

Closed-Captioning and the Learning of Grammatical Structures for EFL Learners

Reem Alsadoon

Department of Languages and Translation
Imam Mohammed Ibn Saud Islamic University
raalsadoon@imamu.edu.sa

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Abstract

The study examines whether closed captioned movies can lead to the learning of subject-verb agreement structures in terms of indefinite determiners. To achieve this goal, Thirty EFL students at Alfaisal Academy in Riyadh, Saudi Arabia enrolled in the study. The participants were divided into experimental and control group based on the condition of the stimuli: captioned movie or non-captioned movie. Two sessions were conducted with four tests: two pre-tests and two post-tests. The data from both pre-tests and post-tests were analyzed statistically for obtaining significant evidence of incidental learning of the indefinite agreement structures. The results of the study came to be contributive to the field by uncovering new findings in this area as the results show significant evidence of incidental learning of indefinite agreement structure from the experimental group as compared to the control group.

Keywords: Closed-Captioning, Movies, EFL, Subject-Verb Agreement Structure, Learning of Grammar.

Introduction

Although closed captioning is originally used for the deaf and the hearing impaired, a number of research studies were conducted to investigate the effectiveness of closed captioning on language learning. Research in the area of second language learning (SLL) indicates that it can be an effective tool for ESL learners 21, 38. Extensive research has been carried out in the area of vocabulary acquisition, listening, and reading comprehension. Researchers reported that closed-captioning stimulates incidental learning of the closed-captioned language leading to extensive exposure to the target language and its culture 8. Conscious learning of language grammar is intimidating as learners usually get disappointed when it is not promptly reflected in their production 15. Accumulative skill such as grammar requires frequency of exposure to the target input until it becomes intake 22. Exposure to L2 through movies and closed-captioning can enhance the learning of grammar; however, very few studies have investigated this area 38, 8. Therefore, the current study aims to investigate incidental learning of a foreign language grammar while watching closed captioned movies by EFL learners. More specifically, the study focuses on the learning of subject-verb agreement structures in terms of indefinite determiners.

LITERATURE REVIEW

This part reviews previous research related to this study. The main purpose of this review is to provide the foundations the for investigation. It discusses

three areas: (I) closed captioning and language skills, (II) subject-verb agreement, and (III) incidental learning. The first topic looks at the impact of closed captioning on language skills in general including listening comprehension, reading comprehension, vocabulary learning, speaking, and grammar learning. The second topic lays out the theoretical framework of this study by discussing incidental learning theories and relevant research. Finally, the last topic discusses research carried to examine the learning of subject-verb agreement structure by second language learners in both ESL/EFL contexts.

I. Closed-Captioning and Language Skills

The actual use of closed captions in second/foreign language teaching started in 1980s³⁰. From that time, an extensive research has been carried out to investigate the effectiveness of closed captions on listening and reading comprehension, vocabulary learning, and speaking fluency. However, very few researches have been conducted in the area of grammar⁹.

For instance, Winke, Gass, and Sydorenko³⁵ examine the effects of captioning on listening comprehension of EFL learners in the United States of different foreign languages. The participants in the study were 150 native English speakers at the second- and fourth-year of Arabic, Chinese, Spanish, and Russian language programs. The participants are divided into groups to watch three short videos with/without captioning in random order. The study employed different experimental instruments to examine the effect of closed-captioned movies on the

listening comprehension including a comprehension and vocabulary test based on the video. Furthermore, follow-up interviews after the experiments were performed on only 26 participants to record their reactions to the videos when captioned or non-captioned. The results show that captioning is generally more effective than non-captioning.

Yuksel and Tanriverdi' study ³⁸ is similar to the current study focus on incidental learning but for vocabulary learning rather than grammar. The study examined the effects of watching closed-captioned movie clips on incidental vocabulary learning in a pre-test post-test experimental design. The study's findings show that even though the captioned group improved more in the post-test, the difference between the two groups is not significant.

Markham and Peter ²¹ investigated the effects of using English, Spanish, or no captions on the listening and reading comprehension of ESL learners. 213 intermediate (fourth semester) students participated in the study and were randomly divided into three groups. Their comprehension was measured through 20-item multiple-choice listening and reading comprehension test. The results revealed that the English captions group performed at a considerably higher level than the Spanish captions group which in turn performed at a substantially higher level than the no captions group. For speaking skills, research by Borrfis and Lafayette ³ emphasized that speaking skills can be significantly improved by using closed-captions and subtitles for second language learners.

