

Literacy Education and Empowerment by Using SLS (Same Language Subtitling) Technique

ABSTRACT

Improving literacy is one of the key tasks for empowering many oppressed people in developing countries. Same Language Subtitling (SLS), which refers to the idea of subtitling motion media programs in the same language and script associated with the audio track, is a new innovative technique for improving literacy skill among neo-literates. If SLS is used in a popular TV program, such as a film-song program in India, it can improve reading skills and generate interest for literacy on a national scale with minimal cost. This study examined SLS effectiveness in improving literacy skill by using a group research design. Seventy-two children in Grade IV and sixty-six children in Grade V in Ahmedabad, India, were randomly assigned to one of three groups: A (subtitle group), B (without subtitle group), or C (control group). In each session, children in group A were shown five subtitled Hindi film songs. Children in group B were shown same five Hindi film songs, which were not subtitled. Finally, children in group C saw nothing. The same pre-and post-test was used to measure reading ability of unconnected words. The result revealed that the subtitle group's improvement over the "without subtitle" and control groups is noticeable. The result of MANOVA also confirmed significant differences in the improvement level among groups. The possibility of utilizing mass-media for literacy programs is discussed at the end of the paper.

Key words: literacy education, same language subtitling, empowerment