

Incidental Increase in Depth of Vocabulary Knowledge Through the Viewing of Subtitled, Authentic Videos

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This study investigated the effectiveness of subtitled, authentic videos as tools for incidentally increasing depth of vocabulary knowledge. Low-intermediate level Japanese learners of English were shown authentic videos, subtitled in four different modes (intralingual, interlingual, dual, and no subtitles). A Vocabulary Knowledge Scale (VKS) test was administered to the participants to determine whether their depth of knowledge of six items of target vocabulary appearing in the video had been incidentally increased. Incidental increase in depth of vocabulary knowledge was observed for only two of the participants. These findings are discussed and implications for teaching practices are suggested.

本研究では、付随的に語彙知識を深めるツールとして、字幕付きのオーセンティックなビデオの有効性を調査する。日本人の初中級英語学習者に、4つの異なるモード（言語内、言語間、二重言語、字幕なし）の字幕が付いたオーセンティックなビデオを見せた。参加者にはVocabulary Knowledge Scale (VKS) テストを行い、ビデオに出現する対象となる語彙の6単語の知識が付随的に深まったかどうかを判断した。語彙の知識が付随的に深まったことが観察されたのは、参加者のうち2人のみだった。本論文では、これらの結論について検討し、教育実践のための関連性を提案する。

MOST UNIVERSITY English teachers in Japan are fortunate enough to have access to multimedia technology at home and school. However, we should be mindful not to use technology for technology's sake, but only when it provides pedagogical value. The aim of the current research was to assess the extent to which viewing a subtitled, authentic English language video could bring about incidental increases to the depth of vocabulary knowledge of Japanese university learners of English, and thereby “put students in the position where they [were] capable of deriving and producing meanings from lexical items both for themselves and out of the classroom” (Carter, 1998, p. 186).

The main question addressed in this paper is whether “just watching” subtitled, authentic English language videos, that is, neither taking notes nor paying any special attention to new



vocabulary, is sufficient to result in increases to depth of vocabulary knowledge of specific items of target vocabulary appearing in the video. If depth of vocabulary knowledge can be increased in this way, teachers will be able to advise their students to watch subtitled, authentic English language videos in order to increase their vocabulary knowledge. On the other hand, if such incidental increase to vocabulary knowledge is improbable or impossible, the futility of just watching such videos in the hope of increasing depth of vocabulary knowledge can be conveyed to learners.

Literature Review

What It Means to “Know” a Word

Although there are many factors involved in truly “knowing” a word (Richards, 1976), this research focuses mainly on respondents’ knowledge of the syntactic behavior of words (i.e., “the types of grammatical relations words may enter into,” Richards, 1976, p. 80), and respondents’ knowledge of the meanings of words (i.e., “the most frequent ways in which a word realizes a particular concept,” Richards, 1976, p. 83).

The ways used in the study to assess word knowledge were through respondents’ knowledge of the L1 equivalents of L2 words and their ability to use L2 words in grammatically correct sentences. In order to assess these abilities, a Vocabulary Knowledge Scale (VKS) test (Wesche & Paribakht, 1996) was administered to the participants both immediately prior to and immediately after viewing the treatment video. The VKS is further discussed in the methodology section.

Incidental Learning

Incidental learning is the process by which something—in this case, foreign language vocabulary—is learnt without the indi-

vidual concerned directing attention specifically toward the act of learning it. Incidental learning is synonymous with implicit learning, and the antithesis of explicit or intentional learning.

Brown (2007) suggested that the real question is not which of these processes is better than the other but “under what conditions, and for which learners, and for what linguistic elements is one approach, as opposed to the other, advantageous for [second language acquisition]?” (p. 292). In the current research, the linguistic element under investigation is vocabulary, and the condition is viewing a subtitled, authentic English language video.

