EFFECTS OF A DUAL-SUBTITLED VIDEO (THAI-ENG) WITH TEXT-ENHANCEMENT TOWARDS VOCABULARY LEARNING PERCEPTIONS OF THAI UNDERGRADUATE STUDENTS

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Abstract - Captioned and subtitled videos are effective tools to promote vocabulary breadth. Nowadays, mono language subtitles or single-line subtitles have been widely used. However, for those learners who possess a limited size of vocabulary repertoire, they still encounter difficulty to get across the meaning of the words while watching immediate video stream. In such the circumstance on the speed to catch up on the story, the learners can only have the opportunity to guess the word meaning from context clues and skip unknown words. Some put their attempt to memorize the doubtful words for later clarification. That hard effort can eventually create a potential boredom and withdrawal from learning through the subtitled videos. This problem surprisingly is left unattended in research. To investigate more for an alternative and to bridge the gap, a dual subtitled video with text enhancement was created, in order to investigate on its effects towards the learners' perceptions and the degree of their attention. An experiment was implemented with a sample group of twenty-five Thai undergraduate students. Content analysis of the collected data through a group discussion was employed. The findings revealed a phenomenon of the learners' perceptions and preferences of the dual subtitled video with text enhancement towards their vocabulary expansion.

Keywords - Dual Subtitles, Learning Perceptions, Text Enhancement, Vocabulary Learning

I. INTRODUCTION

Undoubtedly, vocabulary plays a significant role in foreign language acquisition (Saengpakdeejit, 2014). Videos appear to be one of potential tools to develop vocabulary breadth, especially on-screen texts or subtitles that helps the learners to quickly gain much more words. In fact, subtitles are usually provided for those who have a problem with hearing ability, to get comprehension of the video stories (Danan, 2004). The most common mode of subtitling is mono language (bimodal) which audio and textual format are in the same language of L2. Instead of listening, reading the subtitles is an alternative for the learners. Many research works also attempt to discover the benefits of subtitles for those who have limited vocabulary size. With mono-language mode, while a learner is watching the videos, and encountering unknown words, he has limited options, from keeping the words for later consults on a dictionary, tolerating the words, to guessing the words from context clues. Dictionary consult process is time-consuming and it can eventually disturb learners from the enjoyment of the content (King, 2002) and lead to the possibility in switching the mode to their own language dubbing. Skipping the words can be a risk losing the meaning of the story. Guessing is required much enough clues. Thus, studies of different modes of subtitles to unveil the best benefit of vocabulary learning are still underway. While mono-language mode of subtitles gain extra attention, dual-language mode is something left behind.

The dual-language subtitling refers as the inputs of the subtitles provided in both languages of L1 and L2 simultaneously. The translated L2 words can be given the meaning by linking to the L1 prompts (Feifel & Lorge,1950).

In addition, another key factor is how to ensure that the target words have been attended. According to Noticing Hypothesis proposed by Schmidt (1995), he mentioned that L2 learners should notice the input in order to transform the input into intake. In other words, it means that the target words should be noticeable or salient for cognitive internalization. Then, the idea of input enhancement is added up on the top, so as to direct the learners' attention onto the target words.

From the aforementioned, to fill the mono-language limitations, the dual-subtitle video (Thai-Eng) with text-enhancement is created under the theoretical grounds to form a new way of learning vocabulary, based on the assumption that the dual-subtitle video can contribute positive effects towards the learners' perceptions and their vocabulary expansion.

II. LITERATURE REVIEW

A. Input- Hypothesis

Presentation of input is important as an indicator of success of L2 learning. Most of researchers admitted that input factor plays a primary role in variety of learning approaches (Ellis, 2008). Adhering with the Input hypothesis (Krashen, 1981), it is claimed that second language acquisition will take place when the learners are able to access the type of input that is comprehensible for them. It is alternatively called comprehensible input. In classroom context, the idea of comprehensible input is expanded along with natural order of acquisition in which the input provided for learners is suitable for the learners' current level of competence (I) but also contains new

data moving a bit to the next stage (+l) (Krashen, 1987). It means that input for different levels of learners will vary across difficulty levels of input that comprehensible for them. To this study, it is subjected to limited vocabulary learners, the provision of input should be basically comprehensible and simple. The presentation of dual-subtitles formed into two languages of both L1 and L2, is to facilitate learners for a better comprehension by using the links of the target words. Learners can swap their eyes movement onto any language of the two while they are watching the video.

