

**THE EFFECTS OF SUBTITLED VIDEOS ON THE
LISTENING COMPREHENSION OF L2 LEARNERS IN
BANGLADESH**

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BANGLADESH**

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THE EFFECTS OF SUBTITLED VIDEOS ON THE LISTENING COMPREHENSION OF L2 LEARNERS IN BANGLADESH

ABSTRACTS

This study has analyzed the effects of different subtitled YouTube videos on the listening comprehension of L2 learners in Bangladesh including their auditory and visual learning style preferences. This study has employed the ‘post-test’ design and the ‘survey’ design in two phases. In the posttest design part, there are two experimental groups and one control group. The groups have received inputs of watching the same English video with English, Bengali, and no subtitles, respectively. After the inputs, they are given a 10-item multiple-choice questions test to test their listening comprehension following previous studies (Markham & Peter, 2003; Hayai & Mohmedi, 2011). In the survey design part, the groups are given a learning style preference questionnaire (adopted from Reid, 1995) which is consisted of 10 questions with a 5-point Likert scale on auditory and visual learning style preferences. The questionnaire is given to analyze the effects of these learning style preferences on listening comprehension. The participants of this study are 72 undergraduate low-proficiency level students (age group from 18 to 20) from a university in Bangladesh. The data of the ‘listening comprehension test’ is analyzed through a one-way ANOVA using the SPSS software and the data of ‘learning style preference’ survey is analyzed using the self-scoring sheet adopted from Reid (1995) and validated by the Learning style institute, C.I.T.E. The result of the ‘listening comprehension test’ shows that using bimodal subtitling in videos (L2 audio with L2 subtitles) helps learners perform better in listening comprehension compared to using L1 subtitles and no subtitles. The result of the ‘learning style preference’ survey shows that learners’ auditory and visual learning style preferences have effects on their listening comprehension but the effects are not significant.

Keywords: Listening comprehension, YouTube, subtitled videos.

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KESAN MENGGUNAKAN SARIKATA VIDEO DALAM BAHASA KEDUA TERHADAP PEMAHAMAN PENDENGARAN DI BANGLADESH

ABSTRAKS

Kajian ini bertujuan untuk menganalisis kesan video YouTube, yang menggunakan sarikata yang berbeza, terhadap pemahaman pendengar L2 di Bangladesh. Ia juga mengkaji gaya pembelajaran dan pendengaran mereka. Kajian ini menggunakan reka bentuk 'post-test' dan reka bentuk 'survey' dalam dua fasa. Dalam bahagian reka bentuk post-test, terdapat dua kumpulan percubaan dan satu kumpulan kawalan. Kumpulan pertama telah menerima input menonton video Bahasa Inggeris dengan sarikata yang sama iaitu bahasa Inggeris, kumpulan kedua, menonton video Bahasa Inggeris dengan sarikata dalam bahasa ibunda iaitu bahasa Bengali, dan kumpulan yang ketiga, video Bahasa Inggeris tetapi tiada sarikata. Selepas input, mereka diberi ujian soalan-pelbagai-pilihan, berjumlah 10 perkara untuk menguji kefahaman mendengar mereka berikutan kajian terdahulu (Markham & Peter, 2003; Hayai & Mohmedi, 2011). Dalam bahagian reka bentuk tinjauan pula, kedua-dua kumpulan diberikan soal selidik mengenai gaya pembelajaran mereka yang utama (diterima pakai dari Reid, 1995) yang terdiri daripada 10 soalan dengan skala Likert 5-point ke atas pilihan gaya pendengaran dan visual pembelajaran. Soal selidik diberikan untuk menganalisis kesan gaya pembelajaran ini ke atas pemahaman mendengar. Peserta kajian ini terdiri daripada 72 pelajar yang tahap bahasa Inggeris berperingkat rendah (kumpulan umur 18-20) dari sebuah universiti di Bangladesh. Data 'ujian kefahaman mendengar' dianalisis melalui ANOVA sehalu menggunakan perisian SPSS dan data 'kaedah gaya pembelajaran' dianalisis menggunakan lembaran pemarkahan diri yang diterima pakai dari Reid (1995) dan disahkan oleh Institut Pembelajaran gaya, CITE. Hasil dari 'ujian pemahaman mendengar' menunjukkan bahawa menggunakan sarikata bimodal dalam video (audio L2 dengan sarikata L2) membantu pelajar melakukan lebih baik dalam pemahaman mendengar

berbanding dengan menggunakan sarikata L1 dan tiada sarikata. Hasil daripada kaji selidik 'pilihan gaya pembelajaran' menunjukkan bahawa pilihan pendengaran dan gaya belajar visual pelajar mempunyai kesan ke atas pemahaman mendengarkan mereka tetapi kesannya tidak signifikan.

Keywords: YouTube, Listening Comprehension, Subtitled Videos.

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LIST OF SYMBOLS AND ABBREVIATIONS

L2	:	Second Language
L1	:	First Language
ESL	:	English as a Second Language
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
SLA	:	Second Language Acquisition

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This first chapter introduces some of the key issues relevant to the study: Subtitled YouTube videos, listening comprehension and also the learners' learning style preferences in Bangladeshi context. The background of the study along with problem statement, research objectives and research questions are also presented.

1.1.1 Background and Rationale of the Study

Communicative language learning and teaching are gradually becoming more technological and learners are more exposed to audio-visual tools in the classrooms as well as outside the classrooms. Harmer (1998) stated that bringing learners closer to the language inputs is a key necessity in the learning process. Proper listening to audio-visual materials introduces learners to the intonations and accents along with grammar. "Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress" (Harmer, 1998, p. 98). He furthermore stresses that this listening practice with audio-visual exposure will help students to be exposed to different ways the target language is spoken rather than just listening to the classroom lectures. "One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies" (Harmer, 1998, p. 97).

Listening comprehension is very important as a high proficiency in listening comprehension can lead a learner to build more confidence in the spoken skill. However, learners tend to face most difficulties in listening. Arnold (2000) has asserted that listening activities influence the learners to become more anxious because listening as an input acts fast on their brain and therefore, sometimes they fail to grasp the input properly.

Graham (2006) in focusing on the deficiency of listening practice, found that learners possessed the least interest in listening activities among all language learning traits and the reason is, they faced difficulties in listening. Buck (2001) has also emphasized the complex manners of second language (L2) listening comprehension practices. In the listening process, a listener needs to employ a huge amount of linguistic and non-linguistic knowledge to translate the data they are receiving as an input. Their natural proficiency needs to be activated more explicitly than before to interpret the data. As a result, listeners find the L2 listening difficult.

It has been stated earlier in some studies that watching video is a great source to improve the listening skill for any target language learner. Adding subtitles to the video makes learners understand any target language easily and accurately. Studies have claimed the positive effects of watching subtitled videos for language learning, particularly listening comprehension. According to Robin (2007), subtitles in videos accelerate the process of listening comprehension of the L2 learners. Richards (1997) emphasized that video empowers audiences to utilize the visual data to improve their understanding. It also enables learners to watch the body language that goes with the discourse” (Richards, 1997, p. 2).

In terms of videos with subtitles, Rokni and Atae (2014) asserted that learners can access the content better when the videos are provided with subtitles in different languages because subtitling in videos makes the language learning process more effortless and comfortable. Moreover, many teachers believe that television programs with captions seem to provide a rich context for foreign language acquisition (Rokni & Atae, 2014). Some studies have focused on using videos with subtitles and have found that subtitling in videos helps in developing L2 learners’ listening comprehension (Markham & Peter, 2003; Yuksel & Tanriverdi, 2009; Hayati & Mohmedi, 2011).

Markham and Peter (2003) stated that captions tend to increase the listening comprehension of a learner. “Caption availability significantly improved university-level ESL students’ listening word recognition of English language video material regardless of the level of pictorial support of the video” (Markham & Peter, 2003, p. 332). Moreover, some studies have mentioned that language educators recommend the learners to watch audio-visual media such as TV and movies with captions. It has been found that these types of audio-visual exposures had effects on the language learning process of the learners, especially in learning any target language (Yuksel & Tanrivedi, 2009). “Many educators recommend their students to watch TV and movies with captions in the belief that being exposed to the target language in this way will increase the language proficiency level of their students” (Yuksel & Tanrivedi, 2009, p. 48).

Furthermore, according to Danan (2004), for the most part, learners are more motivated to follow the content of a television show when they can comprehend better i.e. when subtitles are provided for the dialogues. Considering the use of subtitles, there are various modes of subtitling available with videos. Learners can watch different modes of subtitled videos such as, bimodal subtitling (L2 audio with L2 subtitle), standard subtitling (L1 audio with L1 subtitle) or reverse subtitling (L1 audio with L2 subtitle). The various modes of subtitling have been introduced by some previous studies (Zanón, 2006; Cordella, 2006; Hayati & Mohmedi, 2011). In case of providing the subtitles with videos, YouTube is a very convenient website which contains subtitles in different languages. YouTube is a popular video-sharing website. The website allows people to upload documentaries, movies, music videos, short clips etc. to share with others (Oddone, 2011). According to Jalaluddin (2016), YouTube videos have started contributing to education besides serving an entertainment purpose. The videos are widely accessible and have impacts on learning a target language such as English; “Using YouTube inside and outside of the classroom can be very useful to develop speaking,

listening and pronunciation skills. YouTube can be a valuable tool through which multiple language skills can be taught” (Jalaluddin, 2016, p. 1).

