<u>How did rote learning compare to learning vocabulary through watching either Dutch of English subtitled film in the TEFL classroom?</u>

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Masters English
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Preface

forsan et haec olim meminisse juvabit

(Aeneid 1, 203. Virgil)

Summary

This study looks at the effects of both English and Dutch-subtitling of English-spoken film as support for vocabulary learning at CEFR B2, by 32 Dutch pupils learning English as a Foreign Language at secondary school level, through independent and cross-curricular learning in which visual learning and self-diagnosis are key to the overall learning process.

The 32 participants have to have command of 2200 (new) words in their English vocabulary at CEFR B2, (Cito., 2014) in order to be prepared for their national state English exams in which the testing process relies on reading and writing through (re)production. The results showed that fewer mistakes were made if a Dutch-subtitled film was shown although participants indicated that they would prefer to watch films with English subtitles. All the participants indicated that they would prefer to learn vocabulary using both visual and aural stimuli. We examined the ways of learning vocabulary and idiom because it is a cornerstone of EFL development and whether it can be learnt more effectively through different learning processes including (subtitled) film material.

Samenvatting

Dit onderzoek richt zich op de effecten van zowel Engelse als Nederlandse ondertiteling bij Engelstalige films als ondersteuning bij woordenschatverwerving. Het onderzoek op CEFR B2 niveau door twee havo Engels volgen op een middelbare school door middel van zelfstandige en vakoverstijgende studie. Ook werd ernaar zelfdiagnose en visueel leren gekeken omdat het van groot belang voor het algehele leerproces is. Aan dit onderzoek in het middelbareschoolfase hebben 32 leerlingen deelgenomen. Hierin werd onderzocht of zij hun Engelse woordenschat konden vergroten door naar Engels gesproken fictiefilms met Nederlandse of Engelse ondertiteling te kijken.

De bovengenoemde respondenten moeten 2200 nieuwe woorden in het Engels beheersen op ERK B2 (CITO, 2014) ter voorbereiding op het Centraal Examen Engels. Het afnemen van de lees- en schrijftoetsen richt zich nog steeds op reproductie. Woordenschat en idioom leren staan centraal omdat deze onderdelen zijn van taalontwikkeling en ondersteund kan worden door verschillende leerprocessen waaronder het gebruik van (ondertiteld) filmmateriaal.

Uit de resultaten bleek dat er minder fouten zijn gemaakt bij een woordenschattoets nadat er een Engelstalige film met Nederlandse ondertiteling is getoond, alhoewel de kandidaten hadden aangegeven voorkeur te geven aan Engelse ondertiteling. Alle participanten hadden aangegeven dat zij voorkeur gaf aan het leren van vocabulaire, door middel zowel visueel als audio stimulans.

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0 Introduction

This research had looked at the comparison of rote-learning with learning a specific

vocabulary through watching subtitled film in the TEFL classroom.

This research was carried out at a Dutch secondary school, in which the participant group

was fourth year senior general Dutch-as-first language students who were between the

ages of 15 and 19 years old in the school year of 2013-14. Within the English curriculum for

the final exams, the students struggled with learning vocabulary by rote. Through the

educational mapping-out of curriculum, students were able to find their own learning path at

the research school. This mapping-out included a digital planning system that ran in line

with learning methods allowing students to work independently and at their own pace. The

students in havo 4 vocalized that the bulk of words and idiom was too heavy (and boring) to

learn by rote and wanted alternative ways of learning. This research examined the

alternative ways of learning and testing this learning using subtitled fiction film material.

The main research question was:

How did rote learning compare to learning vocabulary through watching either Dutch or English

subtitled film in the TEFL classroom?

In order to answer the main question, the following sub-questions were used as a framework:

1. How did participants score on the vocabulary test after having learnt by rote?
2. How did participants score on the vocabulary test after having watched subtitled film?
3. What was the participants' feedback on how they learnt and were tested on the vocabulary?

The expectations of the research were finding new ways of learning vocabulary and therefore acknowledging the importance of supporting pupils' educational needs within their educational process The school had Montessori mission goals that were defined as being 'the development of a complete human being, oriented to the environment, and adapted to his or her time, place and culture', (Polk-Lillard, 2011, p.3).

1 Problem Statement

The research was started primarily because the participants asked for learning support for vocabulary and idiom in English, and secondly that the school is constantly re-evaluating teaching methods in order to support learning in English language vocabulary and idiom. The participants and the re-evaluation occurred in senior general secondary education level year 4.

This research was carried out at a Dutch secondary school, in which the participant group was fourth year senior general Dutch-as-first language students who were being taught the exam programme by the researcher. They were between the ages of 15 and 19 years old in the school year of 2013-14. This was partly because it had been suggested that film could lend an important support system in the learning of (foreign) languages given the flexibility of its nature in showing context and accessibility of language, (Donagy, 2014). This research was relevant to our school as there was an on-going investigation into finding new methods of supporting learning and teaching English as a Foreign Language. The English Department in which the research took place was also interested in the cross-curricular intersection between creatively-biased pupils and the necessary amount of (newly learnt) English language that had to be processed in order to succeed in the final state (havo) examinations.

The school educated mavo (vmbo - pre-vocational secondary education; four years) (Inspectie van Onderwijs, 2015) and havo (senior general secondary education; five years) - streamed pupils with the havo pupils being tested by the Dutch Central Exam Board for Schools and the mavo only being tested by the Dutch Exam Board in the core subjects: Dutch, English and Mathematics. However this was subject to change as both educational streams were about to be tested under the same examining conditions and examining board.

The research school housed 483 pupils who flourished under a strong pastoral care and Special Needs support system. It was also a member of the IVO (IVO stands for *Individueel Voortgezet Onderwijs* or Individual Secondary Education) school foundation that supported schools with their own final mavo (VMBO - pre-vocational secondary education; four years) examination programme in the Arts.

The pupils struggled with learning the 2200 words (English/Dutch) that they had to learn in two school academic years before the exam is administered. The pupils were expected to learn the words by rote, and have command of the spelling of the words and learn the context in which they should be used. Generally the participants felt that it was too much vocabulary to learn with too little context in which to learn it. The participants had therefore asked for other (effective) learning support with which to help them learn their vocabulary that gave more than just written-word based context, a more multisensory learning support. The participants' school had a tradition of educational development. This was a major part of its Montessori education system in which it was acknowledged that educational processes were, and should always be, in flux in order to support the learning needs (Shumway, 2011) of the pupils more fully. Muller (2008) wrote that expectations are high whenever any new technology is implemented in education, and with this as a starting point, this research was set up.

The school was experimenting with open-plan classrooms in which co-teaching (Shumway, 2011) was utilized. Co-teaching was defined as a partnership of teachers working simultaneously with groups of pupils sharing planning, teaching and assessment in a single, physical space, (Cooke, 1995). This implied that there was a certain degree of developmental flexibility in which new teaching methods could be adapted to the support of pupils' learning processes whilst they worked in a relatively new type of learning and teaching environment.

To conclude, this research examined the effects of alternative ways of learning vocabulary and the testing of this learning in comparison to the usual rote-learning.

2 Theoretical Framework

This chapter will provide more information and review theories behind vocabulary acquisition for specific usage, rote learning and learning through multiple sensory inputs. Generally- speaking, film material was deemed useful in learning vocabulary in the language education as it could be watched independently or in teacher-led settings in the classroom, (Aloqaili, 2014). This made film material, for teaching and learning, a flexible source of language input that is useful within the open-plan classrooms, (Shams, 2010), (Shumway G. &., 2011). Due to the strong creative biases at the school that the participants were pre-selected for in the admissions stage, the teaching norm leant towards an integrated curriculum in which an arts subject was combined or supported a non-arts subject. Montessori, who worked concurrently with Vygotsky, was also particularly concerned that adolescents develop 'an understanding of human technology as represented by machines and the power that those machines engender', (Polk-Lilliard, 2011). The use of "human technology'' was seen as relevant as this could be translated to the use of Integrated Technology in which learners were allowed to watch film in the classroom setting that will then support vocabulary learning. Polk-Lilliard also wrote that 'it is an understanding of human technology as represented by machines and the power that those machines engender', (Polk-Lilliard, 2011, p.159).

To summarise, a considerable amount of research has been conducted on the use of multimedia for vocabulary learning but the findings are not entirely clear when subtitles are used. On the one hand, there is no significant increase in vocabulary gain but participants agree that it is an interesting way to learn vocabulary, (Aloqaili, 2014). Another area that was researched is how learners can process different types of input presented simultaneously, (Sydorenko, 2010) and whether this had an effect on learning vocabulary. It was, perhaps, then useful to look at whether vocabulary acquisition can be supported by using (subtitled) film as comprehensible and multisensory input (Krashen, 1985, Sydorenko, 2010). What was clear is that the use of enhanced video with full captioning for use in vocabulary learning did help in word meaning and context, (Montero Perez, 2018)

In the context of researching language acquisition and the, then, educational implementation: co-teaching, (Shumway G. &., 2011) would build a structure in which a learner could be learning with someone else, or something else, that was at a level just above a learner's present capabilities, (Williams, 1997). This would then result in the stretching of a learner's abilities to ensure that learning would take place.

It was clear that given the right scaffolding, there was room for more flexible methods had to be introduced to the classroom.

These ideas could lend themselves to the theory that in order for learners to acquire vocabulary knowledge, their frame of reference would have to be supported by multisensory inputs in order to give meaning to a word, and that learning should be given a chance to occur through 'human technology', (Polk-Lilliard, 2011, p.4). It made sense, therefore, to interpret this as teaching and learning through digital film in which the language in the film is relevant as it uses the vocabulary that is occurring in the CEFR B1 vocabulary lists, (Cito., 2014) and is watched by learners who have a strong audio/visual learning bias.

In order to learn the necessary basic vocabulary and idiom at CEFR B1 level: collated vocabulary lists in the school method book *Follow up* (van der Voort, 2007) were used for rote learning. Rote learning had always been an accepted part of language learning and in particular: vocabulary, (Pinker, 1995). On the other hand, vocabulary in context was also used, which implied both functional and meaningful continuities in non-literal or numeral texts (Elkins, 2008) and that could be used in order to learn vocabulary effectively. In order to do this, comprehensible input could be used in a second language (Krashen, 1985), which was also seen as vocabulary learning in context (Nagy, 1995). These learning strategies were used as a framework in order to understand vocabulary information and contextual problems, (Kolb & Fry, 1975). Therefore, within this frame of reference, comprehensible input could be applied in film watching as a framework in order for learners to assimilate vocabulary, (Pinker, 1995).

