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A Way to Learn
- Technical Vocabulary through Multimedia Based on Viewing TV Series -

1. INTRODUCTION

Since movies and TV series have been widely used in the English language classroom, many educational methodologies have been suggested. It is no surprise that teachers and learners all welcome the idea of using movies or TV series in the ESL/EFL classroom as such material includes many practical expressions and it brings enjoyment. However, it can also bring disappointment if teachers do not know how to teach the practical expressions leading to learners feeling bored.

In the study on the selection of movies, Lee (2000) asserted that three criteria need to be considered in selecting films: 1) popular and current movies, 2) movie scripts with interesting and usable English language, and 3) movie lines that contain typical conversation styles

of English speakers. As such, TV programs such as *Blacklist* or *NCIS* are hardly used in ELT, although, in some cases, they are popular because of their difficult technical vocabulary and conversations that are unlikely to happen in the real world.

Despite the little concern about technical vocabulary, a lot of research supports the idea that learning such vocabulary is beneficial, and even essential in the field of ESP (Chung & Nation, 2004). Gablasova (2014) stated that technical vocabulary and knowledge of the subject are closely linked. Studying an academic subject is a process in which the students' knowledge of a certain field is broadened or deepened while they simultaneously acquire words for the new concepts they learn (Mohan & van Naerssen, 1997). As a result, learning the meanings of new specialized words is an integral part of learning a new subject (Bravo & Cervetti, 2009; Woodward-Kron, 2008). Moreover, the appropriate use of technical words can be an indicator of the depth of subject knowledge (Drum & Konopak, 1987) and can thus serve as a basis for the assessment of subject competence. Webb and Rogers (2009) indicate

that "materials which provide visual and aural input such as movies may be conducive to incidental vocabulary learning." Hulstijn (2001, p. 271) defined technical vocabulary as "learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning." In other words, "rigor mortis" can be learned while watching a medical TV series. Movies that include a lot of technical vocabulary are called 'discipline-related movies (Csomay & Petrovic, 2012)'. Watching a TV series makes incidental learning possible. That is, after watching a TV series such as *House or Grey's Anatomy*, we might incidentally become familiar with medical procedures and treatment of illness.

Technical vocabulary does not just function in a particular field; it can also play an important role in general English learning. In fact, to use movies or TV dramas as material, means to memorize utterances from them. What is needed here is to theoretically explain why memorizing such utterances is necessary for better language learning. Therefore, this paper will focus on the relationship between technical vocabulary and language development.

2. TECHNICAL VOCABULARY

1) Identification of Technical Vocabulary

Chung and Nation (2004) proposed four approaches to define words: a rating scale, a technical dictionary, clues provided in the text, and a computer–based approach. Among those approaches, a rating scale, which has the highest reliability will be used. <Table I> shows the scale for the anatomy vocabulary. Terms classified in steps 3 and 4 were considered to be technical words. Items in steps 1 and 2 were not. As shown, the difference between steps 3 and 4 is whether a word is used in general conversation.
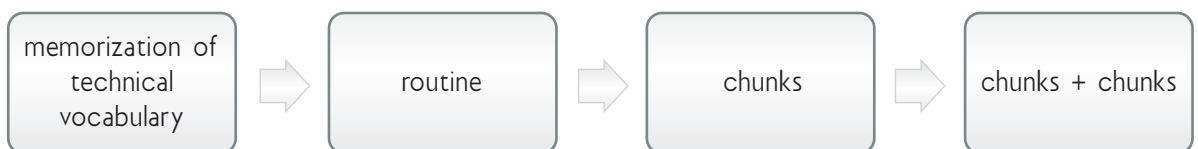
TABLE I. A Rating Scale for Finding Technical Words (Moore & Dalley, 1999)