Very few studies examined the effects of closed captioned on grammar. The incidental acquisition of vocabulary has been very well established for adults ^{10, 11, 12, 26} and children ¹³. Van Lommel, Laenen, and d'Ydewalle ³⁹ emphasize that "Mastering a foreign language implies the acquisition of grammar, beyond just vocabulary". In an attempt to find a correlation between the acquisition of grammar and closed-captioning, d'Ydewalle and Van de Poel ¹³ conducted a study focusing on two variables: 1) the language of the subtitles (i.e., subtitles in a foreign language or in a native language, or no subtitles) and 2) the language in the soundtrack (i.e., foreign language or native language, or there was no soundtrack). After watching the movies, grammar acquisition was assessed by a language test. They were asked to guess the answers from the content of the movie in order to assess the amount of incidental learning of grammatical rules from the captions. However, the study failed to detect any significant results for the acquisition of grammar.

Later on, Van Lommel, Laenen, and d'Ydewalle ³⁹ conducted another study with two experiments focusing on the incidental acquisition of grammar in general. The two experiments implemented two ways

of instruction (incidental Vs intentional learning). Results revealed that acquisition of the grammatical rules from the movies only was not successful. However, there was strong effect of closed-captioning on the acquisition of the grammatical rules that were presented and for which they received prior teaching. Shechter ³¹ published an article discussing the use of television series in enhancing grammar learning of a foreign language. He believes that formal instruction of grammar should be supplemented with authentic materials such as television series. The paper recommends using the transcripts from the scenes to illustrate the use of the grammatical structures taught in class, especially those that are not existing or different in the learners' L1. The paper urges researchers to investigate the use of television series and multimedia in the teaching and learning of grammar.

II. Incidental Learning

Chomsky ⁷ described language acquisition as a sub-conscious process, taking place informally in the context of functional language use. Krashen ¹⁷ argued that a similar process occurs when a person is acquiring a second language. The real language competence is acquired through what Krashen ¹⁷ refers to as "language acquisition". Krashen ¹⁷ made a distinction between language learning and language acquisition. Language learning refers "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." (Krashen ¹⁷). On the other hand, language acquisition refers to a subconscious in which language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. In another words, they start to pick up the target language. This raises a big question like how a language acquirer develops competency over time.

The input hypothesis (Krashen ¹⁷) answers this question as it states that a language acquirer who is at level *i* must receive comprehensible input that is at level *i*+1. Krashen uses *i* to refer to the learner's current level whereas *i*+1 refers to a level beyond the learner's level. Thus, the language acquirer understands the language better if he/she is exposed to language that contains structure that is 'a little beyond' his current level. Therefore, explicit teaching of grammar usually results with a good memorization of the rules but poor speaking and writing skills because the teaching input is exactly at the same level of the acquirer. Brown⁴ emphasized that research in the area of second language grammar learning has shown that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of

English language but may not be able to speak or write correctly.

Evidences for input hypothesis can be found in the effectiveness of movies and captioned movies in acquiring a second language^{26, 11, 12}. Captioned movie is particularly informative because it provides the viewer with the following three different channels of information: the pictorial information, the original sound track, and the closed captions of the text. Postovsky²⁷ emphasizes that retention is extremely high under these three conditions of information (soundtrack, picture, and text).

However, according to Schmidt²⁹, even in incidental learning attention is needed to acquire the input. Attention entails two levels: noticing at the lower level and understanding at the higher level. Cardenas- Claros and Gruba⁵ emphasize close-captioning can lead to an awareness of the linguistic input at the level of noticing, however, for the input to be intake at the level of understanding more exposure is needed. This study is mainly based on the noticing hypothesis and the incidental learning hypothesis. As Krashen¹⁶ emphasizes that teaching grammar plays no role in the acquisition of the rules of L2, incidental acquisition is encouraged rather than explicit learning of the grammatical rules. Schmidt²⁹ argues the linguistic input will be comprehensible only when a proper attention is given. Therefore, closed captions provide a rich source of grammatical comprehensible input with visual attention to the linguistic input that can be acquired incidentally through naturalistic and informal exposure especially in the EFL context where learners have limited exposure to the target language.

