Mastering Vocabulary and Pronunciation Through Viewing English Subtitled Videos

Amonova Vazira Shokir qizi [1]

Abstract: In order to enhance students' vocabulary and pronunciation skills, teachers should consider implementing various techniques to help students better absorb and articulate vocabulary. This study aimed to investigate the effectiveness of using English subtitled videos to improve vocabulary and pronunciation skills, as well as identify any obstacles students may face when utilizing this method in the classroom. The study was conducted at a Senior high school with a sample of 10 second-grade students from the 2016 batch. This pre-experimental study utilized pre-test and post-test assessments, and data analysis was done using statistical formulas. The results showed a significant improvement in students' vocabulary and pronunciation skills, as evidenced by higher post-test scores compared to pre-test scores. Additionally, most students reported no difficulties in using English subtitled videos in the classroom.

Keywords: Vocabulary and Pronunciation mastery, subtitles videos.

Introduction

There has always been a rising stress on English language teaching as a mechanism for communication, and technology has played a serious role in facilitating authentic communication. In a sense, the effectiveness of multimedia has drawn great consideration and is supposed, under the theory of adding an additional channel of media to send out a message, to significantly improve communication and comprehension (Dwyer, 1978). Multimedia technology (like TV, computers, networks, emails, video cassette recorders (VCRS), compact disc ready-only memories (CD-ROMs) and interactive multimedia) aids the teaching technique of integrating real-life situations with the target language into the language classroom. In this meticulous setting, learners slowly expand their language acquisition by being exposed to the authentic environment of the target language. According to one of the most outstanding theories of second language acquisition, Krashen (1985) proposed that learners can learn a large amount of language unconsciously through ample comprehensible input. The Input Hypothesis, stated by Krashen, argues that the use of a target language in real communicative environments and the stress on rich comprehensible input, by exposing the learners to the target language in the classroom, facilitate their language acquisition. In other words, language acquisition only happens when comprehensible input is suitably delivered. In this respect, language teachers resist to use a wide range of teaching techniques to make authentic situations and to promote learners' language acquisition. Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input (Brett, 1995; Egbert & Jessup, 1996; Khalid, 2001).

Today, language learning has turned out to be more available by implementing multimedia with spoken information and full visual context, such as subtitles. For instance, subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone. The dual-coding theory proposed by Paivio (1971) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers then will be more probable to keep the message in mind. Therefore, the results of the past research appear to sustain the aspect that the use of subtitles causes multi-sensory processing, interacting with audio, video and print mechanisms. These information input foundations

---

[1] Student of Karshi State University

make the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances. In addition, many teachers feel that subtitles shed new light on a better way of using various multimedia in the ESL classroom. When subtitled technology appeared more than 15 years ago, many educators quickly saw value in exploiting its potential in helping students process language in a different way and effectively by means of the printed word (Koskinen, Wilson, Gambrell, & Neuman, 1993; Holobow, Lambert, & Sayegh, 1984; Parks, 1994; Vanderplank, 1993; Goldman, 1996). Most Iranians have problems, particularly when it comes to communicating with foreigners in English. That makes accessing information difficult for those with limited English language proficiency. In addition, for those Iranian students who wish to study abroad, language is the main problem since they have studied in Persian for all their educational life, thus adapting to a non-Persian environment is consequently very difficult. Iranian students start learning basic English at their secondary schools; however, the curriculum structure is based on teaching grammar, reading, and vocabulary rather than oral skills; therefore, most students' oral communication skills are limited. The need for English in Iran is unique. English is not only a required course for Iranian students, but is also required and tested as part of major entrance examinations in Iran. Therefore, considering videos with subtitles in English as a foreign language would provide solutions to facilitate the process of learning. The purpose of this study is to examine the effectiveness of subtitled videos in enhancing university students' language learning in Iran [English as a Foreign Language (EFL)]. In this study, the term language learning represents students' vocabulary acquisition. Teachers' professional development activities always focus on to the types of teaching strategies that help students improve along with their path of learning process. As the research has been designed to discover the effectiveness of presenting subtitles in the movies on vocabulary acquisition, it would be of much significance if it were confirmed that this strategy works. In general, it can also been concluded that the findings of this research would contribute to the body of literature in the field of language teaching, learning, and use of multimedia technology knowledge. The findings of this study can be shared with the curriculum designers, EFL/ESL teachers for technology to be implemented in the classroom, and materials developers for teaching English.