The concepts underpin the idea of comprehensible input can be observed from the descriptions of the input classification which is divided into 3 types as (1) Pre-Modified Input, (2) Interactionally Modified Input, and (3) Modified Output (Ellis, 1999; Gass and Varonis, 1994). Focusing on the Pre-Modified Input in this study, it is a type of input which has been modified in some way before the learner sees or hears it.

To recap, the illustration of incorporated Input Hypothesis to Dual-Subtitle Videos can be shown in fig. 1:

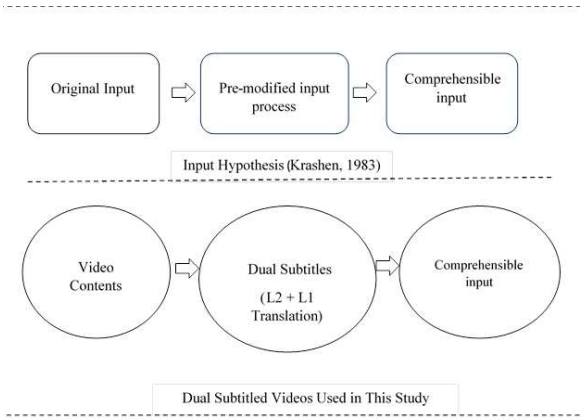


Fig. 1: Framework of Input Hypothesis in Connection with Dual Subtitled Videos Used in This Study

B. Roles of Subtitling and Captioning

According to Zanon (2006), subtitling modalities are listed as follows:

1. Bimodal subtitling refers to as the transcriptions from the language of dialogues to the subtitles of the same language.
2. Standard subtitling refers to as the transcription from the language of dialogues to the subtitles in the viewers' native language.
3. Reversed subtitling refers to as the transcription from the language of dialogues from the viewers' native language to the subtitles of the target language.
4. Dual-subtitling, an additional type called by Kovacs (2013), refers to as the transcriptions of the language of dialogues provided with both the target languages and the viewer's native language displaying simultaneously on the bottom of the same screenplay.

Kovacs mentioned that dual subtitles provide the most information to the learners, and they appear to be effective with vocabulary acquisition than other kinds. However, a dual subtitle is something new for instruction and there is tendency to gain more interest from researchers to further investigate on its effectiveness.

C. Dual Subtitles Use for Language Instruction

In fact, dual-subtitles has yet gained much attention from researchers; therefore, the purpose of the use of dual subtitles is still discrepancy and inconclusive. Considering from its mode, dual subtitle is characterized as a tool to provide the textual transcriptions of a video into two languages of the L2 language and L1 language displaying simultaneously on the bottom of the screenplay. The learners can decode the meaning of unknown of L2 by the translation of L1 as to get comprehension of the video story. Nevertheless, for those who have high proficiency, L1 may not be necessary for them as they can get understanding from just L2. The dual subtitle likely leads its path to low proficiency learners for comprehension. When learners understand the story in the video, they also feel engaged by watching it and it seems to be a way to encourage them to develop their language skills.

In connection with second language acquisition, Ellis (2002) distinguished the acquisition of a first language and a second language as that the L2 learners bring an enormous amount of knowledge to do L2 tasks. They attempt to use general knowledge about their L1 and knowledge of the world as they can draw on, to help them understand L2 input. It implies that the way learners take step into a new language requires greater effort than acquisition of L2, with the help of L1 to comprehend L2 input.

III. RESEARCH METHODOLOGY

A. Samples of the Study and the Tool for Data Collection

The sample group in this study was an intact class of 25 freshmen who enrolled in English for Study Skill Course, in the second semester of 2018, Muban Chombueng Rajabhat University, Thailand. Introduction about the purposes of the video and the background of the study was explained to the samples. Then, the learners watched the developed dual-subtitled video for 2 hours inside the classroom. There were 40 target words in the lesson. The learners watched the video out of class again when they had free time, in the first week. After that, in the second week, a group discussion was held for data collection. The study was conducted for two weeks in a row.