III. Subject-Verb Agreement and Language Learners

It has been commonly observed that ESL/EFL learners from L1 with no subject-verb agreement or different subject-verb agreement system than English are more prone to making in errors in producing such structure in English^{6, 28}.

Li and Thompson¹⁹ categorize the world languages according to the concept of topic and subject into four categories: a) subject-prominent, b) topic-prominent, c) subject and topic- prominent, and d) neither subject- nor topic- prominent. Li and Thompson¹⁹ stated that “the subject, such that in English, has a selective relationship with the verb and hence must be coded by morphological agreement with the verb.” On the other hand, a topic is independent from the verb so, no surface coding is required in topic-verb agreement. Due to the fact that language learners with different system may lack the verb morphology understanding that needed to code the subject and verb together.

Sawalmeh²⁸ found that subject-verb agreement is one of the main problems Saudi EFL learners in L2 production skills. The present study seeks to investigate the use of closed-captioning in the incidental learning of indefinite determiners (subject)-verb agreement from captioned movies by Saudi EFL learners. The participants are exposed to a closed-captioned movie with a sufficient occurrence of the target structure of the study to investigate whether they will be able to pick up the indefinite agreement structure implicitly.

Based on the literature review, we can see that there is a limited body of research on the incidental learning of indefinite agreement structures through closed captions of movies for ESL/EFL learners. Therefore, the present study will attempt to fill in the gaps in the literature by investigating incidental learning of indefinite agreement structures through closed captions of movies. Hence, the findings of the study will contribute to the relatively limited area of research⁵.

The study examines whether closed captioning can improve the incidental learning of subject-verb agreement structures in terms indefinite determiners. The Participants were given pre-test and post-test after each session. From the pre-test, the incorrect answers reflect the indefinite determiners (subject)-verb agreement structures that the participants are not able to learn and use correctly yet. The post-test reflects if there is any improvement due the closed captioning variable. The data from both pre-test and post-test are analyzed statistically for obtaining significant evidence of incidental learning of the structure in quest

THE CURRENT STUDY

Hypothesis

Closed-captioned movies can improve incidental learning of indefinite agreement structures by EFL learners than just watching the movies with no captions. The study aims to test whether this hypothesis can be positive, negative or even null.

For this purpose, 30 EFL Saudi female learners participated in the study. They watched a long movie of 97 minutes in two separate sessions. They were given a pre-test and post-test before and after each session in the study. Their responses in each test were analyzed in attempt to find evidence of learning of indefinite agreement structure.

Participants

Thirty EFL participants were recruited from the English language learning program at AlFaisal academy. The EFL participants were all Saudi female students at a lower-intermediate level of proficiency. Their level of proficiency is determined through a placement test before they enrolled into the language

learning program at AlFaisal academy. Their ages range from 15 to 24 years old. The participants were invited by the researcher through a visit to their classes at AlFaisal academy. They were asked to sign a consent form with some general information about the goal of the study. They also did a background questionnaire to determine their educational background as well as their history of language learning, their communication with the native speakers, and their preferences of movie genres.

The grouping of the participants into experimental and control was completely random. Yuksel and Tanriverd ³⁷ supported the random grouping for studies in the same context mainly to avoid bias results. To have more control over the other extraneous variables like educational background, their communication with the native speakers, and their preferences of movie genres, a Background questionnaire was given to the participants before they started with the experiment.

Stimuli

The participants were divided into two groups according to the conditions of the presentation of the

stimuli; whether with closed captions or no captions. The stimulus was an animation movie with 97 minutes. In the background questionnaire, the participants were asked to choose from a number of movies. The majority seems to agree on the movie used in this study. Furthermore, the learners indicated that they preferred animated movie because the language used in the movie is easier and simpler than the one usually used in other genres of movies. Another reason for choosing this movie is after analyzing the movie’s script for the frequency of occurrences of the indefinite agreement structures, the movies seems to have sufficient number of the target input as presented in table 1.1. The movie was divided into two parts for two sessions. Table 1.1 shows the frequency of indefinite agreement structures in each session.

After that, pre-tests and post-tests were constructed with 15 items in each test including some distracters. The items in each test include sentences similar in structure to the ones in the movie with some distracting sentences with different structures. Appendix 2, 3, and 4 shows more examples of the target grammatical structure used in the study.