Some existing research (e.g., d’Ydewalle & Van de Poel, 1999; Koolstra & Beentjes, 1999; Neuman & Koskinen, 1992) supports the proposition that increases the depth of vocabulary knowledge can occur incidentally through viewing subtitled L2 videos. In Neuman and Koskinen’s study, for example, it was found that middle school children were able to incidentally increase depth of vocabulary knowledge by watching L2 (intralingual) subtitled English language videos. Similarly, in d’Ydewalle and Van de Poel’s study, primary school learners of French and Danish were able to increase their depth of vocabulary knowledge by watching subtitled videos, even when no attention was explicitly drawn to vocabulary by the teacher either before or during the video viewing. In a study conducted by Koolstra and Beentjes, primary school children who were told to “just watch” L2 subtitled authentic videos were also able to increase their depth of vocabulary knowledge.

Studies that have examined the effect of subtitled videos on vocabulary learning have generally been assessed by self-report (e.g., Katchen, 1997; Tsai, 2009) or by requiring participants to select or produce an L1 equivalent for target words (e.g., Koolstra & Beentjes, 1999; Yuksel & Tanriverdi, 2009), and both of these established methods were used in the current research.

Authentic Videos

Authentic videos include “feature films, documentaries, commercials, game shows” (Sherman, 2003) and many other kinds of videos that have not been made specifically for learners of English. Authentic videos are those that have been made for the enjoyment or education of native speakers of the language in which the videos were produced. As such, they tend to feature dense and ungraded language (Stempleski, 1992). Authentic videos are said to present “real” language, not in the sense that it is unscripted, but in the sense that it is “intended for native speakers—people who are already familiar with the language” (Stempleski, 1992, p. 9). Allan (1985) suggested that authentic videos provide “slices of living language” (p. 48) in the sense that the amount of realism encoded in video media is greater than that to be found in either written or audio media.

Interlingual Subtitles

Interlingual subtitles are a form of subtitling in which the audio track is in the original language of the video (e.g., English) and the subtitles constitute a translation of the audio track into another language (e.g., Japanese).

Intralingual Subtitles

Intralingual subtitles are a transcription of the audio track of a video into subtitles of the same language (e.g., English audio and English subtitles).

Dual Subtitles

Dual subtitles are the combination of both interlingual and intralingual subtitles displayed on the screen simultaneously. Chang (2003) purported to have coined the term in her study

relating to the interaction between subtitles and schemata (i.e., prior knowledge).

Methodology

Participants

A total of four all-female Japanese university classes with 9-11 students in each class ($N = 39$) participated in this study. The classes were made up of 1st- and 2nd-year university students with a pre-intermediate level of English, according to the results of a TOEIC Bridge test, which measured the students’ English listening and reading comprehension ability. The students were enrolled in a variety of non-English majors and were taking English lessons in the four main skills of speaking, listening, reading, and writing.

Each of the four classes was shown the treatment video subtitled in one of four modes: no subtitles (No-Subs), intralingual subtitles (Intra-Subs), interlingual subtitles (Inter-Subs), and dual subtitles (Dual-Subs). An ANOVA of the four classes’ scores from the previously administered TOEIC Bridge test suggested that the students’ listening and reading abilities differed significantly between classes ($p < .05$). Such statistically significant differences between the four classes’ listening and reading abilities make it difficult to draw direct comparisons between the groups in terms of gains to depth of vocabulary knowledge. However, the aim of this investigation was not to determine which mode of subtitling was most effective, but rather to determine if any of them were. As such, direct comparisons between the four groups are not essential.

Materials

The following materials were used for this study:

- a DVD of Jessi Arrington's *Wearing Nothing New* TED talk (Arrington, 2011), subtitled in the four different modes; and
- a modified version of the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996).

Jessi Arrington's Wearing Nothing New TED Talk

TED Talks are freely available English-language video presentations, many of which have been subtitled in a variety of languages, including Japanese and English. The TED talk chosen for this research was given by Jessi Arrington, an American fashion designer and blogger, whose 6-minute presentation *Wearing Nothing New* (Arrington, 2011) extolled the virtues of buying secondhand clothes.