Schmitt identified different aspects of word knowledge that included meaning, the written form, the spoken form, the grammar, the register and associations, (Schmitt, 2001). In order

for learners to be competent in using a word, they needed to be proficient in the word's use in multiple situations. This implied that learners needed to be offered new vocabulary in different contexts, not just the written form for example.

To sum up, in order to learn vocabulary proficiently, it had to be learnt in context with the support of multisensory learning or the vocabulary had to be learnt by rote. The question is how did a multiple sensory situation compare to rote learning in the TEFL classroom? This research looked at how learning by rote compared with learning vocabulary in context by using subtitled film.

The main research question was:

How did rote learning compare to learning vocabulary through watching either Dutch or English subtitled film in the TEFL classroom?

In order to answer the main question, the following sub-questions were used as a framework:

1. How did participants score on the vocabulary test after having learnt by rote?
2. How did participants score on the vocabulary test after having watched subtitled film?
3. What was the participants' feedback on how they learnt and were tested on the vocabulary?

3 Method

<u>Type of research.</u>

This was an experimental research in which there was an intervention that was evaluated after the collation of quantitative and qualitative data. There was one control group (rote) and two treatment groups, Dutch subtitles and English subtitles. The first group was the control group who learnt English vocabulary by rote and the remaining groups learnt English vocabulary by watching the same film that had subtitles in English or Dutch captions.

The intervention was carried out on how the participants learnt before being collectively tested on a prescribed set of vocabulary. Before the intervention was carried out, all the participants were tested one week before the intervention using both an adapted Multiple Intelligences Test and a VKS Test. Broadly speaking, these looked at how they learnt and also what they thought that they understood of the vocabulary that was used in the research. The process of the intervention was that all the participants learnt the same set of vocabulary, but in different ways. The control group of 12 participants rote-learnt the vocabulary for two hours (the length of the film). The film groups were divided into two groups of participants – 12 participants watched a Dutch subtitled film and 8 participants watched an English subtitled film for two hours. This was tested by a cloze vocabulary test. The groundwork for this intervention had already been laid after having considered the possibilities that literacy can also be achieved through visual stimuli (Elkins, 2008) and that comprehensible input is important in language learning, (Krashen, 1985). These factors served to help design the intervention when looking at choice of film, subtitles and vocabulary testing. The film choice had to be specific enough to actually aid learning vocabulary (through context). The subtitles had to be precise and specific in context and the film had to include the vocabulary that was to be learnt.

The evaluation of the research was calculated by measuring the effects of the intervention and, then, comparing them with the school norm in the rote-learning group. These results were then also compared to the results of the VKS test. The intervention stage was followed up by a survey that contained both qualitative, open-ended questions and quantitative, close-ended questions.

The use of mixed methods for research served various purposes in which complex learning forms

were taken into account and, from which, conclusions were drawn to see how vocabulary and idiom could be, possibly, more successfully learnt.

The mixed method was used in this research in which quantitative data was collected through the vocabulary cloze testing which was then used to compare the film groups' results to the control group. Qualitative data was collected though short questionnaires and film material to find out what the participants views and expectations were on the research that they were engaged in.

In Figure 1 there is an overview of all the occurrences throughout the research.

Figure 1.

An overview of the occurrences in the research.

Moment of occurrence in research.	Sort of occurrence.	Test of occurrence.
Pre-intervention – 1 week before intervention	Participants' preference of either rote-learning or multisensory learning.	Questionnaire.
Pre-intervention – 1 week before intervention.	Estimated knowledge of vocabulary.	VKS test: multiple choice answer system.
Pre-intervention – 1 week before intervention.	Actual existing knowledge of vocabulary.	Cloze vocabulary test
Control learning group during intervention – usual learning or preparation path group.	Rote-learning.	Vocabulary lists including contextual meanings and translations.
Intervention/Intervention Learning groups.	Multisensory learning.	Watching film with either Dutch or English subtitles.
Intervention test for all three groups.	Actual revised knowledge of vocabulary.	Cloze vocabulary test.
Post-intervention – 1 week after intervention.	Feedback on learning vocabulary.	Open questions recorded on film.

3.1 Participants

A group of 32 senior general secondary education level (havo) year 4 in a Dutch secondary school had agreed to take part in this research. Level year 4 was the first of the two exam years in the Cito senior general secondary education exam programme.

The senior general secondary education exam also relies on both the afore-mentioned types of testing for vocabulary and idiom. The participants had all volunteered to take part in this intervention that as they said that they would like to take part in finding an alternative to learning vocabulary by rote. All participants spoke Dutch as a first language and had already chosen an exam path of subjects that were a combination of the Arts, core subjects (Dutch, Mathematics and English), Social Sciences and Economics.

At this level, English was a compulsory part of the curriculum in which learners had been participating for four years at secondary level. There was a maximum of 5 lesson hours (of 40 minutes each) a week for learning English at the research school. As all the students were minors – between the ages of 15 and 18 years of age, their parents/carer(s) were required to fill a permission form to satisfy the ethical and legal elements of the research.

The division of groups and their processes that took take place within the testing phase of the research are shown in figure 2. The upper bar is split into segments to show the formations of the test groups, which then form one total group again as shown by the lower bar.

Figure 2.

The formations of the test groups within the intervention.

32 participants in total are gap-fill vocabulary tested then split into three groups:

Rote learning or film watching

| Vocab. Learning by rote | NL subs | English subs |
| 12 resp. | 12 resp. | 8 resp. |

32 participants re-tested for the same vocabulary set.
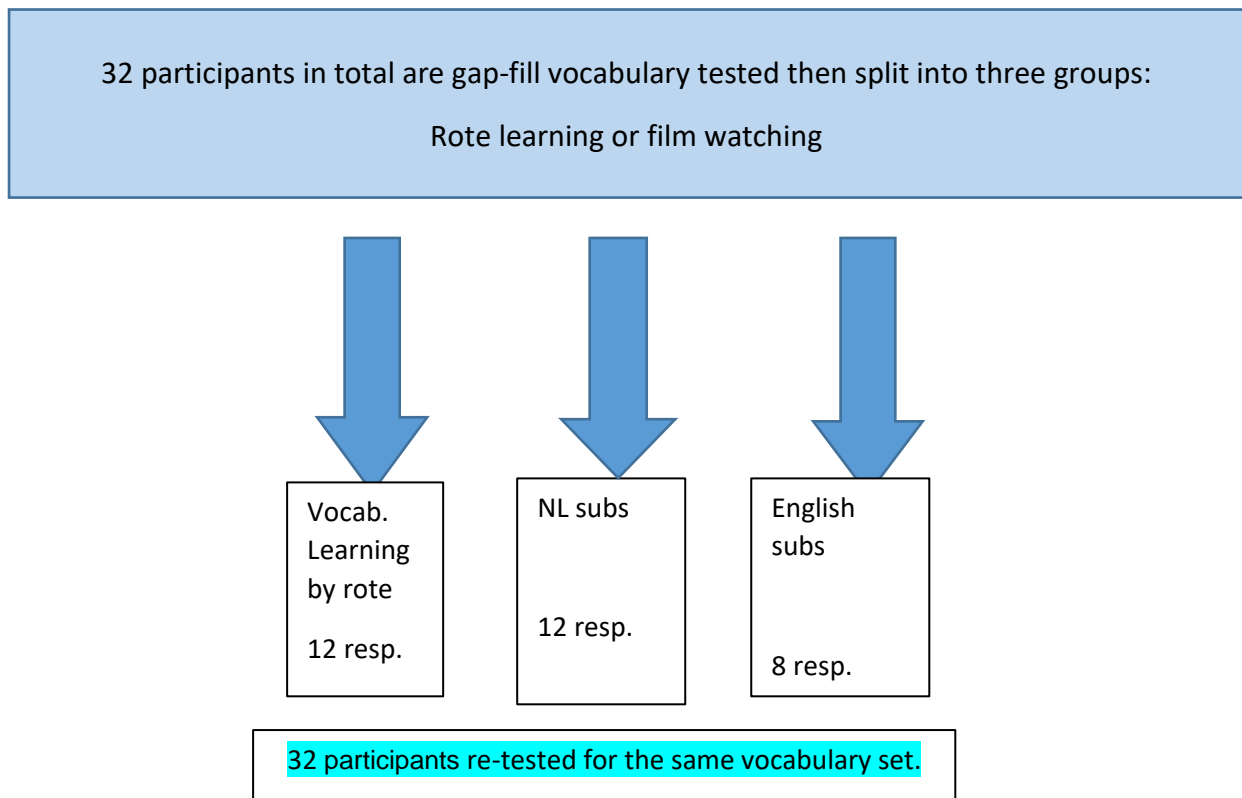
There are two test groups of participants in either an English-subtitled or a Dutch-subtitled film group – 20 respondents in total.

3.2 Instruments

Here follows a description of all the instruments that were used before, during and after the intervention in this research.

In the pre-intervention questionnaire the participants were asked what their preference was for learning vocabulary either rote learning or multisensory learning through film. The three groups of participants were then constructed according to this preference.

The usual procedure of testing vocabulary at the research school was giving the participants the lists of words to be tested with their (contextual) meaning and translation. This was the rote-learning group.

All 32 respondents were tested using five different kinds of instruments. This were (in order of usage) – Multiple Intelligences test, (Gardner, 1983), The VKS test, (Paribakht, 1996), cloze vocabulary test, short closed-questionnaire and an open-questionnaire.

The Multiple Intelligences test, (Gardner, 1983) was used to ascertain what the participants learning biases were (Appendix 2). This test is a gradated closed-question list. The data gathered form this test partly answers the third sub-question - what was the participants' feedback on how they learnt and were tested on the vocabulary? The Vocabulary Scale Knowledge (VKS) Test was used to look at the knowledge among the participants of specific vocabulary recognition and was tested by means of closed questions, (Paribakht, 1996). The VKS test used a combination of the *Follow Up* (van der Voort, 2007) vocabulary lists. This vocabulary was also present in the fiction film *Submarine*, (Dunthorne, 2010) that the film groups watched (20 participants). The VKS test was re-written to include the vocabulary set that was tested within this research. It was administered in the classroom for the participants to fill in. The researcher collected the test results before the participants began the research intervention. This test asked scaled closed-questions. The data gathered from this test answers sub-questions one and two on what vocabulary participants thought that they knew before the intervention.

