

Capstone Learning Isabella Cen

How does language affect one's interpretation of media?

Log #1, October 6th 2023

My process: Create and Express, Investigate and Report, Language Learning

Hours spent working: 6 hrs 20 min

Questions or goals I have that will help me answer my essential question:

- How did we determine the "beauty" of a language?
 - Eg. Why is French the most romantic language?
- How do subtitles affect one's interpretation and translation of a foreign language?
- What are the trends among multilingual people?
 - Eg. What language do they use in dreams, internal dialogue, emotional situations, etc.
- Direct English equivalents/translations: How does a native English speaker learn words with no direct English equivalents and how do these words create such meaning?

What have I learned so far?

Linguistics: Using language to study language! I knew already that I wanted to get myself to learn languages through this project, but my learning logs would be bare, and have little to reflect on if I only learned a language. With the essential question I have thought of, I can push myself to learn more languages while finding answers to a question that I've probably been asking in the back of my head for as long as I can remember. Knowing where to start with my research and work was pretty hard. I decided to dive straight into an intro linguistics video, which explained basic topics like phonetics, phonology, etc. The videos I watched did give me a brief explanation of the most common topics, and now I can determine where I could possibly concentrate my focus. For now, to better understand the identity of a language (especially its meaning,) syntax, semantics, pragmatics, and morphology, are going to be the linguistic research topics that I will concentrate on.

Syntax: I've already learned a little about syntax, the structure of language, when I tried self-learning Korean a very long time ago. Being so exposed to media in Korean and Japanese, I've grown accustomed to the Subject Object Verb (SOV) syntax that they commonly use. When I do switch between languages, I have a hunch that tells me I can feel the difference when I'm speaking English, Chinese or French following Subject Verb Object (SVO) syntax. From what I learned about syntax, I realised that standardised English, Chinese and French seem to have an inflexible syntax compared to Korean and Japanese. While watching a YouTube video on Korean syntax, I learned that you could go crazy mixing the order of words in a sentence in whatever way you wanted. As long as you put your verb at the end of a sentence, it will make sense. Here's an example, colour-coded to help your comprehension:

사탕을 (candy) 나에게 (to me) 친구가 (a friend) 주었다 (gave)

-> A friend gave candy to me.

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Now if I tried speaking like this in English, people would have a hard time understanding me. I believe that flexibility in forming sentences opens a lot more gates for expression and style, but I have yet to find a source that can support my opinion.

Descriptive grammaticality: Within syntax, there is something called grammaticality, which is separated into two sub-categories: prescriptive and descriptive. Descriptive grammaticality is an observation about what is said/written, and this is what creates expressions, “forms” (think of Texas English and American English,) and phrases that can be understood by a certain geographical region. I’m personally interested in exploring more into this because I speak a dialect of Chinese at home, and this certainly impacts my interpretation of Chinese media as someone who lacks fluency in Cantonese and Mandarin. I’m curious to know how in depth descriptive grammaticality can go and will definitely dedicate some time on this topic in the future.

How does this help me answer my essential questions?

The research I’ve done has helped me spot differences in languages; if I continue taking steps forward and analysing some more texts, I believe that this surface-level of linguistics support my language learning and my personal interpretation of the languages I’d like to gain more proficiency in through this project (Spanish, Chinese, Korean, Japanese, French.)

What I learned about my process

Create and Express: Nothing created and nothing expressed yet, but I do plan on challenging myself to write journals, sing songs, and find media in each language to reflect on how I personally felt “living” with that language. Sure, we have dictionary definitions and translation services, but we are definitely not confined to what they tell us. Our personal interpretations give character and shape to the languages we speak and hear every day.

Investigate and Report: I’ve been only watching YouTube videos for now since I’m not exactly sure what types of research articles I’m looking for. I think I will continue watching the intro linguistics videos that I’ve been watching though since they’re fairly easy to comprehend - I personally don’t think that I’ll be diving too deep into linguistics and will be relying more on collecting responses from people around me and other personal experiences like dissecting a film or show myself.

