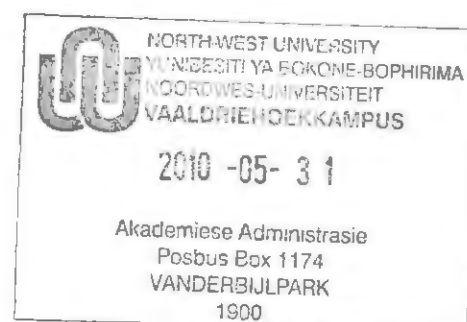


SUBTITLING AS AN AID IN ACADEMIC LITERACY PROGRAMMES: THE UNIVERSITY OF BUEA

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Abstract

The purpose of this study was to examine the role that the use of subtitling can play as an aid in academic literacy (AL) programmes, particularly against the background of insufficient AL levels at the University of Buea (UB) and elsewhere. Essentially, the study wanted to investigate whether the AL levels of freshmen at UB would improve significantly if they were to be exposed to subtitled popular television programmes (dramas and documentaries) over a period of one academic semester, compared to the AL levels of students who were not exposed to these programmes.

The literature survey provided an overview of the field of AL at tertiary level as well as of the use of subtitling in an educational context, clarifying the relevant terminology related to AL, and also investigating other studies that have been done on the benefits of the mode. The survey also investigated the language policy in Cameroon and specifically at UB.

Apart from determining whether exposure to subtitled programmes has a positive effect on AL levels, the study also sought to establish which specific areas of AL are improved by exposure to subtitling (if any), and whether the choice of genre (drama or documentary) or the medium of prior learning of participants (English or French) has an impact on AL levels in English. In order to determine the above, the study exposed four test groups enrolled for the UB AL course to popular television programmes over a period of 12 weeks or one academic semester. Two of these groups saw dramas (one with subtitles and the other without) and two saw documentaries (one with subtitles and the other without). A fifth group was used as control group and did not watch any film. The data used was collected from the Test of Academic Literacy Levels (TALL) used as pre-test and post-test, questionnaires, interviews and observations.

The study concluded that:

1. In terms of overall improvement, even though there was statistically significant improvement in all test groups (in the case of the weighted

data), the improvement of the groups that saw subtitled films was statistically highly significant and had large practical significance. This indicates that the AL levels of the two groups that saw subtitled film improved more than those of the two other groups when compared to the control group.

2. Specific areas of statistically significant AL improvement revealed by the experiment were academic vocabulary, text comprehension and text editing abilities, as a result of exposure to subtitled film (and in certain cases exposure to film without subtitles).
3. The study found no statistically significant difference between the improvement of the two groups that saw subtitled film, indicating that either genre could be used for this purpose.
4. It would also seem that Anglophone and Francophone students benefited equally from exposure to subtitled film.

On the basis of these findings, a model was designed for the implementation of subtitling as an integrated aid in AL programmes at tertiary institutions. This model provides for a general and specific integration of subtitled audiovisual material. The former has been used successfully in this study at UB, and it should be possible to make use of the general application of this model with similar levels of success at other tertiary institutions. The use of the latter (applying the model for specific integration) focuses on institutions with discipline-based AL interventions or specific AL purposes. It is important, however, that the model proposed in this study is further refined by ongoing research on its implementation.

Key words: academic literacy (AL); academic language proficiency (ALP); language policy; English as a second language (ESL); English as a foreign language (EFL); subtitling

Opsomming

Die doel van hierdie studie is om ondersoek in te stel na die rol wat die gebruik van onderskrifte kan speel as hulpmiddel in programme vir akademiese geletterdheid (AG), vernaam teen die agtergrond van onvoldoende AG-vlakke by die Universiteit van Buea (UB) en elders. Die studie wou hoofsaaklik vasstel of die AG-vlakke van eerstejaarstudente by UB beduidend sou verbeter indien hulle blootgestel sou word aan populêre televisieprogramme (dramas en dokumentêre programme) met onderskrifte oor 'n tydperk van een akademiese semester, vergeleke met die AG-vlakke van studente wat nie aan hierdie programme blootgestel is nie.

Die literatuurstudie het 'n oorsig verskaf oor die veld van AG op tersiêre vlak, asook oor die gebruik van onderskrifte in 'n opvoedkundige konteks. Hierdeur is die tersaaklike terminologie met betrekking tot AG uitgeklaar, en is ander studies wat die voordele van onderskrifte ondersoek het ook geraadpleeg. Die literatuurstudie het ook die taalbeleid in Kameroen en spesifiek by UB ondersoek.

Die studie wou in die eerste plek vasstel of blootstelling aan programme met onderskrifte 'n positiewe impak op AG-vlakke het, maar wou benewens dit ook vasstel watter spesifieke areas van AG deur onderskrifte verbeter word (indien enige), en of die keuse van genre (drama of dokumentêr) of die medium van vorige leer (Engels of Frans) 'n impak op AG-vlakke in Engels het. Om die bogenoemde vas te stel het die studie vier toetsgroepe (wat ingeskryf het vir 'n AG-kursus by UB) aan populêre televisieprogramme blootgestel vir 'n tydperk van 12 weke of een akademiese semester. Twee van hierdie groepe het dramas gesien (een met onderskrifte en een daarsonder), en twee het dokumentêre programme gesien (een met onderskrifte en een daarsonder). 'n Vyfde groep was die kontrolegroep en het geen films gesien nie. Die data is bekom deur gebruik te maak van die Test of Academic Literacy Levels (TALL) as voor- en na-toets, asook vraelyste, onderhoude en waarnemings.

Die studie het vasgestel dat:

1. Wat oorhoofse verbetering betref, alhoewel daar statisties beduidende verbetering in al die toetsgroepe was (in die data waaraan gewigte toegeken is), was die verbetering van die groepe wat film met onderskrifte gesien het statisties hoogs beduidend met groot praktiese beduidendheid. Dit toon aan dat die AG-vlakke van die twee groepe wat film met onderskrifte gesien het meer verbeter het as dié van die twee ander groepe toe dit vergelyk is met die kontrolegroep.
2. Spesifieke areas van statisties beduidende AG-verbetering wat deur die studie geïdentifiseer is, is akademiese woordeskat, teksbegrip en teksredaksievaardighede, as gevolg van blootstelling aan film met onderskrifte (en in sekere gevalle blootstelling aan film sonder onderskrifte).
3. Die studie het geen statisties beduidende verskil gevind tussen die verbetering van die twee groepe wat film met onderskrifte gesien het nie, wat aandui dat beide van die genres vir hierdie doel aangewend kan word.
4. Dit wil ook blyk dat beide Engelssprekende en Franssprekende studente tot 'n gelyke mate baat gevind het by onderskrifte.

Op grond van hierdie bevindinge is 'n model opgestel vir die implementering van onderskrifte as 'n geïntegreerde hulpmiddel in AG-programme by tersiêre instellings. Hierdie model verskaf 'n algemene asook 'n spesifieke integrasie van oudiovisuele materiaal met onderskrifte. Die algemene integrasie is suksesvol by UB toegepas in hierdie studie, en dit sou moontlik wees om die algemene toepassing van die model met soortgelyke sukses te gebruik by ander instellings. Die gebruik van spesifieke integrasie fokus op instellings met dissipline-gebaseerde AG-ingrepe of spesifieke AG-doelwitte. Dit is egter belangrik om te besef dat die model wat in hierdie studie voorgestel word verder verfyn moet word deur voortgesette navorsing oor die implementering daarvan.

Sleutelwoorde: Akademiese geletterdheid (AG); akademiese taalvaardigheid (ALP); Engels as tweede taal (ESL); Engels as vreemde taal (EFL); onderskrifte; taalbeleid.

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List of abbreviations

ADEA	Association for the Development of Education in Africa
AG	Akademische Gelettertheit
AL	Academic Literacy
ALCAM	Atlas Linguistique du Cameroun
ALP	Academic Language Proficiency
AngE	Anglophone English
ASTI	Advanced School of Translators and Interpreters
AV	Audiovisual
AVT	Audiovisual Television
AVT	Audiovisual Translation
BBC	British Broadcasting Corporation
BICS	Basic Interpersonal Communication Skills
CABTAL	Cameroon Association for Bible Translation and Literacy
CALP	Cognitive Academic Language Proficiency
CamP	Cameroon Pidgin
CCTV	Closed Captioned Television
CIRC	Cooperative Integrated Reading and Composition
CPE	Cameroon Pidgin English
CRTV	Cameroon Radio and Television Corporation
DVD	Digital Versatile Disc
EAL	English as an Additional Language
EAP	English for Academic Purposes
EBL	English as a Base Language
EFL	English as a Foreign Language
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
GCE	General Certificate of Education
IELP	Intensive English Language Programme
IL	Indigenous Language
IQ	Intelligence Quotient

L1	First Language
L2	Second Language
LEP	Limited English Proficiency
MIMCULT	Ministère de la Culture
MINCOF	Ministère de la Condition Féminine
MINEDB	Ministère de l'Education de Base
MINEFI	Ministère de l'Economie et des Finances
MINJEUN	Ministère de la Jeunesse
MINREST	Ministère de la Recherche Scientifique et Technique
NACALCO	National Association for Language Committee
NCI	National Captioning Institute
OL	Ordinary Level
PE	Pidgin English
PROPELCA	Operational Research Programme for Language Education in Cameroon
SE	Standard English
SIL	Summer Institute of Linguistics
SLS	Same Language Subtitling
SPSS	Statistics Package for the Social Sciences
STV	Spectrum Television
TALL	Test of Academic Literacy Levels
TV	Television
UB	University of Buea
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USA	United States of America

CHAPTER 1 General introduction

1.1 Introduction

This chapter briefly evaluates the state of the official language policy in Cameroon. The problems related to academic literacy (AL) and academic language proficiency (ALP) at tertiary institutions are highlighted with emphasis on the University of Buea (UB). It further introduces the specific research problem to be investigated, the research hypothesis and the methodology adopted. The envisaged contribution of the research is also presented. In the literature survey in Chapter 2, a fundamental terminological distinction is made between 'literacy', 'academic literacy' and 'academic language proficiency' in order to clarify the sometimes complex relationship between these terms and to situate the current language intervention at the UB within this discussion. For the purposes of this chapter, however, it would suffice to refer to the language intervention at UB as an academic literacy intervention that focuses mainly on the development of separate language skills (listening, reading, writing and speaking) in English.

1.2 Background

The relationship between language proficiency and academic performance for learners at all levels of education is well known (cf. Borrás & Lafayette, 1994; Brooks & Adams, 2000; and Horne, 2001). In institutions where the language of instruction differs from the home language of the majority of the students, this relationship is even clearer. The University of Buea (UB), the only English-medium University in Cameroon, is one such institution. The majority of learners here are additional language (second or third language) users of English. In an attempt to prepare students for the linguistic demands of the academic environment, an AL programme consisting of a number of English support courses, has been introduced. However, the high failure rate in these courses signals that they do not serve the purpose that initially provided the impetus for their implementation. This situation necessitates an investigation of innovative ways in which to effectively improve the AL abilities of students at this institution.

One such possibility that has the potential to productively address the AL difficulties of students, focuses on the field of audiovisual translation (AVT) where it has been established internationally that subtitling can be used to positive effect in language teaching and in literacy programmes. It has also been determined that there is a connection between exposure to subtitles and language proficiency levels (cf. Vanderplank, 1988; Spanos & Smith, 1990; Koskinen, Knable, Markham, Jensena, & Kane, 1996; and Markham & Peter, 2003). However, the specific methodology for utilising subtitling to address specific problem areas in AL training in particular contexts still has to be established. Although more conventional modes, such as reading of popular fiction, can be (and have been) used to promote AL, subtitling will be investigated in this study as a form of bi-modal input with the potential to promote AL. In other words, subtitling will be investigated as a mode that allows students to both see and hear the language of the audiovisual text, thus creating double exposure.

1.3 Contextualisation

1.3.1 Official language policy in Cameroon

In order to appreciate the full complexity of the AL difficulties students experience at UB, it is necessary to look briefly at Cameroon's official language policy.

1.3.1.1 Colonial language policy in Cameroon

According to Chumbow (1998:11), Cameroon probably has the most linguistically complex situation in Africa. It is sometimes either called "the centre of gravity of the African continent" because of its geographical position at the juncture of the West, North and Central regions of Africa, or 'Africa in miniature' (Chumbow, 1998:11; Mforteh, 2005:1) because it is representative of the complexities of the African continent, including linguistic complexity. It is known to have 239 indigenous languages (ALCAM,1983), two major 'exoglossic' languages (English

and French) and Pidgin English (also known as Cameroon Pidgin English or CPE), extensively used as lingua franca (Chumbow, 1998:11).¹

Moreover, the languages of Cameroon cover three major language 'phyla' of Africa (Greenberg, 1966): the Niger-Congo, Nilo Saharan and Afro-Asiatic families. Despite this inherent linguistic complexity, German was introduced in Cameroon when Cameroon became a German protectorate from 1884 until the end of the First World War (1918) (Chumbow, 1998:11). Thereafter, German Cameroon was split into two by the League of Nations and placed successively as mandate and trusteeship territories to be administered by the English and French colonial powers (Chumbow, 1998:11). This is how English and French were respectively introduced in British and French Cameroons.

According to Chumbow (1998:11), the Germans used their language in administration and education and allowed the missionaries to use vernaculars in the schools and churches. The British in turn made English the official language of administration and education but allowed the use of the vernaculars in schools and in local government. This was in accordance with its well-known policy of 'indirect rule' (government by the British through the 'native authorities') (Chumbow, 1998:11). Meanwhile Pidgin English flourished in the churches (Catholic and Baptist) and schools. The French, with their well-known policy of assimilation did not permit the use of vernaculars in administration or education (Chumbow, 1998:12).

This complex situation in which people were forced to learn languages that were either their second (English), third (French) or fourth (German) language lead to the rapid growth and expansion of the lingua franca (CPE).

¹ However, Grimes (2000) established in the year 2000 that 286 languages are spoken in Cameroon, 279 out of these are living languages, 7 are languages without native speakers out of which 4 are said to be extinct. The point is that, even if the exact number of languages spoken in Cameroon may be difficult to establish, this is an extremely multilingual society within which the use of English and French as official languages has an impact on various spheres of public life, including education.

1.3.1.2 Language policy after independence

According to Chumbow (1998:12) and Echu (2004a:3), English and French were declared Cameroon's official languages with constitutional equality in 1961. This was when British (Southern) Cameroons opted for reunification with former French Cameroons to constitute the Federal Republic of Cameroon. This policy, according to Chumbow (1998:12), was called the policy of 'official bilingualism' (English-French bilingualism), and was "dictated by expediency and pragmatic considerations: the need to make reunification a success" (Echu, 2004a:6). The Government opted for these two languages in a bid to strengthen the unity between the two linguistic communities and consequently to facilitate national integration. Although some Cameroonians are proficient in both languages, the majority are not. Some can speak and understand their second official language (English or French) to some extent, but are not equally proficient in reading and writing it. Furthermore, many Cameroonians could be said to be neither Francophone nor Anglophone since they can only speak one or more of the indigenous languages.

According to law, "the State shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages" (Constitution of the Republic of Cameroon, 1996:4). The 1972 Constitution of the Republic of Cameroon was amended and enacted by Law No. 96-06 on 18 January 1996 to emphasize equal exercise of bilingualism (French and English) at all levels. Therefore, bilingualism in relation to these two official languages constitutes the core of Cameroon's language policy. Apart from this policy statement on English-French bilingualism, there is no other policy statement on the languages of Cameroon (Chumbow, 1998:12). Although successive constitutions of the country since independence in 1960 (1961, 1972, 1984 and 1996) have always reiterated the policy of official bilingualism, there exists no well-defined language policy to date as to its conception and implementation (Echu & Grundstrom, 1999).

The bilingual education implemented in Cameroon since 1996 in four of the State's institutions of higher learning favours French, with 80% of the lectures being presented in French and only 20% in English (Njeck, 1992). It could therefore be said that French dominates English in the areas of administration, education and the media because there is no effective language policy that guarantees the rights of minorities. For example, the Cameroon Radio and Television Corporation (CRTV) broadcasts a majority of films and programmes in French even when they were originally made in English (in which case the dubbed version is broadcast). Broadcast time on radio and television is very unevenly divided between English and French programmes. Consequently, Anglophones who share equally in the burden of financing CRTV, get far less than a quarter of the service provided by this public utility. This may have something to do with the fact that Cameroon has a population of 16.1 million inhabitants (MINEFI, 2002) out of which 12.9 million (80%) are from the Francophone zone and 3.2 million (20%) from the Anglophone zone. Although the division regarding broadcasting times in the country may actually be a fair reflection of the proportion of Francophones to Anglophones, the constitution emphasises equal exercise of bilingualism (French and English) at all levels.

1.3.1.3 Policy based on Cameroonian languages

Chumbow (1998:12-13) asserts that:

There was no provision in the 1961 first constitution of the Federal Republic of Cameroon giving any status of any kind to indigenous Cameroonian languages. In fact, there was open government hostility to efforts to develop local languages which were viewed as a potential source of strife, division and disunity, an enterprise incompatible with the task of nation building. Fear was expressed that the development of these languages would encourage tribalism and polarise citizens. There was therefore an unwritten policy to close the Pandora's box of 239 Cameroonian languages very tightly and deal only with the two languages of civilisation: English and French.

Despite the Government's negative attitude towards indigenous languages, missionaries have continued to use them. Linguists and other scholars have continued to impress on Government the need to valorise Cameroonian languages.

1.3.1.4 The origin and evolution of CPE

To further understand the problem of AL at UB and in tertiary institutions as a whole, it is necessary to outline the origin and stages of evolution of CPE in the country.

Echu (2003a:4) states the following:

What scholars today generally refer to as CPE has been variously termed 'Cameroon Creole' (Schneider, 1960), 'Wes-Kos' (Schneider, 1963), 'West African Pidgin English' (Schneider, 1967), 'Cameroon Pidgin (CamP)' (Todd, 1982), and 'Kamtok' (Ngome, 1986). Other non-scholarly appellations such as 'bush English', 'bad English', and 'broken English' have equally been used to describe this language.

These last three names have been based on the common belief that Pidgin English, be it of the Cameroonian variety or other existing varieties such as Nigerian Pidgin English and Ghanaian Pidgin English, "is a simplified form of English used mostly by non-educated people in some of the former British colonies of West Africa" (Echu, 2003a:4). The acceptance of the term CPE makes it simpler to define this language as the Pidgin English used in Cameroon, as opposed to varieties used in other states (Echu, 2003a:4).

The origin of CPE could be traced back as far as the 18th century when English traders and missionaries set foot on the coast of West Africa (Echu, 2003a:4). Pidgin English was developed to serve as effective communication language in the area of trade and evangelisation. Even after the slave trade, this language continued to spread all over the coastal region, including the Cameroonian coastal town of Victoria where some of the newly freed slaves from Fernando Po, Liberia and Sierra Leone worked for an agro-industrial complex, the Cameroon Development Corporation, created by the Germans in 1884 (Echu, 2003a:4).

Throughout the German colonial period in Cameroon (1884-1916), Pidgin continued to be extensively used. In British Cameroon where it was mainly spoken, English and the indigenous languages enriched its vocabulary. In 1961, with the birth of the Federal Republic of Cameroon, CPE experienced further influence from local languages. By the early seventies, 80% of the CPE lexicon

was English-based, 14% came from indigenous languages, 5% from French and 1% from other languages (Mbassi-Manga, 1973). This was probably due to the political evolution of the country which moved from a federation to a unitary state.

To date, the name 'Cameroon Pidgin English' (Féral, 1978; Menang, 1979) has gained a lot of popularity at the level of scholarship and thus most linguists carrying out research on Cameroon have adopted it. It is used in churches, market places, motor parks, railway stations, on the street, as well as in other 'informal situations'. Actually this "no man's language" continues to be very present in the daily socioeconomic lives of the people, serving as a bridge between Cameroonians of various walks of life" (Echu, 2003a:5).

The fact that 'Standard English' and not 'Pidgin English' is required for writing and speaking at tertiary institutions in general and at UB in particular is a major problem for students. They are so used to speaking CPE out of academic contexts that they tend to speak and write CPE instead of Standard English.

1.3.1.5 Anglophones and Francophones in Cameroon

According to Simo-Bobda (2001:6), the term Anglophone, "as it is understood in Cameroon, has a primarily ethnic connotation: It refers to a member of an ethnic group in the North West and South West Regions which were formerly part of British Cameroons". Cameroon has ten regions, two of which are English-speaking. Due to the fact that the medium of instruction in the latter is English, Cameroonians from this part of the country are called Anglophones. The term Francophone refers to "a member of an ethnic group in any of the eight regions which were formerly part of French Cameroons" (Simo-Bobda, 2001:6) and the medium of instruction here is French. As has been indicated earlier, not all Anglophones can speak English and not all Francophones can speak French.

Students from all regions, however, have to be proficient in both languages. Since there are a multitude of indigenous languages in the country, it is assumed that every student speaks at least one indigenous language and the lingua franca (CPE), in addition to the language of instruction at the university.

Nevertheless, the promotion of Cameroon's official languages remains a national challenge. Language issues in the country need to be more seriously addressed than has been the case in the past. Due to an insufficient language policy and the large number of indigenous languages, an intervention such as subtitling seems to offer a possible solution or at least a practical strategy for addressing parts of the problem. Subtitling could raise the status and levels of proficiency in official languages (English and French) and some indigenous languages such as Bafut, Duala, Kenyang and Mungaka, which were formerly used alongside English in schools in the British territories (Bitja'a Kody, 1999:82). More importantly for this study, subtitling has the potential to improve not only levels of academic literacy in tertiary education, but also the literacy levels of the general population. Subtitling can make television a very powerful tool in disseminating information in matters related not only to education as treated in this research, but also to politics, as well as health education on, for example, HIV/AIDS, and general knowledge transfer. Although this study will only focus on the educational application of subtitles, the complex linguistic situation in Cameroon calls for the investigation of this and other modes in other spheres as well.

1.3.2 AL support at UB

The current approach to the development of AL at UB focuses mainly on the teaching of the four language skills (listening, reading, speaking and writing) in English. As earlier indicated, a terminological clarification focusing on how terms such as 'literacy', 'academic literacy' and 'academic language proficiency' are related, will be presented in Chapter 2.

The link between low AL levels (and in many cases, even a basic level of proficiency in English) and academic performance at this institution is a well-established fact. That is why there is an Intensive English Language Programme (IELP) for Francophones who intend to study at the university on the one hand, and the requirement of a General Certificate of Education (GCE) Ordinary Level in English language for Anglophones on the other. The GCE Ordinary Level is an examination which is taken after 5 years (Form Five) of secondary school education. The Advanced Level is taken after 7 years (Form Seven or Upper

Sixth). There is also a placement test in French for Anglophones, and in English for the Francophones. Furthermore, during the first year of study, compulsory courses such as English 101 (for the first semester) and English 102 (for the second semester) are introduced.

The overall aim of the Intensive English Programme is to equip the Francophone students with various language skills within the shortest time possible (six weeks of intensive language training). These Francophone students have never used English as a language of learning. They will live in an English-speaking community and be expected to carry out various functions (social, commercial, etc.) in Standard English. The course should initiate them into the 'world and culture' of English-speaking people, with English as a major tool and medium of daily interaction and academic pursuit. In turn, the objective of the compulsory academic literacy programmes (English 101/102) is to develop both Francophone and Anglophone students' listening, reading, writing and speaking skills so as to develop, as mentioned above, basic proficiency in English in many instances, but also with a focus on how the language is employed in a tertiary academic context. The main aim with these courses is to empower students with the required AL abilities so that they can study productively at the University. Despite the introduction of these courses from the beginning of the first semester through to the second semester, the general student performance has been dropping persistently (see Appendix A). It is, however, difficult to make inferences about the dropping of language proficiency based on tests compiled by lecturers (i.e. not standardised tests that are 'calibrated' across test versions). Hence the standardised and calibrated TALL test was used.

The question of the role of academic literacy programmes in improving academic performance is a matter of great concern in Cameroon as elsewhere. That is why, in addition to the provision made by the government since 1961 in schools at all levels regarding the acquisition of French and English in pursuance of its policy of official bilingualism, the mode of subtitling will be investigated here as an additional aid or a tool that has the potential to improve academic literacy levels and hence, possibly general academic performance as well. The main consideration in this study is therefore aimed at investigating whether subtitling, if

used at university level with popular films, can be an effective aid in academic literacy interventions.

Although, as mentioned above, students are obliged to complete the ENG 101 and 102 modules, these modules do not seem to have the desired effect in improving levels of academic literacy. As a result, there seems to be a need for the implementation of a new or more nuanced approach to the development of AL which, in addition to a focus on the traditional abilities of reading, writing, listening and speaking, will emphasise, for example, contextual aspects that will enable students to study successfully, as well as take into account the different backgrounds of students (for example, their mother tongues) and field of study. These students all study through the medium of English as a second language (for Anglophones) and of English as a foreign language (for Francophones). Furthermore, some of these students (mostly Anglophones) also speak their mother tongue and probably the lingua franca (CPE or PE).

It is clear from the existence of different literacy programmes at UB that the institution is aware of the relationship between academic literacy and academic performance. However, the failure rate in these courses has been persistently high (this is confirmed by statistics from the records service of the University [see Appendix A]). Take, for instance, English 102: only 39% of the 3,546 students who sat for the examination in the academic year 2003/04 succeeded, and only 45% out of 3,449 succeeded in the academic year 2004/05. Clearly, there is a problem since this is the situation in spite of the fact that the language proficiency levels of students in English forms the basis of entrance to the University. All Anglophones are required to have passed the General Certificate of Education (GCE) examination in English at Ordinary Level before admission into the University, and all Francophone students are required to have completed the intensive English course successfully prior to being enrolled. Although part of the reason for this may be that English at Ordinary Level, as well as the intensive English course, are intended primarily to develop basic communicative abilities in English and not necessarily AL, the fact remains that a large percentage of first-year students at this institution do not have the necessary AL abilities that would enable them to cope successfully with their studies.

Consequently, different ways have to be investigated and applied to effectively promote AL at this institution where the term 'academic literacy' is not common and therefore may not be understood by all. Instead, the terms generally used are ALP or 'language proficiency'. Both the teachers and the students have to be educated or sensitized about what AL entails with a specific emphasis on the AL abilities that are required for students to study successfully in a tertiary academic context. It is believed that a thorough understanding of the nature of AL ability will make all concerned aware of its importance in the university milieu. What is sorely needed in this context is the level of language awareness as proposed by Iyer (2001: 3). She is convinced that AL can be developed by raising a critical awareness about language use. According to her, language awareness works whatever the setting, mobilizes the ability to learn and therefore is an end in itself for any language teaching endeavour. One of the aims of the present study is, therefore, also to promote an understanding of AL at the institution by focusing on the role that subtitling could play in the improvement of AL levels.

The gravity of the language problem at UB also appears at an informal and undocumented level, evidenced by the fact that most students do not know the various uses (theoretical or practical) of the language learned in relation to their daily activities. Students in the Faculty of Science, for instance, will boldly say that they do not need the ENG101/102 courses. According to them, since their major courses are science related, they do not understand why they are being asked to do language subjects in addition to their science subjects. Consequently, at the end of their degree programmes, such students may find it difficult to express themselves in general discussions that involve different sectors of life other than their actual field of study. Most of the time, these students will simply remain quiet during such discussions as if they had nothing to say whereas the real reason for their silence is the fact that they do not know how to express themselves or they may be scared of making mistakes. The negative perception about these language courses (ENG101/102) is reflected in their performance in other courses and may be one of the reasons for the persistent drop in the overall performance of the students over the years. Fontem and Oyetade (2005:79) assert that "where a student's attitude towards any

language is negative, it will cause him to be perceptually insensitive to it". This is supported by Samuel and Bakar (2008:6-7) who view the rapid decline in English language competency among students as a result of the negative attitude they have towards "the language and the culture of the English speaking people".

Another possible reason for the poor performance in the ENG101/102 courses is the fact that these courses do not incorporate recent developments in the field of AL research. As noted before, these courses are generally based on the teaching of decontextualised language skills, that is: writing, reading, listening and speaking. However, teaching an academic literacy course in terms of addressing language skills in isolation is not adequate when one considers the reality of how language is employed in tertiary education. As Butler (2007: 18) puts it:

A perception of writing as a detached, mechanical skill ... might well lead to a narrow focus on a complex ability that could deteriorate to an approach that focuses on the textual surface features (such as grammar or style) of academic writing only. A 'skills' perspective on language and language learning has the tendency to mislead one to believe that language can be perceived of as a set of discrete skills. Such a perspective is limiting with regard to the functionality of language within a specific social context and the complexity in the combination of a number of factors/abilities that lead to an appropriate language utterance in such a context.

Similarly, Bachman and Palmer (1996) state that viewing language abilities in terms of skills is inadequate because "such a view gives room to a wide range of tasks, such as listening to a conversation, or listening to the radio, which would both be classified as one activity ('listening')". Bachman and Palmer (1996:75-76) would thus not consider language skills to be part of language ability at all, but to be "the contextualised realisation of the ability to use language in the performance of specific language use tasks". It is thus not useful to "think in terms of 'skills', but to think in terms of specific activities or tasks in which language is used purposefully" (Bachman and Palmer, 1996:76).

Although the ultimate goal of the English 101/102 courses is to contribute positively to the overall academic performance of students at the University (University of Buea Syllabuses, 2003:37, 40 and 45-46), it seems unlikely that this goal will be achieved if one considers the low student achievement on these courses. The sensible decision on the part of UB in providing AL support to

students early on in their studies is, therefore, also eroded by an AL intervention that does not produce the results it was envisaged to do.

1.3.3 Subtitling²

The use of subtitling to improve comprehension of video material dates as far back as 1903 when the first subtitles were created (Ivarsson & Carroll, 1998:9). People's entertainment in the early 1900s through silent films depended largely on intertitles to aid comprehension of scenes containing dialogue. The deaf community then started to use subtitling to gain access to the dialogue and soundtrack of audiovisual texts (cf. Markham & Peter, 2003; Boyd & Vader, 1972). The trend nowadays in many countries is to use subtitling widely in programmes in TV audiences' own language for the benefit of the deaf and hard of hearing. According to Ivarsson and Carroll (1998:2), "these 'closed' subtitles are often broadcast in conjunction with a teletext system which allows optional viewing of the subtitles". Mueller (1995:68) defines subtitling as:

The translation of dialogue – that is, the spoken language – into titles which appear at the bottom of the screen in a film or television program. The product is written, but it is the spoken word that is translated, following the speech rhythm of the speaker or actors...This means that subtitling is not simply direct translation or interpreting...there is the visual aspect of the film: camera angle changes, body language...The best subtitles are unobtrusive and should barely be noticed.

The main purpose of subtitling is therefore to convert continuous or intermittent speech and dialogue into a form in which it can be read on a television screen. Inevitably, however, many television viewers do not need subtitles but "make use of them nevertheless, just because they are on the screen, and it is notoriously difficult not to read something that is put before your eyes" (Ivarsson & Carroll, 1998:132). This statement already points to the immense potential of subtitling in many contexts to achieve various objectives.

At first, typical 'subtitling countries' (countries that used interlingual subtitles in more than 50 per cent of their films) were Belgium, Denmark, Finland, Greece,

² Although the terms captioning and captions are used to refer to all forms of subtitling in contexts such as in the USA and in Australia, captioning is also used to refer specifically to closed, intralingual subtitling. In this study the terms subtitling and subtitles will be used to refer to all modes of subtitling (open and closed, interlingual and intralingual).

Luxembourg, the Netherlands, Portugal and Sweden (Koolstra, Allerd, Peeters & Spinhof, 2002:326), but nowadays, even France that is known as a typical 'dubbing country' (Koolstra *et al.*, 2002:326), is beginning to show increasing numbers of subtitled films to its audience (as are Spain and Germany). For instance, in the 1990s only two or three out of 95 dubbed films used to be subtitled in France. Today, up to 50 per cent of the films in France have subtitles and the trend is increasing. This is confirmed by Ivarsson and Carroll (1998:1) who assert that:

Subtitling will not remain the domain of a few 'subtitling countries'. Others, even those countries which traditionally used to dub films are turning to subtitles for cost reasons on the one hand, but also because of changing audience demands. Act global, think local. People want to hear the languages of the rest of the world but they want to be sure they have understood them in their own tongue, too. Subtitles seem to be the answer.

The fact that subtitling is now used for a better understanding of programmes on television across the globe makes it necessary to assess whether this common resource can also be used in other contexts such as in education.

Kilborn (1993:646) demonstrated that "with subtitling, the original soundtrack is conserved and a written version issued in the form of a series of titles, which keep the viewer informed about what the person in question is saying". The unique merit that subtitling has over other language transfer methods, is that it allows the viewer to retrieve the original material without destroying valuable aspects of the authenticity of the material. An extra advantage to subtitling is highlighted by the fact that the original speech and dialogue remain intact in the subtitles. This means that viewers can pick up certain tonal inflections and colouring which, even though they are in a foreign tongue, can still often provide a clear understanding of personality, mood or intention. It is possible that these qualities demonstrated by Kilborn could make subtitling very useful in an educational context in general and at university level in particular as this study will attempt to show.

Global broadcasting aided by subtitles is rapidly transforming the world's viewing habits and making cultural transfer an everyday occurrence. According to Ivarsson and Carroll (1998:2), in many countries "subtitles are also being used to

revive and teach minority languages, improve mother-tongue literacy, teach a country's official language, and promote foreign language competency".

In Cameroon, where there are about 279 active or 'living' indigenous languages and where many difficulties related to the introduction of these languages in purely academic contexts in universities exist, the use of subtitles could provide a good start towards solving this problem.

1.4 Problem statement

As already mentioned above, the already cumbrous multilingual situation in Cameroon requires the implementation of clear-cut language policies. Although different language policies have been envisaged and executed so as to cope with this multilingual situation, "the question as to whether Cameroon can really boast of a language policy remains problematic" (Echu, 2003b:8). Tchoungui (1982:791) is extremely blunt about this when she declares that: "although Cameroon professes to be bilingual, it has no language policy". Though this may be an overstatement, it is probably due to "the absence of a strong institutional framework as concerns the implementation of the policy of official language bilingualism and the lack of clear-cut objectives as regards the promotion of indigenous languages" (Tchoungui, 1982:791).

English was, until recently, the less favoured and generally marginalised of the two official languages in Cameroon. In recent years, however, the admission of Cameroon into the Commonwealth of Nations, the sustained status of English as a world language, and globalisation, have weakened the French language monopoly (Mforteh, 2005:7). The fact that more Cameroonians, including the Francophones, want to learn English now more than ever, is a sign of an increase in the number of English language learners. This, in turn, adds a new level of complexity to the AL difficulties faced by these students in higher institutions.

Furthermore, UB was created by law in 1993 as the only English speaking university in the country. The fact that the medium of instruction at this institution

is English, and that the volume of the study material is available only in English, establishes the English language as an unavoidable part of the educational reality at UB.

For a number of years now, falling standards of AL at UB in particular and in Cameroon in general have been a cause for concern (Tanda & Mumambang, 2006; Simo-Bobda, 2002). However, this phenomenon is not restricted to Cameroon. Falling levels of AL seem to be a universal problem (Jacobs, 2005; Richardson, 1998; Bhatt, 2001; Fatt, 1991; Kubota & Ward, 2000; Nayar, 1997; Winch & Wells, 1995).

An investigation of the problem of low AL levels at tertiary institutions was conducted by Winch and Wells (1995) who, in their review of AL standards at UK universities recorded “both dissatisfaction and evidence of poor current standards of literacy, notably in the area of the written word, among higher education students” (1995:75). They concluded that:

There is a *prima facie* cause for concern that standards of student literacy are not what one might expect (i.e. either hope for or predict) at the level of higher education. Indeed, it does not appear to be too outrageous to claim that most of these abilities should have been achieved by the end of the compulsory phase of education at the very latest (Winch & Wells, 1995:77).

A study done by Tanda and Mumambang (2006:3) in Cameroon came to the conclusion that:

Major deficiencies in communicative skills are seen in the written English of students, and since English is the language of academic expression, it is claimed that part of the poor academic performance of the generality of students is traceable to their poor proficiency in English.

A number of studies have tried to establish the factors responsible for the declining standard of English in Cameroon. These include the influence of Cameroon Pidgin English on the English language and the learning and teaching strategies used in the country (Tanda & Mumambang, 2006). Unfortunately, all efforts made towards improving these standards in the country appear not to produce the anticipated results. Lecturers and administrators at UB have still not noticed any significant improvement in AL levels as a result of the current interventions, or at least not the expected level of improvement (Tanda &

Mumambang, 2006:5). Consequently, alternative ways of improving such levels have to be examined. One of the questions this study seeks to answer is: what other methods could be used that will have a positive effect on AL levels at UB and perhaps other higher institutions in the country? The answer to this question may constitute a starting point towards solving some of the students' AL problems.

Generally, attempts to address the problem of students who lack the required literacy abilities in a variety of different contexts gave rise to a proliferation of courses called variously English Communication, Vocational English, English Proficiency, Academic Literacy (AL), Academic Language Proficiency (ALP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Specific Purposes (ESP). These courses came into being in addition to other English language courses such as English as a Second Language (ESL), English as a Foreign Language (EFL), English as a Base Language (EBL), English as an Additional Language (EAL), and English as a language of wider communication (Fatt, 1991; Nayar, 1997; Jacobs, 2005). The majority of these courses were introduced over the past few decades at universities and other educational institutions across the globe.

In spite of this range of language courses to cater for various academic and other needs, many AL courses at tertiary institution are still faced with a number of challenges, particularly in relation to the interface between language and specific fields of study. In this regard, Kruger and Verhoef (2002:761) remark that aids like subtitling may address particularly the comprehension of abstract academic language.

Furthermore, it is suggested that the study of academic achievement with regard to learning styles may require consideration of students' abilities in the language in which they study. Essentially, learning requires students to negotiate meaning. "At every point language abilities are fundamental, being necessary for the correct interpretation of lectures, texts, and assessment tasks" (Brooks & Adams, 2000:5). This means that students should be able to demonstrate the following

abilities in terms of their language command in an academic environment. They must be able to:

Acquire a proper understanding of lectures; interact with the newly-acquired knowledge and abilities in a critical manner; read in a purposeful manner to unlock information; and, ultimately, be in a position in which the acquired knowledge and abilities can be presented coherently.
(Kruger & Verhoef, 2002:761).

A student who is academically literate (in a first or second language) “can use generalised and domain-specific vocabulary, language functions, and discourse (rhetorical) structures in one or more areas of study to acquire new knowledge and abilities, interact about a topic, or pass on information to others” (Chamot & O’Malley, 1994:40). AL is therefore closely connected to high-level thought processes and supplies the means whereby learners are equipped to use a particular language as a medium of thought.

The main problem this study will investigate is therefore to find out whether the AL of university-level students studying through the medium of English as a Second Language (ESL - Anglophones) and university-level students studying through the medium of English as a Foreign Language (EFL - Francophones), can be improved by these students being exposed to subtitled popular television series over a period of one academic semester (consisting of a total of 12 class weeks). No research has been carried out yet to support this aspect of academic literacy programmes within the Cameroonian context, and the studies that have been done on this issue in other countries, namely America (Rogner, 1992), Europe (Bird & Williams, 2002), India (Kothari, Takeda, Joshi & Pandey, 2002) and South Africa (Kruger & Verhoef, 2002) do not address the use of subtitled film as part of existing AL programmes – in other words, as an integrated aid.

Studies have been done internationally to prove that subtitles can be used effectively to improve second language proficiency of college and university-level students (see, for example, Borrás & Lafayette, 1994; Bean & Wilson, 1989; Goldman & Goldman, 1988; Markham, 1993; and Kothari *et al.*, 2002). These studies, however, have a limitation in that they were neither related to AL programmes, nor to academic performance. This area still has to be researched

and that is the basis of this study. Furthermore, this research will be done in Cameroon where no such previous studies on subtitling and AL at university has ever been done and where the multilingual nature of the society introduces a number of constraints not applicable to the above studies.

It has been demonstrated that students who are exposed to subtitled films show improvement in their specific AL abilities after watching the films for a period of time (Vanderplank, 1988, 1990). Another important question that this study will attempt to answer is, if students' AL levels improve as a result of their exposure to subtitles in this study, whether there is any difference in AL gains between students exposed to different types of subtitled films such as documentaries and dramas. Therefore, the study is also an attempt to determine which of these film genres will yield better results.

Lastly, the study intends to determine whether it is possible to design a generative model for the implementation of subtitling as an integrated aid in AL programmes to address specific areas/abilities in AL. The value of such a model is that it could be utilised by other AL practitioners/course designers in order to integrate AV material into their AL courses.

1.5 Research question and aims

Based on the above contextualisation, the central question this study will seek to address is whether sustained exposure to subtitled popular films over one academic semester can improve AL levels of students in an AL programme. In order to arrive at the answer to this question, the study has the following aims:

- to determine whether exposure to subtitled programmes leads to an improvement of students' AL levels;
- to determine which areas of AL are improved by exposure to subtitling (if any);
- to determine whether there is a difference in AL gains between groups that view documentaries (with and without subtitles) and groups that view popular dramas (with and without subtitles);

- to determine whether there is any difference between the Anglophones and the Francophones regarding a possible improvement of AL levels; and
- to design a model for the implementation of subtitling as an integrated aid in AL programmes at tertiary institutions to address specific areas in students' AL.

1.6 Research hypothesis

The hypothesis of this study is that exposure to subtitled audiovisual programmes over an extended period of time will improve AL levels of tertiary students in Cameroon, and that it would be possible to develop a model for harnessing this mode as an integrated aid in such programmes. In more detail, this study proceeds from the hypothesis that, although the AL levels of tertiary students should improve over the period of one academic semester due to exposure to the academic context in general, specific subject fields and generic support courses such as the AL course offered at the University of Buea, the AL levels of students exposed to subtitled audiovisual material will improve more than those of students who were not exposed to such material. At this stage the hypothesis is based on the assumption that the dual input of same-language subtitles (English soundtrack and English subtitles) will impact positively on AL levels and abilities. This hypothesis is supported by the findings of a pilot study. The hypothesis is further that groups that see documentaries should display a greater improvement in AL ability than groups that see dramas due to the more formal register that may be closer to the register of academic language and due to the pseudo-scientific, fact-based subject matter of the latter.

1.7 Method of research

The study will be carried out as follows:

1.7.1 Pilot study

In order to ensure that the study is viable, a pilot study was conducted in the language laboratory of UB during the first semester of the 2005/2006 academic year. The test involved only first-year students (freshmen). Its objective was to determine whether subtitled popular films hold the potential to improve the AL levels of these students.

The positive results from this pilot study indicated that the main study was indeed viable, and that the researcher could proceed with the primary research project.

1.7.2 Review of literature

A literature survey will be conducted on:

- i) Definitions and descriptions of the terms 'literacy', 'AL' and 'ALP'; indicating the relationship between such terms; and defining AL within the scope of the study with an emphasis on UB. These will include the use and relevance of multimodal approaches to the learning and teaching of AL.
- ii) Language and AL in Cameroon.
- iii) Subtitling and its uses in AL and related contexts including a critical analysis of the use of subtitling in tertiary academic contexts.

1.7.3 Empirical research

- i) A standardised academic literacy test, the Test of Academic Literacy Levels (TALL), will be administered at the start and at the

end of the semester in order to determine improvement levels of AL overall and for each of the experimental groups for which students will be randomly selected. The same test would therefore be administered before and after the film show sessions.

- ii) A questionnaire will be distributed to five groups of students with the aim of assessing their attitudes towards the use of subtitles as an aid for the teaching and learning of AL at UB. Their awareness of issues related to subtitling will also be assessed.
- iii) Interviews will be conducted with the students who will watch the subtitled films in order to confirm the findings of the questionnaires as well as to obtain information that may be useful for the design of the subtitling model at UB.

Both quantitative and qualitative methods will be employed in the study since it will involve numeric data, groups and surveys on the one hand, and interviews on the other (Kolehmainen, 2008). The advantage of using mixed methods is that outcomes from one method could possibly shape subsequent steps in the research process, it can also provide richness and detail to the study through exploration of specific features of each method, and it is complementary in that it clarifies and illustrates results from one method with the use of another method (Sydenstricker-Neto, 1997:5).

1.8 Envisaged contribution of the study

Although this study will focus primarily on the uses of subtitling in AL programmes at tertiary institutions, it is hoped that it will lay the foundation for other potential uses of subtitling in Cameroon, namely:

- improving Cameroonians' comprehension of information;
- improving bilingualism and multilingualism;

- serving as a stimulus for Cameroon Radio and Television (CRTV) and the private television corporations such as STV (Spectrum Television) 1 and 2, Canal 2, Equinox TV, Afrique Nouvelle, etc. to air subtitled programmes;
- being of great help and interest to the deaf and hard of hearing who at this moment do not have access to subtitled programmes on TV;
- increasing the number of Cameroonians who will be able to view subtitles at no extra cost on TV if they choose to do so;
- increasing the Government's awareness on subtitling and other media accessibility matters;
- increasing the Government's awareness, students' interest and understanding of AL issues; and
- serve as the basis for further research in related fields.

1.9 Chapter division

In order to address the aims of the study, the next chapter will present a literature survey and further contextualisation on literacy, AL and ALP in order to identify typical problem areas in such programmes, as well as the position of AL in the context of Cameroon. This will be followed by a literature survey and contextualisation on subtitling, particularly in contexts other than entertainment, namely language acquisition and education. The use and relevance of multimodal methods to the learning and teaching of AL will be highlighted. The chapter will conclude with an overview of literature concerning the use of subtitling in an educational context.

The **third chapter** will discuss and elaborate on the research design and methods employed in the study. The **fourth chapter** will present the empirical study as well as the findings and an interpretation of the data. This discussion will focus on a comparison of the improvement from pre-test to post-test of five groups of students selected randomly from the population of first-year students at the University of Buea (two groups watching documentaries - one with subtitles and one without, two groups watching dramas - one with subtitles and one without, and a control group that watched no films). A comparison of the

improvement from pre-test to post-test of students, in terms of Anglophones and Francophones at UB, will also be highlighted. In this chapter an attempt will be made to identify those areas of AL in which the subtitles seem to have made the biggest difference.

Based on the analysis of those sections of TALL where subtitling appears to have made a significant difference (evident from a marked improvement in these sections among those who saw videos with subtitling), a model will be proposed in **chapter five** for implementing subtitling as an integrated aid in AL programmes at tertiary institutions.

The **sixth chapter** will present a summary of the findings, conclusions and recommendations. The implications of the study and suggestions for further research, as well as difficulties encountered in the study will be discussed in this section.

1.10 Conclusion

This chapter has highlighted the AL difficulties faced by students at tertiary institutions in Cameroon and at the University of Buea in particular, including a brief look at Cameroon's official language policy. It has also introduced the manner in which these specific problems are to be investigated by this study in view of developing a model relevant for the implementation of subtitling used as an integrated tool with AL programmes. The next chapter will present a review of related and relevant research studies.

CHAPTER 2 Literature review

2.1 Introduction

The previous chapter briefly evaluated the state of the official language policy in Cameroon and then highlighted the problems linked to AL at tertiary institutions with special emphasis on UB. It further introduced the specific research problem to be investigated and the methodology to be adopted. This chapter focuses on a survey of relevant literature on literacy, AL and ALP, with a critical review of the relationship between these terms. Such a critical approach is used to substantiate the methodology used in the present study. The importance of multimodal approaches to learning and teaching AL will be highlighted. The main purpose, trends, merits, and the uses of subtitling in AL courses with emphasis on tertiary institutions in Cameroon and at UB, will also be discussed. The chapter will therefore provide the theoretical basis for the research design in Chapter 3 and the empirical study in Chapter 4 as well as for the model in Chapter 5.

Due to the complex nature of the relationship between literacy, AL and ALP, the chapter will begin with an attempt at describing this relationship with regard to how these terms are defined in the literature.

2.1.1 Defining literacy, AL and ALP

2.1.1.1 Literacy

Many different definitions of 'literacy' have been advanced by scholars, adult literacy workers, and programme planners in the past half-century (Roberts, 1995:412). The fact that there is such a variety of definitions of 'literacy' is quite significant, yet there remains little agreement among 'experts' over what this term means. About a hundred years ago, the term 'literacy' "referred to reading and writing skills; now it suggests standards of technological and communication

expertise, rhetorical sensitivity, access to avenues of self-realisation, even a medium of economic and political empowerment" (Tedesco & McLeod, 1993:237). Some international organisations such as UNESCO sometimes define literacy in terms of years of schooling (Roberts, 1995:414). Literacy has also been defined in terms of 'reading ages' (Roberts, 1995:414).

Although, according to Foster (1995:2-3), literacy was traditionally defined as "the ability to sign one's name", and, according to Richardson (1998:2), it has always been associated with "an individual's ability to read and write", this definition has changed with time because of changes in societal contexts, human behaviour, interactions between different academic settings and different government policies. It can therefore be deduced that:

There is no one umbrella definition for literacy. Each definition that is arrived at provides us with important parameters for literacy but no consensus for an umbrella definition. ...The controversy surrounding the definition of literacy is creating a continuing and shifting research challenge (Foster, 1995:3).

