

The Effects of Video Captioning on L2 Learners' Listening Comprehension

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Abstract

English is considered a major tool for communication. TV/video plays an important role in the transmission of information and is a powerful medium in English teaching. Moreover, implementing with captioned videos with verbal information and full visual context has become more accessible in the language classroom. In this regard, this study investigated the impacts of video captioning on L2 learners' listening comprehension in Taiwan. The experiment proceeded for five weeks, which involved watching two fifteen-minute episodes from an English-as-a-Second-Language (ESL) instructional videotape, *Connect with English*, in a listening class once a week. General English Proficiency Test (GEPT), the pretest and posttest, was administered to assess the students' listening comprehension. Descriptive statistics and Analysis of Covariance (ANCOVA) were utilized in the data analysis. The findings revealed that the subjects viewing captioned videos outperformed the control group, which did not view captioned videos with captioning. These suggest that the use of captioned videos had improved the learners' listening comprehension.

Keywords: English captions, language learning, listening comprehension

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