In this research, the researcher stated some explanation of the terminology that predominately used in this study. This terminology explain to get readers understand accurately about the boundary the words or phrases employed here.

Vocabulary

In terminology, vocabulary is lists of word with their meaning. Collins(2001) stated that vocabulary is the total number of words known in a particular language Vocabulary is the basic unit of language skills. Even though, it plays an incredible role in shaping language learners' skill. Particularly, in the research, vocabulary is the main focus because the object is junior high school students. They need to master vocabulary in assisting their speaking ability. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.
Pronunciation

Pronunciation is closely linked to ears, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students' own voice as a model will be the most effective way of doing this. So, an audiovisual media has an important role to improve students' pronunciation ability. Movies are considered as audiovisual media that have a special position in the people's heart since watching movies differs from viewing paintings, stage performances, or even slide shows. Movies present audience with images in illusory motion (David and Kristin, 1997). In fact, everyone loves movies. Movies are divided into several kinds, and among the movies, animation movie are considered as the closest one to the children or in this case, young learners. Because of their strong characters and entertaining story, animation movies are positioned as one of entertainment media. Besides, animation movies are used as a teaching medium as well.

Short Animation Movie Series

The Berenstain Bears is an Australian-American co-produced animated television series based on Stan and Jan Berenstain's Berenstain Bears children's book series, produced by DIC Entertainment, Hanna-Barbera and Southern Star Productions. It aired on the United States from September 14, 1985 until March 7, 1987 on CBS with over 52 11-minute episodes in 26 half-hour shows produced. Each part consisted of two episodes, the first being an adaptation of one of the books, the second being an original story. The series was nominated in 1987 for a Daytime Emmy award for Outstanding Performer in Children's Programming.

Viewing English Subtitled in Vocabulary and Pronunciation Learning

According to Zarei (2009), the use of movies, particularly the subtitled movies, can be one of the most enjoyable, stress-free methods for L2 vocabulary learning. Neuman (1990) conducted a research about the effect of subtitled in foreign language instruction. He designed four different modes to observe 129 minority learners who were in seventh and eighth levels in bilingual programs. He subtitled nine segments of an educational series, which were scientific and lasted 5-8 minutes, in the learners' target language. The results show that the learners who watched subtitled series acquired more new words in the target language than in any of the three other conditions. In other words watching movies with subtitled had a positive effect on incidental learning of new vocabulary. Also, in a study, Koolstra and Beentjes (1999) maintained that interlingual subtitled assisted learning pronunciation, syntax, expressions and connotations as well as vocabulary. They found that interlingual subtitling had more advantages than dubbing; it could lead to incidental language learning and was cheaper than dubbing. However, they maintained that there were a number of concerns about subtitling. For example, it could prevent learners' attention from listening to the dialogues of movies and create problems for children and poor readers. In summary, the use of subtitled movies in the field of teaching/learning english proves that subtitling gives beneficial effects for vocabulary learning and content comprehension. In other words, watching movies with subtitled have a positive effect on incidental learning of new vocabulary as well pronunciation.