The video was chosen for its predicted appeal to the fashion-conscious teenage girls who comprised the participants of the research, and its "moderately slow" (Pimsleur, Hancock, & Furey, 1977) rate of speech of 140 words per minute. The English language transcript of the presentation is provided in Appendix A and the Japanese translation in Appendix B.

The Vocabulary Knowledge Scale

Wesche and Paribakht's (1996) Vocabulary Knowledge Scale (VKS) was developed to assess the depth of an individual's foreign language vocabulary knowledge. It has since become a commonly used scale in research relating to foreign language vocabulary learning (Yuksel & Tanriverdi, 2009) and is particularly suited to "track[ing] the early development of knowledge of specific words in an instructional or experimental situation" (p. 33).

The VKS combines assessment of both perceived knowledge and demonstrated knowledge. The version of the VKS utilized in this research required participants to self-report their level

of familiarity with a particular word on a scale of five levels. Additionally, three levels (III, IV, V) required the participants to provide evidence of the reported knowledge by writing either the L1 translation of the word (III, IV, V), or an L2 sentence using the word in context (V).

The five levels of self-reported vocabulary knowledge used in this study were:

- I have never seen this word before.
- I have seen this word before, but I don't know what it means.
- I have seen this word before, and I think I know what it means.
- I have seen this word before, and I know what it means.
- I have seen this word before, I know what it means, and I can use it in a sentence.

Following Yuksel and Tanriverdi (2009), participants' responses for the VKS test were given a score based on the level of the VKS selected for each word. For example, Level I responses (I have never seen this word before) were given one point, Level II responses (I have seen this word before, but I don't know what it means) were given two points, and so on. When participants selected a Level III, IV or V response, but their translation or example sentence was deemed to be incorrect (as judged by the researcher), their response was downgraded by one level, for example a participant who selected Level III (I have seen this word before and I think I know what it means) but provided an incorrect translation of the word was assigned a Level II response for that word.

The version of the VKS used in this paper was translated into Japanese, in an attempt to ensure that a potential lack of comprehension of the description of the five vocabulary knowledge levels would not interfere with the ability of the participants to respond to each question. The English language version of the

VKS used in this research is provided in Appendix C and the Japanese translation in Appendix D.

Target Vocabulary

The items of target vocabulary appearing in the treatment video were selected by virtue of the fact that a direct L1 translation could be located in the Japanese version of the transcript and the meanings of the English words were likely to be unknown to the participants. Table 1 shows each word, its Japanese equivalent as provided in the Japanese transcript, and the word in context in the English transcript.

Table 1. Target Vocabulary for VKS Pre- and Posttests

Word	Japanese translation	Word in context
confession	告白 (kokuhaku)	I'm going to make a very public <i>confession</i> .
phenomenal	素敵な (sutekina)	You can almost always look <i>phenomenal</i> for under \$50.
donate	寄付する (kifusuru)	I'm going to <i>donate</i> everything back.
obsessed	~に夢中です (~nimutyuu)	I'm outfit <i>obsessed</i> .
overrated	過大視されすぎています (kadaisisaresugiteimasu)	Fitting in is way <i>over-rated</i> .
sequins	スパンコール (supankooru)	Gold <i>sequins</i> go with everything.

Data Collection Procedure

Prior to showing the video, the members of each group were asked to complete the vocabulary pretest (Appendices C/D). They were then shown a DVD of the *Wearing Nothing New* TED talk, subtitled according to the group the participants were in. The video is approximately 6 minutes long and was played twice in succession. The students were not permitted to take notes and were not informed of the specific purpose of the video viewing. The vocabulary posttest was then administered.

