

論文内容の要旨

専攻名	多文化社会学 専攻	氏名	安部健太朗
題名	Examining the Impact of Watching English Videos with Bilingual Subtitles on Japanese University Students' L2 English Vocabulary		
<p style="text-align: center;">Abstract</p> <p>To help Japanese EFL learners improve their English vocabulary and understanding of English, the researcher advocates that students supplement their regular English studies by incorporating some self-directed language learning methods into their study plan. Specifically, the researcher believes that one effective way of building students' L2 English vocabulary is by watching English TV series with bilingual subtitles. To determine the efficacy of this method of learning, the researcher administered a study that involved 13 Japanese university students. Participants were divided into two groups: Group A, whose eight members watched the target material with bilingual (both Japanese and English) subtitles, and Group B, whose five members watched the same target material but with bimodal (English) subtitles only. The target material in this study was the popular American TV series titled <i>White Collar</i> (Season 1), and members of both groups watched about one forty-minute episode per week (of which only ten-minute segments were used as data) for eight consecutive weeks. To measure the participants' ability to learn various targeted expressions from watching <i>White Collar</i>, the researcher had participants complete self-report scales of vocabulary knowledge (i.e. VKS) before watching any of the target material, and again after three, six, and eight weeks/episodes of watching the target material. The results indicate that members of both groups showed various levels of improvement in developing their vocabulary from watching the target material. Further, regardless of which group they belonged to, there was not a substantial difference in vocabulary development. According to interviews, intermediate learners tend to prefer only English subtitles, whereas beginners prefer bilingual subtitles. Moreover, according to students at both levels, the most challenging aspect of using video materials with bilingual subtitles to aid in the learning of a foreign language was following the two subtitles simultaneously, especially instances in which the translations are indirect and implicit, and thus unclear and difficult to grasp fully. In conclusion, although taking advantage of bilingual subtitles may require expending additional effort to perform such tasks as pausing, rewinding, and fast-forwarding, the potential benefits make it a worthwhile endeavour.</p>			

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With this in mind, the author surmises that few students have considered using bilingual subtitles in language learning and, therefore, language instructors would be well served in helping their students find their footing to get the most out of this method. Once students experience comparing subtitles in English and Japanese simultaneously, they will see their vocabulary development for themselves in a way that it is both fun and motivating. The researcher hopes that this study will serve as a platform for future enquiries that delve deeper into this area.