1.1.2 Context

In the Bangladeshi context, the effect of subtitled videos on the L2 learners’ listening comprehension has been underexplored. According to Taher et. al. (2016), the use of videos for English Language Teaching (ELT) has been practiced worldwide. Many countries have started using audio-visual materials for English language teaching and it has been giving positive effects on students’ communication skills. Taher et. al. (2016) stated, “English learning and teaching as a foreign language at secondary level provides the acquisition of further communication tools that are useful to appreciate cultural diversity and to facilitate interaction within the international contexts” (Taher et. al., 2016, p. 126). Alam (2010) conducted a study on listening practice in Bangladesh and they found that the reading, writing and speaking skills are given more importance in the Bangladeshi language classrooms. They also found that listening comprehension is the least explored skill of the learners and due to that reason, most of the Bangladeshi L2 learners possess low proficiency in their listening comprehension. According to them, “Students work on all four skills from the beginning. The neglect of the listening skill, in our language classes, has meant that learners continue to be weak in understanding and producing spoken language” (Alam, 2010, p. 52).

According to Mitchell et. al. (2013), every learner is different in the process of learning a language, even if the learners have been given the same developmental path. Studies have found that learners’ learning style preferences may have effects on learners’ language learning process because while learning a target language, the learners’ “learning style preferences” play a vital role (Soureshjani & Naseri, 2012; Obralic & Akbarov, 2012). The important constructs of learners’ learning style preferences should

be brought into this study as the ‘moderating variable’ because a ‘moderating variable’ is a special type of independent variable that may affect the relationship between the independent and dependent variable” (Brown, 1988).

1.2 Problem Statement

Although some studies have reported that using subtitles in videos has positive effects on the listening comprehension (Huang & Eskey, 1999; Markham, 1999), an important extension to this field is to contrast between the use of ‘target language subtitles’ and ‘native language subtitles’ (Robin, 2007). According to Liu (2014), using subtitles in the language learning process, especially in second language learning, is gaining popularity and reliability among teachers and researchers. Therefore, it needs to be investigated more in future research. Most of the earlier studies have used only one mode of subtitling such as standard subtitling (L2 audio with L1 subtitles) or bimodal subtitling (L2 audio with L2 subtitles), but very few studies have used both subtitling modes (Liu, 2014). In the context of Bangladesh, the listening comprehension has been overlooked despite being an essential part of language input (Kaisar & Khanam, 2008; Taher et al. 2016). Studies have claimed that Bangladeshi L2 learners obtain low proficiency in the listening comprehension and their listening comprehension needs to be improved (Hossain, 2015; Kaisar & Khanam, 2008).

And as a medium of subtitled videos, YouTube can provide a wide range of videos with different subtitles. Many studies have recommended that YouTube is a great source of audio-visual input in a language classroom. “YouTube has an enormous potential to enhance the process of language learning with the manifold ways it can assist and improve listening skills for students” (Alwehaibi, 2015, p. 122). This helpful feature, however, has not been maximized yet. Hence, it is essential to investigate the effects of watching

YouTube videos with different subtitles on the listening comprehension of Bangladeshi L2 learners.

A moderating variable is the third type of variable in a quantitative study which may affect the relationship between the independent and dependent variable (Mitchell et al., 2013). Different studies have found that ‘learners’ learning style preferences’ have effects on the participants’ proficiency level and ethnicity (Obralic & Akbarov, 2012; Soureshjani & Naseri, 2012). The learning style preference determines a learners’ most preferred way to learn a target-language because learners tend to learn a target-language by their most preferred way (Nelson et. al., 1993; Soureshjani & Naseri, 2012). And among the learning styles, ‘auditory’ and ‘visual’ styles are substantially connected to the audio-visual factor of learning a second language (Reid, 1995). Gilbert and Swanier (2008) mentioned that audio-visual tools act as inputs on learners’ listening comprehension. Therefore, the auditory and visual learning style preference’s effects should be examined on Bangladeshi L2 learners’ listening comprehension as the ‘moderating variable’ along with the effects of subtitled YouTube videos.

1.3 Research Objectives

The objective of this study is to investigate the effects of the audio-visual exposure on the listening comprehension of L2 learners. The audio-visual exposure refers to YouTube videos with different modes of subtitling. This study seeks to find out which mode of subtitling (target-language and native-language subtitles) facilitates the learners’ listening comprehension. This study also investigates the effects of learners’ auditory and visual learning style preferences as ‘moderating variable’ on their listening comprehension.

1.4 Research Questions

There are 5 research questions in this study. As this study has two parts: the effects of watching different subtitled YouTube videos on L2 learners' listening comprehension and the effects of learners' auditory and visual learning style preferences on the listening comprehension; the first three research questions refer to subtitling in YouTube videos and the remaining two research questions examine the learning style preferences. The research questions are as follows:

1. Does watching YouTube videos with English subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
2. Does watching YouTube videos with Bengali subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
3. Does watching YouTube videos with no subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
4. Does learners' auditory learning style preference have an effect on the listening comprehension?
5. Does learners' visual learning style preference have an effect on the listening comprehension?

1.5 Conclusion

This chapter presents the background and context of the study, including issues in listening comprehension, subtitling in YouTube videos and learners' learning style preferences. Chapter 2 discusses the literature related to this study, and Chapter 3 explains the methodology that has been used to conduct this research. Chapter 4 presents the results

of this study and the final chapter, Chapter 5, summarizes the study and shares the limitations and suggestions for future studies.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the important ideas and concepts related to the present study. The chapter is divided into four parts, including relevant studies on listening comprehension, subtitling, YouTube videos, and learners' learning style preferences. In the last part of this chapter, the Language Input Hypothesis is explained as the theoretical framework to support the study.

2.2 Listening Comprehension in SLA

Listening comprehension is known as the ability to understand the meaning of the speech that is being heard. The ability includes understanding the speech sounds and meaning of different words comprehending the syntax of each sentence. Hamouda (2013) stated that listening comprehension means understanding the speech which is heard by the listener. In terms of comprehension, Vaughn and Linan (2004) stated that comprehension is the process that stimulates the learners' ability to understand the uttered words, "Comprehension is an active process which requires the ability to construct meaning by the text which someone is exposed to. This process also requires background knowledge, lexical and conceptual knowledge, comprehension skills and the ability to relate ideas" (Vaughn & Linan, 2004, p. 568).

According to Chastain (1988), listening comprehension is categorized into four parts. The first part is the capability to comprehend the sounds, the accents, voice qualities of the target language and the differentiation between the target language and native language. The second part is perceiving the message delivered by any speaker. Rivers (1981) said that "the understanding of spoken messages depends on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable" (Rivers,

1981, p. 47). The third part is the skill to occupy the delivered message in the aural memory for processing further. The fourth and final part is the comprehension which consists of different steps. The steps involve establishing the context of the speaker. The listener must have the background knowledge of that communicative framework to understand the context. The next step is to assume the general concepts the message might have and interpreting the delivered message in the exact way it is required.

Özkan (2002) mentioned in a study that it has been a very troublesome task for the language teachers to improve students' listening comprehension. Sometimes teachers lack in understanding the significance of listening in the classrooms. Considering this fact, the listening practice has not been developed in many language learning classrooms. Nevertheless, the introduction of different audio-visual mediums has started making the listening comprehension practice more accessible than before.

Regarding the low proficiency of listening comprehension of L2 learners, Brinton and Gaskill (1978) stated that this problem is caused by inadequate use of video clips for listening in the language classrooms. In this study, they focused on the TV and radio news for improving listening comprehension of ESL learners and they found that these inputs significantly improved the listening comprehension of the L2 learners as a consequence of achieving more informative and spontaneous inputs in the language classroom. Also listening to different types of TV and radio news made learners more flexible than before in comprehending difficult texts.

Wagner (2010) conducted a study on the advantages of utilizing videos for target language listening comprehension. He affirmed that using videos in target language listening appear incredibly evident. The learners can watch the speaker, and in this manner, the video materials approach to provide more convincing input for the second language learners than only audio materials. At the same time, although video materials

have been used in the language learning classroom more often, it is by all accounts utilized considerably less frequently in evaluating L2 listening comprehension. “Video technology is commonly used in L2 classrooms, but it is rarely used in assessing L2 listening, and there is little research investigating how L2 listeners process video texts (spoken texts that include the visual channel)” (Wagner, 2010, p. 280).

Bahrani and Tam (2012) stated that different audio-visual exposures, such as movies and news, act as fast and effortless inputs for the listening comprehension of the L2 learners in second language learning. The study found that these inputs contribute to the learning process as authentic elements but have not been introduced earlier in the second language field.

Similar to this study, Rogers (2004) also analyzed watching movies or TV news for listening comprehension. He found that these inputs perform as authentic materials on account of the fact that they are conveying real life and practical situations to the audience who are eventually learners.

According to Morley and Lawrence (1971), some general principles can be applied to help the learners in their listening comprehension practice in the classroom. The listening comprehension task should be organized with planned steps and the listening activities need to be planned from the simple to the more complex steps. In this way, learners can receive the idea about the activities first and then they can be given directions to ‘what and how to listen’.

Keeping learners motivated and interested is equally important. One way is to provide short pre-activities, such as writing assignments, prior to the listening comprehension session. This can help them in developing their concentration (Morley & Lawrence, 1971). Listening comprehension sessions should be considered as the conscious memory

task. A major objective of listening comprehension practice is emphasizing on the learners' immediate memory recall and reaction to the memory spans. This indicates that listening refers to receiving, receiving activates thinking and then thinking requires memory, therefore, listening, thinking and memory are connected to each other (Morley & Lawrence, 1971).

2.2.1 Listening Comprehension in Bangladeshi context

In the Bangladeshi context, the listening comprehension part of the L2 learners is not well-examined. Kaisar and Khanam (2008) and Hossain (2015) conducted studies on the listening practice in Bangladesh and the problems faced by teachers and students in the language classes. Both of the studies used the questionnaire method and conducted survey on students. The findings showed that the listening skill is overlooked in the language learning classes and due to that reason students possess low proficiency on the listening comprehension. Kaisar and Khanam (2008) mentioned that, "though speaking, writing, and reading get some care, listening is not added adequately in the syllabus for language learning in Bangladesh" (Kaisar & Khanam, 2008, p. 1). They furthermore added, "This lack of care makes our students inefficient in listening. If it happens on rare occasions and situations that the teacher is speaking and instructing in English, the students cannot follow the instructions" (Kaisar & Khanam, 2008, p. 1). In addition, audio-visual materials in the language classrooms are not sufficient in Bangladesh (Kaiser & Khanam, 2008; Hossain, 2015).

