

Effects of Different Captioned Video Modes on Secondary Vocational School Students' English Oral Story-Retelling Performance

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Keywords: Captioned video modes, Secondary vocational school, English oral performance

Abstract: This study examined the effects of different captioned video modes on secondary vocational school students' English oral performance in terms of story-retelling tasks. Two English oral tests were adopted to explore the effects of Chinese Captioned Video Mode, English Captioned Video Mode, and Chinese & English Captioned Video Mode on the participants' English oral fluency, accuracy and completeness. The 108 art students, randomly selected from four parallel classes in a secondary vocational school in Nantong, were divided into three groups and assigned to view the video clip with different caption modes. The findings showed that English Captioned Video Mode exerts the most positive effect on the participants' English oral fluency; Chinese & English Captioned Video Mode is the most conducive to the participants' English oral accuracy while both of them have a more positive effect than Chinese Captioned Video Mode on the participants' English oral completeness in terms of story-retelling tasks.

1. Introduction

Captions, “simultaneous exposure to spoken language, printed text and visual information”, first appeared “in the early 1970s as an aid to hearing-impaired individuals”. [1, 2] Although captions were first developed for people who are deaf or hard of hearing, researchers quickly realized its potentials in second language teaching and learning and began to investigate its effectiveness in the early 1980s. Captioned videos transmit information through sound and text simultaneously, the use of which strengthens the visual function in the process of information acquisition. Studies on the effects of different captioned video modes in second language teaching and learning focused on three aspects: specific or integrated language skills, learners with different level of knowledge as well as learning strategies and cognitive styles. Based on the previous research both abroad and at home, few studies took secondary vocational school students as subjects. What's more, studies of captioned video modes on second language learners' oral performance were sparse. Therefore, this thesis took secondary vocational school students as subjects, analyzed the effects of different captioned video modes on students' English oral fluency, accuracy and completeness in terms of story-retelling tasks.

This study addressed the following three research questions:

1) What are the effects of different captioned video modes on secondary vocational school students' English oral fluency in terms of story-retelling tasks?

2) What are the effects of different captioned video modes on secondary vocational school students' English oral accuracy in terms of story-retelling tasks?

3) What are the effects of different captioned video modes on secondary vocational school students' English oral completeness in terms of story-retelling tasks?

2. Methodology

2.1 Participants

Participants in the study were 108 art students randomly selected from four parallel classes in a secondary vocational school in Nantong.

2.2 Instruments

The instruments employed in the research involve two English oral tests and the software for data analysis. The pre-test is conducted to examine the participants' English oral ability, in which three tasks are designed including a free talk, a short conversation and several questions related to the topic in the second task. The post-test is conducted to examine the effects that different captioned video modes have on secondary vocational school students' English oral performance. In the test, participants are required to watch a video clip three times and then retell the short story. The video clip chosen is of the same story with different caption modes. Both tests are scored according to the same scoring criteria (Table 1).

Table 1: Criteria of the English Oral Tests

Item	Scores	Criterion
Fluency	5	Coherent and smooth expression without unnecessary pauses and hesitation
	4	Basically coherent and smooth expression with few pauses and hesitation
	3	Less coherent and smooth expression with some pauses and hesitation
	2	Incoherent and unsmooth expression with many pauses and hesitation
	1	Irrelevant or no expression
Accuracy	5	Nice pronunciation and intonation, correct vocabulary and standard grammar
	4	Correct pronunciation and intonation, basically correct vocabulary and standard grammar with one or two mistakes
	3	Basically correct pronunciation and intonation with a few vocabulary and grammar mistakes
	2	poor pronunciation and intonation with a lot of vocabulary and grammar mistakes
	1	Irrelevant or no expression
Completeness	5	Logical organization and complete content
	4	Basically logical organization and complete content
	3	Less logical organization or complete content
	2	Illogical organization or incomplete content
	1	Irrelevant or no expression

2.3 Data Analysis

After the pre-test, the participants are divided into three groups: *Chinese Captioned Video Group*, CG for short; *English Captioned Video Group*, EG for short; *Chinese & English Captioned Video Group*, CEG for short. To examine whether there's a difference of English oral level among each group, the scores of the participants' oral performance are collected and analyzed by means of SPSS (22.00). The results are displayed as follows.

The statistics of the three groups in the pre-test are presented respectively in Table 2. From the table, we can find that the mean score of secondary vocational school students' English oral performance in CEG is 7.667, slightly lower than that in CG and EG, both of which are 7.750. Besides, the mean differences are .000 between CG & EG, .083 between CG & CEG, and .083 between EG & CEG. In addition, the significant levels are 1.000 ($P>0.05$) between CG & EG, .850 ($p>0.05$) between CG & CEG, and .850 ($p>0.05$) between EG & CEG respectively. As a result, there's no significant difference among the three groups in English oral performance. That is to say, the participants in CG, EG and CEG are at the similar level of English oral ability.

Table 2: One-Way Anova of Scores in the Pre-Test

	N	Mean	Mean Difference	Sig. (2-tailed)
CG	36	7.750		
EG	36	7.750	.000	1.000
CG	36	7.750		
CEG	36	7.667	.083	.850
EG	36	7.750		
CEG	36	7.667	.083	.850

The scores of the participants in the post-test are also collected and analyzed by means of SPSS (22.00) for further discussion.