Results

Table 2 shows the scores that the students obtained on the VKS as both a pretest and a posttest as well as any gain between the two tests. A mean score and gain for each group is also provided. As we can see from Table 2, there was a similar, minimal gain in each of the four classes. The mean gain was 1.2 for the Intra-Subs group, 1.4 for the Inter-Subs group, 1.7 for the Dual-Subs group, and 1.0 for the No-Subs group. Student 5 in the No-Subs group made the highest individual gain of 4 points. There were at least two students in each group who made no measurable gains at all. In addition, some students received a lower score on the posttest than on the pretest, and thus their "gains" are in negative figures. This phenomenon is discussed further below.

Table 2. Vocabulary Gains by VKS Score in Each of the Four Subtitling Groups

Group	Student #	Pretest score	Posttest score	Gain
Intra-sub	1	9	12	3
	2	12	11	-1
	3	12	12	0
	4	11	12	1
	5	6	9	3
	6	12	12	0
	7	7	8	1
	8	7	8	1
	9	7	9	2
	10	10	12	2
	11	12	11	-1
Group mean	11.7	12.9	1.2	
Inter-sub	1	10	12	2
	2	9	8	-1
	3	9	12	3
	4	9	12	3
	5	12	12	0
	6	10	12	2
	7	10	9	-1
	8	9	12	3
	9	10	12	2
	Group mean	9.8	11.2	1.4

Group	Student #	Pretest score	Posttest score	Gain
Dual-sub	1	6	6	0
	2	8	10	2
	3	12	12	0
	4	11	12	1
	5	8	9	1
	6	10	11	1
	7	12	14	2
	8	9	12	3
	9	10	13	3
	10	10	12	2
Group mean	10.7	12.3	1.7	
No-sub	1	9	12	3
	2	10	11	1
	3	10	11	1
	4	13	12	-1
	5	12	16	4
	6	11	11	0
	7	12	12	0
	8	11	11	0
	9	11	12	1
Group mean	11.0	12.0	1.0	

Discussion

General Failure to Incidentally Increase Depth of Knowledge of Target Vocabulary

The results of the VKS test seemed to indicate that viewing the treatment video, regardless of the kind of subtitling, caused no significant gains in depth of knowledge of the target vocabulary. It is possible that, even with the addition of subtitles, the video was not at a level where it constituted comprehensible

input (Krashen, 1991) for the students. Furthermore, the limited exposure to the target vocabulary in the video (and pre- and posttests) may not have been sufficient to cause incidental increases to depth of vocabulary knowledge. It seems that a greater number of exposures to new words is necessary to cause such increases, although just how many exposures is a question for additional research.

Lack of increase to depth of vocabulary knowledge could also have been due to the incidental nature of the learning activity. Had the students been instructed to pay special attention to particular words, or permitted to make notes during the video viewing, we may have observed more significant increases to depth of vocabulary knowledge. It is possible, however, that students picked up words from the video other than the target vocabulary. Additional research is required to determine whether or not this is the case.

It is also possible that the language level of the participants was not high enough to allow them to benefit from the effects of incidental learning through video viewing. Neuman and Koskinen (1992) noted a “rich get richer” tendency in the results of their research, whereby “students who were most proficient in English at the outset of the study made more gains than others from the same experience” (p. 103).

Finally, it is possible that longer-term exposure to subtitled, authentic English language videos is necessary to yield any significant vocabulary gains. The participants in Neuman and Koskinen’s (1992) study, for example, viewed numerous subtitled, authentic videos over a 12-week period.

Increases to Depth of Knowledge of Target Vocabulary Observed in Two Students

Student 5 in the No-Subs group and student 9 in the Dual-Subs group were the only two students to choose a Level II response

in the pretest and a Level III response for the same word in the posttest, in which the posttest response was accompanied by a correct Japanese translation of the word in question—*confession* by student 5 and *obsessed* by student 9.

These two exceptional cases suggest that incidentally increasing depth of vocabulary knowledge from watching the treatment video was not impossible, although these students represent the exception rather than the norm.