Table 1.1 the frequency of indefinite agreement structures in each session from the movie’s script.

| | Length of the movie for each session | Number of Indefinite agreement sentences | Number of complete sentences |
|----------------|--------------------------------------|--|------------------------------|
| First session | 50 minutes | 28 | 840 |
| Second session | 47 minutes | 23 | 805 |

Procedure

After that, all participants took a pre- pre-test to specify which area of subject-verb agreement is more problematic for the participants. The indefinite (subject)-verb agreement structures received the highest percentage as compared with the other areas tested like the agreement with irregular verbs and prepositional phrases. This pre pre-test also helps in checking the reading speed of the participants to screen out the slow readers in order to avoid the effect of the extraneous variable of reading speed. Figure 1.1 shows that the indefinite agreement structures received the highest percentage of errors (88%) than the other areas.

After this preliminary session, the participants were randomly divided into experimental and control group with 15 participants in each group. In the other following sessions, the experiment was conducted with a pre-test and the first part of the movie session. The frequency of such sentences was checked in the movie and most of the sentences given on the pre-tests and post-tests were similar in structure to the ones in the movie with some distracting sentences with a different structure.

According to Yoshino, Kano, and Kanji ³⁶, two sessions could come up with reliable evidence of incidental learning from closed captioned movies. Accordingly, the participants answered two pre-tests and two post-tests. These tests include the target sentences and some fillers as distraction parameter for the participants.

The equipment of the labs was checked for quality of both sound and image. The quality of sound and its volume was tested to make sure all participants felt comfortable when the movie was on. The image quality also was clear in a dark room and with a projector playing the movie on a big white screen. Both groups watched the movie in the same condition except for the treatment of the caption/non-caption part.

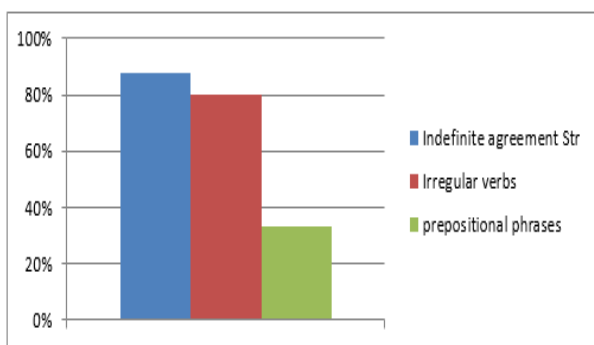


Figure 1.1 the percentages of errors for the grammatical areas tested in the pre-pre test

RESULTS AND DISCUSSION

This part discusses the statistical analyses of the data obtained from the study. After evaluating the nature of the data, it became apparent that ANOVA analysis between and within subject-factors is needed to answer the main question of the study. The study looks for evidence of incidental learning of indefinite agreement structure after watching a movie with closed captions. Therefore, the study was designed to measure the dependent variable which was related to the scores gained based on the four tests as well as its relationship with the independent variable which was taken as the comparison between the control group that watched the non-captioned movie and the experimental group that watched the captioned movie. Accordingly, between and within group analyses were needed to have a clear picture of the relationship between all of these connections and variables. Table 1.2 shows the within subject factors for the comparison which are the four tests as the dependent variables: Pre-test1, Post-test1, Pre-test2, and Post-test2, respectively. Also, it displays the between-subject factors, that is, the two groups in this study, the control and experimental groups. Appendix 5 provides more tables for further information about the initial steps of analyzing the data through SPSS including the sorting of the data into nominal and interval variables before being analyzed with SPSS software

Table 1.2 Within-subjects factors and between-subject factors

| Within-subject factors | | | Between-subject factors | |
|------------------------|------|--------------------|-------------------------|----|
| test2 | test | Dependent Variable | Groups | N |
| 1 | 1 | Pre-test1 | Control group | 15 |
| | 2 | Post-test1 | Experimental group | |
| 2 | 1 | Pre-test2 | | |
| | 2 | Post-test2 | | |

To see the general distribution of the data and average scores, the researchers conducted descriptive statistics on SPSS. As table 1.3 shows, the highest mean value lies in the posttest2 of the experimental group (Mean= .860). The average in pretest 1 is somehow considerably larger for the control group than the experimental group (group 1 = .80, group 2= .20). However, it gets very close in pre-test 2 (group 1= .780, group 2= .660). Figure 1.2 shows the variation of the two groups according to the mean of each group in each test.