Attempts to solve the problem of defining literacy have taken several forms: instead of focusing on 'literacy' itself, multiple modes of literacy have been recognised. These include, according to Roberts (1995:420):

- survival literacy (the literacy skills necessary to survive in modern technological society);
- social literacy (communication skills, and capacity for dialogue, critical reflection and informed action);
- cultural literacy (possession of the basic information needed to thrive in the modern world);
- basic literacy (minimal print-decoding skills);
- functional literacy (the ability to interact with political, legal, commercial, occupational and social demands in daily life);
- higher-order literacy (being able to work out multi-step problems by oneself); and
- critical literacy (transformation through reflection, action, and desocialisation).

There is therefore “a shift from a focus on ‘literacy itself’ to literacy as practised, developed, conceived, expressed, or manifested in this context, or that discursive setting, or that situation – in these ways, at this time, along these lines, etc.” (Roberts, 1995:420).

The tendency in how literacy is viewed nowadays seems to have shifted from a traditional view of literacy that treated the term as a uniform concept (where literacy stayed the same no matter the context) to a more ‘modern’ view where literacy is defined according to specific contexts. This tendency is confirmed by Leu (1997:1) who believes that literacy can also be viewed as *deixis*, “a linguistic term used to capture the special qualities of words like *today*, *tomorrow*, and *here*, whose meanings are dependent upon the time or space in which they are uttered”. Here, Leu (1997:62) makes a distinction between traditional forms of literacy and new forms of literacy that are continually appearing.

In our rapidly changing world, new information and communication technologies regularly redefine what it means to be literate... What it means to be literate has become a moving target, one that can never be completely defined because information and communication technologies continually change. As the meaning of literacy changes, one’s role as literacy educators is also being fundamentally altered. One of the most visible technologies changing the nature of literacy is the Internet (Leu, 1997:62).

The acknowledgement of these multiple modes of literacy has prompted the displacement of the unitary ‘literacy’ with the notion of ‘literacies’ and new literacies. A number of theorists argue that literacies are always social and diverse (see, for example, Roberts, 1995). Some argue that new literacies are always extensions of older technologies. Others believe that the changing face of literacy over time, the conceptions of literacy, and demands on those who are literate, shift with successive generations (see Meek, 1991). Furthermore, discussions of literacy have been moving away from “a traditional or static approach that focused primarily on reading, writing, and critical thinking skills to a dynamic or functional approach that targeted complex socio-cultural factors” (Tedesco & McLeod, 1993:237).

The discussion above is testimony to the complex character of the term ‘literacy’. It is further clear that there is no umbrella definition that would ultimately define

the term. However, for the purposes of the current study, the term 'literacy' will be used to refer in general to the ability to read and write. In the more specialised context of higher education, however, the type of literacy that is necessary to succeed in this environment is referred to as academic literacy (AL).

2.1.1.2 Academic literacy (AL)

In recent times, the AL levels of students entering higher education have been placed under scrutiny. According to Hirst, Henderson, Allan, Bode and Kocatepe (2004:66), based on the 'massification' of higher education and the "associated increased diversity of the student population, there is no guarantee that students have been equipped by their previous life experiences to cope with the academic or tertiary literacies required of them". In addition, universities are being compelled to 'manufacture' highly educated and well-trained teachers of AL (see Hirst *et al.*, 2004).

Acknowledgement of the problem described above inevitably calls for a definition of 'academic literacy'. What is it really that students supposedly 'lack', which makes it so difficult for them to engage productively with tertiary studies? In an attempt to define AL one is initially tempted to think that, following a general understanding of the term 'literacy', AL should refer to the ability to cope with "the reading, thinking and reasoning demands required of a ... student entering a higher education institution" (Scholtz & Allen-Ile, 2007:920).

However, a more thorough survey of the literature on AL reveals that the term 'academic literacy', like the term 'literacy', is understood and interpreted by different people in different ways. Parkinson, Jackson, Kirkwood and Padayachee (2008:12) assert that: "Even academic literacy, which is a more restricted notion than literacy as a whole, and might thus be expected to be clearly one thing, is, ...interpreted differently by different groups". Similarly, Thomson (2005:22) notes that "defining 'academic discourse' and 'academic literacy' ... is not simple. Academic discourse is not a unitary or homogeneous notion". What is, therefore, very apparent at this point, is that although it may be a logical point of departure, it may not be adequate to define AL merely as the detached reading and writing

competence of students. Time, societal contexts, human behaviour, interactions between different academic settings and different government policies are only some of the wide range of factors that affect how AL is defined. This context-dependence in defining AL is discussed below with regard to a number of definitions and descriptions of the term that appear in the literature.

According to Warschauer, Grant, Del Real and Rousseau (2004:526), AL could be defined as:

the reading, writing, speaking, listening, and thinking skills, dispositions, and habits of mind that students need for academic success. It includes the ability to critically read and interpret a wide range of texts, to write competently in scholarly genres, and to engage in and contribute to sophisticated academic discussions.

Although the definition of Warschauer *et al.* above lists a number of important abilities that comprise AL, and even though it contains overtones that suggest some context specificity of such abilities, the prevailing view in recent literature on AL suggests a very strong contextual character of AL practices.

A recurring theme in definitions of AL practices is the social nature of such practices with regard to their connectedness to specific disciplinary groups. A number of researchers therefore focus on the contextual specificity of AL practices and the fact that such practices are governed by disciplinary conventions and conditions that should be made explicit to new students entering tertiary education.

According to Lea (1998:158), studying in tertiary education involves “adapting to new ways of knowing: new ways of understanding, interpreting and organising knowledge. Practices of AL are central processes through which students learn new subjects and develop their knowledge about new areas of study”. Lea’s work is closely linked to the “New Literacy Studies... which challenge the belief that literacy is concerned with the acquisition of a particular set of cognitive skills, which once acquired can be put to use unproblematically in any new context” (Lea, 2004:740). The supporters of this view believe that literacy is not a unitary concept; reading and writing are cultural practices, and vary depending upon the particular context in which they occur. Lea (1998:3) stresses that developments

in AL studies in schools, offices and societal environments, have shifted away from models which “focus on the educational and cognitive aspects of writing and reading”, and are now interested in typical cultural and social features of literacy. Lea’s point of view is that “literacy is concerned therefore with the social practices which surround the use of the written word”. She concludes that this approach which consists of looking at literacy as a ‘social practice’ is mostly applied to higher education contexts.

Hirst *et al.* (2004:68) similarly define AL practices “as specific social practices of particular groups, thus highlighting the contextual and situated nature of those practices”. Hirst *et al.*’s (2004) research documents their experiences in the planning and teaching of a short course in AL for students enrolled in the first year of an education degree at James Cook University in Australia. They discovered that by “conceptualising tertiary literacy as a social practice and drawing on a socio-cultural approach to learning” (Hirst *et al.*, 2004:68), the students were able to acquire very high levels of AL. Hirst *et al.* (2004:68) conceptualise AL as “one of the many or multiple literacies that exist”. They assert that AL “is an active, dynamic and interactive practice” that manifests itself “within the social and cultural contexts” of academic institutions.

In the same way, Johns (1998:133), in her attempt to define AL, proposes a ‘socioliterate approach’ to be used in teaching AL. This approach focuses on “helping students discover how academically valued text forms are socially constructed in response to reader/writer roles and contexts”. Johns (1998:133) claims that:

Raising students’ awareness of the interrelationships among text form, writer purpose, and social context will help students develop effective strategies for processing and producing a wide range of academic genres, including textbooks, research papers, in class essays, and discipline-specific texts.

For Mckenna (2004:269), AL comprises “the norms and values of higher education as manifested in disciplined-specific practices”. Students are thus expected to become members of new disciplinary (social) groups in a tertiary environment by adopting the very specific literacy practices of such groups. Mckenna further describes the difficulties students encounter in taking on an

identity as a member of a specific disciplinary group, mainly because of the fact that there is no overt instruction in the literacy practices valued by such disciplines and because of the conflict that arises between students' own identities and the new identities.

Goodier and Parkinson (2005:67) define AL in relation to "the discourse of disciplines" because according to them, "the discourse features of language in specialised disciplines, both at a macro and a micro level, differ significantly from the discourse features of everyday language". Discourse is described by Jacobs (2007:871) as "ways of behaving, interacting, valuing, thinking, believing, speaking, reading and writing that identify one as belonging to a particular discourse community".

The acquisition of AL is thus considered as "entry into a new discourse community, where the content is intimately bound up with how to read, write and speak about the discipline" (Goodier & Parkinson, 2005:66). Here the students acquire AL by effectively carrying out research (or tasks) in their specific field of study and "writing it up in a lab report" (for science students), or by "writing and presenting a business proposal" (for business students) (Goodier & Parkinson, 2005:66).

Scholars of AL therefore increasingly appear to believe that students will best acquire AL by "reading the writing of their discipline, and writing and getting responses to the writing they do, from initiates into the discipline" (Goodier & Parkinson, 2005:67). This line of thinking is supported by Jacobs (2007:872) when she asserts that "students are best inducted into discourse communities by modelling themselves on 'insiders' who are part of the discourse community". Similarly, Jacobs (2005: 475), defines AL as "the fluent control and mastery of the discipline-specific norms, values and conventions for reading and writing as a means of exploring and constructing knowledge in higher education". Jacobs proposes an integrated approach which, according to her, refers "to embedding the teaching of reading and writing within the ways in which particular academic disciplines use language" (Jacobs, 2005: 475).

As explained before, although AL includes the abilities of reading, writing, listening and speaking, it is obviously much more than just treating such skills in isolation. In this context, Jacobs emphasises:

the necessity for tertiary educators to focus on discipline-specific strategies that would attempt to integrate AL and disciplines of study, rather than implement the add-on methods which would typically teach decontextualised language and academic literacy skills to students (Jacobs, 2005:476).

Institutional policy, however, does not always provide for the implementation of Jacobs's suggestion.

Butler's (2007:19) view of academic discourse, although not very different from the new literacy studies, is an integrative perspective on AL that can be implemented practically. According to him, instead of focusing on discrete skills (listening, speaking, reading, writing), an approach that characterises academic discourse generation as "(1) seeking, (2) processing and (3) producing information (Weideman, 2003:xi) may be more in line with the functional and contextual nature of such discourse".

Adding further support for an integrative view of AL abilities, Butler (2007:18) notes that the interactive nature of "an academic literacy perspective suggests that it would be questionable theoretically to view [for example] writing in isolation". According to him, the act of writing should rather be regarded as one that fits into the bigger context of AL as a whole, since writing cannot be "divorced from its literacy context", that is, from "reading and reasoning abilities". This is confirmed by Jacobs (2005:477) who believes that "AL is best acquired by students when it is embedded within the contexts of particular academic disciplines, and where reading and writing are developed within the ways in which particular disciplines use language".

Butler (2007:20) highlights the importance of tertiary institutions having access to reliable testing instruments to determine AL levels, as well as relevant AL support for students if they do not meet the required level. AL levels should not, however, be used as a device that could prevent students from engaging in tertiary study (Butler, 2007). If one thus wants to address the development of AL responsibly it is essential that one formalises the extent of AL difficulties of students by making

use of a reliable instrument to determine AL levels, and then provide a relevant intervention that is aligned with issues identified by the testing instrument.

Parkinson *et al.* (2008) also view AL to be connected to specific disciplinary contexts. For them, AL is "the ability to write in the expected discipline-specific ways" (Parkinson *et al.*, 2008:11). Here, the multiple elements of AL are acquired "through an iterative process of reading, writing and analysis on the part of the student" within his specific field of study.

One of the primary reasons for considering a discipline-specific approach to the teaching of AL is that it becomes possible to make the relevance of what is done in the AL course visible to students. According to Goodier and Parkinson (2005:67), "relevant content, grounded in reality, motivates learners, while content perceived as irrelevant to students' field of interest is demotivating". They further add that "skills taught outside of the disciplines are not transferred by students to the disciplines for which the skills are needed" and that "discipline-specific practices are deeply embedded in the disciplines, so separating them out as neutral language skills undermines their function in the disciplines" (Goodier & Parkinson, 2005:67).

Moreover, scholars in education distinguish between pedagogy and andragogy: pedagogy refers to the teaching of children and andragogy refers to the teaching of young adults. Knowles (1985) specifies the differences between elements of the teaching and learning situation for each of these levels of development. Adult learners, for example, are independent learners that already have substantial life experiences. These experiences result in sometimes fixed ideas and patterns that influence their learning. One of the most important issues with adult learners is that they need to experience the NEED for a learning event. If this is not motivated well, adult learners will opt out of the learning situation. These elements need to be taken into account in the planning of experiments and curricula that involve subtitling as well.

Significant for the purpose of this study on the application of subtitling as an aid in AL courses, Lin (2006:4-5) found that AL could also be acquired through the use

of technology. According to him, expanding methods of literacy instruction by including television, drama, multimedia, comics, and other formats, may be able to enhance students' AL levels in the language classroom even with their different learning styles, something that is not necessarily true in using purely traditional teaching methods as practised at UB. Lin (2006:4) highlights the fact that advances in technology bring forth fast and new ways of transmitting knowledge. Lin's study supports the fact that the nature of AL should change according to changes and advances in the technology used in the transfer of knowledge.

Similarly, it is very difficult at present to discuss AL without reference to the Internet. One cannot ignore the fact that the Internet is being used extensively in the access and distribution of information today. Therefore, it is necessary to take note of the potential advantages and disadvantages associated with the use of this technology, which could also include the use of subtitled audiovisual material.

Hamann and Meltzer (2006:34) hold that teaching AL to students is a continuous process that involves theory and practice. Therefore, class work, assignments, follow-up and results all form part of this process. Assignments should be based on AL tasks that will motivate these students into doing the work. However, there should be consideration of the expectation of adults students who according to Merriam (2001:5), have learning needs closely related to changing social roles, are problem-centered and interested in immediate application of knowledge, and are motivated to learn by internal rather than external factors. Interesting and relevant AL tasks will spur them on to develop the habits and skills which they need to develop to be fully literate. The environment used to teach these students should include all possible facilities and technologies required for reading, writing, speaking and listening creating a context in which even shy students could express themselves without fear of being ridiculed. In this case, it would be necessary to take into consideration students' backgrounds together with the socio-cultural milieu in which they live (see Hamann & Meltzer, 2006).

Although it should be apparent from the discussion above that current orthodoxy largely supports the notion that AL should be grounded in the discourses of

specific disciplines, Parkinson *et al.* (2008:12) provide a valuable distinction between different types of academic literacy interventions. They note that the wide variety of AL interventions in South Africa is reflected in three aspects:

- What is stressed by the intervention (e.g. grammatical correctness, reading and writing, etc.);
- The mode of delivery or nature of the intervention (whether mediated by consultants or accredited courses of various kinds); and
- How discipline-specific the intervention is with regard to content and genre.

What makes this distinction by Parkinson *et al.* particularly useful is that it provides one with a vehicle to situate most interventions that aim to develop some or other aspect of AL. In that way, courses previously described as, for example, ALP courses could also be termed AL courses although they may focus more on decontextualised grammatical correctness than integrated, discipline-specific reading, writing and argumentative tasks.

2.1.1.3 Academic language proficiency (ALP)

The previous section provided definitions of literacy and AL. This section will define ALP and highlight the link between AL and ALP.

According to Chamot and O'Malley (1994:40), academic language can be defined as "the language that is used by teachers and students for the purpose of acquiring new knowledge and abilities, imparting new information, describing abstract ideas, and developing students' conceptual understanding". They add that effective readers and writers use functions such as "informing, seeking information, comparing, predicting, justifying, analyzing, solving problems, evaluating, synthesizing, classifying and persuading" to communicate and comprehend.

Bailey, Butler, LaFrumenta and Ong (2004:6) define academic language as:

Language that stands in contrast to the everyday informal speech that students use outside the classroom environment. It comprises both the specialised content-specific language, such as the conceptual terminology of science (e.g., *osmosis*, *igneous*, *biodiversity*), as well as non-specialised language that cuts across content areas. This latter form of academic language is a mode of communication (oral/print) that is not specific to any one content area, but is nevertheless a register or a precise way of using language that is often specific to educational settings.

Based on the two definitions of academic language mentioned above, ALP would thus pertain to a person's level of language ability that makes it possible for him/her to function effectively in an academic environment. It should be clear at this point that the language proficiency required in an academic context refers to a specialised notion of language proficiency. A useful distinction in this regard is Cummins' distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

According to Cummins (1984), there is a vast difference between the development of the native, or first language, and the subsequent learning of a second language. In order for a student to become proficient in a second language in an educational context and specifically tertiary education, both BICS and CALP need to be developed.

Cummins (1980:176-179) claims that the BICS/CALP distinction presents two 'faces' of language proficiency: surface proficiency and underlying proficiency. Surface proficiency or BICS is acquired by everyone in the first language (L1), in spite of academic aptitude (or IQ). Underlying proficiency or CALP is strongly related to IQ and other academic achievement which involves skills that are related to thinking, understanding, listening, speaking, and reading including reasoning in the reading process.

Baker and Jones (1998) on their part, explain BICS and CALP as follows:

BICS or Basic Interpersonal Communication Skills refers to everyday communication abilities that are helped by contextual supports. CALP or Cognitive Academic Language Proficiency refers to the level of language required to understand academically demanding subject matter in a classroom. Such language is often abstract, without contextual support such as gestures and the viewing of objects (Baker & Jones, 1998:698-699).

Thus, the main difference between BICS and CALP seems to be that where BICS is acquired naturally in real-life, everyday communication situations, an adequate level of CALP does not necessarily come naturally but demands some measure of learning and internalising the conventions and conditions of how language is used in an academic context on the part of the learner.

Cummins' distinction, however, is more complicated than it might initially appear. For instance, Collier (1987) and Collier and Thomas (1989) determined that it can take as much as 10 years to acquire CALP depending on a child's age. Cummins' theory of language proficiency confirms this by stating that CALP is the basis for a student's academic success but may take anywhere from five to seven years, or longer, to master. BICS, in contrast, is usually attained within the first two years of exposure to a second language and is characterised by superficial oral language skills. From this argument, it might be inferred that BICS is developed before CALP. This has however been proven incorrectly by, for example, Garcia (1999:3) when he asserts that "there are situations in which CALP is achieved before BICS". Garcia's critique is acknowledged in a later publication by Cummins (1999:3) stating that "the sequential nature of BICS/CALP acquisition was suggested as typical in the specific situation of immigrant children learning a second language". He further adds that "it was not suggested as an absolute order that applies in every, or even the majority of situations". Thus "attainment of high levels of L2 CALP can precede attainment of fluent L2 BICS in certain situations" (Cummins, 1999:3). Therefore, forms of social communication such as "conversational interactions in the home" and everyday life or 'discourse styles', as argued by Garcia (1999:3-4) and background information on the persons concerned should be taken into account when applying Cummins' theory of language proficiency. It may be interesting to note that Garcia's view of language proficiency here shows an affinity to the contextual and social nature of descriptions of AL.

The discussion above highlights the notion of ALP being considered as a specialised type of language proficiency that is a requirement for successful study in an academic context. What should be clear at this point is that although students arrive at universities with a certain level of basic proficiency in a

language, tertiary education demands the language to be used according to a number of conventions and requirements such as, for example, formality of register, conciseness, objectivity (in addition to becoming familiar with the discipline-specific terminology that forms part of the discourses of specific disciplines). Therefore, if students do not have an adequate basic proficiency in a language, they would probably find it even more difficult to cope with the textual conventions and requirements of academic texts in specific disciplines. Language proficiency, and more specifically ALP, is thus considered to be foundational in the development of the wider contextually-bound notion of academic literacy³.

This section attempted to define ALP, while emphasising the correlation between AL and ALP. The next section defines AL within the context of this study.

2.1.2 Towards a working definition of AL for this study

The previous section attempted a clarification of the relationship between literacy, AL and ALP. It is evident that the notion of 'literacy' has become extremely diversified in keeping pace with developments in the representation of knowledge and how knowledge systems are acquired. In a similar fashion, the more specialised conception of AL (that forms part of the broader notion of literacy) has been increasingly contextualised within the discourses of specific academic disciplines. The development of students' ALP is directly related to the development of AL since, apart from students not being familiar with the conditions and conventions of how language is used appropriately in a tertiary academic context (and more specifically in various disciplinary contexts), students often display language proficiency inadequacies as well – they have simply not acquired the language to a level that makes higher education in the language possible. The next section contextualises the current study within the perspective described above.

³

In cases where the literature reviewed in this study refers specifically to a term such as ALP, this term is retained in reporting on such studies but should be interpreted within the wider context of AL where appropriate.

2.1.2.1 AL at UB

What is evident from the discussion in the previous section is that the approach to the development of AL that is currently employed at the University of Buea is not embedded in different academic disciplines and focuses on the development of decontextualised AL abilities. This approach is generally based on the teaching and learning of individual language skills: reading, writing, listening, and speaking. The reason for the existence of the course referred to above is that it has been noted at this University that the language ability of students is not adequate for university study and therefore needs to be further developed. It is for this reason that language course modules such as English 101 and 102, as well as French 101 and 102 were introduced.

There is, however, a necessity for the implementation of a new approach in the University's attempt to support students with their studies. Such an approach regards language proficiency development as part of the development of AL. In addition to the integration of reading, writing, listening and speaking into authentic academic tasks that students have to complete in an AL course, it will have to take into consideration other aspects such as the environment in which they grew up or are actually living in, as well as various other factors related to the backgrounds of students, for example, their mother tongues and, more specifically, the academic context in which they study.

The existence of the different language modules at UB is a clear indication that the institution is aware of the possible negative impact of inadequate levels of AL on academic performance. Therefore different ways have to be investigated and applied to effectively promote AL at this institution.

The significance of the language problem at UB is displayed by the fact that most students do not acknowledge the pivotal role of language in their daily activities. However, as alluded to earlier, teaching a support course in terms of addressing language skills in isolation may not be adequate if one considers the focus of recent research on authentic, contextualised opportunities for students to develop their AL.

English being the medium of instruction at this institution, it is evident that a sound foundation in English, as a component of AL, is indispensable in providing access to other knowledge. As noted previously, although low levels of AL have been identified as possibly placing students at risks with their studies in general, the approach one follows in addressing such inadequacies (through intervention type courses) will probably determine whether students will see such support as relevant to the rest of their studies (as is often the case with AL courses built upon authentic academic tasks), or as general, skills-based, detached, add-on language proficiency courses with very little relevance to students' current studies.

2.1.2.2 A working definition of AL

It is important to note at this point that, although the current intervention at UB is referred to as an AL intervention, it refers to an approach that focuses mainly on the development of the decontextualised language abilities of listening, speaking, reading and writing. This study further acknowledges the important recent work in AL (see Section 2.1.1.2) that focuses on the development of AL within specific disciplinary contexts. One of the most important aims of the study is to determine whether it is possible, through the use of subtitling in the current AL course, to achieve a greater sense of the interrelated nature of different AL abilities. Therefore, one would wish that the integration of subtitled films would contribute to students demonstrating a better command of various interrelated and interacting academic literacy abilities that would enable them to complete authentic academic tasks in an appropriate manner. Because AL abilities are interconnected in the completion of academic tasks (e.g. in order to write a research report one has to gather data through listening, reading, etc.) this study will attempt to contribute to such connectedness by embedding subtitled films into the current AL course at UB.

Furthermore, the fact cannot be ignored that Cameroon has 279 indigenous languages and that this will necessarily complicate the teaching of AL in one language. It is envisaged that the use of subtitled material should not only assist in the teaching of AL courses, but should equally facilitate this teaching process in more than one language.

2.1.3 The use and relevance of multimodal approaches to the learning and teaching of AL

Literacy is by no means all there is to contemporary communication (see Jewitt, 2006). Jewitt (2006) suggests that a multimodal approach to theories of AL stresses communication through a broad variety of forms and materials in ways that connect with the character of new technologies that become available.

In the context of subtitling as part of multimodal input, Danan (2004:67) asserts that “[a]udiovisual material enhanced with captions or interlingual subtitles is a particularly powerful pedagogical tool which can help improve the listening comprehension skills of second-language learners.” Danan (2004) also identifies the fact that subtitles help students to visualise what they hear as a reason for the benefits of the mode for language learning, but also language comprehension, stating that it “leads to additional cognitive benefits, such as greater depth of processing” (2004:67).

Several studies have demonstrated the positive effects of captioning on productive AL abilities such as its motivational, attentional and affective impact on viewers, verbatim recall and retention, reuse of vocabulary in the proper context, as well as communicative performance in specific oral and written communication tasks (see Vanderplank, 1998; Baltova, 1994, 1999; Danan, 2004; Garza, 1991; Borrás & Lafayette, 1994; and Newman & Koskinen, 1992). Most of these benefits could be ascribed to the multimodal input that is achieved in a context that typically only involves one or two modes.

The use of multimodal media and tools (combining both visual and auditory modes) in classrooms is particularly useful because it is believed that it enriches the academic learning process and students can perform better with visual images and words than just words alone (see, for example, Chen & Williams, 2009).

In spite of the many advantages of new technologies that make use of multimodal input (see Cummins & Sayers, 1995; Warschauer *et al.*, 2004; and Warschauer, 2003), studies indicate that the use of these technologies in schools leaves much to be desired due to the fact that not all students have access to these facilities both in school and at home. This is particularly the case in developing countries. Furthermore, the introduction of these new technologies is a complex matter (Warschauer *et al.*, 2004:526). This is also the reason why this study investigates subtitling as a relatively low-tech multimodal application that is also available on television and readily-available on DVDs in addition to online subtitling.

Nevertheless, the increasing availability of hypertext and other technologies, means that new ways of thinking about forms of AL are needed, new abilities of thinking, writing and rearranging elements in a text (see Jewitt, 2006). The ability to work fluently across many modes and "historically discrete domains" is also required by new technologies (Sefton-Green & Reiss, 1999:2).

Despite various negative effects associated with television viewing, several studies demonstrate that TV and multiple media as instructional tools can be effective in AL instruction (see Lin, 2006). Similarly, according to Jewitt (2006:1), "there seems to be an overwhelming belief or hope that new technologies will change learning, and change it for the better".

The findings in this section highlight the role and the relevance of multimodal approaches towards the learning and teaching of AL that are sometimes combined with subtitles. The aim of the current study is therefore to use a multimodal technology to improve the AL levels of students at UB taking cognisance of the advantages and disadvantages discussed above. The use of subtitling in this approach gives students the opportunity to see the image, hear what is being said and at the same time read the spoken words on the screen.

2.1.4 Conclusion

This section presented a discussion of the relationship between literacy, AL and ALP. It also proposed a working definition of AL for this study. Some elements commonly associated with AL with particular reference to their utilisation at UB, were examined. The use of multimodal approaches for the learning and teaching of AL (sometimes in combination with subtitles) and their relevance to the present study were highlighted. The next section will review language and AL in Cameroon.

2.2 Language and AL in Cameroon

2.2.1 Introduction

The previous section proposed a working definition of AL for the current study. The relevance of multimodal approaches to AL was also highlighted. This section will focus on the two official languages (English and French) used for education in Cameroon. More specifically, it discusses the relationship between English, French and a *lingua franca* known as Cameroon Pidgin English (CPE) and AL (with specific reference to ALP) in the Cameroonian context. As was noted in the previous section, one cannot divorce a conception of AL from the notion of ALP. Although the development of AL at UB focuses mainly on the development of academic language proficiency, there is an urgent need to move beyond this phase to a more holistic and integrated perspective on AL development. This study is an attempt to, in part, move towards such integration by making use of subtitling in AL development.

The studies reported on in the section below refer mainly to the development of ALP in a Cameroonian context.

2.2.2 Overview of studies on ALP in Cameroon

English occupies a dominant place in the world today and it is unlikely that this role will diminish even if there are attitudinal changes in relation to the indigenous languages (IL) in countries (Crystal, 2000). However, in Cameroon, “there is a general outcry that the standard of English is dropping” (Fontem & Oyetade, 2005:64). One of the languages in this country, also known as a *lingua franca*, is Cameroon Pidgin English (CPE), (Crystal, 1997:340) and its usage seems to be causing a drop in the standard of English (see Appendix C).

Section 1.3.1.4 shows that 80% of the CPE lexicon was already English-based by the early seventies. This could be one of the reasons why the use of CPE seems to be impacting negatively on Standard English. The fact that the students cannot

differentiate between CPE and Standard English when writing is a serious problem that needs to be addressed by some interventionary measure.

While pidgins are generally believed to have a low status with no official recognition (Romaine, 1994:527), which is also the case in Cameroon, CPE is currently being used in offices, churches, markets, motor parks, in dramas and even in some local newspapers. This means in effect that CPE could be identified as one of the indigenous languages of Cameroon. This is confirmed by Lee Tonouchi (2005:1), a pidgin scholar and author of texts on the Hawaiian island chain's unique language, who believes pidgin has its own intellectual foundation. He asserts that:

The perception is the pidgin talker is going to be perceived as less intelligent than the Standard English talker....When I was in college, after I discovered guys writing in pidgin, I said ..., I can do this pidgin creative writing. Eventually I did my 30-page research papers in pidgin. I did my master's thesis in pidgin (Tonouchi, 2005:1).

Therefore, instead of considering CPE as a low, deviant or non-standard variety of English, CPE could be developed into an indigenous language. In the case of Cameroon, however, there should be a clear differentiation between the writing of CPE and Standard English because in university contexts and particularly at UB, CPE is not accepted nor recognised as a language of teaching and learning.

According to Tanda (2006:23), the fact that there is no one language that cuts across the board is what gave rise to CPE. Tanda (2006:23) defines pidgins as "languages that develop under certain socio-economic conditions such as when several groups which speak different languages and have no common *lingua franca*, evolve a language of communication in the presence of a newly arrived dominant colonial language". According to Echu (2003a:1), the use of CPE is influencing the linguistic development of English and French in the country. Other studies focused on the factors (the frequent use of Pidgin English, the lack of motivation, attitudes of students towards English, different students' backgrounds, the fear of making mistakes, etc.) responsible for the declining standards of English language proficiency in Cameroon (Cf. Fontem & Oyetade, 2005; Ntonifor, 1992; Ayafor, 1996; and Ndongmanji, 2005). Tanda and

Mumambang (2006:6-10) further indicate the influence of globalisation (electronic data transmission through the Internet and cell phones as well as the film industry) on the standard of the English used in Cameroon. Thus, standard rules of spelling, word formation, punctuation, grammar and vocabulary are hardly respected.

Although globalisation is seen to affect Standard English negatively, it could also have a positive effect on the acquisition and improvement of that same language.

According to Fernandez (2008:15, 16):

The rapid technological changes which have taken place in the latter part of the twentieth century and the early twenty-first century have been central to the process of globalisation. ...Fibre-optic and satellite telecommunications facilitate the relaying of information across the globe in a matter of seconds; video-conferencing and teleconferencing, the advent of the internet and new software technologies,...all bring into contact on a daily basis people from a diverse range of languages and cultures. ...The phenomenon of globalisation has led to the dramatic rise of English as 'the global language'. It is well known that many millions of people in countries all over the world are learning the language.

Obviously, globalisation has both positive and negative aspects. Cameroon cannot therefore reject or ignore globalisation completely. One has to tap from globalisation judiciously and very cautiously by filtering and selecting information captured through these communication technologies before its introduction and use in classrooms.

Other studies that support the declining standards of English include those carried out by Ntonifor (1992) and Ayafor (1996) in which they demonstrated that CPE interference in Standard English (SE) poses a threat in its use among Anglophone Cameroonians. Ndongmanji (2005) notes that the standard of English has fallen into a deplorable state, the effects of which are blatantly shown in the performance of Anglophones in the General Certificate of Education (GCE) Ordinary Level examination. Tanda and Mumambang (2006:3) highlight the seriousness of the problem in their review of the appalling statistics of performance on the GCE. Their review of the last 12 years, as shown in Appendix C, suggests that English poses a serious problem to Anglophones at the secondary school level. This is an indication that these students were already

facing AL problems even before gaining access to higher education institutions where their difficulties in AL are compounded.

The low level of English proficiency is observed specifically at tertiary level when students are admitted for higher education. Since English is a major medium of daily interaction and academic pursuit at the University of Buea, courses such as English 101 and 102 have been introduced to develop and strengthen students' language abilities such as listening, speaking, reading, and writing which should assist them in improving their AL and overall performance. The steady drop in the academic achievement of these students in these courses is an issue that needs to be addressed. That is the central problem this study seeks to investigate by looking at the role subtitling could play in the context of AL development.

According to Echu (2004a), Cameroon is a multilingual country and Cameroon Pidgin English (CPE) is used nation-wide. However, the level of CPE usage is extremely high in the Anglophone zone as compared to the Francophone zone where it is very scantily used, and even not used at all in certain villages. This situation "constitutes a major handicap to linguistic communication in view of the absence of a nation-wide *lingua franca* that serves as a common linguistic idiom" Echu (2004a:1). Echu (2004a:1) adds that the inequitable distribution in the usage of English and French as official languages is also a cause for concern since it affects negatively "the policy of official language bilingualism". There are no definite objectives and orientation as regards language policy in the country. This does not in any way "promote the indigenous languages and fails to guarantee the appropriate implementation of official language bilingualism" (Echu, 2004a:1). It can be deduced from Echu's view that it is difficult to discuss AL in a context where there is no clear-cut policy for languages (both official and indigenous) in general and for minority languages in particular.

Echu (2004a:1) makes an important point here because an Anglophone student who goes to further his studies at a Francophone university will surely face problems regarding AL. Likewise, a Francophone student who goes to further his studies at an Anglophone university will face the same scenario. That is why an

intensive English Language programme (IELP) was instituted at UB for Francophone freshmen.

Furthermore, it has been demonstrated that learners of a second language (L2) who did not properly assimilate their first language (L1) will face difficulties or will be slow in learning the L2. This is confirmed by Wilen and Diaz (1990:2), who, in relation to Cummins' theory of language proficiency, assert that:

A regression in the native language may occur due to a lack of continued exposure to the more complex concepts in that language and to the introduction of a second language before the first language is fully developed. During this time, there may appear to be a lack of proficiency not only in the second language, but also in the first. If a child is not competent in his or her native language, it will affect his/her competence in the second language. ...Therefore, a child may no longer be proficient in the first language, but may lack proficiency in the second language as well, due to limited exposure (Wilen & Diaz, 1990:2).

In a similar vein, Chumbow (1996:5) mentions that "the early use of the mother tongue in education has significant long-term benefits with respect to maximising the development of the intellectual potential of the child". Certainly, most students in Cameroon are affected by the situation described above. The fact that there is no language policy gives room to anybody to apply any type of policy. Students at UB may suffer difficulties derived from inadequate language policy added to the fact that English is their second or third language. The pre-eminence of English is felt both within and outside the country. Constitutionally, "it is a medium of official communication alongside French; it is used among educated Anglophones and is also a medium of instruction in the English speaking part of the country" (Fontem & Oyetade, 2005:65).

Information from the admissions and records division at UB for the 2007/2008 and 2008/2009 academic years shows that there has been a recent increase in the number of Francophones seeking admission to the University of Buea. This is an indication that the number of prospective students who wish to use English as a language of higher learning is on the increase.

The current study among other things intends to raise people's awareness on the relevance and potential of using subtitling towards promoting the English language in general and AL in particular. The fact that Cameroon, "like many

other African countries, naturally opted for the 'neutral' foreign language option as official language in order to avoid language conflict on the one hand and unwarranted financial and material cost on the other" (Echu, 2004a:5), is not enough justification for merely maintaining the *status quo*. It is forty-nine years after its independence and yet, according to Echu (2004b:8) very little has been done in the domain of corpus planning and almost nothing has been done in the area of language policy evaluation. In spite of the awareness that both speakers of the English and French languages are on the increase and are also coping with the realities of a multilingual landscape, no serious attempts are being made to develop these languages. "Work on the lexical standardization of Cameroon English and Cameroon French is seriously lagging behind due to a lack of institutional support and such support is obviously necessary for the promotion of the two official languages" (Echu, 2004b:8).

According to Fontem and Oyetade (2005:66), "it is obvious that since English is a minority language in Cameroon, it will certainly face problems of a linguistic, educational and political kind". English is a second language (L2) or even third language to most Anglophones in Cameroon and since it is in contact with many languages, it is evident that the kind of English spoken here will be different from the kind of English spoken in countries where it is a mother tongue (Simo-Bobda, 1993, 2001). This is understandable because given that different persons may have different socio-cultural backgrounds, they may not therefore speak a given language the same way. The concern here is to ensure that these students acquire AL in English in such a way that they are able to make appropriate use of the language in a variety of written and spoken contexts at the University. This means that whatever problems may arise in the process, proper educational modes should be used to address them. One such mode worth testing is exposure to subtitled material which is the basis of this study.

All the studies and opinions above support the fact that there is a major problem with academic proficiency in English in secondary schools and tertiary institutions in Cameroon and that even though some measures are being taken to curb the problem, the situation continues to worsen. It may therefore be judicious to investigate the possible application of alternative solutions. The current study

proposes a model which will be aimed at improving levels of AL in English by making use of subtitled material in the academic context. It is believed that the most appropriate way to implement such a model is to embed it into the school or university curriculum. That is the type of empirical experiment that will be carried out in the current study. If it is successful, it could be implemented in tertiary institutions countrywide. This model may then also be utilised in solving minority language problems in the country.

However, other factors in addition to the use of CPE, could also be responsible for the deteriorating level of English language proficiency of Anglophones (Fontem & Oyetade, 2005:66). Fontem and Oyetade (2005:65) hold that the factors responsible for the declining English language proficiency of Anglophones are not only linguistic, but are also socio-psychological and pedagogical. In this context, it may therefore not be adequate to focus on linguistic aspects only in an attempt to address the problem. One would therefore need to situate the English language proficiency problems of students in the broader context referred to above. According to them, the term Anglophone English (AngE) is synonymous with Cameroon English as used by Simo-Bobda and Mbangwana (1993). Fontem and Oyetade (2005:66) believe that AngE stands in contrast with CPE and the speech of uneducated speakers of English and is situated between the speech of secondary school graduates and university graduates. When AL is taught and acquired through such means as envisaged in the current study, the process could facilitate a solution to socio-psychological and even pedagogical problems. Adding subtitles to the teaching material will allow students to see the images, listen to the pronunciation of words/phrases and see the spelling on the screen. Furthermore, these aspects will be developed by teachers during practical sessions to reinforce learning. These practical sessions will include discussions as well as question and answer sessions. This will be explored further in Chapter 5 based on the results of the empirical study in Chapter 4.

The need to research, test and apply or implement other methods of improving AL levels at higher institutions should now more than ever be emphasized.

Previous research in urban centres has indicated that 'creolisation' has attained high levels among children in Anglophone towns. For example, in Limbe 31% children use CPE as their mother tongue, in Buea 26%, in Mamfe 25%, in Bamenda 22%, and in Kumba 19% (Koenig, Chia & Povey, 1983). These figures depict the situation in urban centres only. It is, however, possible that the situation in rural areas undergoing rapid urbanisation could provide a similar picture. Furthermore, the percentages in urban centres may be even higher if the same issue is investigated today. There are no plans to increase the status of CPE because the general attitude of the public suggests that it is not wanted in the school environment. Moreover, the English accent of most Anglophones is quite often heavily marked, and although they can handle elementary English constructions, they do not have a thorough or confident control of English grammar and vocabulary (Fontem & Oyetade, 2005:67-68). There is a possibility that this situation could eventually deteriorate even further. In a recent survey, only 32% of the people in Cameroon were said to speak English, which clearly shows a downward trend from 54% in 2000 and 56% in 1993 (Fontem & Oyetade, 2005:68).

More recent studies on CPE and its negative influence on SE at UB and in the country indicate that the situation is getting worse (Neba *et al.*, 2006; Chia, 2008; & Alobwede, 2008). According to Chia (2008:49), "CPE is domineering, ...weakening and even threatening to supplant SE (Chia, 2008:49). Chia (2008:48) attempts a solution to this problem by asserting that:

the most that could be done would simply be to define and allocate separate functions to these competing idioms – SE and CPE. This can be done by first recognising the fact that SE and CPE are in a diglossic relationship with SE as the *high* (official and formal) and CPE as the *low*. This means that in all formal contexts such as teaching, lecturing, writing or interaction between students and lecturers or members of the university administration, SE is the only appropriate norm. CPE which takes on the low status will be as the language of informality and intimacy. Thus the canker worm of falling standards of English will begin to be resolved.

Some efforts have been made to suppress the use of CPE. For instance, CPE is not allowed on the UB campus. Nevertheless, although CPE is not allowed at UB the students keep on speaking it. There is also the possibility that the more they speak it, the more they are likely to write it. The fact that there are not enough

studies available in relation to AL in sub-Saharan Africa in general and particularly in Cameroon, is highlighted by Alidou (2006:4) in a critical review of available studies related to language use and literacy. According to her:

In order to assess the situation and determine the conditions, factors and processes that affect the development of literacy in sub Saharan Africa, studies related to both Anglophone (Cameroon, Tanzania and Zambia), and to Francophone countries (Benin, Burkina Faso, Cameroon, Mali and Niger) were reviewed, which is by no means an exhaustive analysis of the situation. There is, therefore, a need to conduct country by country research in order to clearly assess the situation.

What can be deduced from Alidou's study is that sub-Saharan African countries are still not making language issues a top priority, the result being the scantiness of published studies in that area. Although Cameroon is lukewarm about language issues, it all the same encourages private initiative in this domain. This explains why experimental projects in the area of teaching and research have long been carried out through private initiative with the silent approval of the Government. Such initiatives as observed through the action of the Summer Institute of Linguistics (SIL) in Cameroon, the Cameroon Association for Bible Translation and Literacy (CABTAL), the Operational Research Programme for Language Education in Cameroon (PROPELCA), the National Association for Language Committee (NACALCO), and so forth, constitute the way forward since national languages⁴ are promoted through standardisation, teaching and research, as well as their effective use at the socio-cultural level (Échu, 2004a:7).

Alidou (2006:13) made the following remarks in her review:

If language promotion were strictly only a matter of legislation or constitutional reforms, then Cameroon would be among the champions of local language promotion in literacy on the African continent. The legal and constitutional reforms she has put in place in favour of the development of these local languages are as numerous and varied as her languages and cultures. Yet, Cameroon has made very little concrete input into the process of fostering the effective use of these languages in literacy.

Nevertheless, certain actions have been taken that indicate the Government's awareness of the crucial importance of developing and improving languages and AL in Cameroon. According to Alidou (2006:13), these actions are:

⁴ Cameroon has 2 official languages: English and French; 279 indigenous languages (local languages). Actually, the Government is working towards converting some of these indigenous languages into national languages (languages spoken nationwide).

- a) The creation of the ministries of Scientific Research (MINREST), Youth Affairs (MINJEUN), Basic Education (MINEDEB), Culture (MINCULT) and Women's Affairs (MINCOF). The duties of these ministries are to supervise and ensure the smooth implementation and running of aspects or projects related to language research, development and promotion, including areas of AL, culture and social and gender issues.
- b) The creation of strict rules and regulations that call for the respect of the revised constitution of 1996 that highlights the need for the promotion of national languages as part of national cultures.
- c) The application of the laws relating to the general orientation for education in Cameroon that provides for, among other things, "the training of citizens rooted in their cultures, the promotion of national languages, mother tongues, and the eradication of illiteracy" (Alidou, 2006:13).
- d) The application of laws that empower regions to carry out education and literacy activities, as well as assist in "the elaboration and implementation of regional literacy programmes, the training of trainers, material production, the realisation of a linguistic map of the region and the promotion of written audio-visual press in national languages" (Alidou, 2006:13), as well as the installation of infrastructure and equipment.

Although these reforms have been welcomed, admired and appreciated, they have, according to Alidou (2006:13) "fallen short of producing any concrete results". But what cannot be ignored is the fact that they have provided "the frameworks for reinforced research, language development and sensitisation in favour of national languages in education and literacy in the country" (Alidou, 2006:13).

Based on the various uses of subtitling discussed so far, it seems that subtitling may well be a potential solution to at least some of the problems discussed above, because it is a translation and communication tool that can be used for

teaching and learning not only AL but also basic proficiency in national languages and basic literacy. The use of subtitling could go a long way towards promoting local languages in Cameroon, thereby bridging the gap between the 279 indigenous languages and the various cultures that exist in the country.

In this section, various aspects of language and AL in the Cameroonian context were described. The next section will focus specifically on the uses of subtitling in education.

2.3 Subtitling in education

2.3.1 Introduction

The previous section examined various important aspects of the two official languages and the development of language ability in a Cameroonian context. This section focuses on a survey of relevant literature on the main purpose, trends, merits, and the uses of subtitling in an educational context, specifically in literacy training, vocabulary and comprehension, language acquisition, language proficiency training and communication. The purpose of this survey is to provide a theoretical foundation for the use of subtitling as an aid in AL programmes.

2.3.2 Subtitling

Apart from its primarily intended role, namely to provide access to audiovisual texts where such access is prevented because of an inability to hear the soundtrack, or an inability to understand the language of the original dialogue, subtitling can also be used for many other purposes. These include: literacy training, vocabulary acquisition, listening and reading comprehension, language acquisition and, language proficiency training and communication.

2.3.2.1 Subtitling in literacy training

Same language subtitling (SLS) technology was originally created for the deaf and hard of hearing. However, there has been increased interest in recent years

by reading and literacy specialists in the use of Same Language Subtitling (SLS) with hearing audiences as well. A wide variety of public and commercial television programmes of potential use in reading or listening instruction are subtitled. These include news, documentaries, dramas, films and advertisements. Thus “educators may choose from an abundant supply of programmes of potential use with language learners of all ages and interests” (Spanos & Smith, 1990:1). This study capitalises on this widespread availability of subtitled audiovisual material by using subtitled popular documentaries and dramas to evaluate their effect on the AL levels of university students.

Kothari, Takeda, Joshi and Pandey (2002:55) demonstrated that adding subtitles to existing television programmes, especially film songs and music videos, can make “a quantum contribution to the improvement of reading skills of over 325 million neo-literate people in India” (a semi or neo-literate person is defined here as someone who is at risk of literacy skill erosion and/or possible relapse into illiteracy). The results from Kothari’s experiment confirm the improvement and maintenance of literacy through the use of SLS of film songs. This reaffirms the enormous potential of this simple and economical approach for mass literacy skills development. According to Kothari *et al.* (2002:62), “same language subtitling in India weaves lifelong literacy transactions in a home environment at a ridiculously low per-person cost as compared to what the National Literacy Mission and States are spending for post-literacy today”. This is particularly relevant to the present study in that subtitles could be tailored to suit particular academic programmes and contexts in higher education institutions with the aim of improving levels of AL, at a relatively low cost when compared to more time and staff-intensive interventions.

Kothari *et al.* (2002:64-65) believe that the most effective context for the implementation of SLS, “especially for neo-literates, is film and folk songs”. This does not, in any way, imply that it is not also effective in dialogue. “There is widespread interest in knowing song lyrics. In songs, one can anticipate the lyrics since repetition is inbuilt. Both these factors make it easier for the neo-literate viewer to follow the subtitles” (Kothari *et al.*, 2002:64-65). According to them:

Songs also come in a variety of speeds, presenting reading challenges for the whole range of literacy levels. A major advantage of SLS is that it invites reading

without dependence on personal motivation for 'literacy' practice. SLS can infuse the idiot box and the lives of millions of neo-literates with automatic reading practice. The simplest of additions in popularly watched song programmes can contribute to literacy, not by compromising entertainment but by enhancing it (Kothari *et al.*, 2002:57).

The potential of SLS in India and its popularity with viewers has also been discussed and confirmed in other publications by Kothari (Kothari, 1998, 1999, 2000; Kothari & Takeda, 2000). Kothari *et al.* (2002:64-65) used folk songs in implementing SLS probably because people in India are very used to songs in films. There are many other literary genres and more fact-based audiovisual material such as dramas, comedies and documentaries that could be used both in schools and at home to achieve similar goals.

The present study will be used to determine the usefulness of two of these types, documentaries and dramas, in implementing SLS for AL training.

In a similar vein, according to Koolstra, Allerd, Peeters and Spinhof (2002:339), watching subtitled programmes also implies reading subtitles, viewers get experience in reading as observed in the following explanation:

Assuming that Dutch viewers watch almost 20 hours per week, that about 40 percent of the programmes (foreign and Dutch programmes in which foreign languages are spoken) are subtitled and that subtitles are displayed during 75 percent of the time, Dutch viewers spend about five to six hours per week reading subtitles.

Koolstra *et al.*, (2002:340) conclude from observation that viewers in subtitling countries, therefore, "read a fair number of 'books' per year through television". A similar study conducted by Koolstra, Vander Voort and Van Der Kamp in 1997, indicates that watching subtitled television programmes leads, over time, to better reading skills.

Gottlieb (2005:174) points to similar statistics in Denmark, stating that "subtitling has established itself as one of the dominant written text types in public life". He continues to say that "in 1993, the average Dane spent more than three and a half hours (217 minutes) a week reading TV and video subtitles, while the reading of printed translations only accounted for less than two hours a week. By 2002 ...