B. Development of the Videos

A dual-subtitled video of the movie "Jurassic World 2015" designed with text enhancement was developed by using Aegisub version 3.2.2, which is a freeware as a cross-platform and open source tool for creating and modifying subtitles. The preview of a sample screenshot can be presented below:



Fig. 2: A Sample of Dual-Subtitled Video Screen with Text Enhancement

The length of the video was about 2 hours. The dialogues in the video were displayed by the subtitles of both languages (Thai and English) at the bottom of the screen. The pairs of target words were highlighted as to draw the learners' attention onto the word items. The learners could make a link between the L2 target word and the L1 translation.

Focus group discussion was carried out as a tool to collect data to investigate the learners' perceptions in terms of thinking processes, awareness, strategies, techniques, and reactions.

Validation of the tool in form of the guided question set was undertaken by three experts using IOC. The learners verbalized their retrospective thoughts. The guided questions were based on the conceptual frameworks of the study.

Reliability of the results of the discussion was conducted by the estimation of the inter-rater reliability. Both researcher and inter-rater discussed on how to use the codes under the same schemes. The ambiguous or irrelevant codes or themes were discussed, revised and removed until the researcher and the inter-rater finally agree upon the sets of codes and themes. The analysis of inter-rater reliability was conducted by using Cohen's Kappa coefficient to determine the consistency between the rate of researcher and the inter-rater. The interpretation was as follows:

Kappa (κ)	Interpretation
< 0	Poor agreement
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Cited from Landis and Koch (1977)

A set value of 0.5 Kappa was acceptable for this study and the result was 0.87 which was at an acceptable level.

C. Research Procedures

Step 1: The samples watched the dual-subtitled video of "Jurassic World (2015)" first round in class. They were allowed to make notes, pause, and rewind to facilitate their memory of the words from watching the video. It took 2 hours class time in week one.

Step 2: The samples watched the video "Jurassic World 2015" again when they had free time (Replaying the movie by self-learning out of class on their own pace). They were also allowed to add notes of what they thought it would help them learn the words.

D. Data collection:

A group discussion was undertaken for 1 hour to gather information on the perceptions that the participants had on learning with the videos. The data were divided into as following key coders by using content analysis:

1. Dual subtitled mode of delivery (MD Coding Scheme)
2. Textual appearance and distribution of the words on the screen (TA&DW Coding Scheme)
3. Allocation of the attention on watching the audio, visual, and dual textual mode (AT Coding Scheme)
4. Preference on the design of the videos and capacity for learning meaning of the words in the video (PF Coding Scheme)
5. Cognitive processes of while dealing with learning (CP Coding Scheme)

IV. FINDINGS AND DISCUSSION

A. Dual Subtitled Mode of Delivery:

The result revealed that most of the participants thought that the dual-subtitled video was very useful for them in learning vocabulary. Especially, for those who have rather low level proficiency because it was convenient for them to look up the meaning of the words on the Thai translation subtitle line or the target word pairs. The result was consistent with Input Hypothesis (Krashen, 1981). It is mentioned that learning will take place only when the input is comprehensible for the learners. The dual subtitled video was designed to facilitate comprehension by using translation of L1 for learning those target L2 words. The samples with limited vocabulary size had an opportunity to associate the word pairs of subtitles instead of looking up on a dictionary. It was practical and convenient for them to gain more vocabulary and to add the words up in their repertoire.

However, for a few of them whose their proficiency was at a relatively higher level, they preferred bimodal subtitles (both audio and textual formats are in L2 language) because they were more eager to learn

idiomatic expressions, colloquial without translation and to practice their listening skills. On the contrary, those with limited vocabulary, they felt fun and appreciated to learn vocabulary by dual-subtitles. They thought it was very helpful.

In addition, in the past, the participants revealed that they usually looked up the word meanings from dictionary which was take very much time consuming while watching English videos without Thai subtitles. Only English subtitles could not make them get across the messages in the dialogues and there was also tendency for them to quit watching because of the overwhelmed feeling and boredom. Without L1, they would have wanted to switch the mode to Thai dub instead, just to enable them to catch up with the story. Besides, most of the participants enjoyed watching the video first round without pauses, since they wanted to enjoy the story. So, their attention was focused more on the contents of the stories. They wanted to learn the vocabulary by watching it again on their own after watching it the first time. This was aligned with the concept of learning motivation theories. Motivation can help promote learning (Harackiewicz, Judith M et al., 2016). Learners will learn better if they enjoy the lessons. They will become more active in learning. On the other hand, if learning activities are unmotivated, they can create potential learning failure or withdrawal of the learners. Therefore, learning interest or motivation was a powerful tool to energize learning and lead learners to success.