Table 1.3 Descriptive Statistics

| Tests | | Mean | Std. Deviation | N |
|-------------|-------|------|----------------|----|
| Pre-test 1 | 1 | .80 | .447 | 15 |
| | 2 | .20 | .447 | 15 |
| | Total | .50 | .527 | 30 |
| Post-test 1 | 1 | .640 | .1517 | 15 |
| | 2 | .720 | .0837 | 15 |
| | Total | .680 | .1229 | 30 |
| Pre-test 2 | 1 | .780 | .1095 | 10 |
| | 2 | .660 | .0894 | 10 |
| | Total | .720 | .1135 | 30 |
| Post-test 2 | 1 | .580 | .1095 | 15 |
| | 2 | .860 | .0894 | 15 |
| | Total | .720 | .1751 | 30 |

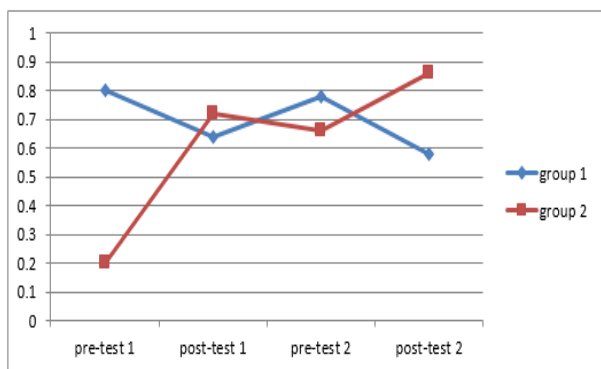


Figure 1.2 the variation of the two groups according to the mean of each group in each test.

Group1= control group & group 2= experimental group

After conducting descriptive statistics, ANOVA within subject-factors was used to measure the error rate in each test for each group. The P value is set to 0.05 to test the significance of the study’s hypothesis between the within subject factors. The significance column in table 1.4 reveals that all of the dependent variables come up with smaller values than the P value 0.05 indicating the existence of significant differences between the within subject factors.

Table 1.4 Tests of within-subjects contrasts

| Source | test2 | Test | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-------------------|--------|--------|-------------------------|----|-------------|--------|------|
| test2 | Linear | | .169 | 1 | .169 | 4.199 | .075 |
| test2 * Group | Linear | | .289 | 1 | .289 | 7.180 | .028 |
| Error(test2) | Linear | | .322 | 8 | .040 | | |
| Test | | Linear | .081 | 1 | .081 | 1.751 | .222 |
| test * Group | | Linear | .729 | 1 | .729 | 15.762 | .004 |
| Error(test) | | Linear | .370 | 8 | .046 | | |
| test2 * test | Linear | Linear | .081 | 1 | .081 | 1.322 | .283 |
| test2 * test * p | Linear | Linear | .049 | 1 | .049 | .800 | .397 |
| Error(test2*test) | Linear | Linear | .490 | 8 | .061 | | |

The significant relations within the subject-factors establish the basis for the between subject factors. From the between subject analysis, we arrive to consistent or inconsistent conclusion for the present study’s hypothesis. The current study hypothesizes

that closed-captions help ESL learners to incidentally acquire indefinite agreement structures than just watching the movies with no captions. Table 1.5 displays the contrast between the control group and experimental group.

Table 1.6 Tests of between-subjects effect

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------|-------------------------|----|-------------|---------|------|
| Intercept | 17.161 | 1 | 17.161 | 196.688 | .000 |
| Group | .081 | 1 | .081 | .928 | .364 |
| Error | .698 | 8 | .087 | | |

The results obtained from table 1.5 shows a significant different between the subject factors. As the P value is 0.05 and the difference value is 1, we can say that the study is presenting significant results in terms of the hypothesis.

Based on these analyses, the results of the current study reveal that the participants with closed captions performed better from the post-test1 to post-test2 with a noticeable improvement after each session. As figure 1.2 demonstrates, the experimental group (group 2) started with a real low mean (0.20) as compared to the control group (0.80). However, the results get reversed from the first session with (0.64) for the control group and (0.72) for the experimental

group. Even though the means here indicate no considerable significance, the second session confirmed that the experimental group is achieving significant higher values than the control group. The within subject factors analysis respectively confirmed significant relations between the results obtained from the four tests used in the study. The significance values in table 1.4 for each test are (.028) from pretest 1 and posttest1 and (.397) from pre-test2 and posttest2 which indicate significant relations as the P value is 0.05.

