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Titolo	Captioned Media in Foreign Language Learning and Teaching : Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning / / by Robert Vanderplank
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Descrizione fisica	1 online resource (XIII, 269 p. 7 illus., 3 illus. in color.)
Collana	New Language Learning and Teaching Environments, , 2946-2940
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Soggetti	Sociolinguistics Language and languages - Study and teaching Applied linguistics Germanic languages Educational technology Language Education Language Teaching and Learning Applied Linguistics Germanic Languages Digital Education and Educational Technology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Introduction -- 2. Some essential themes in building the case for captions in language learning -- 3. The value of closed captions and teletext subtitles for language learning -- 4. The State of the Art I: Selected research on listening comprehension and vocabulary acquisition -- 5. The State of the Art II: Selected research on other issues in watching captioned TV, films and video -- 6. Focus on genres: The practical uses and limitations of different types of programmes -- 7. The EURECAP Project -- 8. The developing environment for language learning: a new audience and the revised model of language learning with captions -- 9. Conclusion.
Sommario/riassunto	This book brings together current thinking on informal language learning and the findings of over 30 years of research on captions

(same language subtitles for the deaf and hard-of-hearing) to present a new model of language learning from captioned viewing and a future roadmap for research and practice in this field. Language learners may have normal hearing but they are 'hard-of-listening' and find it difficult to follow the rapid or unclear speech in many films and TV programmes. Vanderplank considers whether watching with captions not only enables learners to understand and enjoy foreign language television and films but also helps them to improve their foreign language skills. Captioned Media in Foreign Language Learning and Teaching will be of interest to students and researchers involved in second language acquisition teaching and research, as well as practising language teachers and teacher trainers. Robert Vanderplank is Director of Oxford University Language Centre and a Fellow of Kellogg College, Oxford, where he is also Director of the Kellogg College Centre for the Study of Lifelong Language Learning and maintains the LARA database on language attrition research ([www.lara.ox.ac.uk](http://www.lara.ox.ac.uk)). His research interests and publications include television and language learning, listening comprehension, learner strategies, language testing and assessment, language maintenance and attrition, and learner autonomy.

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