Alam (2010) focused on the theoretical overview of teaching listening which is the 'Bottom-up Model of listening', the 'Top-down model of listening' and the 'Interactive model of listening' by Hedge (2001). In addition to that, he discussed the rationale of practicing listening for academic purpose in the study "As the Bangladeshi students did

not have much English listening experience, some general listening materials and listening tasks must be included to provide exposure to the sound system of English. As recommended by most researchers, a variety of texts and tasks with lots of opportunity for practice is the best option” (Alam, 2010, p.19). He included some practical and effective methods and materials that helped the university level students to improve their listening comprehension. Those practical methods include watching TV news on BBC/BTV, watching weather forecasts, and narrating stories in the language classroom in the traditional way. The researcher mentioned that narrating stories worked as an extensive listening input for the learners, whereas, watching the news, songs, short documentaries worked as an intensive listening input. He emphasized on students’ taking notes while listening to some new words in the second language to understand further. Although the researcher did not mention the participants’ size in the study, in the result, we found both types of listening inputs (extensive and intensive) helped learners in improving their listening comprehension. Alam (2010) asserted in support of the result, “It is important that exercises should not be treated as test items. These are designed as aids to aural comprehension practice, directing the students’ attention to ‘focal points’ on the tape so that they will learn to listen more effectively” (Alam, 2010, p. 67).

Sultana (2010) and Haque (2013) conducted qualitative studies on ‘watching cartoons’ as the audio-visual materials and as an authentic language input from the perspectives of young learners and teachers in Bangladesh, respectively. Sultana (2013) stated that ‘watching cartoon’ is a great source to learn a target language as an audio-visual input. She employed the questionnaire method on young learners and observed that most of the young learners believed that their listening abilities increased due to watching cartoons. Haque (2013) employed the semi-structured interview method on teachers’ perception of ‘watching cartoons’ as authentic audio-visual input in language learning and found positive feedback from teachers.

Therefore, based on the literature cited above, it has been found that listening comprehension has been examined in different language contexts (Huang & Eskey, 1999; Hayati & Mohmedi, 2011), but in Bangladeshi context, it has been overlooked despite being one of the core constructs of language learning (Kaiser & Khanam, 2008; Alam, 2010; Hossain, 2015). Hence, the Bangladeshi ESL learners' listening comprehension needs to be investigated.

2.3 Subtitling in Videos

Subtitling refers to the translation that appears in audio-visual clips such as, movies, films and TV shows. It appears for a limited duration on the screen. The maximum duration can be six seconds and usually subtitling comes at the bottom of a screen. Zanon (2006) stated, "although not universally agreed, and varying depending on the medium (TV, cinema or DVD), there is a commonly followed rule, known as the 'six seconds law', that establishes the human ability of reading two lines containing 35 characters and spaces every 6 seconds" (Zanon, 2006, p. 44). Subtitling makes the listening of the audio easier and convenient for the audience and "subtitling is one of the two most common modes of audiovisual translation" stated by (Liu, 2014, p. 1103). He also added, "It is a term used to refer to one of the two main methods of language transfer used in translating types of mass audio-visual communication such as film and television" (Liu, 2014, p. 1103).

Researchers have set up some major requirements in order to classify the subtitles so that subtitles can be clear and comprehensive. Zanon (2006) has categorized the subtitling modes into three groups: Bimodal subtitling, where both the audio system and the subtitling are in the target-language. Standard subtitling, on the other hand, has target-language audio with the native-language subtitle, and lastly, Reversed subtitling refers to

the native-language audio with target-language subtitle. Furthermore, some researchers have categorized the subtitles into interlingual, intralingual and original. ‘Interlingual subtitling’ means the dialogues of the video and the subtitles are in different languages, whereas, ‘Intralingual subtitling’ indicates when the dialogues of the video and the subtitles are in the same language, and the original refers to no subtitles in the video (Cordella, 2006; Díaz & Remael, 2014). There are many studies which have drawn the advantages of using different subtitles in videos, Zareei (2009) claimed, “subtitled movies encourage learners to consciously notice new vocabulary and idioms... may have potential to facilitate vocabulary acquisition without being a distraction for learners” (Zareei, 2009, p. 70). Vanderplank (1988) also highlighted two potential advantages of using subtitling, “One is that subtitles might have potential value in helping the language acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible input. The second merit is that subtitles help to develop language proficiency through enabling learners to be conscious of new and unfamiliar language that might otherwise be lost in the stream of speech” (Vanderplank, 1988, p. 272). Therefore, from these studies, it can be said that as there are various types of subtitling modes available and this feature can be used substantially in the video materials to improve the listening comprehension of SLA learners.

2.3.1 Subtitled Videos for Listening Comprehension

Some previous studies focused on the advantages of using subtitles in movies, such as movies ‘with subtitles’ or ‘without subtitles’ on the listening skills of the ESL/EFL students from Spain, China and some other Asian countries (Markham, 1999; Huang & Eskey, 1999; Markham & Peter, 2003). The outcome of the studies showed that ‘movies with subtitles’ enhanced the listening skills of ESL/EFL learners.

Huang and Eskey (1999) investigated the effects of captioned TV clips on thirty intermediate level ESL students' listening comprehension including vocabulary acquisition. The result showed that captioned TV clips helped the ESL learners to increase their vocabulary acquisition and listening comprehension. The starting age of ESL learners' instruction and the duration of ESL learning were some different constructs which did not match with their listening test scores.

Markham (1999) conducted a study on 118 ESL students from university level to test the effects of captioned videos on their listening. He used English captions in the video clips which were two different episodes from educational programs to test the listening skill of the students. In the methodology, we found he used bimodal subtitling, that refers to L2 audio with L2 subtitles. In the result, he asserted that the captions considerably improved the ESL students' listening skill but the study used only one mode of subtitling in videos which may be limiting.

Later, Markham and Peter (2003) conducted a study on 213 intermediate level university students who were learning Spanish as a second language. They investigated the effects of using three modes of captioning: English captions, Spanish captions and no captions on the listening and reading comprehension. They used a seven-minute DVD episode on some scientific experiments. They also conducted a multiple-choice listening test regarding the video material. They found significant differences in the scores from the different captioned groups. The English captioned group got the highest scores compared to the Spanish and no captioned groups; this revealed the pedagogical values of using multimodal captioning to develop second language learners' listening and reading comprehension.

Another study that used three modes of subtitling, which are English subtitles, Persian subtitles, and no subtitles, is Hayati and Mohmedi (2011). This study focused on the

effects of subtitled movies on the listening comprehension of 90 intermediate level ESL learners. The material they used consisted of DVD episodes on 'wild weather'. The learners were divided into three groups according to the subtitling and they were given the same video with different subtitling. After watching the DVD episodes, learners were given a post-test consisting of multiple choice questions. The finding showed that the English subtitled group scored significantly higher compared to the other two groups (Persian subtitles group, and no subtitles group). This study showed the positive effects of using bimodal subtitling (target-language audio with target-language subtitles) in L2 learners' listening comprehension.

Başaran and Köse (2013) also investigated a similar study on the effects of three modes of subtitling on the listening comprehension of the low-intermediate level and intermediate-level EFL learners in Turkey. They conducted their study on young learners who were studying in primary schools. The participants were given the first 19 minutes of the movie 'Harry Potter and the Order of the Phoenix' with three types of subtitling: English subtitling, Turkish subtitling and, no subtitling. Similar to previous studies, this study also gave the participants multiple choice questions to analyze the effects of different subtitled movies on the L2 learners' listening comprehension. The result of the study showed that there was no significant difference among the groups. The scores obtained by the participants of all three groups were similar for the listening comprehension test. Basaran and Kose (2013) asserted, "the low intermediate level students in English and Turkish captions conditions were able to keep up with their intermediate level peers in the no-captions condition on the listening comprehension test scores. Therefore, the findings for the use of English and Turkish captions might indicate that both English and Turkish captions enhance low-intermediate level EFL students' listening comprehension of the 19-minute movie segment in a similar way" (Basaran & Kose, 2013, p. 706).

It can be perceived from the previous studies that using videos to test or improve listening is an innovation and an important extension to this criterion is adding subtitles. Moreover, there are various modes of subtitling, but most of the previous studies on ‘subtitling’ focused on a single mode of subtitling: target-language subtitling or native-language subtitling (Markham, 1999; Huang & Eskey, 1999). Though some studies have analyzed the comparison between the bimodal subtitling and standard subtitling, there are different results for different contexts, as Markham and Peter (2003) found that using ‘native-language subtitling’ makes improvement in the listening comprehension of the Spanish L2 learners, whereas, Hayati and Mohmedi (2011) found that using ‘target-language subtitling’ enhances the listening comprehension of the ESL learners. Hence, to analyze which of the modes (bimodal and standard subtitling) have better effects on the listening comprehension of Bangladeshi L2 learners’ context, there is a need to investigate the different subtitling modes in this study.