The researchers ran another between subject factors to confirm the hypothesis. The findings uncovered that the experimental group obtained

higher scores after each session in every post-test they did. However, the results obtained by the control group do not reveal stagnant results for all tests but rather we can say they actually show more of a same rhythm of going up for every pre-test and a little down for every post-test.

Apparently, the present study succeeded in finding significant evidence of the beneficial use of movies and multimedia materials to teach grammar. Furthermore, it confirms the beneficial role of captioning in EFL grammar incidental learning especially for the target structure of the study which is the indefinite (subject)-verb. The findings of this study come to be inconsistent with the previous findings by d'Ydewalle and Van de Poel and Van Lommel, Laenen, and d'Ydewalle^{13, 39} which reach no significant results for the acquisition of grammar. These studies examine general areas in grammar which may make it hard to find evidence of incidental learning as the scope of research is broad to include more grammatical structures. However, the findings come to be supportive of the noticing hypothesis²⁹ and incidental learning hypothesis of language acquisition¹⁷. The results support the theoretical hypotheses underpinning of this study which indicates that as long as there is a comprehensible input, learners will develop an implicit knowledge of the rules¹⁷ especially, if frequency of occurrences for the target structure lead to a greater noticing of the target input²⁹.

LIMITATIONS OF THE STUDY

Even though the study has found a positive evidence on the use of closed-captioned movies to improve incidental learning of indefinite agreement structures in English for EFL learners, the study has a number of limitations that can be avoided in the future research. The study was conducted under some time constraints which allow the researchers to run only two sessions. The results could get more confirmed if more sessions were conducted. A longitudinal study with more participants is definitely more reliable. Also, the difficulty of finding short movies with appropriate language for the participants' level and with the feature of closed captions compelled the researchers to use a long movie and divided it into two parts for two sessions. Hence, this creates another difficulty which is uploading the movie in each computer. The researchers used a projector instead of using computers and headsets even though it was preferred to use computers and headsets to help the participants concentrate on the movie only.

CONCLUSION

The studies in this area are relatively very few. The findings are contributive to the area with new

findings from the other previous studies suggesting a further research to be conducted to add more to this limited field. The study has found positive evidence that closed captioning can improve incidental learning of grammatical structures such as indefinite agreement structures in English for EFL learners. This evidence indicates that teachers and practitioners can use closed captioned media in teaching grammatical structures especially in an EFL context to help their students benefit from the implicit exposure to the target grammatical structures. For the theoretical implications of the study, the findings support the implicit approach towards grammar learning/acquisition as it has positive effect on improving the learners' grammar skills of the target structure. However, future research could test these findings in terms of the universality of the grammar by testing learners with different language backgrounds and their compliance to the universal principles governing the language acquisition as suggested by Ellis¹⁴ (1991). Furthermore, further research should be carried out to examine the acquisition of other grammatical structures through closed captioned movies.

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Appendix 1: Questionnaire of Background

Personal Information

Name:

.....
.....

Age:

.....
.....

E-mail:

.....
.....

Language Proficiency

IELTS scores (if available):

.....
.....

How long have you been learning English?

.....
.....

Movies' Preferences

What kind of movies do you like?

- Action
- Comedy
- Animation
- Drama
- Thriller

If you have to choose from the list below which one do you think is easier for you to understand and enjoy?

- Eleven Oceans
- Ice Age 3
- Big Mama's House
- State of Play
- Sixth sense

Appendix 2: Pre-pre-test

Name:

Email:

Please read the sentences and choose the correct answer:

1. Throughout the story (appear/appears) thinly disguised references to his own life.
2. (Does/do) every boy and girl in the kindergarten visit the museum?