Language Learning: I tried developing a structured schedule for each language that I wanted to learn, but it was incredibly hard to follow because I wanted to achieve too much. I’m deciding to focus mainly on Korean since I find it the easiest to learn and understand at the moment, and I will sprinkle in some weeks where I focus entirely on another language.

I already know the Korean alphabet, some basic grammar, and common conjugation, and I also have an assorted vocabulary of words and phrases that I just picked up through listening to music and watching media. This means that I don't have to stick my nose in a textbook. This means that I can learn a language that I want to learn while watching the videos I want to watch! First, I watched the video with no subtitles to see how much I could understand already, then watched it a second time with subtitles. After that, I would slowly start taking notes of vocabulary that I did not understand and grab their translations from a translation engine called Papago. Watching YouTube videos got tiring though. Even if they were my favourite Korean celebrities. It was probably the amount of copying and pasting my translations into my online notes. Copying and pasting translations isn't exactly the most effective way to build my vocabulary either. I don't really have someone I could practise speaking Korean with though, so I think I have to put effort into applying what I learn while I'm journaling and recording audio recordings.

What I learned about myself

I cannot watch anything that is related to horror, thriller, gore, and monsters. I wanted to hit two birds with one stone and watch an episode of a Korean show on Netflix with a friend while getting some Korean vocabulary work in for my capstone project, but it was so scary that I couldn't even focus. I took no notes. I was shaken up a bit too after watching it. I'm never doing that again! Also not watching with a friend, because it's harder for them to enjoy the show if I have to constantly keep pausing and unpausing the video.

I'm finding it difficult to express how I feel about what I learn. This essential question and its answer should technically all be explicable with words (linguistics: learning about language using language,) but I'm having trouble pinpointing what I am trying to exactly talk about. I selected this essential question because I already have this blob in my head that contains my experiences, thought processes, and realisations that I've gained trying to interpret media in foreign languages, but I can't form words with this blob of subconscious matter.

I am busy. Sometimes it doesn't even feel humanly possible for me to finish my work during a time that I set for myself. I still manage to stay on schedule and complete my assignments on time though, so I think I'll be able to work this out. I will continue using my calendar and my to-do lists to make sure that I am on top of my deadlines and to maintain a steady work pace.

Further questions I have as a result of my work...

- What languages do we think in? How is it determined? How is it different for everyone?
- What happens to language as it is filtered, processed, and translated in the brain of someone who is multilingual?
- How are emotions expressed in different languages? What does this language have that other languages lack to express this emotion?

Next steps:

Speak to Mme. Rost-Komiya, Mme. Martin, Mr. Morrison, Ms. Yajima, Mme. Cheng, Mr. Anco-Ascarza, Ms. Monette, Ms. McKenna, Mme. Groumoutis, Mme. Massicotte, Ms. Matheos, Mr. Naso, Mr. Shum, Ms. Tsang, and Ms. Yau and Mr. McBurney about the following questions through either email or in-person conversation:

1. What is your native language?
2. Do you speak any other languages other than English? Which language(s)?
3. What is/are your favourite language(s)? Feel free to share a short reason why!

If you answered no to question 2, please answer the following questions:

- a. Have you watched a movie or TV show in a foreign language? What language was it in?
- b. Did you have subtitles on? Do you think the subtitles were accurate to the story even if you did not fully understand the language?
- c. How well were you able to connect emotionally to the story? Feel free to share anything you noticed about the dialogue and language itself.
- d. In your opinion, how does language affect one's interpretation of media?

If you answered yes to question 2, please answer the following questions:

- a. Which language is your native language? What is your proficiency in your other language(s)?
- b. What language(s) do you use to speak to yourself (internal dialogue)?
- c. What language do you use the most at home and on electronic devices?
- d. What language do you instinctively use when you are angered or upset?
- e. What language do you dream in?
- f. What language reflects your thoughts when you are feeling most grounded and connected with your identity?
- g. What language do you usually consume media with?
- h. Do you do any translating or processing in your head when you are listening, reading, or watching media in a non-native language? What language do you translate it to?
- i. Have you watched a movie or TV show that was not in your native language? What language was it in?
- j. Did you have subtitles on? Do you think the subtitles were accurate to the story even if you understood the language?
- k. How well were you able to connect emotionally to the story? Feel free to share anything you noticed about the dialogue and language itself.
- l. In your opinion, how does language affect one's interpretation of media?