The same test was used both before watching the film and having rote-learnt the vocabulary and again afterwards. The cloze tests were given to the participants after they had already filled in the VKS test. The vocabulary in the list could not be used twice when filling in the gaps and can only be used in specific sentences: otherwise it could have been judged to be an incorrect usage and be marked wrong. The data gathered form the cloze tests was used to answer sub-questions one and two on what vocabulary the participants knew the meanings of and could use. The participants were not shown or told their results of any of the tests.

The short closed-questionnaire was filled in by the participants before they answered the cloze vocabulary tests. The open-questionnaire was given to two participants – at opposite ends of the learning scale for English by their own admission – this was filmed. The material gathered from the questionnaires and the filmed interviews was used to answer sub-question three – on what the participants' feedback was on how they learnt and were tested on the vocabulary

The third group of 12 participants' rote-learnt set vocabulary in the usual way from the vocabulary text book *Follow Up* (van der Voort, 2007). This was the control group. These participants did not watch the film. The research assistant made sure during this time that the participants learnt the words for exactly one and a half hours.

A short questionnaire (Appendix 6) was used to after the second test gather information about the respondent's personal and learning profile whilst engaging in learning the vocabulary i.e. whether they used the vocabulary lists in order to check the meaning of words whilst they were either watching the film or learning the words by rote. This was a mixed questionnaire.

For the purposes of this research, two films (Appendix 8) were made recording interviews with the pupils before and after the research. The films were specifically made to investigate how pupils thought that they learnt the best and whether they thought that watching subtitled film had changed, helped or hindered their learning process. This had an open-question format.

3.3 Intervention and Ethical Issues

This research procedure had to show at every step of the testing tests to what extent a vocabulary set could be learnt with the support of subtitles in comparison to learning a vocabulary set by rote. This research question was deemed necessary by participants and interesting when presented to both staff and managers at the research school.

The vocabulary that had to be learned was a set part of the English havo 4 programme and was shown to be necessary in order to support the successful participation in the state final exams for English in the Netherlands.

The 'Theory of Inquiry' used by Dewey, (Nagel, 2008) in which a problem was observed in the classroom. It was then investigated in an open-minded way was used as a response to what the participants asked for: multisensory input material that was used as much as possible in the classroom in order to enable support learning in English vocabulary at CEFR B1 level. 'Whether in oral or graphic form, comprehension and expression of meaning are in constant interaction in real-life communication', (Rivers, 1987). Rivers implied that the material that was used in schools had to be meaningful and relevant for participants if they were going to learn effectively.

In order to use both language and context in an intervention for the learning process, film material was used. The film *Submarine* (Dunthorne, 2010) used in this research was chosen to support language acquisition. The storyline is (loosely) about two families and a romance between a boy and a girl in and outside school.

In this meaningful context there were very few Meta pictures as written about by Mitchell (2009) in which there is little interference between what the viewer saw, heard or read with connection to the vocabulary. This meant, in effect, that the vocabulary needed to be learnt was also relevant in the film as the vocabulary was either explicitly used or referred to in context in the film itself. The viewing was organised in the English domain (closed) classrooms. The group of rote-learners used the third classroom for the same two hours that the film was shown in. The viewing of the film took two hours.

With regard to context, the film also had to be relevant to the age-group that was watching it. This meant that it had to tell a story using language that is comprehensible to the participants' age group and the dilemmas that the age group themselves had. This film had not been seen by the pre-test participants and was acknowledged after the intervention by all participants except one as being useful to learning the set vocabulary. For testing purposes, the film had to be unknown to the viewer, otherwise there was a risk of other interferences i.e. the viewers did not pay attention to the film as they had seen it before and had already formed an opinion about it, either positive or negative. There should be no 'radical incoherence' (Mitchell, 2009) in the understanding of the used vocabulary in the film, this meant for the purposes of this research that the choice of the film used in the test in this research should have been linguistically at a slightly higher level than the participants' level at the time of testing, otherwise the participants would be learning vocabulary that they already knew.

The film contained a large proportion of the vocabulary and was in line with the idiom that had to be learnt for the havo 4 programme. It was an age-appropriate film (subject matter, interest group, language) as the censors rated it a '15' and had not been seen earlier by any of the participants. All the interested parties (participants, school managers, parents and other language teachers at the research school) in this research agreed that the medium film as a multisensory input was a useful way in which to support participants in their vocabulary learning.

After the rote learning and film watching had been completed, all the participants were tested through means of the cloze vocabulary test (Appendix 4). The participants were not shown or told their results of this test.

The testing took place in surroundings (the English domain classrooms) that were already known to the participants as they had already had lessons there. This was relevant in keeping the (new) learning experience as ordinary as possible for the participants. This was also agreed on as being the best learning environment in context with the research by the school managers and the parents of the participants (Appendix 1). Ethical issues in the research concerned the 32 participants and the guardians of the 32 participants were asked to sign a consent release form (Appendix 1). This release form indicated that the guardians understood that every respondent was taking part in research. It also explained what the benefits of the research were and that the research could, at a later date, become part of the public domain. This release form included all parts of the research including any digital recordings, data collection and transcriptions of interviews. The vocabulary and idiom that were tested in the research was in-line with what the 32 participants were supposed to know at that stage of the exam programme and it was supposed that this research could only support their learning process rather than hinder it. The ethical conditions of the research were sent to all the parents of the 32 participants that outlined the research and the agreement of the parents to the research.

3.4 Data analysis

The data used in this research was collected in four different stages spread over three weeks (see Figure 1). In the first stage, data was collected to show how participants learnt and the VKS test data was used to see what vocabulary was not known and could not be used in context prior to the intervention. The vocabulary knowledge was specifically tested in the VKS test to see how many of the words the participants thought that they knew. The VKS test was a self-test and was the basis for the vocabulary set that was used in the intervention. The results of this test were deemed as relevant because the research had to include of what was known or unknown in the vocabulary lists in order to see what changes occurred after the intervention.

In the second stage, specific test cloze scores/averages and standard deviations of occurrences of vocabulary mistakes were collated after having tested all groups before and after the intervention. These results were collected in the results to show if learning had taken place within the tested groups and also to what extent. Specifically, data was collected to show if mistake-making had increased or decreased singularly or in multiples. The Standard Deviations were calculated to check what the spread of mistake-making was and how it varied from the mean of the participants tested. The averages of mistake-making were also collated in the control group and the two film-watching groups in order for them to be compared, before and after the intervention, in the cloze test

In the third stage, a questionnaire and filmed material were collected from all of the participants which asked about their experiences in learning by rote or through film. In order to observe the effects of the learning process, participants needed to listen to 'authentic material' where they could observe 'non-verbal communication' and, through that, how they 'negotiate(d) meaning' (Rivers, 1987). It was also important for the intervention that the participant 'listen(ed), view(ed) and read with purpose' (ibid.) for the vocabulary to be learnt in context.

4 Results

This section is divided into the evidence showing the data that was collected in order to answer the main and sub-research questions.

Figure 3.

The results of the self-test of the complete vocabulary set and the amount of vocabulary that was thought to be unknown and could therefore not be used in context by 32 participants.
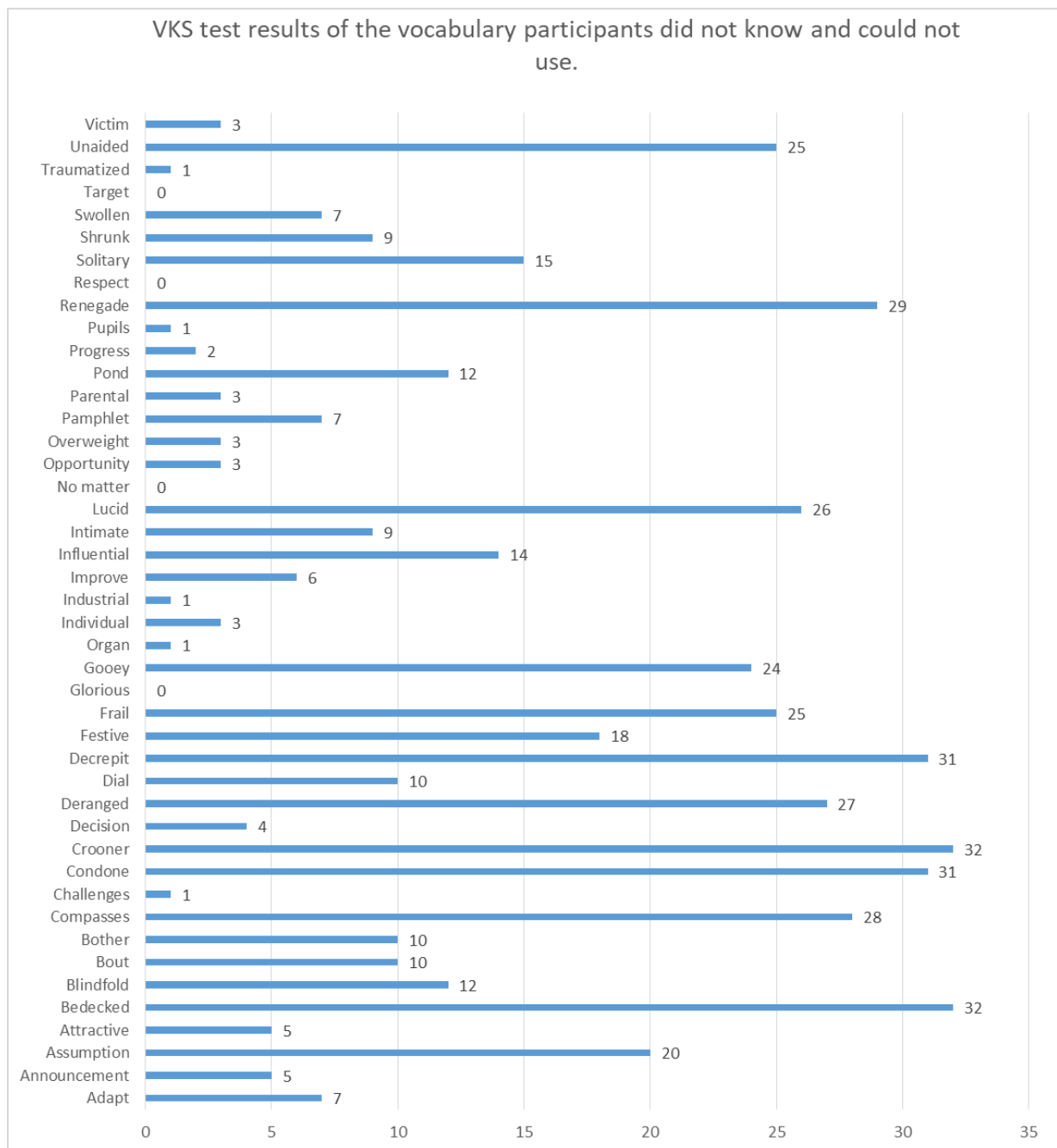
Figure 3 shows a complete overview of the vocabulary that was tested by the VKS test. This test was administered a week before the intervention started to check that more than half the half vocabulary was unknown and could not be used in context. This was deemed important as it makes no sense testing vocabulary that is known by participants and can be used in context. Examples in this vocabulary list that made it credible as far as vocabulary knowledge goes for this group were the words 'pupils' that only one participant said they did not know and could not use and the word 'renegade' that 29 participants said they did not know. Although all the vocabulary that was used in the VKS test originated from the ERK B1 idiom book Follow up, 'pupil' is judged to be an A2 (CEFR) word (Hawkins, 2020) and 'renegade' is a B2 (CEFR) word. It is logical that a greater percentage of participants would know a word that they learnt in the second year and have heard repeatedly but do not know a word that most of them had yet to come across.