Step 1	Words such as function words that have a meaning that has no particular relationship with the field of anatomy. That is, words independent of the subject matter. Examples are: *the, is, between, it, by, 12, adjacent, amounts, common, commonly, directly, constantly, early, and especially.*
Step 2	Words that have a meaning that is minimally related to the field of anatomy in that they describe the positions, movements, or features of the body. Examples are: *superior, part, forms, pairs, structures, surrounds, supports, associated, lodges, and protects.*
Step 3	Words that have a meaning that is closely related to the field of anatomy. They refer to parts, structures or functions of the body, such as body regions and systems. Such words are also used in general language. The words may have some use restrictions depending on the subject. Examples are: *chest, trunk, neck, abdomen, ribs, breast, cage, cavity, shoulder, girdle, skin, muscles, wall, heart, lungs, organs, liver, bony, abdominal*, and *breathing*. Words in this category may be technical terms in a specific field such as anatomy and yet may occur with the same meaning in other fields and not be technical terms in those fields.
Step 4	Words that have a meaning specific to the field of anatomy and are not likely to be known in general language. These refer to structures and functions of the body. These words have clear use restrictions depending on the subject field. Examples are: *thorax, sternum, costal, vertebrae, pectoral, fascia, trachea, mammary, periosteum, hematopoietic, pectoralis, viscera, intervertebral, demifacets*, and *pedicle*.

2) Technical Vocabulary and Language Development

To use movies or a TV series as material means that the learner memorizes utterances from them. What is needed here is to theoretically outline why memorizing such utterances is necessary for better language learning. Myles, Hooper & Mitchell (1998) argued that formulaic sequences, which learners memorize early in communication, would be divided into parts (chunks) and that such chunks would be used in order to generate new meaningful utterances. Thus, it is clear that memorizing movie or drama utterances and language development are deeply related. However, the problem is that there is often a lot of difficult technical vocabulary in movies or TV dramas, especially ones like *NCIS* or *Blacklist,* which can lead to frustration and failure to learn the expressions. Ironically, technical vocabulary is important for language acquisition. Lee (2014) researched this matter, specifically, in terms of the possibility of adults learning language naturally in the same way that children learn their L1. His subject, a 21-year-old male, participated in the massive multiplayer online game, World of Warcraft, for one and a half years. In the first stage of the game, the subject produced one-word utterances with only game terminology (=technical vocabulary), interacting with other game players. This was similar to L1 children's one-word utterances. In the second stage of the game, the subject produced lengthy utterances including game terminology. In the third stage, the subject noticed 'chunks' in the lengthy utterances, which he uttered. Finally the subject understood how to use chunks in different situations. Surprisingly he could generate new utterances without the help of game terminology. Lee's experiment showed that technical vocabulary would be the beginning of language acquisition. In this respect, it is necessary to change learners' perception of technical vocabulary to achieve successful language learning. In short, language development can take place through the process as follows:

memorization of technical vocabulary	→	routine	→	chunks	→	chunks + chunks

3. PROCEDURE

As mentioned above, memorizing movie or TV series utterances and language development are closely related. The procedure during the experiment is outlined as follows:

1. Participants watched a full episode of an American TV series with Korean subtitles. They were required to watch the episode several times as, given that they had not seen previous episodes, it took them some time to understand the storyline.

2. The instructor and participants studied the script by translating it into Korean and explaining cultural nouns. Watching a TV series is one thing and looking into a script is another. Some people do not enjoy the drama much but find reading the script interesting and vice versa. In the case of *NCIS*, it is very enjoyable and people are easily engrossed in the story; however, studying the script is hard and boring for some. In consideration of this, the instructor needs to take time to explain the script to the students.

3. The instructor selects a few scenes and has participants choose expressions they would like to memorize.

4. The instructor explains the scenes in relation to the content itself. After listening to this explanation, participants go back to the script and they are asked to choose expressions again.

5. Participants go on the www.quizlet.com website to review technical vocabulary.

6. Participants submit reports about the expressions they chose and the reasons for their choices before and after the instructor's explanation. The instructor analyzes how much the Quizlet website contributes to memorization and observes how the participants' attitudes have changed.

4. CONCLUSION

It is believed that rich repositories of 'practical' expressions and enjoyment in watching movies have contributed to the increasing the popularity of learning English through movies. Based on the result from this experimental class, it was shown that noticing language within the boundaries of the content was the most effective way to commit expressions to memory, and that using the online vocabulary-learning tool Quizlet, boosted the students' participation and motivation. In addition, technical vocabulary can play an important role in students' enjoyment of TV series, and it can act as a catalyst to develop the schema of understanding content, given that technical vocabulary itself contains important information about the content.

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