2.4 YouTube Videos

YouTube is one of the popular video-sharing websites worldwide and it was established in 2005. The videos are useful for learners to learn any target language, for example, the second language learners of English (Jalaluddin, 2016) . YouTube can be considered as a platform or a medium for the audience to watch videos. There are various studies on the advantages of YouTube videos and researchers have claimed that YouTube videos help the learners in the educational category besides serving the entertainment purpose. Kavoori (2015) suggested perceiving the YouTube as larger than a ‘website’ because he believed it to be a key element of this generations’ digital culture. Uricchio (2009) marked YouTube as an important medium, which showcases cultural diversity by sharing different videos, such as, documentaries, plays, songs, speeches and other types

of tools. Later Kavoori (2015) focused on a study of analyzing the most popular videos of a week and how the contents are related to the youths' dynamism. There are many authors who started contributing to the literature parts of YouTube videos by writing on how YouTube videos are actually being one of the most effective and vital resources of gathering information to the young generation (Burgess & Green, 2009; (Snickars & Vonderau, 2009; Lovink & Niederer, 2008; Lange, 2007; Strangelove, 2010). Kousha et. al. (2012) stated that YouTube is placed third in the ranking of the most visited website after Facebook and Google. According to Kousha. et. al. (2012), the YouTube statistics revealed that the number of viewed videos on YouTube is over 4 billion per day and most of them are basically for entertainment, which includes music and comedy in a wide range. There are also some scholarly activities on YouTube, e.g., course lectures, scientific documentaries or presentations on conference papers.

It has been found that “although YouTube is predominantly used for entertainment, such as music and comedy, some academics have used videos to record and publicize their scholarly-related activities online (e.g., scientific experiments, conference presentations or course lectures) almost since YouTube began” (Kousha et. al. 2012, p. 2).

2.4.1 YouTube Videos for Academic Purpose

YouTube videos are now being used by many educators for academic purposes. There are various studies on the impact of using YouTube videos for academic purpose, content learning and language learning (Brook, 2011; Oddone, 2011; Alwehaibi, 2015). Some teachers upload videos of their lectures and share them on YouTube (Kousha et. al., 2012). According to Burke et. al. (2009), 42% of health educators in the USA used YouTube videos as resources for their courses in 2007. Another survey from Settle et al.,

(2011) revealed that 27% of the staffs from 232 colleges of agriculture employed YouTube videos for assignments and further discussion with students in their classes. Kousha et. al. (2012) also explained that many universities are having their own YouTube channels to record videos of their lecturers teaching their courses. For instance, University of California, Berkley has its own YouTube channel and the channel contains more than 3,000 lectures as videos on various subjects and has more than 13 million views on the videos. A YouTube video of 45 minutes on human biology was being viewed over 644,000 times on that YouTube channel, which shows that YouTube videos play a strong role in education as well.

Kousha et. al. (2012) cited, “Many academics are now using YouTube for recording and disseminating course lectures. These videos may be valuable when instructors are away or for students who miss the classes. Moreover, these videos can also be viewed by other potential users worldwide.” (Kousha et. al., 2012, p. 2). Besides the contribution in medical science and environmental science, YouTube videos are taking part in the language learning field as well (Brook, 2011; Jalaluddin, 2016).

2.4.2 YouTube Videos for Language Learning

YouTube videos for language learning are gaining grounds. Brook (2011) used YouTube videos in the ESL classrooms and showed how these videos could be used as an authentic tool for language learning. He conducted an experimental research on 10 university-level ESL students in the United States whose native languages were Swedish, Japanese, Korean, Russian and others. The students had to attend a course where they were getting lectures through YouTube videos. They also had to upload their assignments in YouTube. After the task, in the feedback session, most of the students affirmed that

they felt more comfortable with the YouTube video lectures than the traditional lectures and it enhanced their ability in listening and reading comprehension.

A similar study, Oddone (2011) focused on the YouTube video lectures in a class of 30 secondary school students who were attending a vocational training course on dental technology. The students were given some YouTube videos on their topic in the class. They attended the classes with more enthusiasm than they would attend in traditional lectures. After the YouTube lessons, they were given some tasks related to their topic and in the results, it showed that the students did significantly well in learning the subject as they were exposed to audio-visual technology through YouTube. Oddone (2011) mentioned that, “This experience illustrates how the audiovisual material can be employed to teach other subjects through English with low-level learners” (Oddone, 2011, p. 109).

Another study from the same notion, Alwehaibi (2015) employed YouTube videos in an EFL classroom to enhance the EFL students’ content learning. He had two groups: one experimental group which was given lectures using YouTube videos and one control group which was given traditional lectures. The result showed that the participants from the experimental group (who were given lectures through YouTube) did significantly better than the participants of the control group (who were given a traditional lecture). Alwehaibi (2015) claimed that ‘YouTube’ is a great source for content learning; “It has been clearly shown that YouTube can enhance the process of learning in a number of important ways. The enjoyable and entertaining atmosphere created by the use of YouTube motivated the students to learn” (Alwehaibi, 2015, p. 126).

Khalid and Muhammad (2012) examined a case study of using YouTube videos in English language and literature. They claimed that YouTube helped students to understand the events and themes of the novels where the researchers could also point out

about the pronunciation and accents of some words, which could be understood better while watching the videos on YouTube than reading from books.

Jalaluddin (2016) conducted a study on the review of using YouTube videos for enhancing the English-speaking skill of the learners. He stated, “YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill” (Jalaluddin, 2016, p. 1).

Some advantages of using YouTube videos according to Jalaluddin (2016),

- YouTube is viewed as an extremely valuable device since it can be utilized outside and within the classroom.
- It gives a preface to valid English.
- The videos can garner the attention of the learners in a classroom.
- It advances a learning approach that possesses more independence and is learner-centered.
- YouTube gives chances to the learners to ask any inquiries and remark on the links.
- Moreover, it gives a chance to the learners to exhibit what they have acquired by preparing videos and showing it to the class.

He also discussed some disadvantages,

- Learners face some issues in understanding the speech or accent of the videos.
- Some issues might arise due to copyright issues.
- There are no restraints on the comments.
- Improper materials can appear while using YouTube.

Jalaluddin (2016) later suggested some guidelines to use YouTube videos for education and language learning as some proper ways should be added to the guidelines. There is a huge number of short clips accessible on YouTube in English that can be utilized in different ways for successful teaching and learning.

Although there are some studies in other contexts that have found the impact of YouTube videos on language learning of ESL and EFL students (Brook, 2011; Khalid & Muhammad, 2012), still there is a necessity to add some extension, such as, YouTube as the medium of subtitled videos on the listening comprehension, therefore, this input needs to be investigated in the Bangladeshi context as well.

2.5 Learning Styles in Language Learning

An individual person's natural way of adapting, analyzing, or gaining any information and the proficiency is known as learning style. To know the language learning process in an intense way, a learners' preferred learning style should also be analyzed. As the listening comprehension process is a complex input for many L2 learners, the learners' learning style preferences should be prioritized in the investigation as well. There are many ways of categorizing the learning styles preferences. To analyze the learning styles of an individual learner, researchers use questionnaires, surveys or face-to-face interviews. A popular and common instrument is using a questionnaire related to the learning style traits. According to Oxford (1996), there are four principal types of learning styles, they are, Visual, Auditory, Kinesthetic and Tactile learning style. Among these four basic types, visual and auditory play a major role in language learning particularly, sometimes kinesthetic can be a part also but with a small role (Reid, 1995).

To distinguish the learners' learning styles as visual, auditory, kinesthetic and tactile, researchers tend to use some instruments. The instruments are mostly questionnaires which consist of the questions on the preferences of learners. They help learners to identify their learning styles and how individual learners differ from each other. The visual learners are those who learn with the eyes by what they see first. Those who learn by hearing first are called auditory learners. On the other hand, some learners mostly learn by any experience or by doing any task, they are called kinesthetic learners and some people who prefer to work alone rather than working in any group with others, they are known as tactile learners (Reid, 1995).

Soureshjani and Naseri (2012) affirmed that, "Learning styles should not be considered as dichotomous, rather, they generally work on a continuum. As an example, an individual may be more thinking-oriented than feeling, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories" (Soureshjani & Naseri, 2012, p. 71).

These styles determine the way a learner learns a target language (Soureshjani & Naseri, 2012). Soureshjani and Naseri (2012) conducted a study on learners' learning style preferences. They investigated the most preferred learning styles of the learners to observe the impact of the learning styles on different proficiency levels. They categorized the learners into three groups: as beginner-level, intermediate-level, and advanced-level learners. The instrument of the study was a 'learning style questionnaire' and the result of the study showed that learners' proficiency levels have a significant impact on their learning styles. Different proficiency level learners prefer different learning styles as the beginner level learners prefer visual and kinesthetic learning styles, intermediate level

learners prefer personality-related learning styles, and advanced level learners prefer degree-related learning styles (Soureshjani & Naseri, 2012).

Obralic and Akbarov (2012) focused on a study that analyzed the learning style preferences based on their ethnicity and gender. They used the ‘learning style preference’ questionnaire as their instrument and they found that the ethnicity had a significant impact on the learning styles of different ethnic people such as Bosnian students have more preferences in all the learning styles for learning English than the Turkish students. To give a rationale for this finding, Obralic and Akbarov (2012) stated that the learning style works as the biological procedure and follows the characteristics in developmental sequences but this may vary from person to person where the environment, culture, and upbringing of that person is solely related to the learning styles (Obralic & Akbarov, 2012).

2.5.1 Learning Style Preferences and Listening Comprehension

From previous studies, it has been found that the learning style preferences have been analyzed to observe its impact on the proficiency levels and on the ethnicity of L2 learners (Soureshjani & Naseri, 2012; Obralic & Akbarov, 2012). This feature can also be analyzed as the ‘moderating variable’ in a study, “a moderating variable is a special type of independent variable that may affect the relationship between the independent and dependent variable” (Brown, 1988). Studies have categorized ‘learning style preference’ into four principal types- auditory, visual, tactile and kinesthetic (Nelson et al., 1993; Reid, 1995). Among them, ‘auditory’ and ‘visual’ styles relate mostly to the audio-visual factor of language learning (Reid, 1995). And particularly, audio-visual materials act as inputs for learners’ listening comprehension (Gilbert & Swanier, 2008). Hence, there

should be an investigation on these two styles in connection with listening comprehension.