3. Everywhere (is/are) clean in all parts of this country.
4. Eating kids (is/are) not a big issue.
5. One computer for two or three students (seem/seems) inadequate.
6. I(made/maked) it myself, our family.
7. You (fit/fitted) right in there.
8. Look things (has/have) changed.
9. Now, It is time (to/into) move on.
10. When I (hit/hitten) the wall, I was already unconscious.
11. Did you (understand/understood) the question?
12. He (abandoned/ abandon) his family three years ago.
13. Neither a cup of tea nor a bottle of pop (helps/help) at this time.
14. Here (are/is) several lessons.
15. The team captain, as well as his players (is/are) anxious.
16. The thief (drove/driven) the car like a crazy last night.
17. The house (cost/coasted) him a lot.
18. I (swung/swanged) back and forth, back and forth.
19. I (hung/ hanged) on to edge of the mountain.
20. The committee (decides/decide) how to proceed.

Appendix 3: Pre-test (1)

Name:

E-mail:

Please read the sentences and choose the correct answer:

- 1- Social Studies (is/are) a course each student must pass.
- 2- Eating kids (is/are) not a big issue.
- 3- Help! Someone (helps/help) us!
- 4- I am sure everything (is/are) fine.
- 5- Someone (helps/help) us finally in these bad situations.
- 6- That (is/are) a lot of aloner's.
- 7- Macaroni and cheese (is/are) my favorite.

- 8- Susan, as well as Ginny and Ralph, are (born, birth) leaders.
- 9- Each of the divers has (an, the) oxygen tank.
- 10- It is important that everyone (works/work) hard on this project
- 11- Anyone who wants to take time off from work (need, needs) to contact his or her supervisor for approval.
- 12- Neither his friends nor Harry (sees/see) the danger.
- 13- There (are/is) three members in that group.
- 14- Speeding in restricted zones, especially those near schools, (endanger/endangers) lives.
- 15- The damages were not serious (but/or) the cost of repairs was over one thousand dollars.

8. That (is/are) a lot of aloner's.
9. Marvin's excuses for not having completed his research paper (bore/bores) me.
10. Five dollars (is/are) a lot of money.
11. Everywhere (is/are) clean in all parts of this country.
12. He is jealous (from/of) him
13. The thief (drove/driven) the car like a crazy last night.
14. I am worried (for/about) you.
15. I got (bit/bitten) by a bug.

Appendix 4: Post-test (1)

Name:

E-mail:

Please read the sentences and choose the correct answer:

1. I see someone else who(has/have) a bun in the oven.
2. There (are/is) something bothering.
3. (Is/are) everybody ok?
4. Everyone in class (is/are) going in trip.
5. All (was/were) left for the others.
6. Either research papers (or, nor) in-class reports upset him.
7. Either this dinosaur or that one (destroys/destroy) the playground.

Multivariate Tests(b)

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|---------------|--------------------|-------|-----------|---------------|----------|------|
| test2 | Pillai's Trace | .344 | 4.199(a) | 1.000 | 8.000 | .075 |
| | Wilks' Lambda | .656 | 4.199(a) | 1.000 | 8.000 | .075 |
| | Hotelling's Trace | .525 | 4.199(a) | 1.000 | 8.000 | .075 |
| | Roy's Largest Root | .525 | 4.199(a) | 1.000 | 8.000 | .075 |
| test2 * Group | Pillai's Trace | .473 | 7.180(a) | 1.000 | 8.000 | .028 |
| | Wilks' Lambda | .527 | 7.180(a) | 1.000 | 8.000 | .028 |
| | Hotelling's Trace | .898 | 7.180(a) | 1.000 | 8.000 | .028 |
| | Roy's Largest Root | .898 | 7.180(a) | 1.000 | 8.000 | .028 |
| test | Pillai's Trace | .180 | 1.751(a) | 1.000 | 8.000 | .222 |
| | Wilks' Lambda | .820 | 1.751(a) | 1.000 | 8.000 | .222 |
| | Hotelling's Trace | .219 | 1.751(a) | 1.000 | 8.000 | .222 |
| | Roy's Largest Root | .219 | 1.751(a) | 1.000 | 8.000 | .222 |
| test * Group | Pillai's Trace | .663 | 15.762(a) | 1.000 | 8.000 | .004 |

Appendix 5: statistical analysis from Spss.