Figure 4.

The results in the control group of the occurrence of mistakes made when being pre and post tested by the cloze tests.
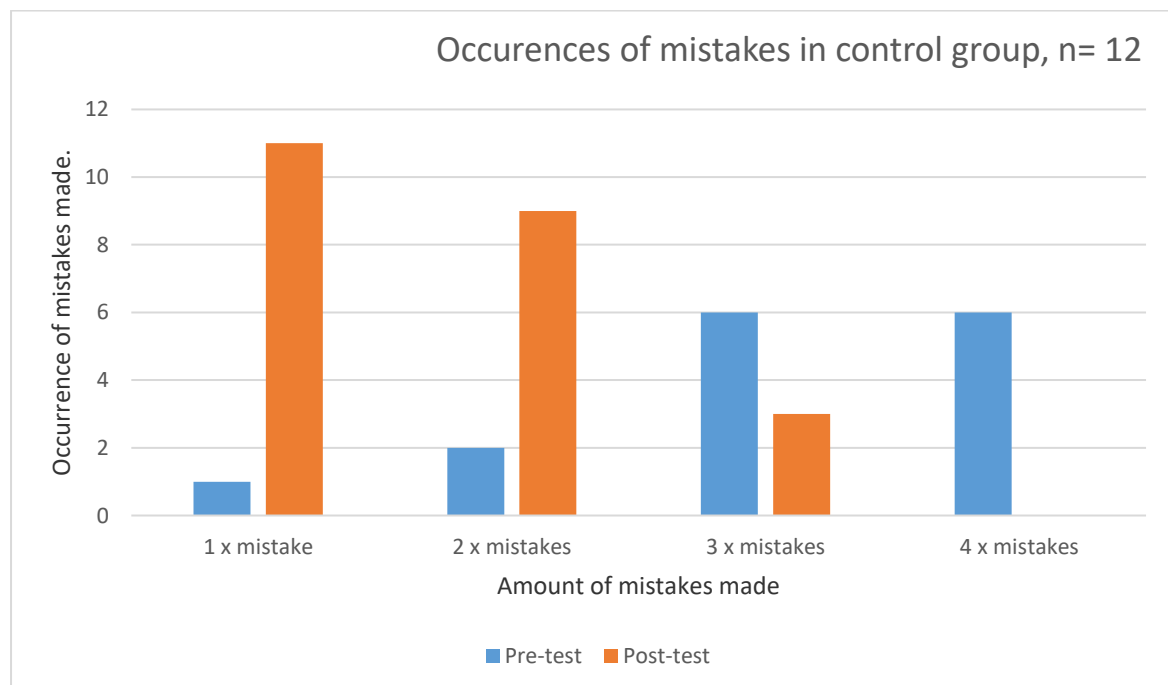
Occurences of mistakes in control group, n= 12

The blue bar shows the occurrence of mistakes made either singularly or in multiples in the cloze test and the orange bar shows the occurrence of mistakes made either singularly or in multiples in the post-test to learning the vocabulary by rote. This chart shows the research control group scores and was used as data to compare the film-watching groups' scores against. This data answers the sub-question on how the participants scored on the vocabulary test after having learnt by rote and was necessary for the intervention in order to make comparisons across the usual way of learning and the (intervention) film-watching groups. It was also necessary data to show that learning did actually occur when participants learnt by rote in the usual way.

Figure 5.

The results in the Dutch subtitled film group of the occurrence of mistakes made when being pre and post tested by the cloze tests.
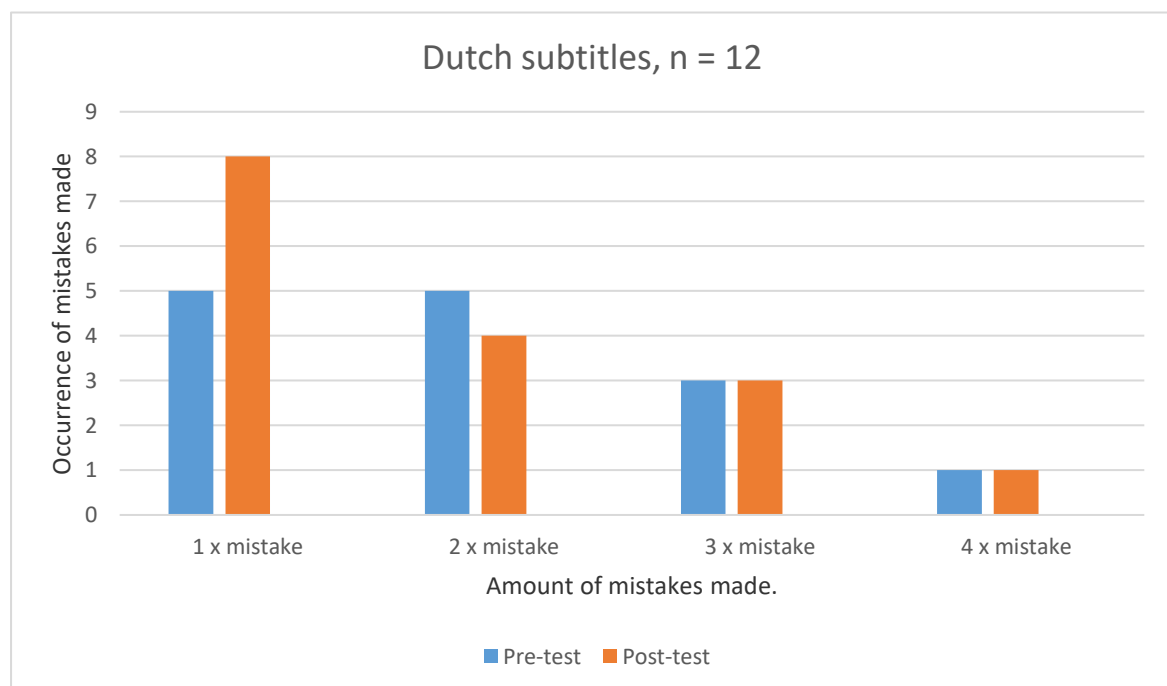
The blue bar shows the occurrence of mistakes made either singularly or in multiples in the cloze test and the orange bar shows the occurrence of mistakes made either singularly or in multiples in the post-test to learning the vocabulary whilst watching an English language film with Dutch subtitles.

This data answers sub-question two which was how did participants score on the vocabulary test after having watched subtitled film? This group watched an English-spoken film that was subtitled in Dutch and the data that was gathered from this group was compared against the data from the control and English-subtitled film groups.

Figure 6.

The results in the English subtitled film group of the occurrence of mistakes made when being pre and post tested by the cloze tests.

The blue bar shows the occurrence of mistakes made either singularly or in multiples in the cloze test and the orange bar shows the occurrence of mistakes made either singularly or in multiples in the post-test to learning the vocabulary whilst watching an English language film with English subtitles. This data answers two which was how did participants score on the vocabulary test after having watched subtitled film?

Table 1.
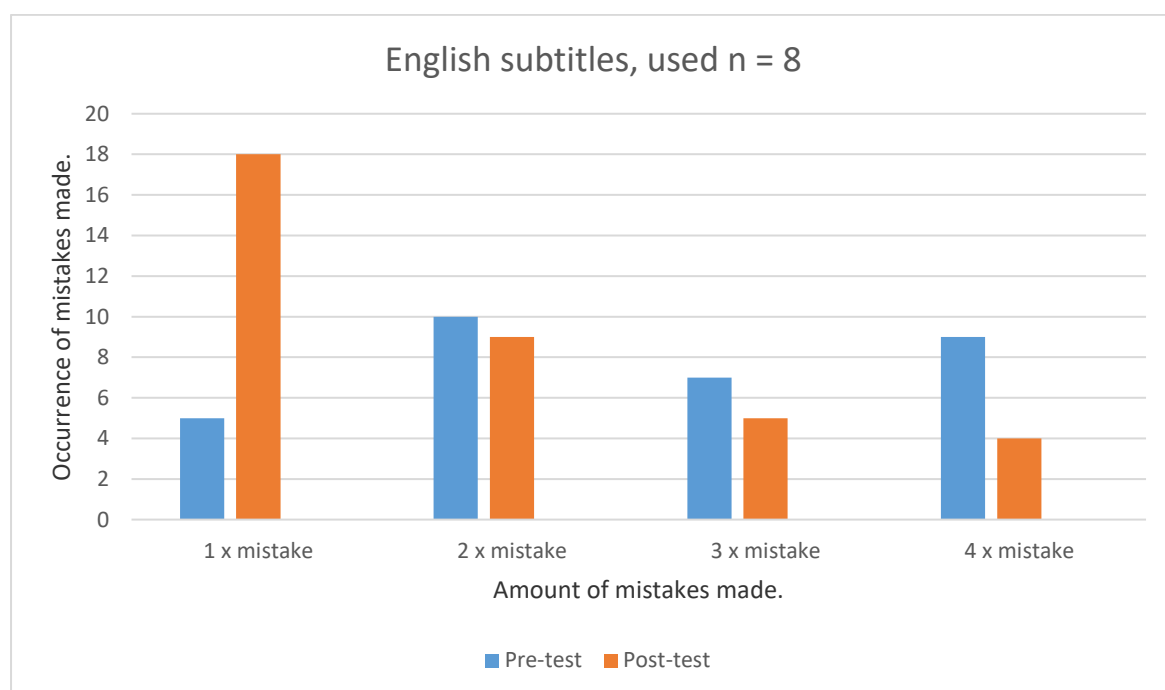*The overview of the average occurrence of times a vocabulary mistake was made either once or four times and the standard deviations between these averages in all tested groups.*

Control n = 12	Average pre-intervention	SD	Average post-intervention	SD	
1 mistake	0.083	0.986	0.916	0.025	
4 mistakes	0.5	0.877	0	0	
Dutch subtitles n = 12					
1 mistake	0.416	0.82	0.75	0.19	
4 mistakes	0.083	15.9	0.083	15.9	
English subtitles n = 8					
1 mistake	0.625	0.60	2.25	16.4	
4 mistakes	1.125	13.54	0.5	15.44	

These results tell us about the differences between the control data and the two film-watching groups either Dutch or English-subtitled. This table show the Standard Deviations between the pre and post vocabulary test scores. When looking at the control group SD, it shows the mean of the averages how many single or quadruple mistakes were made overall in the vocabulary tests. In the single mistake SD column, both film-watching groups stayed very close to the control group mean. There was a much larger disparity in the film-watching groups in the averages of the quadruple mistake SD columns.