2.6 Language Input Hypothesis

Language Input Hypothesis explains that “if the input is understood, and there is enough of it, the necessary grammar is automatically provided and acquired” (Krashen, 1985, p. 2). Later “Krashen brought the attention to listening as an essential tool for understanding and a major factor of learning a language easily. Listening has been considered to be the important element in second language acquisition” (Feyten, 1991, p. 174). Many SLA researchers have recommended media inputs as a potential source for comprehensible input where learners receive input from a medium through a context of linguistic information in order to learn a target-language; “by viewing a movie or listening to a song in informal settings, language learners get indirectly involved in the language learning process when they try to understand the movie or song by using a dictionary or subtitle” (Bahrani & Tam, 2012, p. 143). Bahrani and Tam (2012) mentioned that “the notion of informal language learning is considered as the lifelong process of learning by which every individual acquires and accumulates the required knowledge, skills, attitudes, and insights from exposure to the environment at home or at work” (p. 11). They furthermore added that, “This sort of unconscious learning mainly occurs through reading newspapers and books or by listening to the radio or viewing films or other programs” (Bahrani & Tam, 2012, p. 11). Hence, while watching YouTube videos with different subtitles, learners tend to learn the target-language subconsciously and thus, these videos work as the comprehensible input for language learning.

2.7 Conclusion

This chapter reviewed relevant studies and the methods used to conduct their research. Some concepts such as listening comprehension, subtitling modes, YouTube videos, learners' learning style preferences have been discussed in detail. Furthermore, a theoretical framework has been drawn regarding the constructs on language input hypothesis with watching videos as media input.

University of Malaya

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter discusses the methods that have been used in this research. In this study, the listening comprehension of the second language learners in Bangladesh was examined by using YouTube videos with different subtitled languages as inputs. The chapter describes the research design, participants, instruments, data collection and data analysis procedures to answer the five research questions which have been presented in chapter 1 in this study.

3.1.1 Research Design

This quantitative study has employed the post-test only design to answer the first three research questions:

1. Does watching YouTube videos with English subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
2. Does watching YouTube videos with Bengali subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
3. Does watching YouTube videos with no subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?

This 'posttest only' design follows the research design of previous studies (Markham & Peter, 2003; Hayati & Mohmedi, 2011) because the focus is on the 'performance' of the participants more than the development (Mackey & Gass, 2015). Since this study has the aim to compare the differences in performances among two experimental groups and one control group, therefore, this posttest only design is appropriate for this research.

The second phase of this research has followed the 'survey' design to answer the research questions 4 and 5.

4. Does learners' auditory learning style preference have an effect on the listening comprehension?

5. Does learners' visual learning style preference have an effect on the listening comprehension?

The 'survey design' is employed to analyze the effects of learners' auditory and visual learning style preferences on their listening comprehension as a 'moderating variable'. The survey questionnaire is adopted from Reid (1995) and some previous studies (Soureshjani & Naseri, 2012; Obralic & Akbarov, 2012) have used this survey questionnaire to analyze learners' learning style preferences. The questionnaire consists of numerous questions on 'Learners' learning style preferences' to determine the most preferred style of a learner while learning a language.

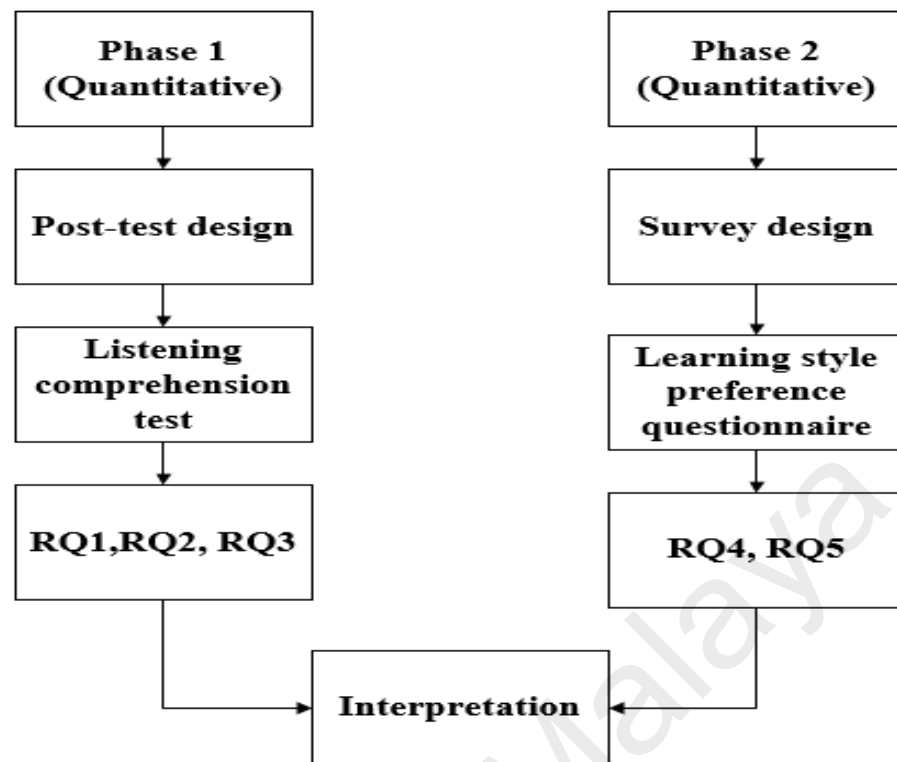


Figure 3.1: Research Design

3.2 Participants

The participants in the study are the undergraduate first-year students from a university in Dhaka, Bangladesh. They were selected based on their scores from a previous exam which they had to take before entering university. 72 students were chosen from a total of 145 students to participate in this research based on the low score (below 55%) they got in the exam. The research is designed for the low-proficiency level students because studies have found that low-proficiency level students in Bangladesh need to be helped on their listening comprehension (Alam, 2010; Hossain, 2015). The age group of the participants is from 18 to 20. All of them speak Bengali as their native language (L1) and they use English as their target language (L2). Ethical considerations have been acknowledged. The consent forms were provided to the participants and their identities have been kept confidential.

3.3 Instruments

This study has two instruments: the ‘Listening comprehension test’ and the ‘Learning Style Preference Questionnaire’ (adopted from Reid, 1995).

3.3.1 Instrument 1: Listening Comprehension Test

The ‘listening comprehension test’ instrument consists of a ‘video’ and a set of ‘multiple-choice questions’. Previous studies have used different video materials on BBC news, scientific documentaries and wild-life documentaries (Markham, 1999; Markham & Peter, 2003; Hayati & Mohemedi, 2011). These materials were used to check the ESL participants’ listening comprehension, although the topics were different from language learning. Likewise, this study has selected a video entitled, ‘Being a good listener’ from YouTube. This video narrates the ideas on ‘proper listening’ and ‘how proper listening helps us to communicate better with others’. The duration of the video is 5 minutes. The audio part of the video is in English which is the participants’ target-language.

From previous studies such as Hayati and Mohmedi (2011) and Markham and Peter (2003), it has been proven that using ‘multiple choice questions’ as a format for the listening comprehension test is reliable. Therefore, in this study, a 10-item ‘multiple choice questions’ test has been developed for the “listening comprehension test”. Some of the questions examine the learners’ listening comprehension of the topic of the video, whereas some questions examine the accuracy and ability to listen to the terms or statements being narrated in the video. In short, the questions test the comprehension of listening (understanding of what is being heard as explained by (Chastain, 1988). As according to Chastain (1988), listening comprehension refers to receiving, receiving activates thinking and then thinking requires memory, therefore, all these are connected to each other. In the mark sheet, a question is given 1 mark for every correct answer;

hence, the probable highest score could be 10 and the probable lowest score could be 0.
(Please refer to Appendix 1)

3.3.2 Reliability and Validity Test

It should be mentioned that the reliability and validity of the instrument have been checked through a small group (15 Bangladeshi undergraduates) of participants' scores. The researcher has customized the instrument following the guidelines from (Pallant, 2007), "When you are selecting scales to include in your study, it is important to find scales that are reliable... One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient. Ideally, the Cronbach alpha coefficient of a scale should be above .7" (Pallant, 2007, p. 97). The multiple-choice questions were designed according to the proficiency level of the participants (low-proficiency level) and were relevant to the topic. The reliability of the questions has been checked through the SPSS by Cronbach's Alpha and the score is 0.712 which is considered acceptable (Pallant, 2007).

The recommended stages of reliability and validity (Pallant, 2007) were followed:

Stage 1: Students took the test (in three different groups)

Stage 2: The scores of the students had been tested through Cronbach alpha in SPSS. The reliability score is 0.712 (acceptable as Pallant, 2007).

Stage 3: The individual reliability score of Q6 (among 10 questions) was lowest in the test, therefore, this question was checked by an expert and Q6 was amended by the expert as a form of validity test for the main study. Question 6 was a comprehensive question from the video which queried on the traits of a good

listener; “What does a good listener ask for?”. Later it was amended as “A good listener urges for_?” by the expert. The following is the final version of question 6:

6. A good listener urges for __? (Please refer to Appendix 1)
 - a. Contact
 - b. Clarification
 - c. Commitment

It needs to be mentioned that the expert is a senior lecturer at a university in Bangladesh. His contribution to the field of language learning is in the area of research and teaching where he has three articles published on listening comprehension in the Dhaka University journal and six years of experience in the language teaching and research.

3.3.3 Instrument 2: Learning Style Preference Questionnaire

The second instrument of this study is a ‘learning style preference questionnaire’, adopted from Reid (1995) and validated by C.I.T.E. It was constructed at the Murdoch Teachers Center in Wichita, Kansas to help educators evaluate the most preferred learning styles of the students. The questionnaire consists of 10 questions with five possible perceptual responses in the form of Likert scale, such as, strongly agree, agree, neutral, disagree, strongly disagree on the ‘auditory’ and ‘visual’ learning styles preferences. These two styles have been selected due to the audio-visual aspect of this research. This questionnaire provides a ‘self-scoring sheet’ along with the instructions and explanations to calculate the scores of the learners and to decide their learning styles-major, minor or negligible (Reid, 1995).

