Critical Review:
Does viewing captioned or subtitled television result in improved literacy development in school-aged children?

risk outperformed their peers in the captions group. Results also found that the children watching videos with captions fluently and accurately read more Dolch words and read more nonsense words in one minute. Captions had no effect on decontextualized target word recognition or oral reading fluency.

Limitations that warrant caution about the generalizability of the study's findings include the relatively small sample size and the quiet environment in which the children viewed the captioned videos. It

One of the strengths of these studies was the use of commercially available captioning services by Linebarger et al. (2010) and Kothari et al. (2002). Using captioning services that are widely available during the experimental trials rather than researcher-developed captions allows for conclusions to be made about the feasibility of implementing the use of captions and subtitles in the home. Any further research should continue using captioning services that are readily available on televisions or online streaming platforms.

Clinical Implications

Using captioning and subtitling as a support for literacy development has the potential to be an economical and widely accessible option for families who are not able to engage in typical literacy experiences with their children in the home environment. Based on the current literature, it would be appropriate to include this as a recommendation after an assessment of reading and language abilities to increase text exposure and support literacy development.

However, some caution is warranted when making recommendations for caption and subtitle use as these studies only included children from low socioeconomic backgrounds. More evidence is needed to determine whether captions and subtitles can be used with a more diverse population of children.

References

Canadian Radio-television and Telecommunications