This means that on average many more mistakes were made at a higher rate in the film-watching groups than in the rote-watching control group.

This data answers sub-questions on how participants scored on the vocabulary test after having learnt by rote or having watched subtitled film.

Table 2

An overview of all the averages of the mistakes made in every group pre- and post-test in all the groups tested.

	Control (n=12)	Dutch subs, n = 12	English subs, n = 8
Average amount of mistakes made pre-test in every group per respondent	3.5	6.58	9.62
Average amount of mistakes made after-test per respondent	1.8	4.58	9.75

In this table there is an overview of all the averages of the amount of mistakes that were made both pre and post intervention in the cloze vocabulary tests. In the control group, the average of mistake-making went down by nearly fifty percent. In the Dutch subtitles group the average mistakes that were made went down by a third, and the English subtitles group had a marginal difference. Even though there was a marked difference in averages of mistake-making in the Dutch subtitled group, the English group made relatively more mistakes and this did not change after the intervention was implemented.

To summarise the questionnaire in Appendix 6, eleven participants thought that know the vocabulary after having rote-learnt or watched a subtitled film. Out of these participants, four came from the Dutch group and three came from the English group. One participant had already seen the film and three participants considered the film to be unenjoyable and not relevant to learning the vocabulary. This information helped to answer sub-question three which was what was the participants' feedback on how they learnt and were tested on the vocabulary?

Summary of the filmed questionnaire interviews of the participants (Appendix 8).

The participants were asked if they thought it would be helpful be taught English in combination with watching film which they did. They thought it would be helpful because they would learn words that they do not usually hear. They also thought that English subtitles would be more helpful than Dutch subtitles. They were asked if they check the meaning of words by looking at the screen to see context and they answered that they sometimes did that. They said that they gleaned the meaning of a word by hearing it in the context of a sentence. They said that they thought films were specifically good for historical context.

After the VKS test was taken by all the participants, it was ascertained that the participants showed they did not know, or could not use, enough of the vocabulary set in order to continue with the intervention using this vocabulary set. The VKS test tested 44 words. Within the range of 9 and 32 participants, 20 words were unknown. These words were assumption, bedecked, blindfold, bout, bother, compasses, condone, crooner, deranged, dial, decrepit, festive, frail, gooey, influential, lucid, pond, renegade, solitary, unaided. This data answered no specific research question but laid the groundwork for the vocabulary set that could be used during the intervention.

In the vocabulary cloze test results for the control group, the occurrence of mistake-making went down between the pre and post testing phases. The standard deviation in this group was relatively small and balanced in which in pre-test fewer participants made single mistakes in comparison to the post-test. This was compared to the occurrence of making four mistakes pre and post-test in which the occurrence went up. These standard deviation values were taken to be the mean scores and answer the first sub-question on how the participants scored on the vocabulary test after having learnt by rote.

In the film-watching groups, there was a difference between the results in Dutch-subtitles and English-subtitles groups. The occurrence of single mistakes that were made by the Dutch-subtitles group went up from five participants in the pre-test who made a single mistake to eight participants who made a mistake in the post-test. This compares dramatically with the English-subtitles group in which five participants made a single mistake pre-test to 18 participants post-test. In the pre and post-test results for four mistakes, the Dutch group had one participant pre-test and one participant post-test in comparison to the English group in which there were nine participants pre-test and four post-test. The standard deviations in these groups were also interesting because the margin of error was relatively larger than the control group participants. In the Dutch pre-test single mistake group the average standard deviation was smaller than the average standard deviation in the results for making four mistakes. In the English-subtitles group the averages for standard deviation were slightly greater between the groups. In the overview of the average per capita in mistake-making – the control group made an average of fewer mistakes pre and post-test, the Dutch-subtitles group made fewer and the English subtitles group made more mistakes per person pre and post-test. This information answers the second sub-question: on how did participants score on the vocabulary test after having seen the subtitled film in comparison with the pre-cloze vocabulary test.

When looking at the closed-questions about knowledge of the vocabulary, eleven participants from the twelve in the control group thought that they know the vocabulary which is in line with the occurrences of mistake-making results. In the Dutch-subtitles group four participants from the twelve thought that they knew the vocabulary and only three participants from the eight participants in the English-subtitles group thought that they knew the vocabulary. In the film groups, one participant had already seen the film and three participants did not enjoy the film or think that it was relevant to

learning this vocabulary set. The interviews that were taken during the research showed that participants enjoyed watching film and though that it helped them learn. They were also still confident that English subtitles helped more than Dutch subtitles when watching English-spoken film material. These results answer the third sub-question: what was the feedback from the participants on how they learnt and were tested on the vocabulary.

All in all, this research presents a mixed-design using the respondents as the random factor spread over all participating tested groups: control, Dutch-subtitled and English-subtitled film. The pre- and post-test scores show a within-participant repeated measure of occurrences within respondents making either one or four mistakes in the given vocabulary set. Additional testing showed that the majority of respondents wanted or thought that film watching with subtitles was useful for vocabulary learning.

Vocabulary learning in the test results was shown to be most successful in the control group in which rote learning took place and secondly in the Dutch subtitles group. The least successful group was the English subtitles group.

5 Conclusion and discussion

In this investigation, the aim was to assess whether learning vocabulary in context had taken place. This was then compared to learning by rote-learning vocabulary and how effective it would be for further research.

Contrary to assumptions that subtitled English-spoken films would be more helpful, the results were surprising. The main research question was how does rote learning compare to learning vocabulary through watching either Dutch or English subtitled film in the TEFL classroom? In order to answer the main question, the following sub-questions were used as guidelines:

1. How did participants score on the vocabulary test after having learnt by rote?
2. How did participants score on the vocabulary test after having watched subtitled film?
3. What was the participants' feedback on how they learnt and were tested on the vocabulary?

The control group who had learned the vocabulary by rote scored well in the pre-test and subsequent testing stages. This was attributed to the fact that it was a known learning process for the group, and there was a regularity and system to what they were doing. They had control over their own process of learning in as much that they could put their books done for five minutes if they wanted a rest. They found the process satisfactory but boring and predictable.

The other participants were split into two subtitled groups – Dutch subtitled film material and English subtitle film material. The Dutch subtitles group were slightly scornful of the subtitles and did not feel that it helped them learn more effectively. The English subtitles group felt more superior in this learning process as they felt that their language skills gave them superiority to watch and also understand the film. However, having processed the results, it was clear that the Dutch subtitles group had learned the new vocabulary more effectively and therefore successfully than the English subtitles group. The Dutch subtitles group were very happy with their results in the test and surprised that their results were better than the English subtitles group.

The English subtitles group were happy with the process of watching the film in English with English subtitles but very unhappy with their results. This was because they felt themselves to be more

qualified than the other groups in language learning and confident about their own skills in English. The conclusion to the main question is that rote learning still achieved the best test results but was the most boring to do when comparing the two processes – rote versus film-watching. The Dutch subtitles group achieved the best test results but was somehow seen as being lesser than the English subtitles group. The English subtitles group achieved the worst test results but participants though that it was the most interesting way to learn new vocabulary because of the kudos of watching an English subtitled film. There was also a small group of participants who thought that the film process went too quickly in order for them to effectively learn the set vocabulary.

When examining the results, it is somehow surprising that film-watching as a way of supporting vocabulary learning was so unsuccessful. The participants wanted to learn in an alternative way to purely rote-learning and were very positive about the process of film-watching in the beginning of the research.

It was clear from this research that although participants liked the idea of learning vocabulary from film, it was not very effective if compared to learning by rote. One of the reasons that this way of learning might not be effective is that of participants' mindset when learning. They are used to rote learning for tests and watching film for enjoyment. This means the conscious effort that is put into learning vocabulary is different within the two situations. Film is possibly more useful for learning about the context of situations – a more generalized view – rather than learning specific vocabulary. Since this investigation was carried out, there has been an influx of research that focused on the same research topic in which new vocabulary could be learnt by watching subtitled film sources. Certainly in the last five years, there has been an explosion of relevant filmed material that could be used in the classroom for learning in young adult classes. This material was specifically made for the (young adult) target group and was mainly broadcast via channels such as Netflix and Amazon Prime. Indeed secondary pupils are more likely to watch a film than read a book, but that that does not necessarily mean that they will learn specifically from the experience.

6 Recommendations

When looking at how film material helped learning vocabulary in comparison to rote learning vocabulary, it is clear that (subtitled) film is helpful but not successful when looking at test results. Instead of doing research on learning vocabulary through film, it could be more useful learning about context through film in the English-speaking world. By using vocabulary testing within context-based situations, there could well be more use for film material than simply learning the meanings of words. It could also be interesting to do more research on why participants were so positive at the start of the research that film wold help them to learn. Additionally, the use of mixed methods and how it helps the validity of this kind of research could be a new line of investigation into focussing on context rather than learning vocabulary.

Word count - 7517

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8 Appendix

8.1 Appendix 1

Release letter for ethical issues.

17 april 2014

Beste ouder(s) en/of verzorger(s),

Bij deze wil ik u graag op de hoogte stellen van een onderzoek, wat plaats zal vinden op...

Het onderzoek zal zich bezighouden met hoe leerlingen hun Engelse woordenschat het beste verwerven en hoe docenten hier op inspringen en aan bijdragen.

Het onderzoek is alleen gericht op het vak Engels en zal gebruikt worden om te zien wat er anders of beter kan.

Om dit onderzoek uit te kunnen voeren vraag ik u onderstaande twee vragen te beantwoorden en uw handtekening onder aan deze brief te zetten.

