

Dear Secretary

Further to my evidence on Monday, find below links to research articles that investigate the impact captions have at building and developing literacy in children. You will notice that the findings are robust across many languages.

1. Brij Kothari, Joe Takeda, Ashok Joshi and Avinash Pandey "Same language subtitling: a butterfly for literacy?" (2002) Indian Institute of Management, Ahmedabad, India  
<http://www.planetread.org/pdf/Journal%20of%20education.pdf>

Description: Same language subtitling (SLS) refers to the idea of subtitling motion media programmes (television and film) in the 'same' language as the audio. This simplest of additions in existing television programmes, especially film songs and music videos, can make a quantum contribution to the improvement of reading skills.

2. Clara Schmidt, "Same-Language Subtitling on Television: A tool for promoting literacy retention in India?" (2007) International Comparative Education, School of Education, Stanford University,  
[www.stanford.edu/dept/SUSE/ICE/monographs/Schmidt\\_Clara.pdf](http://www.stanford.edu/dept/SUSE/ICE/monographs/Schmidt_Clara.pdf)

Description: Results indicate that regular viewing of the SLS programming does increase the odds of literacy retention, particularly among individuals with the earliest levels of reading skills.

3. Koskinen, P.S., Wilson, R.M., Gambrell, L.B. & Neuman, S.B. (1993). "Captioned video and vocabulary learning: an innovative practice in literacy instruction" *The Reading Teacher*, 47(1), 36-43. <http://www2.edc.org/NCIP/LIBRARY/V&C/Koskinen.htm>

DESCRIPTION: Several studies indicate that below-average readers are motivated to read captioned television and that reading captions enhances their reading vocabulary and comprehension skills. One study conducted with bilingual students found that those who viewed captioned video performed significantly better on word identification, word meaning, and content learning assessments than students who viewed the same videos without captions. These studies support the theoretical notion that simultaneous processing (audio, video and text) enhances learning.

4. Tyler et al, "Effect of caption rate on the comprehension of educational television programmes by deaf school students" (2009) *Deafness & Education International* Vol 11:3 pp 152-162 <http://www3.interscience.wiley.com/journal/122519077/abstract>

Description: The rate of captions in children's television programmes can safely use 120 wpm as a slowest speed. Future research should seek to pinpoint the optimal rate, which appears to lie between 120 and 180 wpm.

5. Thomas Garza, University of Texas, "Evaluating the Use of Captioned Video Materials in Advanced Foreign Language Learning" (2008) *24 Foreign Language Annals* 3: pp 239-258  
<http://www3.interscience.wiley.com/journal/121507216/abstract?CRETRY=1&SRETRY=0>

Description: Using Russian and ESL as target languages, the data collected strongly support 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.

6. Hsin-Chuan Huang and David E. Eskey, "The Effects of Closed-Captioned Television on the Listening Comprehension of Intermediate English as a Second Language (ESL) Students" *Journal of Educational Technology Systems*, Volume 28, Number 1 / 1999-2000: pp 75-96  
<http://baywood.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,8,9;journal,40,148;linkingpublicationresults,1:300322,1>

Description: The results of the research showed that CCTV helped ESL students general comprehension, vocabulary acquisition, and listening comprehension.

7. Susan B. Neuman and Patricia Koskinen "Captioned Television as Comprehensible Input: Effects of Incidental Word Learning from Context for Language Minority Students" *Reading Research Quarterly*, Vol. 27, No. 1 (Winter, 1992), pp. 95-106  
<http://www.jstor.org/pss/747835>

Description: Subjects in the closed-captioning group outscored others in word knowledge and recall of information.

Yours sincerely

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