The questionnaire's self-scoring sheet has provided guidelines (Figure 3.2). Each question has an answer, responding to a 5-point Likert scale (strongly agree to strongly disagree). All of the Likert points have different numerical values (in the range from 5 to 1). The participants have to choose only one response for each question, e.g. if a participant chooses SA (Strongly Agree) for Q6 (visual), that means that the visual question (Q6) gets value-5 in the mark sheet. (Appendix 2)

SELF-SCORING SHEET

Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the blank next to question 6 below.

Visual
6 - 5

When you have completed all the numerical values for Visual, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

Figure 3.2: Self-Scoring Sheet with Instructions

After choosing one response for each question, the value of that response would be added to the score-sheet according to the visual and auditory categories (Figure 3). After adding all the numbers, the total score was multiplied by 2 to find the actual score. The multiplication of the scores by 2 had been set by the developer of the questionnaire, Reid

(1995) to find the exact value of the preferred learning styles in the range of 50 and to categorize them into major, minor and negligible styles (Figure 3.3).

SELF-SCORING SHEET

VISUAL
2 - _____
5 - _____
6 - _____
9 - _____
10 - _____
Total _____ x 2 = _____ (Score)

AUDITORY
1 - _____
3 - _____
4 - _____
7 - _____
8 - _____
Total _____ x 2 = _____ (Score)

Major Learning Style Preference	38-50
Minor Learning Style Preference	25-37
Negligible	0-24

(Adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208. Used with permission.)

Figure 3.3: Self-Scoring Sheet

Reid (1995) and C.I.T.E. have developed three categories for the learning styles: major, minor and negligible learning style (Figure 3.3). Major learning style refers to the advanced level learning style. This indicates learners' most preferred learning style. Minor style means that the learners can still work well with that style. And Negligible style refers to the least preferred learning style. The numerical values of the major learning style, minor learning style, and negligible learning style are from 38 to 50, 25 to 37 and 0 to 24, respectively (Reid, 1995).

3.4 Data Collection Procedure

In the ‘post-test design’ part, there are three groups in this study following Markham and Peter (2003) and Hayati and Mohmedi (2011). The first group is the ‘control’ group and other two are ‘experimental’ groups. The participants from the two experimental groups and the control group have received the inputs of watching the same YouTube video with bimodal subtitling (English dialogue with English subtitle), standard subtitling (English dialogue with Bengali subtitle) and no subtitling (only English dialogue), respectively. After the inputs, all of the three groups have been given the same set of multiple-choice questions as a listening comprehension test to measure their performances on listening comprehension.

In the ‘survey design’ part, the participants were given the ‘auditory and visual learning style preference’ questionnaire. They had to choose one response to each question.

Table 3.1: Data Collection Procedure

Tasks	Group (Esg) (Experimental: 1)	Group (Bsg) (Experimental: 2)	Group (Nsg) (Control: 1)
Inputs	YouTube video clip with English subtitles	YouTube video clip with Bengali subtitles	YouTube video clip with No subtitles
Post- test	Listening Comprehension test (10 multiple-choice questions)	Listening Comprehension test (10 multiple-choice questions)	Listening Comprehension test (10 multiple-choice questions)
Survey	Learning style preference Questionnaire	Learning style preference Questionnaire	Learning style preference Questionnaire

3.4.1 Pilot Test

Prior to the actual research, a pilot study had been conducted by the researcher. The pilot study was carried out on a small number of participants. The participants were 15 Bangladeshi university level students. Their age group was between 18 and 20. These participants were not included in the actual study. The pilot study was carried out to check the reliability and validity of the instruments and to run the statistical analysis. The pilot study confirmed that the instruments (video and questions) used in the 'listening comprehension test' are appropriate to the proficiency level of the participants and the test results were meaningful for this research.

3.5 Data Analysis Procedure

3.5.1 Listening Comprehension Test

The data from the 'listening comprehension test' was analyzed by using SPSS version-21, following the one-way ANOVA. One-way ANOVA was chosen because there were three independent groups in the 'post-test'. One-way ANOVA is generally employed for 'three groups comparison' study.

3.5.2 Learning Style Preference Questionnaire

The 'learning style preference questionnaire' data were analyzed by using the 'self-scoring sheet' which was provided by Reid (1995) and verified by C.I.T.E. learning style instrument. The analysis was done through the 'self-scoring sheet' as the scores have detailed meaningful explanations of the learning styles preferences. Studies from the past have also analyzed their participants' scores following the instructions of the self-scoring sheet by Reid (1995); (Soureshjani & Naseri, 2012; Obralic & Akbarov, 2012), and the results of the studies have shown the exact effects of the preferred learning styles of their participants, hence, this study has also followed the guidelines of the self-scoring sheet.

A further analysis of a 'linear regression' test was conducted in SPSS to measure the 'effect size' and the significance of the effects of the learning style preferences.

3.6 Conclusion

This chapter has discussed the research design, participants, data collection procedure, instruments and the data analysis method in detail. The methodological procedures of this research have been organized in a way that it can achieve the purpose of the study. This study has two phases, and it has followed two different procedures: post-test only and survey design to answer the research questions.

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CHAPTER 4: RESULTS AND FINDINGS

4.1 Introduction

The study has aimed to investigate the effects of watching different subtitled YouTube videos on the listening comprehension of L2 learners in Bangladesh and the effects of learners' auditory and visual learning styles on the listening comprehension test. A post-test and a survey have been carried out in this study. This chapter describes the data analysis and results of the study.

The data consist of scores obtained from 72 low-proficiency level university students' performances in the listening comprehension test and the learning style questionnaire. The age group of the participants is between 18 to 20. In the first phase of the study, the 72 participants were divided into three groups which experienced different modes of subtitling: English audio with English subtitle (bimodal subtitling), English audio with Bengali subtitle (standard subtitling), and only English audio (no subtitling). After the test, the participants were provided with the 'learning style preference' questionnaire. The data of the 'listening comprehension test' were analyzed using the one-way ANOVA in the SPSS software version 21. The 'learning style preference' questionnaire data were analyzed by calculating the Likert-scale responses of the self-scoring sheet (Reid, 1995) and the effects were analyzed by employing a linear regression test in SPSS.

4.2 Listening Comprehension Test Results

The listening comprehension test results answer the first three research questions:

Research question 1- Does watching YouTube videos with English subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?

Research Question 2- Does watching YouTube videos with Bengali subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?

Research Question 3- Does watching YouTube videos with No subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?

Table 4.1: Descriptive Statistics of Listening Comprehension Test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Esg	24		
Bsg	24	8.71	1.042	.213	8.27	9.15	7	10
Nsg	24	8.42	.881	.180	8.04	8.79	7	10
Total	72	8.82	.998	.118	8.59	9.05	7	10

Esg: English subtitled group, Bsg: Bengali subtitled group, Nsg: No subtitled group

Table 4.2: ANOVA of the Listening Comprehension Test

	Sum of squares	Df	Mean Square	F	Sig.
Between Groups	10.528	2	5.264	6.041	.004
Within Groups	60.125	69	.871		
Total	70.653	71			

ANOVA: Analysis of Variance; Sig. value is set to 0.05

The number of the participants in each group is the same and that is 24 (Table: 4.1). The mean score of Esg (English subtitle group) is 9.33, while the mean scores of Bsg (Bengali subtitle group) and Nsg (No subtitle group) are 8.71 and 8.42, respectively. The

mean score of these three groups is 8.82 whereas, the standard deviation of the three groups is 0.998.

Table 4.2 exhibits the outcome of the one-way ANOVA of the listening comprehension test. It can be perceived that there is a significant difference among the listening comprehension test scores of the three groups as the significant value is 0.004 which is less than 0.05; $F(2, 69) = 6.04, p < 0.05$ (p value indicates to sig. score).

Table 4.3: Tukey HSD Test Scores of the Listening Comprehension Test

(I)Esg, Bsg Nsg	(J)Esg, Bsg Nsg	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Esg	Bsg	.625	.269	.060	-.02	1.27
	Nsg	.917*	.269	.003	.27	1.56
Bsg	Esg	-.625	.269	.060	-1.27	.02
	Nsg	.292	.269	.528	-.35	.94
Nsg	Esg	-.917*	.269	.003	-1.56	-.27
	Bsg	-.292	.269	.528	-.94	.35

*The mean difference is significant at the 0.05 level. Esg: English subtitled group Bsg: Bengali subtitled group Nsg: No subtitled group

Since the sig. value is less than 0.05, a Post-hoc Tukey HSD test has been administered in order to examine the significant differences in the scores among the three groups (Table 4.3). This test helps to locate the significant differences in the Esg (English subtitle group), Bsg (Bengali subtitle group) and Nsg (No subtitle group). The findings of the Tukey HSD test show that the differences in the listening comprehension test scores of the three groups are significant. The Mean difference column in the table (4.3) indicates the significantly different scores, the scores with asterisks (*) refers to those two groups

which are significantly different from each other after being compared at the $p < .05$ level (Pallant, 2007).

The findings reveal that the scores of the Esg (English subtitled group) and the Nsg (No subtitled group) are significantly different from each other. This indicates that the English subtitled group has performed significantly better than the No subtitled group. But there are no significant differences in the scores between Esg (English subtitled group) and Bsg (Bengali subtitled group) which means Esg (English subtitled group) has performed better than Bsg (Bengali subtitled group) but not significantly. Similarly, the Bsg (Bengali subtitled group) has scored better in the listening comprehension test compared with the Nsg (No subtitled group), but the difference is not significant.

After this ANOVA test results, it is clearly evident that the participants from Esg have outperformed the other two groups. Esg has performed better than the participants from Bsg and the Bsg participants have performed better than the Nsg participants.