Danes spent 37 minutes a day reading interlingual subtitles, against 31 minutes in 1993”.

Subtitling motivates viewers and stimulates reading development, hence people can read subtitles and even ‘books’ on the screen for many hours for pleasure. In the present study, it is expected that the introduction of subtitling as an aid in the teaching of academic literacy courses such as ENG101/102 at the University of Buea will similarly, at the very least, improve reading ability.

It should be noted, however, that despite the positive aspects described above, subtitles or captions may not be suitable for all materials and viewers at all levels of AL because, according to Danan (2004:71), subtitles or captions

may be helpful to beginners only if the material is carefully adapted to their level and contains many familiar phrases that can be activated and reinforced by the audiovisual presentation. ... If the material is too advanced, ... captions cannot sufficiently compensate for the fast rate of speech and the difficult vocabulary level. ... Thus, even with captions, visual input which is too far beyond the linguistic competency of the viewers may yield poor language gains.

It is not an exaggeration to say that multimedia approaches are increasingly being used today in and out of academic contexts for AL training. Although it is exciting to view documents using sound, expensive images, and animation to present ideas, there are common disadvantages linked to new or extended technologies which include ‘special cabling’ or electrical systems that users may not have (North Central Regional Educational Laboratory, 1977-99:1&10); many new users fear technology and its breakdowns can be disruptive and usually require experts to repair; initial hardware, software, and online connection costs can be high; equipment rapidly becomes outdated; and some users misuse or underuse technology (North Central Regional Educational Laboratory, 1977-99:1&10). Therefore, carefully selected multimodal material should be used in attempts to integrate such material into educational programmes.

2.3.2.2 Subtitling in vocabulary and comprehension

Smith (1990) conducted a study to investigate how closed captioned television could be used to help teach English as a Second Language (ESL) to adults

enrolled at the Arlington County Refugee and Education and Employment Program. Her results showed that students spontaneously wrote down the unknown words they saw on the screen. Thus, the presence of captions facilitated the identification of the written forms of unfamiliar vocabulary by the students, and reinforced the meaning in an audio and video format. According to Smith (1990), "students often repeated phrases from the captions over and over to themselves while watching". On subsequent viewing of a program, "they paid attention to the captions, anticipating the spoken text by saying the phrase aloud as soon as it appeared on the screen, even before it was spoken on the audio track". Students used vocabulary from the programme in follow-up discussions and written exercises. She adds that "seeing and hearing the words used repeatedly in the context of a coherent story with video cues made them appear more real, words students could actually use in everyday conversations" (Smith, 1990). She, however, repeats Danan's (2004:71) warning that care must be taken in identifying suitable programming because students approach programmes with varying degrees of linguistic proficiency and familiarity with the cultural contexts involved. This warning should also be heeded at the University of Buea (UB) where newly admitted students usually come from different villages, with different backgrounds and possibly varying levels of language proficiency.

In a similar vein, Rogner (1992:90) conducted a study which was aimed at determining whether functionally illiterate adults participating in a community-centre literacy program could benefit from being exposed to videotapes of captioned television programmes during their efforts to achieve increased sight-recognition vocabulary. He concluded at the end that:

Literacy instruction using videotapes of captioned television programs proved somewhat, though not statistically, more effective in teaching new sight vocabulary words to functionally illiterate adults in a community-center setting than similar instruction without the captioned videotape element (Rogner, 1992:90).

This view is supported by Bean and Wilson (1989), and Gillespie (1981) who demonstrated respectively that subtitling could improve the sight vocabulary of adult literacy students and provide reinforcement for new vocabulary in the second language class by providing a context for its use.

It therefore seems possible from the above discussion that the academic vocabulary of university-level students studying through the medium of English as a Second Language (ESL) or as a Foreign Language (EFL) can be improved if they are exposed to subtitled popular film series for a certain period of time. One limitation in Rogner's study, however, is that there was a lack of experimental controls at the various settings used for the study and the number of subjects used was relatively small (Rogner, 1992).

Some of the earliest observations about the benefits of reading subtitles were made in regard to silent films. Nieratka in 1979 wrote about how pursuing silent films as a hobby prompted him to share his interest with his class. At the end of the whole exercise, word recognition and reading skills were greatly improved which according to him, means that "viewing silent films for the purpose of reading succeeds as an activity simply because it is fun" (Rogner, 1992:39). In addition to this factor, there is a pedagogical bonus. Long known to some reading teachers is the principle that "the more complete the context, the easier the reading". It is clear from studies that students recognize considerably more words in context than out of context (Rogner, 1992:39). This implies that subtitling has tremendous potential in an academic context because it also involves the mode of film that is regarded by most students as fun, thus breaking down motivational barriers as well as negative attitudes towards it.

When Nieratka wrote those remarks in 1979, the phenomenon of captioned television was just starting (Rogner, 1992: 39). Since its introduction on a regular TV series in 1980, it has grown steadily, and has experienced an explosive rate of growth due to "political, legislative, and social factors" (Rogner, 1992:39). It is relevant to point out that:

Many foreign immigrants to the U.S. discovered, often on their own or through discussions with other immigrants, this possible potential of television subtitles to teach people how to read English better. This seems to be an intuitive piece of reasoning for many people (Rogner, 1992:39).

The introduction of subtitling and its educational uses for university students in the present study will expose them to the benefits of television subtitles which could be used to improve their word retention and comprehension ability.

A study conducted by Baltova (1999:1) on Grade 11 core French students, proved that 'bimodal video' is an effective way of enhancing second language (L2) learners' understanding of authentic texts and their learning of content and vocabulary in the L2. Bimodal video is subtitled in the L2 and provides simultaneous exposure to spoken language, printed text, and visual information, all conveying the same message. Baltova (1999:1) further states that "a positive effect is deemed possible even in the case of relatively inexperienced students of the language" (Baltova, 1999:1).

Markham, Peter and McCarthy (2001:439) determined that university-level students learning Spanish as a Foreign Language improved their general comprehension of Spanish-language DVD via the aid of either English captions or Spanish captions as opposed to viewing the same DVD material without captions. Markham (1993 and 1999), demonstrated that caption availability significantly improved university-level ESL students' listening word recognition of English-language video material regardless of the level of pictorial support of the video.

Nir (1984:5) similarly found that children were much better at remembering details in television programmes because "they had to concentrate on what happened on screen while reading the subtitles". Also, Linebarger (2001:288) demonstrated that beginning readers recognise more words when they view television that uses captions.

Bird and Williams (2002:511) established from experiments that same language subtitling (SLS) can qualitatively change the phonological representation of the word in the student's mind – that is, "the text serves to improve recognition of that auditorily presented word, even when the text is not present in later presentations". Even though some sceptics argued that "the improved listening comprehension resulting from the specific context of a captioned audiovisual programme does not necessarily prove students' ability to better comprehend new scenes without captions" (Danan, 2004:70), Bird and Williams (2002) proved that "captioning clearly aids with the phonological visualisation of aural cues in

the minds of listeners, who become more certain of ambiguous input, can more accurately form a memory trace of the words, and can later more easily identify identical sounds without textual support”.

The use of subtitling in vocabulary learning and reading comprehension is further supported by Goldman and Goldman (1988:459), who demonstrated that the use of closed captioned primetime television programmes with high school ESL students and students in remedial reading programmes increased the students' motivation, and resulted in an improvement in their English vocabulary, reading comprehension, and word analysis skills. Specifically important in the context of the present study, Spanos and Smith (1990) found that subtitling makes it possible “to present speech, text and supportive visual context simultaneously, making lessons accessible to students who use different types of learning strategies and can be used with heterogeneous groups of students”.

Another study conducted by Newman and Koskinen (1992:103-104) with bilingual students found that those who watched captioned videos did significantly better on word identification, word meaning, and content learning assessments than students who watched the same videos without captions. These studies suggest that “captioned television is a motivating medium for improving the vocabulary and comprehension skills of below-average readers and bilingual students” (Koskinen, Wilson, Gambrell & Newman, 1993:38).

Outside the classroom, Koolstra and Beentjes (1999:52-53) observed that elementary-age Dutch-speaking students improved their reading vocabulary knowledge by watching a substantial number of Dutch-subtitled English language television programmes at home.

These studies all support the assumption of this study that watching subtitled popular television programmes does not only serve as entertainment but will eventually lead to better reading ability and increased comprehension of the linguistic content of the programme, thereby promoting the use of new words and expressions within context.

In addition to the positive impact of subtitling on vocabulary acquisition, it has been found to improve reading comprehension of first language readers (Koskinen, Wilson & Jensema, 1985:1-7; Koskinen, Knable, Marhkam Jensema & Kane, 1996:369-370). Price (1983) showed that subtitling could facilitate listening comprehension of native-English speech patterns in ESL learners. Huang and Eskey (2000) reported that captions improved university-level ESL students' general reading comprehension, vocabulary acquisition, and listening comprehension, findings that have a direct bearing on the current study.

Closed captioning is effective as an educational tool because it provides the students with three contexts that support word learning: "They simultaneously see the visual image, hear the spoken dialogue or narration, and read the written word in proper sentence form" (NCI, 1992:2).

While much of the original research on captioned television was conducted with deaf or hard-of-hearing persons, some studies have focused on the benefits of using captioned television with ordinary hearing students (Koskinen *et al.*, 1993:38). Most importantly, several studies indicate that captions improve the reading vocabulary and comprehension of school age below-average readers (Adler, 1985; Koskinen, Wilson & Jensema, 1986; Koskinen, Wilson, Gambrell & Jensema, 1987).

These studies suggest that "captioned television is a motivating medium for improving the vocabulary and comprehension skills of below-average readers and bilingual students" (Koskinen *et al.*, 1993:38). They also support the hypothetical notion that simultaneous processing (audio/video/text) improves the learning process (Koskinen *et al.*, 1993:38). In view of this, the current study is based on a sound foundation of related studies, although none of these studies fully explore the impact subtitling could have in an AL course if used actively as an integrated part of the course.

Although general ideas can frequently be made comprehensible through images alone or even 'advanced organizers' such as oral and written summaries or video clips, captions have proven to be more helpful for the comprehension of details

relevant to characters and plot (Danan, 2004; Chiquito, 1995; Chung, 1999). "In terms of comprehension, captions can in fact assist students at different levels of linguistic ability" (Danan, 2004:69). This is supported by Markham (1989:39, 41) who has demonstrated that captions can effectively help students achieve a proficiency level which is higher than their actual proficiency. Furthermore, captions can help with word recognition and vocabulary building (Danan, 2004:69). In fact, captioning was more helpful to vocabulary recognition and acquisition than traditional television watching, or reading while listening (Newman & Koskinen, 1992:101). The intention in the current study is to use subtitles in conjunction with documentaries and dramas, in a bid to prove that they can successfully improve AL levels.

2.3.2.3 Subtitling in language acquisition

Garza (1991:239) conducted research to evaluate the use of captioning (on-screen target language subtitles) as a pedagogical aid to facilitate the use of authentic video material in the foreign language classroom, especially in advanced or upper-level courses. Using Russian and English as target languages, the data collected "strongly supported a positive correlation between the presence of captions and increased comprehension of the linguistic content of the video material, suggesting the use of captions to bridge the gap between the learner's competence in reading and listening" (Garza, 1991:239). Garza (1991:245-246) concluded that:

Captions may enhance the learning of a foreign language by: 1) allowing the student to employ his/her already-developed skills in reading comprehension to help strengthen and develop aural comprehension in order to cope with authentic video materials; 2) increasing the accessibility of the salient language of authentic video materials, giving students the opportunity to understand and enjoy the same types of linguistic input understood by a native speaker of the language; 3) allowing the student to use multiple language processing strategies to accommodate the multiple modalities of input when captions are used; 4) increasing the memorability of the essential language and thus, 5) promoting the use of new lexicon and phrases in an appropriate context.

Some critics, however, "may still contend that even if captioning allows for language gains and improved comprehension, students are not being truly trained to develop their listening skills without written support" (Danan, 2004:70).

In response to these objections, Markham (1999:323-4) proved that “the availability of subtitles during the screening significantly improved the students’ ability to identify the key words when they subsequently heard them again”.

According to Vanderplank (1988, 1990), subtitling provides easier access to the target language (by virtue of the fact that it appears on the screen to be read) resulting in greater comprehension and learning. Vanderplank (1988:272) further demonstrated that “although subtitled programmes may be of limited value for low-level learners, they may provide large amounts of comprehensible input for post-intermediate-level learners as well as promote a low affective filter, and encourage conscious language learning in ‘literate’ learners”. As such, subtitles have a lot of potential at tertiary level due to the literacy level of tertiary students.

In Vanderplank's (1988:274) study, fifteen European and eight Arabic learners of English between high-intermediate and advanced level, “watched nine hour-long sessions of BBC general output television programmes with English subtitles”. Subjects were asked to give various kinds of detailed feedback and to accomplish a number of language-oriented post-activities. The study revealed that subjects had a high level of retention and recall of the language used in the programmes. Consequently, Vanderplank (1988:275-281) concluded that “the use of subtitles may lead to the development of a ‘chunking ability’ in both reading and listening, which in turn may release spare capacity for conscious language learning”. This shows the positive effect of subtitles on learners of a second language. In a similar study in 1990, he concluded that there was evidence, in the form of written tasks and tape-recorded discussions, that:

Paying close attention to the language used in [subtitled] programmes through note-taking or other aids to retention helped subjects produce an altogether higher level of English in terms of accuracy and specificity of language such as correct structure and terminology, and a richer and more varied command of the language of social interaction than their general level of ability in English would have suggested (Vanderplank, 1990:226).

Vanderplank's conclusion here highlights the fact that simple exposure to subtitled programmes may be insufficient for language acquisition. The practical use and value of subtitles must be supplemented in order to obtain concrete positive results. For instance, Vanderplank's suggestion of “paying attention to

the language used in programmes through note-taking” could be implemented in combination with subtitling to obtain the desired results. Therefore, the use of subtitling in programmes at higher institutions as part of an AL intervention could be useful in this respect if introduced in a structured manner.

According to Brown (1992:14), subtitled material has an additional advantage where foreign language material is involved. “Both the visual and aural sides of the material transmit cultural information to the viewer”. In foreign language learning, the aim should not only be to acquire proficiency in the given language but also familiarity with the cultural background for the language. He also found that “subtitled material can contribute to an ‘immersion’ process if the material is entirely in the language being learned”. This is because the students cannot take “the easy way out, which would be available if the subtitles were given in the students’ L1” (Brown, 1992:14). Subtitled television prepares the ground for learning through its prime influence, and provides a multi-media context for the development of language lessons (Brown, 1992:15). Results of a test carried out by Brown (1992:15) after the French ‘immersion’ programme starting in kindergarten, indicate quite clearly that subtitling in the same language as the dialogue shows much more promise, although first language dialogue and second language subtitles also have positive effects. This fits well within the Cameroonian context.

The possibility of learning a foreign language through watching subtitled television programmes is not only highly valued for children, but has also been demonstrated in studies with adults. D’Ydewalle and Pavakanun (1995, 1997:341-342), demonstrated that young and adult viewers are able to learn the meanings of foreign-language words just by watching a very short subtitled television programme. Participants were able to pick up meanings of words from unfamiliar languages, and the comparison between learning from familiar and unfamiliar languages surprisingly showed that both types of languages were learned equally well. These experiments included not only the subtitles in the most common foreign language, English, but also unfamiliar languages such as Hungarian and Chinese.

Children (d'Ydewalle & Van de Poel, 1999) as well as adults (d'Ydewalle & Pavakanun, 1995, 1997; Pavakanun & d'Ydewalle, 1992) appear to be capable of learning the meaning of some words spoken in a foreign language while watching subtitled programmes. In the context of this study, the benefits of vocabulary acquisition illustrated by these studies could prove very useful for AL.

From the perspective of academic study in Japan and in the first attempt to empirically examine the effects of a captioned film on Japanese people, Kikuchi (1997) confirmed the importance of the use of captioned material in learning the English language. The study, which was the first of its kind in Japan, culminated in the compilation of an English-Japanese dictionary for Japanese learners of English.

The present study is similar to Kikuchi's in that it is the first time that such a study is carried out in Cameroon with the aim of using subtitling to improve the AL levels of students.

Within the context of language acquisition, these studies have shown the usefulness of subtitles for bridging the gap between L2 learners' competence in reading and listening. However, Vanderplank (1988:279) underscores the importance of practice when he says: "for students to become proficient in the language, productive practice would also be necessary at very regular intervals". This, in turn, emphasises the integration of extensive exposure to film, with or without text, into AL courses. These studies have provided substantial evidence that subtitling has the potential for enhancing language acquisition (be it foreign or not). Indeed these are all teaching/learning tools or aids needed for the improvement of AL courses, particularly in the context of students studying through a medium other than their first language.

2.3.2.4 Subtitling in language proficiency training and communication

Cardillo (1997:1), in his attempt to evaluate the effectiveness of video and interactive multimedia technologies in improving language proficiency, demonstrated that integrating foreign films into their teaching curricula provided

"a resource for language teachers and created a learning environment that improves second language proficiency at all levels". It should be emphasised, however, that a multimedia programme would probably not have the effect of transforming language learning by itself, and should preferably be part of an existing course.

In a similar study, Borrás and Lafayette (1994) investigated the effects of subtitling during transactional task practice with multimedia courseware on oral communicative performance of fifth-semester college students of French. The study also investigated the effects of task level on oral communicative performance and the interaction between subtitling and task level. According to their findings, subtitling had a significant positive effect on oral communicative performance and on attitude. A shortcoming (similar to Rogner's) in their study is that the sample used was small and therefore failed "to create sufficient statistical power to discern the probably significant effects of the task-level variable" (Borrás & Lafayette, 1994:71).

The USA National Captioning Institute (1992:1) conducted an experiment on seventh and eighth-grade students from Asian and Hispanic language backgrounds which showed that by viewing closed-captioned television, students learning English as a second language (ESL) could 'dramatically' improve their language skills. They were better able to understand word meaning and pronunciation, recognise spelling, and grasp concepts much more quickly than by reading alone. The present study is aimed at capitalising on exactly this aspect, as it uses the multi-modal input resulting from the combination of audiovisual texts and subtitling, most especially because subjects involved in the study are second and foreign language learners of English. Furthermore, some of these students come from areas where there is no television. Most have never seen subtitles before. They will for the first time have the opportunity to further develop a second or foreign language being aided by watching the visual image, hearing the spoken dialogue and reading it (in written form) on the screen.

Indeed, one of the problems usually faced by university students in the area of AL is being able to communicate in a number of contexts at the University. According to Butler (2007:8),

Students often find it difficult to relate their language (and academic literacy) ability to the academic and disciplinary cultures at university...Students coming from disadvantaged backgrounds experience even greater difficulty in coping with what is sometimes a totally new experience for them.

Subtitling creates a learning environment that may improve language proficiency at all levels: it improves vocabulary and reading comprehension. It also has a positive effect on oral communicative performance and results in better levels of retention and recall of the language used in the subtitled programmes. It would seem from these studies that subtitling does have the potential to improve a variety of aspects of academic literacy. These will be tested in the empirical section of the present study.

According to Brown (1992:9, 11):

The subtitles serve at least two purposes: firstly they focus the students' attention and to some extent prepare them for the sounds emanating from the actors. Secondly, they are a source of instant verification of what the students think they heard and they provide immediate feedback, something which provides an incentive to the learner. They also enable the viewers to develop strategies to take advantage of the extra input from the subtitles.

The use of subtitling appears to have many potential benefits, including the idea that its use enables viewers to develop techniques with which they could take advantage of the extra input. University students could therefore, with the help of instructors or teachers, identify problem areas (areas of AL in which they are weak) and address them with the aid of subtitling where and if applicable. The model to be developed in the current study will specifically focus on those areas of AL that show significant improvement in the empirical study.

As already mentioned, there are a number of positive aspects related to using subtitled material for educational purposes: it fosters a positive and enthusiastic attitude towards its use; students often experience positive feedback which reinforces their interest and desire to repeat similar experiences; subtitled material delivers information via three channels (sound, video and subtitles)

which hopefully can supplement each other, allowing individual pupils to grasp the presented material using the learning strategy they prefer.

From all the studies discussed above, it is clear that subtitling is indeed an educational instrument that contains immense potential to achieve a number of goals in the educational sphere.

Although there are some pedagogical objections to the use of subtitles because they are perceived as hindering the development of receptive skills (Danan, 2004:69), various studies have demonstrated the positive effects of captioning on productive skills such as verbatim recall and retention, reuse of vocabulary in the proper context, as well as communicative performance in specific oral and written communication tasks (Vanderplank, 1988; Baltova, 1999; Garza, 1991; Borrás & Lafayette, 1994; Newman & Koskinen, 1992; and Danan, 2004).

2.3.3 A critical analysis of the use of subtitling in tertiary academic contexts

In this section, a number of relevant studies are discussed in order to present a critical view of the use of subtitling in tertiary academic contexts. These studies are selected based on the fact that they are concerned with students in higher education, which is also the context of the current study. Furthermore, the presentation of the studies below is not dependent on the chronology since each aspect is relevant to the current study irrespective of its timing.

In order to determine how these studies could contribute to informing the methodology of the current study, the following section will provide a critical analysis of a selection of these studies.

2.3.3.1 Garza's study (1991)

Garza's (1991) study was aimed at evaluating the use of captioning (on-screen target language subtitles) as a pedagogical aid to facilitate the use of authentic video materials in the foreign language classroom, especially in advanced or upper-level courses at university level. His study employed contemporary

American English and Russian as target languages. Seventy ESL university students and 40 university students of Russian as a second language took part in the study. All testing sessions were done in classrooms. Accordingly, 35 students viewed the English video segments with captions, and 35 without captions; 20 students viewed the Russian segments with captions, and 20 without captions. Each testing session lasted approximately one hour. The segments were viewed twice. In all, a total of 10 testing sessions were held within one month (Garza, 1991:243). The aspects tested in this study were reading comprehension, word analysis, listening comprehension and the generalizability of ESL data (at least in subtitling studies) to other foreign languages. The study concluded that captioning may help teachers and students of a foreign language “bridge the often sizable gap” between the development of abilities in **reading comprehension and listening comprehension**, “the latter usually lagging significantly behind the former”. The study also revealed the ambiguous aspect of the generalizability of ESL data for other foreign languages since it all depends on the level of language competence and proficiency of the participants during the testing sessions (Garza, 1991:245-246). A sample of 110 students in four groups was used in Garza’s study. It is envisaged that the current study will employ a sample of 400 students in five groups.

In the context of the current study, Garza’s study could be said to have the following limitations:

- The duration of the study which lasted for merely a month was too short for the students to have enough time to get used to the captions and study material. The duration of four months to be used in the current study will provide more prolonged exposure and will hopefully allow 400 students to get used to this mode.
- Garza’s study tested reading comprehension, word analysis, listening comprehension and the generalizability of ESL data. The current study will test a broader spectrum of AL abilities: recognition of text relations; academic vocabulary; visual and graphic literacy; recognition of different text types and registers; reading comprehension - recognising metaphorical language; classification and comparison; making inferences;

distinguishing between essential and non-essential information; as well as recognising the correct word order and sentence construction.

- Generalizability which was probably not possible in Garza's study since the test was done only within one month, may be possible in the current study which will be done during one whole semester (four months).
- Also, the fact that each video segment was viewed twice detracts from the generalizability of the data as it does not correspond with real-life experience of subtitled material.

2.3.3.2 Bird and Williams' study (2002)

Similarly, Bird and Williams (2002:509) assert that same-language subtitled programmes enable learners "to comprehend authentic video programmes while maintaining [or acquiring/exercising] a target language learning environment". Bird and Williams (2002) carried out two experiments to examine the effect of single modality (sound or text) and bimodal (sound and text) presentation on **word learning**, both as "measured by improvements in spoken word recognition efficiency and recognition memory" (Bird & Williams, 2002:509). The aspects tested here were **word learning and word recognition**. The subjects in the first experiment were 16 native speakers of English and 16 non-native speakers of English (12 Spanish and four Italians). The native speakers were all university educated. The non-native speakers were "recruited from a local language school and from the school's highest proficiency group, as determined by the school's proficiency test scores, roughly equivalent to subjects near the pass level in the Cambridge Proficiency examination" (2002:510). In the second experiment, the subjects were 24 advanced learners of English recruited from the same local language school (20 Spanish, three Italians and one Chinese). Each subject was tested individually in a quiet room. The study concluded that same language subtitling improves listening comprehension and facilitates word learning and comprehension. Although the non-native students (16) who took part in Bird and Williams' (2002) study were not university students, their proficiency levels however, were almost equivalent to the pass level in the Cambridge Proficiency examination. Furthermore, the study was done in the Cambridge University Research Centre for English and Applied Linguistics, a tertiary academic context.

Although Bird and Williams (2002) proved that same language subtitling improves phonological visualisation of aural cues in the minds of listeners and eases word learning and comprehension, the study presents the following weaknesses:

- The exact duration of the study was not specified but the fact that the whole study was divided into three phases which were conducted continuously from the first to the third phase, with a 1.5 second inter-stimulus delay and short breaks of three minutes in between, indicates that the whole experiment may have taken less than one hour to complete. This means that the students did not have enough time to master the mode, similar to Garza's (1991) study. In the present study, it is envisaged that the experiment will be embedded into the AL course and run over a longer period of up to four months.
- Bird and Williams (2002) used an even smaller sample (56 subjects) than Garza (1991) who used 110 students. As earlier mentioned, these samples are relatively small, which makes generalisation of the results difficult. As mentioned previously, the current study will employ a sample of about 400 students.
- Bird and Williams (2002) tested listening comprehension, word learning and comprehension, almost similar to what Garza (1991) tested. As earlier said, the current study will test a wide range of abilities as indicated in Section 2.3.3.1.

2.3.3.3 Markham and Peter's study (2003)

In the same vein, Markham and Peter (2003) carried out a study with the purpose of examining "the effects of using Spanish captions, English captions, or no captions with a Spanish language soundtrack on intermediate university-level Spanish as a Foreign Language students' listening/reading comprehension" (2003:331). A total of 213 intermediate, university-level Spanish as a Foreign Language students participated in the study. The students were enrolled in nine independent sections of an intermediate level (fourth semester) Spanish course and participated as intact groups. The students were placed in this fourth

semester course either by progressing through the normal university course sequence or by taking a placement examination. The Spanish Department's placement examination is administered on-line and takes approximately 45 minutes to complete. The examination content includes items addressing reading, writing, listening, vocabulary and grammar. The listening passage consisted of a DVD episode of seven minutes. The students were exposed to one of three treatment conditions: English captions, Spanish captions, or no captions. Each classroom group saw the DVD episode only once. The data collection process took place during the regularly scheduled class periods in the normally assigned classrooms. The aspect tested in this study was basically listening/reading comprehension and the study concluded that the use of multilingual captions enhances **second language listening and reading comprehension** of university students and by projection, secondary-level foreign language students (Markham & Peter, 2003:339).

Markham and Peter's (2003) study presents the following shortcomings:

- The experiment was based on a placement examination administered on-line for 45 minutes with a listening passage of a DVD episode of barely seven minutes. Again, the exposure time was too short to allow these students to get used to the exercise. Furthermore, the administration of the examination on-line might not have provided sufficient instructions/explanations or supervision whereas direct classroom contact as envisaged in the present work will hopefully take care of such a shortcoming.
- A sample of 213 students was used but it is envisaged that about double this number will be used in the present study.
- Similar to Garza and Bird and Williams, Markham and Peter (2003) tested only listening/reading comprehension abilities whereas a variety of abilities will be tested in the current study.

These studies have highlighted the fact that exposure to subtitled material, even over a relatively short period of time, leads to the development of abilities such as listening and reading comprehension, as well as word recognition, second

language listening and acquisition. Likewise, other abilities not listed here such as writing, speaking, etc., could also be tested in similar experiments.

In line with these studies, the current study seeks to prove empirically that exposure to subtitled video, when embedded into the curriculum for a period of time, can improve the AL levels of students at a tertiary institution in Cameroon. Furthermore, the current study intends to design a model with the objective to identify the weaknesses or problem areas faced by students in AL and use subtitled video material to redress them. The model will include a wide range of AL, taking into consideration the identified problem areas and socio-cultural backgrounds of the students involved.

As further motivation in terms of the attitude of learners to subtitles in the learning programme, Vanderplank (1988, 1990) demonstrated that subtitles were valued by learners, because they increased comprehension, 'unlocked' accents, dialects and humour and drew learners' attention to unfamiliar phrases and words (Vanderplank, 1988:280-281). This aspect in particular makes it a valuable aid in classrooms where the often formal register used, adds to the confusion of learners to whom the medium of instruction is their second or even third language.

Vanderplank's and Kothari's findings in particular identify the possibilities contained by the subtitling of popular television, since this mode has the potential to expose students to various aspects of language in use.

2.3.3.4 Vanderplank's study (1988)

Vanderplank (1988) carried out a study with the aim of investigating the potential benefits to be gained in terms of language learning from watching subtitled programmes. Twenty-three subjects took part in the study. The study group was a group of 15 European exchange students studying English language, translation, and interpreting in the Department of Languages, Heriot-Watt University, Edinburgh. They varied in English-language level from high-intermediate to post-proficiency (highest level of proficiency). The use of video

tapes before the study had indicated that “all subjects had difficulty in following general output programmes and lacked confidence in watching television programmes” (Vanderplank, 1988:274). In addition to the study group, a group of eight Arabic-speaking students, varying in English-language level from low-intermediate to advanced, were shown some of the same subtitled material as the study group. The material consisted of a selection of programmes from BBC general output. These programmes were chosen to represent “a wide variety of genre, accent, presentation, content, style and pace” (Vanderplank, 1988:274).

The subjects watched the subtitled programmes for one hour each week for nine weeks. The findings suggested that:

- “subtitled programmes may be of limited value for low-level learners, but may provide large amounts of comprehensible input for post-intermediate-level learners” (Vanderplank, 1988:272).
- “learners themselves develop strategies for deriving benefit with minimum guidance, but do need regular viewing of varied and well-selected programmes in order to maintain these strategies and to remain fully engaged in their viewing” (Vanderplank, 1988:278).

What Vanderplank emphasises in this study is that careful steps have to be taken if subtitling is to be introduced in school as part of the curriculum. It is a process that needs special programmes and should be introduced gradually. With television watching “learners need to be able to develop their own conscious, critical faculties and their ability to draw language from programmes and build it into their own competence” (Vanderplank, 1988:278).

The limitations of this study are that:

- The sample (23 students) used is very small and the exercise is not an integral part of school curricula as envisaged in the current study.
- Learners have to “develop their own conscious, critical faculties and their ability to draw language from programmes and build it into their own competence” (Vanderplank, 1988:278). The process takes time to adapt to, except when the learners are already used to subtitled programmes.

Learners who are not used to subtitled programmes may easily give up the process if they are not encouraged.

Vanderplank's (1988) study highlights the potential benefits to be gained in terms of language learning from watching subtitled programmes. It is important to point out that although the context of Vanderplank's study (conducted with European and Arabic students in Scotland) is different from that of the current study that focuses on ESL and EFL students in Cameroon (with its 279 indigenous languages), some of Vanderplank's methodological principles could be employed productively in the current study. This study will build on Vanderplank's principle of exposure to subtitling over a prolonged period of time. Twelve sessions, one per week, for a duration of 12 weeks will be used as part of the AL course at UB. Vanderplank's study is further useful in distinguishing between the language proficiency levels of different learners exposed to subtitles. Similarly, the current study distinguishes between Francophone students who could be considered "low-level learners" of English as a foreign language (EFL) and Anglophone students as "post-intermediate-level learners" of English as a second language (ESL).

2.3.3.5 Markham's study (1999)

Markham (1999) did a study to examine the effects of captioned videotapes on advanced, university-level ESL students' listening word recognition. A total of 118 ESL students participated in the study. The videotaped material consisted of two excerpts from educational television programmes. The first episode (13 minutes) presented marine biology information on whales. The second episode (12 minutes) consisted of a discussion between two people in an interview format about the history of the civil rights movement in the United States. A separate 50-item listening multiple-choice test was developed for each of the two videos. According to Markham (1999:326), "the educational importance of this considerably more formal study is that university-level ESL students clearly derive substantial listening (specifically word recognition) benefits from viewing second-language captioned video material". This finding extends the value of captioned video material beyond the enhancement of "second-language reading

and listening comprehension to second-language listening word recognition". Markham (1999:327) further suggests that second-language teachers should reflect more on "the potential value of using captions for a variety of second language pedagogical purposes". For instance, target language captions can be used to improve both listening and reading comprehension. Particularly, orally fluent second-language students can perfect their reading word recognition and comprehension abilities with second-language captions; and "struggling second-language listeners with solid reading abilities can use the second-language captions to develop their listening abilities as was demonstrated in the investigation".

In summary:

- Markham's study was done within the context of language proficiency training by examining the effects of captioned videotapes on advanced, university-level ESL students' listening word recognition.
- Markham's study has been analyzed here specifically because it involves university level students and second language learning, and as such, it addresses a number of aspects that are also central to AL contexts, and therefore provides a number of important pointers for the current study, and in particular for the model that will be presented in Chapter 5.
- Most importantly, the use of subtitling as an aid in **contexts such as academic contexts, specifically related to AL**, was demonstrated by Koskinen *et al.* (1996), Cardillo (1997) and Weasenforth (1994).
- Markham's study clearly showed that the availability of subtitles during the screening considerably improved the students' ability to identify the key words when they afterwards heard them again (Markham, 1999),
- However, similar to the previous studies, the time duration of 27 minutes used for the experiment was very short and the sample of 118 students was small when compared to close to 400 participants anticipated for the current study.

2.3.3.6 Cardillo's study (1997)

Cardillo (1997) carried out a study which aimed at "evaluating the use of video and interactive multimedia technologies as pedagogical instruments to enhance the use of films in the foreign language classroom". The participants of this study were 20 students from an all-girls private high school in upstate New York, the majority of whom had completed three years of high school French. All the students in the experiment completed a questionnaire and took a vocabulary and grammar pre-test. The students in the control group each watched an English subtitled video of the French film, "Le Retour de Martin Guerre". All the students retook the grammar and vocabulary test after either watching the video or using the multimedia programme. They also completed a post-session questionnaire concerning their perceptions of interactive multimedia technologies. According to Cardillo (1997:177), "a multimedia programme permits simultaneous viewing of picture, text and reference tools in conjunction with the audio, thus unifying these learning aids in a powerful way".

In summary:

- Cardillo demonstrated in his study that integrating foreign films into foreign language teachers' curriculum provided a resource for language teachers and created a learning environment that improves second language proficiency at all levels.
- Again, the sample of only 20 students used in Cardillo's (1997) study was rather small when compared with the numbers envisaged in the current study.
- Also, the time-lapse between pre-test and post-test was too short and probably resulted in interference in the data.

2.3.3.7 Weasenforth's (1994) study

Weasenforth (1994:1-27) investigated "the attitudes of adult university students of English as a second language (ESL) toward the use of closed captioned television (CCTV) as an instructional tool". A total of 51 intermediate level and 55 advanced level students of ESL in classes using CCTV were given a

questionnaire about their views on the method, and 11 faculty members answered a questionnaire about “student responses to CCTV, their own experiences with it, and problems associated with its use”. Each group of students was “heterogeneous with regard to ethnic identity, native language, and field of study” (Weasenforth, 1994:1). For approximately 62% of the students, the use of captioning in a classroom was a new experience. The results of the study showed that “more advanced students preferred uncaptioned television”, which was contrary to the teacher’s perceptions. Most students at both proficiency levels felt CCTV was helpful to some extent.

In summary:

- The study suggested that “advanced students liked uncaptioned television because of more proficient listening skills; more intermediate students found captioning distracting” (Weasenforth, 1994:1). These views, to some extent, may also be due to technical problems with CCTV use, textual faults in the materials, teacher attitudes and the insufficient duration of the experiment.
- Furthermore, the study was not embedded in the curriculum of the educational institution (like in the current study) and the advanced level students of ESL preferred uncaptioned television probably due to their ‘high proficient’ listening abilities.
- In the current study only freshmen will be used. In addition, subtitles will be used as part of the curriculum and not as a separate experiment.

The use of subtitling as a teaching/learning tool should be supported by modern and appropriate technologies available in order to avoid technical problems related to the equipment and the material in use. Such problems may discourage those students who have a negative attitude towards subtitling, especially when they are introduced to it for the first time. Vanderplank (1988) noted that people who are not used to captioning may be resistant to them at first and that it may take time to get used to them. He suggested that students need to develop strategies to adapt themselves to the use of captions and proposed a model of viewers’ processing of information (Vanderplank, 1990). Weasenforth (1994:21) recommends that students’ development of strategies for processing captioned

texts should be facilitated because it could be that “students at different proficiency levels exploit captions differently” (Weasenforth, 1994:22).

Part of the experiment that will be carried out in the current study is similar to Weasenforth’s study. For example, the current study involves a scenario at UB where admitted students may potentially come from 279 different first languages and backgrounds. Introducing subtitling to them for the first time could be very frustrating. The advantage here, however, is that the majority of these students may also be excited to experience subtitled material for the first time. It is also possible that even students with a negative attitude would become used to viewing subtitled material and, consequently, change their attitude towards it (see Vanderplank, 1988).

Although many of the studies reported on in this chapter have explored a number of aspects relevant to this study, the current study will be unique in that a large representative sample of students in Cameroon in the context of AL support within a multilingual and multicultural environment at tertiary level will be used. The small sample size reported in most of the studies in this chapter could be seen as the principal limitation that makes generalisation of the results to other contexts difficult.

2.4 Conclusion

The main aim of this chapter was to present a critical discussion on literacy, AL and ALP with specific reference to the sometimes opaque and overlapping nature of issues usually associated with these terms. It further situated the current AL intervention at the UB within the context of recent studies on AL development. An overview of languages (English, French and CPE) and ALP in the Cameroonian context was presented, as well as a critical analysis of the use of subtitling in tertiary academic contexts.

The methodologies used in what were considered important studies were analysed and any limitations identified. Possible strategies to avoid such weaknesses or gaps in the current study were highlighted.

It should be noted that this study intends to determine the impact of subtitling on AL levels, but also to establish whether specific aspects of AL ability are improved significantly by exposing students to subtitled audiovisual material. Only once that has been established can one proceed to the development of a model.

Although a number of studies have investigated the impact of subtitles on aspects such as reading comprehension, vocabulary acquisition, etc., none of these studies have done so to serve as background for the development of an integrated model for the use of subtitling in AL interventions as this study proposes to do.

Chapter 3 Research methods

This chapter discusses important aspects regarding the research methodology employed in this study. The methodology is elaborated here with a focus on the following issues:

- the pilot study
- the design used
- the characteristics of the subjects
- the instruments used
- the collection and administration of data
- the analytical techniques used.

3.1 Pilot study

In order to ensure that the study is viable, a pilot study was conducted in the language laboratory of the University of Buea during the first and second semesters of the 2005/2006 academic year. The study involved only first-year students (freshmen). Its objective was to determine whether subtitled popular films hold the potential to improve the AL levels of students.

3.1.1 Subjects

One hundred and fifty students were tested in functional English (English lexicology, English usage and writing practice) at the beginning of the first semester. A locally developed examination specially tailored for the experiment was used in this pilot study. The same group was then given the examination at the end of the semester as a post-test. The time that elapsed between the pre-test and post-test was four months. The students were divided into 3 groups: a test group who saw subtitled films (G1), a test group who saw films without subtitles (G2), and a control group who did not see films (G3). Ultimately, only the results of 39 students out of the 150 originally tested were used, since these 39 were the only ones who watched all 3 films and/or also did the post-test (in the case of the control group).

3.1.2 Material

The two UB language laboratories were used for the film shows and the post-tests since it was easier to control the students in these venues. Each language laboratory has a big screen and a DVD player. Three popular films were used with and without subtitles. The titles of the films were: *The Parent Trap* (Swift & Maxwell, 2005), *Left Behind* (Sarin, 2001) and *Hotel Rwanda* (George, 2005).

The film, *The Parent Trap*, is the story of twins who were separated at birth and reunited at a summer camp. This film could be classified as a romantic comedy that should be accessible to a large section of the population due to the simple plot. It is a film for all social classes and it is, to some extent, timeless because it contains a variety of elements from which each viewer can learn. It is a mixture of various comedy and romantic styles, as well as dramatic moments. That is why it was chosen for this experiment.

The story of *Left Behind* by Vic Sarin (2001:1) can be summarized as follows: Millions of people around the world suddenly disappear leaving their clothes, wedding rings, spectacles and shoes wherever they were. This situation causes confusion, accidents and traffic jams everywhere. This film could also be classified as a popular drama with an accessible plot.

Hotel Rwanda by Paul Rusesabagina (2005:1-2) deals with the tumultuous political situation and genocide in Rwanda in the 1990s. Being so close to home, the story is particularly accessible to students in Cameroon - the majority of UB students followed the story behind *Hotel Rwanda* on radio news. The engrossing plot also meant that this film was eminently suited for the experiment.

3.1.3 The study

The purpose of the study was to evaluate the effect of popular films with and without subtitles on the academic literacy levels of freshmen at the University of Buea in order to validate the further study of this aspect. G1 had 12 students, G2

had 10 and G3, 17. G1 watched the 3 films with subtitles. G2 watched the same films without subtitles. G3 watched no films.

3.1.4 Findings

3.1.4.1 Comparing G1, G2 and G3 in terms of means and variances

The following table presents the various means and variances for G1, G2 and G3 before and after the film shows:

Table 3.1: Comparing means and variances of the pre-test and the post-test

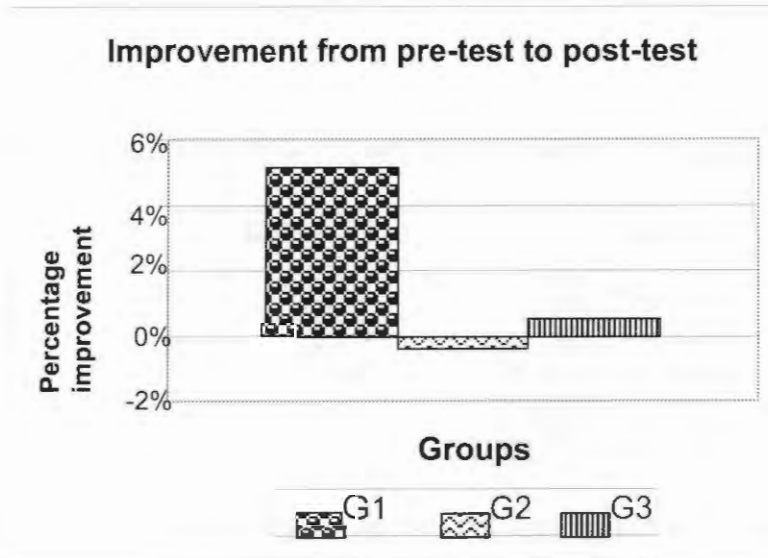
<u>Pre-test</u>	<u>Post-test</u>	<u>Difference</u>
Mean1=53.61	Mean1=58.72	5.10
Mean2=55.43	Mean2=55.04	-0.39
Mean3=47.88	Mean3=48.38	0.50
Variance1=47.59	Variance1=92.39	44.79
Variance2=71.52	Variance2=85.43	13.91
Variance3=19.69	Variance3=22.20	2.51

Looking at the various means of the groups before and after being exposed to the series of films, it is clear that G1 (the test group with subtitles) improved by an average of more than 5%, whereas G2 (the other test group) did not change that much (and even did slightly worse in the post-test). G3 which did not watch any films at all, improved very little too.

The differences in variances between the pre-test and post-test for G1 (44.79), G2 (13.91) and G3 (2.51) indicate levels of improvement for each of these groups. G1 shows the biggest improvement followed by G2 and then G3. The difference between the post-test and pre-test variances for G2 is positive even though that between the means for the same group is negative. This is due to the fact that variances are always squared and therefore can never be negative (Webster, 1992:70-75).

3.1.4.2 Comparing the improvement per group between pre-test and post-test

Graph 3.1: The distribution graph for percentage improvement of each of the three groups from pre-test to post-test



In terms of percentage improvement, it is evident from the graph that G1 shows a very high level of improvement while the level of improvement for G3 is very low. G2 on the other hand, has a negative level of improvement which means that its performance in the post-test decreased as compared to that in the pre-test. To see whether this apparent difference in levels of improvement is significant, the results of t-tests on the data need to be considered.

Table 3.2: T-test of individual groups, pre-test and post-test

	Significance (2-tailed)
Pre-G1 & Post-G1	0.026
Pre-G2 & Post-G2	0.842
Pre-G3 & Post-G3	0.601

From the t-test table, it can be deduced that G1 ($p < 0.05$), who saw films with subtitles, showed a statistically significant improvement whereas the other two

groups did not show any significant improvement (also see the statistical analysis in Appendix B). This evidence, although preliminary, is sufficient to indicate that the research holds merit and it supports the hypothesis that the intervention of subtitling could indeed make a positive contribution in AL courses, even if the examination that was used was not a standardised assessment.

3.1.4.3 T-test for comparison between groups

Table 3.3: T-test for comparison between groups

	Significance (2-tailed)
Pre-G1 & Pre-G2	0.710
Post-G1 & Post G2	0.582
Pre-G1 & Pre-G3	0.013
Post-G1 & Post-G3	0.004
Pre-G2 & PreG3	0.051
Post-G2 & PostG3	0.105

A comparison between G1 (the test group that saw subtitled films) and G2 (the test group that saw films without subtitles) shows no statistically significant difference ($p > 0.05$ and $p > 0.05$). However, comparing G1 and G3 (control group) reveals some significance ($p < 0.05$ and $p < 0.01$). There was no statistical significance between G2 and G3 in the post-test. This seems to confirm the hypothesis that film with subtitles will improve students' levels of AL.

3.1.4.4 Comparing the improvement of G1 and G3, G2 and G3

Table 3.4: T-test for comparison between improvement of G1 and G3

	Levene's Test for Equality of Variance		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	4.387	0.046	2.27	27	0.031	4.602
Equal variances not assumed			2.07	16.14	0.055	4.602

Table 3.5: T-test for comparison between improvement of G2 and G3

	Levene's Test for Equality of Variance		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	2.74	0.11	-0.47	25	0.645	-0.89588
Equal variances not assumed			-0.42	13.695	0.682	-0.89588

A comparison in improvement between G1 (the test group that saw subtitled films) and G3 (the control group) in Table 3.4 reveals statistical significance between the two groups ($p < 0.05$ if equal variances are assumed). However, comparing G2 (the test group with unsubtitled film) and G3 (Table 3.5) shows no statistical significance ($p > 0.05$ if equal variances assumed and also $p > 0.05$ if equal variances not assumed). This means that the subtitled films had a statistically significant impact on G1 which viewed the films with subtitles, as compared to G2 which viewed them without and G3 which viewed no films.

Having demonstrated in the pilot study that subtitles could effectively improve AL levels of students at UB, we now proceeded with the experiment proper for the current study.

3.2 Design

A true experimental design was used, in which the students were randomly assigned to the following five treatment groups: A4Dm-S (G1), A3Dm+S (G2), C3Dc-S (G3), C2Dc+S (G4), and L4None (G5). The population was approximately 5200 first-year students (at the University of Buea in Cameroon) pursuing the academic literacy programme in English. Five groups of approximately 80 students each were chosen randomly from a total of 65 groups for the experiment. Sampling was random and constituted approximately 7.7% of the population. Two groups watched twelve weekly episodes from a US drama series, *Law and Order* (Jankowski & Penn, 2004), one group with subtitles, the other without subtitles. Two groups watched twelve weekly episodes from two BBC documentary series, *Himalayas* (Davidson & Mills, 2004) and *Egypt* (Fairfax, 2006), one group with subtitles, the other without subtitles. The fifth group was not exposed to any audiovisual material and was used as the control group. A summary of the groups and types of films watched is as follows:

G1: Drama, no subtitles

G2: Drama, subtitles

G3: Documentary, no subtitles

G4: Documentary, subtitles

G5: No film

3.2.1 Audiovisual material

The films shown were popular dramas and documentaries. There were two reasons for using these genres. Firstly, one had to consider the availability of material, which means that readily available genres and formats had to be selected, and secondly the study is also aimed at determining whether there is a difference in terms of AL gains between groups exposed to these two genres.

Furthermore, in order for the subtitles to be useful, the language should be accessible to students and the subtitles should be clear.

Law and Order

The story as presented by Parvin (2004:1-2) is summarised as follows:

Law and order consists of a series of drama and crime episodes. Each DVD contains 6 to 8 episodes of about 50 to 60 minutes. The main actors are generally the same in all the episodes of a particular season. The set of episodes used in the current study is known as the *second season*.

Generally, the show follows a crime, usually adapted from current headlines, from two separate viewpoints. The first half of the show concentrates on the investigation of the crime by the police and is characterised by informal language (such as New York street slang), a fast pace as the detectives investigate the crime, and fast editing supported by the use of a hand-held camera. The second half follows the prosecution of the crime in court. Here the pace is slower, but the language is more formal. The editing is also less fragmentary. The police investigate a murder case or crime and then hand it over to the New York District Attorneys Ben Stone (Michael Moriarty), Paul Robinette (Richard Brooks) and their superior D.A. Adam Schiff (Steven Hill). The English spoken in these episodes is American English.