Decreases to Depth of Knowledge of Target Vocabulary Observed in Two Students

Student 2 in the Intra-Subs group and student 4 in the No-Subs group both selected a Level IV response for one word in the pretest, and a Level III response for the same word in the posttest. This resulted in the loss of a point in relation to that word, and thus an overall negative gain. It is unclear what caused the students to moderate their responses in this way. In both cases the translation of the word in question (*overrated* by student 2 and *donate* by student 4) offered by the students was the same incorrect translation in both the pre- and posttests.

Students May Fail to Notice Target Words

Students 5, 7, 8, and 9 in the Intra-Subs group, students 1, 5, and 6 in the Dual-Subs group, and students 2, 3, 6, and 8 in the No-Subs group all failed to notice at least one of the six target words in the pretest or when watching the video. That is, all of these students selected the Level I response for at least one word on the posttest. This phenomenon might be explained in part by the gap between *input* and *intake*. As Brown (2007) explains, “[intake] is the subset of all input that actually gets assigned to our long-term memory store” (p. 297). In the current study, it is clear that some of the participants did not remember having

seen or heard the target vocabulary in either the pretest or the treatment video.

Students May Forget They Have Seen Words

In the case of students 5, 7, and 11 in the Intra-Subs group, students 2 and 7 in the Inter-Subs group, and student 1 in the Dual-Subs group, the negative overall gains are due to selecting a Level I response on the posttest while a Level II response was selected for the same words on the pretest. It is possible, of course, that some students forgot what they had said on the pretest—that they had seen the target words before—and were therefore inconsistent in their answers on the posttest.

Ability of Students to Guess the Meanings of Unknown Words

After the VKS was administered, a colleague (in personal correspondence) pointed out that the VKS did not account for a case where students might be able to guess the meaning of a word despite not having seen it before. This might be possible if an unfamiliar word was nevertheless made up of familiar morphemes. For example, in the case of the word *overrated*, the respondents may have been familiar with the words *over* and *rate* and thus been able to guess what the meaning of *overrated* might be.

Conclusion

The aim of this study was to determine whether the participants' depth of vocabulary knowledge of six target vocabulary items could be incidentally increased from viewing a subtitled, authentic video. Such increases were not observed for the majority of participants. However, a couple of exceptional students showed that such increases were possible to a limited extent.

It is clear that, for the majority of the participants in this study, just watching a subtitled, authentic English language video was not sufficient to cause increases to their depth of knowledge of the target vocabulary. However, the small, nonrepresentative sample dealt with in this research makes it difficult to generalize these results to other English learners.

Students may need to be given more exposure to target words before we can realistically expect depth of vocabulary knowledge to be incidentally increased. Alternatively, fewer exposures coupled with intentional learning may result in the meanings of a greater number of target words being noticed and remembered. For low-intermediate students, a video with a lower level of English than the one selected for this study may be necessary in order to be only "slightly above" the students' current language level (Krashen, 1991). Alternatively, it may be necessary to use nonauthentic videos with graded language for low-intermediate level students.

Bio Data

Paul Raine is a Japan-based teacher and writer on TEFL. He is currently the main contributor to "TEFL Journey" <jobs.ac.uk>, a blog for English teaching professionals that provides information on TEFL issues and advice about effective teaching methods and techniques. He obtained his MA in TEFL from the University of Birmingham in 2012. He is particularly interested in integrating technology with English language pedagogy. He teaches at J. F. Oberlin University and several other universities in the Tokyo area.

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Appendix A

“Wearing Nothing New” TED Talk Transcript (English)

I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public confession, and that is, I'm outfit obsessed. I love finding, wearing, and more recently, photographing and blogging a different colorful, crazy outfit for every single occasion. But I don't buy anything new. I get all my clothes secondhand from flea markets and thrift stores. Aww, thank you. Secondhand shopping allows me to reduce the impact my wardrobe has on the environment and on my wallet. I get to meet all kinds of great people; my dollars usually go to a good cause; I look pretty unique; and it makes shopping like my own personal treasure hunt. I mean, what am I going to find today? Is it going to be my size? Will I like the color? Will it be under \$20? If all the answers are yes, I feel as though I've won.