1. Uw kind heeft geen moeite met inhoudelijke vragen beantwoorden. **Ja/nee**
2. U heeft geen moeite met het feit dat de resultaten gebruikt zullen worden om bij te dragen aan het Engelse onderwijs op ….. **Ja/nee**

Tijdens het onderzoek zal er geen sprake zijn van: misleiding, het gebruik van gevoelige informatie, betaling en/of een financiële bijdrage aan de onderzoekers en/of deelnemers, fysiek contact, het gebruik van medicijnen, placebo's of andersoortige middelen, publieke publicatie en het schenden van de privacy.

Heeft u na het lezen van deze brief nog vragen en/of opmerkingen over dit onderzoek, dan kunt u contact opnemen met ondergetekende via …..

Alvast hartelijke dank voor uw medewerking.

Vriendelijke groet,

Docent Engels

Uw naam:

……………………………………………………

Uw handtekening:

…………………………………………………… U mag deze brief afgeven bij de receptie of per mail
terugsturen naar ……

Section I: Researcher and assistance

Name of researcher:	
Status(delete as appropriate):	Undergraduate Student/MEd Student
Email address:	
Contact address:	
Telephone number:	

Section II: Project Details

Title of the proposal and brief abstract:

How did rote learning compare to learning vocabulary through watching either Dutch of English subtitled film in the TEFL classroom?

Abstract

This study looks at the effects of both English and Dutch-subtitling of English-spoken film as support for vocabulary learning at CEFR B2, by 32 Dutch pupils learning English as a Foreign Language at secondary school level, through independent and cross-curricular learning in which visual learning and self-diagnosis are key to the overall learning process.

The 32 participants have to have command of 2200 (new) words in their English vocabulary at CEFR B2, (Cito., 2014) in order to be prepared for their national state English exams in which the testing process relies on reading and writing through (re)production. The results showed that fewer mistakes were made if a Dutch-subtitled film was shown although participants indicated that they would prefer to watch films with English subtitles. All the participants indicated that they would prefer to learn vocabulary using both visual and aural stimuli. We examined the ways of learning vocabulary and idiom because it is a cornerstone of EFL development and whether it can be learnt more effectively through different learning processes including (subtitled) film material.

Samenvatting

Dit onderzoek richt zich op de effecten van zowel Engelse als Nederlandse ondertiteling bij Engelstalige films als ondersteuning bij woordenschatverwerving. Het onderzoek op CEFR B2 niveau door twee havo Engels volgen op een middelbare school door middel van zelfstandige en vakoverstijgende studie. Ook werd ernaar zelfdiagnose en visueel leren gekeken omdat het van groot belang voor het algehele leerproces is. Aan dit onderzoek in het middelbareschoolfase hebben 32 leerlingen deelgenomen. Hierin werd onderzocht of zij hun Engelse woordenschat konden vergroten door naar Engels gesproken fictiefilms met Nederlandse of Engelse ondertiteling te kijken.

De bovengenoemde respondenten moeten 2200 nieuwe woorden in het Engels beheersen op ERK B2 (CITO, 2014) ter voorbereiding op het Centraal Examen Engels. Het afnemen van de lees- en schrijftoetsen richt zich nog steeds op reproductie. Woordenschat en idioom leren staan centraal omdat deze onderdelen zijn van taalontwikkeling en ondersteund kan worden door verschillende leerprocessen waaronder het gebruik van (ondertiteld) filmmateriaal.

Uit de resultaten bleek dat er minder fouten zijn gemaakt bij een woordenschattoets nadat er een Engelstalige film met Nederlandse ondertiteling is getoond, alhoewel de kandidaten hadden aangegeven voorkeur te geven aan Engelse ondertiteling. Alle participanten hadden aangegeven dat zij voorkeur gaf aan het leren van vocabulaire, door middel zowel visueel als audio stimulans.

Section III: Student Details:

Details of study:	Masters in Literature
	Research 1e Graad Engels

Supervisor's name:	
	42

Section IV: Research Checklist

Consent

	Yes	No	Not certain
Does the study involve participants who are in any way vulnerable or may have any difficulty giving consent? *If you have answered yes or are not certain about this please complete Section 1 of the Research Questionnaire.* *As general guidance, the Research Ethics Committee feels that research participants under the age of 18 may be vulnerable.*		*	
Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people in public places) *If you have answered yes or are not certain about this please complete Section 1 of the Research Questionnaire.*		*	

Research Design/Methodology

	Yes	No	Not certain
Does the research methodology use deception? *If you have answered yes or are not certain about this please complete Section 2 of the Research Questionnaire.*		*	

Are there any significant concerns regarding the design of the research project? a) If the proposed research relates to the provision of social or human services is it feasible and/or appropriate that service users or service user representatives should be in some way involved in or consulted upon the development of the project? b) Does the project involve the handling of any sensitive information? *If you have answered yes or not certain to these questions please complete Section 3 of the Research Questionnaire.*	*	
	*	
	*	

Financial Incentives/Sponsorship

Will the independence of the research be affected by the source of the funding? *If you have answered yes or not certain about this please complete Section 4 of the Research Questionnaire.*	*	
Are there payments to researchers/participants that may have an impact on the objectivity of the research? *If you have answered yes or not certain about this please complete Section 4 of the Research Questionnaire.*	*	
Will financial inducements (other than reasonable expenses and compensation for time) be offered to	*	

participants? *If you have answered yes or not certain about this please complete Section 4 of the Research Questionnaire.*		44	

Research Subjects

Is pain or more than mild discomfort likely to result from the study? *If you have answered yes or not certain about this please complete Section 5 of the Research Questionnaire.*		*	
Could the study induce unacceptable psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life? Will the study involve prolonged or repetitive testing? *If you have answered yes or not certain about this please complete Section 5 of the Research Questionnaire.*		*	
Are drugs, placebos or other substances to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind? *If you have answered yes or not certain about this please complete Section 5 of the Research Questionnaire.*		*	

Risk to Researchers

		*	
Do you have any doubts or concerns regarding your (or your colleagues) physical or psychological wellbeing during the research period? *If you have answered yes or not certain about this please complete Section 6 of the Research Questionnaire.*			

Confidentiality

		*	
Do you or your supervisor have any concerns regarding confidentiality, privacy or data protection? *If you have answered yes or not certain about this please complete Section 7 of the Research Questionnaire.*			

Dissemination

		*	
Are there any particular groups who are likely to be harmed by dissemination of the results of this project? *If you have answered yes or not certain about this please complete Section 8 of the Research Questionnaire.*			

Multiple Intelligences Test - based on

Howard Gardner's MI Model

(young people's version - see businessballs.com for

adults and self-calculating versions)

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly
Alternatively for speed or ease - tick the box if the statement is more true for you than not.

Score or tick the statements in the white-out boxes only	Score
I can play a musical instrument	
I often have a song or piece of music in my head	
I find it easy to make up stories	
I have always been physically well co-ordinated (run, jump, balance, etc)	
Music is very important to me	
I am a good liar (if I want to be)	
I play a sport or dance	
I am a very social person and like being with other people	
I find graphs, charts and diagrams easy to understand	
I find it easy to remember quotes or phrases or poems or song lyrics	
I can always recognise places that I have been before, even when I was very young	
When I am concentrating I tend to doodle	

Statement							
I find mental arithmetic easy (sums in my head)							
At school one of my favourite subjects is / was English							
I like to think through a problem carefully, considering all the consequences							
I love adrenaline sports and scary rides							
I enjoy individual sports best							
I find it easy to remember telephone numbers							
I set myself goals and plans for the future							
I can tell easily whether someone likes me or dislikes me							
To learn something new, I need to just get on and try it							
I often see clear images when I close my eyes							
I don't use my fingers when I count							
At school I love / loved music lessons							
I find ball games easy and enjoyable							
My favourite subject at school is / was maths							
I always know how I am feeling							
I keep a diary							
My favourite subject at school is / was art							
I really enjoy reading							
It upsets me to see someone cry and not be able to help							
I prefer team sports							
Singing makes me feel happy							
I am happy spending time alone							
My friends always come to me for emotional support and advice							

Add the scores or ticks in each column and write the total for each column in the boxes on the right.
The highest scores indicate your natural strengths and potentials - your natural intelligences.
There are no right or wrong answers.
My strongest intelligences are (write them here):

47

Intelligence type	your totals					
Linguistic						
Logical-Mathematical						
Musical						
Bodily-Kinesthetic						
Spatial-Visual						
Interpersonal						
Intrapersonal						

VKS Test

And the film'*Submarine' (Ayoade, 2010).*

Adapt:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Announcement:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Assumption:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Attractive:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Backwards:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Bedecked:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Bout:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Bother:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means………………………………………

O (e) I can use this word in a sentence.

 Blindfold:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means………………………………………

O (e) I can use this word in a sentence.

Challenges:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means………………………………………

O (e) I can use this word in a sentence.

 Compasses:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means………………………………………

O (e) I can use this word in a sentence.

Condone:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means…………………………………………

O (e) I can use this word in a sentence.

Crooner:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means…………………………………………

O (e) I can use this word in a sentence.

Decision:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means…………………………………………

O (e) I can use this word in a sentence.

Dial:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means…………………………………………

O (e) I can use this word in a sentence.

Deranged:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………………

O **(d)** I know this word. It means……………………………………

O **(e**) I can use this word in a sentence.

Decrepit:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………………

O **(d)** I know this word. It means……………………………………

O **(e**) I can use this word in a sentence.

Frail:

O **(a)** I don't remember having seen this word before.

O **(b)** I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………………

O **(d)** I know this word. It means……………………………………

O **(e)** I can use this word in a sentence.

Festive:

O **(a)** I don't remember having seen this word before.

O **(b)** I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………………

O **(d)** I know this word. It means……………………………………

O **(e)** I can use this word in a sentence.

Glorious:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means……………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Gooey:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Industrial:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Intimate:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Influential:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means……………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Improve:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means……………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Individuals:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means……………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Lucid:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means……………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

No matter:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………….

O **(d)** I know this word. It means…………………………………….

O **(e**) I can use this word in a sentence.

Opportunity:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………….

O **(d)** I know this word. It means…………………………………….

O **(e**) I can use this word in a sentence.

Organ:

O **(a)** I don't remember having seen this word before.

O **(b)** I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………….

O **(d)** I know this word. It means…………………………………….

O **(e)** I can use this word in a sentence.

Overweight:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means……………………………….

O **(d)** I know this word. It means…………………………………….

O **(e)** I can use this word in a sentence.