Himalayas

This 2004 BBC television series records comedian and travel presenter Michael Palin's six-month trip across the Himalaya mountain range. According to Li (2005:1), *Himalayas* is a series of documentaries, six parts of about 60 minutes each with commentaries by Michael Palin. The words in this set of documentaries are very clearly pronounced. The English used is standard UK English.

Egypt

Egypt is a documentary from the BBC focusing on three of the most important discoveries from ancient Egypt, including Howard Carter's discovery of Tutankhamun's tomb, Belzoni's discovery of artefacts dating from the time of Ramesses II, and Champollion's deciphering of the ancient Egyptian hieroglyphic system. At the same time, the documentary travels far back in time to explore the distant world of the ancient Egyptians, including their art, culture, politics and society. It features performances from Andrew Sachs, Matthew Kelly, Caroline Langrishe and Laurence Fox, among many others.

Similar to the *Himalayas* documentary, the words in the documentary *Egypt* are very clearly pronounced. Like in the other documentary, this BBC documentary is presented in standard UK English.

3.3 Subjects

The subjects employed were freshmen who had just been admitted into the University of Buea in the first semester of the 2006/2007 academic year. These students usually register for the ENG101/102 courses in a perfectly random manner. All the students for these courses were assigned to 65 groups of about 80 each. During registration, individual names were entered onto the group lists in the order in which the students arrived. Once a group list had 80 names, it was put aside and the next list was used. Five groups of students were then chosen randomly from these 65 groups for the experiment, with the only criterion being that each group should, as far as possible, have an approximately even distribution of Anglophones and Francophones. A more comprehensive description of the subjects follows in Chapter 4 where the results are discussed.

Permission to carry out this experiment was obtained from the University authorities through the Dean of the Faculty of Arts (see signed letter in Appendix D).

Under instruction from the Dean of the Faculty of Arts, the Coordinator for the ENG101/102 academic literacy courses informed the subjects about the fact that their groups were going to be used for what was now known as the 'ENG101/102 project' at the University of Buea (UB). The subjects were informed about the experiment and the rationale for this type of experiment. They were also requested to move to a different group if they were not interested in taking part in the project. It was necessary for the subjects to decide on their own and before the start of the film shows, whether to take part in the experiment or not since the film shows were going to be part of their curriculum for that semester (four months). The students who eventually took the decision to participate in the study had to sign an attendance list at the beginning of each screening event to indicate their willingness and consent to participate in the study. These forms were later used to check each student's effective presence and participation in the study. This was done on a weekly basis (see Appendix E).

The experiment was conducted during the 2006/2007 academic year and involved the use of the Test of Academic Literacy Levels (TALL) that was jointly developed by three South African universities, the University of Pretoria, North-West University and Stellenbosch University, as pre-test and post-test. This is a standardised test with established reliability.

3.4 Instrumentation

3.4.1 Material and logistics

Large television sets equipped with DVD players and films⁵ in DVD format were used for this part of the study with same language subtitling (SLS) in the case of Group 2 and Group 4 (each episode was shown to these two test groups with the original English soundtrack as well as English subtitles, originally intended for deaf viewers).

⁵ Although this study made use of two types of television shows or programmes, originally broadcast as television series (drama and documentary series respectively), the generic term 'film' will be used to include audiovisual material such as feature films, films for television, and other television formats such as soap operas, drama series, situation comedies, documentaries and so forth that could also be used in subtitled form for similar purposes.

Group 1 (A4Dm-S) was the one test group for popular dramas. This group watched 12 episodes from season 2 of *Law and Order* (Jankowski & Penn, 2004) without subtitles. Group 2 (A3Dm+S) was the other test group for popular dramas. The group watched the same episodes as Group 1, with subtitles. Group 3 (C3Dc-S) was the one test group for documentaries. This group watched episodes from two BBC documentary series, *Himalayas* (Davidson & Mills, 2004) and *Egypt* (Fairfax, 2006), without subtitles. Group 4 (C2Dc+S) was the other test group for documentaries. The group watched the same episodes as Group 3, with subtitles. Group 5 (L4None) was the control group that did not watch any of these programmes. Each episode was approximately 50 minutes long.

3.4.2 Procedures

The selection of the students in each group was random and done during the registration as explained above. The students in all five groups were given the Test of Academic Literacy Levels (TALL) during the first semester (prior to their exposure to the films).

In order to simulate the incorporation and integration of film (with and without subtitles) in an AL programme, an open class discussion was held with the students in groups 1 to 4 after each particular episode under the guidance of the lecturer to reinforce any learning that might have taken place. These discussions were also linked to the current ENG101/102 curriculum. The discussions were also intended to decrease the interference of students who watched a lot of television or films in general. At the end of the 12 sessions, a post-test was given to all five groups using the same TALL that was given to them as pre-test. Questionnaires were also completed by all participants from the 4 groups that viewed the films (with or without subtitles) to determine their experience and perception of the role of films and subtitling in the curriculum. Interviews were conducted to supplement the ongoing observations by the researcher as well as the weekly discussions. The pre-test and post-test were written approximately four months apart.

3.5 Data collection procedure

Data used were collected from the TALL pre-tests, the TALL post-tests, the questionnaires, interviews and observations. Data collected from the TALL pre-tests and the TALL post-tests processed in terms of a comparison between Anglophones and Francophones were also used. Biographical data (i.e. age, gender, geographical location and language) were obtained from the academic administration.

3.5.1 The Test of Academic Literacy Levels (TALL)

According to Butler (2007:150), the Test of Academic Literacy Levels (TALL) consists of a series of question types (7 sections) that are presently used by the Universities of Pretoria, Stellenbosch and North-West in South Africa to establish the AL levels of mainly freshmen at these institutions. This test was also used in 2006 for first-year students in the Faculty of Medicine – Medunsa Campus – of the University of Limpopo (Butler, 2007:150). Test development sessions take place yearly, where the test for the following year is jointly developed by staff from these three institutions. Students of these three universities write this test either in English (TALL) or Afrikaans (TAG) – the two languages of learning at these universities. According to Butler (2007:150), “[t]his is a typically low to medium stakes test since it is not used for admission purposes, but identifies students' level of risk with regard to their functional AL”.

The students who are normally identified by the test as being 'at risk' regarding their level of AL are obliged to register for an AL course aimed at helping such students succeed with their studies (Butler, 2007:151). The first version of TALL/TAG was jointly produced by the three universities during 2002/2003 and was administered for the first time in 2004. The TALL has consistently measured at “an average reliability (measured by Cronbach's α) of above 0.9 across the three administrations mentioned above (and across three different versions of the test based on the same construct) for the period 2004-2006” (Butler, 2007:151). For this study, the test developed for 2004 was used.

The requirement at the University of Buea (UB) for admission in relation to AL is a pass at the General Certificate of Education (GCE) Ordinary Level for English language. Since there was no standardised test for the assessment of AL available at UB, it was decided that the use of the TALL would also be appropriate for this study.

3.5.1.1 Test description

With reference to the design and the 'question' or 'task' types included in the TALL (Van Dyk & Weideman, 2004b; Weideman, 2006a), the various TALL sections, as described and quoted from Butler (2007:152-154), are as follows⁶:

Section 1 is a scrambled text in which sentences in a paragraph have been scrambled, and students have to rearrange the sentences so that the paragraph forms a cohesive whole. It therefore tests not only students' ability in recognising text relations, drawing on their interpretative abilities regarding the context, but also their ability to recognise lexical clues contained in the sentences. Put differently: it assesses students' command of various grammatical features of the text).

In Section 2, students' knowledge of general academic vocabulary is assessed. The context created for this section is specifically that of the tertiary academic environment, and the words tested are a selection of items from the different levels of the Coxhead academic word list (Coxhead, 2000).

Section 3 deals with visual and graphic literacy. Students are therefore asked to interpret graphic information augmented by a short text discussion. This section mainly involves simple numerical computations and making inferences based on such calculations.

The fourth section emphasizes the importance of students being able to recognise different written text types. Students are requested to match two groups of sentences with regard to similarity in text type.

Section 5 includes a longer text that students have to read and subsequently answer comprehension type questions on the content of the text. Questions focus on students' abilities to classify and compare information, make inferences, recognise metaphorical language, recognise text relations and distinguish between essential and non-essential information.

Section 6 of the test assesses a number of academic literacy abilities. This question on text editing firstly provides students with a text they have to read where specific words have been omitted. Students then have to choose between 4 options regarding where these words have been left out in the sentences. The second part of the question requires that students, having been provided with the specific place where a word has been left out, choose between 4

⁶ The description of the sections by Butler is quoted at length simply because this information is so crucial for the experiment in Chapter 4 as well as for the model in Chapter 5.

options as to what is the correct word. The third part combines the formats of the first two parts in the sense that students are required to integrate the two tasks and do both simultaneously. They therefore have to find both the position where a word has been left out as well as the most suitable word that would fit that position. This section of the test assesses students' functional knowledge of sentence construction, word order, vocabulary, punctuation and at times communicative function (cf. Van Dyk & Weideman, 2004b), with the main focus on the former, i.e. on grammatical or structural features of the language.

The last section (Section 7) of the test provides students with the opportunity to produce a short written text. This section is scaffolded in the sense that it provides phrasal prompts as to how students should structure their texts (usually an argument). It typically provides a short starting phrase that serves to introduce different sections of the argument (Butler, 2007:152-154).

Section 7 of the 2004 version of TALL was not considered in this study because only a few students actually completed it. Even some of those who started with this section did not have the time to complete it. The mark for this section is often only used at other institutions for borderline cases, viz. students for whom it is not immediately apparent whether they show risk or not (the first 6 sections of the test add up to a 100 marks).

From the above description of the TALL test it should be evident that the test measures a series of functional AL abilities, culminating in the integration of different abilities in sections 5 and 6. It may also be noted here that these two sections constitute 64% of the marks of the first 6 sections (49% in the case of section 5 and 15% in the case of section 6), and the section on academic vocabulary (section 2) constitutes a further 20% of the marks. It may be possible to deduce from this that the weight of these three sections provides an indication of the relative importance of these AL abilities in the mind of the development team. Furthermore, improvement in these three sections will provide meaningful data to be utilised in the development of a model in Chapter 5.

3.5.1.2 The significance and reliability of testing/assessment instruments

3.5.1.2.1 Standardised tests

Standardised testing is generally used with the aim of removing biased factors from assessment because “they show the student's level of achievement; they establish an entry level for colleges and determine who is qualified; they are useful for finding what students' abilities are; and they are uniform - everyone takes the same test, everyone gets an equal chance” (Anderson, 1981:99).

The standardization of tests ensures that students are being assessed without prejudice on the same material. “Standardized tests retain their value when employed in the proper context. Such tests remain popular, and evaluating their quality is an important activity for those concerned with assessing the impact of an educational program” (Shani & Petrosko, 1976:283).

The controversy over testing since about 1960, has been particularly active both in the United States and Great Britain (Madaus, Airasian & Kellaghan, 1971:70). According to Madaus *et al.* (1971:70), this controversy has been mostly concerned with “the use of objective, rather than more conventional, kinds of tests. The advantages and disadvantages of such tests and their effects on children, teachers, parents, schools and society in general have been discussed”. To this effect, Lovitt and Fantasia (1980:86) propose the following ‘piece of legislation’ to apply when using a standardised test. Its purpose is to:

- (a) ensure that test subjects and those who use standardized tests are fully aware of their uses and limitations; (b) make available to the public more information about these tests; (c) promote greater accuracy in the administration and interpretation of these tests; and (d) encourage the use of multiple criteria for evaluating various performances.

In spite of “numerous misuses and limitations, standardized tests have become indispensable tools for educators. They make attainable degrees of objectivity, reliability, and validity ... providing firm bases for intra- and inter-school comparisons” (Stanley, 1951:221). This makes standardized tests useful for

admissions purposes in higher education, where an educational institution is trying to compare students from across the nation or across the world.

3.5.1.2.2 The reliability, validity and integrity of the TALL

According to Weideman (2006:77), “the reliability of a test is usually expressed in terms of statistical measures. In the case of the crucially important internal reliability of a test, that is, its consistency across all the items in the test, this statistical measure is done in terms of an index (from 0-1) termed *alpha*”.

The most important aspect to note here is that such a reliability index gives an indication of how internally consistent the test is. For high-stakes tests the index should at least be at 0.6, but preferably at above 0.7. The TALL has consistently yielded high alphas or reliability measures (Weideman, 2006b:77). A summary of its measures (calculated by Iteman analyses) across five recent versions of the test is provided in Table 3.6 below (adapted from Weideman, 2006b:77).

Table 3.6: The TALL – Reliability measures

Date and version of the test	Alpha
2004 (University of Pretoria)	0.95
2005 (North-West University)	0.94
2005 (University of Stellenbosch)	0.89
2005 (University of Pretoria)	0.93
2006 (Pilot 1)	0.89
Average	0.92

The blueprint on which the test construct is based, descriptions of test items and task types, as well as the test’s reliability and validity measures have been extensively discussed in a number of scholarly publications on the test (see Van Dyk, 2004; Weideman, 2006b; and Weideman, 2008).

The current study recognises the fact that the TALL was developed and tested in South Africa. The reason for choosing it for this study in Cameroon is based on

the fact that academic discourse is relatively universal within the same language. Therefore, since no such test (a dedicated and standardised AL test) exists in Cameroon, it was decided that the TALL be used for this study. It is, however, acknowledged that future studies should also investigate the impact of culture on AL.

3.5.2 Questionnaires, interviews and observations

3.5.2.1 Questionnaires

Questionnaires developed by the researcher were given to the students from all five groups after the post-test. The aim of these questionnaires was to determine the opinions of the various participants on (and attitude towards) a) subtitling in general; b) its use in their academic literacy courses; and c) its potential to improve their academic literacy levels (see Appendix F).

As mentioned earlier, groups 1, 2, 3 and 4 watched 12 episodes of about 50 minutes each, one per week for 4 months. At the end of the 12th episode, all the groups, including group 5, answered a questionnaire in which questions concerning their knowledge, feelings and perceptions of subtitling were asked.

Data for this section of the study were collected from the various answers to the questionnaires filled out by each participant (from all the groups that viewed the films) at the end of the 12th episode of the film shows. The data collected was analysed through the use of clustered column charts (Charts 1 to 10 in paragraph 4.2.3.1) to compare values across the four groups that viewed the films. Subjects in group 5 (56 of them) were not considered for the analysis and interpretation of the results in this study, since they watched no films. There were altogether 22 questions in the questionnaire. Questions that needed written answers were analysed and conclusions made. Background information on the respondents will also be presented in Chapter 4.

These questionnaires were intended to obtain attitudinal data on the use of subtitling in AL courses, particularly also because of the fact that attitudes play an important role in compulsory courses such as the AL courses at UB.

3.5.2.2 Interviews and observations

The students were interviewed on the basis of who was available at the time of the interview. The teachers of the five groups were also interviewed. Reports were also written by these teachers (see Appendix D). Observations were made from the beginning of the experiment until the end of the film screenings.

3.5.3 Anglophones and Francophones

Pre-test and post-test data for Anglophones and for Francophones as separate groups have been used to compare the level of improvement in their performance. This will enable one to assess which of the two groups (if any) made a significant improvement.

3.6 Analytical techniques

The following analytical techniques were employed:

- T-tests and ANOVA measures have been used together with Cohen's D effect sizes to determine the significance of the level of improvement of the various groups.
- Line and clustered charts were employed to show noteworthy results which are best understood through figures or pictures.
- Mean graphs were used to indicate the percentage improvement of the groups.
- Both quantitative and qualitative methods of analysis were used in order to confirm the results obtained from the experiment. It also facilitated understanding of their interpretation and discussion.

3.7 Conclusion

Having presented the various elements of the research design and method, the next chapter will now present the findings as well the interpretation of these findings of both the qualitative and the quantitative parts of the experiment.

Chapter 4 Presentation, interpretation and discussion of results

4.1 Introduction

This chapter will endeavour to achieve the main aim of this study, namely to determine whether sustained exposure to subtitled popular films over one academic semester can improve academic literacy (AL) levels. This empirical chapter is informed by the literature survey in Chapter 2, in particular the different areas of AL identified in that chapter.

The specific aim in this chapter is therefore to attempt to answer the following questions from the aims posed in Chapter 1:

- Does exposure to subtitled programmes promote overall AL? This will be determined based on whether the AL (measured by means of the TALL) of groups who were exposed to subtitled audiovisual material over a period of 4 months improved statistically significantly in comparison to that of the control group.
- Which specific areas (if any) of academic literacy (as identified in Chapter 2) are improved by exposure to subtitling?
- Is there any statistically significant difference between AL gains in groups that watched documentaries and AL gains in groups that watched popular dramas?
- Is there any significant difference between AL gains by Anglophone students and AL gains by Francophone students? In other words, does the language of prior learning have an impact on AL gains?

Based on the findings of this chapter, the subsequent chapter will then present a model for the implementation of subtitling as an integrated aid in AL programmes at tertiary institutions to address specific aspects of AL.

4.2 Presentation and interpretation of results

The various results were analysed and interpreted using independent sample t-tests, and the SPSS 12.0 statistical programme. Correlation between the results of the pre-test and the results of the post-test was done, but specific attention was given to the correlation of improvement from pre-test to post-test in the test groups with that in the control group. Statistically significant improvement was determined at a value of $p < 0.05$.

The students from all five groups attended the compulsory institutional AL course in English (ENG101), consisting of a two-hour class as well as a one-hour tutorial (that was either used for the films or for general practical work in the case of the control group (see 3.4.2). During the tutorial class, groups 1 to 4 (the test groups) watched film shows every week for the whole semester (four months). Independent sample t-tests were employed in an attempt to assess inferences from these tests.

In order to ensure a logical order of discussion, the data is analysed and interpreted under the following headings:

- Comparison of variation in AL levels overall and per section
- Questionnaires, interviews and observations
- Comparison between Anglophones and Francophones in terms of variation in AL levels

4.2.1 Method of interpretation and treatment of data

The data was cleaned in the following manner:

- Only the results of students in all five groups who saw nine or more films (more than 75%) were considered since the basis of the experiment was to determine whether **sustained** exposure to subtitled film has a positive impact on AL levels.
- Secondly, only the data of students who completed both the pre- and post-test were considered for obvious reasons.

After cleaning the data in the above manner, it was determined that each group still had an approximately even distribution of Anglophones and Francophones (see Tables 4.1 and 2 below).

The n-values of the five groups after this cleaning were as follows:

Group 1: n=22

Group 2: n=28

Group 3: n=29

Group 4: n=27

Group 5: n=47

It is evident that the initial sample size of 400 participants dropped to 153 after clean up, this figure is highly significant when compared to the figures used in previous studies (see for example the number of participants used by Vanderplank (1988) – 23; Garza (1991) -110; Weasenforth (1994) – 117; Cardillo (1997) – 20; Markham (1999) – 118; Bird and Williams (2002) - 56; and Markham and Peter (2003) – 213). Nevertheless, the fact that the study was undertaken with 400 participants over a longer period of 12 weeks with the questionnaire answered by 250 participants, and coupled with the nature of the difficulties of such studies, is acknowledged.

The data was analysed in two ways with different levels of refinement. In the first instance the raw coded data was analysed by means of t-tests (here the scores were taken as a sum of the marks awarded for correct answers). In this case the improvement compared by means of t-tests was the result in the pre-test subtracted from the result in the post-test. This will be referred to as **t-tests on unweighted data**.

In the second instance, the data was analysed after being weighted in the following manner:

- Responses that did not change from pre-test to post-test were assigned a no-change value of zero;

- Responses that changed from incorrect in the pre-test to correct in the post-test were assigned a positive value for the score on that response (either +1, +2 or +3); and
- Responses that changed from correct in the pre-test to incorrect in the post-test were assigned a negative value for the score on that response (either -1, -2 or -3).

There were no outliers after this was done. This will be referred to as **t-tests on weighted data**.

The data will be reported at two confidence levels in terms of statistical significance, either statistically significant, or statistically highly significant results.

According to Mackowiak, Wasserman and Levine (1992:4):

The selection of a confidence level for an interval determines the probability that the confidence interval produced will contain the true parameter value. Common choices for the confidence level C are 0.90, 0.95, and 0.99. These levels correspond to percentages of the area of the normal density curve. For example, a 95% confidence interval covers 95% of the normal curve - the probability of observing a value outside of this area is less than 0.05.

In other words, the **confidence level** tells you how sure you can be that results represent most of the sample. It is expressed as a percentage and represents the probability that the true answer lies within the confidence interval. Most researchers use the 95% confidence level. In this study, confidence levels of 95% and 99.9% were used.

Statistically significant results are therefore reported at a 95% confidence level, in cases where $p < 0.05$. In other words, in these cases it can be stated with more than 95% confidence that the improvement from pre-test to post-test of the test group in comparison to that of the control group was not due to chance. Statistically highly significant results are reported at a 99.9% confidence level where $p < 0.001$. In these cases it can be stated with 99.9% confidence that the improvement was not due to chance.

Furthermore, the results that reveal statistical significance will be reported in terms of practical significance or effect size using Cohen's D. Here $D < 0.2$ will indicate no practical significance, $0.2 < D < 0.5$ will indicate small practical significance, $0.5 < D < 0.7$ medium practical significance and $D > 0.7$, large practical significance. The effect size provides information on the practical significance of the improvement of the experimental groups when compared to the control group and does not depend on the size of the sample. This information is used to support the statistical significance, especially in view of the fact that the final sample was smaller than the initial sample.

Before moving on to the presentation and interpretation of the results, some issues on the use of effect sizes and sample sizes have to be clarified.

4.2.1.1 The use of effect sizes

Effect sizes are used in the current study because they support the statistical significance, assist in reporting and are statistics that "can quickly identify items of practical significance, which adds to interpretation of results" (Springer, 2006:2). Effect size is also used to provide information on the relative magnitude or size of the intervention or experimental effect, and not just the likelihood that the results of the experiment could be the result of chance (see Thalheimer & Cook, 2002; Springer, 2006). Effect sizes are also known as practical significance indicators (see Kirk, 1996; Vacha-Haase and Nilsson, 1998; Valentine and Cooper, 2003; and Springer, 2006). In other words, even if the experiment results in statistically significant or even highly significant AL gains in the groups that saw subtitled films, effect size will indicate how seriously these results can be taken on a practical level, or whether the gains of these groups are important enough to arrive at conclusions on the use of this mode in AL programmes.

Cohen's D as a reported effect size is gaining popularity in statistics (see Thalheimer & Cook, 2002; and Springer, 2006). Even more importantly, "Cohen's D effect size allows for easier comparisons of the magnitude of treatments across experiments" (Springer, 2006:2). The meaning of this is that the reporting of Cohen's D should make it possible to correlate the findings of this study with

those of similar studies. Adding some perspective to these effect sizes, Cohen testifies that a moderate or medium effect size is “visible to the naked eye” (Cohen, 1988:26). Anything from a medium effect size should therefore already be evident on a simple distribution graph.

While effect sizes may change from one experiment to the next, they tend to be fairly stable (Springer, 2006:2). “In other words, if the institution has not changed what it is doing with respect to certain items, effect sizes, in all likelihood, will not change from one level to another (small, moderate, or large)” (Springer, 2006:2). The encouraging potential of this statement is that should this intervention prove to be successful, the repetition of the experiment over successive years should yield success rates of a similar magnitude.

4.2.1.2 The issue of sample sizes

The issue of sample sizes used in the current study also needs to be clarified because the sizes of the groups reduced after data cleanup. The question of the correct sample size to use in a research experiment is not easy to answer because it may depend on the outcomes expected from the experiment. It may also depend on the scope of the research question. In the case of the current study, it can be said with certainty that the sample sizes are adequate because in the pre-tests and post-tests, each of the five groups that participated in the experiment consisted of approximately 80 students, adding up to a total of approximately 400 as earlier indicated.

As earlier indicated, an attempt to work with a large sample size of 400 participants resulted in a reduced sample size of 153 participants after clean up. This brings into focus the difficulties that are linked to these types of studies (see 4.2.1). However, at least more than 153 participants [250 (78%) students out of 320 (see 4.2.3.1) responded fully to the questionnaires] actually completed the questionnaires.

The sample sizes only reduced after cleaning up the data, an exercise that was important for the study. However, a number of researchers like Mill (1872), Moore

(1966), Skocpol (1979), Orloff and Skocpol (1984), Katznelson (1985) and Stepan (1985) have proven that it is actually possible to carry out experiments with even smaller sample sizes than the ones used in the current study and obtain authentic, valid, reliable and acceptable results. The rationale of drawing significant conclusions based on small sample sizes has also been highlighted and reinforced by Savolainen (1994:1217-1219).

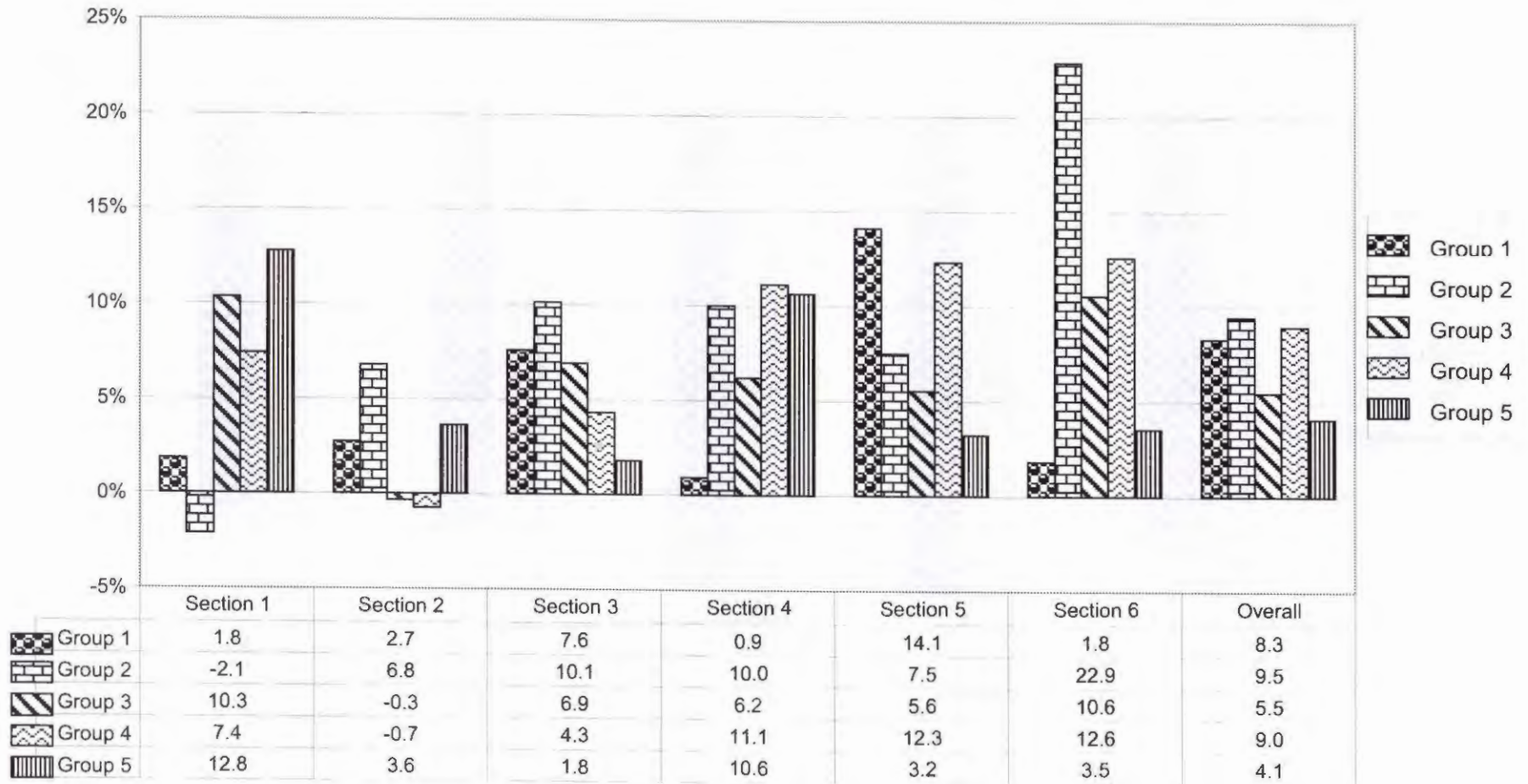
In the current study, however, not only t-tests and ANOVAs have been used to analyse and interpret the results; graphical presentations, clustered charts and Cohen's D effect sizes have also been used to complement and back up the results obtained in the study. Particularly the latter was used because it is known and has been proven that effect sizes can be valid and reliable even when sample sizes are small. Furthermore, the use of effect sizes in this research study will not only indicate meaningful differences between the groups (treatment groups and non-treatment group) in particular areas/sections (Springer, 2006:2). It will also help to better identify sections where the groups performed well ("areas of praise") and sections where the groups did not perform well ("areas for improvement") (Springer, 2006:1), thereby enabling a quick sorting and analysis of "practical differences between itself [the group in question] and comparison groups" (Springer, 2006:4).

Tables 4.1 and 4.2 below present background information on the students who took part in the experiment before and after data clean-up.

Table 4.1: Background data on the students who took part in the experiment (before data clean-up)

Group	Group total	Anglo-phone (%)	Franco-phone (%)	Female (%)	Male (%)	Min. age	Max. age	Average age
G1	80	56	44	70	30	18	38	21
G2	80	54	46	60	40	16	24	20
G3	80	52	48	60	40	16	28	21
G4	80	54	46	62	38	17	42	21
G5	80	55	45	46	54	17	44	21

Graph 2: Percentage improvement pre-test to post-test per section of TALL



The results of the t-tests will now be discussed in more detail.

4.2.2.1 T-tests on unweighted data

4.2.2.1.1 Overall improvement of the groups from pre-test to post-test

Graph 1 shows the performance of the groups in the pre-test and post-test with the percentage improvement for each group in terms of overall performance and improvement in the test as a whole. Graph 2 shows the percentage improvement of the groups from pre-test to post-test in each section and overall respectively. From the graphs it would appear that the interesting cases involve section 5, section 6 and the overall improvement where the test groups clearly performed better than the control group. Whether these performances are significantly different, however, is to be determined by means of the t-tests reported below.

In terms of the overall improvement from pre-test to post-test, the percentage improvement is supported by the t-tests. There was statistically significant improvement only in the two groups who saw the films with subtitles (G2 and G4) individually and combined when compared to the control group:

G2:G5 : $t = 2.249$ [$df = 73$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G4:G5 : $t = 2.216$ [$df = 72$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance.
 G2&4:G5 : $t = 2.653$ [$df = 100$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance.

Based on the results of the t-tests on the overall improvement from pre-test to post-test of the different experimental groups when compared to the control group, it could therefore be concluded that the unweighted results indicate a statistically significant improvement in the AL levels for both groups that saw films with subtitles. Although this improvement has only small practical significance in the case of the group that saw dramas with subtitles, there is medium practical significance based on effect size for the group that saw the documentaries with

subtitles, as well as the two groups that saw films with subtitles considered together.

From the data analysis above it already seems that exposure to subtitled film has a positive impact on the improvement of overall academic literacy levels, bearing out the hypothesis of this study. In other words, based on the statistical and practical significance of the overall improvement of the groups that saw subtitled film in comparison to the control group, it is clear that sustained exposure to subtitled film does result in a statistically and practically significant improvement in terms of overall AL abilities. It has to be stressed here that this exposure was largely incidental, in that students did not have to engage in any depth with the audiovisual texts apart from brief class discussions after each screening. Should this exposure be mediated with a focus on those aspects of AL identified as benefiting from exposure to subtitles in the subsequent discussion of the results, it could be postulated that the gains in AL abilities would be even greater, or that it would be possible to control these gains.

4.2.2.1.2 Improvement in individual sections

In terms of percentage improvement that can be observed in Graph 2 for the individual sections, only the improvements in sections 5 and 6 had statistical significance based on the results of the t-tests.

- **Section 5**

Section 5 tests a variety of abilities which include: reading comprehension, recognition of metaphorical language, classification and comparison, making inferences, differentiation between essential and non-essential information and the recognition of text relations, but with an overall emphasis on text comprehension. In this section, the improvements of the following groups were statistically significant:

G2&G4:G5 : $t = 2.082$ [$df = 100$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G1:G5 : $t = 2.176$ [$df = 67$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G4:G5 : $t = 2.439$ [$df = 72$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical

significance.

In other words, when considered together, the groups that saw the subtitled films improved statistically significantly more than the control group in this section. When these two groups are considered individually, however, only the group that saw subtitled documentaries improved statistically significantly in this section. The hypothesis of the study that subtitling will improve AL levels is therefore supported. Also, although the practical significance for group 2 and 4 combined was only small, that of group 4 was medium.

As could be anticipated from the distribution in Graph 2, comparing G1 that saw dramas without subtitles to the control group (G5) shows statistically significant improvement in section 5 (with small effect size) that tested reading comprehension and a range of other related AL abilities. This means that exposure to audiovisual drama even without subtitles has a positive effect on reading comprehension, particularly if the material has an involving plot, which is supported in the data collected with the questionnaires that will be discussed below. The fact that the group that saw documentaries with subtitles improved statistically significantly more (with medium practical significance) than the control group in section 5 does suggest that the more factual nature of documentaries benefits the development of reading comprehension abilities. Finally it would appear that dramas without subtitles as well as subtitled documentaries have the potential to improve reading comprehension abilities.

• Section 6

Section 6, text editing, tests vocabulary, and more specifically, inferring word meanings from context, word order and sentence construction. In this section, there was statistical significance in the following cases when comparing a) the groups that saw films with subtitles to the groups that saw them without, b) the groups that saw subtitled films (combined) to the control group, and c) the group that saw subtitled dramas to the control group:

G1&G3:G2&G4 : $t = -2.380$ [df = 104, $p < 0.05$]; $0.2 < D < 0.5$, small practical

	significance
G2&G4:G5	: $t = 2.661$ [df = 100, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance
G2:G5	: $t = 2.846$ [df = 73, $p < 0.05$], $0.5 < D < 0.7$, medium practical significance.

Section 6 in Graph 2 shows that the two groups that saw subtitled films had the highest levels of improvement, but the group that saw subtitled dramas in particular, improved substantially (by almost 23%). It can be deduced from these results that dramas may prove to be the best type of films to use when the aim is to improve AL levels in knowledge of vocabulary, word order and sentence construction. This is more so because of the integrated nature of the abilities and knowledge tested in this section. The first part of the t-test results (see Appendix G) that were based on the unweighted data is therefore indicative of the fact that the drama group performed statistically significantly better in section 6, which may mean that the dramas engaged the students more, resulting in improved integrated vocabulary, word order and sentence construction. The motivation for these results will be discussed in more detail in paragraph 4.2.2.2.

As mentioned earlier, this part of the t-test results on weighted data is dominated by the statistically significant improvement in sections 5 and 6. In section 5 this is confirmed by medium practical significance for G4 and small practical significance for G2 and G4 combined when compared to the control group. In the case of section 6, the statistical significance is supported by small practical significance in the case of G1 and G2 when compared to G2 and G4 (i.e. subtitles vs. no subtitles combined). Also, medium practical significance was found to support the statistical significance in the improvement of G2 and G4 combined (subtitles) and G2 when compared to the control group. This shows that sustained exposure to subtitled documentaries or dramas, but most especially to dramas, improves AL abilities tested by these sections of the TALL.

In this treatment of the data (unweighted), the improvement of the test groups when compared to the control group was statistically significant. In the next paragraph it will be shown that the weighted data, although it supports the

unweighted data, results in statistically highly significant improvement with large effect size in a number of cases.

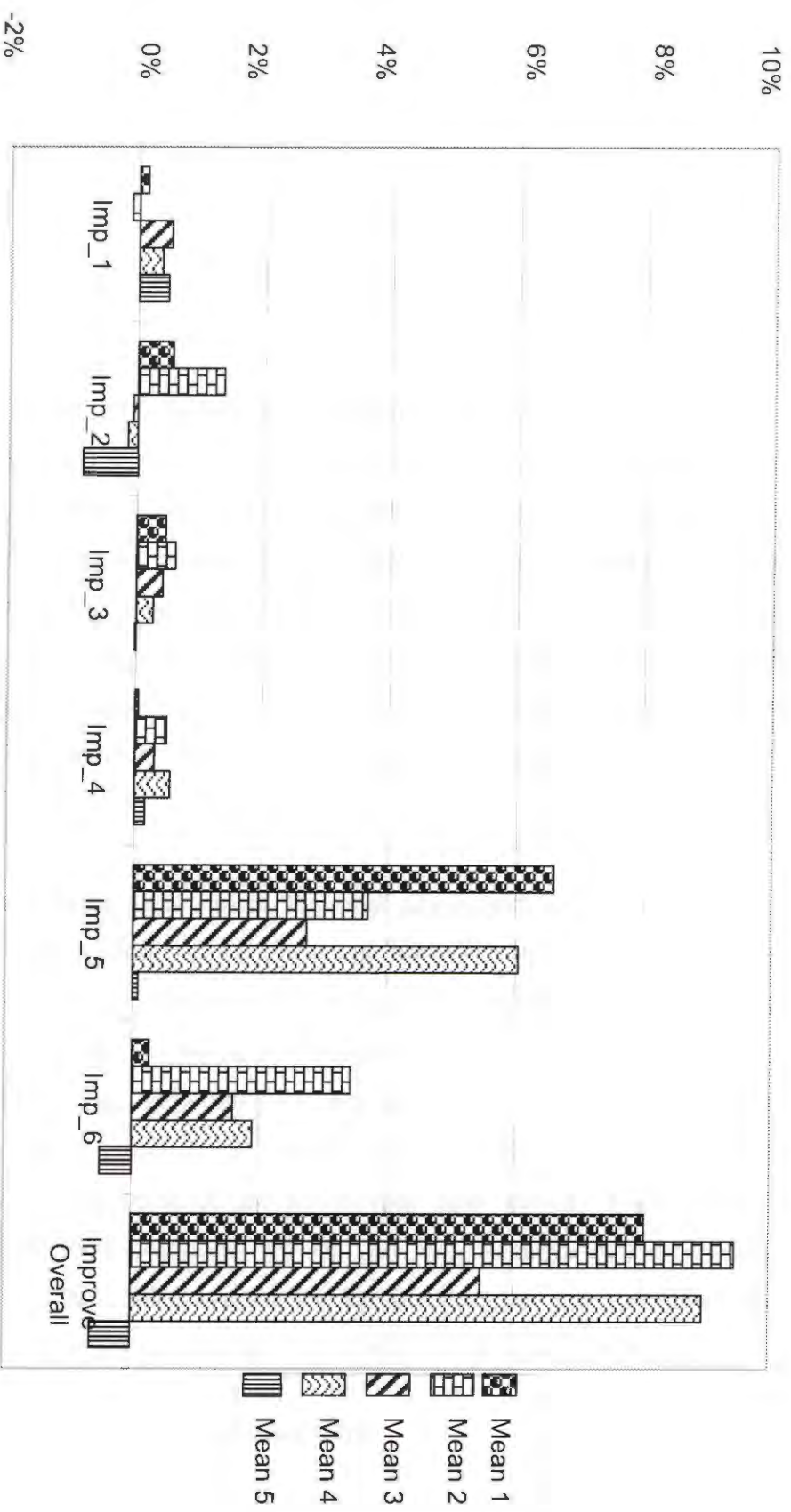
4.2.2.2 T-tests on weighted data ⁷

In paragraph 4.2.2.1, it was concluded that there was overall statistical significance in the improvement of the groups that saw subtitled dramas and documentaries and that even though this improvement has only small practical significance in the case of the group that saw dramas with subtitles, there is medium practical significance based on effect size for the group that saw the documentaries with subtitles, as well as the two groups that saw subtitles considered together. In terms of individual TALL sections, only sections 5 and 6 showed statistically significant improvement. The previous paragraph (4.2.2.1) concluded that sustained exposure to subtitled films effectively improves AL abilities even when these films are only integrated in the curriculum in general terms.

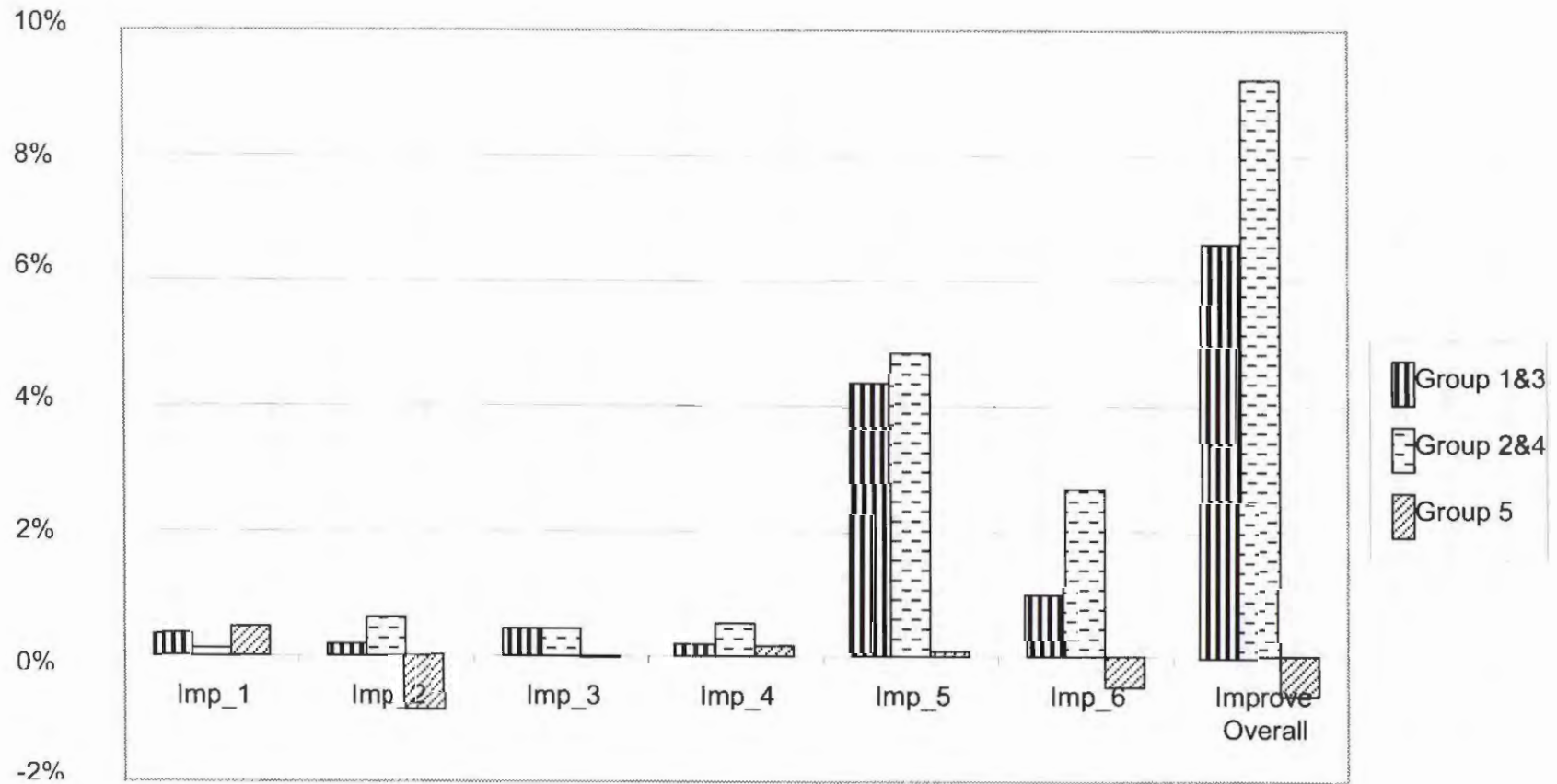
This section presents results based on weighted data. Graph 3 below is a representation of the improvement (in terms of means values) of the groups from pre-test to post-test and Graph 4 shows a comparison between the groups that saw films with subtitles (G2 and G4), the groups that saw films without subtitles (G1 and G3) and the control group (G5), all of these, based on weighted data. The weighted data results, as can be seen from Graphs 4 and 5, as well as the third part of Appendix G, supports the conclusion derived from the results of the unweighted data but provides more nuanced results.

⁷ In the rest of the study, the results of the weighted data will be used unless otherwise specified. This is due to the fact that these two sets of data correlate to a large extent, except that the effects can be seen more clearly in the weighted data.

Graph 3: Means improvement on weighted data pre- to post-test



**Graph 4: Means improvement on weighted data
No subtitles vs. Subtitles vs. Control group**



4.2.2.2.1 Overall improvement from pre-test to post-test

In terms of the overall improvement from pre-test to post-test there was overall improvement for all the groups in the case of the weighted data, but the groups that saw subtitled material had statistically highly significant improvement ($p < 0.001$) while those that saw films without subtitles displayed statistically significant improvement ($p < 0.05$) (see Tables 4.3.4 and 4.3.5 in Appendix G as well as Table 4.3 above):

- G1&G3:G5 : $t = 2.922$ [$df = 96$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance
- G2&G4:G5 : $t = 4.374$ [$df = 100$, $p < 0.001$]; $D > 0.7$, large practical significance
- G1:G5 : $t = 2.483$ [$df = 67$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance
- G2:G5 : $t = 3.491$ [$df = 73$, $p < 0.001$]; $D > 0.7$, large practical significance
- G3:G5 : $t = 2.320$ [$df = 74$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
- G4:G5 : $t = 3.481$ [$df = 72$, $p < 0.001$]; $D > 0.7$, large practical significance

Still in terms of the overall improvement, the statistical significance of the groups that saw material with subtitles had a large effect size whereas the statistical significance of the groups that saw the material without subtitles had a medium effect size (see Appendix G for the t-tests). More specifically, subtitles had a highly statistically significant ($p < 0.001$) and large practically significant impact ($D > 0.7$) on AL levels although mere exposure to audiovisual material also had a statistically significant ($p < 0.05$) and medium practically significant impact ($0.5 > D > 0.7$). This is the case when looking at the groups with subtitles separately and combined and also for the groups without subtitles separately and combined.

4.2.2.2.2 Improvement in individual sections

In terms of improvement in individual sections, sections 2, 5 and 6 had statistical significance.

- **Section 2**

Section 2 tests general academic vocabulary. The only groups that had statistical significance in this section were the two groups (combined) that saw subtitled films and the group that saw subtitled dramas:

G2&G4:G5 : $t = 2.371$ [$df = 100$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G2:G5 : $t = 2.999$ [$df = 73$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance

The data with regard to section 2 in Graph 4 clearly indicates that only the group that viewed subtitled dramas improved visibly. Graph 5 confirms what is seen in Graph 4 by showing that in this section, only groups 2 and 4 combined improved visibly more than the control group (Table 4.3.6b, Appendix G). This seems to indicate that involved processing of film with subtitles improves academic vocabulary. The fact that G2 also showed statistically significant improvement when compared to G5 seems to suggest that the involved processing resulting from exposure to a rising line of action in the plot of a drama that makes use of a more formal register (at least in certain parts), like the legal language in this series, could be instrumental in improving academic vocabulary.

- **Section 5**

Section 5, as earlier stated, tests a variety of abilities, the main ability being reading comprehension. In this section of the weighted data, the following groups had statistical significance:

G1&G3:G5 : $t = 2.198$ [$df = 96$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G2&G4:G5 : $t = 2.576$ [$df = 100$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance
 G1:G5 : $t = 2.402$ [$df = 67$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance

G4:G5 : $t = 2.588$ [$df = 72$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance

Section 5 in Graph 4 shows that G1 that saw dramas without subtitles performed better than the rest of the groups in this section although G4 that saw documentaries with subtitles did better than G3 that saw films without. This complements the results discussed in Section 4.2.2.1. A possible explanation for the statistically significant improvement of G1 could be that the group that saw the dramas without subtitles could follow the audio channel better in this genre that involves the reader through a rising line of action, resulting in increased comprehension based on the auditory channel and on the non-verbal visual channel. In other words, the group that saw the dramas with subtitles could have been distracted from the action by having to read the subtitles whereas the group that saw it without subtitles had more direct access to the fast-paced action and fast editing of scenes. What is interesting here is that what is gained in one respect, i.e. capturing learners' attention, is lost in another, that of students probably being distracted regarding their concentration and thus processing ability because of the addition of subtitles to the dramas. This interpretation warrants further and more structured investigation, although it also confirms the findings of Smith discussed under paragraph 2.3.2.2 concerning the improvement of vocabulary and comprehension because of exposure to language (subtitles) in context.

• Section 6

As mentioned above, the various AL aspects tested by section 6 include vocabulary, word order and sentence construction. In this section there was statistically highly significant improvement in G2&G4 combined when compared to the control group (Subtitles vs. Control Group) with large effect size; in G2 when compared with the control group (G2:G5) with large effect size; as well as in G4 when compared to the control group (G4:G5) with large effect size.

