DOI 10.5281/zenodo.8402510

Usmonova Hilolaxon Hoshimjon kizi

THE EFFECTS OF FILM SUBTITLES ON ENGLISH LISTENING COMPREHENSION AND VOCABULARY

Foreign language learning can be considered from the four aspects of listening, speaking, reading, and writing. Among these aspects, listening is an important capability of social interactions. It has been found that people receive new messages more efficiently via listening than reading (Luo, 2004).Unlike other skills, listening is transitory in the process and the speed and content are typically controlled by the speaker (Brown, 2001; Graham, 2006; Vogely, 1998). To elaborate a little more, Torut (1981) elaborates on this when he mentions that listening skills are complex for learners. There needs not only proper materials and teaching to support learners but also vocabulary learning. Moreover, Sawangwarorose (1986) claims that the right way to improve listening skills is knowing the meaning of vocabulary words. Therefore,knowing only a limited number of vocabulary words can cause failure in listening. Nowadays, second language learning attaches less importance to listening skills due to instructors' having low listening skills themselves; as a result, they do not give much attention to the preparation of materials for the skill compared to other skills (Jadejumlong, 1987).

Hence, instructors should provide the proper materials to support learners' listening performance.One of the ways to gain better listening performance is to provide the written form of the spoken language (i.e. subtitles). It is widely accepted that listening while reading at the same time can help reinforce the connection between the sound and written form of the language (Danan, 1992, p. 521). As a consequence, students find it easier to understand the message by listening while reading. In addition, it can also support students' vocabulary mastery development.

Such integration of listening and reading can be realized through the use of subtitles in listening materials.Subtitled film is a kind of audiovisual media of storytelling which provides narrative models organized in emotions and images with captions. Welles (2004) claims that subtitled films are increasingly used in foreign language classes;film helps students to understand and recognize the context by observing the behaviors of the characters along with the conversations. According to Ogasawara (1994), watching subtitled video in English might be one of the richest ways of presenting authentic input since it is the combination of three mediums: aural, visual and textual. Yang, Huang, Tsai, Chung, & Wu (2009) state that using videos or films as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications. Many schools are incorporating more online and automated content, which often includes subtitled films.

Meanwhile, the Input Hypothesis by Krashen (1985) attempts to explain how learners acquire a second language or how language acquisition takes place. This hypothesis mainly focuses on the acquisition. According to this hypothesis, L2 learners will acquire and improve a second language when they receive the comprehensible input that is one step above their proficiency level (i+1). For example, learners' proficiency level is at "i", therefore, the comprehensible input for them should be at level i + 1. Moreover, Krashen (1985) states that the input should not be too difficult or too easy for learners. Therefore, the use of subtitles accommodates this theory.

According to Bloom's Taxonomy, Bloom, Mesia, and Krathwohl (1964) state that taxonomy is a classification of educational objectives used for developing higher-level thinking skills. It is a process-oriented model that allows teachers to present ideas and

https://wordlyknowledge.uz

concepts as many different levels to meet the needs of a variety of learners. Further, it provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels,this taxonomy can assist teachers in designing performance tasks, designing questions for conferring with students, and providing feedback on students' work. In addition, Bloom's taxonomy increases the ability to learn and it helps students develop higher order thinking skills. There are six levels of cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation.

In conclusion, the findings of this study reveal that subtitles affect students' listening comprehension. It provides some new vocabulary that students have never seen before. Moreover, subtitles support the method of translation. For example, students may guess the meaning of some new vocabulary by observing characters' body language or gestures and they can see the subtitles at the bottom of the screen, then, they can guess the meaning effectively. In addition, subtitles bring convenience to students in that they can easily understand the movie content and vocabularies. Thus, they can learn better if they feel comfortable (Danan, 1992). Nonetheless, the study demonstrates significant difference in the effect of subtitles.

REFERENCES

1.Anderson, L. W. & Krathwohl, D. R., et al (Eds.) (2001).
2.A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives.Allyn & Bacon. Boston, MA.
3.Bloom, B., Mesia, B., & Krathwohl, D. R. (1964). Taxonomy of Educational Objectives (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.
4.Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). New York:Pearson Education.
5.Chung, J., & Hsin, M. (1999). The effects of using videotexts supported with advance organizers and captions on
6.Chinese college students'listening comprehension: An empirical study. Foreign Language Annals, 32(3), 295-305.
7.Danan, M. (1992). Reversed subtitling and dual coding theory: New direction for foreign language instruction. Language Learning, 42(4), 497–527.

https://wordlyknowledge.uz