I want to get back to my suitcase and tell you what I packed for this exciting week here at TED. I mean, what does somebody with all these outfits bring with her? So I'm going to show you exactly what I brought. I brought seven pairs of underpants and that's it. Exactly one week's worth of undies is all I put in my suitcase. I was betting that I'd be able to find everything else I could possibly want to wear once I got here to Palm Springs. And since you don't know me as the woman walking around TED in her underwear (laughter) that means I found a few things. And I'd really love to show you my week's worth of outfits right now. Does that sound good? (Applause) So as I do this, I'm also going to tell you a few of the life lessons that, believe it or not, I have picked up in these adventures wearing nothing new.

So let's start with Sunday. I call this shiny tiger. You do not have to spend a lot of money to look great. You can almost always look phenomenal for under \$50. This whole outfit, including the jacket, cost me 55, and it was the most expensive thing that I wore the entire week.

Monday: Color is powerful. It is almost physiologically impossible to be in a bad mood when you're wearing bright red pants. (Laughter) If you are happy, you are going to attract other happy people to you.

Tuesday: Fitting in is way overrated. I've spent a whole lot of my life trying to be myself and at the same time fit in. Just be who you are. If you are surrounding yourself with the right people, they will not only get it, they will appreciate it.

Wednesday: Embrace your inner child. Sometimes people tell me that I look like I'm playing dress-up, or that I remind them of their seven-year-old. I like to smile and say, "Thank you."

Thursday: Confidence is key. If you think you look good in something, you almost certainly do. And if you don't think you look good in something, you're also probably right. I grew up with a mom who taught me this day-in and day-out. But it

wasn't until I turned 30 that I really got what this meant. And I'm going to break it down for you for just a second. If you believe you're a beautiful person inside and out, there is no look that you can't pull off. So there is no excuse for any of us here in this audience. We should be able to rock anything we want to rock. Thank you. (Applause)

Friday: A universal truth—five words for you: Gold sequins go with everything.

And finally, Saturday: Developing your own unique personal style is a really great way to tell the world something about you without having to say a word. It's been proven to me time and time again as people have walked up to me this week simply because of what I'm wearing. And we've had great conversations.

So obviously this is not all going to fit back in my tiny suitcase. So before I go home to Brooklyn, I'm going to donate everything back. Because the lesson I'm trying to learn myself this week is that it's okay to let go. I don't need to get emotionally attached to these things, because around the corner, there is always going to be another crazy, colorful, shiny outfit just waiting for me, if I put a little love in my heart and look. Thank you very much. (Applause) Thank you.

Appendix B

“Wearing Nothing New” TED Talk Transcript (Japanese)

私はジェシー。これは私のスーツケースです。中に入っている物をお見せする前に皆さんの前である告白をします。私は洋服に夢中です。洋服を探すのも着るのも大好き。最近では写真を撮ってブログを書いていて、様々なシーンで使えるカラフルでクレイジーな装いを紹介しています。でも新品の服は買いません。私の服はどれもプリマや古着屋で買ったものです。ありがとうございます！古着の服を買うことで、環境にもお財布にもやさしい洋服選びができます。素敵な人たちとの出会いもあるし、私のお金も立派な目的に使われる事にな

ります。見た目もユニーク。買い物が宝探しのようにも感じられます。今日の戦利品は何?サイズは合う?色は気に入る?20ドル以下で収まる?どの答えもイエスなら、勝ったような気分です。