The following groups had statistical significance in section 6:

G1&G3:G2&G4: $t = -2.672$ [$df = 104$, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance

G2&G4:G5 : $t = 3.820$ [$df = 100$, $p < 0.001$]; $D > 0.7$, large practical significance

G2:G5 : $t = 3.718$ [$df = 73$, $p < 0.001$]; $D > 0.7$, large practical significance

G3:G5 : $t = 2.088$ [$df = 74$, $P < 0.05$]; $0.2 < D < 0.5$, small practical significance

G4:G5 : $t = 2.400$ [$df = 72$, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance

Graph 4 shows that in section 6, the groups that viewed subtitled films performed better than those that saw films without subtitles with the best performance coming from the group that saw subtitled dramas. These results are confirmed by Graph 5 which, comparing the groups that saw subtitled films to the groups that saw the same films without subtitles, as well as to the control group, clearly shows the improvement of the groups that saw subtitled films when compared to the control group and the groups that saw the films without subtitles. These results again confirm those that have been discussed in 4.2.2.1.

Because section 6 tested various interrelated abilities, and based on the fact that the improvement of the groups that saw subtitled dramas in particular and subtitled films in general was statistically highly significant, it could be said that adding subtitles to dramas will lead to an improvement in performance on AL tasks where students need to make use of their abilities in an integrated manner, especially where a coherent context is created for such integrated tasks. This correlates closely with the results for section 5 of the TALL.

4.2.2.2.3 Conclusions on weighted data

- **Overall AL gains**

From the results of the weighted data it could therefore be concluded that the improvement from pre-test to post-test of all the test groups in terms of the TALL test as a whole was statistically significant when compared to the improvement of

the control group. This indicates that exposure to film in these two genres with or without subtitles improves general AL abilities statistically significantly. Furthermore, even though there was no statistically significant improvement of the groups that saw subtitled film when compared to the groups that saw film without subtitles, the improvement of the two groups that saw subtitled film (considered together) when compared to that of the control group was statistically **highly significant** with a **large** effect size or practical significance. This in itself illustrates the added advantage offered by subtitled film in an AL environment. This is supported by the high statistical significance and large practical significance of the overall improvement of the individual groups that saw subtitled film, again indicating the benefit of subtitles in an AL environment.

In terms of the individual sections of the TALL test, the results of the t-tests reveal two interesting findings. The first is that **subtitled documentaries** and **dramas without subtitles** seem to have the biggest impact on **reading comprehension** in an AL context, and the second is that **subtitled dramas** resulted in an improvement in **text editing abilities** that is highly statistically significant, and that has a large practical significance.

- **Reading comprehension**

The group that saw subtitled documentaries and the group that saw dramas without subtitles improved statistically significantly from pre-test to post-test in terms of reading comprehension when compared to the control group. This means that these modes seem to have a positive impact on the ability to extract important ideas and to make inferences, the ability to distinguish between essential and non-essential information, the ability to classify and compare information and the ability to identify text relations in terms of the structure of an argument.

This, together with the medium practical significance of these improvements, would suggest that audiovisual texts with an engaging plot (such as *Law and Order*) provide opportunities for the development of reading comprehension simply by virtue of the exposition and investigation of crimes and the

argumentation of court cases. In these cases, it would appear that the inevitable split attention between image and text of the subtitled drama inhibits the development of reading comprehension, even if that group also improved more in this section than the control group.

However, in the case of documentaries that are by their very nature less argument-driven and more fact-based and informative, subtitles also resulted in statistically significant improvement of reading comprehension supported by medium practical significance. Here, the reinforcement of facts in the subtitles, coupled with the slower pace and absence of an incident-driven plot, have a positive impact on reading comprehension.

Important in the context of this study, relating to the film genres used in this study, is the fact that the development of reading comprehension should ideally be done with the aid of audiovisual texts with strong elements of argumentation or plot development (without subtitles) and/or with the aid of audiovisual texts that are fact-based and informative supported by subtitles.

- **Text editing**

In the context of the improvement of the reading comprehension of the group that saw drama without subtitles, it is particularly interesting that the group that saw the same dramas with subtitles had the single highest statistical and practical significance of any individual group in any individual section in the section testing text editing abilities. Therefore, although their reading comprehension did not improve significantly (probably because of the split attention), their text editing abilities seemed to have gained from their attempts to follow the plot of this fast-paced, plot-driven text by reading the subtitles.

In order to capitalise on this finding, it would make sense to develop text editing abilities with the aid of audiovisual texts with strong elements of argumentation or plot development that are subtitled.

Finally, it would be appropriate and more meaningful to isolate those aspects where there is a significant improvement as a result of exposure to subtitles and to concentrate on these in the model that will be proposed in Chapter 5, although the model will also take the benefits of audiovisual texts without subtitles into account. In other words, for the model, focusing on the AL abilities in sections 2 and 6 will be the most important, although section 5 can clearly also be used as G2&G4 combined also showed significance. Furthermore, the medium and large effect sizes are concentrated in the weighted data around section 6 and overall in the case of G2, G4 and G2&G4 as well as section 2 in the case of G2 and section 5 in the case of G4.

Before proceeding with the presentation of results in terms of Anglophones and Francophones analysed as separate groups, the qualitative data collected by means of questionnaires, interviews and observations will now be discussed. The value of these questionnaires is located in the fact that they provide an attitudinal dimension to the results. This is important because of the fact that compulsory courses such as AL courses at tertiary institutions are often met with high levels of student resistance, and the introduction of subtitling as an aid in these courses is also aimed at breaking down this resistance in a meaningful manner.

4.2.3 Results of analysis from questionnaires, interviews and observations

4.2.3.1 Analysis of questionnaires

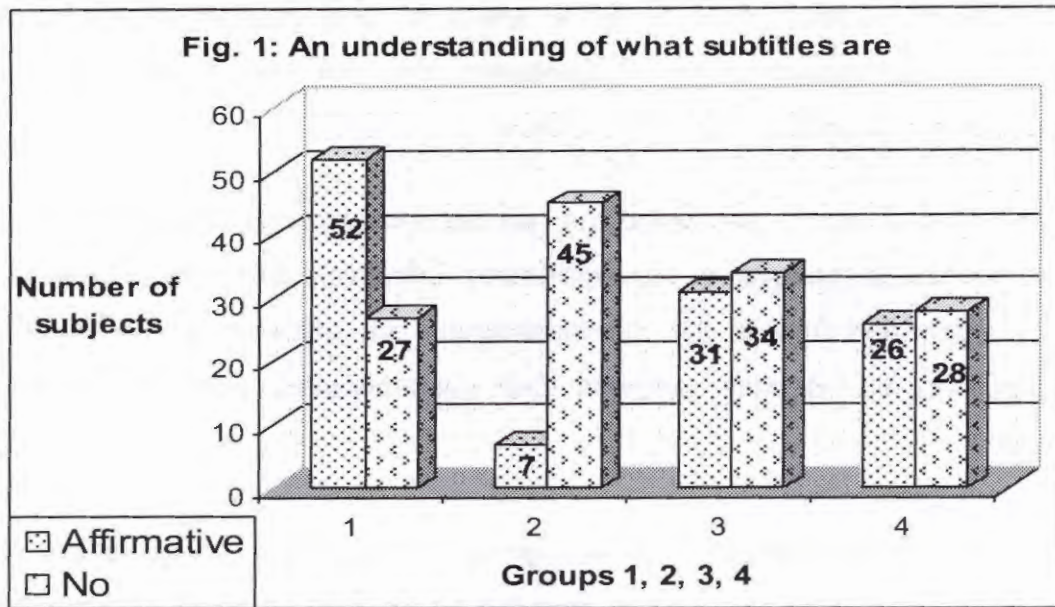
The objective of these questionnaires was to obtain information from the subjects concerning their knowledge, feelings towards and perceptions of subtitling. There were 22 questions in all (see Appendix F). An analysis of these questions showed that a sizeable number of the subjects did not know what subtitles were despite the fact that some of them had watched films with subtitles for four months. This may be due to the fact that subtitling is not yet a major mode of information transfer in the country or may simply be terminological confusion. Answers from subjects in group 5 were not considered here since they watched no films. Only properly completed questionnaires were analysed. Questions

which needed written answers were analysed and interpreted accordingly. Background information on the respondents who took part in this part of the experiment is presented in Table 4.1 above.

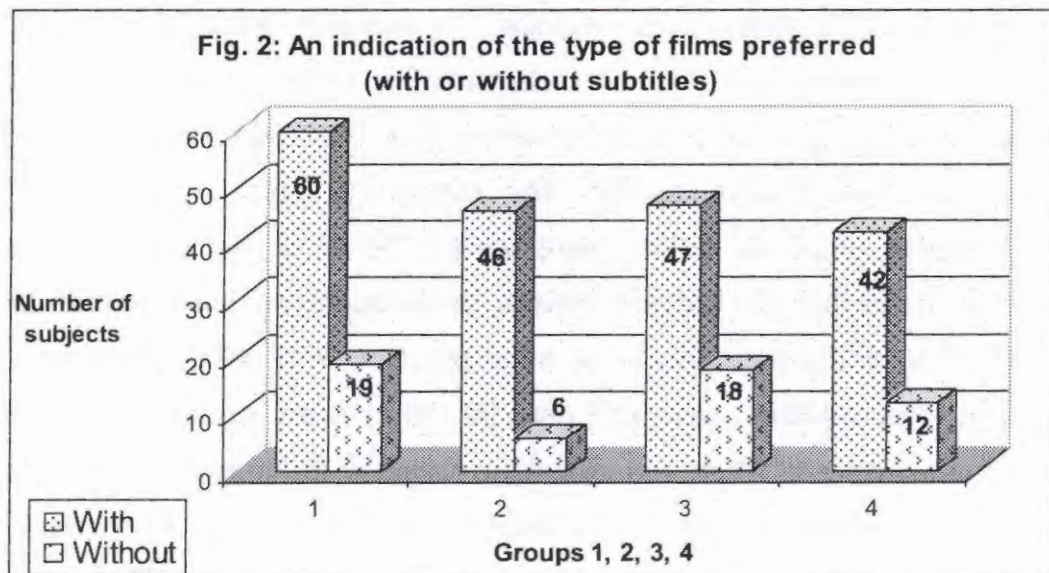
The four groups that responded to the questionnaires constituted 320 out of the 400 students who took part in the experiment. Effectively 250 (78%) students out of 320 responded fully to the questionnaires. The answers of the 70 (22%) students who did not fully complete their questionnaires were not taken into account.

At the end of the semester, all the groups answered a questionnaire (see Appendix F) consisting of questions that focused mainly on students' knowledge and perceptions of, and feelings towards, subtitling. The answers to the questionnaires were analysed and the results are presented in Figures 1 to 10.

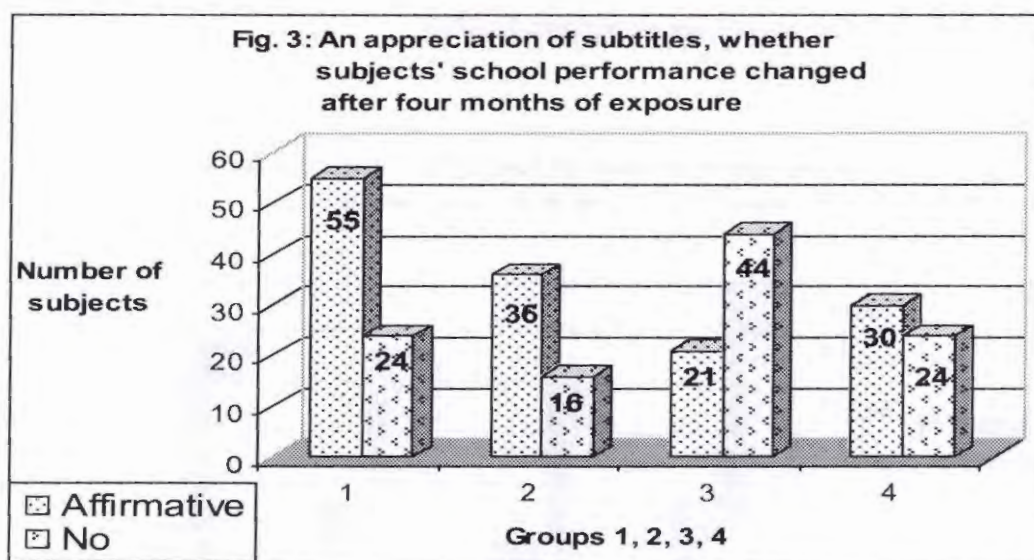
Figure 1 below shows that a sizeable number of the students still do not know what subtitles are despite the fact that a considerable number of them had watched films with subtitles for four months. For example, group 2 which watched dramas with subtitles still did not understand or have a good idea of what subtitles were. It is the same scenario with groups 3 and 4 which both watched documentaries with/without subtitles. The answers to question 4 (in relation to where subtitles could be found) were varied. Some of the subjects thought subtitles could be found in books or novels, newspapers, on notice boards, below the main idea, at the beginning of an idea, etc. Only 116 (46%) students out of 250 knew what subtitles were and only 96 (38%) knew where they could be found. The answers to these two questions reflected the answers to question 5 (in relation to where subtitles were located on the screen). Again very few subjects indicated that subtitles could be located at the bottom of a TV screen.



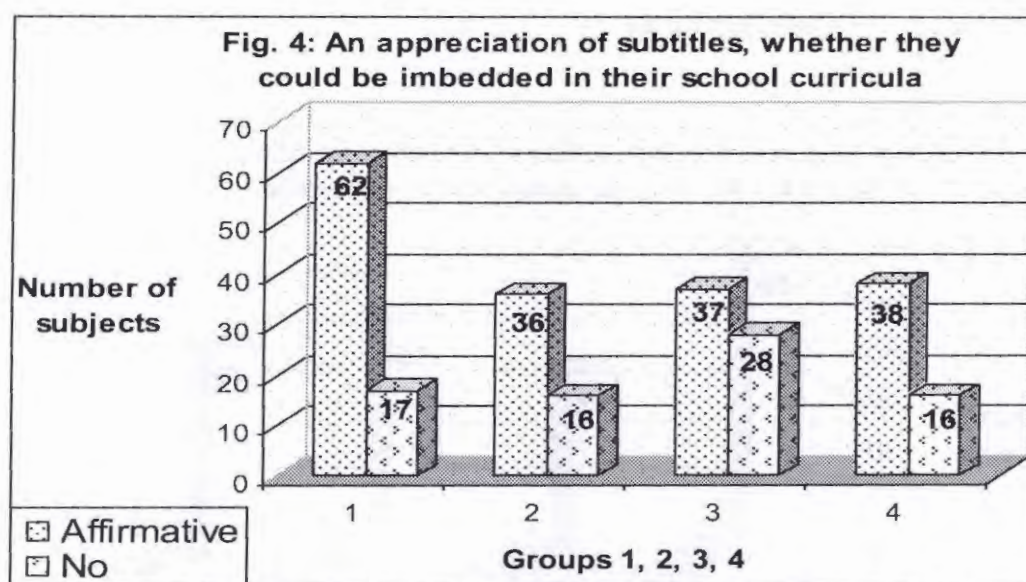
Upon clarification of the term, a very high percentage of the students (78%) indicated their preference for subtitled films (Figure 2). Their reasons (among others) were that, subtitles made recall easy, eased understanding, assisted in the spelling of words and helped improve language skills.



Only group 3 responded negatively in relation to whether subtitling positively changed their academic performance after four months of exposure (Figure 3). However, more than half of the students (57%) were of the opinion that they experienced some change in their performance by the end of the semester.

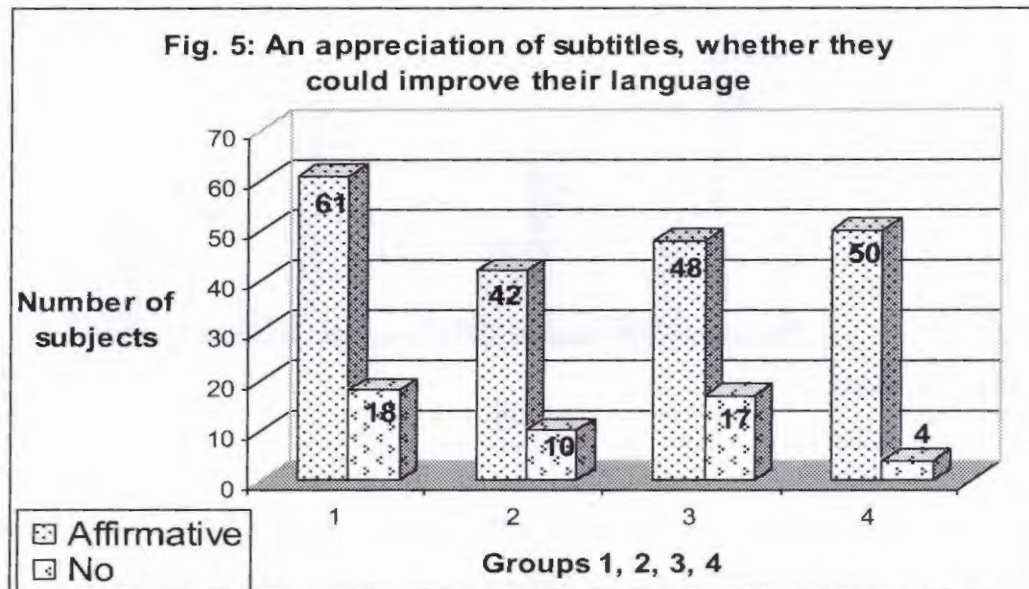


A sizable number of the students (69%) affirmed their desire for subtitled films to be imbedded in the school curricula (Figure 4) because, according to them, they were very edifying.



A large number of the students (80%) were certain that subtitles could improve their language (Figure 5) and their reasons were that subtitles eased pronunciation and listening to words, improved their vocabulary, helped them to speak fluently and to differentiate aspects of American and British English and improved construction of sentences. A few students had problems listening to the

spoken words in the dramas. This was probably due to the fact that these popular dramas were based purely on American English.



The majority of students (87%) were also convinced that subtitling could be used to study certain courses (Figure 6).

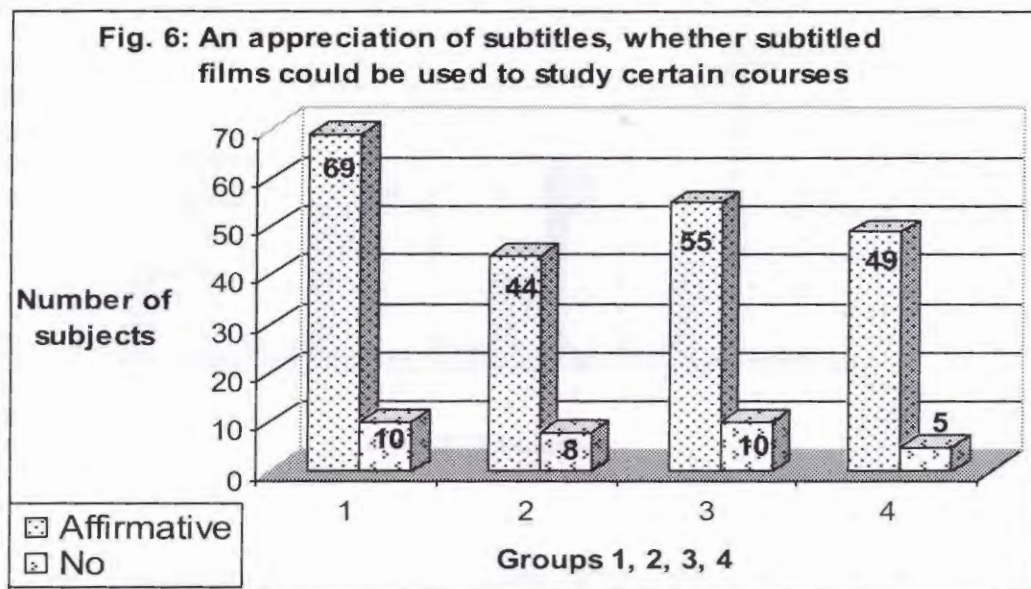
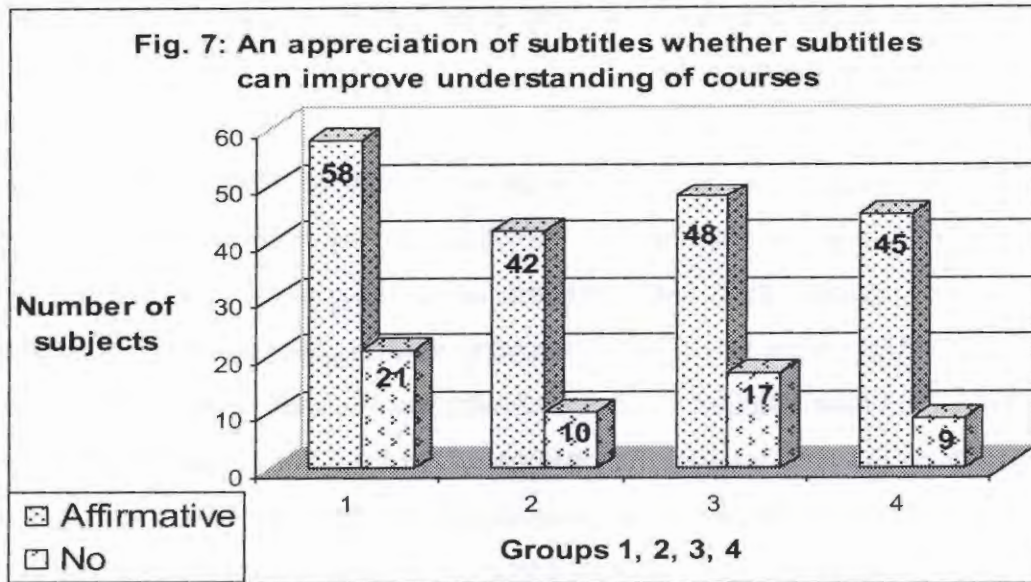


Figure 7 shows that 77% of the students recognised the fact that subtitles could aid them in their studies. Their reasons were that subtitles eased and gave

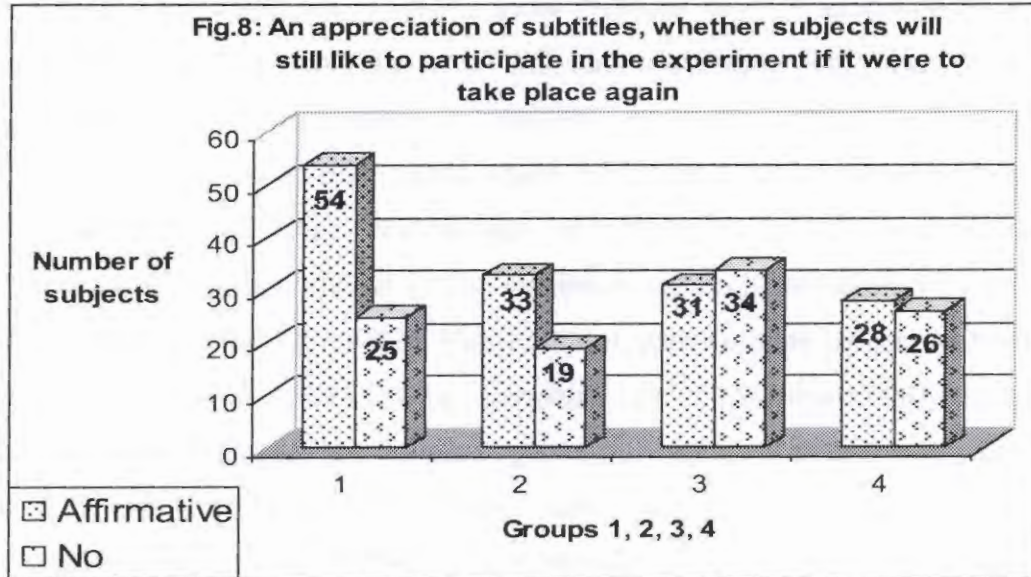
deeper understanding, increased reading skills, eased spelling of difficult words, and gave them new expressions.

Those who answered 'no' said that watching subtitled films made the whole exercise boring and, in addition, the subtitles had no relation with their major courses; they added that the subtitles were confusing and disrupted the chronological flow of the film. This is probably what happened to G2 in section 5 of the TALL test (see Section 4.2.2.2.2 above) who viewed subtitled dramas and did worse than G1 who viewed the dramas without subtitles. Nevertheless, even there, this perceived confusion is contradicted by the fact that this group still improved much more than the control group in reading comprehension, and that their improvement in terms of text editing abilities was substantial and statistically highly significant. So, even if the subjects were possibly distracted by the subtitles in the dramas as confirmed by the subjects in the questionnaire, their attention to the subtitles had significant benefits in terms of AL levels in general.

The subjects also indicated that subtitling could improve the understanding of their courses (Figure 7). The reasons were similar to the ones given so far and those who responded negatively said the films were not related to their major courses (some students could be motivated to watch the subtitled films only if they were directly related to their study area; see Knwoles [1977]). This emphasises the idea of designing AL interventions (and, by implication, also other support material such as subtitled films) within specific disciplines as suggested by certain scholars like Johns (1998), Mckenna (2004), Jacobs (2007), Goodier and Parkinson (2005) and Parkinson *et al.* (2008). Students are usually more motivated and interested in learning material that have relevance for their particular field of study. It does not, however, detract from the fact that audiovisual texts that provide language in a particular context with certain text qualities, do have a positive impact on AL abilities even if the subject matter is not directly related to the subject field.

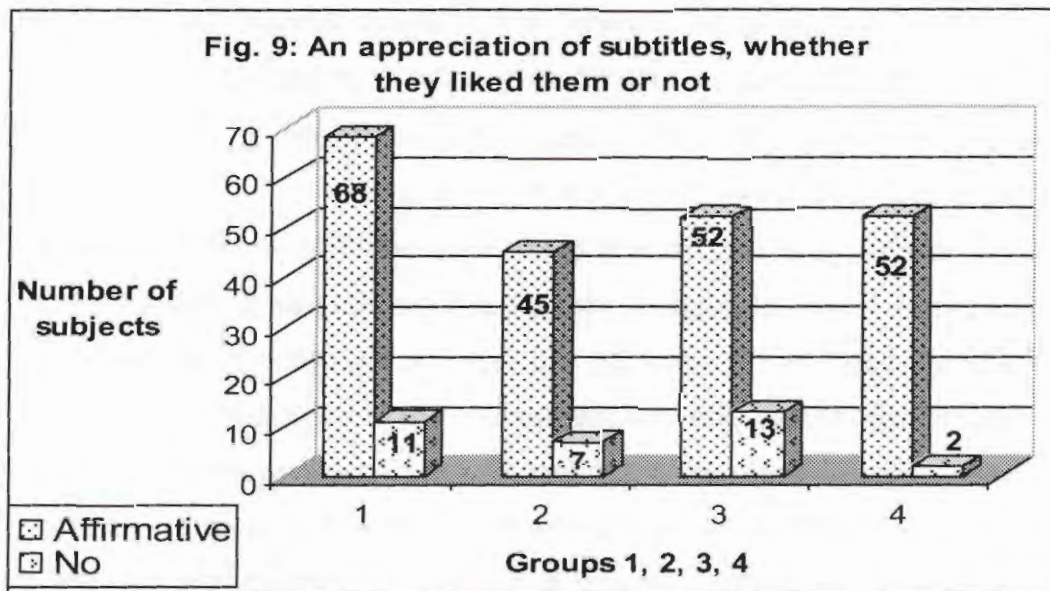


About 58% of the students indicated that they would like to be part of the experiment should the researcher decide to repeat the experiment (Figure 8). Only group 3 responded negatively to this question, with only three more subjects responding in the negative rather than in the positive.

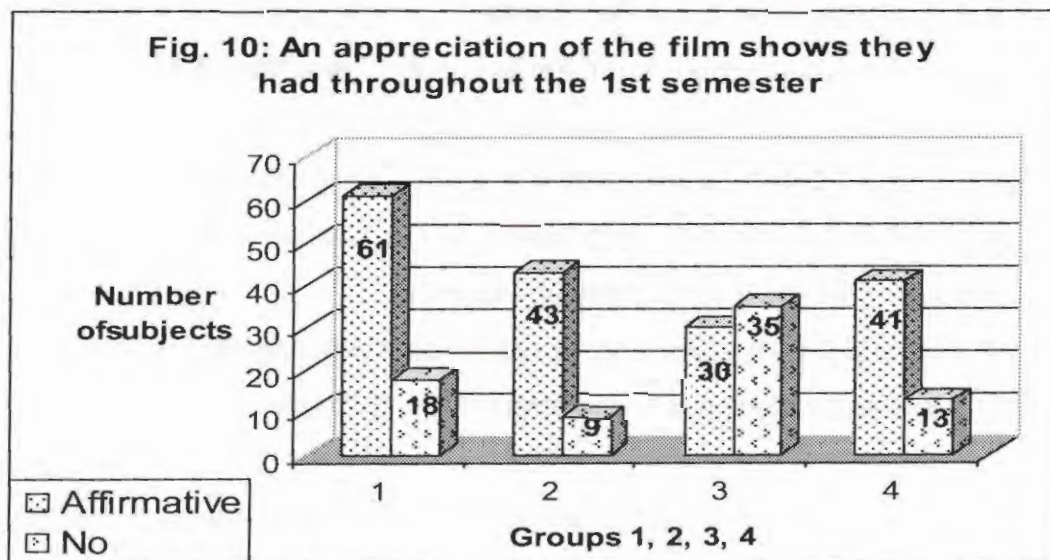


Even though some of the subjects gave the impression during the experiment that the film shows wasted their time, this negative attitude changed by the end of the experiment (Figure 9). Eighty-seven per cent of the students were very keen

on making use of subtitled material. This corresponds with Vanderplank's (1988) findings.



The majority of subjects (70%) generally appreciated the film shows except for group 3 (Figure 10) which watched documentaries without subtitles.



Some of the questions in the questionnaires requested each subject's opinion and suggestions as far as the issue of subtitling is concerned. The suggestions they gave included the following:

- the University should always have similar programmes available for use by students;
- film shows with subtitles should be implemented at the University;
- courses with a large number of practicals should be supported by audiovisual material with subtitles for better understanding by the students;
- the University authorities should include subtitling in the university curriculum and for all ENG101 and 102 groups;
- the language in the films should be British English and not American English – this is interesting since the groups that saw American shows (the dramas seen by G1 and G2) did significantly better than the group that saw British shows (the documentaries seen by G3 and G4) in sections 2 and 3. Furthermore, the group that saw the American shows with subtitling improved statistically highly significantly in the section dealing with integrated AL abilities, section 6, whereas the group that saw the same shows without subtitling improved less than even the control group. This may indicate that the students who saw the American shows with subtitles were more reliant on the subtitles to understand the shows, and that reading the dialogue in the form of subtitling therefore had a very positive effect on their integrated AL abilities. On the other hand, the reading comprehension (section 5) of the group that saw the American dramas without subtitling improved statistically significantly higher than the control group, which may indicate that, in spite of having reservations about their ability to follow the American dialogue, G3 was able to follow the fast-paced programme with heightened attention;
- the University authorities should create opportunities where films relating to their specific disciplines are shown to the students.

This study has confirmed that students have a sense that academic performance may be improved if AL courses were to be taught on the basis of specific disciplines (see Figure 7). This study has also shown that subtitling is a very powerful tool which, if used with some of the 279 indigenous languages in the country, could go a long way towards helping to break through the language barrier particularly in areas such as translation, promoting

bilingualism/multilingualism, teaching and learning in formal education, and the film industry.

4.2.3.2 Results of analysis of answers from interviews, observations and reports

The interviews were conducted randomly and clear patterns could be observed in the answers provided by interviewees. Amongst those interviewed, most admitted that it was their first time to be involved in writing such a test (the TALL) and in participating in such an experiment. They complained about the duration of the test which lasted only one hour. They complained about the fact that the test was too difficult for the short time allocated for it. According to them, the short duration of the test made them nervous and therefore affected their ability to relax, understand the questions and provide the correct answers. They further expressed concern about the fact that the films were not related to their specific field of study such as biochemistry, computer science, zoology and environmental science. They were very adamant on this issue. However, they expressed their appreciation towards the efforts that were being made to improve their academic literacy abilities and indicated their willingness to go through the same exercise if given another opportunity.

It was observed right from the beginning of the film screenings that the subjects did not like films with subtitles. However, they were at all times reminded of the importance of paying attention to the subtitles which could enable them to identify new words, phrases and expressions. Even though they did not like the subtitles at the beginning, it took them a very short time to become positive towards subtitles. Some of them indicated their willingness to change groups from a non-subtitled film to a subtitled one. It was also observed that the subjects who were watching subtitled material did their best to listen attentively to the pronunciation of the words, especially new words. The majority of the subjects did not like the American accent because, according to them, they were not used to it and therefore needed to listen very attentively so as to be able to understand what was being said. This means that these students needed to process the subtitled material for better understanding. It is particularly interesting that the American

dramas resulted in significantly improved comprehension abilities in spite of this perceived difficulty, and probably even because of it.

In the reports of the two teachers who took part in the study, they expressed their opinion about the effectiveness of using subtitling to teach AL courses, adding that it was definitely a worthwhile initiative as the subtitled films could improve on the mastery of the English language (spoken and written) by the subjects. This means that students have the perception that the use of subtitling could improve both speaking and writing abilities. They concluded that, if this exercise were to be used as a method of teaching ENG101/102 courses, it would greatly enhance students' understanding of the language.

4.2.4 Comparison between Anglophones and Francophones in terms of variation in AL levels

The aim of this part of analysis is to find out whether the prior medium of instruction of students (English or French) had an impact on their AL levels. In other words, the study wanted to establish whether Anglophone students who have received all their schooling through medium English would be at an advantage compared to their counterparts who received all their schooling through medium French before their admittance to UB. A summary of the ANOVAs and the equivalent effect sizes are provided in Table 4.4 below. Only statistically significant results are reported here. Detailed analyses of the results in terms of Anglophones and Francophones will follow after the table. The complete results are attached as Appendix I.

Table 4.4: Summary of ANOVA results on weighted data, Anglophones vs. Francophones

	Groups involved	Anglophones/ Francophones	Sig. (p)	Cohen's D	Effect Size
1	Overall Improvement	Anglo	0.05	0.35	Small
		Franco	0.04	0.43	Small
2	Subtitles vs. Control Group (G2&G4:G5)	Anglo	0.01	0.63	Medium
		Franco	0.02	0.64	Medium
3	G1:G5	Anglo	0.05	0.54	Medium

		Franco	No statistical significance		
4	G2:G5	Anglo	0.01	0.76	Large
		Franco	0.04	0.61	Medium
5	G4:G5	Anglo	0.01	0.74	Large
		Franco	0.03	0.7	Large

4.2.4.1 Overall improvement for Anglophones and Francophones

There was statistically significant improvement overall for Anglophones and for Francophones. Both Anglophones and Francophones (Anglo & Franco) improved overall, from pre-test to post-test with small practical significance, as seen below:

Anglo : F=2.5 [df = 85, $p < 0.05$]; $0.2 < D < 0.5$, small practical significance

Franco : F=2.73 [df = 66, $p < 0.04$]; $0.2 < D < 0.5$, small practical Significance

This already seems to indicate that language did not have an impact on overall improvement, but the discussion below will look in more detail at the groups individually.

4.2.4.2 Improvement per group when compared to the control group

Based on the results of the t-tests on the overall improvement from pre-test to post-test of the different experimental groups when compared to the control group, there was statistically significant improvement only in the two groups who saw the films with subtitles (G2 and G4) combined and individually when compared to the control group.

A comparison of G2 and G4 combined to G5 shows that both the Anglophones and the Francophones improved with medium practical significance.

Anglo G2&4:G5 : F= 2.21 [df = 57, $p < 0.01$]; $0.5 < D < 0.7$, medium practical significance

Franco G2&4:G5 : F= 4.38 [df = 43, $p < 0.02$]; $0.5 < D < 0.7$, medium

practical significance

A comparison of G2 to G5 shows that Anglophones and Francophones improved with large practical significance and medium practical significance respectively.

Anglo G2:G5 : $t = -2.77$ [df = 39, $p < 0.01$]; $D > 0.7$, large practical
significance

Franco G2:G5 : $t = -2.11$ [df = 32, $p < 0.04$]; $0.5 < D < 0.7$, medium
practical significance

This means that the Anglophones in G2 (the group that viewed subtitled dramas) performed better than the Francophones. This could be due to the fact that the Francophones found it difficult to understand the spoken words of the American English dramas, but important for this study is that the improvement of both these sub-groups that saw dramas with subtitles was statistically significant, indicating that all students at UB could benefit from such interventions.

A comparison of G4 to G5 shows that both Anglophones and Francophones improved significantly (Anglophones with high statistical significance), and that these improvements had large practical significance. An explanation for this is probably because the English used in the film (documentary) that was shown here was standard and the words were clearly pronounced, also the documentary genre leans towards more fact-based informative texts as opposed to the plot-driven nature of dramas such as *Law and Order*. Looking at the improvement level of the Francophones here, they did better than the Francophones in G2, unlike the Anglophones who had the same level of improvement in each of the two groups (G2 & G4). It can therefore be deduced that, in terms of Anglophones only, the film genre does not matter; while in terms of Francophones only, documentaries are a better film genre to use for AL improvement.

Anglo G4:G5 : $t = -2.59$ [df = 41, $p < 0.01$]; $D > 0.7$, large practical
significance

Franco G4:G5 : $t = -2.35$ [df = 29, $p < 0.03$]; $D > 0.7$, large practical
significance

It was noticed, however, that comparing G1 to G5 showed an improvement level with medium practical significance only for the Anglophones. There was no significant improvement in the case of the Francophones. This is an indication that just showing films (even without subtitles) to the Anglophones could raise their AL levels.

Anglo	G1:G5	: $t = -2.06$ [df = 36, $p < 0.05$]; $0.5 < D < 0.7$, medium practical significance
Franco	G1:G5	: $t = -1.37$ [df = 29, $p < 0.18$]; no significance

Apart from the instances discussed above (see Table 4.4) which showed some significant improvements in terms of differentiating between Anglophones and Francophones, the rest of the data showed none.

4.3. Discussion

The findings of this study could therefore be said to indicate that subtitles do have a positive effect on students' AL levels in higher institutions. This is most evident in the overall improvement of AL levels, as tested by the TALL as a whole, both in the weighted and the unweighted data. In the case of the unweighted data, only the improvement of the two groups that saw subtitled film (individually and combined) was statistically significant (with medium practical significance). In the case of the weighted data, even though all test groups improved overall with statistical significance, the improvement of the groups that saw films with subtitles (individually and combined) was statistically highly significant (with large practical significance) when compared to a control group that was not exposed to audiovisual material. The fact that the groups specifically also improved in those areas tested in sections 2, 5 and 6 of the TALL where a range of integrated AL abilities are involved, is an indication that the increased linguistic processing that results from prolonged exposure to audiovisual material in English (especially with English subtitles), has a positive effect on the English academic literacy levels of tertiary students.

The fact that the improvement for students who saw dramas with subtitles is slightly higher than those who saw documentaries with subtitles, connected to the fact that these dramas contain a lot of action and are usually captivating, implies that a high level of information processing was involved. The students were probably so captivated by the subtitled drama films that they needed to concentrate in order to process the information they were seeing. The interviews conducted with these students confirmed this (see 4.2.3.2). However, the improvement of the group that saw the subtitled documentaries was also statistically significant and there was neither statistical significance nor practical significance when comparing the two groups that saw subtitled films with each other (G2 and G4):

G2:G4 : $t = 0.181$ [df = 53, $p > 0.05$]; no practical significance

This is equally true in terms of comparing Anglophones and Francophones:

Anglo : $t = 0.61$ [df = 30, $p > 0.05$]; no practical significance

Franco : $t = -0.70$ [df = 21, $p > 0.05$]; no practical significance

The t-tests revealed the same results in both cases of weighted and unweighted data (see Appendix G, Tables 4.3.2d and 4.3.6e). This means that either of the film genres may improve AL levels but the fact that G2 improved highly statistically significantly overall and in all the sections except for sections 1 and 5 in the weighted data, coupled with the students' positive attitudes towards viewing dramas, is an indication that dramas may actually be the better film genre for use in terms of improving AL levels based on the engaging nature of these texts even if the subject matter may be further removed from students' fields of study. The formal nature of the language used as well as the argumentative structure used in the specific dramas do, however, show a close affinity to how English is used in a tertiary academic environment.

This study highlights the fact that faster decoding, when words are presented as bimodal text and sound, successfully improves comprehension. This is also confirmed by Borrás and Lafayette (1994) and Bird and Williams (2002) as discussed in Chapter 2. The fact that exposure to audiovisual material in general

involves more processing of language that results in increased AL levels, as well as the fact that the groups that saw films with subtitles in general improved more than the groups that saw only films, indicates the presence of more involved processing. This implies that the students were able to attend to and fully process both the text they were viewing as well as the sound. This is demonstrated by their performance in sections 5 and 6 that test a range of integrated AL abilities.

The present results indicate, as earlier presumed by Bird and Williams (2002), that information developed from text and sound both add up to improvements in the processing of spoken words. The fact that the group that saw dramas consistently improved significantly seems to indicate an even higher degree of involved processing that could be related to the fact that the drama series (and the genre in general) has a rising line of tension that inevitably involves the viewer more.

The outcome from this study seems to confirm, as earlier demonstrated by the cited researchers, that:

- 'bimodal video' is an effective way of enhancing learners' understanding of authentic texts and their learning of content and vocabulary in the L2. Bimodal video provides simultaneous exposure to spoken language, printed text, and visual information, all conveying the same message (Baltova, 1999).
- subtitling makes it possible "to present speech, text and supportive visual context simultaneously, making lessons accessible to students who use different types of learning strategies and can be used with heterogeneous groups of students" (Spanos & Smith, 1990). This is more so because the UB students come from diverse backgrounds and therefore may have different learning strategies.
- captions facilitate the identification of the written forms of familiar vocabulary by the students, and reinforce the meaning in an audio and video format (Smith, 1990).
- bimodal video increases students' motivation, and results in an improvement in their English vocabulary, reading comprehension, and word analysis skills (Goldman & Goldman, 1988).

- subtitling provides easier access to the target language (by virtue of the fact that it appears on the screen to be read) resulting in greater comprehension and learning (Vanderplank, 1988, 1990).

The first part of the hypothesis of this study was that exposure to subtitled programmes over an extended period will improve AL levels of tertiary students in Cameroon, and that it would be possible to develop a model for harnessing this mode as an integrated aid in such programmes. This part of the hypothesis that was supported by the findings of a pilot study has been confirmed by the results obtained here. However, the second part of the hypothesis which stated that groups that see documentaries should display a greater improvement in academic literacy than groups that see dramas due to the higher register and pseudo-scientific subject matter of the latter, has not been confirmed in this study.

Considering the study in terms of a comparison between Anglophones and Francophones, however, there is an indication that for Anglophones only, the film genre did not matter. This means that either dramas or documentaries could be used for AL teaching. The Anglophones did, however, indicate in the interview that they preferred the dramas and that the documentaries were sometimes boring. For Francophones only, though, the documentary film genre provided higher levels of AL improvement.

These findings are valuable because one might logically assume that, during the film show sessions, the students who were watching documentaries with subtitles would generally perform better because the language used here was standard UK English and therefore closer to what students are familiar with. Instead, the results revealed quite a different scenario. The students who saw subtitled dramas (in less familiar and often colloquial American English) performed at a significantly higher level than those who saw subtitled documentaries (in more familiar and more formal British English).

Although there is no statistical difference between G2 and G4 (see Appendix G, Tables 4.3.2d and 4.3.6e), a comparison of the students' attitude based on the

observations and interviews (see paragraph 4.2.3 below) vis-à-vis both film genres demonstrate that dramas are preferred to documentaries, further supporting the use of dramas in terms of AL improvement.

The results of the study showed with statistically and practically significant improvement that it was as a result of exposure to subtitled material that the students improved their AL abilities. This means that the use of subtitled films to improve AL levels of the students at the University has now become an aid that should be considered seriously for implementation. This is even more so because many of those students who took part in the pilot study expressed their appreciation for it since it improved their AL levels. A sizeable number of the students who took part in the recent study also confirmed that fact.

This study is not attempting to prove that the only way to improve AL levels of students at tertiary institutions is through the use of subtitling. There may be other ways through which students AL levels can be improved (as is the case with G5 in this study). In relation to the overall improvement of individual groups, the study showed that:

- i) The level of improvement of the groups (G2&G4) that viewed films with subtitles was higher than that of the groups (G1&G3) that viewed films without; and
- ii) The level of improvement of the groups (G1&G3) that viewed films without subtitles was, in turn, higher than that of the group (G5, the control group) that viewed no films at all;
- iii) The control group (G5) that viewed no films at all, also improved in the case of the unweighted data although in the case of the weighted data, they fared worse after the semester.

This means that other factors different from the effects of films and subtitles affected their AL levels in a positive way.

4.3.1 Other factors different from subtitling that may have influenced AL levels

It was mentioned in the problem statement of the current study that the AL approach used at UB is obsolete and therefore needs to be re-developed. However, although re-conceptualising the way in which the development of AL is addressed at UB is an essential exercise for the future, it is to be expected that the current courses may still have some effect on the improvement of students' AL levels. This probably explains why G5 still improved in the case of the unweighted data with the current approach in place. However, as it has been indicated, although G5 improved in this treatment of the data, its improvement level was quite low.

Other factors may have included:

- The ability of the freshmen to cope with anxiety and communication problems (Bodycott & Crew, 2000:5). The students who took part in the current study were freshmen coming from different regions of the country. For some, studying at UB was a very new and sometimes strange experience. Some of the Francophones were taught fully through the medium of English for the first time. These freshmen are expected to communicate in the English language with ease, without the fear of being laughed at. The fear factor could slow down their communicative ability.
- Affective motivational factors, e.g. interest, may also have had a telling effect. Interest is a motivational variable of high relevance in educational circles (Hidi, 2006:70; Huk & Ludwigs, 2008:2). Just by being interested in their studies or in the type of environment may have had a positive impact which motivated the students in G5 to work hard and also develop their own learning strategies. According to Hidi (2006:70), Huk and Ludwigs (2008:2), interest could be best explained as a psychological state that occurs during interactions between persons and their objects of interest, and is characterized by an increased attention, concentration and

influence. This may have been what happened to the students in G5 during the 4 month experiment.

- Thus, other factors such as motivation, friendships, environmental and cultural adaptability or financial security, and attitudes to learning may have combined to cause the slight improvement of AL levels for G5 in the unweighted data (Graham, 1987:516; Johnson, 1988:165), but do not explain the statistically significant difference in improvement between the test and control groups.

4.3.2 Summary of findings and possible implementation

The findings and possible areas of implementation are summarised in the following table:

Table 4.5: Summary of findings and possible implementation

Category and description	Findings	Discussion	Possible implementation/model
Overall AL: includes aspects such as: <ul style="list-style-type: none"> • General academic vocabulary • Reading comprehension • Vocabulary, word order and sentence construction. 	Overall: all groups improved, but G2, G4 and G2&4 stronger significance, and G2 higher level significance than G4.	This seems to indicate that sustained exposure to subtitled audiovisual (AV) material improves general AL levels	Create additional timeslots on the timetable (for combined groups to limit the logistics) and show subtitled material from a consistent genre on a weekly basis, or make shorter subtitled clips part of each contact period.
Academic vocabulary: Words and terms are taken from the Coxhead academic word list. Section 2 of the TALL test.	Group G2 on its own and groups G2 and G4 combined improved with statistical significance.	Here it would seem that the use of fast-paced, plot-driven series using a form of English students may not be entirely comfortable with (American English), forces students to spend more time reading subtitles which improves their general academic vocabulary. See	Use subtitled informative/factual material but specifically also subtitled plot-driven dramas during units focusing on academic vocabulary. This could even be enhanced with manipulated subtitles where specific vocabulary is highlighted or even animated. This is an avenue for further research. Tasks could be devised to further

		also text editing abilities below.	capitalise on vocabulary development through worksheets and other vocabulary assignments used in combination with subtitled films.
Reading comprehension: including the recognition of metaphorical language, classification and comparison, making inferences, differentiation between essential and non-essential information and the recognition of text relations, but with an overall emphasis on text comprehension. Section 5 of the TALL test.	Groups G1 and G4 improved substantially (with statistical and practical significance) in this section, although G2, G3 also improved in terms of percentage improvement when compared to the control group, and G1&G3 and G2&G4 also improved significantly.	The fact that all test groups improved in comparison to the control group emphasises the benefit of AV texts in an AL programme. However, it seems that unsubtitled dramas (fast-paced, plot-driven) that rely on argument and evidence, as well as subtitled fact-based documentaries are most beneficial in the improvement of comprehension.	Use AV texts for students to watch and test them with comprehension type questions. Students should also read texts in the classroom. This way, they will be able to compare and improve their comprehension of both texts, as well as their reading speed. Introduce regular screenings of more informative, drama or documentary (subtitled or unsubtitled) AV texts and supplement these with comprehension exercises that force students to watch more attentively for these aspects. Follow up with discussions and exercises.
Text editing, including vocabulary, word order and sentence construction. Section 6 of the TALL test.	Groups G2 (large effect size), G3 (small effect size) and G4 (medium effect size) as well as G2&G4 combined (large effect size) showed statistically significant improvement when compared to the control group. The biggest improvement, as well as the improvement with the highest statistical	The fact that the groups that saw the subtitled films improved significantly means that subtitled AV texts, and particularly subtitled dramas (fast-paced, plot-driven, argumentative) could be used to develop text editing abilities. Here subtitled and unsubtitled informative/factual material (documentaries) also make a significant	Introduce regular screenings of subtitled dramas with action backed up with discussions and exercises. The success of the documentary mode to some extent, but also of the drama mode means that subtitled AV material from these and similar genres could be used to great effect also in specific units in an AL programme. Since these abilities are so central to academic success in most disciplines, the model in Chapter 5 will elaborate on this.

	significance and largest practical significance, was observed in G2, followed by G2&G4 combined.	difference.	
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It was mentioned in 2.1.1.2 that an approach to AL development that considers language to be merely made up of separate 'skills' (such as reading, writing, listening and speaking) that could be taught and learnt in isolation is questionable. An AL approach that includes a reinterpretation, integration and contextualisation of abilities such as reading, writing, listening and speaking in addition to other elements such as socio-linguistic, socio-cultural, socio-political and socio-historical factors and contexts is closer to the way in which such abilities are applied in the tertiary academic context. This approach to AL is therefore dynamic in the sense that it will change depending on specific contexts. Based on the previous discussion, it is accepted in this study that the type of academic literacy intervention that allows for changing conditions and contexts is what may be most useful in tertiary environments.