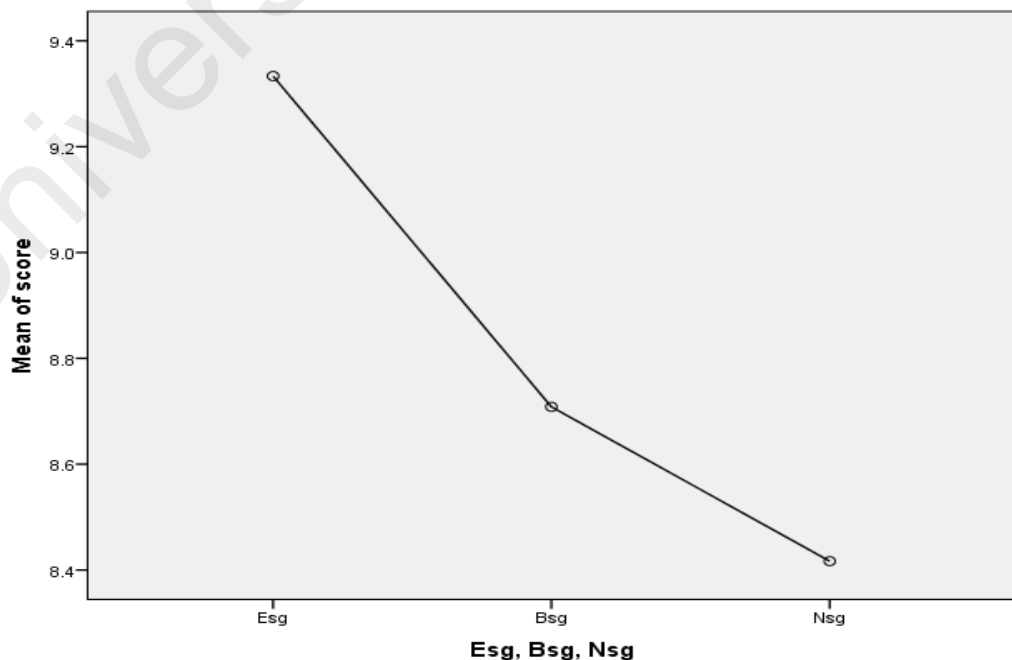


Figure 4.1: Means plot of the listening comprehension test scores

The means plot of the one-way ANOVA test explains the comparisons of the mean scores of the different groups in a simple way. From the Figure 4.1 above, we can see that the Esg has scored the highest and the Nsg has scored the lowest on the listening comprehension test.

To answer research question 1, it can be said that watching YouTube videos with English subtitles has a significant effect on learners' listening comprehension. Whereas, for research question 2 and research question 3, it can be claimed that watching videos with Bengali subtitles and No subtitles have effects on learners' listening comprehension but the effects are not significant. Overall, the results indicate the positive effects of using bimodal subtitling (L2 input) in videos on L2 learners' listening comprehension test. It also shows that using standard subtitling (L1 input) has no significant effects on L2 learners' listening comprehension test and compared to both bimodal subtitling (L2 input) and standard subtitling (L1 input), 'no subtitling' has very low effects on learners' listening comprehension and the effects are not at all significant.

Past studies such as Hayati and Mohmedi (2011), focused on the effects of watching DVD videos with target-language subtitling and native-language subtitling on the listening comprehension of ESL learners and they affirmed, "The results of the study indicate that subtitles in the target language facilitate students' listening comprehension and give the students the opportunity to receive visual as well as auditory messages" (Hayati & Mohmedi, 2011, p. 189). Having similarities with the results, the present study shows that using L2 subtitling with L2 audio (target-language subtitling) helps L2 learners to perform significantly better in their listening comprehension. Hayati and Mohmedi (2011) added, "all participants who were exposed to English subtitles reacted very positively compared to Persian subtitles or without subtitle, and they believed that the subtitles not only assisted their understanding of the video but also helped them do

the tests... More specifically, students commented that the subtitles enhanced their ability to notice, comprehend, spell and recall new English material” (Hayati & Mohmedi, 2011, p. 187).

It can be claimed that having target-language subtitles while watching a target-language video facilitates L2 learners’ listening comprehension. The participants of this study who are low-proficiency level students have also affirmed that using subtitles improved their comprehending capability while watching an audio-visual material. They could easily understand the spoken words by tracking the subtitles.

4.3 Learning Style Preferences Questionnaire Results

The ‘learning style preferences questionnaire’ serves the purpose of answering the Research Question 4 and Research Question 5.

Research Question 4- Does learners’ auditory learning style preference have an effect on the listening comprehension?

Research Question 5- Does learners’ visual learning style preference have an effect on the listening comprehension?

The scores have been calculated based on the responses of the ‘auditory’ and ‘visual’ questions and the total scores are multiplied by 2 to get the actual scores following Reid (1995). The total scores are placed into the categories as major (38-50), minor (25-27) and negligible (0-24) according to Reid (1995). Reid (1995) categorized the major as the most preferred style, the minor as the semi-preferred style which refers that learners can work well, and the negligible as the least preferred style which means learners find difficulty with that learning style.

Table 4.4: Participants' Auditory and Visual Learning Style Preferences Mean Scores and Percentages

Learning style preferences	Participants' mean scores	Participants' percentages
Auditory	38.4	72.6% major
Visual	37.6	62.6% minor

The participants' learning style preference mean scores Table 4.4 shows that both the auditory and visual learning style preferences have effects on learners' listening comprehension, as there are no 'negligible scores: 0-24'. Moreover, 72.6% participants' mean scores for auditory learning is in the 'major learning style category: 38-50' though the score is on the marginal side. Therefore, to answer the research question 4, it can be said that the auditory learning style preferences have major effects on most of the learners' listening comprehension. This indicates that auditory learning style is more preferred learning style compared to the visual learning style for the L2 learners.

To answer research question 5, it can be affirmed that although visual learning style preferences have effects on learners' listening comprehension, the effects are in 'minor learning style category: 25-37'. The mean scores of the participants show that 62.6% learners can work well with the visual learning style though this is not their more preferred learning style between the auditory and visual styles. In a study by Obralic and Akbarov (2012), it has been found that learners' learning style reveal the way they feel while learning a language and these learning styles are based on learners' distinctive attributes of acquiring new knowledge, "Learning styles are internally based on characteristics of individuals for intake of understanding of new information. All learners have individual attributes related to the learning processes. Some people may rely on visual presentations, others prefer spoken language... It is

evident that people learn differently and these differences in learning abound in ESL/EFL setting” (Obralic & Akbarov, 2012, p. 33).

As the ‘learning style preference’ is considered the moderating variable in this study, it is necessary to measure its effects; as mentioned earlier, a moderating variable may affect the relationship between the independent and dependent variable being a special type of independent variable (Brown, 1988). A ‘linear Regression’ test was administered using the SPSS to measure the effects of the auditory and visual learning style preferences on L2 learners’ listening comprehension.

Table 4.5: Model Summary of Learners’ Auditory and Visual Learning Style Preferences

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.036 ^a	.001	-.028	1.011

a. Predictors: (constant), visual, auditory

According to Pallant (2007), the value of R Square should be multiplied by 100 to convert into percentage and the percentage measures the moderating variables’ variance on the dependent variable, in this study, the dependent variable is the listening comprehension where the moderating variable is learners’ auditory and visual learning style preferences. Here in Table 4.5, the R Square value is .001 and the percentage is 0.1% (multiplied by 100) which shows that the model (auditory and visual learning style preference scores) has only .1% variance on the listening comprehension scores of the participants. The percentage determines that learners’ auditory and visual learning style preferences have very low effects on their listening comprehension scores.

Table 4.6: ANOVA of Learners' Auditory and Visual Learning Style Preferences

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	.091	2	.045	.044	.957 ^b
Residual	70.562	69	1.023		
Total	70.653	71			

Dependent Variable: listening comprehension scores; b. Predictors: (constant), visual, auditory

The ANOVA table comes with the 'linear Regression' test to show the significant effects of the learners' auditory and visual learning style preferences on their listening comprehension scores. The ANOVA Table 4.6 shows that the significant value is .957 which is more than the P value level ($P > .05$); as the P value is set at .05 level (Pallant, 2007). This P value reveals that the learners' auditory and visual learning style preferences have effects on the listening comprehension scores but these effects are not significant.

Table 4.7: Coefficients table of Learners' learning style preferences

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.247	1.612		5.736	.000
Auditory	-.005	.034	-.016	-.133	.895
Visual	-.007	.026	-.032	-.262	.794

Dependent Variable: Listening comprehension test scores

There is another table called coefficients (Table 4.7) in the 'linear Regression' test result. The table shows the effects size of the moderating variables (auditory and visual learning style preferences) that they have on the dependent variable (listening comprehension test scores). It also depicts the individual significant values of the moderating variables (auditory and visual learning style preferences). The values of individual variables are depicted in the Beta values in 'Standardized Coefficients' column (Table 4.7). Mackey and Gass (2015) explained that, "An Effect size is a measure that gives an indication of the strength of one's findings" (Mackey & Gass, 2015, p. 282). They also classified that, "A value of .2 is generally considered a small effect size, .5 a medium effect size, and .8 or more a large effect size." (Mackey & Gass, 2015, p. 283). The Beta values determine the individual effects those variables are making on the dependent variable and the strongest effects between the moderating variables (Pallant, 2007). Here, the Beta values decide the effects size of the auditory and visual learning style preferences on L2 learners' listening comprehension test scores. The effect size of the auditory learning style preference is -.016 and the effect size of visual learning style preference is -.032. It shows that both of the learning style preferences have very small effects, as according to Mackey and Gass (2015), they are less than 0.2 and lie within the negative values ($-.032 < .2$ and $-.016 < .2$).