Advantages and Disadvantages of Subtitle in Learning

Rokni and Azzam (2014) stated that movies with English subtitled had a significantly positive effect on the learners' listening skill compared to the movies with no subtitled. Learners can listen to English being used in a very natural way. Some actors and actress may speak too fast so that it is difficult for learners to understand what they are talking about, but it will be a perfect way for learners to listen to native speakers. Learners can also listen to informal English and slag words and phrases that they often do not find in books or dictionaries. Moreover, movie can improve with English subtitled can help learners to see how the words are written. By viewing english subtitled movies, learners listen to many new words and phrases, especially idioms and colloquial expressions. learners can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers. Putra (2012) states that when learners are watching English movies with English subtitled, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms. The disadvantages of subtitling videos Champoux and Robert (2007) stated that some learners might resist viewing English film with English subtitled since it take smore time and effort to follow because they should read the subtitled and watch the scenes at the same time. In Summary, teacher should consider the level of the subtitled of movies in order the learners will be able to read and memorise the word easily later on. Teachers should select good movies appropriate to the level of learner that make them enjoyable and feel happy while watching subtitled movies.

Retelling Technique

Retelling is redoing or reconstructing something. Retelling is different from summary; according to Stoutz (2011) a summary reduces story/text length and only reports main ideas or topic, while a retelling recount all text events, details and even text language and phrases. Moreover, Han argues that, "Retelling is an activity to help students focus on their understanding of what they read and

challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme" (2005).In other words, retelling is an active process that encourages students to reveal the content text with their own language.Retelling is one of the most efficient strategies for discovering whether a person understands what she/he has read (Gambrell et al., 1985; Reutzel & Cooter, 2007). Rog (2003) states that retelling stimulate readers to think the meaning of the text; reinforces elements of text structure, such as main idea, sequence, cause-effect, and problem/solution. It helps the students connect to and remember what they have read. Also, it gives readers clues as to what is most important in the text, which helps the readers to summarize the reading text. For example, if we were summarizing a text that has a sequence structure, we want to make sure we summarize in the same structure. Retelling certifies the readers understanding of learning and it enables the readers to transform a text into their own words.

Conclusion

Based on the data analysis, I found that viewing English subtitled videos can improve the students' abilities in mastering vocabulary and pronunciation at second grade of Man 3 Banda Aceh batch 2016. It is proven by theimprovement of test result of the students treated by this activity. The result of the post-test which was higher rather than the pre-test. Hence, it can be concluded that viewing English subtitled videos to second grade of Man 3 Banda Aceh department can improve their ability in mastering vocabulary and pronunciation. Besides, the students were also given the questionnaire to know their obstacles towards the using english subtitled videos. The students were interested and felt that this media enable them to practice again and again in order to gain the maximal result. This media helped a lot in understanding the pronunciation and vocabulary. Finally, the majority of them expected that english subtitled videos may be used by English teachers in oral presentation such us speaking and reading.

References:

1. David, B. & Kristin, T. (1997). Film art : an introduction.

2. Gambrell, L. B., Pfeiffer, W. & Wilson. R. (1985). The Effects of Retelling upon Reading Comprehension and Recall of Text Information. Journal of Educational Research, 78, 216-220

3. Neuman, S. (1990). Using subtitled television to improve the reading proficiency of language minority students. Falls Church, VA: National Captioning Institute

4. Richard, J.C & renandya, W. A. (2002). Methodology in language teaching an anthology of current practice.Cambridge: Cambridge university press

5. Roya, R. S. (2015). Effect of pedagogical movie english subtitles on EFL learners's vocabulary improvment.

6. Ruusunen, V. (2011).Using movies in EFL teaching:the point of view of teachers.(Undergraduate thesis, English Department of Jvaskyla University).https://jyx.jyu.fi/dspace/bitstrem(Accessed on August 20th, 2016)

7. Sargent, J. D. (2005). Smoking in movies: Impact on adolescent smoking. Adolescent Medical Clinic Journal,16(3), 345-370.

8. Schmidt, C., 2007. Same-language subtitling on television: a tool for promoting literacy retention in India. Available from http://suseice.stanford.edu [Accessed on April 21, 2016)