It was further discussed in Chapter 2.1.1.2 that the model to be designed will take into consideration those aspects of AL as tested in the TALL which have been most significantly improved due to exposure to subtitles, as well as emphasizing the new technologies now available for language learning and teaching in classrooms.

Having identified those aspects of AL that are most significantly improved by the use of subtitles (Table 4.5) and having discussed in Chapter 2.1.1.2 the type of AL intervention in use at UB, a model will be proposed in Chapter 5 for the use of subtitles in an integrated fashion in the teaching of AL programmes at UB.

4.4 Conclusion

From the foregoing analysis and discussions, the answers to the questions posed in Chapter 1 are as follows:

1. Subtitled programmes can be used to promote academic literacy.
2. Performance on sections 2, 5 and 6 of the TALL were significantly improved by exposure to subtitling.
3. In terms of the film type used in this study, the subjects in G2 that viewed popular dramas with subtitles performed at a significantly higher level than the subjects in G4 that viewed documentaries with subtitles when compared to the control group. A comparison between the subjects in G2 that viewed subtitled dramas and those in G4 that viewed subtitled documentaries gave no statistical significance. This means that any of the two AV genres could be used to improve AL. However, based on the students' response from the interviews, the observations and on the fact that G2 had the strongest statistical significance, it could be said that subtitled dramas would be a better film genre when it concerns the improvement of students' AL levels, due to the involved processing and heightened interest and attention required by the genre.

However, it seems that, when one compares the performance of the Anglophone and Francophone students as separate groups, dramas are a better film genre for Anglophones while documentaries are a better film genre for Francophones when it concerns students' AL improvement. This was also confirmed by the students themselves during the interviews. The Anglophones were more interested in the subtitled dramas while the Francophones preferred the subtitled documentaries.

4. Therefore, it should be possible to design a model for the implementation of subtitling as an integrated aid in AL programmes at tertiary institutions. However, the approach to the development of AL at the University of Buea has to be re-conceptualised in order to reflect current trends in thinking about academic literacy as well as taking into consideration the aspects tested in the six sections of the TALL and the categories that have been improved as a result of exposure to subtitles.

CHAPTER 5 A proposed model for using subtitling as an integrated tool in the teaching of AL programmes

5.1 Introduction

In Chapter 1, problems connected to AL at tertiary institutions with special emphasis on UB were highlighted. The approach in which these specific problems were to be investigated in view of developing a model for the implementation of subtitling as an integrated teaching and learning aid in AL courses at UB was introduced. Chapter 2 focused on relevant studies done in AL and in the field of subtitling. Important aspects regarding the research methodology employed in this study were discussed in Chapter 3. The experiment in Chapter 4 revealed that subtitled audiovisual material (but, interestingly, also audiovisual material without subtitles) made a statistically significant difference in AL performance in general, as well as in specific AL abilities assessed by TALL. The data analysis thus identified those sections where students showed the most significant improvement with regard to the specific abilities tested by such sections (i.e. Section 6 - text editing; Section 5 - reading comprehension; and Section 2 – academic vocabulary).

Consequently, this chapter proposes a model for the use of subtitling as an integrated tool in AL programmes. It focuses particularly on the three categories of abilities mentioned above. The development of such a model will involve an assessment of the implications of the experimental results in this study, an outline of basic principles/conditions for the use of subtitled audiovisual material in AL classrooms and the model itself. The proposed model will function on a continuum from: a) one end for general integration of subtitled AV material where students will watch only subtitled films in general (although still minimally mediated to optimise AL gains) to b) the other end for specific integration where subtitled material is used for specific disciplines and purposes. As an example of general integration, this study has already shown how subtitled AV material could

be used as an aid to improve AL levels of students in a more generic, decontextualised AL course.

5.2 Implications of the experimental results for the design of the model

In Chapter 2 it was mentioned that the current AL programme used at UB needs to be reconceptualised in order to take into account more recent research that emphasises the contextual, disciplinary nature of AL abilities. What is further evident from Chapter 2 is the diversity in approach and content of current AL courses. Therefore, one would wish to propose a model that could be utilised by both more generic AL courses as well as more discipline-specific AL courses. This chapter is not, however, an attempt to design a curriculum for an AL programme or course, but rather to indicate how subtitling can be introduced as an integral part of AL training. The first four chapters, and particularly the results from the experiment in Chapter 4, present the following seven implications:

- 1. Many UB students show considerable risk regarding their AL abilities. Attempts have been made to support students in improving their AL levels.**

The first implication of the study is that many UB students are at risk when one considers their low levels of AL as shown by the TALL scores. It is also clear from this study that the UB authorities are very aware of students' difficulties and have been trying in their own way to curb the problem, hence the introduction of courses such as ENG101/102 (see Section 1.3.2). However, these measures have proven to be insufficient because firstly, there is no well-defined language policy in Cameroon since the government has not prioritised language issues in the country (see Echu, 2004a). Secondly, one of the main shortcomings of the AL approach at UB is that it is not task-based, that is, based on authentic, integrated AL tasks that the students should complete that show relevance to their studies. Thirdly, the students at UB are either ESL (Anglophones) or EFL (Francophones), which places further hurdles in their way in terms of acquiring AL in English. Fourthly, although the University requires at least a pass in Ordinary Level (OL) English language for Anglophones, and a pass in the

Intensive English Language Programme (IELP) for Francophones, students still show risk regarding their English AL abilities. It is therefore clear that these initial measures are not adequate in ensuring that students are on the desired level of AL to successfully pursue their studies at the University through the medium of English. Similarly, the continued underperformance of students on the ENG 101/102 modules indicates that exposing students to these modules also do not have the desired effect on their AL levels (see Appendices A & C). Thus, there is a clear need to reconceptualise the AL support offered at the University, focusing on how one could alter the existing intervention to make it more effective.

2. The use of subtitles in the experiment (embedded in AL modules) effectively improves students' AL levels and there is therefore a need for an approach that will utilise subtitling as an integrated aid in the teaching of AL programmes at UB.

The use of subtitled films as part of the AL modules improved students' AL levels overall and in specific sections (see Graphs 1 & 2, Chapter 4). Considering the problems discussed above, alternative ways have to be investigated for improving the AL levels of students. This study has proven that one such alternative that can effectively improve AL levels is the use of subtitling as part of an AL intervention (see Section 4.2.2 that discusses the higher levels of improvement for G2 and G4, the groups that viewed the subtitled films).

3. There is a need for the design of a model that allows for general integration of subtitled AV material.

As a result of the fact that many different kinds of academic literacy interventions exist, a proposal for a model on how to utilise subtitling in existing AL courses obviously needs to make provision for a wide range of different AL interventions. This study has demonstrated conclusively that just viewing subtitled films in a particular genre over a longer period (one academic semester) with only minimal post-screening discussion, improved the students' AL levels overall. Similarly, other AL interventions based on the same decontextualised approach to the development of AL described in this study, could make use of a similar strategy

for the inclusion of subtitled films in such interventions. As noted earlier in this study, the AL approach at UB is not without criticism. However, whereas a comprehensive reconceptualisation and redesign of the intervention at UB has not been the focus of this study, it has shown that even in the context of more generic AL support, the inclusion of subtitling has a positive effect on AL levels.

This intervention could also be supported by the screening of particular types of AV texts without subtitles, specifically to improve reading comprehension abilities by exposing students to AV texts that require them to follow an investigation and argument, as was the case in the use of *Law and Order* (cf. 4.2.2.1.2 and 4.2.2.2.2, and also point 5 below).

4. There is also a need for the design of a model that allows for specific integration where subtitles are used in specific ways or even manipulated for specific disciplines and purposes.

Whereas this study proposed and tested subtitling as an approach which, if embedded in generic AL programmes can improve the AL levels of students, it has also acknowledged the importance of more recent studies on the development of AL (see Chapter 2) that focus on the disciplinary contextualisation and integration of abilities such as reading, writing, listening and speaking in addition to an emphasis on elements such as socio-linguistic, socio-cultural, socio-political and socio-historical factors. From the discussion in Section 2.4, it is clear that academic literacy interventions need to make provision for changing conditions, contexts and requirements in the tertiary academic environment.

As noted in Chapter 2, “the reason for basing AL work in the discourse of the disciplines is that relevant content, grounded in reality, motivates learners, while content perceived as irrelevant to students’ field of interest is demotivating” (Goodier & Parkinson, 2005:67). Also, ‘discipline-based’ AL teaching and learning promotes AL because the materials can be authentic, comprising interesting, relevant and real activities that members of the discourse community engage in (see Goodier & Parkinson, 2005). An important implication of the strong support

for discipline-specific AL development is that the model proposed in this chapter should also present guidelines as to how subtitling could best be integrated in such AL interventions. Therefore, the model will make provision for specific integration of subtitled material where one can manipulate subtitles for specific disciplines and purposes, or utilise specific audiovisual material to improve specific AL abilities.

5. Other factors different from the use of subtitles can also improve AL levels, though, in this study, the levels of AL improvement derived from the use of subtitles are higher.

Another implication of this study is that, while acknowledging the fact that subtitling does improve AL levels, the study has also revealed that other factors different from subtitling may improve students' AL levels. This was most evident in the **per section** improvement of G1 in section 5 of the TALL (see Graph 2, Chapter 4), where the students who viewed dramas without subtitles performed better than those in G2 who viewed dramas with subtitles. This phenomenon is explained by Jewitt (2006:10) who mentions that modal arrangements on screen and informational structures in screen design also have an effect on the learning and teaching of AL. According to him, elements can be visually grouped or separated through modal configuration as a result of the use of colour brightness, size, shape, type style, spacing, alignment, slope, direction and speed (see Jewitt, 2006) which in turn captures the students' attention during the film show. Jewitt (2006:10) adds that "image is often discussed as being effective in highlighting overall patterns and trends. It is used to reveal or show complex notions, depict exceptional relations and to visually create 'mood' without delay". Similarly, "colour has been found to be a potentially powerful tool to direct and maintain attention, interest and motivation, and to increase retention of learning materials" (see Jewitt, 2006). The implication in this section is that simply viewing carefully selected films (without subtitles) can help improve students' AL levels.

Furthermore, under certain conditions it may be more beneficial for students to watch audiovisual material that is not subtitled rather than watching the same material that is subtitled. Students confirmed in the questionnaires and the

interviews that subtitles may be disruptive and may prevent them from following the flow of the film. This can occur when the students are not used to subtitles or are viewing subtitled material for the first time. Vanderplank (1988:277) also confirms this behaviour in stating that:

Frequently, they [students] would reach a point when they would just cease to follow, either because they could no longer concentrate, or because they felt that they had already missed so much that they would gain little by continuing (Vanderplank, 1988:277).

Therefore, one would have to accept that the split attention involved in watching AV material with an involved, fast-paced plot (such as in the drama series in this study) may have a negative effect on students' ability to concentrate on the subtitles. On the other hand, one should consider the possibility that even more extended exposure to the subtitled dramas used in this study may eventually result in the students getting used to such material and that the gains in AL improvement may be augmented even further by the addition of subtitles. One could consider, for example, to introduce this genre without subtitles initially and as students grow accustomed to the pace and intensity of plot development, introduce later programmes in the drama series with the addition of subtitles. The problem of students not being familiar with watching subtitled AV material may further be addressed by embedding subtitling in the AL curriculum so that it becomes part of the 'academic culture' at the institution.

6. Consideration should be given to issues such as the quality of the film, the relevance of specific film genres for the development of AL, including principles or conditions that govern the use of audiovisual material in classrooms.

With regard to students' overall AL improvement, this study revealed that for the individual groups, G2 (who viewed subtitled dramas) and G4 (who viewed subtitled documentaries) performed better **overall** than the groups who viewed the same films without subtitles (G1 & G3). However, although the study hypothesised that the documentaries would perform better than the dramas, there was no statistically significant difference between the two groups that saw these two genres with subtitles. Although it was initially envisaged that the

American English used in the drama series may impede students' understanding of the material (since it is further removed from Standard English as used predominantly in Cameroon in education), the data analysis in Chapter 4 shows that in this case, the influence of language variety on AL gains was negligible.

It would appear that particular types of subtitled dramas (specifically fast-paced, plot-driven, investigative and argumentative dramas like crime or courtroom dramas) could be considered to be a marginally better genre for improving particular AL abilities connected to comprehension than, for example, documentaries. It further suggests that the involved plot and argumentative as well as investigative nature lead to heightened concentration and that the formality of the legal language used in the dramas and its similarity to that used in a tertiary academic context contributed to the improvement in AL ability. It is important to emphasise, however, that because the difference in overall improvement between groups 2 and 4 is only marginal (and not statistically significant), the use of subtitled documentaries is just as relevant in the context of the findings of this study. The informative nature of the documentaries used in this study closely resembles what is expected of students in terms of a tertiary academic context, in this case with the added advantage of a tangible visual context created for the information contained by the documentaries. The study further revealed that, in the case of the Francophones considered as a separate group, watching the subtitled documentaries resulted in better AL gains than the dramas (see Section 4.2.4). The implication here is that the types of subtitled films to be used as part of AL interventions, will have to be thoroughly screened and a judicious selection made that may best serve the purposes of AL support, and taking the demographics of the student body into account.

7. Limitations and relevant aspects from similar studies should be considered in the design of the model.

The studies of Garza (1991), Bird and Williams (2002) and Markham and Peter (2003) used subtitling in their research in order to improve AL levels in reading and listening comprehension. Similarly, Vanderplank (1988), Weasenforth (1994), Koskinen *et al.* (1996), Cardillo (1997) and Markham (1999) proved that using

subtitling in academic contexts also improves the AL levels of students. These studies, however, present a number of limitations: the duration of these studies was very short; only some AL abilities were tested and the studies were not embedded in the curriculum of the educational institution. These limitations will be addressed in the model by proposing that: subtitling should be embedded in AL programmes - it should therefore be utilised as part of the normal curriculum. In this way, one would address problems created by study duration and sample size. Other positive aspects from these studies that would also be used in the model include:

(a) Vanderplank's suggestion that:

Paying close attention to the language used in [subtitled] programmes through note-taking or other aids to retention helped subjects produce an altogether higher level of English in terms of accuracy and specificity of language such as correct structure and terminology, and a richer and more varied command of the language ... (Vanderplank, 1990:226).

This finding is very important for the design of this model as students will have to take down notes while watching the subtitled material in order to obtain concrete positive results.

(b) Danan's (2004:67) finding on audiovisual material which, when enhanced with captions or interlingual subtitles, gives additional cognitive benefits, such as greater depth of processing.

(c) Vanderplank (1998), Baltova (1994, 1999), Danan (2004), Garza (1991), Borrás and Lafayette (1994), Linebarger (2001), Markham (1993), and Newman and Koskinen (1992) whose findings revealed that subtitles improved verbatim recall and retention of words, reuse of vocabulary in the proper context, as well as better communicative performance in specific oral and written communication tasks.

(d) Koolstra *et al.* (2002) whose finding showed that watching subtitled television programmes, over time, improves reading abilities.

(e) Smith's (1990) finding which showed that seeing and hearing the words used repeatedly in the context of a coherent story with video cues made them appear more real, words students could actively use in everyday conversations.

(f) Rogner (1992), and Bean and Wilson (1989) whose findings proved that subtitling could improve the sight vocabulary of adult literacy students.

(g) Price's (1983) finding on the improvement of listening comprehension by subtitles.

(h) Bird and Williams (2002) who found that same language subtitles could qualitatively change the phonological representation of the word in the students' mind.

5.3 Basic principles/conditions for the use of subtitled audiovisual material in the classroom

A number of basic principles apply for the use of subtitled material in the AL classroom. This study showed that with regard to student interest, the majority of the students preferred the drama film genres to the documentaries. Although the subtitled documentaries also yielded positive results with regard to AL gains, students generally found the documentaries boring. This is probably due to the nature of the content of these documentaries (i.e. if one is not particularly interested in mountains or the history of Egypt, one may find this content boring). In a context that addresses AL in a discipline-specific manner, students' levels of interest may be less of a problem since one could select informative AV material that has relevance for students' studies. With regard to the drama genre, the success in using subtitling will further depend on the type of drama genres students are exposed to. In other words, a drama that is substantially different from *Law and order* may not necessarily yield the same results with regard to the improvement of AL levels of students. This issue, however, still needs to be investigated. A crucial implication of the discussion above is that all audiovisual material that is considered for use in AL programmes should be thoroughly screened before students are exposed to such material. Against this backdrop,

the following eleven basic principles (adapted from Lottmann, 1961:178-179; Koskinen *et al.*, 1993:41-42; and Salaberry, 2001:41) for the use of audiovisual materials in classrooms should be adhered to by facilitators:

1. The teacher must do a thorough analysis of the film before presenting it to the students for viewing. He/she should watch the film in a critical manner, taking into consideration the AL abilities that may be developed when the film is shown to students.
2. These AL aspects should be emphasised by the teacher in discussions with the students after the film show (e.g. if the film contains cause and effect relationships, these could be highlighted by the teacher in such discussions).
3. The teacher must ensure that the equipment to be used for the film shows is in working order before the screening of the film starts. This is to ensure that there will not be any disruption that may cause students to lose concentration and that may impact negatively on the learning process.
4. Before the screening of the film commences, it should be introduced to the students. Students should also be told exactly what is expected of them while watching the film. This introduction should be kept as short as possible.
5. Point 2 above implies that, during the screening, the teacher must be constantly aware of opportunities the film presents to emphasise specific aspects of AL. The point is that the teacher should not be a passive onlooker at the film shows but should constantly seek out opportunities that may support and strengthen students' development of specific AL abilities.
6. Even though the same film may contain opportunities for emphasising a wide variety of AL abilities, it may be wise to decide beforehand which abilities are represented strongly in the film, and to focus on the development of a limited number of such abilities. One does not want to defeat the purpose of introducing subtitled films by overburdening students in any one specific session.

7. Apart from using the discussion sessions at the end of each film show as an instrument for reinforcing specific functional abilities, teachers should consider giving students related academic tasks that could further strengthen the specific AL abilities contained in the film and highlighted during the discussions.
8. Opportunities should be created for watching the film again, either in its entirety or only certain sections where students need more clarity or where the teacher wants to emphasise or explain something specific.
9. It would be advisable to measure students' achievement after each film show so that one could determine student progress regarding various aspects of AL. The successive marks obtained together with the feedback from students and the teacher can then also be used to adjust pedagogical aspects of the intervention, if necessary.
10. It may also be beneficial to establish an audiovisual library at one's institution where both students and staff have access to a wide range of AV material. Students could, therefore, make use of such a library to revisit some of the films that they watched during the formal sessions. As the benefits of using subtitled AV material become known more widely, other teachers may also want to use such material in their own teaching practice.
11. Finally, institutions should take care not to infringe upon any copyright restrictions of audiovisual material.

5.4 Proposed model

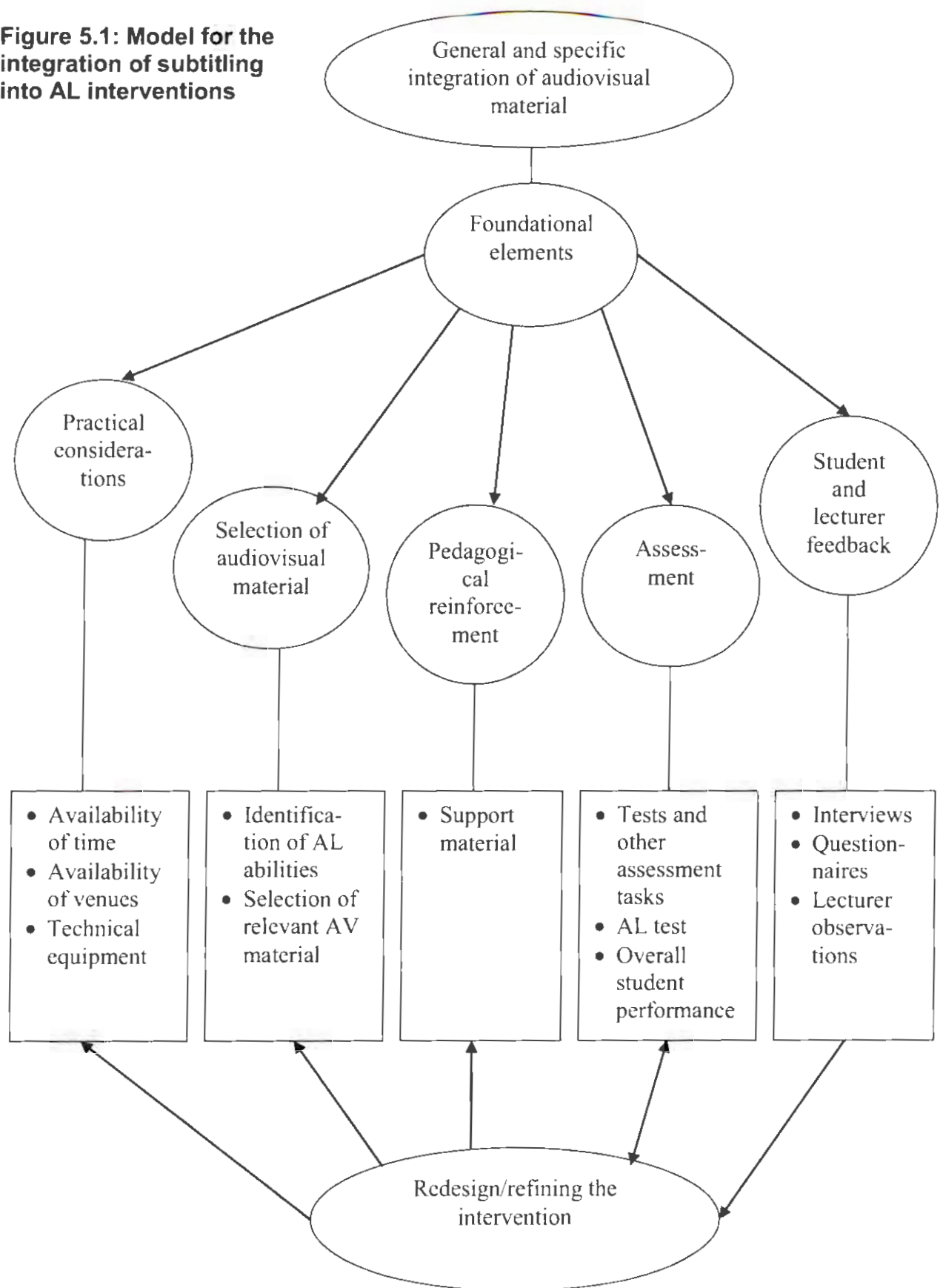
From the foregoing, the aim of the model proposed in this section is therefore to provide a framework which can be used to implement subtitling in tertiary academic contexts with the aim of improving AL levels. As indicated in Section 5.1 above, the model will, to a large extent, be based on the positive empirical findings of this study discussed in Chapter 4.

Although this study has shown that even incidental exposure to subtitled AV material improves AL levels, it is envisaged that a reconceptualisation of the ENG101 /102 modules may yield even more positive results if specific AL issues

in specific disciplines could be addressed through a careful selection or even manipulation of subtitles in relevant AV material. Therefore, in addition to the benefits that can be obtained from the general implementation of subtitled material, a restructured AL programme at UB may also be able to benefit greatly from the implementation of a model for that allows for more specific integration of subtitled material.

The following figure represents the model that will be described below in detail:

Figure 5.1: Model for the integration of subtitling into AL interventions



5.4.1 A model on a continuum from general to specific integration of subtitled AV material

It is envisaged that the model for the integration of AV material should function on a continuum of general integration on the one end and specific integration at the other. The suggestions on general integration are intended as a more general intervention in generic AL programmes, based on the positive findings of this study. On the other extreme, subtitled material could be created or subtitles manipulated with very deliberate, and, if preferred, discipline-specific outcomes in mind.

The principle behind the general application is therefore that simply viewing subtitled films with general awareness-raising discussions before and after screenings, with prolonged exposure, improves students' AL levels, and potentially also their performance in their other academic subjects. This application of the model proved to be effective at UB where the experiment took place. The subtitled dramas and documentaries used in the experiment were not used in a way where it was deliberately decided that specific AL abilities would be targeted for development, although students were encouraged to pay particular attention to subtitles where applicable, and discussions were held after screenings. Therefore, no attempt was made in this experiment to improve any particular section or ability of AL. The TALL was used for exactly this purpose in order to discover if firstly, there was any improvement in AL levels at all, and secondly, if particular sections of the test emerged in which the improvement was significant.

The rationale for proposing a model on a continuum of specificity is based on the finding that the subtitled films used in this study had a positive effect in improving specific aspects of academic literacy, i.e. the most significant gains were found in the sections of TALL that tested academic vocabulary, reading comprehension and text editing abilities. Consequently, a more deliberate introduction of subtitling into an AL programme has the potential to capitalise on these gains in a number of ways other than minimally mediated exposure. These specific applications of subtitling could therefore be directed at the development of

specific AL abilities in specific disciplines. In this application of the model, specific, subject-related audiovisual texts could be selected, or subtitles could even be manipulated to suit the AL requirements of specific disciplines and purposes.

The following are fundamental elements that should be considered in a model for the integration of subtitled AV material:

5.4.1.1 Practical considerations

It is believed that the most appropriate way to implement this model is to embed it into the AL curriculum (see Chapter 2). This has to be discussed early enough with the department concerned so that it will be taken into consideration when drawing up the department's timetable. This way, an appropriate time slot could be selected. The time proposed here for weekly film shows is about 1 hour. This time can, however, vary depending on the flexibility of the timetable and the facilitator's discretion.

Although there is usually severe pressure on available time for a compulsory course for large groups of students, this research has shown that the benefits are such that it would be worthwhile to implement the model for general integration as a standard part of an AL programme.

Since the films should be viewed by all students as part of the curriculum, it is advised that many class groups should be combined for the film screenings to minimise logistics. In this case, large enough venues, such as a large auditorium could be used. It will still be very important to encourage students to pay attention to the subtitles by means of worksheets to be completed after the film, or group discussions or exercises. It should be remembered, however, that a discussion of the AV material afterwards should preferably take place in smaller groups in order to maximise student participation and interaction. One further has to ensure that properly maintained AV equipment is available at all venues where films are screened.

5.4.1.2 The selection/manipulation/development of AV material

The results in Chapter 4 indicate that sustained exposure to subtitled audiovisual (AV) material improves general AL levels. It means that just showing general subtitled material to the students in an AL classroom without placing emphasis on any particular AL ability may improve overall AL levels. This, however, does not mean that one could indiscriminately show any subtitled film to students and expect that it would have the desired effect. One still has to think carefully about the use of any specific film with regard to its potential in the development of AL abilities. Therefore, regarding the selection of AV material, the findings of this study suggest that carefully analysed popular dramas be shown in the case of a more general integration because watching such dramas results in more involved processing activities on the part of students. However, because the analysis of the data in Chapter 4 shows only a slight difference in academic literacy gains between dramas and documentaries, documentaries could be just as effective in improving students' AL abilities overall.

As has been shown in this study, the specific drama series and documentaries used here improved very specific aspects of AL. It could therefore be expected that the use of similar film genres would have a similar effect in other tertiary academic settings. One may further prefer to focus on the development of such specific abilities in the context of specific disciplines. This would, however, depend on the availability of subject specific subtitled AV material. If such material is commercially available, one may consider the manipulation of subtitles in order to address very specific aspects of AL. In the case where subject specific AV material is available without subtitles, subtitles could be added. If such material is not commercially available, one will have to consider the development of this material, with an accompanying increase in the cost of making such material available to students.

What is further important in the context of the development of specific AL abilities is that, although improvement in students' listening comprehension is not an aspect that was assessed by this study, a number of other studies (see Chapter 2) show improvement of students' listening comprehension as a result of

exposure to subtitled AV material. This is a finding from the literature that addresses the ability to listen productively, an ability that is notoriously difficult to teach in an AL class. One could, therefore, to some degree of certainty also expect students' listening comprehension to improve as a result of their exposure to carefully selected AV material.

5.4.1.3 The development of support material

In order to create awareness about specific AL abilities, as well as to reinforce the AL abilities that one would wish to emphasise in a particular film, support material should be developed that would focus students' attention on such abilities. For example, taking effective notes is a crucial AL ability where students should be able to distinguish main ideas from supporting detail. In this context, students should be advised to note down only very pertinent points so that they could still follow the flow of the AV material. Students could, for instance, be provided with a worksheet before the screening of a film that is 'scaffolded' in the sense that it is divided by means of sub-headings into the main events or areas of focus in the film, and then be asked to take structured notes on the main ideas under such sub-headings. In much the same way, the development of other functional AL abilities could be reinforced by means of additional tasks based on the film screenings. It is also advised that support activities such as discussions about films be carried out in smaller groups of students so that they have ample opportunity to share their thoughts and opinions. Examples of possible activities that could be used to reinforce AL abilities are provided in Section 5.4.1.7.

5.4.1.4 Continuous assessment of AL abilities

The availability of appropriate assessment opportunities and instruments that measure AL abilities is a central consideration in this model. Tests and other assessment tasks that will enable one to continuously monitor improvement of particular aspects of AL should provide one with very direct feedback on the impacts of exposing students to subtitled AV material. This type of evaluative feedback should also enable one to continuously refine the model proposed here.

5.4.1.5 Opportunities for student and lecturer feedback

It is further important that, apart from data generated on student progress through the formal assessment opportunities mentioned above, one makes available opportunities for students to share their opinions on the value of specific aspects of using subtitled AV material. This could take the form of individual or group interviews as well as short questionnaires distributed to students.

5.4.1.6 Revision and possible redesign of intervention

All the different types of feedback referred to above should be employed in adjusting and refining the intervention so that the way in which subtitled AV material is utilised results in maximum benefit for students in terms of the development of their AL abilities.

5.4.1.7 Examples of support activities

In this section, a number of examples of support activities that could reinforce the development of the abilities identified in specific subtitled AV material are presented.

- Activity 1: Discussion after each screening session

There should be a discussion immediately after the screening of a film to clarify certain issues before students are assessed. The students are usually very eager to discuss certain issues either with the facilitator or with the other students in the class. The facilitator (who is supposed to have critically analysed this AV material) should be able to assist the students by answering their questions and also clarifying certain pertinent issues that will facilitate their understanding of the film. Apart from assisting students in their general understanding of the film, such discussions should also focus on the functional AL ability(ies) that could be developed using the film as vehicle (e.g. distinguishing between essential and non-essential information, making comparisons, understanding relationships of cause and effect, etc.).

In a context where the weekly screening of AV material forms an integral part of an AL programme, features such as coherence, cohesion, word endings, markers of singular/plural and tense, summarising, paraphrasing, etc. could be addressed in the ordinary AL programme classes as a follow-up exercise.

- Activity 2: Listening comprehension

Before viewing the AV material, the students are given a worksheet containing a mixture of low and high frequency words and phrases that are used in the film. The facilitator, who is supposed to have critically watched this AV material at least once, introduces these words and phrases to the students. The students are then asked to tick the ones they hear from the AV material. They could also be asked to write down next to the word or phrase the number of times they hear it. The alternative is to ask the students to note down on a sheet of paper the words or phrases that they do not understand.

- Activity 3: Listening and reading word recognition

The students are given a transcribed version of the film text beforehand. Using a typical closed procedure, certain words in this text are omitted and students are requested to fill in as many as possible of the missing words while listening to and watching the AV material. Such an activity should ensure that students focus on very specific words for which they need to listen and read attentively. It is important in this activity, however, that the facilitator should be constantly aware of whether the activity does not interfere too much with student concentration in an already demanding environment of simultaneously listening to and reading the film text. Such an activity has immense potential in focusing students' attention on specific types of words such as the connecting devices used in the text (e.g. conjunctions), words indicating temporal relationships in English, etc.

- Activity 4: Listening and reading comprehension

For this activity, students are asked not to take notes during the film screening, but to concentrate on a comprehensive understanding of the film through attentive listening and reading of the subtitles. Before the discussion of the film takes place afterwards, students are asked to write down in their own words what they thought were the main events/most important information in the film. This would amount to a personal summary that each student writes, and could be augmented by providing students with a comprehensive account of all the main ideas, either orally or in written format, and asking them to adjust their summaries by changing misinterpreted ideas, adding missing information and omitting irrelevant information. This activity could be 'scaffolded' initially by means of a short introduction of the film beforehand in order to establish a broad framework within which students should be able to better understand the film content.

- Activity 5: Academic vocabulary

Students could first be introduced to specific vocabulary related to a particular academic context (either subject specific or related to the type of language and vocabulary they will encounter in formal lectures, textbooks, examinations, and so on in achieving this aim).

Students are supposed to be able to read, listen to and understand words they come across within specific academic contexts and should also be able to use such words appropriately. For this activity, students should be sensitised about register variation in how languages are used appropriately in different contexts. The formal register of words used in a tertiary academic context should be emphasised in such a discussion. After this basic introduction, a recorded subtitled lecture or documentary can be used, with the aim of acquiring academic vocabulary. The following stages are involved:

1. A subtitled documentary film of about 20 minutes is shown to Natural Sciences students. The subtitled film is made up of a detailed description of the content of a science laboratory for science students (this could also have been AV material such as the process involved in a brewery for business and management students or a recorded court case for law students).
2. The subtitled film shows images of the various items used in, for example, a specific experiment in a laboratory. The soundtrack presents a detailed description including the name(s) of each item, definition, function(s), etc. for the students to hear. The students are able to see on the screen what the actual items look like, and how the names are spelt and pronounced.
3. In the first instance, the film is showed to the students with the soundtrack only, no subtitles.
4. In the second instance, the film is showed with both soundtrack and subtitles. A discussion takes place after which a vocabulary test is given. During the discussion, the teacher can still repeat parts of the subtitled film if he deems it necessary or on the students' request.

Students could also be given a worksheet with subject-specific terminology used in the experiment as well as general academic vocabulary (sub-technical words) that are frequently used in a tertiary academic context. Completing the worksheet should sensitise students about the fact that they should have a thorough command of both types of vocabulary in order to communicate effectively about a specific subject in a tertiary environment. Students then have to provide their own definition of each word on the worksheet based on the context within which they encounter it in the film. An exercise like this could be done in groups but could also be done very effectively in a language laboratory with individual control of the film.

It is further possible to optimise students' exposure to subject-specific as well as sub-technical academic vocabulary if subtitles could be manipulated to highlight the specific vocabulary one wishes to emphasise through underlining, animation, etc.

5.5 Conclusion

In this chapter, a model that could be used to integrate subtitled films into existing academic literacy courses was proposed. The model should be interpreted as functioning on a continuum of specificity regarding the integration of subtitled material into AL courses. In this regard, a model has been proposed that accounts for: (a) the general integration of subtitled AV material – an application of the model that was used successfully at UB, and which could potentially be used productively in any tertiary institution and, (b) the specific integration of AV material which focuses on a more specific, deliberate integration of such material in discipline-specific AL courses and for specific purposes. The chapter further proposed fundamental elements to be considered for such integration, as well as some support activities that could be employed in order to reinforce specific functional AL abilities that are emphasised by means of the film screenings. The implications of the experimental results in Chapter 4 were highlighted. The model proposed in this chapter emphasises the notion that one of the keys to the productive use of subtitling as an integrated aid in an AL programme is the identification of specific AL abilities that could be augmented through the use of subtitling. It is not suggested here that subtitling offers a ready-made solution to address AL abilities at the micro level, but apart from the less mediated use of subtitling in a general application of the model, subtitling can be used effectively by lecturers who are willing to select appropriate audiovisual material for authentic tasks, particularly related to those AL abilities (i.e. reading comprehension; academic vocabulary and text editing) identified by this study that showed the most significant levels of improvement. In some cases this may involve the manipulation of subtitles, but in the majority of cases, it would be possible to integrate subtitled material into an AL programme simply through careful selection of AV material and by developing appropriate activities that will capitalise on the involved exposure that is part of this audiovisual mode.

Finally, it has to be stressed that the use of subtitled material can play a significant role in the motivation of students. AL programmes are often compulsory courses that students need to complete, a fact that tends to create negative sentiment among students. Making use of subtitled material as part of

an academic literacy intervention may contribute to a change in attitude in the way students perceive such courses, and eventually lead to better engagement with these courses and result in better student motivation.

The next chapter will present research conclusions and avenues for further research.

Chapter 6 Conclusions and recommendations

6.1 Introduction

This study explored the reality of insufficient levels of AL of freshmen at the University of Buea (as in many other countries), and the complicated language reality in Cameroon as requiring interventions to ensure successful teaching and learning at tertiary level. Based on a literature survey on the possible uses of subtitling in an educational environment or for reaching educational goals related to comprehension, language acquisition, and others, the audiovisual translation (AVT) mode of subtitling was then investigated as an aid in AL programmes.

The study has found that subtitling offers a powerful tool in the context of AL support. Apart from the various applications of subtitling in terms of language acquisition, language proficiency and general literacy training as has been shown in a number of studies discussed in Chapter 2, subtitling can be used with positive effect in addressing the needs of students entering tertiary education without the required AL abilities.

The most important finding of this study is the fact that subtitling did improve the overall academic literacy levels of students who were exposed to subtitled AV material, and that this improvement is both statistically and practically significant in comparison to students who were not exposed to film in the course. Although the academic literacy levels of all students who saw film improved, the overall improvement of the groups that saw film without subtitles was not statistically significant when compared to the control group that did not see film. Nevertheless, unsubtitled drama also improved reading comprehension significantly.

From these findings that will be summarised in more detail below, it is clear that it should be possible to harness subtitling in AL programmes by designing a model for both general and more specific integration of subtitled AV material, as is

shown in Chapter 5. The application of the model in terms of general integration has been used successfully at the University of Buea, and could also be used at other tertiary institutions. The specific integration of AV material could also be used to great effect with regard to the development of specific AL abilities and, if preferred, such abilities could be addressed in the context of discipline-specific AV material. This chapter will present a summary of the findings and suggestions (recommendations) for further research.

The main problem this study sought to investigate was whether the AL of university-level students studying through the medium of English as a Second Language (ESL - Anglophones) and university-level students studying through the medium of English as a Foreign Language (EFL - Francophones), can be improved by these students being exposed to subtitled popular television series over a period of one academic semester (12 class weeks). This problem statement has been addressed in Chapter 4 which showed that subtitling does indeed have a significant positive impact on AL levels.

The literature survey in the study focused on relevant research with regard to literacy, AL and ALP and Chapter 2 therefore provided a clarification of the relationship between these terms. It also situated the current AL intervention at UB in the context of this discussion. It emphasized the notion that current orthodoxy seems to favour the development of tertiary AL within the discourses of specific academic disciplines.

Furthermore, the use of subtitling that has produced positive results in a variety of educational contexts was discussed critically in the literature survey in Chapter 2. This survey revealed the benefits of subtitling in, for instance, literacy training (Kothari *et al.*, 2002; Kothari, 1998, 1999, 2000; and Kothari & Takeda, 2000); in vocabulary learning and comprehension (Markham & McCarthy, 2001; Bird & Williams, 2000; Koolstra & Beentjes, 1999; and Rogner, 1992); in language acquisition (Garza, 1991; and Vanderplank, 1988, 1990); and in language proficiency training and communication (Borras & Lafayette, 1994; and Cardillo, 1997).

In addition, the study reported on research indicating that the standard of English in Cameroon is declining (Fontem & Oyetade, 2005; Tanda & Mumambang, 2006). It was further concluded that the efforts made by the Cameroonian Government towards promoting literacy and national languages, as highlighted in this study, are insufficient (Alidou, 2006). Similarly, the current AL intervention, in the form of the ENG101 and ENG102 courses, does not seem to have the desired effect on improving students' AL levels. Therefore, alternative methods such as the one used in the current study should be investigated in order to determine whether such initiatives could lead to an improvement in the AL levels of tertiary students in Cameroon.

6.2 Summary of all results: overall and per section

- In conclusion, in terms of overall improvement of the test groups when compared with the improvement of the control group, there was statistically significant improvement in the two groups that saw subtitled films in the unweighted data. In the case of the weighted data, although there was statistically significant improvement in the two groups that saw the non-subtitled films, the two groups that saw subtitled films had statistically highly significant improvement when compared to the control group (both individually and combined).
- In terms of sections, statistically significant improvement occurred in the following groups (statistically highly significant improvement in boldface):
 - Section 2 (academic vocabulary):
Weighted data:
 - Subtitles vs. control group (G2&G4:G5); and
 - Drama with subtitles vs. control group (G2:G5).
 - Section 5 (reading comprehension):
Unweighted data:
 - Subtitles vs. control group (G2&G4:G5);
 - Drama without subtitles vs. control group (G1:G5); and
 - Documentary with subtitles vs. control group (G4:G5).

Weighted data, with no clean-up:

- No subtitles vs. control group (G1&G3:G5);
- Subtitles vs. control group (G2&G4:G5);
- Drama without Subtitles vs. control group (G1:G5); and
- Documentary with subtitles vs. control group (G4:G5).

- Section 6 (text editing, including vocabulary, word order and sentence construction):

Unweighted data, with no clean-up:

- No subtitle vs. subtitles (G1&G3:G2&G4);
- Subtitles vs. control group (G2&G4:G5); and
- Drama with subtitles vs. control group (G2:G5).

Weighted data, with no clean-up:

- No subtitle vs. subtitles (G1&G3:G2&G4);
- **Subtitles vs. control group (G2&G4:G5);**
- **Drama with subtitles vs. control group (G2:G5);**
- Documentary without subtitles vs. control group (G3:G5); and
- Documentary with subtitles vs. control group (G4:G5).

- It could therefore be stated that subtitles seem to make a statistically significant difference in AL performance in general.
- Subtitles improved performance in the categories of text editing (section 6), comprehension (section 5) and academic vocabulary (section 2). These 3 categories improved more significantly for drama than for documentaries. The one category where subtitles seem to make the biggest difference is in section 6.
- Consequently, a model should be developed for the use of subtitling as an integrated tool in AL programmes focussing particularly on these categories of abilities.

This study has equally shown that subtitling is a very powerful tool which, if used together with the academic literacy courses in Universities, or with language development courses in the case of UB, would go a long way towards improving

academic literacy levels of these students, and at the same time, help break through the language barrier particularly in areas such as translation, bilingualism/multilingualism, teaching, learning, and the film industry.

6.3 Findings

The study had the following aims:

(i) *to determine whether exposure to subtitled programmes has a positive effect on AL levels.* The answer here is affirmative since the results in Chapter 4 indicate that, in terms of overall improvement of the test groups when compared with the improvement of the control group, there was statistically significant improvement in the two groups that saw subtitled films in the unweighted data. In the case of the weighted data, although there was also statistically significant improvement in the two groups that saw the non-subtitled films, the two groups that saw subtitled films had statistically highly significant improvement when compared to the control group (both individually and combined).

(ii) *to determine which areas of AL are improved by exposure to subtitling (if any).* Subtitles improved performance in the TALL categories of vocabulary, word order and sentence construction (section 6), reading comprehension (section 5) and academic vocabulary (section 2). The one category where subtitles seem to make the biggest difference is in section 6.

(iii) *to determine whether there is a difference in AL gains between groups that view documentaries (with and without subtitles) and groups that view popular dramas (with and without subtitles).* The drama groups performed slightly better than the documentary group overall (although not significantly so) as well as in section 2 testing academic vocabulary, in section 5 in the case of drama without subtitles and in section 6 in the case of drama with subtitles. This means that although the difference in AL gains between the two film genres is only minimal, one has to acknowledge that the involved processing of the dramas may account for the slightly better performance of these students. The one area where there was a significant improvement in the group that saw dramas without subtitles,

was in section 5 which tested reading comprehension. Nevertheless, even here the group that saw subtitled documentaries also improved significantly. What the study did show was that the significant improvement in AL levels seem to be the result of exposure to either of these genres, but more specifically when these genres are subtitled.

(iv) to determine whether there is any difference between the Anglophones and the Francophones regarding a possible improvement of AL levels. In terms of AL variations between the Anglophones and the Francophones, the study revealed that both sets of students improved overall. In terms of individual groups, only those that saw subtitled material improved significantly. In terms of film genre, the study revealed that dramas are a better film genre for Anglophones and documentaries for Francophones.

(v) to design a model for the implementation of subtitling as an integrated aid in AL programmes at tertiary institutions to address specific areas in students' AL. Based on the results from Chapter 4, a model was designed in Chapter 5 that makes provision for the integration of subtitled AV material on a continuum of specificity. In this way, the model provides for a range of AL interventions, from more generic, decontextualised AL support to more specific, discipline-based interventions.

With regard to the hypothesis of this study, only the last part of the hypothesis which states that "groups that see documentaries should display a greater improvement in AL than groups that see dramas due to the higher register and pseudo-scientific subject matter of the latter" has not been confirmed. It must be emphasized, however, that although the drama group performed better than the documentary group in certain cases, the difference in performance is not statistically significant.

Regarding the data collected by means of interviews, questionnaires and observations, by far the majority of comments given by the teachers were viewed as supporting the subtitling intervention as an aid in academic literacy programmes. The students' comments indicated that although at the beginning of

the semester, they did not like the subtitles, they grew used to them and actually, in some cases preferred to watch the subtitled films rather than those without subtitles. These comments highly favoured the use of subtitling as an aid not only in academic literacy programmes, but also possibly for other courses at tertiary level.

It can be concluded from the findings of this study that:

1. Improving levels of academic literacy through the use of subtitled popular films proved more effective than the use of the same films without subtitles, although even exposure to these films without subtitles resulted in statistically significant improvement in terms of overall improvement and improvement in reading comprehension (drama) and text editing (documentary).
2. Even though subtitled dramas seemed to be marginally more effective in certain respects, the study found that, in terms of statistically significant improvement of AL levels, both subtitled dramas and subtitled documentaries are effective. This is the case when these two groups combined are compared to the control group, and also when considered separately.
3. Subjects who were exposed to subtitled films were very positive about the inclusion of subtitles in academic literacy programmes.
4. The teachers of ENG101/102 language programmes were unanimously positive about the inclusion of subtitled films in these programmes as opposed to teaching without the use of subtitled films.

6.4 Suggestions for further research

Subtitling in Cameroon is still in its infancy and therefore is not an established mode of communication in the country. The lack of awareness of the educational benefits of the mode means that its potential uses for the improvement of literacy in a variety of different educational contexts have to be promoted actively. The following areas could therefore be considered as avenues for further research based on the results of the present research:

1. One of the most pressing issues identified for further research in this study is the comprehensive reconceptualisation of the AL course at UB, taking into consideration recent developments in the field of academic literacy – most notably the discipline-specific nature of AL abilities. It should then also be possible to use the model proposed in this study to great effect in integrating subtitled AV material in such a redesigned AL intervention.
2. The findings in this study show improvement mainly in students' receptive academic ability, and although claims have been made in the past about the extrapolation of such results to productive abilities such as writing, this is an issue that needs to be explored through empirical research. Furthermore, although this study has reported on studies in Chapter 2 that found a positive correlation between exposure to subtitled material and productive abilities such as improved speaking, it should be investigated whether there is any notable improvement of academic writing ability as a result of exposure to subtitled AV material.
3. The issue of real time subtitling (respeaking) in the classroom while the lecturer is presenting a lecture could be investigated for possible AL gains in terms of improved listening and reading comprehension.
4. It may further be appropriate for the current study to be repeated (although it will probably have to be amended slightly), particularly with university postgraduate students who are more mature (and may consequently provide a large sample size) than the freshmen used in this study. Related to the second suggestion in this section, one of the most serious AL difficulties that postgraduate students experience is that of appropriate academic writing (see Butler, 2007). It could, therefore, be extremely valuable if one could determine, probably through the manipulation of subtitled AV material, whether this mode has any effect on a productive ability such as postgraduate academic writing.
5. This study could further be used as a basis for investigating problems related to minority languages, national and indigenous languages.

