1] more_[1] most_[1] much_[1] my_[13] myself_[2] need_[1] new_[3] no_[2] not_[10] nothing_[2] now_[1] number_[4] occasion_[1] of_[10] off_[1] old_[1] on_[2] once_[1] one_[1] only_[1] or_[2] other_[1] out_[2] own_[2] people_[5] person_[1] personal_[2] playing_[1] possible_[1] powerful_[1] pretty_[1] proven_[1] public_[1] pull_[1] put_[2] really_[3] recently_[1] red_[1] reduce_[1] right_[3] rock_[2] same_[1] saturday_[1] say_[2] second_[1] seven_[2] shiny_[2] should_[1] show_[3] simply_[1] since_[1] single_[1] size_[1] smile_[1] so_[6] somebody_[1] something_[3] sometimes_[1] sound_[1] spend_[1] spent_[1] springs_[1] start_[1] stores_[1] sunday_[1] surrounding_[1] talk_[1] taught_[1] tell_[4] that_[12] the_[14] their_[1] them_[1] there_[3] these_[3] they_[2] thing_[1] things_[2] think_[2] this_[11] though_[1] thursday_[1] time_[3] to_[36] today_[1] truth_[1] trying_[2] tuesday_[1] turned_[1] under_[2] until_[1] up_[4] us_[1] usually_[1] very_[2] waiting_[1] walked_[1] walking_[1] want_[3] was_[3] way_[2] we_[3] wear_[1] wearing_[5] wednesday_[1] week_[6] what_[7] when_[1] who_[2] whole_[2] will_[4] with_[6] without_[1] woman_[1] won_[1] word_[1] words_[1] wore_[1] world_[1] worth_[2] would_[2] year_[1] yes_[1] you_[31] your_[2] yourself_[1]

2k types: [27:28:38] applause_[3] attract_[1] audience_[1] clothes_[1] confession_[1] confidence_[1] conversations_[1] corner_[1] entire_[1] exactly_[2] exciting_[1] excuse_[1] hunt_[1] inside_[2] key_[1] lesson_[1] lessons_[1] lot_[2] packed_[1] pairs_[1] photographing_[1] picked_[1] probably_[1] remind_[1] shopping_[2] thank_[5] treasure_[1] universal_[1]

AWL types: [9:9:10] appreciate_[1] attached_[1] environment_[1] finally_[1] impact_[1] obviously_[1] phenomenal_[1] style_[1] unique_[2]

OFF types: [?:34:46] arrington_[1] aww_[1] betting_[1] blogging_[1] brooklyn_[1] crazy_[2] donate_[1] embrace_[1] emotionally_[1] flea_[1] jacket_[1] jessi_[2] mood_[1] obsessed_[1] okay_[1] outfit_[4] outfits_[2] overrated_[1] palm_[1] pants_[1] physiologically_[1] secondhand_[2] sequins_[1] suitcase_[4] ted_[3] thrift_[1] tiger_[1] tiny_[1] transcript_[1] underpants_[1] underwear_[1] undies_[1] wallet_[1] wardrobe_[1]

Feedback questionnaire (English version)

PART 1

Please check your answer to the following questions (○)

1. How often do you watch English language videos for enjoyment?

<input type="radio"/> Never	<input type="radio"/> Hardly ever	<input type="radio"/> Sometimes	<input type="radio"/> Often	<input type="radio"/> Don't know
--------------------------------	--------------------------------------	------------------------------------	--------------------------------	-------------------------------------

2. How often do you watch English language videos to improve your knowledge of English language vocabulary?

<input type="radio"/> Never	<input type="radio"/> Hardly ever	<input type="radio"/> Sometimes	<input type="radio"/> Often	<input type="radio"/> Don't know
--------------------------------	--------------------------------------	------------------------------------	--------------------------------	-------------------------------------

PART 2

1. When you watch English language videos for enjoyment, which type(s) of subtitles do you usually prefer? (You may select more than one answer)

<input type="radio"/> Japanese	<input type="radio"/> English	<input type="radio"/> Simultaneous Japanese and English	<input type="radio"/> No subtitles	<input type="radio"/> Don't know
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2. When you watch English language videos to improve your knowledge of English language vocabulary, which type(s) of subtitles do you usually prefer? (You may select more than one answer)

<input type="radio"/> Japanese	<input type="radio"/> English	<input type="radio"/> Simultaneous Japanese and English	<input type="radio"/> No subtitles	<input type="radio"/> Don't know
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PART 3

The following questions relate to the video you watched in the lesson, which had no subtitles / English subtitles / Japanese subtitles / simultaneous Japanese and English subtitles.

1. I was able to improve my knowledge of English language vocabulary from watching the video

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2. The content of the video was interesting

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

3. The subtitles were easy to read

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Feedback questionnaire (Japanese version)

パート1

次の質問にお答えください (○)

1) 楽しむことを目的として、英語のビデオをどれくらいの頻度でご覧になりますか？

○ 見ない	○ ほとんど見ない	○ 時々見る	○ よく見る	○ 分らない
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2) 英語のボキャブラリーを増やすことを目的として、英語のビデオをどれくらいの頻度でご覧になりますか？

○ 見ない	○ ほとんど見ない	○ 時々見る	○ よく見る	○ 分らない
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パート2

**1) 楽しむことが目的で英語のビデオをご覧になる場合、通常どの字幕を選択しますか？
(複数回答可)**

○ 日本語	○ 英語	○ 日本語と英語 の両方	○ 字幕は見ない	○ 分らない
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2) 英語のボキャブラリーを増やすことが目的で英語のビデオをご覧になる場合、通常どの字幕を選択しますか？ (複数回答可)

○ 日本語	○ 英語	○ 日本語と英語 の両方	○ 字幕は見ない	○ 分らない
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パート3

次の質問では、授業で見た、字幕なし、英語字幕付き、日本語字幕付き、日本語と英語両方の字幕付きのビデオについてお聞きします。

1) ビデオを見たことで、英語のボキャブラリーを増やすことができた

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
大変そう思う	ややそう思う	どちらでもない	あまり思わない	全くそう思わない

2) ビデオの内容を楽しめた

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
大変そう思う	ややそう思う	どちらでもない	あまり思わない	全くそう思わない

3) 字幕は、簡単に読めた

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
大変そう思う	ややそう思う	どちらでもない	あまり思わない	全くそう思わない