I WILL ALSO ANSWER THESE QUESTIONS MYSELF!

- Complete 1-2 journal entries written in Korean that are the size of at least one paragraph
- Learn basic Spanish verbs and verb conjugation
- Duolingo every day! (Learning Chinese?) At least 1 lesson a day

On what date will I complete this work:

Have teacher responses collected by November 17th

All tasks done before next learning log is due (November 24th)

Resources:

“[ENG] 도영이 예쁘게 보이고 싶은 날 뿌리는 향수는? 🐼 도영의 필수품을 공개합니다 (NCT,

DOYOUNG, LELABO, ALEXANDER MCQUEEN, 네이처리퍼블릭).” *Www.youtube.com*, 13

Feb. 2022, www.youtube.com/watch?v=inocaQWnlLE. Accessed 7 Oct. 2023.

“[마이에센셜] 나만 알고 싶은 K-밴드, 웨이브 투 어스의 나만 보고 싶은 취향 있는 가방 속 (WAVE to

EARTH, KAPITAL, CAIMAN).” *Www.youtube.com*, 24 Aug. 2023,

www.youtube.com/watch?v=gfbsKdvqs38&t=530s. Accessed 7 Oct. 2023.

CrashCourse. “What Is Linguistics?: Crash Course Linguistics #1.” *YouTube*, 11 Sept. 2020,

www.youtube.com/watch?v=3yLXNzDUH58.

“How to Create a Sentence in Korean? | SOV | Teacher Kim.” *Www.youtube.com*, 12 Sept. 2019,

www.youtube.com/watch?v=r1-qPKFpD0E. Accessed 7 Oct. 2023.

“How to Make Sentences in Korean (Introduction to Korean Grammar).” *Www.youtube.com*, 2 Feb.

2020, www.youtube.com/watch?v=zlWLPeRuQkM. Accessed 7 Oct. 2023.

“Spanish Pronunciation with Audio | Learn Spanish Pronunciation.” *StudySpanish.com*,

studyspanish.com/pronunciation.

TrevTutor. “[Introduction to Linguistics] Introduction and Overview.” *YouTube*, 30 Jan. 2015,

www.youtube.com/watch?v=DF679Ks8ZR4.

TrevTutor. “[Introduction to Linguistics] Word Order, Grammaticality, Word Classes.” *YouTube*, 20 Feb.

2018, www.youtube.com/watch?v=E3eTNgPXkG4. Accessed 15 May 2023.

List individuals that have helped you since your last learning log and explain who they are and why you are consulting with them.

I have not contacted any individuals about my capstone project yet.

EXTENDING

Thinking is METACOGNITIVE

- Student Learning Log is mindfully completed.
- Demonstrates examination of the learning process, showing what learning occurred
- Includes properly documented evidence/sources
- Demonstrates that student has reconsidered what they already knew
- Provides thorough and meaningful examples of critical thinking
- Creates clear, meaningful and manageable objectives as well as a timeline for learning
- Communication is clear and coherent

PROFICIENT

Thinking is ANALYTIC

- Student Learning Log is complete.
- Demonstrates that student has applied learning to a broader context of personal and professional life.
- Includes evidence/sources
- Provides examples of critical thinking
- Creates clear and meaningful objectives as well as a timeline for learning
- Communication is clear and coherent

DEVELOPING

Thinking is DESCRIPTIVE

- Student Learning Log is simple yet complete
- Shows an understanding of how learning could be used
- Shows evidence of research; may not include documentation
- Provides some limited examples of critical thinking
- Creates simple objectives and may not have a clear timeline for learning
- Communication although flawed at times, does not impact meaning

EMERGING

Thinking is SUPERFICIAL

- Student Learning Log is incomplete
- Demonstrates acquisition of minimal new content and is limited to a description of general unfounded opinions and behaviors
- Shows no evidence to support thinking and is limited to personal, prior knowledge
- Student has not set any learning objectives and has no clear timeline for learning
- Communication is flawed and often impacts meaning

DID NOT SUBMIT

- Student did not submit this assignment for assessment.