Although this study focused primarily on the uses of subtitling in AL programmes at tertiary institutions, it is hoped that it will lay the foundation for other potential uses of subtitling, namely:

- improving bilingualism and multilingualism;
- being used as a tool for translation;
- serving as a stimulus for CRTV and the private television corporations to air subtitled programmes;
- being of great help and interest to the deaf and hard of hearing;
- increasing the Government's and people's awareness of the benefits and potential uses of subtitling and their attitude towards it; and
- increasing the Government's awareness of the benefits and potential uses of subtitling to solve national and indigenous language related problems.

Research into the areas listed above, could be done in connection with other related and relevant fields such as:

- the interest TV stations (government and private) show in issues of subtitling;
- the language policy in the country;
- the availability of funds for subtitling related projects and for the purchase of subtitling equipment and;
- the availability of funds for training subtitlers who will, in turn, train others.

6.5 Recommendations

Tertiary institutions should seriously consider the introduction of subtitled AV material as a teaching, learning, translation and communicative aid in their curricula.

Out of the large number of indigenous languages in the country, about forty have been recorded in writing (Chia, 2004). Awarding some of these written languages official status, in conjunction with the use of subtitling, could pave the way for true multilingualism in Cameroon.

Subtitling, being a very powerful translation tool, could further be used to promote bilingualism (French and English) which could easily be implemented on TV stations. When a programme is broadcast in French, for example, English

subtitles could be added to it and vice versa. This can be very beneficial to the advancement of bilingualism in the country, particularly in relation to programmes such as documentaries, presidential and other official speeches, etc. The use of subtitling should create awareness among Cameroonians on the promotion of language rights. What is clear here, however, is that the use of bilingual subtitles (English & French) will go a long way in improving the mastery of these official languages.

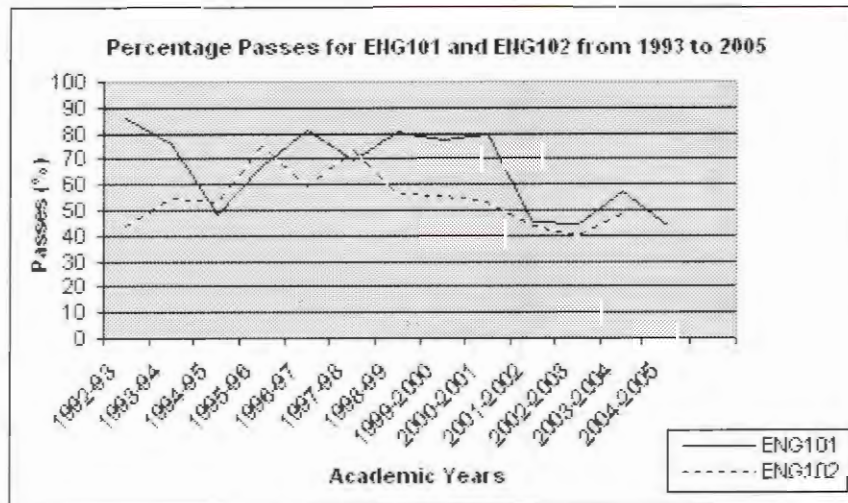
Due to the fact that this is the first academic study conducted on the use of subtitling in Cameroon, there is ample opportunity for further research in this field. Detailed studies could therefore be carried out in each of the areas described in this study.

The fact that the students were not initially interested in making use of the subtitles in the films used in this study is indicative of the necessity of prolonged exposure of Cameroonians to subtitled programmes. This may eventually change possible negative attitudes towards subtitles. Therefore, it is recommended that increasingly more subtitled AV material be aired by television networks.

It is accordingly hoped that this study will serve as encouragement for continued research in the field of subtitling and related areas in Cameroon, and internationally.

APPENDICES

Appendix A Percentage passes for ENG101 and ENG102 from 1993 to 2005



Source: Computer Service, University of Buea, 2006.

Appendix B Statistical analysis of the pilot test

Data

Pre-test	Post-test	Percentage Improvement	Group
51.3	59.2	7.9	1
42.2	44.2	2	1
63.5	70.2	6.7	1
48	67.5	19.5	1
60.3	56.5	-3.8	1
52.7	57	4.3	1
53.3	50.5	-2.8	1
48.3	42.8	-5.5	1
51.3	60.4	9.1	1
66.7	74.7	8	1
54.8	61.2	6.4	1
51	60.5	9.5	1
57.2	53.3	-3.9	2
62	74.2	12.2	2
43	47.3	4.3	2
56.3	46.8	-9.5	2
59	55.7	-3.3	2
62.8	62.1	-0.7	2
55	57	2	2
52.3	50	-2.3	2
66.7	61.3	-5.4	2
40	42.7	2.7	2
52.2	51.7	-0.5	3
46.2	46.2	0	3
48.2	49.3	1.1	3
46.7	46.8	0.1	3
45.2	47.8	2.6	3
50.7	38.8	-11.9	3
52.7	53.3	0.6	3
46.3	51.2	4.9	3
40.2	43.2	3	3
50.5	52.5	2	3
51.7	49.2	-2.5	3
40.7	48.3	7.6	3
41.2	39.2	-2	3
48.2	49.3	1.1	3
56.3	57.2	0.9	3

49.7	50.5	0.8	3
47.3	48.1	0.8	3

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	preG1 - postG1	-5.17583	6.97061	2.01224	-9.60475	-.74692	-2.572	11	.026
Pair 2	preG2 - postG2	.39200	6.02810	1.90625	-3.92024	4.70424	.206	9	.842
Pair 3	preG3 - postG3	-.51529	3.97754	.96470	-2.56036	1.52977	-.534	16	.601
Pair 4	preG1 - preG2	-1.76700	14.54418	4.59927	-12.17128	8.63728	-.384	9	.710
Pair 5	postG1 - postG2	3.25200	18.01927	5.69819	-9.63821	16.14221	.571	9	.582
Pair 6	preG1 - preG3	5.95250	6.98868	2.01746	1.51211	10.39289	2.950	11	.013
Pair 7	postG1 - postG3	10.5292	10.25326	2.95986	4.01456	17.04378	3.557	11	.004
Pair 8	preG2 - preG3	7.56100	10.62189	3.35894	-.03744	15.15944	2.251	9	.051
Pair 9	postG2 - postG3	6.96600	12.23701	3.86968	-1.78783	15.71983	1.800	9	.105

Descriptives

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	53.6242	6.89806	1.99130	49.2414	58.0070	42.2	66.7
2	10	55.4330	8.45399	2.67339	49.3854	61.4806	40.0	66.7
3	17	47.8682	4.44114	1.07713	45.5848	50.1517	40.2	56.3
Total	39	51.5790	7.09899	1.13675	49.2777	53.8802	40.0	66.7

ANOVA – pre-test for G1, G2 and G3

		Sum of Squares	df	Mean Square	F	Sig.
PRE-TEST G123	Between Groups	432.812	2	216.406	5.256	.010
	Within Groups	1482.224	36	41.173		
	Total	1915.036	38			

Descriptives

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
1	12	58.7167	9.60353	2.77230	52.6149	64.8185	42.8	74.7
2	10	55.0410	9.23467	2.92026	48.4349	61.6471	42.7	74.2
3	17	48.3835	4.70565	1.14129	45.9641	50.8029	38.8	57.2
Total	39	53.2700	8.78034	1.40598	50.4237	56.1163	38.8	74.7

ANOVA - post-test for G1, G2 and G3

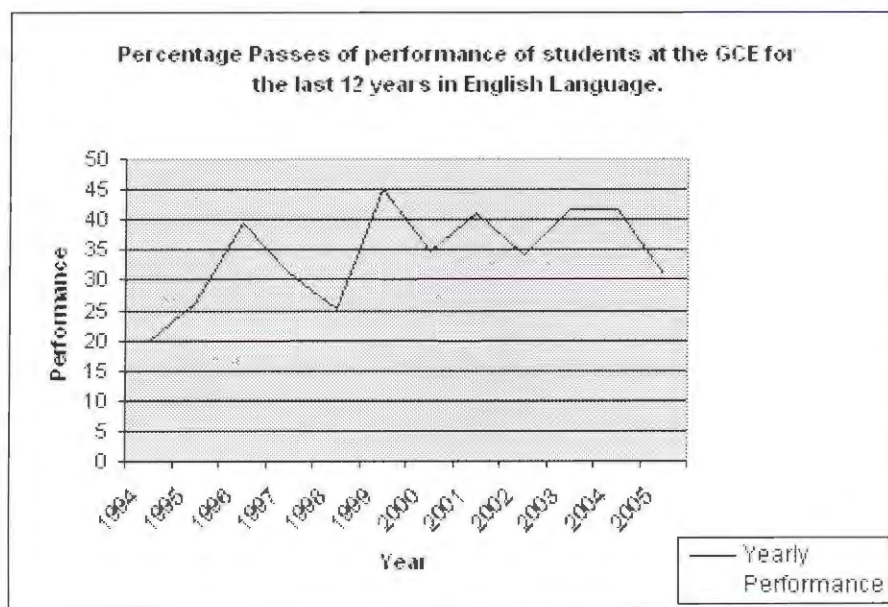
		Sum of Squares	df	Mean Square	F	Sig.
POST-TEST G123	Between Groups	793.278	2	396.639	6.684	.003
	Within Groups	2136.308	36	59.342		
	Total	2929.586	38			

Appendix C Percentage Passes of performance of students at the GCE for the last 12 Years in English Language

Year	Percentage Performance in GCE O'L
1994	19.75
1995	26.32
1996	39.40
1997	31.13
1998	25.13
1999	45.13
2000	34.62
2001	41
2002	34
2003	41.83
2004	41.83
2005	30.90

Source: Tanda and Mumambang (2006)

Below is a line chart of the data presented in the table above



Source: Tanda and Mumambang (2006)

Appendix D

- (i) Application for authorisation to carry out empirical research study on ENG101/102 students on campus (written by the researcher).**
- (ii) Authorisation to use the facilities of the Use of English Unit (signed by the Dean of the Faculty of Arts and the Coordinator for the ENG101/102 unit)**
- (iii) Reports written by the teachers who assisted the researcher in the film show sessions.**

University of Buca
Computer Service
31/01/2006

To: The Dean, Faculty of Arts
From: Ayonghe née Lum Suzanne

*Received
31/01/06*

Dear Sir,

**Application for authorization to carry out empirical research study on
ENG101/102 students on campus**

I wish to request for an authorisation to carry out an empirical study on ENG101/102 students on campus. I am the Head of the Computer Service (Central Administration) and also a part-time teacher in Computer Assisted Translation and Word Processing in the Advanced School of Translation and Interpreters (ASTI) since October 2004.

I am a part-time Ph.D. student in the North West University, South Africa (admission letter attached) and the present study (co-supervised by Prof. Emmanuel Chia) constitutes the practical aspects of my research work. It involves showing a series of subtitled and non-subtitled films to some students and evaluating them on the outcome. It is intended to seek an alternative practical strategy for raising the status of the language and improving the level of proficiency in teaching it. This has been based on the fact that although students are admitted with a pass in Ordinary Level English, their performances in ENG101/102 has remained dismally low with percentage passes hardly exceeding 40% especially within the last few years.

Thank you for your understanding and cooperation.

Yours sincerely,

Ayonghe Lum Suzanne

Ayonghe Lum Suzanne.
(HOS/Computer Service)

*Recd,
Prepare 2 Trainers &
2 DVD players.
Lum/S
02/02/06*

REPUBLIC OF CAMEROON

Peace-Work-Fatherland



FACULTY OF ARTS

Dean: Professor Albert Ayeob

Vice-Dean: Programmes & Academic Affairs: Dr. Jack Henry Kain

Vice-Dean: Admissions & Records: Mr. Rosemary Man'lon

MEMORANDUM

Date:

02 FEB 2006

From: The Coordinator, Use of English Programme

To: Mrs. Ayonghe Lam Susan

Authorisation to Use the Facilities of the Use of English Unit.

Further to your request of January 31, 2006 on the above subject, the Dean of the Faculty of Arts has approved that the facilities of the Unit be put at your disposal to enable you carry out an empirical study with the North West University, South Africa.

We shall put the following at your disposal:

- 2 language labs
- 4 instructors and
- audio-visual equipment

You are hereby requested to contact the Unit Secretary for the necessary arrangements.



Fontem A. Ncha, Ph.D.
Coordinator, Use of English Programme

CC:
- D/FA
- VD/PAA
- HOD/ENG

THE VIDEO HOUR COURSE BY TEMECHING


The time slated for this course was Wednesday, 5-6 p.m. for the first group and 6-7 p.m. for the second group.

The first group had to watch the series with subtitles and the second group watched theirs without subtitles.

The attendance was sometimes, not very encouraging. Those who were regular enjoyed the video shows.

EVALUATION OF THE PROJECT

1. It was a wonderful initiative as it was expected that the film shows would help the students improve on their mastery of the English Language (spoken and written).
2. The majority of the students attended the video hour classes at the beginning, but later, their number dwindled.
3. Most of the students were not familiar with the foreign accents. As such, they missed out on a lot of expressions. Generally, comprehension was not very impressive. Most of them remembered the actions but not the dialogue. This could be due to the fact that the students are prone to speaking a lot of Pidgin English and as such, find it difficult to understand native speakers.


Temeching

Use of English Unit
Department of English
Faculty of Arts
16 April, 2007

Programme Coordinator - Film Show (ENG 101)

Report on the use of Video Projections as a Method of Teaching Use of English

This is a personal report on the use of the Film Shows in the teaching of Use of English (ENG 101) during the First Semester, 2006/2007 academic year.

I assisted in the coordination of two groups, C2 and C3. These groups had their normal Use of English classes on Tuesdays while extra periods were scheduled on Saturdays in the afternoon exclusively for video projections.

At the beginning of the exercise, the students were reluctant to come to film sessions for some reasons. One of the reasons they advanced was that the video projections were scheduled on Saturdays, when most of them preferred to go out to town for weekend, even though initially, they preferred this day for their film shows. However, we solved this problem by explaining the relevance of the video projections and that their assessment at the end of the projections was going to constitute a part of the ENG 101 end of semester continuous assessment. It was noticed that most of them were grappling with the story line (literature) rather than elements of language like expression and vocabulary. This was probably because they had not been exposed to this type of an exercise before. However, pedagogically, we improvised all the time.

Generally, I think that the exercise was a total success. At the end of it, many confessed that their level of language had improved. Most of the students were still willing to be part of the exercise if it were to continue in the second semester. Consequently, I suppose that if this exercise were to be used as a method of teaching Use of English, it will greatly enhance students' academic literacy levels as well as their understanding of the language.



Nformi D. Nganyu

Appendix E	Examples of attendance lists (2 pages per group) signed by the students at the beginning of the first screening session to indicate their willingness and consent to participate in the study
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G1

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Popular Dramas no Subtitles)
Film Show: Wed. 5-6pm

Date: 25 - 10 - 2006
GROUP 1: A4Dm-S

USE OF ENGLISH 1
(ENGLISH 101 2006/2007)

DAY: MONDAY
TIME: 13:00-15:00

						Province	
NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Of Origin	SIGNATURE
1	ABANE MICHAEL ANTEM	UB029142	SCIENCE	PHY	200	SWP	
2	ABO FORIBETH TEO	UB029335	SMS	ECN	200	SWP	
3	AGBOR NDIP SABINA	UB028338	SMS	ECN	200	SWP	
4	AGHETMBOH MUKONG NCHINDA	UB029596	SCIENCE	MATH	200	SWP	
5	AKONYI MODESTINE FUH	UB027232	EDUCATION	HISTORY	200	SWP	
6	ANKWANGWO FELIX TALEH	UB027638	SMS	ECN/M	200	SWP	
7	ASABAFOR NATHALIE	UB027877	SMS	MGT	200	SWP	
8	ASHU SYLVESTER MENGE	UB024173	SMS	BNF	300	SWP	
9	AYUK EDMOND NJOCKEBAT	UB026944	SCIENCE	PHY	200	SWP	
10	AZOH OHILIA	UB026895	SCIENCE	CHM	200	SWP	
11	AZONGKOH BERNICE AMBAM	UB028213	SMS	SOC/ANTH	200	SWP	
12	BELLE EKWE LOBE YOLLANDE	UB028273	SCIENCE	GEOLOGY	200	SWP	
13	BERYT ANDE AMBANG	UB024159	SMS	ECN	300	SWP	
14	BIY JULIE ATEMEKEM	UB030007	SCIENCE	GEOLOGY	200	SWP	
15	CECILIA FON	UB027811	EPY	PSY	200	SWP	
16	CHE MARY MAGDALENE MANKA	UB029190	SMS	ECN/M	200	SWP	
17	CHE NCHANE DONALD	UB029531	SCIENCE	PHY	200	SWP	
18	CHEM-LANGLEE BIFON	UB029809	SMS	JMC	200	SWP	
19	CHICK CYRIL NDINZWAN	UB028576	SCIENCE	MATH	200	SWP	
20	CHUNGA IGNATIUS SUH NGUFOR	UB027868	SMS	ECN	200	SWP	
21	EBAC DAVID NKAH	UB028038	SMS	BNF	200	SWP	
22	EFFIM DIEUDONNE ETTA	UB028890	SMS	ECN/M	200	SWP	
23	EKONGOLO ISAAC MONDO	UB028130	SMS	SOC/ANTH	200	SWP	
24	EKUAZEM WILLIAM	UB029997	SMS	MGT	200	SWP	
25	ELIZABETH BIH FRU	UB029728	H.SCIENCE	NURSING	200	SWP	
26	ELONGE DOLLY DANIEL	UB027563	SCIENCE	GEOLOGY	200	SWP	
27	EMMANUEL NDANG	UB028805	SMS	SOC/ANTH	200	SWP	
28	ENI RELINDIS MIKI	UB029572	SMS	ECN/M	200	SWP	
29	EPIE EMILIA MESODE	UB028750	SMS	SOC/ANTH	200	SWP	
30	ETIENDEM VICTORINE FOSAH	UB030025	SMS	SOC/ANTH	200	SWP	
31	ETOH LARISSA NGOLE	UB028119	SMS	SOC/ANTH	200	SWP	
32	FOMUMBOD NICOL	UB028525	SCIENCE	MATH	200	SWP	
33	FUNDUNGALLAH AGENDIA CLADI	UB028835	H.SCIENCE	MLS	200	SWP	
34	GANG BISSONA	UB027038	SMS	BNF	200	SWP	
35	IGBUDU NELSON SOLOMON	UB027740	SMS	SOC/ANTH	200	SWP	
36	IJANGBRENDA	UB030057	SMS	SOC/ANTH	200	SWP	
37	INSING RELINDIS WUNG	UB027968	ARTS	LINGUISTI	200	SWP	
38	KENGNE ZANGUE DONFACK LUC	UB029124	SMS	ECN	200	SWP	
39	KEVIN NGWESI	UB028780	EDUCATION	PSE	200	SWP	
40	KINA FFUHKWEN	UB028404	SMS	ECN/M	200	SWP	
41	KIVEN SUNDJO NORA	UB027349	SMS	SOC/ANTH	200	SWP	
42	LONGO PENKU TRESOR	UB030257	SMS	GEO	200	SWP	
43	LUMA SIONA EBENYE	UB027584	SMS	ECN/M	200	SWP	

G1

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Popular Dramas no Subtitles)
Film Show: Wed. 5-6pm

Date: 25 - 10 - 2006

USE OF ENGLISH 1

DAY: MONDAY

GROUP 4: A4Dm-S

(ENGLISH 101 2006/2007)

TIME: 13:00-15:00

Province							
NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Of Origin	SIGNATURE
44	MANGWINEH FLORENCE	UB027112	EDUCATION	HISTORY	200	N.W.P	
45	MARY WALUMA FOMBAN	UB027696	SMS	SOC/ANTH	200	N.W.P	
46	MBANJO MARTIN EWANGE	UB028940	EDUCATION	CST/BIO	200	S.W.P	
47	MBELLASON BERTHY LIKOWO	UB027781	EDUCATION	CST/BIO	200	LIT	
48	MBONGONG DORIS NENG	UB028378	EDUCATION	HISTORY	200	N.W.P	
49	MELVIN LYONGA	UB026875	ARTS	HISTORY	200	CE	
50	MIDGET EBONLO REGINE	UB026218	SMS	ECN/M	300	S.W.P	
51	MOLAH BRENDA SHEY	UB028417	EDUCATION	HISTORY	200	N.W.P	
52	MONICA BECHEM	UB030075	ARTS	ENGLISH	200	S.W.P	
53	MONJOH MONJOH MARVINE	UB027025	SCIENCE	MATH	200	N.W.P	
54	MUNGE EVONNE EKEH	UB027201	ARTS	LINGUISTI	200	S.W.P	
55	NANJE MARCELLINE BEA	UB025841	SMS	BNF	300	LIT	
56	NANZE PASCALINE	UB028922	SMS	SOC/ANTH	200	N.W.P	
57	NGAN CLARISSE USUH	UB029205	SMS	ECN	200	N.W.P	
58	NGETIKE MERCY	UB027858	SMS	SOC/ANTH	200	N.W.P	
59	NGIMFACK JENNETT	UB028607	SMS	MGT	200	N.W.P	
60	NGONG EDMOND FONGNTIH	UB028295	SCIENCE	MATH	200	CE	
61	NGUMBEH PERCY GWEH	UB030137	SMS	ECN/M	200	N.W.P	
62	NGUNDA FRANCIS	UB029953	SMS	ECN/M	200	N.W.P	
63	NGWA FRANKLINE FENGYENG	UB029352	SMS	GMT	200	N.W.P	
64	NGWENWIE BRUMILDA TAMASAN	UB028655	SMS	SOC/ANTH	200	N.W.P	
65	SAMSON ESONGOH TARH	UB028875	ARTS	LINGUISTI	200	S.W.P	
66	SANJOH SILVIA	UB026898	SMS	BNF	200	S.W.P	
67	SHATU NADABOU SULE	UB029994	EDUCATION	EDU/PSY	200	N.W.P	
68	SOH EDWIN MUKIAWA	UB030103	SCIENCE	MATH	200	S.W.P	
69	SOPHIE LIMUNGA SAKO	UB029893	SMS	SOC/ANTH	200	N.W.P	
70	STEPHEN TEWU AKEM	UB029971	SMS	SOC/ANTH	200	N.W.P	
71	SUSAN WEBBER PETRA	UB027345	SMS	SOC/ANTH	200	N.W.P	
72	TANYI SYLVIE NTUI	UB027427	SCIENCE	CHM	200	S.W.P	
73	TARH DANIEL TANYI	UB026893	SCIENCE	MATH	200	LIT	
74	TATANG MANKA ROSE	UB027531	SMS	SOC/ANTH	200	N.W.P	
75	TUMENTOH SYLVIE M	UB027517	SMS	SOC/ANTH	200	N.W.P	
76	WARRI CLAIRE JOY	UB029689	SCIENCE	PHY	200	N.W.P	
77	WUNG IRENE EMBI	UB029006	ARTS	ENGLISH	200	N.W.P	
78	YARNGONG TANYU VICTOR	UB029057	SMS	ECN	200	N.W.P	
79	YONGYE RONALD BUNGKIWO	UB028140	SCIENCE	MATH	200	S.W.P	
80	YONI NJIE LAMBE	UB027964	SMS	GEO	200	N.W.P	

81 Mubete Iga

UB027006 EDUCATION CST/BIO

200

S.W.P

82 Iga Iga

UB027006 SMS SOC/ANTH

200

S.W.P

G2

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Popular Dramas with Subtitles)
Film Show: Wed. 6-7pm

USE OF ENGLISH 1

Date: 25 - 10 - 2007

(ENGLISH 101 2006/2007 DAY : MONDAY

GROUP 2 : A3Dm+S

TIME: 15:00-17:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province	SIGNATURE
						of Origin	
1	ABANG EPOGE NARCISSE	UB 030114	SMS	ECN/M	200	WRE	ABANG
2	ABIANDONG GILBERT	UB029532	SMS	MGT	200	LIT	ABANG
3	ACHANKENG BERLINDA N.	UB 027484	SMS	LAW	200	SWP	ABANG
4	AJUA A. AUSLER	UB 027162	EDUCATION	CST/BIO	200	SWP	ABANG
5	ALOTA VICTORINE	UB 028407	ARTS	ENGLISH	200	SWP	ABANG
6	AMOS NGU	UB 028246	SMS	ECN/M	200	NW	ABANG
7	ANDU TAKEM EMMANUEL M.	UB 028072	SMS	ECN/M	200	NW	ABANG
8	ANWIE JILL HAPPY	UB 030036	SMS	ECN	200	WP	ABANG
9	ANYAH SMITH AGHA	UB 027071	SMS	MGT	200	SWP	ABANG
10	ATEM FELICITE AIMY	UB 027549	SMS	LAW	200	SWP	ABANG
11	ATENCHONG NGWIBETE	UB 027676	H.SCIENCE	BNS/BI	200	SWP	ABANG
12	BEATRICE EMBELANG	UB 028211	SMS	LAW	200	LIT	ABANG
13	BERTHA MOJOKO ILONGO	UB 028737	SMS	LAW	200	CG	ABANG
14	BESONG ISABELLA B	UB 027168	ARTS	ENGLISH	200	NW	ABANG
15	BESUSU ETIENNE OPONDE	UB 028290	SMS	ECN/M	200	LIT	ABANG
16	BIH COMFORT NGWA	UB 028711	SMS	ECN/M	200	NW	ABANG
17	BOMBA NJIKI	UB 027984	SMS	POS	200	LIT	ABANG
18	DINGBOGA ELVIS BABILA	UB 028929	SMS	ECN/M	200	NW	ABANG
19	EKO SERAPHINE	UB 026873	H.SCIENCE	MLS	200	SW	ABANG
20	EKWOGI SHIRLEY M.	UB 029033	SMS	LAW	200	SW	ABANG
21	EKWOGI THECLA NJANJO	UB 028231	SMS	LAW	200	SWP	ABANG
22	ENOW EMMANUEL T.	UB 029646	SMS	ACC	200	SWP	ABANG
23	EPIE NINA DIONE	UB 029065	SMS	ECN/M	200	SWP	ABANG
24	EPOSI NGANJE ELIVE	UB 027557	SMS	ECN	200	SWP	ABANG
25	ETOLLE LIONEL A.	UB 027009	SMS	LAW	200	SW	ABANG
26	FON KANDEL TEBONG	UB 029316	H.SCIENCE	NURSING	200	LIT	ABANG
27	FONGANG HYAANTH F.	UB 026934	EDUCATION	EPY	200	NW	ABANG
28	FORSAB EKEN TEMBOCK	UB 029692	SMS	BNF	200	NW	ABANG
29	FUH ERNEST CHE	UB 028000	SMS	ECN/M	200	NW	ABANG
30	GRACEMARY ELOHENEKE	UB 027516	EDUCATION	CST/BIO	200	SWP	ABANG
31	GUSTAPH MUKETE MODIMI-M	UB 028304	SMS	ECN/M	200	SWP	ABANG
32	JOSEPH NAMANGE MBELLA	UB 026951	SMS	ECN/M	200	SWP	ABANG
33	KWABO BERTHINE	UB 027888	H.SCIENCE	NURSING	200	SWP	ABANG
34	LEMA JANET NGETIKE	UB 027683	SMS	ECN/M	200	LIT	ABANG
35	LILIAN JUBSIA	UB 021700	SMS	WGS	200	SWP	ABANG
36	LIMENE EMMANUEL M.	UB 027753	SMS	LAW	200	SWP	ABANG
37	MAIKAM FODOUOP FRIDE	UB 028564	SMS	ECN/M	200	NW	ABANG
38	MANCHUNGUE EDITH N.	UB 027769	EDUCATION	EPSY	200	NW	ABANG
39	MASEH NGUFOR VALERINE	UB 029798	SMS	BNF	200	NW	ABANG
40	MAUJU JERRY CHE	UB029400	SMS	ECN	200	NW	ABANG
41	MBANG MARIE-CLAIRE	UB 028060	SMS	LAW	200	SWP	ABANG
42	MBI LAWRENCE MBI	UB 027069	SMS	POS	200	SWP	ABANG

G2

UNIVERSITY OF BUEA
FACULTY OF ARTS(Popular Dramas with Subtitles)
Film Show: Wed. 6-7pm

USE OF ENGLISH 1

Date: 25 - 10 - 2007

(ENGLISH 101 2006/2007 DAY : MONDAY

GROUP 2 : A3Dm+S

TIME: 15:00-17:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province of Origin	SIGNATURE
43	MBOE ESTELLA TONG	UB 027880	SMS	BNF	200	AIN	OTHEL
44	MBOHJIM OTHIEL MOBIT	UB 027065	SMS	ECN	200	AIN	OTHEL
45	MBUA OSCAR NJIE	UB 028152	SMS	ECN/M	200	LIT	MBUA
46	MOKOM NDI NDZAH	UB 027036	SMS	BNF	200	AIN	MBUA
47	MUM TENE STELLA	UB 028023	SMS	BNF	200	CE	MBUA
48	NDAKO EYONG SANDRA	UB 027266	SMS	ECN/M	200	AIN	MBUA
49	NDAYA FOMBONG	UB 027326	SMS	ECN	200	AIN	MBUA
50	NDE LOVETTE CHE	UB 028212	SMS	ECN/M	200	AIN	MBUA
51	NDEH CYNTHIA LUM SIONE	UB 027300	SMS	LAW	200	AIN	MBUA
52	NDIKWA ALBERT YUNGON	UB 029942	SMS	BNF	200	AIN	MBUA
53	NDIVE CARL NDIVE	UB 027554	SMS	ECN	200	AIN	MBUA
54	NEBA NOELA NGUM	UB 029269	SMS	ECN/M	200	LIT	MBUA
55	NENNEH NKWIGOUA TANKWA	UB 029163	ARTS	LIN	200	CE	MBUA
56	NGAM EDWIN BURIYA	UB 028973	SMS	ECN/M	200	LIT	MBUA
57	NGOLE SOLANGE M.	UB 026872	SMS	ECN	200	SW	MBUA
58	NGONG JUVITE	UB 028330	SMS	ECN/M	200	AIN	MBUA
59	NGUM NADEGE WARIBAT	UB 028093	SMS	LAW	200	AIN	MBUA
60	NGWA GARVIS SUH	UB 028930	SMS	ECN/M	200	AIN	MBUA
61	NGWE BIBIANA AKARA	UB 030160	SMS	MGT	200	AIN	MBUA
62	NJEI FEDERICK N	UB 029298	SMS	ECN	200	AIN	MBUA
63	NJIMONDIKAM CLADINE N	UB 028624	SMS	LAW	200	AIN	MBUA
64	NJINGU ALEMNJI FOGAP	UB 027008	SMS	LAW	200	SWP	MBUA
65	NKEFOR PROMISE LUM	UB 028661	SMS	MGT	200	SWP	MBUA
66	NKENGDEM M. CHRISTIAN	UB 027957	EDUCATION	EPY	200	SWP	MBUA
67	NKOUSE YONIPUH IRENE	UB 027793	SMS	ECN/M	200	SWP	MBUA
68	NSOM GLORY NANGE	UB 030129	SMS	MGT	200	AIN	MBUA
69	NTIA ROGER MENYA	UB 029752	H.SCIENCE	MLS	200	AIN	MBUA
70	NYAMA BATE ACHALLE	UB 027663	SMS	LAW	200	AIN	MBUA
71	ROGER KOTI NDINGSA	UB 028187	SMS	BNF	200	AIN	MBUA
72	SEVIDZEM YVETTE BERINYUY	UB 027961	SMS	LAW	200	AIN	MBUA
73	TANUE NDIFON	UB 028881	SCIENCE	PHY	200	AIN	MBUA
74	TAPANG RELINDIS M.	UB 027002	SMS	MGT	200	AIN	MBUA
75	TARH KIMA MBIANYOR	UB 026998	SMS	POS	200	SWP	MBUA
76	TEMNKENG ZINKENG	UB 026995	SMS	LAW	200	CE	MBUA
77	UBENJUM MARLOUIS NGWI	UB 027100	SMS	LAW	200	AIN	MBUA
78	VIVIAN MBONG	UB 029788	SMS	POS	200	LIT	MBUA
79	WEFUAN LINUS F.	UB 022209	H.SCIENCE	MLS	200	AIN	MBUA
80	YIGHA DIANA MANGEH	UB 029960	SMS	ECN/M	200	SWP	MBUA

- 81) Boko no Alcin UB 027880 SMS ECN 200 AIN
- 82) Jean - Claude Hony UB 027880 SMS ECN 200 AIN
- 83) Ngumbi Pany (Pany) UB 027880 SMS ECN 200 AIN
- 84) Sinda Bende Likenge UB 028330 SMS LAW 200 AIN

G3

UNIVERSITY OF BUEA
FACULTY OF ARTS(Documentaries no Subtitles)
Film Show: Sat. 4-5pmUSE OF ENGLISH 1
(ENGLISH 101 2006/2007)DAY: TUESDAY
TIME: 15:00-17:00Date: 28 - 10 - 2006
GROUP 3: C3DC-S

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	OF Origin	SIGNATURE
1	ABIMEH SHIAVUBU WUWIIH	UB029192	SCIEN	BCH/MLT	200		
2	JACHU TEUMAHJI NIMUNO	UB021643	SCIEN	GLY	400		
3	JAKO MAXCELINE ABE	UB021413	SMS	POS	400		
4	AKOSO IVO CHE	UB030016	SMS	ECN	200		
5	AKWE MARTHA MANGEP	UB028792	SMS	MGT	200		
6	AKWO TAMBELINE	UB029253	SCIEN	PHY	200		
7	ALBERT TAFOR NKWA	UB028501	SCIEN	MCB	200		
8	ALICE MANYI CHUTABI	UB028693	SCIEN	MCB	200		
9	ANGUH ROBERT PHUNGEH	UB029790	SCIEN	BCH	200		
10	ANJONG CONSTANCE ETEINYUE	UB026322	ARTS	HIS	200		
11	ANYANG AMEDIA MAH-SAH	UB027363	SCIEN	ZOO	200		
12	ARRINE JOYKAM CHOMGA	UB027643	SMS	SOC/ANT	200		
13	ASONG NGENYI NKEMATABONG	UB028238	SCIEN	ZOO	200		
14	ATEH HELEN NGWENTEH	UB028710	EDUC	CST/GEO	200		
15	AWA-EGO NGWO EUGENIE	UB028202	ARTS	HIS	200		
16	BARAH FISINKA PAUL	UB029818	SCIEN	MCB	200		
17	BATE VALERY OBI	UB028553	SCIEN	BCH	200		
18	BERYANN EFETI NDUMBE	UB028509	EDUC	CST/EPY	200		
19	BINKAM NZUGHA	UB029681	SCIEN	CHM	200		
20	CHEFOR ROLAND NGU	UB027051	SCIEN	MCB	200		
21	CHEUGOUA ZANETISIE ARMEL	UB029513	SCIEN	MAT	200		
22	CLOVISE CHEFOR MUSONG	UB027579	SMS	SOC/ANT	200		
23	DENIS ATUD	UB028392	EDUC	PSY	200		
24	DIONY JENIFER IKOMBE	UB027816	SMS	JMC	200		
25	EBEN MAKIA AKWO	UB030270	SCIEN	BOT	200		
26	EGBE GWENDOLINE ARIKA	UB030130	EDUC	CST/EPY	200		
27	EKOR ROBERT BESONG	UB029230	SMS	ECN	200		
28	EMILIENE KEMEGNE	UB029972	SMS	SOC/ANT	200		
29	ENOW FEDELIS ENOWNKONGHO	UB028941	SCIEN	ZOO	200		
30	EPOSI EMILIA ITAMBI	UB028965	EDUC	CST	200		
31	ETCHU CLARKSON AGBOR	UB027495	SMS	SOC/ANT	200		
32	ETOGEKWE ESUA	UB027422	SCIEN	ZOO	200		
33	EYONG GILBERT ABANE	UB028043	SMS	ECN	200		
34	EYONGOBEN EGBE EYONG	UB028313	SCIEN	ZOO	200		
35	FRAMBO EFFUDEM TAMBI	UB027184	SCIEN	BCH	200		
36	FUBE DIVINE NGUFOR	UB029657	SCIEN	P/A	200		
37	GABCHE EKENGWWE ABO	UB027176	ARTS	HIS	200		
38	GASAMA BINTU IKOME	UB028206	SMS	SOC/ANT	200		
39	GIDEON FAMYU NTARYIK	UB017988	SCIEN	GLY/ENV	400		
40	HONORINE MAPEH GWANDI	UB025341	ARTS	ENG	200		
41	JORN CHRISTOPHER	UB028103	SCIEN	CHM	200		
42	JOY TSEBSE TOGE	UB025320	ARTS	ENG	200		

G3

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Documentaries no Subtitles)
Film Show: Sat. 4-5pm

Date: 28 - 10 - 2006
GROUP 3: C3Dc-S

USE OF ENGLISH 1
(ENGLISH 101 2006/2007)

DAY: TUESDAY
TIME: 15:00-17:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province	Of Origin	SIGNATURE
43	JULIO HOMBO EBIA	UB021808	SMS	SOC/ANT	400	N.W.	NDP	[Signature]
44	KAMENI YOUAMU DANIELLE	UB026937	SCIEN	MCB	200	N.W.	NDP	[Signature]
45	LENYU MUMAH IRENE	UB029108	SCIEN	BOT	200	N.W.	NDP	[Signature]
46	LETTIS ULE NGOE	UB027430	ARTS	ENG	200	N.W.	NDP	[Signature]
47	LIFANJE MONIKA ELIAS	UB021708	SMS	JMC	400	N.W.	NDP	[Signature]
48	MAHAH VLADIMIRE	UB027230	SMS	GEO	200	N.W.	NDP	[Signature]
49	MBASSA JOICE THEUMA	UB030119	EDUC	SPE	200	N.W.	NDP	[Signature]
50	MBERSOH EMMANUELLA	UB028732	EDUC	CST/BIO	200	N.W.	NDP	[Signature]
51	MBUA MARINETTE EGBE	UB021923	SMS	POS	400	N.W.	NDP	[Signature]
52	MBUS MBOCK IKOME	UB030259	SCIEN	ZOO	200	N.W.	NDP	[Signature]
53	MISODI EMELI NDIKA	UB028957	ARTS	HIS	300	N.W.	NDP	[Signature]
54	MONA FROOGHI	UB027485	EDUC	CST/EPY	200	N.W.	NDP	[Signature]
55	MORFAW ANNKIANDJI LOVELINE	UB030125	ARTS	HIS	200	N.W.	NDP	[Signature]
56	NANA GUILLAUME	UB028827	SMS	MGT	200	N.W.	NDP	[Signature]
57	NDAM ALIDA BOM WEKYE	UB027677	SCIEN	BCH	200	N.W.	NDP	[Signature]
58	NDIP GERALD EZE	UB028028	SCIEN	CHM	200	N.W.	NDP	[Signature]
59	NDOH EBONLO MABELL	UB028863	SCIEN		200	N.W.	NDP	[Signature]
60	NDZO JUDWIN ALIEH	UB028697	H/S	NUS	200	N.W.	NDP	[Signature]
61	NGALA NORA NCHE	UB026883	EDUC	CST	200	N.W.	NDP	[Signature]
62	NNDDUE GALLIA NANGE	UB030416	ARTS	ENG	200	N.W.	NDP	[Signature]
63	OBI KINGSLEY NCHENGHE	UB028507	SMS	GEO	200	N.W.	NDP	[Signature]
64	OJONG BRIAN EBOT	UB028054	SCIEN	BCH	200	N.W.	NDP	[Signature]
65	PALLE EVODIA DIONE MEJAME	UB028347	EDUC	PSY	200	N.W.	NDP	[Signature]
66	QUINTA NAMONDO NJOH	UB027075	SMS	JMC	200	N.W.	NDP	[Signature]
67	SMITH ETCHU ECHONDONG	UB029486	EDUC	EPY	200	N.W.	NDP	[Signature]
68	TABOKO NFELSY EFUNDEM	UB028244	SCIEN	BCH	200	N.W.	NDP	[Signature]
69	TAKANG MANASEH	UB030292	SMS	GEO	200	N.W.	NDP	[Signature]
70	TANNI JOANNA TOMA	UB029041	EDUC	PSY	200	N.W.	NDP	[Signature]
71	TATA ANITA MUSHUR	UB030258	EDUC	CST/GEO	200	N.W.	NDP	[Signature]
72	TAVNYUY BANINLA ERIC	UB030022	EDUC	CST/ECN	200	N.W.	NDP	[Signature]
73	VIBAIN IMMACULATE MARY KING	UB029599	EDUC	SPE	200	N.W.	NDP	[Signature]
74	WACKA MERCY ELEANOR	UB027072	SMS	SOC/ANT	200	N.W.	NDP	[Signature]
75	WELISANE BESINGI	UB022296	SCIEN	BCH/MLT	400	N.W.	NDP	[Signature]
76	WEPNJE GODLOVE BUNDA	UB028337	SCIEN	ZOO	200	N.W.	NDP	[Signature]
77	YEMBE PETRAHA MUNGUE	UB029424	SMS	SOC/ANT	200	N.W.	NDP	[Signature]
78	YENNCHEW JOKWI YOLANDA	UB030343	SCIEN	ZOO	200	N.W.	NDP	[Signature]
79	YONG LINDA SENGHA	UB030222	SCIEN	ZOO	200	N.W.	NDP	[Signature]

G4

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Documentaries With Subtitles)
Film Show: Sat. 5-6pm

Date: 28 -10 - 2006

USE OF ENGLISH 1
(ENGLISH 101 2006/2007)

DAY: TUESDAY

GROUP 4: C2Dc4S

TIME: 11:00-13:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province Of Origin	SIGNATURE
1	ACHA GODPOWER TACHOT	UB027946	SCIENCE	MCB	200	S.W	
2	ADAMA MUYE	UB028633	SMS	JMC	200	LIT	
3	ADELADE TONJOCK ASHU	UB028235	SCIENCE	ENV	200	S.W	
4	ADOH EUGENE TUMASANG	UB027772	SMS	GEO	200	LIT	
5	ADOH GEORGE TAMANDA	UB027209	SCIENCE	ENV	200	N.W	
6	AGU ANWIE NADEGE	UB029259	SCIENCE	GLY	200	N.W	
7	ALOBWEDE SHERON NZELLE	UB028735	ARTS	HIS	200	S.W	
8	AMBELE CHALOTTE LUM	UB029574	H.SCIENCE	NUS	200	N.W	
9	ANDRE M. AKIDI	UB029371	SCIENCE	GLY	200	S.W	
10	ANYANGWE ABOH ANGABA	UB028450	SMS	ECN/M	200	N.W	
11	ANYI AKUH PROPHET	UB020557	EDUCATION	CST/ECN	400	N.W	
12	ASANG TAGUTHE WILLY THIBRA	UB028522	EDUCATION	CST/ECN	200	N.W	
13	ASHU-TAMBONG CARINE	UB027109	SMS	ECN/M	200	S.W	
14	ATABONG FONTEM NJIFUA	UB028695	SMS	BNF	200	S.W	
15	ATABONGANKENG VALENTINE	UB027372	H.SCIENCE	MLS	200	S.W	
16	BABILA KINGSLEY TITA	UB030217	EDUCATION	CST/ECN	200	N.W	
17	BELLE AJONG FONTEM	UB027659	H.SCIENCE	MLS	200	S.W	
18	BEZEUZ ATEM CHRISTOPHER	UB027023	SCIENCE	GLY	200	S.W	
19	BONIFACE TAKWE NJECKO	UB028462	H.SCIENCE	NUS	200	N.W	
20	CHE CLAUDETTE SIRRI	UB029635	H.SCIENCE	NUS	200	N.W	
21	CHUNOW BELTHA NJZNJE	UB027322	SCIENCE	ENV	200	S.W	
22	CLARA ETUNDEM KIMA	UB029200	SCIENCE	ENV	200	S.W	
23	COLLINS CHIGOZIE AMOODIVA	UB027165	SCIENCE	ENV	200	S.W	
24	DERICK DZE NGHIA	UB027219	SCIENCE	GLY	200	N.W	
25	DOH EDWARD TASE	UB029836	SMS	ECN	200	S.W	
26	EBAI EBOT EBOB	UB028222	SCIENCE	GLY	200	S.W	
27	EBUNE RITA MOSUME	UB027867	SCIENCE	ENV	200	S.W	
28	EEISOH DEXTER NKWENYA	UB028608	H.SCIENCE	MLS	200	WEST	
29	EHABE EDIE RODRIGUE	UB027418	SCIENCE	ENV	200	S.W	
30	EKO SOLANGE ENJEMA	UB029098	ARTS	HIS	200	S.W	
31	EMEH L. ACHANGA	UB022602	SMS	LAW	200	S.W	
32	ESEME HARRIET NZELLE	UB027586	SCIENCE	ENV	200	S.W	
33	FEH JUDITH SONGWE	UB030056	EDUCATION	CST/BIO	200	LIT	
34	FIDELIS EBUI KANG	UB029678	SCIENCE	MCB	200	S.W	
35	FOFANG BLAN CHE BIH	UB027642	SCIENCE	CHM	200	WEST	
36	FOHM FRANCIOS HERVE	UB030012	SCIENCE	GLY	200	N.W	
37	FORKWA BERNADETTE N.	UB028288	SMS	MGT	200	N.W	
38	FRANKLINE NTARYIKE SHEY	UB029851	SCIENCE	ENV	200	N.W	
39	GERALDINE AGBOR OJONG	UB028955	EDUCATION	ENG	200	S.W	
40	JACKLINE AJOH ASA	UB027292	SMS		200	WEST	
41	JAM BLANCHE KIMBENG	UB030182	H.SCIENCE	NUS	200	N.W	
42	KAWAS KESTIN NGAAWI	UB028961	SCIENCE	CHM	200	WEST	
43	KENKOH MESEIDILYS NFUMSE	UB028514	SCIENCE	GLY	200	N.W	

G4

UNIVERSITY OF BUEA
FACULTY OF ARTS

(Documentaries With Subtitles)
Film Show: Sat. 5-6pm

Date: 28 -10 - 2006

USE OF ENGLISH 1
(ENGLISH 101 2006/2007)

DAY: TUESDAY

GROUP 4: C2Dc+S

TIME: 11:00-13:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province	Of Origin	SIGNATURE
44	KUM TERENCE CHU	UB028593	SCIENCE	CHM	200	N.W		
45	LANYIA ANNA AGHEN	UB027647	SCIENCE	ENV	200	N.W		
46	LUCY MABANYI LOKENDO	UB029663	SCIENCE	ENV	200	S.W		
47	MANGA BESONG	UB028740	SCIENCE	GLY	200	S.W		
48	MBINKAR CHARLES BERSHU	UB028928	SCIENCE	ENV	200	N.W		
49	MISODI EMELI NDIKA	UB029857	ARTS	HIS	200	S.W		
50	MOLOMBE JEFF MBELLA	UB027062	SMS	GEO	200	SMS		
51	MUMA VERA NGEFOR	UB029566	SMS	ECN	200	SMS		
52	MUSI MIRABEL ABONG	UB029907	H. SCIENCE	NUS	200	N.W		
53	NAMANGA JUDE EKO	UB027514	SCIENCE	CHM	200	WEST		
54	NDUGE YVETTE MUNGE	UB027817	SCIENCE	ENV	200	S.W		
55	NEBA JUSTIN FUH	UB029270	EDUCATION	ECN	200	N.W		
56	NEKOUT BOMA	UB029078	SMS	ECN	200	N.W		
57	NGAFOR PHILIP	UB027621	SCIENCE	ENV	200	N.W		
58	NGOLEDIAGE DERRICK	UB029214	SCIENCE	ENV	200	S.W		
59	NGU DERICK TEWAN TEKWE	UB029007	H. SCIENCE	MLS	200	N.W		
60	NJODZEVEN DIVINE NGITIR	UB024498	H. SCIENCE	NUS	200	N.W		
61	NKEM SIXTUS ACHIA	UB027116	SCIENCE	GLY	200	S.W		
62	NKOT NGUENE JOSEPH JUNIOR	UB029084	SCIENCE	ENV	200	Centre		
63	NOUKEU KEMADJOU CHRISTIAN	UB027938	SCIENCE	GLY	200	Centre		
64	NSIMEN ANNA NYA	UB029803	H. SCIENCE	MLS	200	WEST		
65	NUBED COLINS KINGOUN	UB026637	H. SCIENCE	MLS	200	N.W		
66	OMEICHU AGWENAM AMADEUS	UB027458	H. SCIENCE	MLS	200	WEST		
67	ONEKE PAUL ATEM TABE	UB029010	SCIENCE	GLY	200	S.W		
68	SAMUEL MBUA ESEMBE	UB029020	H. SCIENCE	MLS	200	S.W		
69	SILAS YUH TINGEM	UB027512	SCIENCE	CHM	200	N.W		
70	TABE NEWTON ETA	UB027747	SMS	GEO	200	WEST		
71	TAKANG OROCK EBOB-ENOW	UB027575	SMS	ECN/M	200	S.W		
72	TAMASANG ELVIS NGANTE	UB026885	SMS	BNF	200	N.W		
73	TAMBE ADELINE EYONG	UB030134	SCIENCE	ENV	200	S.W		
74	TANUI LENGOUH PAUL	UB027974	SMS	MGT	200	N.W		
75	TATAH NYUYKIGHAN MARTHA	UB027392	SMS	ECN/M	200	S.W		
76	TITA FRIDA ANSEH	UB026638	SMS	MGT	200	N.W		
77	WALTERS CHANGO AZENG	UB025552	SMS	LAW	300	S.W		
78	WILFRED TEK O AJECK	UB029275	EDUCATION	ECN	200	N.W		
79	ZOUM BERTRAND CHIMEWAH	UB029251	SMS	BNF	200	N.W		