スーツケースに話題を戻し、TEDで着る為に持参したものを紹介します。こんな服装をしている人間が持ってくるものに興味はありませんか?何を持ってきたのかお見せすると、7枚の下着、これだけです。1週間分の下着をスーツケースに入れてきました。パームスプリングスに着いたら、自分が着たいと思うものはすべて見つかるだろうと思ったからです。TED会場を下着だけで歩き回っているわけではないので(会場:笑い声)、買い物ができたとおわかりでしょう。1週間分の装いを紹介したいのですがどうかしら?(拍手)洋服の紹介をしながら、人生の教訓も述べたいと思います。古着を着る冒険をしながら、教訓を身につけていきました。

日曜日から始めましょう。名付けて輝くトラ。着飾るためにたくさんのお金をかける必要はなく、50ドル以下でも素敵に着こなすことができます。ジャケットを入れても全部で55ドルでした。これが今週のスタイルで最も高かったものです。

月曜日:カラーはパワフル。赤いパンツを履けば不機嫌になるのも生理的にはほぼ不可能(会場:笑い声)。自分が幸せそうにしていれば、幸せな人たちが寄ってきます。

火曜日:協調性は過大視されすぎています。私は自分でであろうとしながら、協調性を求めようとずいぶんな時間を費やしました。ただ自分らしくありましょう。身边を適切な人で固めれば、個性を認めてくれるだけではなく、高く評価してくれます。

水曜日:子どもっぽさを忘れずに。時々ドレスアップをして遊んでいるようだと言われたり、7歳の自分を思い出すと言われます。にっこり笑ってお礼を言います。

木曜日:自信が秘訣。ある服が似合うと思ったら、だいたい場合は似合っていて、ある服が似合わないと思ったら、おそらく似合っていないのです。常にこう教えてくれた母の下で育ちました。でも30歳になるまでこの意味がわかりませんでした。噛み砕いて説明してみます。内面も外面も自分が美しい人間だと思ふなら、着こなせないスタイルなどありません。これは皆さんに言うことです。カッコよく見せたい服装はカッコよく見せられるはず。ありがとうございます。(拍手)

金曜日:万物の真実—あなたへのメッセージ:金のスパンコールは何にもビッパリ。最後に土曜日:独自のスタイルの構築は、言葉を使わずに自らを表現するすばらしい方法。こうしたわけで、私の装いが理由で、今週はいろんな方に話しかけられ、充実した会話ができました。

あの小さなスーツケースに全部入れられないので、ブルックリンに帰る前に服はすべて寄付するつもりです。なぜなら、今週学ぼうとしている教訓は、手放しても構わないということだからです。愛着をもつ必要はありません。いつだって身のまわりにはクレイジーでカラフルなキラリと輝く服が私を待ってるんですもの。ハートとスタイルにいつも愛をどうもありがとう。(拍手) ありがとう。(拍手)

Appendix C

Vocabulary Knowledge Scale (Pretest/Posttest) (English)

Name: _____

obsessed

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

donate

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

overrated

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

sequins

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

confession

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

phenomenal

1. I have never seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think I know what it means.
4. I have seen this word before, and I know what it means.
5. I have seen this word before, I know what it means, and I can use it in a sentence.

If you checked 3, 4, or 5, please write the Japanese translation of the word below:

If you checked 5, please write an English sentence using the word below:

Appendix D**Vocabulary Knowledge Scale (pre-test/post-test) (Japanese)**

名前 (ローマ字): _____

obsessed

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

donate

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

overrated

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

sequins

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

confession

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。

phenomenal

1. この単語を見たことはありません。
 2. この単語を見たことはあるが、意味は分かりません。
 3. この単語を見たことがあり、意味もおそらく分かります。
 4. この単語を見たことがあり、意味も分かります。
 5. この単語を見たことがあり、意味も分かり、文の中で使うことができます。
- 3、4、5のいずれかにチェックをした方は、この単語の日本語の意味を書いてください。

5にチェックをした方は、その単語を使用した例文を書いてください。
