

In the Name of God



Shahrekord University
Faculty of Letters & Humanities
English Department

**The Effect of Captioning Texts on L² Listening Comprehension
and Vocabulary: A Case of CALL**

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of M.A. in TEFL

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To My Dear
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LIST OF ABBREVIATIONS

A-CALL	▶▶▶▶	Attitudes Towards Computer-Assisted Language Learning
A-FLL	▶▶▶▶	Attitudes Towards Foreign Language Learning
CALL	▶▶▶▶	Computer-Assisted Language Learning
CCTV	▶▶▶▶	Closed-Captioned TV
CG	▶▶▶▶	Captioned Group
EFL	▶▶▶▶	English as a Foreign Language
ESL	▶▶▶▶	English as a Second Language
FCG	▶▶▶▶	First Captioned Group
FLL	▶▶▶▶	Foreign Language Learning
KET	▶▶▶▶	Key English Test
L ₁	▶▶▶▶	First Language
L ₂	▶▶▶▶	Second/Foreign Language
NCG	▶▶▶▶	Noncaptioned Group
OPT	▶▶▶▶	Objective Placement Test
PCA	▶▶▶▶	Principal Component Analysis
PET	▶▶▶▶	Preliminary English Test
SCG	▶▶▶▶	Second Caption Group
SPSS	▶▶▶▶	Statistical Package for Social sciences
TBL	▶▶▶▶	Text-Based Learning
VA	▶▶▶▶	Video Audio

VAC	▶▶▶▶	Video Audio Captions
VC	▶▶▶▶	Video Captions

Chapter ۲ ABSTRACT

Computer-assisted language learning (CALL) is a technique for using technology in the field of language learning. CALL programs, if appropriately selected and organized, can offer a range of opportunities to develop second/foreign language (L۲) listening comprehension. Motivated by this theoretical orientation, this study attempted to shed more light on L۲ listening comprehension and vocabulary learning. Specifically, it sought to probe the impact of captioning in CALL programs on L۲ listening comprehension and vocabulary. Additionally, it was concerned with the interaction between the proficiency level and captioning order on L۲ learners' listening comprehension and vocabulary performance. To attain this goal, a software program, which could play audio texts with or without captions, was designed by a computer technician. The participants included ۲۰۰ L۲ learners at ۴ private language institutes in Zarrinshahr, Iran, randomly assigned into ۴ groups: captioned group (CG), noncaptioned group (NCG), first captioned group (FCG), and second captioned group (SCG). To collect the data, they listened to ۴ short stories and answered to a listening comprehension test and a vocabulary test. The results from the *t* tests and two-way ANOVAs showed that captioning was more effective than no captioning. Besides, the findings suggested that the order of captioning had no significant effect on the performance of the participants on the L۲ listening comprehension and vocabulary tests. In other words, viewing captions neither during the first listening nor the second listening did not differ significantly. It was also revealed that there was not any interaction between the proficiency level and the captioning order to affect the L۲ learners' listening comprehension and vocabulary. The findings are argued to have implications for improving L۲ listening comprehension and vocabulary adopting CALL programs focusing on captioning.

Key Words: CALL, L۲ listening comprehension, Vocabulary, Captioning, L۲ proficiency level

چکیده:

یادگیری زبان به کمک رایانه فنی است که از فناوری در زمینه ی یادگیری زبان استفاده می کند. اگر برنامه های رایانه ای به خوبی انتخاب و سارماندهی شوند، قادرند فرصت بهبود درک شنیداری در زبان دوم را فراهم کنند. این مطالعه، با اقتباس از این تحلیل، تلاش کرد که جنبه های تاریک درک شنیداری در زبان دوم و یادگیری زبان به کمک رایانه را روشن تر سازد. علی الخصوص، این مطالعه تلاش کرد به جست و جوی تاثیر زیرنویس بر درک شنیداری و لغت در برنامه های رایانه ای بپردازد. علاوه بر این، این مطالعه به بررسی رابطه ی سطح دانش زبانی و زیرنویس، و تاثیر آن بر درک شنیداری و لغت در زبان دوم پرداخت. برای نیل به این هدف، برنامه ای رایانه ای طراحی شد که قادر بود متون شنیداری را به همراه یا بدون زیرنویس پخش کند. دویست نفر زبان آموز از ۴ موسسه ی خصوصی آموزش زبان در زرین شهر ایران انتخاب شدند و به صورت تصادفی به ۴ گروه تقسیم شدند: گروه همراه با زیرنویس، گروه بدون زیرنویس، گروه زیرنویس در ابتدا و گروه زیرنویس در مرتبه ی دوم. به منظور جمع آوری داده ها، شرکت کنندگان از برنامه ی رایانه ای استفاده کرده، به ۴ داستان کوتاه گوش داده و به ۱ آزمون درک شنیداری و ۱ آزمون لغت پاسخ دادند. نتایج تحلیل واریانس ۲سویه و تحلیل های کیفی نشانگر این امر بود که وجود زیرنویس در مقایسه با عدم وجود آن تاثیرگذارتر بود. علاوه بر این، نتایج نشان دادند که ترتیب زیرنویس نقش کمی در عملکرد شرکت کنندگان در آزمون لغت و آزمون درک شنیداری نداشت. به عبارت دیگر، مشاهده ی زیرنویس، چه در مرتبه ی اول و چه در مرتبه ی دوم، هیچ تفاوتی ندارد. نتایج همچنین نشان دادند که هیچ تعامل معناداری بین سطح دانش زبانی و زیرنویس وجود نداشته و تاثیری بر درک شنیداری و لغت زبان آموزان نمی گذارد. یافته های این تحقیق برای بهبود درک شنیداری و لغت در برنامه های رایانه ای مفید می باشد.

کلید واژه : یادگیری زبان به کمک رایانه، درک شنیداری در زبان دوم، لغت، زیرنویس و دانش زبانی



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CHAPTER ONE

INTRODUCTION

۱,۱. Overview

۱,۱,۱. CALL

Computers have long played an important role in human lives as a multipurpose phenomenon. The large capacity and fast speed have let computers assist people in many aspects of their lives: business, economy, global communication, and, recently, education. Initially, computers entered educational realms, mostly to process and display information. In other words, their applicability in teaching was not emphasized. However, nowadays, computers are an indispensable part of most classrooms. Abu Nabah, Hussain, Al-Omari, and Shdeifat (۲۰۰۹) contend that “there is no doubt that just as the computer has established itself firmly in the world of business and communication technology, it has also succeeded in acquiring a fundamental role in the educational process” (p. ۴۳۱).

Nevertheless, the idea of using computers for teaching purposes has aroused mixed feelings and met with a variety of reactions (Kenning & Kenning, 1983). Not only teachers but also students had to adapt themselves to the newcomer computers. Based on Rahimi and Hosseini (2011), computer attitude is a major factor that affects human-computer interaction. Individuals' positive attitudes towards computer-based instruction influence their willingness to sustain using computers for learning (Liaw, Huang, & Chen, 2007).

Specifically, according to Khamkhien (2012), the roles of computers in language educations are increasing worldwide. He justifies this issue and states that "this is because learners of language, with the use of the Internet and computers, can simultaneously communicate with other learners or speakers of the target language all over the world" (p. 50). He offers another reason for the pervasiveness of computers in language classrooms and states that a large amount of L₂ materials available, such as textbooks, program courses, dictionaries, CDs, and videos, require computer and technology. When L₂ teaching with the aid of computers found its stable floor, the listening skill benefited, too.

1.1.2. CALL and L₂ Listening Comprehension

Humans spend approximately 70% of their time listening, which proves the importance and fundamentality of the listening skill (Rubin & Thompson, 1994). Also, Butt, Sharif, Naseer-ud-din, Hussain, Khan, and Ayesha (2010) highlight the importance of listening as follows:

After birth, a child hears variety of sounds and can distinguish among them. Every language has a common and a natural sequence for the development of the language skills. Similarly English language has the natural sequence of listening, speaking, reading, and writing. Listening skill is ranked first of all the four folds. (pp. 311-312)