

عنوان مقاله:

Vocabulary Learning by Iranian Adult L₂ Learners via Extensive Viewing of Subtitled and Captioned TV Series

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خلاصه مقاله:

Television can be considered a rich, helpful, and valuable source to expose L₂ learners to huge amounts of comprehensible input so that they can improve their L₂ knowledge and, in particular, their L₂ vocabulary knowledge. This study aimed to discover how effective sustainable and extensive TV viewing can be in L₂ vocabulary learning, considering the language of the on-screen text (L₁ or L₂) and instruction type (preteaching L₂ items or not). Eighty L₂ learners (58 female and 22 male), who had an intermediate English proficiency and were divided into four groups, participated in the intervention over an academic term in a language institute. Participants viewed 14 episodes of a TV series under four experimental conditions: (1) captions and preteaching, (2) captions without preteaching, (3) subtitles and preteaching, and (4) subtitles without preteaching. A pre/posttest design to examine the gains regarding both L₂ vocabulary meaning and form was adopted. Results suggested that extensive exposure to TV series positively affected the participants' L₂ vocabulary learning, both in terms of meaning and form. Participants exposed to L₂ captions outperformed those who had received L₁ subtitles, concerning both L₂ vocabulary meaning and form. Finally, the analyses showed that, overall, the groups that had undergone preteaching performed better, regardless of the language of the on-screen texts.

کلمات کلیدی:

L₂ vocabulary learning, Extensive TV viewing, Captions, Subtitles, instruction

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