3. Results and Discussion

Table 3 presents the result of One-Way ANOVA of scores in terms of English oral story-retelling fluency. From the table, we can find that the mean score of secondary vocational school students' English oral fluency in EG is 3.167, the highest among the three groups. Meanwhile, the significant levels of English oral fluency are .033 ($p<0.05$) between CG & EG and .046 ($p<0.05$) between EG & CEG, which imply that there exist significant differences between CG & EG and EG & CEG. That is to say, the participants in EG perform much better than that in CG and CEG as far as English oral fluency is concerned. The mean scores of English oral fluency in CG and CEG are 2.750 and 2.778 respectively, which are very close to each other with the slight mean difference of -.028. The significant level of English oral fluency is .885 ($p>0.05$) between CG & CEG, which indicates that there's no significant difference between the two groups. Therefore, the participants in CG and CEG are at the same level of English oral fluency in terms of story-retelling tasks. This finding may be attributed to three reasons. First of all, moderate anxiety caused by *English Captioned Video Mode* helps the participants complete the English oral tasks with fewer pauses and hesitation, which leads to better English oral fluency in terms of story-retelling tasks. What' more, *English Captioned Video Mode* improves the participants' English comprehension better, which makes a great attribution to English oral story-retelling fluency. In addition, the fact that "fluency is opposed to accuracy" makes it possible for some participants to retell the English story more fluently despite slightly inaccurate use of grammar and vocabulary.

Table 3: One-Way Anova of Scores in Terms of English Oral Story-Retelling Fluency

	N	Mean	Mean Difference	Sig. (2-tailed)
CG	36	2.750	-.417	.033
EG	36	3.167		
CG	36	2.750	-.028	.885
CEG	36	2.778		
EG	36	3.167	.389	.046
CEG	36	2.778		

Table 4 presents the result of One-Way ANOVA of scores in terms of English oral story-retelling accuracy. From the table, we can find that the mean score of secondary vocational school students' English oral accuracy in CEG is 2.944, much higher than that in CG with 1.972 and slightly higher than that in EG with 2.444. The mean differences of English oral accuracy between CG & EG, CG & CEG and EG & CEG are -.472, -.972 and -.500 respectively. What's more, the significant levels of English oral accuracy between CG & EG, CG & CEG and EG & CEG are .038 ($p < 0.05$), .000 ($p < 0.05$) and .028 ($p < 0.05$), which imply that there exist differences among the three groups. That is to say, different captioned video modes have different effects on the participants' English oral accuracy in terms of story-retelling tasks. The finding may be attributed to two reasons. For one thing, the use of English vocabulary is one of the criteria to measure the participants' English oral accuracy in this study while *Chinese & English Captioned Video Mode* has the most positive effect on English vocabulary acquisition among the three captioned video modes, and *English Captioned Video Mode* has a more positive effect than *Chinese Captioned Video Mode* on English vocabulary acquisition. For another, *Chinese & English Captioned Video Mode* makes it accessible for the participants to rich oral language input without generating redundancy effect in this English oral test[3,4].

Table 4: One-Way Anova of Scores in Terms of English Oral Story-Retelling Accuracy

	N	Mean	Mean Difference	Sig. (2-tailed)
CG	36	1.972	-.472	.038
EG	36	2.444		
CG	36	1.972	-.972	.000
CEG	36	2.944		
EG	36	2.444	-.500	.028
CEG	36	2.944		

Table 5 presents the result of One-Way ANOVA of scores in terms of English oral story-retelling completeness. As can be seen from the table, the mean score of secondary vocational school students' English oral completeness in CG is 1.889, the lowest among the three groups. It is much lower than that of EG with 2.667 and CEG with 3.000. Accordingly, the mean differences of English oral completeness between CG & EG and CG & CEG are -.778 and -1.111 while the significant levels of English oral completeness between CG & EG and CG & CEG are .000 ($p < 0.05$) and .000 ($p < 0.05$) respectively, both of which imply that there exist significant differences between CG & EG and CG & CEG. In other words, the participants in EG and CEG perform better than that in CG as far as English oral completeness is concerned. However, the mean difference and the significant level of English oral completeness between EG & CEG are -.333 and .072 ($p > 0.05$) respectively, which shows there's no difference between EG & CEG. That is to say, the participants in EG and CEG are at the same level of English oral completeness in terms of story-retelling tasks. The finding may be attributed to two reasons. For one thing, the

criteria set in this English oral test makes it possible that the participants can get higher scores as long as they can finish the English oral tasks without missing essential elements of the story and with logical organization. For another, English oral completeness in this study partly depends on the participants' English listening comprehension of the story as well as English vocabulary acquisition while *English Captioned Video Mode* is the most effective on the participants' English listening comprehension and *Chinese & English Captioned Video Mode* is the most conducive to the participants' English vocabulary acquisition.

Table 5: One-Way Anova of Scores in Terms of English Oral Story-Retelling Completeness

	N	Mean	Mean Difference	Sig. (2-tailed)
CG	36	1.889	-.778	.000
EG	36	2.667		
CG	36	1.889	-.1.111	.000
CEG	36	3.000		
EG	36	2.667	-.333	.072
CEG	36	3.000		

4. Conclusion

To sum up, the findings prove that different captioned video modes exert different effects on secondary vocational school students' English oral fluency in terms of story-retelling tasks, so both teachers and English learners can choose different captioned video modes flexibly according to teaching or learning purpose as well as different English proficiency.

References

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