Progress:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Pond:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Pamphlet:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Pupils:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it means………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Parental:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Renegade:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Respect:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means………………………………….

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Swollen:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means………………………………….

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Shrunk:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Solitary:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Stopwatch:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means…………………………………

O **(d)** I know this word. It means………………………………………

O **(e**) I can use this word in a sentence.

Target:

O **(a)** I don't remember having seen this word before.

O **(b**) I have seen this word before, but I don't know what it means

O **(c)** I have seen this word before and I think that it

means…………………………………

O **(d)** I know this word. It means………………………………………

O (e) I can use this word in a sentence.

Traumatized:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Unaided:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

Victim:

O (a) I don't remember having seen this word before.

O (b) I have seen this word before, but I don't know what it means

O (c) I have seen this word before and I think that it

means…………………………………

O (d) I know this word. It means……………………………………

O (e) I can use this word in a sentence.

8.4 Appendix 4

Pre- and Post-Test

The vocabulary has been gathered from *Follow Up: Engels Idioom voor havo 4/5*
(van der Voort, 2007), http://vocabularypreview.englishprofile.org/dictionary - English
Profile is a

collaborative
project between:

And the film '*Submarine' (Ayoade, 2010).*

Name …………………………………..
Class……………………………….
Age……………………………
Dyslexia?………………..
Did you watch the film?…………………………………………………..
Did the film have subtitling in English.......................
Did the film have Dutch subtitling?...
Did you have a words list while you were watching the film?...
Did it help you with the words in the film?..
Instructions for the test.
Please fill the gaps with the words on the last page.

1. In Britain you **…………………**999 or 112 for emergencies.
2. She just could not **………………..**to the hot climate.
3. Millions watched the …………………………………of the Royal engagement.
4. The bullet missed its ………………………………
5. The**……………………….** is that economic growth will be 5%
6. Her personality was very…………………….., everyone liked her
7. The car drove …………………………..and nearly ran a passerby over.
8. The room was……………………………. with ribbons and balloons.

9. The boxing match was run in short…………………………

10. Don't……………………………………., I'll do it myself!

11. The person was ………………………**,** they could not see the way.

12. The team was more than capable of taking on the**…………………………..**

13. **………………………………**are used in drawings for Mathematics and Geography.

14. He could not **……………………………**the behavior of the other player.

15. **…………………………………………..**is a word that describes singing from the Fifties and Sixties.

16. He protested against the **……………………………..**

17. The woman looked completely **……………………………,** her hair was very messy.

18. The car was **…………………………………..**with its rusty and old-looking bodywork.

19. The rapist had tried to kill his **………………………………..**

20. The young boy spent time by himself, he was very ……………………………..

21. The jumper had ……………………………in the wash and become very small.

22. A **…………………………………..**is used to time races.

23. The helicopter took the **……………………………**patient to hospital.

24. Next term, I would like to see your work **…………………………………………………..**

25. The**…………………………………** ran out of school at the end of the day.

26. When she was 19, she left her **…………………………………..**home.

27. He rode his motorbike like a **……………………………..**teenager.

28. I agree with you in every **……………………………………**

29. Since last year she has made **………………………………………………..**

30. Our bodies contain **………………………………**

31. He was very **…………………………………………………..**and needed to go on a diet.

32. Christmas is in the middle of the **…………………………………………** season.

33. The old woman was very **……………………………………………………………. and walked with a stick.

34. I did not mind, it was………………………………………………

35. Because of the large amount of rainfall, the river had **…………………………………………………..**

36. He spoke very **………………………………………….**even though he was ill.

37. They chose their **……………………………………………**well.

38. The pudding was made of sticky and ……………………… toffee.

39. We have a ……………………………………..with goldfish in the garden.

40. The landscape was very …………………………………………with factory buildings.

41. The boy delivered ……………………………………. to earn pocket money.

42. She walked up the stairs ………………………………………….

43. After it had stopped snowing, there was a …………………………… rainbow.

44. The couple became ……………………………. with each other very quickly.

45. The rock band was very ……………………………….. in their own time.

46. Society sometimes ignores the wishes of the

…………………………………………………..

Adapt, Announcement, Assumption, Attractive, Backwards, Bedecked, Bout, Bother, Blindfold, Challenges, Compasses, Condone, Crooner, Decision, Dial, Deranged, Decrepit, Frail, Festive, Glorious, Gooey, Industrial, Intimate, Influential, Improve, Individuals, Lucid, No matter, Opportunity, Organ, Overweight, Pond, Pamphlet, Progress, Pupils, Parental, Renegade, Respect, Swollen, Shrunk, Solitary, Stopwatch, Target, Traumatized, Unaided, Victim,

Research Rote learning Lists

The vocabulary has been gathered from *Follow Up: Engels Idioom voor havo 4/5*

(van der Voort, 2007), http://vocabularypreview.englishprofile.org/dictionary - English

Profile is a

collaborative

project between:

And the film '*Submarine' (Ayoade, 2010).*

Name……………………………………………………………….

Class………………………………………………………………...

Dyslexic…………………………………………………

Amount of times read…………………………………………………………………

Amount of times written or

typed……………………………………………………………..

Do you think you now know these words?...

She just could not **adapt** to the hot climate.   To adapt

       zich aanpassen

Millions watched the **announcement** of the Royal engagement.   Announcement.

       bekendmaking

The **assumption** is that economic growth will be 5%   Assumption.

       aannamen

Her personality was very **attractive**, everyone liked her.   Attractive.

       aantrekelijk

The car drove **backwards** and nearly ran a passerby over.   Backwards.

       Achteruit

The room was **bedecked** with ribbons and balloons. Bedecked.

Versierd

The boxing match was run in short bouts. Bout.

Korte periode

Don't **bother**, I'll do it myself! Bother.

De moeite doen

The person was **blindfolded,** they could not see the way. Blindfold.

Blinddoek

The team was more than capable of taking on the **challenge.** Challenges.

Ultdaging

Compasses are used in drawings for Mathematics and Geography. Compasses.

Passer

He could not **condone** the behavior of the other player. Condone.

Vergeven

Crooner is a word that describes singing from the Fifties and Sixties. Crooner.

Smartlappen

He protested against the **decision.** Decision.

Besluit/beslissing

In Britain you **dial** 999 0r 112 for emergencies to dial

Draaien/kiezen (tel. nr)

The woman looked completely **deranged,** her hair was very messy. Deranged.

Krankzinnig

The car was **decrepit** with its rusty and old-looking bodywork. Decrepit.

Versleten

The old woman was very **frail** and walked with a stick. Frail.

Kwetsbaar.

Christmas is in the middle of the **festive** season. Festive.

Festelijk.

After it had stopped snowing, there was a **glorious** rainbow. Glorious.

Prachtig

The pudding was made of sticky and **gooey** toffee. Gooey.

Kleverig

The landscape was very **industrial** with factory buildings. Industrial. Industrieel.

The couple became **intimate** with each other very quickly. Intimate. Intiem.

The rock band was very **influential** in their own time. Influential. Invloedrijk.

Next term, I would like to see your work **improving**. To Improve. te verbeteren.

Society sometimes ignores the wishes of the **individual**. Individual. Individu.

He spoke very **lucidly** even though he was ill. Lucid. Helder

I did not mind, it was **no matter**. No matter. Maakt niet uit.

They chose their **opportunity** well. Opportunity. Kans.

Our bodies contain **organs.** Organ. Orgaan.

He was very **overweight** and needed to go on a diet. Overweight. Overgewicht.

We have a **pond** with goldfish in the garden. Pond. Vijver.

The boy delivered **pamphlets** to earn pocket money. Pamphlet. Folder.

Since last year she has made **progress**. Progress. Vooruitgang.

The **pupils** ran out of school at the end of the day. Pupils. Leerlingen.

When she was 19, she left her **parental** home. Parental. Ouderlijk.

He rode his motorbike like a **renegade** teenager. Renegade. Renegaat.

I agree with you in every **respect.**   Respect.

Opzicht.

Because of the large amount of rainfall, the river had **swollen.**   Swollen.

Gezwollen

The jumper had **shrunk** in the wash and become very small.   Shrunk.

Verkleind.

The young boy spent time by himself, he was very **solitary**.   Solitary.

Eenzaam

A **stopwatch** is used to time races.

Stopwatch.   Stopwatch

The bullet missed its **target.**   Target

doel(wit)

The helicopter took the **traumatized** patient to hospital.   Traumatized.

Getraumatiseerd

She walked up the stairs **unaided.**   Unaided.

Zonder ondersteuning

The rapist had tried to kill his **victim**.   Victim.

Slachtoffer

8.6 Appendix 6

Short questionnaire that was present at the front of the test and the vocabulary list.

Name………………………………………………………………….

Class……………………………………………………………………..

Dyslexic……………………………………………………

Amount of times read…………………………………………………………………

Amount of times written or typed ……………

Do you think you now know these words?..

Age……………………………

Did you watch the film?………………………………………………………..

Did the film have subtitling in English.......................

Did the film have Dutch subtitling?..

Did you have a words list while you were watching the film?..

Did it help you with the words in the film?..

Have you seen the film before?...............................

Did you enjoy the film? …………………………………

Sample papers that have been selected from the data after the tests were administered.

<u>Instructions for the test.</u>

Please fill the gaps with the words on the last page.

1. In Britain you ...dial.........999 or 112 for emergencies.
2. She just could not ..Adapt......to the hot climate.
- 3. Millions watched the ....Annoucement...of the Royal engagement.
4. The bullet missed its ...target...................
5. The...decrepit...... is that economic growth will be 5%
6. Her personality was very...Salitary....., everyone liked her
7. The car drove ...backwards....and nearly ran a passerby over.
8. The room was.bedecked............ with ribbons and balloons.
9. The boxing match was run in short..Challenges......
10. Don't.....bother.........................., I'll do it myself!
11. The person was ...blindfolded., they could not see the way.
12. The team was more than capable of taking on the..apportunity.........
13. .Compass..........are used in drawings for Mathematics and Geography.
14. He could not ...respect.........the behavior of the other player.
15. .Glorioas....................is a word that describes singing from the Fifties and Sixties.
16. He protested against the ..Crooner..........
17. The woman looked completely ..Deranged........., her hair was very messy.
18. The car was ....Organ...with its rusty and old-looking bodywork.
19. The rapist had tried to kill his ..Victim.................
20. The young boy spent time by himself, he was very ..lusid....................
21. The jumper had ..Shrunk.............in the wash and become very small.
22. A ...StoPwach........is used to time races.
23. The helicopter took the ..Traumatised......patient to hospital.
24. Next term, I would like to see your work ....improve
25. The.Pupils.................. ran out of school at the end of the day.
26. When she was 19, she left her ..bust.........................home.
27. He rode his motorbike like a ..Warridet..............teenager.
28. I agree with you in every ..decision.........
29. Since last year she has made ....Progress....
30. Our bodies contain Assumtion....
31. He was very ..overweight...................and needed to go on a diet.
32. Christmas is in the middle of the ......Festive..................... season.
33. The old woman was very ..Frail........................... and walked with a stick.
34. I did not mind, it was..Condone..................
35. Because of the large amount of rainfall, the river had ..Swollen................................
36. He spoke very ..influential...........even though he was ill.
37. They chose their ...Parental.................well.