B. Textual Appearance and Distribution of the Words on the Screen:

The participants preferred to see English subtitles on the top-line and Thai subtitle one the bottom-line because their concentration went on the direction from the top to the bottom lines. Distribution of the target words should not be so close together on a screen shot, since the learners wanted some time in between to internalize the information. Additionally, there should not be more than two target words distributed on the same screenshot because they felt a bit overloaded to process information at one time. In physiological related theories, the result was coherent with Serial Position Effect (Murdock, 1962). It has been said that there is high tendency for a learner to remember the first piece of information better than the other pieces. As Murdock studied on long-term word recall with a group of participant to survey about their memory of the target word list. Each word was presented for one to two seconds. He discovered that the probability of recalling the word lied on its position in the list. Words that were presented first or at the end were more often to be recalled.

C. Allocation of the Attention While Watching the Audio, Visual, and Dual Textual Mode:

Even though there seemed to be very much information to process at a time while watching the video (multi-modalities), still they had no problem with it because the numbers of the words on the screen was manageable. They could control over their selective the attention on a particular point of interest in time of the video's stream. Their eyes moved up and down selectively based on what they felt important to attend. All the information was eventually bundled. The result was agreed to the concept of Selective Attention Process. The process is to control or direct awareness of a learner to relevant stimuli and ignore unimportant or irrelevant information. Broadbent (1958) mentioned that the information of all existing stimuli presented at any given time will be filtered in a sensory buffer. Since the cognitive information processing has limited capacity, only one information will be selected and pass through the filter. Therefore, the important information will be focused. In this case, the highlighted target word pairs in the dual-subtitles were to be focused. The participants skipped some of unimportant parts or paid less attention on them.

D. Preferences on the Design of the Video and the Capability for Learning the Meaning of the Words in the Video:

Most of the participants said they liked fantasy and sci-fi movie genres. They enjoyed a lot with the video because of the genre. They noted that the video was interesting enough to keep their attention to watch it several times.

For the capability to learn vocabulary, they agreed that they could learn a large amount of words from the dual-subtitle video, averaged from 50 words up to 100 words for a story. On top of that, they recommended that it was better not to provide the list of the target words for them as they thought it would be more effective if they were self-directed. They could create the word list from the story by themselves, and that way helped them remember the words better. While they were writing, they said their memory of the words were strengthen. The result was added as another proof on Self-Directed Learning. Gureckis et al.(2012) noted that Self-Directed learning helps learners in encoding information and retaining the information overtime in long-term memory. In this study, the participants wanted to summarize the target word list by themselves to help them memorize the words better.

Their preference mostly went on the highlighted target words. The words stood out and helped a lot in drawing their primary attention. The highlighting help imprint the information on their mind. Their memory of the words were also interwoven by the contexts and images that came in at particular scenes in the video. According to Color Effect theory, Dzulkifli et al. (2013) stated that color has a strong influence to the memory performance. It can increase learners' attention and arousal. In the dual-subtitled video, the pairs of target words were color highlighted to ensure that the word items stood out and could direct the learners' attention.

E. Cognitive Processes in Dealing with the Learning: When the participants first watched the movie, they felt motivated and enjoyed with the movie. They often looked up more on Thai language subtitles to get comprehension of the story. However, from time to time, they also looked up on the English word pairs that had been highlighted. They got the meaning of the words right at that time. They described that the highlighting could catch their attention so well. The video also provided them the opportunity to replay. Whenever they felt that they could not catch up the story, they were able to make a pause. It could facilitate them in learning on their own pace. All of the abovementioned results related to the cognitive processes had been already discussed earlier in part A, B, C, D, and E.

Moreover, whenever the learners were stimulated to recall any of the target words, the images of the scenes came to their mind, holding the words in the video together with the highlighted target word pairs. Especially, the scenes that carried clear meanings of the target words and the vivid connection between the target words and the contextual components. Some distinctive features in each scene also helped make them recognize the words. The concept that images can trigger memory was congruent with Cognitive Theory of Multimedia Learning (Mayer, 2002). The theory had robust evidence on the belief that people learn better from words and pictures than from words alone.

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