After analyzing the 'linear Regression' test result, it can be claimed that the auditory and visual learning style preferences have effects on the listening comprehension of the L2 learners but the effects are not significant. From past studies like Gilbert and Swanier (2008), it can be claimed that "learning preferences facilitate the way individuals learn when the learning environment considers the various learning styles of students, thereby impacting the comprehension of materials presented." (Gilbert & Swanier, 2008, p. 30-31).

In their conclusion, Obralic and Akbarov (2012) said that “learning styles are often influenced by heredity, upbringing, and current environmental demands. Learners have a tendency to both perceive and process information differently” (Obralic & Akbarov, 2012, p. 33). In addition, Soureshjani and Naseri (2012) found that different proficiency level learners prefer different learning styles. Adding to the literature on learners’ learning style preferences on learners’ listening comprehension test scores, this study found that low-proficiency level undergraduate students’ learning style preferences in auditory and visual constructs have very small effects on their listening comprehension test. Perhaps widening the scope to include global, analytic, feeling and thinking learning styles might have prompted more informative results.

4.4 Conclusion

The results of this study showed that the Esg (English subtitle group), Bsg (Bengali subtitle group) and Nsg (No subtitle group) differed from each other in the ‘listening comprehension test’. The Esg scored higher than both Bsg and Nsg in the listening comprehension test, where, it significantly scored higher than Nsg, but not so with Bsg. On the other side, Bsg scored higher than Nsg, but not significantly. The result indicated the fact that using ‘bimodal subtitling’ (L2 audio with L2 subtitles) in videos helps the participants perform better in listening comprehension compared to using ‘standard subtitling’ (L2 audio with L1 subtitle) and no subtitling. The results of the learners’ auditory and visual learning style preferences showed that the auditory learning style is the more preferred learning style of the learners compared to the visual learning style. To measure the effect size of the learning style preferences, a linear Regression test was conducted and the result showed that both auditory and visual learning style preferences have effects on learners’ listening comprehension scores though the effects are not

significant. It also showed that the effect size of the visual learning style was lower than the effect size of the auditory learning style on the listening comprehension scores and both of the effect sizes were very small. This result probably indicated that the low-proficiency level learners of this study had less experience of using audio-visual inputs for their listening. As a result of that inadequate experience, they do not substantially prefer the auditory and visual style in language learning.

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CHAPTER 5: CONCLUSION

5.1 Introduction

This study has analyzed the effects of watching subtitled YouTube videos on 72 Bangladeshi low-proficiency level undergraduate ESL learners' listening comprehension. It has also examined the effects of the learners' auditory and visual learning style preferences as 'moderating variable' on their listening comprehension scores. The participants were divided into three groups with distinguished subtitling modes (English subtitled group, Bengali subtitled group, and no subtitled group). They were given the same YouTube video with these three different subtitling modes. After the video, the participants were given '10 multiple-choice questions' as a 'listening comprehension test'. Later, the participants were given a 'learning style preference questionnaire' to analyze its effects on their listening comprehension test scores. The data from these tests were analyzed using SPSS- version 21. This chapter discusses the summary of the results, limitations, implications of the study and suggestions for future research.

5.2 Summary of the Results

The effects of watching different subtitled YouTube videos on listening comprehension have been investigated by answering the first three research questions.

- 1) Does watching YouTube videos with English subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
- 2) Does watching YouTube videos with Bengali subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?
- 3) Does watching YouTube videos with no subtitles have an effect on the L2 learners' listening comprehension in Bangladesh?

The findings showed that watching YouTube videos in English with English subtitles has a significant effect on low-proficiency level learners' listening comprehension, whereas, watching the same YouTube video in English with Bengali subtitles and no subtitles has no significant effects on the low-proficiency level learners' listening comprehension.

In this study, it has been found that using bimodal subtitling (target-language audio with target-language subtitle) in the videos helps the L2 learners perform better in listening comprehension. Findings from previous studies also showed that the target-language subtitles accelerate the listening of an L2 learner, because when a learner is listening to the target language, the target-language subtitles help to interact with audio, whereas the native-language subtitles (standard subtitling) sometimes distract an L2 learner while he/she watching an L2 language video (Hayati & Mohmedi, 2011).

In terms of examining the effects of L2 learners' auditory and visual learning style preferences on their listening comprehension test scores, the study ought to answer research questions 4 and 5 which were constructed based on the learning style preferences.

- 4) Does learners' auditory learning style preference have an effect on the listening comprehension?
- 5) Does learners' visual learning style preference have an effect on the listening comprehension?

Firstly, the survey result has shown that learners' auditory learning style preference has major effects on their listening comprehension test scores, where the visual learning style preference has minor effects on the listening comprehension test scores. Past studies like Obralic and Akbarov (2012) claimed that "people have different learning styles that are reflected in different academic strengths, weaknesses, skills, and interests" (Obralic

& Akbarov, 2012, p. 31). Another study, Soureshjani, and Naseri (2012) found that learners' proficiency levels have effects on their learning style preferences. The study claimed that "learning styles can help ascertain a learners' ability and willingness to work within the framework of assorted instructional methodologies" (Soureshjani & Naseri, 2012, p. 71).

Later, in this study, the effects of learners' auditory and visual learning style preferences on their listening comprehension test scores were measured as a 'moderating variable'. The result showed that learners' auditory learning style preference has effects on their listening comprehension test but the effects are not significant. Similar to this, learners' visual learning style preference also has no significant effects on their listening comprehension test. The low effects of the auditory and visual learning style preferences on the listening comprehension test showed that the low-proficiency level learners have not been exposed to the use of video tools for their listening comprehension in any classroom setting. It is very possible that the lack of exposure to audio-visual input in their learning experiences led to the non-significant effect on the listening comprehension test. "Learning style is also defined as the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Soureshjani & Naseri, 2012, p. 71).

5.3 Limitations

While this study has shown the positive results of the effects of using different subtitled YouTube videos on L2 learners' listening comprehension, it also has some limitations.

Firstly, as the study has been conducted to test the listening comprehension of the L2 learners, it has only analyzed their performances, not the development, therefore, this

study has ‘post-test only’ design for the listening comprehension test. Mitchell et. al. (2013) described that post-test design usually focuses on the performances rather than the development. However, it is also important to gain the additional perspective of the development of L2 learners’ listening comprehension as the development is important for achieving high proficiency in listening comprehension.

Another limitation of the study is the number of participants. The participants of this study are 72 low-proficiency level undergraduate students from a university in Bangladesh. As a consequence, the outcome of the study only represents a small group of learners from one university in Bangladesh. It does not generalize the listening comprehension of the learners from different areas in Bangladesh. Moreover, the participants are low proficiency level university students. Therefore, the effects of watching subtitled YouTube videos on the listening comprehension of intermediate level and advanced level learners are overlooked in this study.

Finally, the effects of the learning style preferences on L2 learners’ listening comprehension test scores in this study are on auditory and visual constructs only. The auditory and visual learning style preferences are chosen based on the audio-visual factor of this study as auditory and visual styles relate mostly to the audio-visual factor of language learning (Reid, 1995) and thus, the other two learning styles (kinesthetic and tactile) of learners have not been investigated in this study. However, studies from past have shown that these learning styles also have effects on learners’ language learning.

5.4 Implications of this Study

Based on the findings, there are some implications of this study for second language learners in Bangladesh. Language teachers in Bangladesh can implement the methods of

watching subtitled videos from YouTube in their classrooms for the listening comprehension practice of the students. As the target-language subtitles are proven to be more effective for the listening of target language, teachers can provide target-language subtitling while watching an L2 video. As explained by Hayati and Mohmedi (2011), “Subtitles in the target language facilitate student listening comprehension and give the students the opportunity to receive visual as well as auditory messages. It seems that reading and listening to messages simultaneously enhance the learning of foreign language” (Hayati & Mohmedi, 2011, p. 189). In other words, the use of the target-language subtitles can help the low-proficiency level learners perform better in their listening comprehension. Continuing this practice can also help them in the development of their listening comprehension. Apart from that, both the learners and teachers will get to know the use of YouTube videos for language learning, specifically for the listening. They can also employ the YouTube videos for other language learning skills apart from the listening, as speaking or reading comprehension which are also important in language learning (Huang & Eskey, 1999; Markham, 1999).

5.5 Suggestions for Future Research

As this study has examined the ‘performances’ of ESL learners in listening comprehension in the Bangladeshi context, future studies can investigate the ‘development’ of ESL learners’ listening comprehension. It is important to conduct a study on the ‘development’ of L2 learners’ listening comprehension as testing the ‘performances’ does not provide information about the degree of improvement. In order to achieve good proficiency in listening, there should be more studies on the ‘development’ of low-proficiency level L2 learners.

In future studies, the participants can be from different social backgrounds and from different age groups. Since this study has been conducted on a limited number of participants from a particular area, it does not generalize the low-proficiency level learners' listening comprehension from other areas in Bangladesh. Therefore, future studies can be conducted on a larger number of participants including intermediate and advanced level ESL learners in Bangladesh. Moreover, future studies can also be conducted on all of the four learning style preferences of learners, (visual, auditory, kinesthetic, tactile) to draw a vivid interpretation of learners' language learning.

5.6 Conclusion

This study has examined the effects of watching different subtitled YouTube videos on 72 Bangladeshi low-proficiency level undergraduate L2 learners. The result has found that watching the target-language video with target-language subtitle (bimodal subtitling) helps learners perform better in their listening comprehension and it has significant effects on the learners' listening comprehension compared to the standard subtitling (target-language video with native-language subtitle) and the no subtitling. In the second part of the study, it has examined learners' auditory and visual learning style preferences on their listening comprehension as 'moderating variable'. The finding shows that learners' auditory and visual learning style preferences have effects on the target-language listening comprehension but the effects are not significant. This chapter has discussed the limitations and implications of this study. It also has discussed some suggestions which might be helpful for the future research.

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