2

38. The pudding was made of sticky and ...Gooey... toffee.
39. We have a ...Pond...with goldfish in the garden.
40. The landscape was very ...Industrial...with factory buildings.
41. The boy delivered ...Pamphlet... to earn pocket money.
42. She walked up the stairs ...No matter...
43. After it had stopped snowing, there was a ...Glorious... rainbow.
44. The couple became ...Intimitade... with each other very quickly.
45. The rock band was very ...Renegade... in their own time.
46. Society sometimes ignores the wishes of the ...Individuals...

Adapt, Announcement, Assumption, Attractive, Backwards, Bedecked, Bout, Bother, Blindfold, Challenges, Compasses, Condone, Crooner, Decision, Dial, Deranged, Decrepit, Frail, Festive, Glorious, Gooey, Industrial, Intimate, Influential, Improve, Individuals, Lucid, No matter, Opportunity, Organ, Overweight, Progress, Pond, Pamphlet, Progress, Pupils, Parental, Renegade, Respect, Swollen, Shrunk, Solitary, Stopwatch, Target, Traumatized, Unaided, Victim,

3

Instructions for the test.

Please fill the gaps with the words on the last page.

1. In Britain you ......dial.....999 or 112 for emergencies.
2. She just could not ...adapt...to the hot climate.
3. Millions watched the ...target..............of the Royal engagement.
4. The bullet missed its ....target..........
5. The...assumption..is that economic growth will be 5%
6. Her personality was very...attractive..everyone liked her
7. The car drove ...Backwards...and nearly ran a passerby over.
8. The room was....condone...... with ribbons and balloons.
9. The boxing match was run in short!...announcement
10. Don't.....Bother.....................I'll do it myself!
11. The person was ...Blindfold..., they could not see the way.
12. The team was more than capable of taking on the.....challenges
13. ...compasses.....are used in drawings for Mathematics and Geography.
14. He could not ...respect..........the behavior of the other player.
15. ...unaided...............is a word that describes singing from the Fifties and Sixties.
16. He protested against the ...Decision.....
17. The woman looked completely ...., her hair was very messy.
18. The car was ...Bedecked.......with its rusty and old-looking bodywork.
19. The rapist had tried to kill his ...victim.............
20. The young boy spent time by himself, he was very .....condone
21. The jumper had ..shrunk..........in the wash and become very small.
22. A ...croener............is used to time races. stopwatch
23. The helicopter took the ...traumatized..patient to hospital.
24. Next term, I would like to see your work ....progress improve
25. The.......................... ran out of school at the end of the day.
26. When she was 19, she left her ...compasses......home.
27. He rode his motorbike like a .....lucid............teenager.
28. I agree with you in every ....
29. Since last year she has made .....progress...........
30. Our bodies contain .....organs....
31. He was very.....overweight.........and needed to go on a diet.
32. Christmas is in the middle of the .....Festive.............. season.
33. The old woman was very ....frail....................................... and walked with a stick.
34. I did not mind, it was....Glorious.........
35. Because of the large amount of rainfall, the river had .....deranged..................
36. He spoke very ....renegade........even though he was ill.
37. They chose their ....Grooner..............well.

38. The pudding was made of sticky and *Gooey* toffee.
39. We have a *pond* with goldfish in the garden.
40. The landscape was very *industrial* with factory buildings.
41. The boy delivered *solitary* to earn pocket money.
42. She walked up the stairs ....
43. After it had stopped snowing, there was a .... rainbow.
44. The couple became *intimate* with each other very quickly.
45. The rock band was very *influential* in their own time.
46. Society sometimes ignores the wishes of the *individuals*

Adapt, Announcement, Assumption, Attractive, Backwards, Bedecked, Bout, Bother, Blindfold, Challenges, Compasses, Condone, Crooner, Decision, Dial, Deranged, Decrepit, Frail, Festive, Glorious, Gooey, Industrial, Intimate, Influential, Improve, Individuals, Lucid, No matter, Opportunity, Organ, Overweight, Progress, Pond, Pamphlet, Progress, Pupils, Parental, Renegade, Respect, Swollen, Shrunk, Solitary, Stopwatch, Target, Traumatised, Unaided, Victim,

Instructions for the test.

Please fill the gaps with the words on the last page.

1. In Britain you ...*dial*.......999 or 112 for emergencies.
2. She just could not ...*adapt*......to the hot climate.
3. Millions watched the ...*announcement*..........of the Royal engagement.
4. The bullet missed its .....*target*...............
5. The...*assumption*... is that economic growth will be 5%
6. Her personality was very ...*attractive*...., everyone liked her
7. The car drove ...*backwards*........and nearly ran a passerby over.
✳8. The room was...*bedecked*..............with ribbons and balloons.
9. The boxing match was run in short...*challenges*........
10. Don't....*bother*...................., I'll do it myself!
11. The person was ...*blindfold*......., they could not see the way.
12. The team was more than capable of taking on the.....................................
13. ....are used in drawings for Mathematics and Geography.
14. He could not ....the behavior of the other player.
15. ....is a word that describes singing from the Fifties and Sixties.
16. He protested against the ....
✳17. The woman looked completely ...*traumatized*..., her hair was very messy.
18. The car was ....with its rusty and old-looking bodywork.
19. The rapist had tried to kill his ...*victim*...............
20. The young boy spent time by himself, he was very .....*solitary*.................
21. The jumper had .....*shrunk*..............in the wash and become very small.
22. A .....*stopwatch*..........is used to time races.
23. The helicopter took the ....patient to hospital.
24. Next term, I would like to see your work .....*progress*...........................
25. The...*pupils*............... ran out of school at the end of the day.
26. When she was 19, she left her ...*parental*...........home.
27. He rode his motorbike like a ....teenager.
28. I agree with you in every .....*decision*...........
29. Since last year she has made ...*progress*.........................
30. Our bodies contain ....
31. He was very ....*overweight*...................and needed to go on a diet.
32. Christmas is in the middle of the ....*festive*............... season.
33. The old woman was very .....*overweight*................... and walked with a stick.
34. I did not mind, it was.............................
35. Because of the large amount of rainfall, the river had ....
36. He spoke very ....even though he was ill.
37. They chose their ....well.

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38. The pudding was made of sticky and .....?..gooey..... toffee.
39. We have a ......pond...........................with goldfish in the garden.
40. The landscape was very .....industrial..................with factory buildings.
41. The boy delivered .... to earn pocket money.
42. She walked up the stairs ....
43. After it had stopped snowing, there was a .....glorious.......... rainbow.
44. The couple became .....intimate............with each other very quickly.
45. The rock band was very .... in their own time.
46. Society sometimes ignores the wishes of the ....

Adapt, Announcement, Assumption, Attractive, Backwards, Bedecked, Bout, Bother, Blindfold, Challenges, Compasses, Condone, Crooner, Decision, Dial, Deranged, Decrepit, Frail, Festive, Glorious, Gooey, Industrial, Intimate, Influential, Improve, Individuals, Lucid, No matter, Opportunity, Organ, Overweight, Progress, Pond, Pamphlet, Progress, Pupils, Parental, Renegade, Respect, Swollen, Shrunk, Solitary, Stopwatch, Target, Traumatized, Unaided, Victim,

8.8 Appendix 8

Transcript films IVKO 2013 – IVKO 2014 (film length 11 minutes).

IVKO 2013

(Respondent) I came here because I thought it was a different school from all the others and that I could fit in and be myself..

And what is being yourself?

(Respondent) Expressing myself with either my clothes or my hair or my music..

(Respondent) Art. I also like it that the school is very small and that you know everyone, well almost everyone. I also like it that you have a bond with the teachers that whenever I feel sad I can go to almost every teacher in the school.

(Respondent) You use things that I understand..

What do I use?

(Respondent) You say things in the Netherlands and then in English and then I understand it.

If I translate it, then you understand it?

(Respondent) Yes, because my English isn't that good.

Do you think it would be helpful if we taught film in combination with English, do you watch film at all?

(Respondent) Yes, I do. I think it would really help because you would see things in real life instead of out of a book.

Do you think it would in learning vocabulary?

(Respondent) Yeah, because you hear words that you usually don't hear.

Is there anything else that you would like to say about being at the IVKO?

(Respondent) Yes, I think that this is a really good opportunity to find yourself and to really be yourself. You don't have to be scared anymore for expressing yourself.

Great Anna, thanks very much.

Talking about learning English through film. Do you think that it's a good idea learning language through film?

(Respondent) Yeah, absolutely if you have English subtitles of course, not if you do it in Dutch. Yeah I learn a lot.

So you watch a lot of movies do you?

(Respondent) Yeah I do. I watch a lot of movies. Almost every evening. Yeah I think you can learn a lot from movies, depends on what kind of movie. If you take a movie about history, interesting history or tells us about history then…

IVKO 2014

And umm do you think that when you hear complicated English words do you look at the screen?

(Respondent) Sometimes.

And think 'I don't know that word' – how much do you think that happens?

(Respondent) Not very much because when I hear a word and I don't know the word but I hear the sentence, I can understand what they are saying. So then I'm like I'm okay I understand it.

(Respondent) Mostly I watch English films with Dutch (under: self-correcting) subtitles.

Well done, so do you watch with Dutch subtitling and does that help?

(Respondent) Umm, I think that not so good as with English subtitling.

So you just like watching film?

(Respondent) Yeah, (giggles)

Do you read books?

(Respondent) I started with an English book last week – The Fault in Our Stars by John Green and I like it very much.

So you're going to keep going with it?

(Respondent) Yes.

Do you think umm that you learn more vocabulary if you watch film?

(Respondent) Yeah (best: self-correcting) definitely actually.

And do you read a lot as well?

(Respondent) Yes more English than Dutch, I hate reading in Dutch.

Why?

(Respondent) It's boring reading in Dutch.