G5

UNIVERSITY OF BUEA
FACULTY OF ARTS

(No Film Shows)

Date: 25 - 10 - 2006

USE OF ENGLISH 1
(ENGLISH 101 2006/2007)

DAY: WEDNESDAY

GROUP 5: L4None

TIME: 11:00-13:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province Of Origin	SIGNATURE
1	ABA ALEH MARTIN	UB026871	SMS	POS	200	N.W.P	[Signature]
2	AGBORENG NGOTE BATE	UB027143	SCIEN	PHY	200	S.W.P	[Signature]
3	AKISSEH MEJANE MABELLE	UB028356	EDUC	CST/BIO	200	S.W.P	[Signature]
4	AMBE EDWARD SHU	UB028574	SCIEN	MCB	200	N.W.P	[Signature]
5	AMBEI MOSES CHU	UB027764	EDUC	CST/GEC	200	N.W.P	[Signature]
6	ANANDZI DAVID TAMBI	UB027211	SCIEN	MCB	200	N.W.P	[Signature]
7	ANANG CHRISTY IJANG	UB028603	EDUC	CST/HIS	200	N.W.P	[Signature]
8	ANJANGWE AWALI FLORENCE	UB029406	SMS	POS	200	N.W.P	[Signature]
9	ANYI IVO TAKOR	UB029034	EDUC	HIS	200	N.W.P	[Signature]
10	ASHU EMILIEN TABE	UB027414	SMS	POS	200	S.W.P	[Signature]
11	ATABONG EMENKENG QUINTA	UB028753	SMS	GEO	200	S.W.P	[Signature]
12	AZINGALA AJUA FONDONG	UB027138	SCIEN	MCH	200	N.W.P	[Signature]
13	BANBOYE DELANIOA KINDZEKA	UB026919	SMS	POS	200	N.W.P	[Signature]
14	BERNICE AKO BISSONG	UB026894	SMS	LAW	200	N.W.P	[Signature]
15	BUNCHU FON-ROLLY ISAAC	UB028137	EDUC	B.A	200	N.W.P	[Signature]
16	CLOVIS FON AWAH	UB028512	SCIEN	BCH	200	LIT	[Signature]
17	DESMOND BOGA TAFI	UB027015	SMS	GEO	200	N.W.P	[Signature]
18	DONGFACK YENNIQUE AZUNG	UB021407	SMS	SOC/ANT	200	LIT	[Signature]
19	EBAI TAKEM	UB029011	EDUC	SPE	200	North	[Signature]
20	EBANDA SERGE DOMINIQUE	UB030196	SMS	LAW	200	L.P	[Signature]
21	EFUENJI EDWINE	UB026999	SCIEN	PHY	200	C.P	[Signature]
22	ELAD DENIS EWONGWA	UB029480	SMS	POS	200	S.W.P	[Signature]
23	ELEANOR EKEN TANGANYI	UB027820	SCIEN	ENV	200	N.W.P	[Signature]
24	ELIAS BISSONG	UB028444	SCIEN	MCB	200	S.W.P	[Signature]
25	EMANGA EVETTE SONE	UB028720	EDUC	ENG	200	LIT	[Signature]
26	ERIC TANYI NYENTI	UB028520	EDUC	BIO	200	S.W.P	[Signature]
27	ESSOMBE LIENGU LILY	UB028537	SMS	POS	200	Central	[Signature]
28	ETENGHE THERESE KUKU	UB027343	SCIEN	MCB	200	S.W.P	[Signature]
29	ETINZOCK NELSON	UB027188	SMS	GEO	200	S.W.P	[Signature]
30	EYONG DEREK ARREY	UB029092	ARTS	HIS	200	C.F	[Signature]
31	FONMEBAN HANS NJOKA	UB028396	SCIEN	ENV	200	South	[Signature]
32	FOTECK ELEMPIA KEVIN	UB028845	SCIEN	BCH	200	S.W.P	[Signature]
33	FRANKLINE ATUD MANG	UB029551	SMS	LAW	200	P.N	[Signature]
34	GEH FELICIA EGHEM	UB029187	ARTS	LIN	200	N.W.P	[Signature]
35	GLORY AKWI FOGHAM	UB029336	SMS	LAW	200	N.W.P	[Signature]
36	JOSEPH NCHUTINJEM NTUNG	UB027513	SMS	GEO	200	S.W.P	[Signature]
37	KINKOH IVO MORME	UB027537	EDUC	HIS	200	N.W.P	[Signature]
38	KOFI JEMEA SANGI	UB029421	EDUC	CST/HIS	200	N.W.P	[Signature]
39	LAWSON NGUNGANKENG ASHU	UB027179	SMS	GEO	200	S.W.P	[Signature]
40	LINDA EKE NJI	UB028349	EDUC	GEO	200	S.W.P	[Signature]
41	MBEANCHU BENARD	UB028782	SCIEN	BCH	200	N.W.P	[Signature]
42	MBINKAR EVANS LIMNYUY	UB028481	SCIEN	ENV	200	N.W.P	[Signature]
43	MOLA ELVIS MBUH	UB029458	SCIEN	PHY	200	N.W.P	[Signature]

G5

UNIVERSITY OF BUEA
FACULTY OF ARTS

(No Film Shows)

Date: 25 - 10 - 2006

USE OF ENGLISH 1

(ENGLISH 101 2006/2007)

DAY: WEDNESDAY

GROUP 5: L4None

TIME: 11:00-13:00

NO.	NAME	UB NO	FACULTY	DEPT	LEVEL	Province Of Origin	SIGNATURE
44	MOSONGO NJONG PHILIP	UB028798	SMS	GEO	200	WES	
45	NASUMBA PETER OKOLLE	UB027396	EDUC	CST/ECN	200	S.W.P	
46	NDEMAZIE NKAFU BECHEM	UB027270	SCIEN	BCH	200	S.W.P	
47	NDUKONG BELTHA NDFUBU	UB028857	EDUC	SPE	200	N.W.P	
48	NFOR RITA MANGAH	UB029247	EDUC	GEO	200	N.W.P	
49	NGANTCHA NGANOU BLAISE	UB028568	H/S	MLS	200	N.W.P	
50	NGOLE DIVINE	UB028385	SCIEN	PHY	200	CE	
51	NGUBE GIFTY DIENGU	UB028531	SMS	GEO	200	S.W.P	
52	NGWA JUNIOR BABILA	UB027007	SMS	LAW	200	N.W.P	
53	NGWA MAXIMILIEN	UB029483	ARTS	HIS	200	S.W.P	
54	NGWA RENE NIBA	UB029420	SCIEN	PHY	200	N.W.P	
55	NJI JUDE CHE	UB027856	SMS	POS	200	SMS	
56	NJI WANDI BENJAMIN	UB028754	SCIEN	BCH	200	N.W	
57	NJIE-LITUMBE NARA	UB028755	SCIEN	PHY	200	LIT	
58	NJIKE KAMGA PAUL ARNAUD	UB029554	SCIEN	MCB	200	N.W.P	
59	NKAFU HARVEY-JOE	UB028718	SCIEN	MCB	200	S.W	
60	NKENGAFAC NGUIEWOH FRANK	UB026881	SCIEN	BCH	200	S.W	
61	NKONGHO SYLVIE OJONG	UB029319	SMS	POS	200	WES	
62	NKUMBE NICOLINE MUKE	UB028455	ARTS	ENG	200	S.W	
63	NNOGE EDIE CLOVIS	UB027203	SMS	GEO	200	S.W	
64	NTUBE GRACE ABWENZOH	UB027574	SCIEN	BCH	200	S.W	
65	ODINAKACHAKWU OSUFI	UB028869	SMS	POS	200	N.W	
66	PASSO YOTI MARTINE	UB029273	SMS	LAW	200	N.W	
67	PEWING ESETINZENEH	UB029529	SMS	GEO	200	N.W	
68	SHELLA EKONDE TAMBI	UB029625	EDUC	ENG	200	S.W	
69	SINKAM GEORGIE CEDRIC	UB029888	SMS	POS	200	WES	
70	TATA JOAN AKWI	UB028926	SMS	LAW	200	LIT	
71	TCHOUNGA NKOUANKAM CHRIS	UB029040	SCIEN	BCH	200	WES	
72	TCHUIDJANG NGANSO BEATRICE	UB028518	SCIEN	ZOO	200	WES	
73	TINGWE LAURA	UB026968	SMS	WSP	200	N.W	
74	TOUEDEM JOSIANE SOPHIE	UB027727	SCIEN	BCH	200	WES	
75	UKWEI NII TAHTSCHEM	UB027993	SMS	GEO	200	N.W	
76	WAINDUM PROVIDENCE	UB028962	SMS	GEO	200	N.W	
77	WILLIAM MBOE ASHU	UB029585	SMS	LAW	200	CE	
78	WUNG ERIC LUAN	UB027307	SMS	ECN	200	LIT	
79	YOGANG KAKEUGUI NELLY LIND	UB028573	SCIEN	MCB	200	WES	
80	ZAMA AGNES NEH	UB028873	EDUC	SPE	200	N.W	

81 TCHOUNGA C. UB029040 SMS POS WES
 82 OLAKE TCHOUNGA N. UB027993 SMS GEO N.W
 83 For Stephen Tumbor H/S M.L.S 200NW
 Ngangwa B. M. UB028573 SCIEN MCB WES

Appendix F A questionnaire for groups 1, 2, 3 and 4.

Please fill out the following questionnaire by ticking or writing down the answer in the space provided.

1. Your Name.....UB NO
2. Level.....Dept.....
3. Do you know what subtitles are? YES/NO.....
4. If YES, where can you find them?.....
5. Where are they located?.....
6. Do you like subtitles? YES/NO.....Why?.....
.....
7. Do you think subtitles can help you with your studies? YES/NO.....Why?.....
.....
8. Do you think subtitles can improve your language? YES/NO.....Why?.....
.....
9. Do you think subtitles can improve your understanding of certain courses?
YES/NO.....Why?.....
.....
10. Do you like the film shows you have been having this semester? YES/NO.....
11. If YES/NO, give your reasons.....
.....
12. Which films do you prefer, films **with subtitles**?.....OR **without**?.....Why?.....
.....
13. Would you like film shows to be part of your school curricular? YES/NO.....
14. If YES/NO, give your reasons.....
.....
15. Do you think you can use films to study certain courses? YES/NO.....
16. Do you have any suggestions on this issue?.....
.....
17. You started watching these films last November 2006, this is February 2007, do you see any improvement in your school performance? YES/NO.....
18. If YES/NO, give your reasons.....
.....
19. Among all the films you have watched so far, which one is the best, according to you? (Give the film title or write a sentence to describe the film).....
.....
20. If we were to start this exercise all over again, would you like to be part of it?.....
YES/NO.....
21. If YES/NO, give your reasons.....
.....
22. What is your last comment on the whole of this exercise?.....
.....
.....

Appendix G T-tests from unweighted and weighted data

A- Unweighted Data

Table 4.3.1a: t-tests for G1&G3:G2&G4

No Subtitles vs Subtitles	N no subtitles=51		N subtitles=55					
	Mean no subtitles	Mean subtitles	t-value	df	p	Std. Dev. no subtitles	Std. Dev. subtitles	F-ratio
	1.019	2.672	-2.38	104	0.019	3.234	3.858	1.423

Table 4.3.1b: t-tests for G2&G4:G5

Subtitles vs control group	N subtitles=55		N control=47					
	Mean subtitles	Mean control	t-value	df	p	Std. Dev. subtitles	Std. Dev. control	F-ratio
Overall	9.218	4.106	2.653	100	0.009	10.197	9.079	1.261
Section 5	4.836	1.574	2.082	100	0.039	8.337	7.321	1.296
Section 6	2.672	0.531	2.661	100	0.009	3.858	4.262	1.220

Table 4.3.2a: t-tests for G1:G5

G1:G5	N1=22		N5=47					
	Mean 1	Mean 5	t-value	df	p	Std. Dev. 1	Std. Dev. 2	F-ratio
Section 5	6.909	1.574	2.176	67	0.033	13.034	7.321	3.169

Table 4.3.2b: t-tests for G2:G5

G2:G5	N2=28		N5=47					
	Mean 2	Mean 5	t-value	df	p	Std.Dev. 2	Std.Dev. 5	F-ratio
Overall	9.464	4.106	2.249	73	0.027	11.341	9.079	1.560
Section 6	3.428	0.531	2.846	73	0.005	4.263	4.262	1.000

Table 4.3.2c: t-tests for G4:G5

G4:G5	N4=27		N5=47					
	Mean 4	Mean 5	t-value	df	p	Std. Dev. 4	Std. Dev. 5	F-ratio

Overall	8.963	4.106	2.216	72	0.030	9.070	9.080	1.002
Section 5	6.037	1.574	2.439	72	0.017	8.007	7.321	1.196

Table 4.3.2d: t-tests for G2:G4

G2:G4	N2=28 N4=27							
	Mean 2	Mean 5	t-value	df	p	Std. Dev. 2	Std. Dev. 4	F-ratio
	9.29	8.19	0.408	53	0.685	11.287	8.463	1.323

B- Weighted Data

Table 4.3.3a: t-tests for G1&G3:G2&G4

No Subtitles vs Subtitles	N1&3=51 N2&4=55							
	Mean 1&3	Mean 2&4	t-value	df	p	Std. Dev. 1&3	Std. Dev. 2&4	F-ratio
	1.019	2.672	-2.38	104	0.019	3.234	3.858	1.423

Table 4.3.3b: t-tests for G1&G3:G5

No subtitles vs control group	N no subtitles=51 N control=47							
	Mean no subtitles	Mean control	t-value	df	p	Std.Dev. No subtitles	Std. Dev. Control	F-ratio
Overall	6.588	-0.638	2.922	96	0.004	11.916	12.556	1.110
Section 5	4.392	0.085	2.198	96	0.030	9.106	10.282	1.275

Table 4.3.4: t-tests for G2&G4:G5

Subtitles vs control group	N subtitles=55 N control=47							
	Mean subtitles	Mean control	t-value	df	p	Std.Dev. subtitles	Std.Dev. Control	F-ratio
Overall	9.218	-0.638	4.374	100	0.000	10.197	12.556	1.516
Section 2	0.618	-0.851	2.371	100	0.019	2.877	3.381	1.381
Section 5	4.836	0.085	2.576	100	0.011	8.337	10.282	1.521
Section 6	2.672	-0.489	3.820	100	0.000	3.858	4.500	1.360

Table 4.3.5a: t-tests for G1:G5

G1:G5	N1=22 N5=47							
	Mean 1	Mean 5	t-value	df	p	Std. Dev. 1	Std. Dev. 5	F-ratio
Overall	8.045	-0.638	2.483	67	0.016	15.475	12.557	1.519
Section 5	6.591	0.085	2.402	67	0.019	10.909	10.283	1.126

Table 4.3.5b: t-tests for G2:G5

G2:G5	N2=28 N5=47							
	Mean 2	Mean 5	t-value	df	p	Std. Dev. 2	Std. Dev. 5	F-ratio
Overall	9.464	-0.638	3.491	73	0.001	11.341	12.557	1.226
Section 2	1.357	-0.851	2.999	73	0.004	2.498	3.381	1.833
Section 6	3.429	-0.489	3.718	73	0.000	4.264	4.501	1.114

Table 4.3.5c: t-tests for G3:G5

G3:G5	N3=29 N5=47							
	Mean 3	Mean 5	t-value	df	p	Std. Dev. 3	Std. Dev. 5	F-ratio
Overall	5.483	-0.638	2.320	74	0.023	8.429	12.557	2.219
Section 6	1.586	-0.489	2.088	74	0.040	3.679	4.501	1.496

Table 4.3.5d: t-tests for G4:G5

G4:G5	N4=27 N5=47							
	Mean 4	Mean 5	t-value	df	p	Std. Dev. 4	Std. Dev. 5	F-ratio
Overall	8.963	-0.638	3.481	72	0.001	9.070	12.557	1.917
Section 5	6.037	0.085	2.588	72	0.012	8.007	10.283	1.649
Section 6	1.889	-0.489	2.400	72	0.019	3.286	4.501	1.876

Table 4.3.5e: t-tests for G2:G4

G2:G4	N2=28 N4=27							
	Mean 2	Mean 5	t-value	df	p	Std. Dev. 2	Std. Dev. 4	F-ratio
	9.46	8.96	0.181	53	0.857	11.341	9.070	0.867

Appendix H The statistical results together with the data used to derive these results

t-tests on raw data, with no clean-up

Variable 2 SUBTITLE

No subtitles vs with subtitles

	Mean no subtit les	Mean with subtitl es	t-value	df	p	Valid N no subtitle s	Valid N with subtitle s	Std.Dev. No subtitles	Std.Dev. With subtitles	F-ratio	p	Cohen D	Effect size
Improve_1	0.333	0.127	0.622	104	0.534	51	55	1.492	1.876	1.581	0.103		
Improve_2	0.196	0.618	-0.726	104	0.467	51	55	3.079	2.877	1.145	0.623		
Improve_3	0.431	0.436	-0.014	104	0.988	51	55	1.813	1.686	1.157	0.597		
Improve_4	0.196	0.527	-1.046	104	0.297	51	55	1.697	1.561	1.181	0.548		
Improve_5	4.529	4.836	-0.169	104	0.865	51	55	10.243	8.337	1.509	0.139		
Improve_6	1.019	2.672	-2.380	104	0.019	51	55	3.234	3.858	1.423	0.208	0.428	Small
Improve	6.705	9.218	-1.110	104	0.269	51	55	13.021	10.197	1.630	0.079		

No subtitles vs control group

	Mean no subtit les	Mean control	t-value	df	p	Valid N no subtitle s	Valid N control	Std.Dev No subtitles	Std.Dev Control	F-ratio	p	Cohen D	Effect size
Improve_1	0.333	0.6382	-0.8557	96	0.3942	51	47	1.49220	2.01543	1.8242	0.038		
Improve_2	0.196	0.7234	-0.7083	96	0.4804	51	47	3.07909	4.24111	1.8972	0.027		
Improve_3	0.431	0.1063	0.8604	96	0.3916	51	47	1.81389	1.92505	1.1263	0.678		
Improve_4	0.196	0.5319	-0.8509	96	0.3969	51	47	1.69729	2.19536	1.6730	0.076		
Improve_5	4.529	1.5744	1.6304	96	0.1062	51	47	10.2437	7.32103	1.9578	0.022		
Improve_6	1.019	0.5319	0.6411	96	0.5229	51	47	3.23413	4.26232	1.7369	0.057		
Improve	6.705	4.1063	1.1371	96	0.2583	51	47	13.0219	9.07992	2.0567	0.014		

Subtitles vs control group

	Mean with subtitle s	Mean contr ol	t-value	df	p	Valid N with subtitle s	Valid N control	Std.Dev With subtitles	Std.Dev Control	F-ratio	p	Cohen D	Effect size
Improve_1	0.12727	0.638	-1.3250	100	0.1881	55	47	1.87631	2.015435	1.1537	0.610		
Improve_2	0.61818	0.723	-0.1483	100	0.8823	55	47	2.87705	4.24111	2.1730	0.006		

Improve_3	0.43636	0.106	0.9228	100	0.3582	55	47	1.68615	1.92505	1.3034	0.347		
Improve_4	0.52727	0.531	-0.0124	100	0.9901	55	47	1.56175	2.19536	1.9760	0.016		
Improve_5	4.83636	1.574	2.0822	100	0.0398	55	47	8.33725	7.32103	1.2968	0.368	0.3912	Small
Improve_6	2.67272	0.531	2.6614	100	0.0090	55	47	3.85887	4.26232	1.2200	0.480	0.5022	Medium
Improve	9.21818	4.106	2.6531	100	0.0092	55	47	10.1974	9.07992	1.2613	0.421	0.5012	Medium

t-tests on weighted data, with no clean-up Variable 2 SUBTITLE

No subtitles vs with subtitles

	Mean no subtitl es	Mean with subtitl es	t-value	df	p	Valid no subtitles	N	Valid N with subtitl es	Std.Dev. No subtitles	Std.Dev. With subtitles	F-ratio	p	Cohen D	Effect size
Imp_1	0.352	0.127	0.683	104	0.495	51		55	1.480	1.876	1.605	0.092		
Imp_2	0.196	0.618	-0.729	104	0.467	51		55	3.079	2.877	1.145	0.623		
Imp_3	0.431	0.436	-0.014	104	0.988	51		55	1.813	1.686	1.157	0.597		
Imp_4	0.196	0.527	-1.046	104	0.297	51		55	1.697	1.561	1.181	0.548		
Imp_5	4.392	4.836	-0.262	104	0.793	51		55	9.106	8.337	1.192	0.524		
Imp_6	1.019	2.672	-2.380	104	0.019	51		55	3.234	3.858	1.423	0.208	0.428	Small
Improve overall	6.588	9.218	-1.223	104	0.223	51		55	11.916	10.197	1.365	0.262		

No subtitles vs control group

	Mean no subtitl es	Mean control	t-value	df	p	Valid no subtitles	N	Valid N control	Std.Dev. No subtitles	Std.Dev. Control	F-ratio	p	Cohen D	Effect size
Imp_1	0.352	0.4680	-0.341	96	0.733	51		47	1.48086	1.8515	1.5633	0.123		
Imp_2	0.196	-0.8510	1.6045	96	0.111	51		47	3.07909	3.3814	1.2060	0.516		
Imp_3	0.431	-0.0212	1.0974	96	0.275	51		47	1.81389	2.2601	1.5525	0.129		
Imp_4	0.196	0.1702	0.0720	96	0.942	51		47	1.69729	1.8570	1.1971	0.532		
Imp_5	4.392	0.0851	2.1987	96	0.030	51		47	9.10621	10.282	1.2750	0.400	0.4188	Small
Imp_6	1.019	-0.4896	1.9171	96	0.058	51		47	3.23413	4.5005	1.9365	0.023		
Improve overall	6.588	-0.6382	2.922888	96	0.004	51		47	11.9166	12.556	1.1103	0.715	0.5755	Medium

From this it would seem that simply exposure to audiovisual media has some benefit to overall AL levels, Specifically section 5)

Subtitles vs control group

	Mean with subtitl es	Mean control	t-value	df	p	Valid with subtitles	N	Valid N control	Std.Dev With subtitles	Std.Dev Control	F-ratio	p	Cohen D	Effect size
Imp_1	0.127	0.4680	-0.91997	100	0.359	55		47	1.87631	1.8515	1.0269	0.931		
Imp_2	0.618	-0.8510	2.37127	100	0.019	55		47	2.87705	3.3814	1.3813	0.253	0.434	Small
Imp_3	0.436	-0.0212	1.16884	100	0.245	55		47	1.68615	2.2601	1.7967	0.039		
Imp_4	0.527	0.1702	1.05490	100	0.294	55		47	1.56175	1.8570	1.4139	0.220		
Imp_5	4.836	0.0851	2.57665	100	0.011	55		47	8.33725	10.282	1.5211	0.138	0.462	Small
Imp_6	2.672	-0.4893	3.82074	100	0.000	55		47	3.85887	4.5005	1.3602	0.276	0.702	Large
Improve overall	9.218	-0.6382	4.37413	100	0.000	55		47	10.19748	12.556	1.5162	0.141	0.784	Large

From this it would seem subtitled audiovisual media has very strong benefit in terms of overall AL levels, and specifically in the case of 2, 5 and 6)

t-tests on raw data, with outliers removed
(only analyses that are different are given)

	Mean	Mean	t-value	df	p	Valid N	Valid N	Std. Dev.	Std. Dev.	F-ratio	p	Cohen D	Effect size
No subtitles vs with subtitles													
Improve_5	3.750	4.4074	-0.43818	100	0.662	48	54	7.312	7.778	1.13170	0.6685		
Improve	5.833	8.5555	-1.56345	100	0.121	48	54	8.496	9.019	1.12691	0.6794		
No subtitles vs control group													
	Mean	Mean	t-value	df	p	Valid N	Valid N	Std. Dev.	Std. Dev.	F-ratio	p	Cohen D	Effect size
Improve_5	3.7500	1.5744	1.448992	93	0.150	48	47	7.312	7.321	1.00242	0.9926		
Improve	5.8333	4.1063	0.957440	93	0.340	48	47	8.496	9.079	1.14214	0.6514		
Subtitles vs control group													
	Mean	Mean	t-value	df	p	Valid N	Valid N	Std. Dev.	Std. Dev.	F-ratio	p	Cohen D	Effect size
Improve_5	4.407407	1.574468	1.87608	99	0.063590	54	47	7.778826	7.32103	1.128971	0.677374		
Improve	8.555	4.1063	2.46512	99	0.015	54	47	9.019	9.079	1.01351	0.9572	0.49	Small

[illegible]

Variable 1 GROUP													
	Mean 1	Mean 5	t-value	df	p	Valid N 1	Valid N 5	Std.Dev. 1	Std.Dev. 2	F-ratio	p	Cohen D	Effect size
Improve_1	0.090	0.638	-1.095	67	0.277	22	47	1.743	2.015	1.336	0.476	0.409	Small
Improve_2	0.545	0.723	-0.170	67	0.865	22	47	3.555	4.241	1.422	0.383		
Improve_3	0.454	0.106	0.650	67	0.517	22	47	2.364	1.925	1.509	0.242		
Improve_4	0.045	0.531	-0.904	67	0.369	22	47	1.812	2.195	1.467	0.342		
Improve_5	6.909	1.574	2.176	67	0.033	22	47	13.034	7.321	3.169	0.001		
Improve_6	0.272	0.531	-0.265	67	0.791	22	47	2.413	4.262	3.117	0.006		
Improve	8.318	4.106	1.322	67	0.190	22	47	17.442	9.079	3.690	0.000		
	Mean 2	Mean 5	t-value	df	p	Valid N 2	Valid N 5	Std.Dev. 2	Std.Dev. 5	F-ratio	p	Cohen D	Effect size
Improve_1	-0.107	0.638	-1.553	73	0.1250	28	47	2.006	2.015	1.009	1.000	0.679	Medium small
Improve_2	1.357	0.723	0.718	73	0.4745	28	47	2.497	4.241	2.883	0.004		
Improve_3	0.607	0.106	1.154	73	0.2522	28	47	1.617	1.925	1.415	0.337		
Improve_4	0.500	0.531	-0.066	73	0.9469	28	47	1.621	2.195	1.832	0.095		
Improve_5	3.678	1.574	1.125	73	0.2640	28	47	8.628	7.321	1.389	0.320		
Improve_6	3.428	0.531	2.846	73	0.0057	28	47	4.263	4.262	1.000	0.974		
Improve	9.464	4.106	2.249	73	0.0274	28	47	11.341	9.079	1.560	0.180	0.472	
	Mean 3	Mean 5	t-value	df	p	Valid N 3	Valid N 5	Std.Dev. 3	Std.Dev. 5	F-ratio	p	Cohen D	Effect size
Improve_1	0.517	0.638	-0.289	74	0.773	29	47	1.271	2.015	2.513	0.011		
Improve_2	-0.068	0.723	-0.898	74	0.371	29	47	2.698	4.241	2.470	0.012		
Improve_3	0.413	0.106	0.7593	74	0.450	29	47	1.296	1.925	2.206	0.028		
Improve_4	0.310	0.531	-0.469	74	0.640	29	47	1.627	2.195	1.818	0.094		
Improve_5	2.724	1.574	0.668	74	0.505	29	47	7.220	7.321	1.028	0.957		
Improve_6	1.586	0.531	1.101	74	0.274	29	47	3.679	4.262	1.342	0.410		
Improve	5.482	4.106	0.659	74	0.511	29	47	8.428	9.079	1.160	0.685		
	Mean 4	Mean 5	t-value	df	p	Valid N 4	Valid N 5	Std.Dev. 4	Std.Dev. 5	F-ratio	p	Cohen D	Effect size
Improve_1	0.370	0.638	-0.578	72	0.564	27	47	1.735	2.015	1.348	0.417		

Improve_2	-0.148	0.723	-0.934	72	0.353	27	47	3.084	4.241	1.890	0.084		
Improve_3	0.259	0.106	0.338	72	0.735	27	47	1.767	1.925	1.186	0.650		
Improve_4	0.555	0.531	0.049	72	0.960	27	47	1.527	2.195	2.065	0.050		
Improve_5	6.037	1.574	2.439	72	0.017	27	47	8.007	7.321	1.196	0.583	0.55733	Medium
Improve_6	1.888	0.531	1.427	72	0.157	27	47	3.285	4.262	1.682	0.156		
Improve	8.962	4.106	2.215	72	0.029	27	47	9.070	9.079	1.002	1.000	0.53487	Medium

Appendix I ANOVA and t-tests tables on Anglophones and Francophones based on weighted data.

Section A: Anglophones

Table 4.4.1

Descriptives
Imp Overall

Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	9.58	19.69	5.68	-2.93	22.09	-29	47
2	15	10.07	13.68	3.53	2.49	17.64	-8	45
3	16	5.56	9.29	2.32	0.61	10.52	-13	21
4	17	7.59	9.09	2.20	2.91	12.26	-5	28
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	86	5.49	12.72	1.37	2.76	8.22	-29	47

ANOVA
Imp Overall

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1511.12	4	377.78	2.50	0.05
Within Groups	12246.37	81	151.19		
Total	13757.49	85			

Table 4.4.1a

Descriptives
Imp G1&2

Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	9.58	19.69	5.68	-2.93	22.09	-29	47
2	15	10.07	13.68	3.53	2.49	17.64	-8	45
Total	27	9.85	16.27	3.13	3.41	16.29	-29	47

ANOVA
Imp G1&2

Groups	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	1.56	1	1.56	0.01	0.94
Within Groups	6883.85	25	275.35		
Total	6885.41	26			

Table 4.4.1b
Descriptives
Imp G3&4

Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
3	16	5.56	9.29	2.32	0.61	10.52	-13	21
4	17	7.59	9.09	2.20	2.91	12.26	-5	28
Total	33	6.61	9.10	1.58	3.38	9.83	-13	28

ANOVA
Imp G3&4

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.82	1	33.82	0.40	0.53
Within Groups	2618.06	31	84.45		
Total	2651.88	32			

Table 4.4.1c
Descriptives
Imp G2&4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2	15	10.07	13.68	3.53	2.49	17.64	-8	45
4	17	7.59	9.09	2.20	2.91	12.26	-5	28
Total	32	8.75	11.35	2.01	4.66	12.84	-8	45

ANOVA
Imp G2&4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.95	1	48.95	0.37	0.55
Within Groups	3941.05	30	131.37		

Total	3990.00	31			
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Table 4.4.1d
Descriptives
Imp G5&1

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	9.58	19.69	5.68	-2.93	22.09	-29	47
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	38	2.71	14.55	2.36	-2.07	7.49	-29	47

ANOVA
Imp G5&1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	828.44	1	828.44	4.25	0.05
Within Groups	7009.38	36	194.70		
Total	7837.82	37			

Table 4.4.1e
Descriptives
Imp G5&2

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2	15	10.07	13.68	3.53	2.49	17.64	-8	45
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	41	3.39	12.67	1.98	-0.61	7.39	-25	45

ANOVA
Imp G5&2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1054.36	1	1054.36	7.67	0.01
Within Groups	5363.39	39	137.52		
Total	6417.76	40			

Table 4.4.1f
Descriptives
Imp G5&3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
3	16	5.56	9.29	2.32	0.61	10.52	-13	21
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	42	1.83	10.36	1.60	-1.39	5.06	-25	21

ANOVA
Imp G5&3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	359.43	1	359.43	3.56	0.07
Within Groups	4040.40	40	101.01		
Total	4399.83	41			

Table 4.4.1g
Descriptives
Imp G5&4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4	17	7.59	9.09	2.20	2.91	12.26	-5	28
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	43	2.72	10.62	1.62	-0.55	5.99	-25	28

ANOVA
Imp G5&4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	666.07	1	666.07	6.72	0.01
Within Groups	4066.58	41	99.18		
Total	4732.65	42			

Table 4.4.1h
Descriptives
Imp G135

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	9.58	19.69	5.68	-2.93	22.09	-29	47
3	16	5.56	9.29	2.32	0.61	10.52	-13	21
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	54	3.56	13.19	1.80	-0.05	7.16	-29	47

ANOVA
Imp G135

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	920.02	2	460.01	2.82	0.07
Within Groups	8305.32	51	162.85		
Total	9225.33	53			

Table 4.4.1i
Descriptives
Imp G245

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2	15	10.07	13.68	3.53	2.49	17.64	-8	45
4	17	7.59	9.09	2.20	2.91	12.26	-5	28
5	26	-0.46	10.48	2.05	-4.69	3.77	-25	15
Total	58	4.62	11.81	1.55	1.52	7.73	-25	45

ANOVA
Imp G245

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1266.14	2	633.07	5.21	0.01
Within Groups	6685.51	55	121.55		
Total	7951.66	57			

Table 4.4.1j
Descriptives
Imp G1324

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
13	28.00	7.29	14.49	2.74	1.67	12.91	-29	47
24	32.00	8.75	11.35	2.01	4.66	12.84	-8	45
Total	60.00	8.07	12.82	1.65	4.76	11.38	-29	47

ANOVA
Imp G1324

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.02	1	32.02	0.19	0.66
Within Groups	9661.71	58	166.58		
Total	9693.73	59			

Table 4.4.1k
Descriptives
Imp G13

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12.00	9.58	19.69	5.68	-2.93	22.09	-29	47
3	16.00	5.56	9.29	2.32	0.61	10.52	-13	21
Total	28.00	7.29	14.49	2.74	1.67	12.91	-29	47

ANOVA
Imp G13

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	110.86	1.00	110.86	0.52	0.48
Within Groups	5560.85	26.00	213.88		
Total	5671.71	27.00			

Table 4.4.1l**Group Statistics G2 & G4 Anglophones**

	FcA24	N	Mean	Std. Deviation	Std. Error Mean
Imp G2&4	2	15	10.07	13.68	3.53
	4	17	7.59	9.09	2.20

Independent Samples Test G2 & G4 Anglophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Imp G2&4	Equal variances assumed	2.10	0.16	0.61	30.00	0.55	2.48	4.06	-5.81	10.77
	Equal variances not assumed			0.60	23.87	0.56	2.48	4.16	-6.12	11.07

Table 4.4.1m**Group Statistics G5 & G1 Anglophones**

	G5&1	N	Mean	Std. Deviation	Std. Error Mean
G5	5	26.00	0.46	10.48	2.05
G1	1	12.00	9.58	19.69	5.68

Independent Samples Tests G5 & G1 Anglophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5&1	Equal	3.65	0.06	-2.06	36.00	0.05	-10.04	4.87		

	variances assumed								-19.92	-0.17
	Equal variances not assumed			-1.66	13.96	0.12	-10.04	6.04	-23.01	2.92

Table 4.4.1n**Group Statistics G5 & G2 Anglophones**

	G5 & G2	N	Mean	Std. Deviation	Std. Error Mean
G5	5	26.00	-0.46	10.48	2.05
G2	2	15.00	10.07	13.68	3.53

Independent Samples Test G5 & G2 Anglophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5 & G2	Equal variances assumed	1.04	0.31	-2.77	39.00	0.01	-10.53	3.80	-18.22	-2.84
	Equal variances not assumed			-2.58	23.57	0.02	-10.53	4.09	-18.97	-2.09

Table 4.4.1o**Group Statistics G5 & G4 Anglophones**

	G5&4	N	Mean	Std. Deviation	Std. Error Mean
G5	5	26.00	-0.46	10.48	2.05
G4	4	17.00	7.59	9.09	2.20

Independent Samples Test G5 & G4 Anglophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5&4	Equal variances assumed	0.45	0.51	-2.59	41.00	0.01	-8.05	3.11	-14.32	-1.78
	Equal variances not assumed			-2.67	37.68	0.01	-8.05	3.01	-14.15	-1.95

Section B: Francophones**Table 4.4.2****Descriptives
Imp Overall**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	10	6.20	8.83	2.79	-0.12	12.52	-8	17
2	13	8.77	8.38	2.32	3.71	13.83	-2	23
3	13	5.38	7.60	2.11	0.79	9.98	-8	16
4	10	11.30	9.01	2.85	4.86	17.74	-1	24
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	67	5.09	11.54	1.41	2.27	7.90	-29	24

**ANOVA
Imp Overall**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1317.81	4	329.45	2.73	0.04
Within Groups	7473.66	62	120.54		
Total	8791.46	66			

Table 4.4.2a
Descriptives
Imp G1&2

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	10	6.20	8.83	2.79	-0.12	12.52	-8	17
2	13	8.77	8.38	2.32	3.71	13.83	-2	23
Total	23	7.65	8.48	1.77	3.99	11.32	-8	23

ANOVA
Imp G1&2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.31	1	37.31	0.51	0.48
Within Groups	1543.91	21	73.52		
Total	1581.22	22			

Table 4.4.2b
Descriptives
Imp G3&4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
3	13	5.38	7.60	2.11	0.79	9.98	-8	16
4	10	11.30	9.01	2.85	4.86	17.74	-1	24
Total	23	7.96	8.58	1.79	4.24	11.67	-8	24

ANOVA
Imp G3&4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	197.78	1	197.78	2.92	0.10
Within Groups	1423.18	21	67.77		
Total	1620.96	22			

Table 4.4.2c
Descriptives
Imp G2&4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2.00	13.00	8.77	8.38	2.32	3.71	13.83	-2	23
4.00	10.00	11.30	9.01	2.85	4.86	17.74	-1	24
Total	23.00	9.87	8.55	1.78	6.17	13.57	-2	24

ANOVA
Imp G2&4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.20	1	36.20	0.48	0.49
Within Groups	1572.41	21	74.88		
Total	1608.61	22			

Table 4.4.2d
Descriptives
Imp G5&1

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	10	6.20	8.83	2.79	-0.12	12.52	-8	17
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	31	1.42	13.60	2.44	-3.57	6.41	-29	23

ANOVA
Imp G5&1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	337.38	1	337.38	1.88	0.18
Within Groups	5208.17	29	179.59		
Total	5545.55	30			

Table 4.4.2e
Descriptives
Imp G5&2

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2	13	8.77	8.38	2.32	3.71	13.83	-2	23
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	34	2.82	13.59	2.33	-1.92	7.56	-29	23

ANOVA
Imp G5&2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	744.06	1	744.06	4.45	0.04
Within Groups	5348.88	32	167.15		
Total	6092.94	33			

Table 4.4.2f
Descriptives
Imp G5&3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
3	13	5.38	7.60	2.11	0.79	9.98	-8	16
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	34	1.53	12.92	2.22	-2.98	6.04	-29	23

ANOVA
Imp G5&3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	312.82	1	312.82	1.93	0.17
Within Groups	5199.65	32	162.49		
Total	5512.47	33			

Table 4.4.2g
Descriptives
Imp G5&4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4	10	11.30	9.01	2.85	4.86	17.74	-1	24
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	31	3.06	14.42	2.59	-2.22	8.35	-29	24

ANOVA
Imp G5&4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1001.20	1	1001.20	5.54	0.03
Within Groups	5236.67	29	180.57		
Total	6237.87	30			

Table 4.4.2h
Descriptives
Imp G135

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	10	6.20	8.83	2.79	-0.12	12.52	-8	17
3	13	5.38	7.60	2.11	0.79	9.98	-8	16
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	44	2.59	12.18	1.84	-1.11	6.29	-29	23

ANOVA
Imp G135

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	481.39	2	240.69	1.67	0.20
Within Groups	5901.25	41	143.93		
Total	6382.64	43			

Table 4.4.2i**Descriptives****Imp G245**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2	13	8.77	8.38	2.32	3.71	13.83	-2	23
4	10	11.30	9.01	2.85	4.86	17.74	-1	24
5	21	-0.86	15.01	3.28	-7.69	5.98	-29	23
Total	44	4.75	13.10	1.97	0.77	8.73	-29	24

ANOVA**Imp G245**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1299.27	2	649.64	4.38	0.02
Within Groups	6078.98	41	148.27		
Total	7378.25	43			

0.92

0.64

Table 4.4.2j**Descriptives****Imp G1324**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
13.00	23.00	5.74	7.97	1.66	2.29	9.19	-8	17
24.00	23.00	9.87	8.55	1.78	6.17	13.57	-2	24
Total	46.00	7.80	8.44	1.24	5.30	10.31	-8	24

ANOVA**Imp G1324**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	196.20	1.00	196.20	2.87	0.10
Within Groups	3007.04	44.00	68.34		
Total	3203.24	45.00			

Table 4.4.2k
Descriptives
Imp G13

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.00	10.00	6.20	8.83	2.79	-0.12	12.52	-8	17
3.00	13.00	5.38	7.60	2.11	0.79	9.98	-8	16
Total	23.00	5.74	7.97	1.66	2.29	9.19	-8	17

ANOVA
Imp G13

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.76	1.00	3.76	0.06	.81
Within Groups	1394.68	21.00	66.41		
Total	1398.43	22.00			

Table 4.4.2l
Group Statistics G2 & G4 Francophones

	FcF24	N	Mean	Std. Deviation	Std. Error Mean
ImpF24	2	13	8.77	8.38	2.32
	4	10	11.30	9.01	2.85

Independent Samples Test G2 & G4 Francophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G2&4	Equal variances assumed	0.14	0.71	-0.70	21.00	0.49	-2.53	3.64	-10.10	5.04
	Equal variances not assumed			-0.69	18.74	0.50	-2.53	3.68	-10.23	5.17

Table 4.4.2m**Group Statistics G5 & G1 Francophones**

	G5&1	N	Mean	Std. Deviation	Std. Error Mean
G5	5	21	-0.86	15.01	3.28
G1	1	10	6.20	8.83	2.79

Independent Samples Test G5 & G1 Francophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5&1	Equal variances assumed	5.96	0.02	-1.37	29.00	0.18	-7.06	5.15	-17.59	3.47
	Equal variances not assumed			-1.64	27.44	0.11	-7.06	4.30	-15.88	1.77

Table 4.4.2n**Group Statistics G5 & G2 Francophones**

	G5 & G2	N	Mean	Std. Deviation	Std. Error Mean
G5	5	21	-0.86	15.01	3.28
G2	2	13	8.77	8.38	2.32

Independent Samples Test G5 & G2 Francophones

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5 & G2	Equal variances assumed	8.75	0.01	-2.11	32.00	0.04	-9.63	4.56	-18.92	-0.33
	Equal variances not assumed			-2.40	31.78	0.02	-9.63	4.02	-17.81	-1.44

Table 4.4.2o

Group Statistics G5 & G4 Francophones					
	G5 & G4	N	Mean	Std. Deviation	Std. Error Mean
G5	5	21	-0.86	15.01	3.28
G4	4	10	11.30	9.01	2.85

Independent Samples Test G5 & G4 Francophones										
		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
G5 & G4	Equal variances assumed	5.63	0.02	-2.35	29.00	0.03	-12.16	5.16	-22.72	-1.60
	Equal variances not assumed			-2.80	27.17	0.01	-12.16	4.34	-21.06	-3.25

Appendix J An example of a worksheet (Chapter 5)

A student in tertiary education should be able to integrate the AL abilities of seeking for, processing and producing information within the particular context or their field of study.

Description of activity:

A subtitled film on climate change (available at: http://www.niehs.nih.gov/news/video/science/frontiers/2008/04-18/patz_vcc.mov) is viewed by students from different disciplines: Law, Economics, Health Sciences, Chemistry and Political Science. The worksheet is given to each of the students before the start of the screening, including some explanations on how to use the worksheet and what is expected from them. A transcript of the video is available at <http://www.niehs.nih.gov/news/video/science/frontiers/2008/04-18/patz.swf>.

Worksheet

Attentively watch the subtitled film on climate change that will be screened in class. After the screening there will be a class discussion following which you will be expected to complete this worksheet. Read through the worksheet before you start watching the film so that you know what information to focus on in the film.

1) Write down a definition for each of the words and phrases in the space provided:

No.	Word/Phrase	Definition
1	climate change	
2	climatologist	
3	toxic exposure	
4	greenhouse gases	
5	extreme events	
6	vector borne diseases	
7	precipitation	
8	marine ecology	
9	biofuels	
10	exposure assessment	

2) Identify the main ideas contained in the subtitled film and arrange these issues in a logical sequence/structure. You can either write these down as a list of important ideas or you can draw up a diagrammatic representation such as a flow-chart or a mind map.

- (i)
- (ii)
- (iii)
- (iv).....
- (v) Etc.....

- 3) Rewrite the following extract from the transcript into coherent language in an academic register.

Good morning and welcome to this morning's Frontiers in Environmental Sciences seminar series. We're pleased to have our speaker this morning, Jonathan Patz, from the University of Wisconsin in Madison. Before I introduce Jonathan I will take a second to, um, congratulate the National Toxicology Program this week on releasing their report on bisphenol A, the health consequences of bisphenol A. If you guys missed it, they pretty much had the front page of most of the newspapers in the country this week and it was a great success. I think they did a great job on that particular report. Going on to our speaker this now, Jonathan Patz is Professor and Director of Global Environmental Health at the University of Wisconsin in Madison. He Co-chaired the health expert panel of the US National Assessment on Climate Change and was the Convening Lead Author for the United Nations/World Bank Millennium Intergovernmental Panel on Climate Change (IPCC) - evaluation of the health impacts I think [health part, did I get that wrong? I got it wrong]. It's the World Bank's Millennium Ecosystem Assessment, that's the one. For the past 14 years he's been a lead author of the United Nations/World Bank Millennium Intergovernmental Panel on Climate Change - the organization that shared the 2007 Nobel Peace Prize with Al Gore, so he's also a Nobel Laureate. He is President of the International Association for Ecology and Health and has written a number of peer reviewed papers and a textbook addressing the health effects of global environmental change. He has served on several scientific committees of the National Academy of Sciences, and currently serves on science advisory boards for both the CDC and EPA. In addition to his sharing the Nobel prize with Al Gore, Jonathan received an Aldo Leopold Leadership Fellows award in 2005 and shared the Zayed International Prize for the Environment in 2006. Today's talk will be on [I came up with the title; he just agreed to go along with it.] "Should we sweat it: Environmental Public Health Implications of Global Climate Change?" Jonathan. [Applause] Chris, thanks for that wonderful introduction and for yourself taking on this issue and really bringing it into the NIEHS. Because I, as you'll see, I think it's a tremendous public environmental health issue. And NIH should really be taking a look at these issues. I will go over some quick climate change science, just a couple of slides' worth. I'm not a climatologist - I'm one of you, I'm an environmental public health scientist. I will introduce you to climate change issues and then go into some case studies. This is a slide probably most of you have seen. Something like this where if you look at today's temperature we are already above two standard deviations of any average temperature we've had in the last thousand years. The climatologists can go way back even further, looking at ice cores, but the projections are for warming in the next century that are quite accelerated - anywhere from 2 to 6 degrees centigrade warming in the next decade. This has a lot of ecologists and impact assessment people concerned and certainly public health is one of the concerns. When I give this talk in Wisconsin, we actually had record snow and cold this year and I just want to remind you what climatologists remind me, we're talking about global warming, global climate change, it's not just at a specific location. You can't go from year to year and predict whether or not this is global warming. For example, we had a strong La Nina this winter and that's part of El Nino, the ENSO, the southern oscillation cycle. You go from El Nino to normal conditions to La Nina. La Nina is the cold phase of El Nino. This is the natural cycle that happens every three to seven years because of things that happen in the Pacific ocean, that I won't get into, but this is a natural phenomenon.

- 4) Assignment 1 - Law students: Produce a logical argument in which you make a case for the fact that international environmental law should be binding for all countries on Earth. Make use of appropriate and relevant language (in the register of the legal discipline) and base your argument on facts from the video. Begin by defining the case you will argue.

Assignment 2 - Economics students: Present a business plan for an industrial company that wishes to operate in an environmentally friendly manner using the appropriate register.

Assignment 3 - Health Science students: Prepare a presentation on the consequences of climate change for the general population. This presentation has to be presented at a seminar for school teachers.

Assignment 4 - Chemistry students: Chemistry students will do a similar study as the Health Science students but will focus on water and related resources.

Assignment 5 – Political Science students: Produce an international policy document to be applied and respected by all in order to slow down the negative impact of climate change on the world.

Comment:

All these topics on writing will be scaffolded with regard to making use of a process approach to writing. Students will therefore be supported throughout the writing process in order to produce an appropriately written academic text.

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