General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

| test2 | test | Dependent Variable |
|-------|------|--------------------|
| 1 | 1 | V7 |
| | 2 | V8 |
| 2 | 1 | V9 |
| | 2 | V10 |

Between-Subjects Factors

| | | N |
|-------|---|----|
| Group | 1 | 15 |
| | 2 | 15 |

| | | | | | | |
|--------------------|--------------------|-------|-------------|-------|-------|------|
| | Wilks' Lambda | .337 |) 15.762(a) | 1.000 | 8.000 | .004 |
| | Hotelling's Trace | 1.970 |) 15.762(a) | 1.000 | 8.000 | .004 |
| | Roy's Largest Root | 1.970 |) 15.762(a) | 1.000 | 8.000 | .004 |
| test2 * test | Pillai's Trace | .142 | 1.322(a) | 1.000 | 8.000 | .283 |
| | Wilks' Lambda | .858 | 1.322(a) | 1.000 | 8.000 | .283 |
| | Hotelling's Trace | .165 | 1.322(a) | 1.000 | 8.000 | .283 |
| | Roy's Largest Root | .165 | 1.322(a) | 1.000 | 8.000 | .283 |
| test2 * test Group | Pillai's Trace | .091 | .800(a) | 1.000 | 8.000 | .397 |
| | Wilks' Lambda | .909 | .800(a) | 1.000 | 8.000 | .397 |
| | Hotelling's Trace | .100 | .800(a) | 1.000 | 8.000 | .397 |
| | Roy's Largest Root | .100 | .800(a) | 1.000 | 8.000 | .397 |

a. Exact statistic

b. Design: Intercept + Group

Mauchly's Test of Sphericity(b)

Within Subjects Design: test2+test+test2*test

Measure: MEASURE_1

| Within Subjects Effect | Mauchly's W | Approx. Chi-Square | df | Sig. | Epsilon(a) | | |
|------------------------|-------------|--------------------|----|------|--------------------|-------------|-------------|
| | | | | | Greenhouse-Geisser | Huynh-Feldt | Lower-bound |
| test2 | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |
| test | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |
| test2 * test | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b. Design: Intercept + Group

Within Subjects Design: test2+test+test2*test

Mauchly's Test of Sphericity (b)

Measure: MEASURE_1

| Within Subjects Effect | Mauchly's W | Approx. Chi-Square | df | Sig. | Epsilon(a) | | |
|------------------------|-------------|--------------------|----|------|--------------------|-------------|-------------|
| | | | | | Greenhouse-Geisser | Huynh-Feldt | Lower-bound |
| test2 | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |
| test | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |
| test2 * test | 1.000 | .000 | 0 | . | 1.000 | 1.000 | 1.000 |

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b. Design: Intercept+Group

Within Subjects Design: test2+test+test2*test

الترجمة النصية للغة ذاتها وتعلم القواعد اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية

ريم السعدون
قسم اللغات و الترجمة
جامعة الإمام محمد بن سعود الإسلامية
raalsadoon@imamu.edu.sa

القبول : 2020/12/07

الاستلام : 2020/03/10

الملخص:

تختبر الدراسة فيما إذا كانت الترجمة النصية من لغة الأفلام ذاتها تؤدي إلى تعلم القواعد اللغوية للغة الإنجليزية، من حيث اتفاق الفاعل مع الفعل. لتحقيق هذا الهدف، التحق بالدراسة ثلاثون طالبًا من أكاديمية الفيصل بالرياض بالمملكة العربية السعودية. وقد تم تقسيم المشاركين إلى مجموعة تجريبية ومجموعة ضابطة بناءً على حالة عرض الفلم: فيلم بترجمة نصية للغة الحوار نفسها (اللغة الإنجليزية)، أو فيلم بدون ترجمة نصية. وتم إجراء جلستي مشاهدة للفيلم مع أربعة اختبارات: اختبارين قبل التجربة، واختبارين بعدها. وقد حُللت البيانات لجميع الاختبارات، وجاءت نتائج الدراسة لتكون مساهمة في المجال العلمي من خلال الكشف عن نتائج إيجابية للتعلم التصادفي لقواعد اللغة من خلال الترجمة النصية من اللغة ذاتها، خاصة لقاعدة اتفاق الفاعل مع الفعل للمجموعة التجريبية عند مقارنتها بالمجموعة الضابطة.

الكلمات المفتاحية: الترجمة النصية، الأفلام، اللغة الإنجليزية كلغة أجنبية، قاعدة اتفاق الفاعل والفعل، تعلم قواعد اللغة.